

ACADEMIC PLANNER 2025-26							
CLASS XI ENGLISH							
DATE	CONTENT	LEARNING OUTCOMES	ASSIGNMENT/CLASS ACTIVITY	MODE OF ASSESSMENT	TEACHING PEDAGOGY	INTERDISCIPLINARY ASPECT/SDG GOALS	21st CENTURY SKILLS
April 16-30(12D)	Creative Writing Poster Making	The Learner will be able to: 1. Develop ability to acquire knowledge required for independent reflection and inquiry. 2. Develop greater confidence and proficiency in using language for social and academic purposes. 3. Use grammatical structures accurately and appropriately.	Sample Questions for practice Free Flow Writing: “A Letter to your Future Self”	Notebook Assessment	Incorporating Writing Prompts and Exercises, Peer Reading	Art Integration	Critical Thinking Creativity Self-Reflection
May1-15(11D)	Classified Advertisements	The Learner will be able to: 1. Select, compile and collate information for a presentation. 2. Perceive the overall meaning and organisation of the text. 3. Make use of contextual clues to infer meanings of unfamiliar vocabulary	Sample Questions for practice Students will create digital versions of their classified advertisements using online platforms or design software such as Canva	Assignment Submission	Newspaper Activity	Art Integration	Digital Literacy Collaboration Communication Skills
May 16-25(8D)	Poster Making Classified Advertisements Creative Writing	The Learner will be able to: 1. Draft notices, advertisements and design posters effectively and appropriately. 2. Make use of contextual clues to infer meanings of unfamiliar vocabulary 3. Use grammatical structures accurately and appropriately	Collaborative Story: Students shall sit in a group and will take turns writing one paragraph at a time to create a story. Sample questions for practice.	Class Test	Peer Reading, Collaborative Learning	Art Integration	Collaboration Creativity Problem-Solving
July1-15(12D)	The Portrait of a Lady A Photograph The Laburnum Top	The Learner will be able to: 1. Respond to literary texts. 2. Appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc. 3. Analyse the characterisation of any subject or theme presented in the poems, understanding how poets use various literary devices such as imagery, symbolism, and irony.	Long and short Q&A, RTC, Topics for Practice, Visual Representation: Students will create a portrait (sketch/digital using AI) of the grandmother based on the description provided in the story.	Assignment Submission, Group Discussion on themes such as memory, loss and passage of time	Reading, Visit to an Old Age Home (virtual/real)	Psychological(Nuclear v/s Joint family), Art integration	Digital Literacy Creativity Innovation
July16-31(14D)	The Summer of the Beautiful White Horse Classified Advertisements	The Learner will be able to: 1. Discuss how the literary texts reflect or challenge societal norms, beliefs, and values. 2. Make use of contextual clues to infer meanings of unfamiliar vocabulary. 3. Use grammatical structures accurately and appropriately	Newspaper Activity, Expressive Palette: Emotion Collage with Colors and Textures	UNIT TEST-1	Collective Reading, Discussion	Child Psychology, Print media <b>SDG 10: Reduced Inequality</b> – The chapter, "The Summer of the Beautiful White Horse" reflects on social and economic inequalities, highlighting the challenges faced by individuals in a small community and the importance of understanding and empathy.	Communication Creativity Emotional Intelligence
August1-15(11D)	Speech Writing Tenses Note Making	The Learner will be able to: 1. Write expository/argumentative essays, explaining or developing a topic, arguing a case, etc. 2. Develop reasoning and inference skills 3. Develop the ability to engage in public speaking	Speech Showcase, Sample Questions for practice	Notebook Assessment	YouTube videos, Collective Reading	Public speaking	Public Speaking Critical Thinking Collaboration
August 16-31(12D)	The Address We Are Not Afraid to Die...if We Can All Be Together Unseen Passage Reordering of Sentences	The Learner will be able to: 1. Identify and differentiate between facts and opinions within the passage, reflecting on the implications and drawing personal conclusions. 2. Enhance coherence and cohesion in writing by ensuring sentences follow a clear and orderly progression. 3. Analyse the author’s narrative style, purpose, and tone in each prose piece, noting the use of humor, irony, or pathos	Sample Questions for practice, Current Geopolitical Events Debate	Assignment Submission, Group Discussion	Inspirational video	Life Skills, History <b>SDG 3: Good Health and Well-being</b> – The chapter, "We're Not Afraid to Die... if We Can All Be Together" focuses on resilience and survival, emphasising human health and well-being in extreme situations. <b>SDG 16: Peace, Justice, and Strong Institutions</b> – The chapter, "The Address" is set against the backdrop of the post-war period, highlighting the emotional and social repercussions of war, loss, and the importance of justice and reconciliation.	Public Speaking Critical Thinking Collaboration
September 1 - 15(11D)	Discovering Tut: The Saga Continues Project Discussion Listening and Speaking Activity Revision	The Learner will be able to: 1. Appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc. 2. Make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing. 3. Take organised notes on lectures, talks and listening passages	Letter Writing : Write a letter from Howard Carter's perspective, describing his discovery of King Tut's tomb and the challenges he encountered. Long and Short Q&A, Sample Questions for practice	Reading, ASL	A documentary on King Tut	History, Art	Creative Writing Research Skills Emotional Intelligence
September 16-30 (12D)	TERM -1						

