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 The Learner will be able to:	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	Respond to literary texts. Appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc. 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 SDG 10: Reduced Inequality – 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 Dieif 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 SDG 3: Good Health and Well-being — 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. SDG 16: Peace, Justice, and Strong Institutions — 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) September 16-30	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				

October 1-15(8D)	Debate Writing Mother's Day	The Learner will be able to: 1. Develop confidence and proficiency in using language skills necessary for group discussions and interviews. 2. Comprehend the difference between facts and opinions. 3. Understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.	Sample Questions for Practice, One-Act Play	Assignment Submission	Role-play, YouTube video	Life Skills SDG 5: Gender Equality The play, "Mother's Day" challenges traditional gender roles and emphasises the importance of women's empowerment, particularly in the context of marriage and domestic life.	Creativity Collaboration Public Speaking and Presentation
October 16-31(10D)	Voice of the Rain Childhood Silk Road	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. Interpret figurative language (metaphors, similes, personification, etc.) used in the poems.	Sample Questions for Practice, Mind Map - Silk Road Journey: Mapping Historical Connections	Notebook Assessment, Class Test	Recitation and reading	Geography, Life Skills. SDG 13: Climate Action The poem, "Voice of the Rain" touches upon the natural cycle, promoting an understanding of the environment's intricate balance and the importance of protecting it.	Critical Thinking Collaboration Organisational Skills
November 1-15 (11D)	The Adventure Note Making Clauses	The Learner will be able to: 1. Make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing 2. Respond to literary texts 3. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	Long & Short Q&A, Sample Questions for practice, Diary Entry: Write a diary entry from Professor Gangadharpant Gaitonde's persepective reflecting on your adventure, the challenges you faced, and the lessons you learned.	Assignment Submission	Explanation, Group discussion	Physics (Quantum Theory), Psychology	Creative Writing Critical Thinking Personal Development
November 16-30 (12D)	Birth Transformation of Sentences	The Learner will be able to: 1. Reflect upon the ideas presented in the text and connect them to real-life experiences or contemporary issues. 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. Practice sentence variation by changing simple, compound, or complex sentences according to context and purpose.	Sample Questions for practice, Sentence Transformation Relay	UNIT TEST-2 Project Evaluation, Class Test	Reading, Group discussion	Psychology	Linguistic Skills Collaboration Problem Solving
December 1-15 (12D)	Father to Son Gap filling Project	The Learner will be able to: 1. Distinguish between literal and figurative meanings in the poetry. 2. Compare and contrast the treatment of similar themes across different poetry in the syllabus. 3. Infer missing words from context, using contextual clues to identify the most appropriate term or phrase to complete the sentence or passage.	Sample Questions for practice, Narrative Mask Making: (Students decorate masks reflecting identity, emotions, and social personas creatively.)	Assignment Submission	Explanation, Group discussion, Collective Reading	Research	Creativity and Innovation Emotional Intelligence Cultural Awareness
December 16-31 (13D)	The Tale of Melon City Unseen Passage	The Learner will be able to: 1. Identify and discuss the use of rhyme, rhythm, and meter in enhancing the overall meaning of the poem. 2. Identify the central idea and supporting details of the passage, demonstrating the ability to comprehend extended texts. 3. Formulate personal responses based on the content, presenting reasoned judgments.	Poetry Slam, Long & Short Q&A, Sample Questions for practice (Creativity, Public Speaking, Self Expression)	Notebook Assessment	Collective Reading	Sociology. SDG 10: Reduced Inequality – The poem, "The Tale of Melon City" critiques societal inequalities and the decisions made by authorities, encouraging a reflection on how power and justice should be equitably distributed.	Creativity and Innovation Public Speaking Self Expression
January 1-15		The Learner will be able to:	WINTER	BREAK			
January 16-31 (13D)	Listening and Speaking Activity Revision	Articulate ideas clearly and confidently in public speaking situations, such as debates, speeches, or presentations. Develop public speaking skills. Self-assess understanding of the content and rework on challenging areas	Topics for ASL	ASL, Quiz	ASL	Linguistic skills	Communication Skills Critical Thinking Problem Solving
February 1-15 (11D)	Revision	The Learner will be able to: 1. Reflect on and evaluate the content, identifying areas for improvement and further understanding. 2. Summarise key ideas from a text, oral presentation, or discussion, highlighting the most important points. 3. Review previous lessons to reinforce learning and ensure understanding of the material.	Group Mind Mapping: In small groups, students will create mind maps for a story, poem, or theme. Each group presents their map, helping clarify ideas and structure for the class.	Peer Review, Class Test	Collaborative Learning	Review with Real-World Context	Collaboration Critical Thinking Communication Skills
February 16- 28(12D)			ANNUAL EXA	AMINATION			