

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2026-27)
SUBJECT: ENGLISH CLASS: XI TERM 1 (APRIL – SEPTEMBER)

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
April	SA1	<u>PROSE/ FICTION</u> THE PORTRAIT OF A LADY (Khushwant Singh)	HORNBILL	<u>GENERAL OBJECTIVES</u> To enable learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterization. To develop new vocabulary. To enable specific and global comprehension of the text read including the themes conveyed by the text. To enable learners to reason, recall, extrapolate, illustrate, justify etc. on the basis of the text. <u>SPECIFIC OBJECTIVES</u> To enable learners to appreciate the childhood years spent the author spent with his grandmother and gain insight	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. ACTIVITY- Learners will be involved in an open discussion on - Have you known someone like the author's grandmother? Do you feel the same sense of loss regarding someone you have loved and lost? Learners will also be shown video modules related to the lesson to enhance/ aid comprehension.	<u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. Relating literature to real life.

May	SA1	<u>PROSE/ FICTION</u> WE'RE NOT AFRAID TO DIE IF WE ARE TOGETHER	HORNBILL	into various phases of their relationship. To enable them to understand that generation gap is not an unsurpassable gulf and is characterized by the fact that a wave of nostalgia overpowers us when we think of the simple and serene days of our childhood spent with parents and grandparents. We might grow up and apart, but the morals and principles instilled in us by the older generation refuse to die. To enable them to recognize how with the modern contemporary lifestyle relationships fade as all get busy with their own lives. The older generation suffers the most as they need time and attention. To appreciate this autobiographical piece and admire grandmother's strength of character and resilience.	Brainstorming of the end-of-lesson comprehension questions. Class discussion on the author's life and work.	<u>SPECIFIC SKILLS</u> Ability to analyse how circumstances can change our lifestyle and look into your own lives to see if we may be paying less attention to some people and think of ways to rectify it. Appreciation of the sacrifices of and the support given by the grandparents in a family. Showing care and concern for animals. Accepting and managing situations in life with patience and tolerance. Respecting relations in the family. <u>GENERAL SKILLS</u> Same as mentioned above for prose lessons.
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		(Gordon Cook and Allan East)		To enable the learners to appreciate a first-person account of the narrator, Gordon Cook. To also enable them to appreciate the extreme courage and skills exhibited by Gordon Cook, his family and crewmen in a war with water and waves, for survival. To make them understand how one should react when one is in a hazardous situation and how one should not lose hope under any circumstance. To also make them understand that being optimistic is the key to tackling all the hurdles and paving the way to success. Optimism helps to endure “the direst stress”. To enable them to understand the parts of a ship and different terms/words related to a voyage. To enable them to understand the difference in the reaction of adults and children when faced with danger.	Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Brainstorming of the end of lesson comprehension questions. ACTIVITY – Exchange of ideas on universal experiences; and human behaviour related to risk-taking and adventure. Learners will also be shown video modules related to the lesson to enhance/ aid comprehension.	Realization that courage and determination can overcome all the challenges. Understanding that presence of mind along with the practical knowledge is important to take instant decisions. Knowing that adventures impart great lessons of life and explore the beauty hidden in nature. Understanding that misfortunes are bound to be converted into happiness if one has firm belief in God and himself. Inculcating a sharing and caring attitude and displaying responsibility towards others. Imbibing that perseverance and patience, trust, self reliance and self confidence, positivity, team work as essential life skills.
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July	SA1	<u>POETRY –</u> THE PHOTOGRAPH (Shirley Toulson)	HORNBILL	<u>GENERAL OBJECTIVES</u> - To enable learners to appreciate the literary genre of poetry and appreciate the poet’s style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. <u>SPECIFIC OBJECTIVES</u> To enable learners to appreciate how transient and mortal human life is. To enable them to understand how the poem reflects the pain of separation and the fact that people, after death, are vividly present in the memories of their loved ones.	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. ACTIVITY – Narration of experiences/incidents by the learners when they felt depressed or hopeless. Have they had similar moments where they experienced a change in their mood that day by some event or in the presence of nature? Learners will also be shown video modules related to the lesson to enhance/ aid comprehension	<u>GENERAL SKILLS</u> Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>SPECIFIC SKILLS</u> Understanding the importance of human relationships, understanding child psychology, understanding the attachment with family members. Understanding the nostalgia associated with experiences of the past and understanding that both moments of life have been
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July	SA1	<u>PROSE/ FICTION</u> DISCOVERING TUT: THE SAGA CONTINUES (A R Williams)	HORNBILL	To enable them to understand that time and tide wait for none. Change is a harsh and bitter reality of life. Death is the inevitable end for all. <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to appreciate a descriptive essay and the narration of the experience of researchers while exploring King Tut’s coffin and the process of forensic reconstruction of the reasons for his untimely death. To enable them to comprehend this account of struggles, the research team faced while unraveling the mystery of the death of a teenage ruler, King Tut. To make them understand the change in the methods of archaeology from a few decades back to the present era of modern technology.	A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. A power point presentation will be shown to aid comprehension. ACTIVITY- Discuss the following in groups of two pairs, each pair in a group taking opposite points of view. 1. Scientific intervention is necessary to unearth buried mysteries. 2. Advanced technology gives us conclusive evidence of past events. 3. Traditions, rituals and funerary practices must be respected.	permanently etched in the poet’s mind with a feeling of eternal loss. Understanding that death has overpowered the innocence of those moments and the pleasure they treasured. <u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>SPECIFIC SKILLS</u>
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July	SA1	<u>POETRY</u> VOICE OF THE RAIN (Walt Whitman)	HORNBILL To make them understand the collaborative efforts of all the team members involved in this project. To also enable them to understand the concept of life after death, and the thought that you could carry all your belongings to the new afterlife hereafter. To make learners know about Egyptian belief of mummification. <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to - - appreciate the eternal role that the rain plays in nurturing, quenching and purifying the various elements of Earth. - understand the cyclic movement of rain. -understand the parallelism drawn between the rain and a song. -appreciate the role of plants in getting rain. - identify the two voices in the poem.	4. Knowledge about the past is useful to complete our knowledge of the world we live in. Warm up Questions i) What is water cycle? How is the cycle getting disturbed? ii) What is the similarity between rain and music? Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative.	Understanding that scientific intervention helps to unearth buried mysteries. Understanding that advanced technology gives us fair evidence of past events. Respecting traditions, rituals and funerary practices of different regions. Understanding that knowledge about the past is useful to complete our knowledge of the world we live in. <u>GENERAL SKILLS</u> Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.
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July	SA1	<u>PROSE/ FICTION -</u> SUMMER OF THE BEAUTIFUL WHITE HORSE (William Saroyan)	SNAPSHOTS	- understand rain as the life-giving force on the earth - nurture the plants by taking care of the environment - understand the importance of saving resources - understand the need for sustainable development -discuss methods for safeguarding the environment. <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable the students to - i) read and understand in between the lines. ii) to appreciate the humour in the story. iii) understand one should stick to societal norms and values of our family.	Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. ACTIVITY - Locate Armenia and Assyria on the atlas and prepare a write-up on the Garoghlanian tribes. You may write about	Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>SPECIFIC SKILLS</u> Inculcating values like care and concern to save the environment. Developing imaginative and analytical skills. Realizing the importance of saving natural resources. <u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific.
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July	SA1	<u>GRAMMAR TOPIC</u> – TENSES	iv) care and love for animals. v) say no to wrong practices. vi) deal with the temperament of different family members to create a bond. vii) accept situations and face them with a lot of courage and find solutions to problems in life. viii) make decisions in most adverse conditions. ix) inculcate the values of respecting one's belief, honesty, confession, truth, faith, and sharing responsibility. x) show honesty and undo wrongdoings. xi) understand stealing is a crime xii) find solutions to the unforeseen circumstances To enable learners to ✓ distinguish between the twelve tense forms ✓ identify incorrect and correct tenses in a text. ✓ explain common verb tense errors ✓ demonstrate command of the conventions of standard	people, their names, traits, geographical and economic features as suggested in the story. The previous knowledge of the learners will be assessed through oral questioning. A handout will be given to the learners giving the kinds, structure and usage of the various tense forms. Each category of tenses will be taken up separately for discussion in terms of its structure and usage.	Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>SPECIFIC SKILLS</u> Being able to enjoy the humour in the story. Inculcating values like honesty, trust, responsibility etc. Understanding why it is important to restore cultural values. Making decisions. Developing a family bond. Learners will be able to – Understand the function of tenses and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking.
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July	SA1	<u>WRITING S K I L L S</u> <u>TOPIC -</u> POSTERS		English grammar and their usage while speaking or writing. To enable learners to understand that posters are effective and efficient ways to communicate to a wide audience, stimulating thought, evoking emotion and stirring action. To enable learners to write in a style and layout appropriate for writing posters. To enable them to plan, organize and present ideas appropriately. To help learners develop proficiency and confidence in written communication	Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while framing a poster. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
July	SA1	<u>POETRY –</u> CHILDHOOD (Marcus Natten)	HORNBILL	<u>GENERAL O B J E C T I V E S</u> – Same as mentioned earlier. <u>S P E C I F I C O B J E C T I V E S</u>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the	<u>GENERAL S K I L L S</u> Reading poetry with correct rhyme and rhythm.

July	SA1	<u>POETRY –</u> FATHER TO SON (Elizabeth Jennings)	HORNBILL	To enable learners to – -understand the reality that childhood innocence will ultimately get lost. - think when and at what point of time that innocence leaves us. - understand how the loss of childhood innocence leads to the gaining of individuality, rationalism and hypocrisy associated with adulthood. – to accept differences, understand people, become sensible, and value childhood and freedom. -develop individuality	poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. ACTIVITY – Learners will share their childhood experiences (How innocent they were) ii) How they define ‘maturity’? Can they exactly say at what age they became mature? iii) Discuss: Is attainment of maturity a sigh of loss of innocence	Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>S P E C I F I C S K I L L S</u> Ability to differentiate between innocence and maturity. Respect for different people and individuals. Self analysis and understanding what growing up/ maturity entails.
				<u>GENERAL O B J E C T I V E S</u> – Same as mentioned earlier. <u>S P E C I F I C O B J E C T I V E S</u>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the	<u>GENERAL S K I L L S</u> Same as mentioned above. <u>S P E C I F I C S K I L L S</u>

Aug	SA1	<u>PROSE/ FICTION – THE ADDRESS</u> (Margo Minco)	SNAPSHOT	To enable learners to - i) inculcate the values of accepting differences, understanding people, respecting elders, peace and happiness, resolving conflicts, sincerity and perseverance, valuing relations and self-realization. ii) develop social skills. iii) manage relations. iv) handle criticism. v) take initiative for making up loss/ resolve conflicts. vi) understand that generation gap cannot be allowed to break down communication and break relationships.	poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of end of the poem comprehension questions and exercises.	Value relationships. Confess and resolve conflicts. Learn social norms. Respect elders and their views. Understand generation gap and not allow it to create a communication gap/ chasm in relationships. Learn importance of conflict resolution.
				<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to - - become sensitive to the chaos which follows war.	A discussion on the author’s life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes.	<u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning.

Aug	SA1	<u>PROSE/ FICTION –</u> MOTHER’S DAY (J B Priestley)	SNAPSHOT	- understand what it does to humans and their behaviour. - become sensitive to the pain, grief and mental torture that survivors of war have to go through. - understand the importance of letting things go. Holding onto the past can be an extremely painful exercise. - understand that both past and future are illusions, and all we have with us is the present. - understand the emotions of trust, hope and betrayal.	Discussion of end of the lesson comprehension questions and exercises. ACTIVITY – A class discussion on the kinds of physical, mental and emotional problems faced by refugees and survivors of war.	Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>SPECIFIC SKILLS</u> An understanding of the ill effects of war. An understanding of the human emotions of trust, hope and betrayal in a post-war scenario and the importance of letting go of the past.
				<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to – - appreciate the status of women in their households. – focus on how a housewife works hard with love and devotion for her	A discussion on the author’s life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes.	<u>GENERAL SKILLS</u> - Same as mentioned above. Know that mothers have equal rights to enjoy their lives and deserve acknowledgement and appreciation. Strengthen the family bonding with sharing and solving problems. Develop analytical skills, thinking skills, decision making, management skills, logical

Aug	SA1	<u>PROSE/ FICTION –</u> BIRTH (A J Cronin)	HORNBILL	family and her household. Household work is also work that deserves as much respect. – celebrate motherhood and understand that a mother simply does not exist to make our lives easier. We need to be responsible for her happiness and well-being as well. <u>GENERAL OBJECTIVES</u> <u>VES</u> – To enable the students to i) read effectively with proper voice modulation. ii) comprehend the lesson iii) enhance their vocabulary. iv) analyse the situations and characters. v) express themselves effectively in the written form. vi) communicate their ideas with conviction. vii) appreciate the theme and the	Discussion of end of the lesson comprehension questions and exercises. ACTIVITY – Class discussion on - i) Is drama a good medium for conveying a social message? ii) A mother works from morning till night catering to the needs of everyone. Do we ever realise that she too is a human being and needs rest? Share your views about the role of mother in your life A discussion on the author's life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Discussion of the end of the lesson comprehension questions and exercises. ACTIVITY – A class discussion on medical procedures such as organ transplant and	skills. Identify and understand the central/main point and supporting details along with the phrases used in the lesson. Imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance <u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language.
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Aug/ Sept	SA1	<u>WRITING S K ILL</u> <u>TOPIC –</u> NOTE MAKING & SUMMARIZING SKILLS		viii) use appropriate vocabulary and expressions. <u>S P E C I F I C O B J E C T I V E S</u> To enable learners - to understand the importance of practical experience in every field including the medical field. – appreciate the life and duty of a doctor. – appreciate a doctor’s efforts to restore hope, life and his / her determination. – appreciate a doctor’s selfless service to mankind. – understand the value of time and incidents of life. To enable students to students to – - pick out essential ideas in a text and also find important details that support those ideas. Be selective and identify key ideas. - focus on keywords and phrases of an assigned text that are worth remembering.	organ regeneration that are used to save human life. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while preparing notes and making a summary. Discussion of the format and value points.	Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>S P E C I F I C S K I L L S</u> The students will be able to - i) understand the sense of duty. ii) appreciate and accept the selfless service to mankind. iii) realise and create a balance between the knowledge gained and practical approach. iv) interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant and a doctor can retrieve and restore. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic.
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Aug/ Sept	SA1	<u>WRITING SKILL</u> <u>TOPIC –</u> CLASSIFIED ADVERTISEMENTS		- transform the entire set of information into a manageable size. - include the key points in the notes and the summary to make it more readable and help them in a better understanding and revision of a concept. - enhance their learning and recall skills. - also enhance their skills of reducing, reflecting, and reviewing any given information. - concentrate, understand, and remember the information you see or read. - stay active and engaged during reading and revision. - understand what they are learning and clarify their thinking. - integrating the central ideas in a meaningful way from any theory or conceptual write-up to create its summary. To enable students to students to - develop critical thinking skills - identify different types of ads - learn how to create their own ads - understand how advertising works in general	Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task. ACTIVITY - The teacher will ask students to name all of the different kinds of advertising they can think of such as those on - radio, TV, internet, newspapers, magazines, signs, mailings, telephone books, product licensing, brochures, coupons, flyers, clothing logos, etc.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic.
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				- write for communicative needs with appropriate vocabulary and in the desired format.	A class discussion about advertising will take place where students will be made aware that advertising is a big business and that often, the advertisements that they see on TV or newspaper cost more to produce than the shows they sponsor. The teacher will tell students that businesses advertise to create awareness of their product or service so that they can increase sales. And tell them that advertising can be expensive – but that the expense is worthwhile if it increases a company’s profit. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while a classified advertisement. Discussion of the format and value points of different kinds of classified advertisements. Discussion and writing of a model answer for each type of advertisement in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills.
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Aug/ Sep	SA1	<u>WRITING S K ILL</u> <u>TOPIC</u> – DEBATE WRITING	-----	<u>GENERAL OBJECTIVES -</u> Build a case accompanied by arguments as support. Train students to find arguments based on strong and accurate data. To enable them to write in a manner that influences the attitudes and opinions of others so that they agree and agree with the proposed arguments. Display, enhance, and develop written and hence, verbal communication. Generate effective critical thinking into primary issues in the given topic. Contrast the available points of view on a subject, in a serious, argued and frontal way, so that those who read the debate speech or attend the debate can receive pertinent information and can make their own opinion. Provide written practice in developing sound and logical arguments.	Preparation and distribution of handouts with format/ layout and value points to be kept in mind while preparing a debate speech. Discussion of the format and value points of mentioned in the handout. Discussion and writing of a model answer for a debate topic – both for and against - in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task. Learners will be asked to keep the following points in mind while writing practice speeches. Collect information related to the topic both in favour and against it. Read newspapers, research the internet. Discuss the topic with peer group or seniors. Collect authentic data and try to add the points which are beyond rebuttal. Use simple and short sentences in your speech. Address the audience appropriately. Use questions, phrases and quotes to make the speech rhetorical.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills. Knowledge acquisition and understanding of multiple issues.
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				Give students an opportunity to practice speaking in front of an audience and thinking on their feet. Show initiative and leadership. Expand students' minds and increase their understanding of multiple sides of important issues.		
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2023-24)
SUBJECT: ENGLISH CLASS: XI TERM 2 (OCTOBER – SEPTEMBER)

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
Oct	SA2	<u>PROSE/ FICTION –</u> THE ADVENTURE (Jayant Narlikar)	Hornbill	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to – -understand that the subconscious mind can create/ take us to a parallel world. - understand that the parallel world can be as real as the present world. - imagine historical events as different in a parallel world and their different outcomes/ repercussions. - A single event may change the course of the history of a nation. - Reality is what is directly experienced through the senses. - The methods of inquiry of history, science and philosophy are similar.	A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Discussion/ brainstorming of textual questions and exercises. ACTIVITY – Students will look up the Internet or an encyclopaedia for information on the following theories. (i) Quantum theory (ii) Theory of relativity (iii) Big Bang theory (iv) Theory of evolution and engage in a class discussion.	<u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. Relating literature to real life. <u>SPECIFIC SKILLS</u>

Oct	SA2	<u>PROSE/ FICTION –</u> THE SILK ROAD (Nick Middleton)	Hornbill	<u>GENERAL OB JECTI VES</u> – Same as mentioned earlier. <u>S P E C I F I C OB J E C T I V E S</u> To enable learners to understand – - the genre of travelogue writing. - the challenges and hardships faced in the Silk Road regions. - challenges faced during travel in the region. - what altitude sickness is and how it manifests itself. - the author’s speculation on Tibetan Buddhism as a prerequisite for survival at that great altitude. - the author’s adventurous experiences while scaling the hilly terrain.	A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of the Silk Route and the author’s experiences travelling it. Discussion/ brainstorming of textual questions and exercises.	Realize that reality is what is directly experienced through the senses. <u>GENERAL S K I L L S</u> Same as mentioned above. <u>S P E C I F I C S K I L L S</u> Understanding of the challenges faced by those living in the Silk Road region and those travelling through it. Sensitivity towards other religious beliefs. Understand why people willingly undergo the travails of difficult journeys.
Oct	SA2	<u>WRITING SKILL</u> <u>TOPIC –</u> SPEECH WRITING	-----	To enable learners to write in a style and format appropriate for writing speeches. To enable them to plan, organize and present ideas coherently, logically and concisely. To help/advice them to use CODER while attempting writing tasks. To make them acquire the skill of introducing, developing and concluding a topic.	Preparation and distribution of handouts with format and value points to be kept in mind while framing speeches. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.

Nov	SA2	<u>GRAMMAR TOPIC</u> CLAUSES	-----	To help learners to recall/ revise - the kinds of sentences – simple, complex and compound. - the difference between a subject and a predicate. To enable them to understand - the difference between a phrase and a clause. - the different parts of a clause – Principal, Subordinate and Coordinate. - the different kinds of subordinate clauses – adjective, adverbial and noun clauses To enable learners to - identify a clause. - distinguish between a dependent and an independent clause. - determine whether a clause is a noun, adjective or adverb clause.	understand the format and the related value points. Brainstorming of practice questions regarding the content a speech to enable learners to write them as class task/home task. The teacher will help students to revise and recall the difference between a subject and a predicate with the help of examples. The different types of sentences will be discussed with supporting examples. Learners will be explained how to identify and define a clause. Students will learn how to distinguish between an independent and a dependent clause based on the rules for each. They will also learn some subordinating conjunctions that will help them remember when a clause is dependent. Students will also learn about the noun clause, adjective clause, and adverb clause. The teacher will define and explain each type and provide examples for analysis.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Learners will be able to – Understand the function of clauses and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking.
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Nov	SA2	<u>POETRY –</u> THE LABURNAM TOP (Ted Hughes)	Hornbill	<u>GENERAL OBJECTIVES –</u> To enable learners to appreciate the literary genre of poetry and appreciate the poet’s style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. <u>SPECIFIC OBJECTIVES</u> To enable learners to	Practice worksheets will include questions that ask learners to identify the dependent and independent clauses and also ask them to identify or complete the sentences with noun, adverb or adjective clauses. Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of the end of the poem comprehension questions and exercises.	<u>GENERAL SKILLS</u> Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>SPECIFIC SKILLS</u>
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Nov	SA2	<u>POETRY –</u> TALE OF MELON CITY (Vikram Seth)	Snapshot	- appreciate the beauty of nature. - appreciate the solitude of the tree. - appreciate the relationship between all the living beings in the environment, and the need to peacefully coexist as can be seen in the poem. - understand that there is an interaction between every living creature, which might not be seen or heard by us, but it exists. - appreciate the uninterrupted flow of life in nature irrespective of ebbs and flows in our daily lives. - mutual coexistence among nature and its beings. <u>GENERAL OBJECTIVES</u> – Same as mentioned above. <u>SPECIFIC OBJECTIVES</u> To enable learners to - understand the poet's mockery of any government system/ monarchy. – understand that the poem represents any nation whose policies are framed on the basis of superstitions and old age beliefs. – understand the poet's criticism of the dark side of human nature. People living in Melon City	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem.	benefits that exists between all living creatures in nature. <u>GENERAL SKILLS</u> Same as mentioned above. <u>SPECIFIC SKILLS</u> Being able to inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds. Analysing situations carefully and taking appropriate decisions. Appropriate use of power and skills. Developing comprehension skill, analytical skill, language skills, thinking skill,
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			do not have regard for human life, they do not hold themselves responsible for their actions. Instead of accepting flaws and finding solutions, society chooses an easy way that is putting the blame on others. – understand the poem as an ironic representation of the symbolic folly of ignorance and corrupted power. - understand that when people are ignorant about moral standards, ethics or rationality, they end up crowning an idiot, an impertinent fellow as their ruler. – understand the poet’s general disdain for the concept of monarchy. – understand Seth’s criticism of ineffectual problem-solving by governments or monarchies. - realise that peace and liberty are the two strong factors for a state to flourish. - able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.	The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of the end of the poem comprehension questions and exercises.	imagination and creativity, analysis, interpretation and social responsibility.
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ANNUAL CURRICULUM PLAN (2026-2027)

SUBJECT: CHEMISTRY

CLASS: XI

Sno .	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
1	UT-1	1)Some Basic concepts of Chemistry 2)Structure of Atom	30	- To explain various laws of chemical combination; - To describe the terms – mole and molar mass - To determine empirical formula and molecular formula for a compound from the given experimental data; - To perform the stoichiometric calculations - To describe Bohr atomic model - To understand the important features of the quantum mechanical model of atom; - To state the de Broglie relation and Heisenberg uncertainty principle; - To state aufbau principle, Pauli exclusion principle and Hund's rule of maximum multiplicity - To write electronic configuration of atoms	- Lecture Method, - Use of Interactive Panel - Group Discussion - Brain Storming	Students will be able: - To perform stoichiometric calculations based on balanced chemical equations - To calculate limiting reagent ,theoretical yield. - To calculate empirical and molecular formulae from percentage composition. - To apply aufbau principle,Paulis exclusion principle and Hund's rule - To define and interpret the four quantum numbers	- Pen and paper test - Class room discussion - Class work and Home work - Assignments
2	Mid Term Exam	1)Some Basic concepts of Chemistry	70	To recognise the periodic trends in physical and	- Lecture Method, - Use of Interactive Panel	Students will be able to:	Pen and paper test

		2)Structure of Atom 3)Classification of elements and periodicity in properties 4)Chemical Bonding 5)Redox Reactions		chemical properties of elements - To explain the relationship between ionization enthalpy and metallic character - To use scientific vocabulary appropriately to communicate ideas related to certain important properties of atoms e.g., atomic/ionic radii, ionization enthalpy, electron gain enthalpy, electronegativity, valence of elements - To explain the formation of different types of bonds - To describe the VSEPR theory and predict the geometry of simple molecules - To explain the different types of hybridisation involving s, p and d orbitals and draw shapes of simple covalent molecules - To define the terms oxidation, reduction, oxidant (oxidising agent) and reductant (reducing agent) - To balance chemical equations	Group Discussion Brain Storming	- To observe and explain trends across a period and down the group in ionisation enthalpy, electron gain enthalpy and electronegativity - To correlate periodic trends with chemical reactivity - To differentiate between ionic, covalent and coordinate bonds - To determine polarity of molecules and its relation to dipole moment - To describe hybridisation and formation of sigma and pi bonds - To calculate the oxidation number of elements - To apply rules for determining oxidation states in redox reactions - To balance redox reactions using oxidation number method and ion electron method	- Class room discussion - Class work and Home work
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				using (i) oxidation number (ii) half reaction method			
3	UT 2	1)Organic Chemistry 2)Hydrocarbons	30	- name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names - understand the concept of organic reaction mechanism; - explain the influence of electronic displacements on structure and reactivity of organic compounds; - name hydrocarbons according to IUPAC system of nomenclature; recognise and write structures of isomers of alkanes, alkenes, alkynes and aromatic hydrocarbons; - learn about various methods of preparation of hydrocarbons; - distinguish between alkanes, alkenes, alkynes and aromatic hydrocarbons on the basis of physical and chemical properties; - draw and differentiate between various conformations of ethane;	- Lecture Method, - Use of Interactive Panel - Group Discussion - Brain Storming	Students will be able : - To use IUPAC rules to write systematic names of organic compounds - To understand isomerism - To understand inductive effect, resonance hyperconjugation and electromeric effect - To describe the methods of preparation of alkanes, alkenes and alkynes - To explain physical and chemical properties of alkanes, alkenes and alkynes - To explain aromaticity and the structure of benzene	- Pen and paper test - Class room discussion - Class work and Home work - Assignments

				• appreciate the role of hydrocarbons as sources of energy and for other industrial applications; • predict the formation of the addition products of unsymmetrical alkenes and alkynes on the basis of electronic mechanism; • comprehend the structure of benzene, explain aromaticity and understand mechanism of electrophilic substitution reactions of benzene; • predict the directive influence of substituents in monosubstituted benzene ring; • learn about carcinogenicity and toxicity			
4	Mock Exam	1)Some Basic concepts of Chemistry 2)Structure of Atom 3)Classification of elements and periodicity in properties 4)Chemical Bonding 5)Redox Reactions 6)Organic Chemistry 7)Hydrocarbons 8)Equilibrium 9)Thermodynamics(90%)	70	• To state the law of equilibrium • To establish a relationship between K_p and K_c • To classify substances as acids or bases according to Arrhenius, Bronsted and Lowry concept, • To classify acids and bases as weak or strong in terms of their ionization constants	• Lecture Method, • Use of Interactive Panel • Group Discussion • Brain Storming	Students will be able : • To state and apply law of mass action • To derive and use expressions for equilibrium constant • To apply LeChateliers principle to predict the effect of changes in temperature ,concentration etc	• Pen and paper test • Class room discussion • Class work and Home work • Assignments

				- To explain the dependence of degree of ionization on concentration of the electrolyte and that of the common ion; - To describe pH scale for representing hydrogen ion concentration; - To describe ionic product (K_w) and pK_w for water		- To understand different theories of acids and bases - To calculate pH of strong and weak acids/bases	
5	Annual Exam	)Some Basic concepts of Chemistry 2)Structure of Atom 3)Classification of elements and periodicity in properties 4)Chemical Bonding 5)Redox Reactions 6)Organic Chemistry 7)Hydrocarbons 8)Equilibrium 9)Thermodynamics(10% remaining)	70	- discriminate between close, open and isolated systems; - explain internal energy, work and heat; - state first law of thermodynamics and express it mathematically - state and apply Hess's law of constant heat summation	- Lecture Method, - Use of Interactive Panel - Group Discussion - Brain Storming		- Pen and paper test - Class room discussion - Class work and Home work - Assignments

CURRICULUM PLAN(2026-27)

SUBJECT:ACCOUNTANCY

CLASS:XI

Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Introduction to Accounting Session 1: Meaning and Process of Accounting Session 2: Characteristics of Accounting, Objectives, Advantages and Limitations of Accounting	The students will be able to - Understand the meaning of Accounting. - Identify the financial transactions. - Differentiate between Recording and Classifying. - Explain the attributes of accounting - Discuss the objectives, advantages and limitations of accounting - Identify the users of accounting information	The teacher will discuss the concept of accounting. The students will be asked their understanding of accounting. The students will raise hands and teacher will ask their reply one by one. After listening to their responses the teacher will start a PPT and give the definition of Accounting and Economic Events. The various terms used in the PPT will be explained individually. The process of Accounting will be explained and various examples will be given to explain the various terms. The teacher will discuss the various attributes of Accounting. The teacher will ask students to raise hands and explain the terms as these were covered the previous day also. The students will then give the purpose of accounting. The teacher will sum up through the PPT various Characteristics The teacher will ask students who all will be interested in the accounting information. The teacher will then classify the users of accounting information as Internal users	Ability to Identify the financial transactions, Identify the users of accounting information and Explain the qualitative characteristics of accounting.

Session 3: Users of Accounting Information Session 4: Qualitative Characteristics of Accounting Information	- Discuss the nature of information needed by the users. - Explain the qualitative characteristics of accounting.	External users The students will tell why these users would be interested in the accounting information and the discussion will be summed up by the teacher through the PPT. The various Qualitative characteristics of Accounting will be explained by the teacher. The teacher will also explain how an organization will ensure that these characteristics are fulfilled in the accounting information.	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Basic Accounting Terms Session 1: Business Transactions; Events; Account; Capital; Drawings; Assets & its types; Liabilities & its types.	The students will be able to - Explain the meaning of various accounting terms. - Identify different types of Assets. - Distinguish between various types of Liabilities.	The teacher will explain the meaning of various terms with the help of examples. The teacher will explain the meaning of Business Transactions and events. The difference between the two will be explained with example. The students will be explained the meaning of Account, capital and Drawings. They will be explained why we separately record drawings of the owner in the books. The terms assets will be discussed and its types: Current assets Fixed assets Tangible Assets Intangible Assets Fictitious Assets Will be explained using examples.	Ability to Identify different types of Assets, distinguish between various types of Liabilities and differentiate between Capital & Revenue receipts.

Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Accounting Equation Session 1: Concept of Accounting Equation and table to identify the effect of transactions on Asset, Capital and Liabilities	The students will be able to - Understand the concept of Accounting equation. - Differentiate between Internal and External Liabilities. - Identify the effect of transaction on	The teacher will explain the concept of Accounting Equation and discuss how every transaction will impact the equation in two ways. ASSET = CAPITAL + LIABILITIES The students will be explained why capital is a liability and is called Internal Liability. The teacher will discuss the impact of each transaction on the asset, capital and Liability. As the students are already familiar with the terms so teacher will encourage them to identify the impact and teacher will act as a facilitator. The teacher will summarize the discussion.	Skill to Analyze the transactions and prepare Accounting Equation with proper format.

Session 2: Preparation of Accounting Equation showing impact of each transaction on Accounting Equation. Session 3: Practical Question to show effect of transactions on Accounting Equation Session 4: Practical question to show the effect of transactions on Accounting Equation Session 5: Word Problems on Accounting Equation	Asset, Capital and Liability ● Identify the effect of transactions on Accounting Equation and Balance the equation for every transaction ● Analyze the transactions and prepare Accounting Equation with proper format. ● Solve word problems of accounting Equation.	The teacher will use a worksheet to discuss the effect of each transaction on Accounting Equation and prepare the equation for each transaction after discussion with the students and then a new equation after each transaction will be prepared with involvement of students. The doubts of the students will be discussed and impact will be explained by the teacher before closing each transaction. The teacher will discuss the impact of transaction on Accounting Equation. Questions of higher level will be taken. The students will be involved in solving the question. The teacher will ask the effect of each transaction from the student and then solve the question with student involvement and also explaining the impact side by side. The doubts of the students will also be dealt simultaneously. The practical question with effect of transactions on more than two items will be discussed and impact of each transaction on accounting equation will be discussed with students involvement. The teacher will explain various formulaes related to Accounting Equation and their derivation will be done by students under the guidance of the teacher. The various word problems will be solved using the formulaes and students will be involved to identify the correct formula to solve the question.	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Recording of transactions JOURNAL Session 1: Classification of Accounts: Traditional and Modern Approach	The students will be able to • Understand the classification of accounts under the traditional and modern approach • Identify the accounts on the basis of traditional approach	The teacher will discuss the classification of accounts under traditional Approach and Modern Approach. The teacher will explain the classification under traditional approach as REAL ACCOUNT PERSONAL ACCOUNT NOMINAL ACCOUNT The rules of debit and credit related to each type will be explained. The teacher will explain the various types with the help of examples and different types of personal accounts will also be discussed and distinguished. The teacher will also discuss the classification under Modern approach as ASSET ACCOUNT LIABILITY ACCOUNT EXPENSE ACCOUNT	Ability to classify various types of accounts and apply the rules of debit and credit to record transactions.

Session 2: Analysis table – Traditional and Modern Approach	• Differentiate between real, personal and nominal accounts • Apply the rules of debit and credit for each type of account to record the journal entries • Classify the accounts as Asset A/c, Expense A/c, Capital A/c, Liability A/c and Income A/c • Understand the concept of Journal • Identify the advantages and need for preparing Journal • Record some basic entries of Journal	INCOME ACCOUNT CAPITAL ACCOUNT The rules for modern classification will also be discussed with examples. The teacher will explain that we can follow any approach but the result will be the same. The teacher will use a Word Document prepared with some basic transactions. The students will be involved to identify the accounts involved in each transaction and their nature as per traditional as well as modern approach. The rule applicable for each account will be identified and then it will be concluded which Account should be debited and which account should be credited. The teacher will introduce the concept of Journal. Its meaning, advantages and importance will be discussed through a PPT. the format of a Journal will also be explained and the procedure to record the Entries in the journal will also be discussed. The teacher will use a word document which is already prepared and contains the Journal format. The transactions involving some basic entries will be discussed and their journal entries recorded after discussion with students. The students will identify the accounts involved and tell the journal entry.	
Session 3: Journal and some Basic entries			

Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Source Documents- origin of Transactions Session:1 Meaning, Importance and types of Source Documents	The students will be able to ● Revise the Concept of Journal ● Analyze the transactions and give the journal entries ● Understand the concept of	The teacher will revise the chapter of Journal done before vacations. A word document containing the question will be shared in the class and students will be encouraged to give journal entries for each transaction. The teacher will help students to analyze the accounts involved and give the journal entry. The teacher will introduce the concept of Source Documents and discuss with the students about the importance of Source Documents. The students will participate in the class discussion and teacher will conclude the discussion. The teacher will discuss the following source documents: 1. Cash Memo	Ability to identify various source documents and prepare vouchers

Session 2: Meaning and types of Accounting Vouchers	Source Documents. - Analyze the importance of Source Documents. - Understand and explain various types of Source Documents. - Understand the purpose of each Source Document.	- Invoice and Bill - Receipt - Pay-in-slip - Debit Note - Credit note - Cheque Each document will be shown and explained to the students. The reason of preparing each document will be discussed. The teacher will explain the concept of Accounting Vouchers. The importance of Accounting Vouchers will be discussed. Various types of Vouchers will be discussed in the class. - Cash Vouchers – Debit and Credit Vouchers. - Non-cash Vouchers/ Transfer Vouchers. - Compound Vouchers. Each type of voucher will be discussed and its preparation will be discussed.	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Ledger Session 1: Meaning and Concept of Ledger, its importance and posting of Simple Entry, Compound Entry and Opening Entry.	The students will be able to - Understand the concept of Ledger. - Explain the importance of preparing a Ledger. - Post the journal entries from	The teacher will introduce the concept of Ledger and discuss the purpose of preparing Ledger and classify various accounts. The teacher will use a word document prepared in advance and discuss the posting of a simple Journal entry, a compound Journal entry and opening entry to the ledger. The students will be given a question of Journal to be done as home assignment and next day the solution of this question will be discussed and the entries will be posted to various accounts in the class in discussion with the students. The students were explained the posting in various accounts in previous session so the teacher will solve the Question in	Skill to post transactions from Journal to prepare ledger Accounts.

Session 2: Question related to posting of Journal entries to Ledger. Session 3: Balancing of Accounts in Ledger	Journal to Ledger. • Understand the process of balancing each account of the Ledger. • Identify how to close each category of accounts at the end of accounting year.	discussion with the students. The students will be encouraged to participate in the discussion. The teacher will explain the balancing of each account in the Ledger. The process of balancing will be explained and how the balance is carried forward to the next month will be discussed. The teacher will explain how the accounts are balanced and transferred to next accounting period in the month of March every year.	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Subsidiary Books - Cash Book without GST Session 1: Concept of Subsidiary Books, types of	The students will be able to • Understand the concept of Subsidiary Books. • Explain the various types of subsidiary books	The teacher will explain the concept of Subsidiary books with the help of a PPT. Various types of such books will be discussed and the purpose of preparing each book will be discussed. The teacher will introduce the concept of Cash Book and explain the different types of Cash Book which are maintained in an organization. The teacher will also ask	Skill to prepare simple and double column cash book using different transactions.

subsidiary Books, Cash Book – Meaning and types Session 2: Simple Cash Book Session 3: Simple Cash Book Session 4: Double Column Cash Book Session 5: Double Column Cash Book Session 6: Petty cash Book	and the types of transactions recorded in these books. ● Identify the cash transactions to be recorded in Cash Book. ● Identify the transactions that will not be recorded in Cash Book. ● Explain the concept of contra entries and its recording in the cash book. ● Understand the concept of Petty Cash Book. ● Explain the Imprest system of Petty Cash Book. ● Prepare different types of Cash Books.	questions from students to check their understanding from time to time. The teacher will introduce the concept of Simple Cash Book. The format of preparing a Simple Cash Book will be explained and a question involving simple transactions will be solved in the class using a word document. The teacher will discuss with students how to record the transactions and then finally close the discussion. The balancing of Single column cash Book will be explained. The transactions involving Bank A/c, Discount A/c, etc. which will not be recorded in cash book will also be discussed. The teacher will solve another question related to Cash Book in the class which will involve higher level of transactions. The teacher will solve the question in discussion with the students and the doubts of the students will be solved in the class. The teacher will introduce the concept of Double column cash book and explain how both Bank and cash transactions are recorded in the double column cash book. The concept of CONTRA ENTRIES will be introduced and how these are recorded in the double column cash book will also be explained. The recording for transactions involving cheque-in-hand and endorsement of cheque will also be discussed. The teacher will solve a question in the class using a word document and students will be involved in preparing a Double Column Cash Book.	
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		The teacher will take up another question on Double column cash Book and it will be solved in the class with student involvement. The balancing of Double column cash book will be explained. The doubts of students will also be dealt in the class. The teacher will introduce the concept of Petty Cash Book. The concept of Imprest system of Petty Cash Book will be explained.	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Subsidiary Books - Session 1: Purchases book Session 2: Sales book	The students will be able to - Understand the concept of Subsidiary Books. - Explain the various types of subsidiary	The teacher will explain the concept of Subsidiary books with the help of a PPT. Various types of such books will be discussed and the purpose of preparing each book will be discussed. The teacher will introduce the concept of Subsidiary Book and explain the different types of these boooks which are maintained in an organization. The teacher will also ask questions from students to check their understanding from time to time.	Ability to prepare Purchase Book, Purchase Return Book, Sales Book, Sales Return Book

Session 3: Purchases return book Session 4: Sales return book	books and the types of transactions recorded in these books. describe the method of recording transactions other than cash transactions as per their nature in different subsidiary books	Preparation of the following Subsidiary books will be done: - Purchase Book - Purchase Return Book - Sales Book - Sales Return Book Students will also be guided about the fact that the transactions not recorded in any of the subsidiary books will be recorded in Journal Proper.	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Depreciation, Provisions and Reserves Depreciation: Concept, Features,	The students will be able to Explain the necessity of providing depreciation and develop the skill of	The teacher will ask following questions Q1. What is Depreciation.? Q2.How is depreciation different from amortization? Q3. What are Provisions and Reserves?	Ability to prepare Asset Account, Depreciation Account, Asset Disposal Account and Provision for Depreciation account.

Causes, factors • Other similar terms: Depletion and Amortization • Methods of Depreciation: • i. Straight Line Method (SLM) • ii. Written Down Value Method (WDV) • Provisions and Reserves: Difference	using different methods for computing depreciation. • Understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account. • appreciate the method of asset disposal through the concerned asset account or by preparing asset disposal account. • Appreciate the need for creating reserves and also making provisions for events which may belong to	The teacher will then explain how to prepare Asset Account, Depreciation Account, Asset Disposal Account and Provision for Depreciation account.	
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	the current year but may happen in next year.		
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Theory base of Accounting Session 1: Meaning and need of Accounting Principles;	The students will be able to - Understand the concept of Accounting Principles - Identify the need of Accounting	The teacher will introduce the concept of Accounting Principles and explain the reason of studying these principles for accounting purpose. The need or importance of these principles will be discussed and the difference between Concepts and Conventions will be explained. The teacher will explain the basic Accounting Assumptions: GOING CONCERN CONCEPT ACCRUAL CONCEPT CONSISTENCY CONCEPT	Ability to use appropriate Accounting principles and Accounting standards.

Accounting Assumptions	Principles in Accounting	Each of the above concept will be explained with the help of examples.	
Session 2: Generally Accepted Accounting Principles	• Explain the concept of each principle with the help of examples • Apply these principles when doing practical questions • Differentiate between cash and Accrual Basis of Accounting	The teacher will explain the following principles with the help of examples: BUSINESS ENTITY PRINCIPLE MONEY MEASUREMENT PRINCIPLE ACCOUNTING PERIOD PRINCIPLE HISTORICAL COST PRINCIPLE REVENUE RECOGNITION PRINCIPLE MATCHING PRINCIPLE The principles will be explained by relating to the Accounting Equation chapter as students are familiar with the accounts affected and principles were the reason for the treatment will be explained.	
Session 3: Generally Accepted Accounting Principles (Contd.); Accounting Conventions	• Differentiate between Double entry and single entry system • Explain the meaning of Accounting Standards • Discuss the importance of Accounting Standards • Explain the concept of IFRS and Ind-AS.	The teacher will explain the principles and the conventions of accounting with the help of examples: DUAL ASPECT PRINCIPLE VERIFIABLE OBJECTIVE PRINCIPLE The following conventions will be discussed: CONVENTION OF FULL DISCLOSURE MATERIALITY CONSERVATISM/PRUDENCE The teacher will discuss the various basis of Accounting – Cash basis and Accrual basis of Accounting. The difference between the two will be discussed and how profits are calculated under these will be explained. The teacher will explain the difference between Double entry and single entry system. These will be explained with the help of examples and they will be explained the suitability of these systems. The concept of accounting Standards will be introduced and why it was important to have these standards will be	
Session 4: Basis of Accounting; Systems of Accounting; Accounting			

Standards; IFRS; Ind-AS		explained. The importance of adapting to IFRS and then Ind-AS will also be explained.	
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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
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Chapter: Bank Reconciliation Statement ● BRS: Concept, Features, Causes, factors ● BRS- Need ● Bank Reconciliation Statement- Preparation	The students will be able to ● appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the pass book / bank statement and to reconcile both the balances, bank reconciliation statement is prepared. ● develop understanding of preparing bank reconciliation statement.	The teacher will ask following questions Q1. What is BRS.? Q2. What is the need for preparing BRS? Q3. What are the concepts which need importance in preparing BRS. The teacher will then explain how to prepare Bank Reconciliation Statement when Balance as per Pass Book and Cash book are given respectively.	Ability to prepare Bank Reconciliation Statement.
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ANNUAL CURRICULUM PLAN BIOLOGY XI

(2026-27)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
1. The Living World UT-1	- Understand characteristics of life - Learn classification types - Understand the basic characteristics that define living organisms. - Learn about biodiversity and the need for classification. - Understand taxonomy and taxonomic categories. - Explore binomial nomenclature and the concept of species. - Recognize the role of taxonomical aids (herbarium, museum, zoological parks, etc.).	- Define and distinguish between living and non-living things. - Explain the importance of classification and the basis for grouping organisms. - Describe the hierarchy of taxonomic ranks (species to kingdom). - Apply binomial nomenclature correctly using genus and species. - Identify and explain the use of various taxonomical aids like herbarium, keys, museum, etc. - Appreciate the diversity of life forms and understand the concept of biodiversity. - Classify living organisms based on two/five kingdom system	Specimen observation, chart preparation	Pen Paper test which includes questions based on real life situations, numericals, interpreting given data, definitions, value based questions, Multiple choice questions based on key concepts are given to students to assess their learning Paper pen test which includes questions based on real life situations, interpreting given data	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention
2. Biological classification UT-1	- I- Understand the need and importance of classifying living organisms. - Learn the basis and criteria used for classification. - Explore the Five Kingdom classification system. - Distinguish between prokaryotes and eukaryotes. - Understand major groups in each kingdom (Monera, Protista, Fungi,	- After completing this chapter, students will be able to: - Explain why classification is necessary in biology. - Describe the major criteria used to classify organisms. - Outline the Five Kingdom classification system and describe the characteristics of each kingdom. - Differentiate between prokaryotic and eukaryotic organisms.	Model preparation, classification key exercises	Lecture method • Discussion method • Demonstration method	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2026-27)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
3.Plant Kingdom 4. Animal Kingdom	Plantae, Animalia). - Comprehend the concept of hierarchy in classification.identify plant and animal groups - Understand classification • Study classification and characteristics of major plant groups. • Understand alternation of generations and distinguishing features across divisions. Learn classification of non-chordates (up to phyla) and chordates (up to class).	- Identify and classify examples of organisms into their respective kingdoms. - Understand evolutionary relationships reflected in classification.differentiate groups of plants and animals. • Identify major plant groups: Algae, Bryophytes, Pteridophytes, Gymnosperms, Angiosperms. • Provide examples and salient features of each group; describe life cycle stages. Students can explain key features and give examples of each phylum/class, and contrast chordates vs non-chordates			Memory re Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
5. Morphology of Flowering Plants 6. Anatomy	Understand parts and modifications of flowering plants (root, stem, leaf, flower, fruit, seed). Study internal organization and	Students can label, sketch and describe plant morphology and modifications, identifying tissue types and functional adaptations Learners should prepare slides/diagrams of T-S of root, stem, leaf and	Flower dissection, slide observation	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2026-27)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
	tissue systems in dicots and monocots.	explain tissue function in transport and support			
7. Structural Organisation in Animals	Examine tissue organization and systems (digestive, circulatory, respiratory, nervous, reproductive) in cockroach/frog.	Students can label diagrams of organ systems, summarize tissue functions, and compare	Slide analysis, diagrams of earthworm, frog	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
8. Cell: The Unit of Life (UT-1)	Cover cell theory, prokaryotic and eukaryotic cell structure, organelles, membranes, endomembrane systems.	Learners can distinguish cell types, describe ultrastructure and roles of cell organelles, and relate structure to function		Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
9. Biomolecules	Explore chemical constituents of cells: proteins, lipids, carbohydrates, nucleic acids, enzymes.	Students explain molecular structure and functions, enzyme action and properties accurately; differentiate biomolecule classes	Food tests, cell model		
10. Cell Cycle and Cell Division	Study the cell cycle, mitosis and meiosis and their significance.	Can outline phases, contrast mitosis vs meiosis, interpret their importance in growth, reproduction, variation	Onion root tip slide	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2026-27)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
					,Reasoning skills
11. Photosynthesis in higher plants (UT-2)	Understand photochemical & biosynthetic phases, photophosphorylation, chemiosmotic hypothesis, C3/C4 pathways, photorespiration, influencing factors.	Students draw Z-scheme, explain cyclic/non-cyclic phosphorylation, distinguish C3 vs C4, and correlate environmental factors with photosynthetic rates	Starch test, CO ₂ release experiment	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
12. Respiration (UT-2)	Cover cellular respiration: glycolysis, fermentation, TCA cycle, electron transport system, respiratory quotient.	Learners describe each pathway, compute ATP yield, explain energy relations and respiratory adaptations			
13. Plant Growth & Development	Study phases of growth, growth regulators (auxin, gibberellin, cytokinin, ethylene, ABA), differentiation, dedifferentiation and redifferentiation.	Students sequence developmental stages, explain functions of hormones in growth and stress, and interpret experiments such as phototropism assays	Hormone charts, digestive system model	Lecture method •Discussion method •Demonstration method Lecture method •Discussion method •Demonstr	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
14 Breathing and Respiration	Respiratory organs in humans and other organisms		Activities as per NCERT syllabus		Comprehending and interpreting

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2026-27)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
	Mechanism of breathing: inspiration and expiration Exchange of gases at alveolar and tissue levels Transport of gases via blood Regulation of respiration Respiratory disorders: asthma, emphysema, occupational lung diseases	Identify respiratory structures and explain their functions Describe the mechanics of breathing and pressure changes Understand gas exchange and transport mechanisms Explain how neural and chemical factors regulate respiration Recognize symptoms and causes of common respiratory disorders		Lecture method •Discussion method •Demonstration method	information to identify main points listening skills Observation skills ,Reasoning skills
15. Body Fluids and Circulation	-Understand respiratory structures and mechanisms, transport and regulation of respiration, and common disorders.	- Students explain the process of gas exchange, mechanisms of ventilation, oxygen transport, regulation; identify disorders like asthma and emphysema	Breathing rate experiment, lung volume demo	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
16. Excretory Products and Their Elimination	Study blood, lymph composition, heart structure, cardiac cycle, ECG, circulation, and disorders.	Learners outline cardiac cycle, interpret ECG, describe blood groups and coagulation, and discuss hypertension, CAD and heart failure	Pulse rate check, blood type testing (demo)	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation

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(2026-27)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
					skills ,Reasoning skills
17. Locomotion and Movement	Explore excretion methods, kidney function, osmoregulation, hormone controls and diseases.	Students depict nephron structure, explain urine formation, hormonal regulation (ADH, renin-angiotensin, ANF), and kidney disorders like nephritis and dialysis	Study different types of muscular tissue through slides.	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
18. Neural Control and Coordination 19. Chemical Coordination and Integration	Examine muscle contraction, skeletal framework, joints, types of movement and related disorders.	Learners describe muscle types, contraction mechanism, skeletal anatomy, joint structure; explain disorders like arthritis and osteoporosis	Study of Human Skeleton	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2026-2027)
PSYCHOLOGY
CLASS XI

TOPIC	LEARNING OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ASSESSMENT TOOLS
Chapter1 What is Psychology	To develop appreciation about human mind and behaviour in the context of learner's immediate society and environment. To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life. To facilitate students, quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.	- Interactive lecture using case examples and anecdotes. - Group discussion: "Where do we see psychology in action?" - Multimedia: Short video on careers in psychology. - Poster/chart-making: Branches and applications of psychology.	- Students will be able to define psychology, explain its goals and scope, and differentiate it from different disciplines. - Differentiate between various branches of psychology and apply them to real-life situations. - Analyze the relevance of psychology in education, health, business and everyday life.	- Short-answer test - Poster/Infographic Rubric - Peer Assessment and Reflection Journal

Chapter 2: Methods of Enquiry in psychology	Explain the goals and nature of psychological enquiry Describe different types of data used in psychological research. Describe some important methods of psychological enquiry. Analyze qualitative and quantitative data using simple examples, and Explain about the limitations of psychological enquiry and ethical considerations.	- Activity: Conducting a class-based survey with a simple hypothesis. - Create a flowchart showing steps in a psychological study. - Debate on ethical issues in research. - Demonstration of	- Students will compare various research methods. - Design a basic research proposal. - Evaluate the role of ethics in enquiry.	- Project presentation. - Survey report evaluation. - Case based questions & MCQ test on research methods.
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		observation and survey techniques.		
Chapter 3 Human Development	- Explain the concept of development across the lifespan. - Describe major physical, cognitive, emotional, and social developments at each life stage. - Teach key theories of development (Piaget, Erikson). - Explain developmental tasks during childhood, adolescence, adulthood, and old age. - Discuss individual differences in development.	- Create a timeline showing stages of development. - Case study comparison between two individuals from different life stages. - Role-play on adolescent conflicts and identity issues. - Chart-making: Milestones across lifespan.	- Students will trace developmental stages. - Compare milestones across age groups. - Analyse developmental changes using real-life case studies.	- Timeline submission. - Developmental case study report. - Class test.
Chapter 4 Sensory, Attentional and perceptual Processes	- Explain the structure and function of sensory organs. - Teach concepts of sensation, perception, and attention. - Discuss factors affecting attention and types of attention. - Introduce Gestalt principles of perception. - Describe illusions and errors in perception.	- Conduct experiments on taste, smell, and attention span. - Use optical illusion cards and images. - Stroop effect activity to demonstrate selective attention. - Group activity: Apply Gestalt principles to visual tasks. - Watch short video on sensory processing.	- Students will examine sensory functions. - Solve perceptual puzzles. - Analyze factors influencing attention.	- Practical activity record - Quiz on perceptual laws - Worksheet evaluation
Chapter 5 Learning	- Introduce the concept of learning and types (classical, operant, observational). - Teach principles of conditioning and reinforcement. - Explain cognitive learning theories.	- Demonstrate classical and operant conditioning with classroom examples. - Role-play based on reinforcement schedules.	- Students will compare learning types. - Apply reinforcement principles.	- Class test. - Activity reflection journal. - Learning theory worksheet.

	- Discuss factors that influence learning. - Apply learning theories to real-life scenarios.	- Token economy activity. - Watch documentary clip on social learning.	- Create behaviour modification plans.	
Chapter 6 Human Memory	- Explain the processes of memory: encoding, storage, retrieval. - Describe types of memory: sensory, short-term, long-term. - Introduce memory models (Atkinson & Shiffrin). - Explain forgetting and its causes. - Teach strategies to improve memory.	- Conduct memory span tests (digit/word recall). - Mnemonics design competition. - Watch video on memory disorders. - Prepare models of memory processes.	- Students will classify memory types. - Use strategies to enhance memory. - Evaluate reasons for forgetting.	- Activity-based worksheet - Quiz on memory models - Mnemonic evaluation
Chapter 7 Thinking	- Explain the nature of thinking and its types (convergent, divergent, critical, creative). - Teach processes of problem-solving and decision-making. - Introduce barriers to effective thinking and cognitive errors. - Discuss strategies to enhance thinking.	- Brainstorming session for creative thinking. - Puzzle-solving and logic tasks. - Group discussion: Real-life decision-making challenges. - Mind map on thinking types.	- Students will solve logical problems. - Analyze types of thinking. - Generate creative solutions to challenges.	- Reasoning worksheet - Creativity task rubric - Peer review feedback
Chapter 8 Motivation and Emotion	- Define motivation and types (biological, social). - Teach theories of motivation (Drive theory, Maslow's hierarchy). - Explain the nature of emotions and emotional expression. - Discuss physiological basis of emotions. - Teach emotional regulation strategies.	- Emotion diary activity. - Group activity: Identifying motives behind behaviours. - Visual presentation: Maslow's hierarchy in real life. - Watch video on emotional intelligence.	- Students will Identify different types of motives. - Analyze emotional responses. - Evaluate emotional expression and control techniques.	- Diary review. - Visual project grading. - MCQ on theories.

RAMJAS PUBLIC SCHOOL, ANAND
PARBAT ANNUAL CURRICULUM PLAN
SESSION 2026-27

CLASS: XI
SUBJECT: PHYSICS

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
APRIL-2026	*Basic mathematical concepts *Units and measurement *Measurements , *systems of units *dimensional formulas * errors in measurements/	*Understand the various systems of units *What is the utility of different units *Why different systems are introduced *Understand the systems of units in India and in other countries. *To understand the meaning of dimensional formula *Know the various kinds of errors.	*How the different units of same physical quantities are related. *Applications of units in export import purposes *Types of error can be possible. *How the mathematical tools are useful in minimizing errors. *Applying the knowledge of units in day to day life.	Lab Activities 1. Determine school building height . 2. Make the all pins float over the surface of water with out error	Students will learn the * the various systems of units *the relation between different units of different systems *find the relation between various physical quantities *calculate the relative and percentage error in measurement.	Students will be assessed on the basis of their observation and accuracy skills

MAY- 2026	kinematics Frame of reference, Motion in a straight line: Position-time graph, speed and velocity. Elementary concepts of differentiation and integration for describing motion. Uniform and nonuniform motion, average speed and instantaneous velocity. Uniformly accelerated motion, velocitytime and positiontime graphs. Relations for uniformly	*Understand the difference between one dimension, two dimension and three dimensional motion *Understand the concept of uniform, non uniform and accelerated motion. *Understand the concept of average speed,instantaneous speed . *Understand the difference between speedand velocity .	*Apply the motion in 1D,2D and 3D motion in day to day life e.g. motionof train on straight track(1D),crawling of insect on a wall (2D) and motion of kite in sky(3D). *Apply the concept of x-t graph,v-t graph in calculating the velocity ,acceleration and retardation of a train ,vehicle moving with uniform and non uniform speed. *Apply the concept instantaneous and	Lab Activities *Free fall of a ball from top of the building	*Students will learn to differentiate between one dimension, two dimension and three dimensional motion . *the concept of uniform,non uniformand accelerated motion. *the concept of average speed, instantaneous speed . *the difference between speed andvelocity . *uniform circular motion.	Students will be assess on the basis of observation and calculations skills
	accelerated motion (graphical treatment).	motion ,maximum range, heightand time of flight. *State the uniform and non uniform circular motion	average velocity during non uniform motion andin speedometer.		.	

July,26	*Mathematical Tools *Motion in 1 -D *Motion in 2,3 -D *Laws of Motion - force (balanced and unbalanced force) and motion, Newton's laws and its applications, inertia, momentum, Impulse, law of conservation of linear momentum. Connected pulleys and elevator problems	*Understand the difference between balanced and unbalanced forces. *Understand the concept of force. *Understand the concept of inertia and its types. *Understand the keys of Newton's laws. *Formulate the Newton's second law of motion. *Understand the concept of momentum and impulse.	*Apply the inertia of rest and motion like when a person standing in a bus falls backward when bus is start moving suddenly. *analyze the concept of Newton's laws in daily actions like when a fielder pulls his hand backward; while catching a cricket ball *Apply the concept of impulse and momentum in cricket or any game during collision.	Lab Activity *Verification of law of parallelogram *And determination of unknown weight *Determination of coefficient of friction on horizontal surface *Determination of coefficient of friction on an inclined plane	*Student will learn concept of force and difference between balanced and unbalanced forces. *They have learned the concept of inertia and its type. *They have learned the keys of Newton's laws. *They have learned the to formulate the Newton's second law of motion. *They have learned the concept of momentum and impulse. *They have learned the concept and types of collision. *and Momentum of body *They have learned the application of inertia of rest and motion in day to day life *They have learned the application and concept of Newton's laws in daily actions.	*Logical and application skills will be asses by giving numerical questions on the basis of observation and calculations skills
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AUGUST-26	Work power and Energy. Work done by a constant force and variable force, kinetic energy ,work energy theorem, power. Notion of potential energy, potential energy of a spring, conservative forces, conservation of mechanical energy, non conservative forces, elastic and inelastic collisions in one and two dimensions.	*Understand the concept of Scalar Product, WorkDone By Constant Force And Variable Force *Understand concept of kinetic energy *,work energytheorem and power. *State the workenergy theorem. *Understandthe concept potential energy. *Understand the concept of conservative and non conservative forces	*Apply the concept of conservative and non conservative force in terms of smart workingand hard working. *For proper output in working the importanceof direction. *Apply the concept of work energy theorem inroutine that whatever amount of energy we have accordingly we do the work *By using the concept of potential energy we can increases the efficiency of work done	Class Room Activities *By demonstrating the activity using spring balance and bob the *potential energy stored in an object will be explained. And by law of conservation of energy the speed of an object when falling from a certain height will be calculated and using the value of speed kinetic energy will be calculated	*Students will learn *The concept Workdone by a constant force and variableforce *The application of lawof conservation of energy. *To differentiate between elastic andinelastic collision. *Different types ofwork done .	Logical and application skills will be asses by giving numerical questions onOn the basisof observation and calculations skills
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SEPTEMBER - 2026	Centre of mass and Rotational Motion and centre of mass of two-particle system, momentum conservation and centre of mass motion, centre of mass of rigid body, centre of mass of uniform rod. Vector product of vectors, moment of force, torque, angular momentum, conservation of angular momentum with some examples. Equilibrium of rigid bodies, comparison of linear and rotational motion, moment of inertia and radius of gyration. Values of moments of inertia for simple geometrical object, statement of	. *Understand the concept of centre of mass. *Understand concept of vector product of vectors. *Understand the concept of equilibrium. *Understand the concept of torque, angular momentum. *State the theorem of parallel axes and perpendicular axes. *To understand the concept of moment of inertia of different shapes	*Application of concept of centre of mass in balancing the temperament opposite circumstances *Using concept of torque how a door can be opened and closed same as the handle of a bicycle can turn the rim *Concept of equilibrium can be used in balancing the contradictions in life.	Using C.D. and ring moment of inertia and centre of mass will be demonstrated	Students will be able to learn *The concept of centre of mass motion, centre of mass of rigid body *The comparison of linear and rotational motion *The concept of moment of inertia *the concept of moment of inertia. *The concept of torque and applications of torque---	Students will be assessed on the basis of observation and calculations skills
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	parallel and perpendicular axes theorem and their applications.					
OCTOBER 2026	Gravitation Kepler's laws of planetary motion. The universal law of gravitation, Acceleration due to gravity and its variation with altitude and depth, gravitational potential energy, gravitational potential, Escape velocity, critical velocity, orbital velocity of a satellite. Geostationary satellite	*understand orbital and escape velocity. State the Newton's law of gravitation and Kepler's law of planetary motion *Understand to differentiate gravity and gravitation. *Understand concept of acceleration due to gravity. *Understand to differentiate gravitational potential and gravitational potential energy. *Understand the concept of centre of mass. *Understand concept of vector product of vectors. *Understand the concept of equilibrium.	. *By the law of gravitation when body thrown up finally falls down towards the earth *Therefore we have to be down to earth. *Importance of Kepler's law to understand the orbital velocity and gravitational force . *Concept of gravitational potential energy	*Determination of acceleration due to gravity by simple pendulum *Using pendulum of different masses *, verification of law of time period ---	*Students will learn *How the launching of satellite is done *Variation in acceleration due to gravity with height and depth. *Potential and gravitational potential energy. *How the energy of satellite is calculated	Students will be assessed on the basis of observation and calculations skills ----

OCTOBER NOVEMBER 2026	Properties of Matter: 1.Solids- Elastic behavior ofsolids, stress, strain, elastic limit, Hook’s law, Modulus of elasticity, potential energy in a starched wire,poisson;s ratio, thermal stress 2.Hydrostatics (fluidsat rest); Pressure of liquid, applications of concept of pressure, density, hydrostatic paradox, Pascal’s law, Atmospheric pressure, Buoyancy intermolecular forces, important terms related to study of surface	*Understand the concept Elasticity *Understand concept of Pressure of liquid, intermolecular forces *State the Pascal’slaw and Hook’s law, Stoke’s law, Bernoulli’s theorem. *Understand the concept surface tensionof liquid, surface energy *Define angle of contact , critical velocity, Specific heat capacity, water equivalent, latent heat, principal specific heats of gas.	*Apply Hook’s law in day to day life as a limit of flexibility in behavior according to the situation *Apply the Pascal’s law to reduce the pressure in lifeby distributing it in different ways. *Applications principle of floatation in kipping the things stable in day to day life. *Apply the concept of viscosity by using lubricants in automobilesand other machinery. *Apply the concept of reflecting and absorbingproperties of a substancefood items can keep fresh, using silver foils.	Lab Activities *Determination of coefficient of viscosity ofglycerin by estimating terminal velocity *Determination of Yung’s modulus of elasticity by Sear’ls apparatus	*The concept ElasticityThe application of Pascal’s law. *The concept of surface tension ofliquid, surface energy *The applications Bernoulli’s theorem *Thermal propertiesof matter, Heat, Temperature, *Anomalous expansion of water,expansion of gases, *Specific heat capacity, waterequivalent, *change of state, latent heat, calorimetric, two principal specificheats of gas .	Students willbe assess on the basis of observation and calculations skills
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	tension of liquid, surface tension, surface energy, excess pressure, angle of contact, capillarity, ascent formula. 3.Hydrodynamics; viscosity, Poiseuille's formula, Stoke's law, terminal velocity, streamline turbulent and Laminar flow, critical velocity, Reynold's number, equation of continuity, Bernoulli's theorem, Blood pressure.	*Understand the applications ofPascal's law inHydraulic lifts and breaks, *Understand various parts of human bodies carries different blood pressure . *Understand why the cooking utensils are provided withwooden handles .				
DECEMBER 2026	Thermodynamics and KTG Thermal properties of matter; Heat, Temperature, thermal expansion, types of thermal expansion,	*Understand the concept thermal equilibrium *Understand the terms thermodynamic variables *State Zeroth law, first law,second law, of thermodynamics	*How the concept of heatengine applied in petrol engine and diesel engine. *How the efficiency of anengine can be increased. *Create the interest in mechanical. And petroleum engineering	Lab Activity Verification of Newton's law of cooling	*The meaning of thermodynamics *The conceptof isothermal process andadiabatic process.	Students will be assess on the basis of observation and calculations skills

	Anomalous expansion of water, expansion of gases, Specific heat capacity, water equivalent, change of state, latent Thermal equilibrium, Zeroth law of thermodynamics, thermodynamic state variables and equation of state, indicator diagram or p-v diagram, isothermal change, Adiabatic change, slopes and work done of isothermal and adiabatic changes, isobaric and isochoric changes, first law of thermodynamics, Applications of the first law ,cyclic and non cyclic process, heat engine, carnot	*Understand the mechanismof carnot engine and heat engine. *Understand various process of thermodynamics				
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	engine, principle of refrigerator,					
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	second law of thermodynamics. gases assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equipartition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path,					
January,2027	Oscillations and Waves Periodic motion time period, frequency, displacement as a function of time. Periodic functions. Simple harmonic motion (S.H.M) and its equation; phase; oscillations	*Understand the concept of Periodic motion *Understand the terms time period, frequency, displacement as a function of time *Understand the Free, forced and damped oscillations	*The concept of free and forced oscillations is used in constructions of buildings *Concept of time period can be applied while swinging. *In different musical instruments	Lab activities *Concept of periodic motion and oscillations with the help of simple pendulum. *Formation of stationary waves by sonometer *Formation of stationary waves and beats	Students will have learned *the concept of Periodic motion *time period, frequency, *Free, forced and damped oscillations *Wave motion. Transverse and longitudinal waves, speed of wave motion. Displacement relation *Principle of superposition of waves,	Students will be assessed on the basis of observation and calculations skills

	of a spring– restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum– derivation of expression for its time period. Free, forced and damped oscillations (qualitative ideas only), resonance. Wave motion. Transverse and longitudinal waves, speed of wave motion. Displacement relation for a progressive wave. Principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and	(qualitative ideas only), resonance *Understand Wave motion. Transverse and longitudinal waves, speed of wave motion. Displacement relation for a progressive wave. Principle of superposition of waves, reflection of waves, standing waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats, Doppler effect	*concept of superposition of waves can be applied		reflection of waves, standing *Understand Principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats, Doppler effect	
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	harmonics, Beats, Doppler effect					
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ANNUAL CURRICULUM PLAN (2026-27)

SUBJECT: BUSINESS STUDIES

CLASS: XI

S.No.	UT / TERM	TOPICS COVERED	Marks	Learning Objectives	Methodology	Skills to be developed
1	UT 1	Unit 1: Evolution and Fundamentals of Business- History of Trade and Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centres, Major Imports and Exports, Position of Indian Sub-Continent in the World Economy. Business – meaning and characteristics Business, profession and employment- Concept Objectives of business Classification of business activities - Industry and Commerce Industry-types: primary, secondary, tertiary Meaning and subgroups Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning	30	To acquaint the History of Trade and Commerce in India • Understand the meaning of business with special reference to economic and non-economic activities. • Discuss the characteristics of business. • Understand the concept of business, profession and employment. • Differentiate between business, profession and employment. • Examine the role of profit in business. • Understand the broad categories of business activities- industry and commerce. • Describe the various types of industries. • Discuss the meaning of commerce, trade and auxiliaries to trade.	# Lecture Method #Discussion Method #Use of Interactive Board #Short Notes for quick learning #Examples from real world business situations. # Use of PPTs # Use of YouTubeVideos	# Logical Reasoning #Analytical skills #Critical thinking #Solving Case Studies # Time Management

		Business risk-Concept Unit 2: Forms of Business organizations- Sole Proprietorship-Concept, merits and limitations. Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners Hindu Undivided Family Business: Concept. Cooperative Societies-Concept, merits, and limitations. Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept		• Discuss the meaning of different types of trade and auxiliaries to trade. • Examine the role of commerce, trade and auxiliaries to trade. • Understand the concept of risk as a special characteristic of business. • Examine the nature and causes of business risks. . • Identify and explain the concept, merits and limitations of Sole Proprietorship. • Identify and explain the concept, merits and limitations of a Partnership firm. • Understand the types of partnership on the basis of duration and on the basis of liability. • State the need for registration of a partnership firm. • Discuss types of partners –active, sleeping, secret, nominal and partner by estoppel. • Understand the concept of Hindu Undivided Family Business.		
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2	TERM I	Unit 3: Public, Private and Global Enterprises- Public sector and private sector enterprises – Concept Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company Global Enterprises – Feature. Public private partnership – concept Unit 4: Business Services Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital payments. Insurance – Principles Types – life, health, fire and marine insurance Postal Service - Mail, Registered Post, Parcel, Speed Post, Courier – meaning	80	• Develop an understanding of Public sector and private sector enterprises. • Identify and explain the features, merits and limitations of different forms of public sector enterprises. • Develop an understanding of global enterprises, public private partnership by studying their meaning and features. • Understand the meaning and types of business services. • Discuss the meaning and types of Business service Banking • Develop an understanding of different types of bank account. • Develop an understanding of the different services provided by banks concept • Recall the concept of insurance • Understand Utmost Good Faith, Insurable Interest, Indemnity, Contribution, Doctrine of Subrogation and Causa Proxima as principles of insurance	# Lecture Method #Discussion Method #Use of Interactive Board #Short Notes for quick learning #Examples from real world business situations. # Use of PPTs # Use of YouTubeVideos	# Logical Reasoning #Analytical skills #Critical thinking #Solving Case Studies # Time Management
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		Unit 5: Emerging Modes of Business E - business: concept, scope and benefits.		• Discuss the meaning of different types of insurance- life, health, fire, marine insurance • Understand the utility of different telecom services • Give the meaning of e-business. • Discuss the scope of e-business. • Appreciate the benefits of e-business • Distinguish e-business from traditional business.		
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4	MOCK EXAM	Unit 7: Sources of Business Finance Concept of business finance. Owners' funds- equity shares, preferences share, retained earnings Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD). Unit 9: Internal Trade Internal trade - meaning and types Services rendered by a wholesaler and a retailer. Large scale retailers- Departmental stores, chain stores - concept Types of retail-trade-Itinerant and small scale fixed shops retailers GST (Goods and Services Tax): Concept and key-features	80	• State the meaning, nature and importance of business finance. • Classify the various sources of funds into owners' funds. • State the meaning of owners' funds. • State the meaning of borrowed funds. • Discuss the concept of debentures, bonds, loans from financial institutions and commercial banks, Trade credit and inter corporate deposits. • Distinguish between owners' funds and borrowed funds. • State the meaning and types of internal trade. • Appreciate the services of wholesalers and retailers. • Explain the different types of retail trade. • Highlight the distinctive features of departmental stores, chain stores and mail order business. • Understand the concept of GST	# Lecture Method #Discussion Method #Use of Interactive Board #Short Notes for quick learning #Examples from real world business situations. # Use of PPTs # Use of YouTubeVideos	# Logical Reasoning #Analytical skills #Critical thinking #Solving Case Studies # Time Management
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5	ANNUAL EXAM	All Topics covered so far. Unit 10: International Trade International trade: concept and benefits Export trade – Meaning and procedure Import Trade - Meaning and procedure Documents involved in International Trade; indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP) World Trade Organization (WTO) meaning and objectives	80	• Understand the concept of international trade. • Describe the scope of international trade to the nation and business firms. • State the meaning and objectives of export trade. • Explain the important steps involved in executing export trade. • State the meaning and objectives of import trade. • Discuss the important steps involved in executing import trade. • Develop an understanding of the various documents used in international trade. • Highlight the importance of the documents needed in connection with international trade transactions • State the meaning and objectives of World Trade Organization.	# Lecture Method #Discussion Method #Use of Interactive Board #Short Notes for quick learning #Examples from real world business situations. # Use of PPTs # Use of YouTubeVideos	# Logical Reasoning #Analytical skills #Critical thinking #Solving Case Studies # Time Management
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ANNUAL CURRICULUM PLAN (2026-2027)

SUBJECT - SOCIOLOGY

CLASS XI

Serial No.	Assessment	Marks	Learning Objectives	Methodology	Skills to be developed
1	Unit Test I (Chapter 1 and 2)	30	Assess conceptual understanding of Unit I, promote regular study habits, strengthen analytical thinking and application.	Pen-paper test with MCQs, Assertion-Reason, Case-based, Short S Long Answers, Discussion.	Critical Thinking, Conceptual Clarity, Time Management, Writing Skills
2	Project Work	20	Develop research aptitude and experiential learning.	Survey, Interviews, Observation, Report, PPT, Viva.	Research, Communication, Presentation, Collaboration
3	Unit Test – II (Chapter 7)	30	Reinforce learning and identify gaps.	Worksheets, Quiz, Oral S Written Assessment.	Confidence, Self-learning, Collaboration
4	MID TERM EXAM (Chapter 1 to 4)	80	Evaluate comprehensive understanding and analytical ability.	CBSE pattern written exam.	HOTS, Logical Reasoning, Written Expression
5	Mock Examination (1,2,3,4,7 and 9)	80	Improve examination strategies.	Mock exam, feedback, remedial teaching.	Accuracy, Self-assessment, Strategic Thinking
6	Annual Examination (FULL SYLLABUS)	80	Assess holistic achievement.	CBSE pattern written examination.	Critical Thinking, Problem Solving, Communication

Theme	Marks	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
Chapter 1 Sociology and Society	10	• Define Sociology and explain its scope. • Differentiate Sociology from common sense. • Understand the relationship between society and individuals. • Develop sociological imagination. • Apply sociological perspectives to everyday situations.	• Interactive Lecture Method • Group Discussion / Think-Pair-Share • Visual Aids and Infographics • Use of Textbook and Smart Board	• Students will describe the features of Indian society • Explain diversity and pluralism • Appreciate constitutional ideals and develop respect for cultural diversity.	• Oral Questioning • Pen Paper Testing • Notebook assessment • Project Work / Presentation • RUBRICS- Research work-10 Content accuracy-5 Presentation-5

Chapter 2 Terms, Concepts and Their Use in Sociology	10	• Understand key sociological concepts. • Differentiate between basic sociological terms. • Relate concepts to everyday life. • Develop analytical thinking. • Use sociological terminology appropriately.	• Timeline Creation • Group Discussion / Think-Pair-Share • Documentaries and Films • Use of Textbook and Smart board	• Students will analyze demographic trends, interpret census data • Explain demographic indicators • Evaluate population-related issues in India	• Notebook assessment • PROJECT- • Rubrics- Research-5 Content accuracy-5 Presentation-5 Viva--5
Chapter 3: Understanding Social Institutions	12	• Understand major social institutions. • Explain their role in society. • Analyze continuity and change in institutions • Examine the relevance of institutions in contemporary society. • Develop critical thinking through examples.	• Multimedia presentations. • Case studies based on contemporary Indian society. • Use of Textbook and Smart Board.	• Students will explain social institutions • Analyze their functions. • Evaluate changing social patterns.	• Pen Paper Testing • Notebook assessment • Project Work/Presentation • RUBRICS- Research work—10 Content accuracy—5 Presentation—5

Chapter 4: Culture and Socialization	12	• Understand the concept of culture. • Explain the process of socialization. • Identify agencies of socialization. • Appreciate Cultural diversity. Relate cultural practices to social behavior.	• Storytelling with Role Play • Multimedia / documentary Clips • Group Discussion or Debate • Compare and Contrast Charts • Use of Textbook and Smartboard	• Students will explain culture and socialization. • Analyze cultural diversity. • Evaluate the role of socializing agents.	• Notebook assessment • Project Work/Presentation • RUBRICS- Research work—10 Content accuracy—5 Presentation—5 Viva--5
Chapter 7: Social Change and Social Order in Rural and Urban Society	12	• Understand the importance of cultural diversity in a democratic society. • Examine challenges arising due to regionalism, communalism and identity politics. • Appreciate constitutional values of secularism and national integration. • Develop respect for multiculturalism and social harmony. • Enhance analytical thinking regarding cultural conflicts and their resolution.	• Interactive discussion. • Debate • Documentaries • Interactive lectures • Concept mapping	• Students will analyze cultural diversity from a sociological perspective • Evaluate the role of secularism in India • Appreciate national integration and develop informed opinions on contemporary socio-cultural issues	• Pen and Paper test • Oral questioning • Project • Rubrics- Research-5 Content accuracy-5 Presentation-5 Viva--5

Chapter 9: Introducing Western Sociologists	12	• Identify the contributions of major Western sociologists. • Understand Marx's, Durkheim's and Weber's ideas. • Compare different sociological perspectives. • Apply theories to contemporary society. • Develop critical and analytical thinking.	• Interactive lectures • Smart Board presentations • Documentary screening • Case studies	• Students will explain structural changes in Indian society. • Evaluate the impact of globalization. • Analyze socio-economic transformations. • Demonstrate critical understanding of developmental processes	• MCQs, Competency-Based Questions • Worksheets • Oral Presentation • Quiz, NCERT Exercises • Class Test.
Chapter 10: Indian Sociologists	12	• Recognize the contributions of Indian sociologists. • Understand sociological perspectives on Indian society. • Analyze caste, culture and social change through Indian thinkers • Develop appreciation for indigenous sociological thought. • Relate sociological theories to present-day India.	• Interactive lectures • Smart Board presentations • Documentary screening • Case studies	• Students will explain the contributions of Indian sociologists compare their ideas and apply them to analyze Indian society.	• MCQs, Competency-Based Questions • Worksheets • Oral Presentation • Quiz, NCERT Exercises • Class Test.

ANNUAL CURRICULUM PLAN 2026-27

MATHEMATICS: CLASS XI

Date	Topic / Lesson	Learning Objectives	Teaching Strategies / Methodology	Projects / Activity	Learning Outcomes
21/04/2026 to 30/04/2026	Sets: Sets and their representations, empty set, finite and infinite sets, equal sets, subsets, subsets of real numbers especially intervals, universal set, Venn diagrams, union and intersection of sets, difference of sets, complement of a set and properties of complement.	Learn sets and their representations, empty, finite and infinite sets, equal sets, subsets, subsets of real numbers (especially intervals), universal set, Venn diagrams, union and intersection of sets, difference of sets, complement of a set and its properties.	Lecture-cum-demonstration using an interactive board	- Find the number of subsets of a given set and verify that if a set has n elements, then the total number of subsets is 2^n. - Represent set theoretic operations using Venn diagrams.	- Understand types - Think critically about sets - Reason logically about sets - Analyse set diagrams
01/05/2026 to 16/05/2026	Relations and Functions: Ordered pairs, Cartesian product of sets, number of elements in the Cartesian product of two finite sets, Cartesian product of a set with itself ($R \times R \times R$), definition of relation, pictorial diagrams, domain, co-domain and range of a relation, pictorial representation of a function, domain, co-domain and range of a function, real valued functions and their domain, range and graphs, sum, difference, product and quotient of functions.	Learn ordered pairs, Cartesian product of sets, definition of relation and function, domain, co-domain and range of relations/functions, real valued functions with their graphs, and the algebra of functions.	Lecture-cum-demonstration using an interactive board	Distinguish between a Relation and a Function.	- Evaluate real functions - Apply relations and functions - Create a function given relation
01/07/2026 to 31/07/2026	Trigonometric Functions: Positive and negative angles, measuring angles in radians and degrees and conversion from one to another, definition of trigonometric functions with the help of the unit circle, truth of identities for all x , signs of trigonometric functions, domain and range of trigonometric functions and their graphs, expressing $\sin(x \pm y)$ and $\cos(x \pm y)$ in terms of $\sin x$, $\sin y$, $\cos x$ and $\cos y$ and their simple applications.	Learn positive and negative angles, radian and degree measure and conversion, definitions of trigonometric functions using the unit circle, trigonometric identities, signs, domain, range and graphs of trigonometric functions, and compound angle formulae.	Lecture-cum-demonstration using an interactive board	Prepare a model to illustrate the values of the sine and cosine functions for angles that are multiples of $\pi/2$ and π.	- Understand angles in both degree and radian measures - Think critically about ratios - Analyse Trigonometric sums/differences - Evaluate domain and range of Trigonometric functions
UT-1: Sets, Relations and Functions, Trigonometric Functions — Students' Evaluation (Pen-Paper Tests)					
01/08/2026 to 31/08/2026	Complex Numbers and Quadratic Equations: Need for complex numbers, algebraic properties of complex numbers, Argand plane. Linear Inequalities: Linear inequalities, algebraic solutions of linear inequalities in one variable and their representation on	Know the need for and algebraic properties of complex numbers and the Argand plane; learn linear inequalities and their algebraic and graphical solutions; learn the fundamental principle of counting, factorial notation, and formulae for permutations and combinations; learn the binomial theorem for	Lecture-cum-demonstration using an interactive board	- Interpret geometrically the meaning of $i = \sqrt{-1}$ and its integral powers. - Construct a Pascal's Triangle and write the binomial expansion for a given positive integral exponent.	- Understand complex quantities; and evaluate complex numbers - Reason logically and evaluate linear inequalities - Understand permutations and combinations

Date	Topic / Lesson	Learning Objectives	Teaching Strategies / Methodology	Projects / Activity	Learning Outcomes
	the number line. Permutations and Combinations: Fundamental principle of counting, factorial n ($n!$), derivation of formulae for $P(n, r)$ and $C(n, r)$ and their connections, simple applications. Binomial Theorem: Statement and proof of the binomial theorem for positive integral indices, Pascal's triangle, simple applications.	positive integral indices and Pascal's triangle.			combinations • Understand and evaluate relations critically about binomial theorem
TERM-1 (01/09/2025 to 30/09/2025): Sets, Relations and Functions, Trigonometric Functions, Complex Numbers and Quadratic Equations, Limits and Combinations, Binomial Theorem — Students' Evaluation (Pen-Paper Test)					
01/10/2026 to 31/10/2026	Sequence and Series: Sequence and series, arithmetic mean (A.M.), geometric progression (G.P.), general term of a G.P., sum of n terms of a G.P., infinite G.P. and its sum, geometric mean (G.M.), relation between A.M. and G.M. Straight Lines: Brief recall of two-dimensional geometry, slope of a line and angle between two lines, various forms of the equation of a line (parallel to an axis, point-slope, slope-intercept, two-point, intercept forms), distance of a point from a line.	Learn sequences and series, arithmetic and geometric progressions, geometric mean and its relation to the arithmetic mean; recall two-dimensional geometry and learn the slope of a line, angle between two lines, various forms of the equation of a line, and the distance of a point from a line.	Lecture-cum-demonstration using an interactive board	—	• Understand sequences and series • Analyse and evaluate A.M. and G.M. • Reason logically about sequences and series • Understand distance in terms of slope • Analyse and evaluate various forms of equation of a line • Create straight line equations • Think logically about point-to-line
01/11/2026 to 30/11/2026	Conic Sections: Sections of a cone — circle, ellipse, parabola, hyperbola; standard equations and simple properties of the parabola, ellipse and hyperbola; standard equation of a circle. Introduction to Three-Dimensional Geometry: Coordinate axes and coordinate planes in three dimensions, coordinates of a point, distance between two points.	Learn the sections of a cone and the standard equations and properties of the circle, parabola, ellipse and hyperbola; learn coordinate axes and planes in three dimensions, coordinates of a point, and the distance between two points.	Lecture-cum-demonstration using an interactive board	• Construct a parabola using an alternative method.	• Understand conic sections • Think critically about conic sections • Analyse and evaluate conic sections • Understand distance and octants • Analyse and evaluate distance in 3D
UT-2: Sequence and Series, Straight Lines (01/12/2025 to 31/12/2025) — Students' Evaluation (Pen-Paper Tests)					
01/12/2026 to 31/12/2026	Limits and Derivatives: Derivative introduced as rate of change, both as a distance function and geometrically; intuitive idea of limits; limits of polynomial, rational, trigonometric, exponential and logarithmic functions; definition of derivative	Learn limits and derivatives, including the intuitive idea of a limit and rules for differentiating polynomial and trigonometric functions; learn measures of dispersion (range, mean deviation, variance, standard deviation); learn events and their occurrence, and	Lecture-cum-demonstration using an interactive board	• Find analytically the limit as $x \rightarrow c$ of $f(x) = (x^2 - c^2) / (x - c)$. • Write the sample space when a die is rolled once, twice, and more times. • Write the sample space when a coin is tossed once, two, three and four times.	• Understand derivatives • Think critically about limits and derivatives • Analyse and evaluate limits and derivatives • Understand dispersion; analyse and evaluate them

Date	Topic / Lesson	Learning Objectives	Teaching Strategies / Methodology	Projects / Activity	Learning Outcomes
	related to the slope of the tangent to a curve; derivative of sum, difference, product and quotient of functions; derivative of polynomial and trigonometric functions. Statistics: Measures of dispersion — range, mean deviation (about mean and about median), variance and standard deviation of ungrouped/grouped data. Probability: Events, occurrence of events, 'not', 'and' and 'or' events, exhaustive events, mutually exclusive events, axiomatic (set-theoretic) probability and its connection with other theories from earlier classes, probability of an event, probability of 'not', 'and' and 'or' events.	axiomatic probability.			• Understand the concept of probability and their occurrence. • Think critically and apply axiomatic probability. • Analyse and solve problems on probability.
01/01/2027 to 31/03/2027	Mock Examination: Complete syllabus. Annual Examination: Complete syllabus.	Consolidate and revise the complete syllabus in preparation for the mock and annual examinations.	Revision and practice	—	• Students' evaluation of the complete syllabus.

CURRICULUM PLAN (2026-2027)

SUBJECT: COMPUTER SCIENCE

CLASS: XI

Sno	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcome	Assessment Tools
1	UT I	COMPUTER THINKING AND GETTING STARTED WITH PYTHON PYTHON PROGRAMMING FUNDAMENTALS	30	Introduction to Problem-solving, Familiarization with the basics of Python programming Imparting knowledge of data types, Operators, Expressions, statement, type conversion, and input/output: precedence of operators and Errors	LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	Students will develop logical thinking and understand basic Python syntax, structure, and programming flow. Students will write basic Python programs using variables, data types, control structures, and loops.	Simple coding tasks, logic-building exercises, and objective tests. Hands-on programming problems, written assessments, and debugging exercises.
2	TERM 1	Syllabus of UT I + CONDITIONAL AND LOOPING CONSTRUCTS STRINGS IN PYTHON LISTS IN PYTHON TUPLES AND DICTIONARIES	Th. 70 Pr. 30 Tot.100	Making students aware with Flow of Control , Conditional statements, Iterative Statement and implementing same for coding in python. Familiarizing students with the concepts of Strings and Lists in python so that they can apply various functions of same in coding.	READING AND ANALYSING THE INFORMATION,LECTURE METHOD, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will demonstrate proficiency in Python by using conditional statements, loops, and data structures (strings, lists, tuples, dictionaries) to write, analyze, and debug programs for solving real-world computational problems.	Coding assignments, MCQ quizzes, debugging exercises, practical lab tests, and a mini-project evaluating implementation and logical correctness.

		(Practical Based on Python)		Familiarizing students with tuples and dictionary in python so that they can apply various functions of same in coding. Introduction of Python modules			
3	UT II	COMPUTER SYSTEM ORGANIZATION DATA REPRESENTATION AND BOOLEAN LOGIC	30	Introduction to basics of computer organisation (CPU, Memory etc) Explaining use of Operating System as a manager to computer. Introduction of Number System (Binary, Octal, Hexa Decimal) Introducing encoding Schemes (ASCII etc.) Introducing Boolean Algebra and important laws.	DISCUSSION METHOD, LECTURE METHOD, READING AND ANALYSING THE INFORMATION, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will demonstrate understanding of computer system organization, data representation (binary, hexadecimal), and apply Boolean logic to design digital circuits and solve data conversion/operation problems effectively.	Written tests, problem-solving tasks, circuit design exercises, Boolean algebra quizzes, and a project (e.g., circuit model or data encoding report) evaluating conceptual and practical skills.
4	MOCK	SOCIETY, LAWS AND ETHICS CYBER SAFETY <u>FULL SYLLABUS</u>	70	Students will be familiar with the common concepts of digital Footprints , Digital Society and Netizen , Data Protection, Cyber Crime , Cyber safety , Malware , E-waste management , Information Technology Act (IT Act) , Technology and society	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will evaluate societal, legal, and ethical implications of technology and apply cyber safety principles to address digital risks responsibly.	Case studies, ethical debates, cyber law quizzes, role-plays, and a project (e.g., digital safety guide) assessing critical thinking and practical application.
5	TERM 2	(Project + Practical based on Python) <u>FULL SYLLABUS</u>	Th. 70 Pr. 30 Tot.100				

ANNUAL CURRICULUM PLAN (2026-2027)

SUBJECT: ECONOMICS

CLASS: XI

S.No.	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcome	Assessment Tools
1	UT 1	Introduction to statistics- What is Economics? Meaning, scope functions and importance of statistics in economics. Collection of data Organisation of data Introduction to microeconomics Microeconomics and Macroeconomics – Difference, Meaning of an economy, Central problems of an economy: what, how and for whom to produce, Concepts of production possibility frontier and opportunity cost. Consumer's Equilibrium- Cardinal Utility Analysis Meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis	30	To enable the learners to: 1) Understand the concepts of Statistics, Economics and basic terms related to it. 2) Understand the scope of statistics. 3) State the functions of statistics. 4) Explain the importance of statistics in economics and its uses. 5) State the limitations of statistics. 6) Understand the sources of data. 7) Differentiate between primary data and secondary data. 8) Explain the methods of collecting primary data. 9) Differentiate between census and sample survey. 10) State and explain sampling methods. 11) Comprehend the meaning of organisation of data. 12) Develop understanding of concepts of variable, frequency and frequency distributions. 13) Differentiate between microeconomics and	Lecture Method Use of schedules and diagrams Flip Learning	The learners will be able to: 1) State the definition of Economics given by various economists. 2) List the functions of statistics. 3) Elucidate the importance of statistics in the field of economics. 4) State the limitations of statistics. 5) Classify the sources of data as internal or external. 6) Compare primary and secondary data. 7) describe various methods of collecting primary data. 8) Differentiate between census and sample survey. 9) Describe various sampling methods. 10) Apply the understanding of concepts for construction of frequency distributions. 11) Give examples of microeconomic and macroeconomic studies.	Assignment based on the concepts taught. Unit Test

				macroeconomics using examples. 14) Know the causes for economic problem of choice. 15) Define and understand concepts of P.P.C, opportunity cost and marginal rate of transformation. 16) Differentiate between total and marginal utility. 17) Understand the conditions of consumer's equilibrium using utility approach.		12) Analyse the causes for economic problem of choice. 13) Define a PPC. 14) Interpret the meaning of increasing marginal opportunity cost. 15) Discuss the shape of a PPC. 16) Illustrate the impact of different economic situations on a PPC. 17) Apply the conditions of consumer's equilibrium using utility approach.	
2	TERM I	Consumer's Equilibrium-Indifference Curve Analysis The consumer's budget-budget set and budget line, indifference curve, indifference map, marginal rate of substitution, conditions of consumer's equilibrium using I.C. analysis Concepts of demand and Price elasticity of demand Presentation of data Demand and Price elasticity of demand Measures of central tendency-Mean, Median and Mode.	80	To enable the learners to: 1) Define and differentiate between budget set and budget line. 2) Analyse the effects of income and price changes on the budget line. 3) Define indifference curve and indifference map. 4) Understand and apply the conditions of consumer's equilibrium using MRS and MRE. 5) Understand the concepts of demand. 6) Describe the factors affecting the demand for a commodity. 7) State the law of demand. 8) Differentiate between change in quantity demanded and change in demand. 9) Learn to calculate price elasticity of demand.	Lecture Method Discussion Method Problem Solving Method Flip Learning Use of schedules and diagrams	The learners will be able to: 1) Differentiate between budget set and budget line. 2) Illustrate the effects of income and price changes on the budget line. 3) Define indifference curve and indifference map. 4) Apply the conditions of consumer's equilibrium using MRS and MRE. 5) Explain the factors affecting the demand for a commodity. 6) Discuss the reasons for operation of law of demand. 7) Calculate price elasticity of demand by percentage method.	Assignment based on the concepts taught. Mid-term Exam

				10) Learn to present data in the form of diagrams. 11) Estimation of arithmetic mean in different types of series using different methods. 12) Estimation of median and mode in different types of series.		8) Present data in the form of and diagrams and pie diagrams. 9) Estimate arithmetic mean, median and mode in different types of series.	
3	UT 2	Producer Behaviour and Supply Production Function: Long run production function and Short run production function, Total product, Average Product and Marginal Product. Returns to a factor. Cost and Revenue: Total Fixed Cost, Total Variable Cost, Average Fixed Cost, Average Variable Cost, Marginal Cost-meaning and their relationship. Total, Average and Marginal Revenue. Producer's Equilibrium-Meaning and its conditions in terms of marginal revenue and marginal cost. Concepts of Supply and Elasticity of supply	30	To enable the learners to: 1) Define the concepts of total, average and marginal product and state the relationship between them. 2) Explain the returns to a factor and state the law of variable proportions. 3) Explain the phases of law of variable proportions and reasons for the operation of the law. 4) Define the concepts of TFC, TVC, AFC, AVC and Marginal cost. 5) State the relationship between average and marginal cost. 6) Determination of producer's equilibrium using MR-MC approach. 7) Understand the meaning of supply of a commodity. 8) State the factors affecting supply of a commodity. 9) Learn to calculate price elasticity of supply.	Lecture Method Use of Interactive Panel Use of schedules and diagrams Problem Solving Technique	The learners will be able to: 1) Express the relationship between total, average and marginal product. 2) Describe the various phases of the law of variable proportions. 3) Explain the behaviour of various cost curves. 4) Illustrate the relationship between average and marginal cost with the help of schedule and diagram. 5) Apply the conditions of producer's equilibrium using MR-MC approach. 6) Explain the factors affecting supply of a commodity. 7) Calculate price elasticity of supply.	Assignment based on the concepts taught. Unit Test
4	MOCK EXAM	Perfect Competition-Price Determination under Perfect Competition with simple applications	80	To enable the learners to: 1) Understand the basis of classifying markets.	Lecture Method Use of schedules and diagrams Flip Learning	The learners will be able to:	Assignment based on the concepts taught. Mock Exam

		Perfect competition: Features, Determination of market equilibrium and effects of shifts in demand and supply. Measures of correlation		2) Know the features of perfectly competitive market and understand their implications in this market. 3) Understand the mechanism of price determination under perfect competition. 4) Analyse the effects of changes in demand and supply on market price. 5) Define positive and negative correlation. 6) Estimation of correlation using Karl Pearson's and rank correlation method.		1) State and explain the features of a perfectly competitive market. 2) Analyse and explain the effects of changes in demand and supply on equilibrium market price. 3) Identify positive and negative correlation between variables. 4) Estimate correlation using Karl Pearson and Spearman rank correlation methods.	
5	ANNUAL EXAM	Introduction to Index Numbers Comprehensive Project Work	80	To enable the learners to: 1) Define index number 2) Identify different types of index numbers. 3) State the uses of index numbers.	Lecture Method Problem Solving Technique Pen and Paper test	The learners will be able to: State the meaning of index numbers. List the uses of index numbers.	Assignment based on the concepts taught. Annual Exam

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2026-27)
SUBJECT: ENGLISH CLASS: XI TERM 1 (APRIL – SEPTEMBER)

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
April	SA1	<u>PROSE/ FICTION</u> THE PORTRAIT OF A LADY (Khushwant Singh)	HORNBILL	<u>GENERAL OBJECTIVES</u> To enable learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterization. To develop new vocabulary. To enable specific and global comprehension of the text read including the themes conveyed by the text. To enable learners to reason, recall, extrapolate, illustrate, justify etc. on the basis of the text. <u>SPECIFIC OBJECTIVES</u> To enable learners to appreciate the childhood years spent the author spent with his grandmother and gain insight	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. ACTIVITY- Learners will be involved in an open discussion on - Have you known someone like the author's grandmother? Do you feel the same sense of loss regarding someone you have loved and lost? Learners will also be shown video modules related to the lesson to enhance/ aid comprehension.	<u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. Relating literature to real life.

May	SA1	<u>PROSE/ FICTION</u> WE'RE NOT AFRAID TO DIE IF WE ARE TOGETHER	HORNBILL	into various phases of their relationship. To enable them to understand that generation gap is not an unsurpassable gulf and is characterized by the fact that a wave of nostalgia overpowers us when we think of the simple and serene days of our childhood spent with parents and grandparents. We might grow up and apart, but the morals and principles instilled in us by the older generation refuse to die. To enable them to recognize how with the modern contemporary lifestyle relationships fade as all get busy with their own lives. The older generation suffers the most as they need time and attention. To appreciate this autobiographical piece and admire grandmother's strength of character and resilience. <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u>	Brainstorming of the end-of-lesson comprehension questions. Class discussion on the author's life and work.	<u>SPECIFIC SKILLS</u> Ability to analyse how circumstances can change our lifestyle and look into your own lives to see if we may be paying less attention to some people and think of ways to rectify it. Appreciation of the sacrifices of and the support given by the grandparents in a family. Showing care and concern for animals. Accepting and managing situations in life with patience and tolerance. Respecting relations in the family. <u>GENERAL SKILLS</u> Same as mentioned above for prose lessons.
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		(Gordon Cook and Allan East)		To enable the learners to appreciate a first-person account of the narrator, Gordon Cook. To also enable them to appreciate the extreme courage and skills exhibited by Gordon Cook, his family and crewmen in a war with water and waves, for survival. To make them understand how one should react when one is in a hazardous situation and how one should not lose hope under any circumstance. To also make them understand that being optimistic is the key to tackling all the hurdles and paving the way to success. Optimism helps to endure “the direst stress”. To enable them to understand the parts of a ship and different terms/words related to a voyage. To enable them to understand the difference in the reaction of adults and children when faced with danger.	Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Brainstorming of the end of lesson comprehension questions. ACTIVITY – Exchange of ideas on universal experiences; and human behaviour related to risk-taking and adventure. Learners will also be shown video modules related to the lesson to enhance/ aid comprehension.	Realization that courage and determination can overcome all the challenges. Understanding that presence of mind along with the practical knowledge is important to take instant decisions. Knowing that adventures impart great lessons of life and explore the beauty hidden in nature. Understanding that misfortunes are bound to be converted into happiness if one has firm belief in God and himself. Inculcating a sharing and caring attitude and displaying responsibility towards others. Imbibing that perseverance and patience, trust, self reliance and self confidence, positivity, team work as essential life skills.
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July	SA1	<u>POETRY –</u> THE PHOTOGRAPH (Shirley Toulson)	HORNBILL	<u>GENERAL OBJECTIVES</u> - To enable learners to appreciate the literary genre of poetry and appreciate the poet’s style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. <u>SPECIFIC OBJECTIVES</u> To enable learners to appreciate how transient and mortal human life is. To enable them to understand how the poem reflects the pain of separation and the fact that people, after death, are vividly present in the memories of their loved ones.	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. ACTIVITY – Narration of experiences/incidents by the learners when they felt depressed or hopeless. Have they had similar moments where they experienced a change in their mood that day by some event or in the presence of nature? Learners will also be shown video modules related to the lesson to enhance/ aid comprehension	<u>GENERAL SKILLS</u> Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>SPECIFIC SKILLS</u> Understanding the importance of human relationships, understanding child psychology, understanding the attachment with family members. Understanding the nostalgia associated with experiences of the past and understanding that both moments of life have been
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July	SA1	<u>PROSE/ FICTION</u> DISCOVERING TUT: THE SAGA CONTINUES (A R Williams)	HORNBILL	To enable them to understand that time and tide wait for none. Change is a harsh and bitter reality of life. Death is the inevitable end for all. <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to appreciate a descriptive essay and the narration of the experience of researchers while exploring King Tut’s coffin and the process of forensic reconstruction of the reasons for his untimely death. To enable them to comprehend this account of struggles, the research team faced while unraveling the mystery of the death of a teenage ruler, King Tut. To make them understand the change in the methods of archaeology from a few decades back to the present era of modern technology.	A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. A power point presentation will be shown to aid comprehension. ACTIVITY- Discuss the following in groups of two pairs, each pair in a group taking opposite points of view. 1. Scientific intervention is necessary to unearth buried mysteries. 2. Advanced technology gives us conclusive evidence of past events. 3. Traditions, rituals and funerary practices must be respected.	permanently etched in the poet’s mind with a feeling of eternal loss. Understanding that death has overpowered the innocence of those moments and the pleasure they treasured. <u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>SPECIFIC SKILLS</u>
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July	SA1	<u>GRAMMAR TOPIC</u> – TENSES	iv) care and love for animals. v) say no to wrong practices. vi) deal with the temperament of different family members to create a bond. vii) accept situations and face them with a lot of courage and find solutions to problems in life. viii) make decisions in most adverse conditions. ix) inculcate the values of respecting one's belief, honesty, confession, truth, faith, and sharing responsibility. x) show honesty and undo wrongdoings. xi) understand stealing is a crime xii) find solutions to the unforeseen circumstances To enable learners to ✓ distinguish between the twelve tense forms ✓ identify incorrect and correct tenses in a text. ✓ explain common verb tense errors ✓ demonstrate command of the conventions of standard	people, their names, traits, geographical and economic features as suggested in the story. The previous knowledge of the learners will be assessed through oral questioning. A handout will be given to the learners giving the kinds, structure and usage of the various tense forms. Each category of tenses will be taken up separately for discussion in terms of its structure and usage.	Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>SPECIFIC SKILLS</u> Being able to enjoy the humour in the story. Inculcating values like honesty, trust, responsibility etc. Understanding why it is important to restore cultural values. Making decisions. Developing a family bond. Learners will be able to – Understand the function of tenses and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking.
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July	SA1	<u>WRITING S K I L L S</u> <u>TOPIC -</u> POSTERS		English grammar and their usage while speaking or writing. To enable learners to understand that posters are effective and efficient ways to communicate to a wide audience, stimulating thought, evoking emotion and stirring action. To enable learners to write in a style and layout appropriate for writing posters. To enable them to plan, organize and present ideas appropriately. To help learners develop proficiency and confidence in written communication	Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while framing a poster. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
July	SA1	<u>POETRY –</u> CHILDHOOD (Marcus Natten)	HORNBILL	<u>GENERAL O B J E C T I V E S</u> – Same as mentioned earlier. <u>S P E C I F I C O B J E C T I V E S</u>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the	<u>GENERAL S K I L L S</u> Reading poetry with correct rhyme and rhythm.

July	SA1	<u>POETRY –</u> FATHER TO SON (Elizabeth Jennings)	HORNBILL	To enable learners to – -understand the reality that childhood innocence will ultimately get lost. - think when and at what point of time that innocence leaves us. - understand how the loss of childhood innocence leads to the gaining of individuality, rationalism and hypocrisy associated with adulthood. – to accept differences, understand people, become sensible, and value childhood and freedom. -develop individuality	poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. ACTIVITY – Learners will share their childhood experiences (How innocent they were) ii) How they define ‘maturity’? Can they exactly say at what age they became mature? iii) Discuss: Is attainment of maturity a sigh of loss of innocence	Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>S P E C I F I C S K I L L S</u> Ability to differentiate between innocence and maturity. Respect for different people and individuals. Self analysis and understanding what growing up/ maturity entails.
				<u>GENERAL O B J E C T I V E S</u> – Same as mentioned earlier. <u>S P E C I F I C O B J E C T I V E S</u>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the	<u>GENERAL S K I L L S</u> Same as mentioned above. <u>S P E C I F I C S K I L L S</u>

Aug	SA1	<u>PROSE/ FICTION – THE ADDRESS</u> (Margo Minco)	SNAPSHOT	To enable learners to - i) inculcate the values of accepting differences, understanding people, respecting elders, peace and happiness, resolving conflicts, sincerity and perseverance, valuing relations and self-realization. ii) develop social skills. iii) manage relations. iv) handle criticism. v) take initiative for making up loss/ resolve conflicts. vi) understand that generation gap cannot be allowed to break down communication and break relationships.	poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of end of the poem comprehension questions and exercises.	Value relationships. Confess and resolve conflicts. Learn social norms. Respect elders and their views. Understand generation gap and not allow it to create a communication gap/ chasm in relationships. Learn importance of conflict resolution.
				<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to - - become sensitive to the chaos which follows war.	A discussion on the author’s life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes.	<u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning.

Aug	SA1	<u>PROSE/ FICTION –</u> MOTHER’S DAY (J B Priestley)	SNAPSHOT	- understand what it does to humans and their behaviour. - become sensitive to the pain, grief and mental torture that survivors of war have to go through. - understand the importance of letting things go. Holding onto the past can be an extremely painful exercise. - understand that both past and future are illusions, and all we have with us is the present. - understand the emotions of trust, hope and betrayal.	Discussion of end of the lesson comprehension questions and exercises. ACTIVITY – A class discussion on the kinds of physical, mental and emotional problems faced by refugees and survivors of war.	Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>SPECIFIC SKILLS</u> An understanding of the ill effects of war. An understanding of the human emotions of trust, hope and betrayal in a post-war scenario and the importance of letting go of the past.
				<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to – - appreciate the status of women in their households. – focus on how a housewife works hard with love and devotion for her	A discussion on the author’s life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes.	<u>GENERAL SKILLS</u> - Same as mentioned above. Know that mothers have equal rights to enjoy their lives and deserve acknowledgement and appreciation. Strengthen the family bonding with sharing and solving problems. Develop analytical skills, thinking skills, decision making, management skills, logical

Aug	SA1	<u>PROSE/ FICTION –</u> BIRTH (A J Cronin)	HORNBILL	family and her household. Household work is also work that deserves as much respect. – celebrate motherhood and understand that a mother simply does not exist to make our lives easier. We need to be responsible for her happiness and well-being as well. <u>GENERAL OBJECTIVES</u> <u>VES</u> – To enable the students to i) read effectively with proper voice modulation. ii) comprehend the lesson iii) enhance their vocabulary. iv) analyse the situations and characters. v) express themselves effectively in the written form. vi) communicate their ideas with conviction. vii) appreciate the theme and the	Discussion of end of the lesson comprehension questions and exercises. ACTIVITY – Class discussion on - i) Is drama a good medium for conveying a social message? ii) A mother works from morning till night catering to the needs of everyone. Do we ever realise that she too is a human being and needs rest? Share your views about the role of mother in your life A discussion on the author's life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Discussion of the end of the lesson comprehension questions and exercises. ACTIVITY – A class discussion on medical procedures such as organ transplant and	skills. Identify and understand the central/main point and supporting details along with the phrases used in the lesson. Imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance <u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language.
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Aug/ Sept	SA1	<u>WRITING S K ILL</u> <u>TOPIC –</u> NOTE MAKING & SUMMARIZING SKILLS		viii) use appropriate vocabulary and expressions. <u>S P E C I F I C O B J E C T I V E S</u> To enable learners - to understand the importance of practical experience in every field including the medical field. – appreciate the life and duty of a doctor. – appreciate a doctor’s efforts to restore hope, life and his / her determination. – appreciate a doctor’s selfless service to mankind. – understand the value of time and incidents of life. To enable students to students to – - pick out essential ideas in a text and also find important details that support those ideas. Be selective and identify key ideas. - focus on keywords and phrases of an assigned text that are worth remembering.	organ regeneration that are used to save human life. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while preparing notes and making a summary. Discussion of the format and value points.	Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. <u>S P E C I F I C S K I L L S</u> The students will be able to - i) understand the sense of duty. ii) appreciate and accept the selfless service to mankind. iii) realise and create a balance between the knowledge gained and practical approach. iv) interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant and a doctor can retrieve and restore. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic.
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Aug/ Sept	SA1	<u>WRITING SKILL</u> <u>TOPIC –</u> CLASSIFIED ADVERTISEMENTS		- transform the entire set of information into a manageable size. - include the key points in the notes and the summary to make it more readable and help them in a better understanding and revision of a concept. - enhance their learning and recall skills. - also enhance their skills of reducing, reflecting, and reviewing any given information. - concentrate, understand, and remember the information you see or read. - stay active and engaged during reading and revision. - understand what they are learning and clarify their thinking. - integrating the central ideas in a meaningful way from any theory or conceptual write-up to create its summary. To enable students to students to - develop critical thinking skills - identify different types of ads - learn how to create their own ads - understand how advertising works in general	Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task. ACTIVITY - The teacher will ask students to name all of the different kinds of advertising they can think of such as those on - radio, TV, internet, newspapers, magazines, signs, mailings, telephone books, product licensing, brochures, coupons, flyers, clothing logos, etc.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic.
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				- write for communicative needs with appropriate vocabulary and in the desired format.	A class discussion about advertising will take place where students will be made aware that advertising is a big business and that often, the advertisements that they see on TV or newspaper cost more to produce than the shows they sponsor. The teacher will tell students that businesses advertise to create awareness of their product or service so that they can increase sales. And tell them that advertising can be expensive – but that the expense is worthwhile if it increases a company’s profit. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while a classified advertisement. Discussion of the format and value points of different kinds of classified advertisements. Discussion and writing of a model answer for each type of advertisement in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills.
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Aug/ Sep	SA1	<u>WRITING S K ILL</u> <u>TOPIC</u> – DEBATE WRITING	-----	<u>GENERAL OBJECTIVES -</u> Build a case accompanied by arguments as support. Train students to find arguments based on strong and accurate data. To enable them to write in a manner that influences the attitudes and opinions of others so that they agree and agree with the proposed arguments. Display, enhance, and develop written and hence, verbal communication. Generate effective critical thinking into primary issues in the given topic. Contrast the available points of view on a subject, in a serious, argued and frontal way, so that those who read the debate speech or attend the debate can receive pertinent information and can make their own opinion. Provide written practice in developing sound and logical arguments.	Preparation and distribution of handouts with format/ layout and value points to be kept in mind while preparing a debate speech. Discussion of the format and value points of mentioned in the handout. Discussion and writing of a model answer for a debate topic – both for and against - in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task. Learners will be asked to keep the following points in mind while writing practice speeches. Collect information related to the topic both in favour and against it. Read newspapers, research the internet. Discuss the topic with peer group or seniors. Collect authentic data and try to add the points which are beyond rebuttal. Use simple and short sentences in your speech. Address the audience appropriately. Use questions, phrases and quotes to make the speech rhetorical.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills. Knowledge acquisition and understanding of multiple issues.
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				Give students an opportunity to practice speaking in front of an audience and thinking on their feet. Show initiative and leadership. Expand students' minds and increase their understanding of multiple sides of important issues.		
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2023-24)
SUBJECT: ENGLISH CLASS: XI TERM 2 (OCTOBER – SEPTEMBER)

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
Oct	SA2	<u>PROSE/ FICTION –</u> THE ADVENTURE (Jayant Narlikar)	Hornbill	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> To enable learners to – -understand that the subconscious mind can create/ take us to a parallel world. - understand that the parallel world can be as real as the present world. - imagine historical events as different in a parallel world and their different outcomes/ repercussions. - A single event may change the course of the history of a nation. - Reality is what is directly experienced through the senses. - The methods of inquiry of history, science and philosophy are similar.	A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Discussion/ brainstorming of textual questions and exercises. ACTIVITY – Students will look up the Internet or an encyclopaedia for information on the following theories. (i) Quantum theory (ii) Theory of relativity (iii) Big Bang theory (iv) Theory of evolution and engage in a class discussion.	<u>GENERAL SKILLS</u> Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. Relating literature to real life. <u>SPECIFIC SKILLS</u>

Oct	SA2	<u>PROSE/ FICTION –</u> THE SILK ROAD (Nick Middleton)	Hornbill	<u>GENERAL OB JECTI VES</u> – Same as mentioned earlier. <u>S P E C I F I C OB J E C T I V E S</u> To enable learners to understand – - the genre of travelogue writing. - the challenges and hardships faced in the Silk Road regions. - challenges faced during travel in the region. - what altitude sickness is and how it manifests itself. - the author’s speculation on Tibetan Buddhism as a prerequisite for survival at that great altitude. - the author’s adventurous experiences while scaling the hilly terrain.	A discussion on the author’s life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of the Silk Route and the author’s experiences travelling it. Discussion/ brainstorming of textual questions and exercises.	Realize that reality is what is directly experienced through the senses. <u>GENERAL S K I L L S</u> Same as mentioned above. <u>S P E C I F I C S K I L L S</u> Understanding of the challenges faced by those living in the Silk Road region and those travelling through it. Sensitivity towards other religious beliefs. Understand why people willingly undergo the travails of difficult journeys.
Oct	SA2	<u>WRITING SKILL</u> <u>TOPIC –</u> SPEECH WRITING	-----	To enable learners to write in a style and format appropriate for writing speeches. To enable them to plan, organize and present ideas coherently, logically and concisely. To help/advice them to use CODER while attempting writing tasks. To make them acquire the skill of introducing, developing and concluding a topic.	Preparation and distribution of handouts with format and value points to be kept in mind while framing speeches. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.

Nov	SA2	<u>GRAMMAR TOPIC</u> CLAUSES	-----	To help learners to recall/ revise - the kinds of sentences – simple, complex and compound. - the difference between a subject and a predicate. To enable them to understand - the difference between a phrase and a clause. - the different parts of a clause – Principal, Subordinate and Coordinate. - the different kinds of subordinate clauses – adjective, adverbial and noun clauses To enable learners to - identify a clause. - distinguish between a dependent and an independent clause. - determine whether a clause is a noun, adjective or adverb clause.	understand the format and the related value points. Brainstorming of practice questions regarding the content a speech to enable learners to write them as class task/home task. The teacher will help students to revise and recall the difference between a subject and a predicate with the help of examples. The different types of sentences will be discussed with supporting examples. Learners will be explained how to identify and define a clause. Students will learn how to distinguish between an independent and a dependent clause based on the rules for each. They will also learn some subordinating conjunctions that will help them remember when a clause is dependent. Students will also learn about the noun clause, adjective clause, and adverb clause. The teacher will define and explain each type and provide examples for analysis.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Learners will be able to – Understand the function of clauses and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking.
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Nov	SA2	<u>POETRY –</u> THE LABURNAM TOP (Ted Hughes)	Hornbill	<u>GENERAL OBJECTIVES –</u> To enable learners to appreciate the literary genre of poetry and appreciate the poet’s style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. <u>SPECIFIC OBJECTIVES</u> To enable learners to	Practice worksheets will include questions that ask learners to identify the dependent and independent clauses and also ask them to identify or complete the sentences with noun, adverb or adjective clauses. Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of the end of the poem comprehension questions and exercises.	<u>GENERAL SKILLS</u> Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. <u>SPECIFIC SKILLS</u>
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			do not have regard for human life, they do not hold themselves responsible for their actions. Instead of accepting flaws and finding solutions, society chooses an easy way that is putting the blame on others. – understand the poem as an ironic representation of the symbolic folly of ignorance and corrupted power. - understand that when people are ignorant about moral standards, ethics or rationality, they end up crowning an idiot, an impertinent fellow as their ruler. – understand the poet’s general disdain for the concept of monarchy. – understand Seth’s criticism of ineffectual problem-solving by governments or monarchies. - realise that peace and liberty are the two strong factors for a state to flourish. - able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.	The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of the end of the poem comprehension questions and exercises.	imagination and creativity, analysis, interpretation and social responsibility.
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RAMJAS PUBLIC SCHOOL, DAY BOARDING.
ANNUAL CURRICULUM PLAN, 2026-27.
HISTORY – CLASS XI

	THEME	Methodology	LEARNING OUTCOMES	Skill Developed
APRIL	Introduction to- WorldHistory 1. Writing and City Life Focus: Iraq, 3rd millenniumBCE a) Growth of towns b) Nature of early urban Societies Historians’ Debate onuses of writing MAP ACTIVITY	Picture Study and discussion- The learner will study the artifacts and find out the nature of early urban Centre. Discuss whether writing is significant as a marker of civilization.	At the completion of this unit students will be able to: Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development. Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. Analyze the outcomes of a sustained tradition of Writing	Logical thinking Creating awareness

May	SECTION II : EMPIRES Introduction 2..An Empire across ThreeContinents Focus: Roman Empire, 27 BCE to600 CE Political evolution Economic Expansion Religion-culture foundation Late Antiquity Historians’ view on the Institution of slavery	Timeline and PPT The learner will prepare timelines of the history of a major world empire. Discuss whether slavery was a significant element in the economy in Roman empire	At the completion of this unit students willbe able to: Explain and relate the dynamics of theRoman Empire in order to understand their polity, economy, society and culture. Examine the domains of cultural transformation in that period	Creating awareness Communication skill
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			Analyze the implications of Roman's contacts with the subcontinent Empires	
PROJECT HOLIDAY HW	Writing & City Life	Students will be divided into groups.	At the end of this project the learner will be able to understand the different aspects of Mesopotamian civilization.	Team work Social skill Creativity Logical thinking

JULY	3. Nomadic Empires Focus: TheMongol, 13th to 14th century The nature of nomadism. Formation of empires. Conquests and relations with other states. Historians' views on nomadic societies and state formation. MAP ACTIVITY	Graphic organizer The learner will collect information of the nomadic societies and its ruler. Discuss whether state formation is possible in nomadic societies.	At the completion of this unit students will be able to: Identify the living patterns of nomadic pastoralist society. Trace the rise and growthof Genghis Khan in order to understand him as an oceanic ruler. Analyze socio-political and economic changes during the period of the descendants of Genghis Khan	Critical thinking
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August	SECTION -III: CHANGING TRADITIONS Introduction 4. The Three Orders. Focus: Western Europe 13th-16th century a) Feudal society and economy b) Formation of state c) Church and society d) Historians’ views on decline of feudalism MAP ACTIVITY	Brainstorming- The learner will discuss the nature of the economy and society of this period and the changes within them. Show how the debate on the decline of feudalism helps in understanding processes of transition.	At the completion of this unit students will be able to: Explain the myriad aspects of feudalism with special reference to the first, second, third and fourth order of the society. Relate between ancient slavery and serfdom Assess the 14th century crisis and rise of the nation states. Examine similarities between the conditions of life for a French serf and a Roman Slave.	Logical thinking Critical thinking
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September	5.Changing Cultural Traditions Focus: Europe 14th-17th century a)New ideas and new trends in literature and arts b)Relationship with earlier ideas c)The contribution of West Asia d)Historians' viewpoint on the validity of the notion 'European Renaissance MAP ACTIVITY	Debate— Explore the intellectual trends in the period. Introduce the debate around the idea of 'Renaissance'.	At the completion of this unit students will be able to Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism. Compare and contrast the condition of women in the Renaissance period. Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades Of Renaissance. Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms.	Analytical thinking Communicative skill
HALF YEARLY EXAMS				

October	6. Confrontation of cultures Focus: America 15th to 18th century European voyages of exploration Search for gold, enslavement, raids, extermination. Indigenous people and cultures- Arawak, the Aztecs and the Incas History of displacements Historians' viewpoint on slave trade.	Creating a narrative- The learner will work in groups and from the memory of the exhibits create a narrative of the lifestyles of indigenous people. Discuss the implications of the conquest for the indigenous people.	At the completion of this unit students will be able to Synthesize information about the ancient civilizations of Latin America. Compare, contextualize and contrast the political, social, economic and cultural history of central American civilizations. Analyze how the quest for exploration stimulated developments. Examine the consequences of voyages in order to understand the expansion of Europe, America and Africa.	Logical thinking Critical thinking
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November	SECTION -IV TOWARDS MODERNISATION Introduction 7. The Industrial Revolution	Graphic organizer The learner will prepare a chart of different innovations and	At the completion of this unit students will be able to Comprehend the areas of the Industrial Revolution in Great Britain and other	Communicative skill Critical thinking
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		technological changes. Debate Initiate students to the debate on the idea of industrial revolution.	countries.	
	Focus: England 18th to 19th century Innovations and technological change.		Elucidate the technological Innovations that spurred industrialization in Britain.	Communicative skill
	Patterns of growth Emergence of a working class Historians' viewpoint, Debate on 'Was there an Industrial Revolution?'		Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation.	Analytical thinking
			Compare and contrast the positive and negative aspects of the Industrial Revolution. Empathize for the suffering of the workers	Analytical thinking
			during the Industrial Revolution.	
	8. Displacing Indigenous People Focus: North America and Australia, 18th to 20th century	Discussion- Students will be asked to discuss the processes of displacements that accompanied the Development	At the completion of this unit students will be able to Recount some aspects of the history of the	Time remembering Analytical thinking

	European colonists in North America and Australia. Historians' viewpoint on the impact of European settlement on Indigenous population.	of America and Australia. Compare and contrast the 10 political situations of the native people of India and Australia during the first quarter of 20th century.	native people of America to understand their condition. Compare and contrast the lives and roles of indigenous people in these Continents	Critical thinking
	Formation of White Settler societies		To analyze the realms of settlement of Europeans in Australia and America.	Analytical thinking
	Displacement repression of People			
December	9. Paths to Modernization Focus: East Asia, late 19 th to 20 th century Military and economic growth in Japan.	Think, Pair and Share – Debate Students will work in groups to discuss the path of economic growth of Japan and China and how the transformation in the modern world takes many different forms.	At the completion of this unit students will be able to Deduce the histories of China and Japan from the phase of imperialism to modernization.	Communication skill
	China and the communist alternative.	Show how notions	Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.	Critical thinking

	Historians' Debate on the meaning of modernization	like 'modernization' need to be critically assessed Discuss about opium wars and occupation of HongKong by Britain.	Analyze the domains of Japanese nationalism prior and after the Second World War. Comprehend the history of China from colonization to the era of socialism.	Analytical thinking
MAP WORK OF UNITS1-8	Revision			Application skill
Jan 2025 Feb	MOCK EXAM ANNUAL EXAM	REVISION WORK		

CURRICULUM PLAN (2026-2027)

SUBJECT: INFORMATICS PRACTICES

CLASS: XI

Sno	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcome	Assessment Tools
1	UT I	GETTING STARTED WITH PYTHON PYTHON PROGRAMMING FUNDAMENTALS CONDITIONAL AND LOOPING CONSTRUCTS	30	Introduction to Python Basics of Python programming, Python interpreter, Control Statements	THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES, LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING	Students will demonstrate foundational Python skills by writing, debugging, and applying syntax, variables, operators, conditionals, and loops to create programs addressing basic computational tasks.	Code-writing exercises, syntax quizzes, error-correction tasks, interactive coding labs, and a project (e.g., simple calculator) evaluating logic and code structure.
2	TERM 1	Syllabus of UT1 + LISTS AND DICTIONARY COMPUTER SYSTEM (Practical Based on Python)	Th. 70 Pr. 30 Tot.100	Introduction to python strings Making students familiar with python Lists: Operations and methods, Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions Introduction to Computer System: Introduction to computer and computing, Computer Memory, Data deletion and its recovery and related security concerns. Software: purpose and types	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will apply Python lists/dictionaries for data manipulation tasks and analyze computer system organization (hardware, memory, I/O) to solve practical problems.	Coding assignments, MCQ quizzes, system diagram analysis, debugging exercises, and a project (e.g., inventory system) evaluating code efficiency and hardware understanding.

3	UT II	DATABASE CONCEPTS STRUCTURED QUERY LANGUAGE (SQL)	30	Students will be introduced with Database concepts and the Structured Query Language Database Concepts, Relational data model, Advantages of using Structured Query Language, Data Definition Language, Data Query Language and Data Manipulation Language, Introduction to MySQL: Database and Various Query commands	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will design databases using normalization principles and execute SQL commands (queries, joins, aggregation) to manage, retrieve, and manipulate data for real-world applications.	SQL query exercises, database design tasks, MCQ tests, problem-solving scenarios, and a project (e.g., library/student DB system) assessing schema design and query efficiency.
4	MOCK	EMERGING TRENDS <u>FULL SYLLABUS</u>	70	Introduction to the Emerging Trends Artificial Intelligence, Machine Learning, Natural Language Processing, Immersive experience, Robotics, Big data and its characteristics, Internet of Things, Sensors, Smart cities, Cloud Computing and Cloud Services, Grid Computing, Block chain technology.	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will analyze emerging tech trends (AI, IoT, blockchain, etc.), evaluate their societal/ethical implications, and design innovative solutions addressing real-world challenges.	Research reports, trend presentations, case study analyses, scenario-based problem-solving tasks, and a project (e.g., tech prototype/proposal) assessing creativity and critical evaluation. (37 words)
5	TERM 2	(Project & Practical Based on Python + MySQL) <u>FULL SYLLABUS</u>	Th. 70 Pr. 30 Tot.100				