

English (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> • listens and reflects to communicate through speech and writing. • develops authentic, accurate, useful content for online platforms. • expresses opinions and views independently . • listens patiently to contradictory points of view on online platforms and answers logically in agreement/ disagreement • writes and collects, appreciates narratives and short poems. • speaks fluently and convincingly using authentic evidences. • identifies and uses 	<ol style="list-style-type: none"> 1. <i>We Heard the Bells – The Influenza of 1918</i> This documentary focuses on communities and groups disproportionately affected by the 1918 influenza epidemic. The 1918 influenza continues to provide lessons for the present, including about how epidemics can foster stigma and discrimination. Available on YouTube https://www.youtube.com/watch?v=XbEefT_M6xY 2. <i>How we conquered the deadly smallpox virus - Simona Zompi</i> https://www.youtube.com/watch?v=yqUFyt4MIQ&t=2s https://share.nearpod.com/cRozKYULw6 	<p>WEEK 1</p> <ul style="list-style-type: none"> • Listen with concentration; this will sustain your interest. • View the visuals and try to connect them with the audio version of the script. • You can read/listen to the captions also for understanding. • Try to recall if you have read something related to the video earlier. • Make notes from the video and also note down ideas, thoughts, information experiences, etc. This will help in writing your answers. <p>Learners may be asked to do self-assessment and peer-assessment. Some rubrics may be developed to facilitate this.</p> <p>Please note Assessment should incorporate the use of ICT. For example, familiarity with ICT tools, online portals, platforms, skill to browse and collect authentic material as well as following the guidelines for online interaction.</p> <p>Some communication guidelines for online interactions are:</p> <ol style="list-style-type: none"> a. Give space to all for expressing their views. b. Be logical and overcome biases. c. Be polite but firm in your expression d. Read more before offering rebuttals e. Be active online for learning to share and accept new ideas.

<p>appropriate online resources.</p> <ul style="list-style-type: none"> • prepares notes while reading. • infers meanings from contexts and describes with clarity. • identifies the similarities and dissimilarities between the two texts. • develops write ups with clarity, using appropriate vocabulary and thoughts. • writes creatively and shows sensitivity towards issues/ people in his/her writing. • may share and add their learning experiences as they learn from each other while sharing their work online. 		<p>WEEK 2</p> <p>You can use Skype App or mobile calling (if feasible). You can create an audio file, video or PDF script to share via email and/or WhatsApp.</p> <p>What measures were taken to deal with the situation?</p> <p>How were the events reported and how was information made available to the public?</p> <p>It is important to learn from history. (You can highlight some key researches on the treatment of influenza and smallpox in your writing.)</p> <p>Keeping in view the present pandemic, develop notices, advisories, and infographics based on facts for sharing with peers and teachers, parents, elderly, and other learners online.</p> <p>You can add authentic pictures in your presentations.</p> <p>List the uses of Arogya Setu App.</p> <p>Listen to the interviews of medical experts and economists on the prevention of Covid 19.</p> <p>Look at the graphs, diagrams, etc., shown in the news. Write the description.</p> <p>WEEK 3</p> <ol style="list-style-type: none"> 1. Read the given texts/article. Have you noticed the title suggests that though it is about an expedition, yet it is so different from the first text? Share how it is so? 2. Read the following three excerpts from <i>We're not afraid...</i> and choose one of them to describe why you
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	<p>1. <i>We're not afraid to die...if we can all be together</i></p> <p>2. <i>Mountaineers can teach us about isolation.</i> Mint. April 18,2020 Saturday vi.14No.96</p>	<p>like it or dislike it?</p> <ol style="list-style-type: none"> a. My brain switched to survival mode. It taught me how to stay strong when you have failure staring at your face. b. If you need to survive these moments of uncertainty. You need to be in harmony with the team. c. I suppose the important thing in isolation is to cherish your companions, to try and enjoy the moment and to be positive. <p>You can share your experience of being alone in a time of difficulty.</p> <p>WEEK 4</p> <ol style="list-style-type: none"> 1. You have read both the texts, the idea common to both is - <ol style="list-style-type: none"> a. man's desire and pride to explore nature, b. to accept challenges of nature c. to know the mystical world of nature. d. nature is tender and caring but furious too at times. <p>You can add more ideas/views.</p> <p>Now summarise the above creatively and add more ideas and views. You can refer to poems, films, paintings, etc in your write up.</p> <p>You have read two texts and explored these texts for activities.</p> <p>Now, explain the present situation (pandemic, Covid-19 and lockdown) in the context of <i>isolation</i> and <i>being together</i>.</p>
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		<p>You can also do the following activities while reading and after reading the text—</p> <ol style="list-style-type: none"> 1. While reading make notes as per the dates. 2. Find out the way the text has been organised; sequencing of incidents, concrete details, no reliance on memory, focus on surroundings and the intelligence of the family in dealing with it, etc. 3. While reading the text you must have seen how well prepared were they for the journey; count the details/ objects, etc. 4. Describe the following in your words. <ol style="list-style-type: none"> a. for the past 16 years we had spent all our leisure time honing our seafaring skills. b. The first indication of impending disaster came at about 6 p.m., with an ominous silence. c. We were getting no replies to our Mayday calls. <p>You can locate the above excerpts in the text— <i>We're not afraid...</i> Read in order to understand the meaning.</p> <p>Words and Vocabulary</p> <ol style="list-style-type: none"> a. Make as many compound words as you can with -ship which have different meanings. b. List the words which are used to describe the different parts of the ship. c. What is <i>Wavewalker</i> as mentioned in the text? d. Find out words, expressions which convey bravery, courage and positive attitude of the characters.
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		<p>a. Read the text carefully and write the summary of the text in your words. Make points and then write the summary.</p> <p>While making points you can make use of words /expressions from your language, find English substitutes from dictionary, from your teacher, friends and use in your summary.</p> <p>a. Make points and discuss online with teachers and peers —what will be your back to school moment?</p> <p>b. Watch the link on Flocabulary and try to make one on the author/lesson/poem of your choice</p>
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English (Class XII)

Learning Outcomes	Sources/ Resources	Suggestive Activities
<p>The learner</p> <p>a. explores genuine online resources.</p> <p>b. Listens/ views online resources and expresses through writing and speech.</p> <p>c. critically analyses historical events through writing and sharing of</p>	<p>Read the story <i>The Last Lesson</i> from NCERT Class XII Textbook <i>Flamingo</i>. You can read it online at www.ncert.nic.in.</p> <p>You can access the audio of the text using the QR code provided in textbook- <i>Flamingo</i>.</p> <p>Explore the links</p>	<p>WEEK-1</p> <p>Alphonse Daudet in the story <i>The Last Lesson</i> highlights the important place of language in the lives of people.</p> <p>The story focuses on the major historical event, i.e., the Franco-Prussian War (1870-1871) which affected life in the school where M Hamel, a French teacher took a lot of pains to teach children the French language.</p> <p>What was the routine of the school?</p> <p>Who said the following and why?</p> <p>“My friends, said he, I -I”, but something choked him.</p> <p>“<i>Vive la France</i>”</p>

<p>ideas and opinions with peers, teachers etc.</p> <p>d. develops and shares views/opinions on contemporary issues making use of interdisciplinary knowledge .</p> <p>expresses opinions on issues related to children in difficult circumstances quotes in discussion, etc., rights of children and legal provisions for the children.</p> <p>e. explains graphs, tables and data related to the issues of children.</p> <p>f. participates in activities like poster making, speech, debate</p>	<p>https://commons.wikimedia.org/wiki/File:French_soldiers_in_the_Franco-Prussian_War_1870-71.jpg</p> <p>https://commons.wikimedia.org/wiki/Category:Franco-Prussian_War</p> <p><i>Text</i></p> <p>Lost Spring Anees Jung</p> <p>Class XII-Flamingo</p> <p><i>Films</i></p> <p>Paperboy – an awardwinning film</p> <p>https://www.youtube.com/watch?v=neWPK3fRg5c</p> <p>Stories and endeavours by ILO(International Labour Organisation), UNICEF and NGO's</p>	<p>WEEK 2</p> <p>History is witness to some of the examples wherein the wars had demonised the victorious. One glaring example was when children in the schools of Alsace and Lorraine (districts in France) were prevented from learning French. This was because Germany had taken control of these districts after defeating them in war in 1870.</p> <ul style="list-style-type: none"> • M.Hamel the French teacher was deeply disturbed when the order for not teaching French in school was issued. What according to you would have been his fear? • Languages are communities; they embody the soul of the culture, capturing a people's history and dreams. Write your views and discuss with your group online. • How many languages do you know and in what contexts do you use them? • Watch videos based on the Franco-Prussian War of 1870. <p>You will find that there is a language of war too. The war lexicon plays a role for the warring armies. There is military terminology, coded signals, names of the machinery used in war, etc. There are war cries to encourage and motivate the soldiers. You will agree that it creates an impact on a prevailing situation.</p> <p>a. Now describe the war scenes as viewed in the video. Listen to the audio to understand the language of war.</p> <p>Discuss with your online group - <i>Wars bring heartrending misery on the planet earth</i>. Add experiences, stories, facts, news, etc in the discussion. c. Select three passages from the text and find out the tense forms used.</p> <p>WEEK 3</p> <p>a. In the period of pandemic, due to spread of Covid-19, there are heartrending stories of children who have to undergo hardships and have even lost their lives. Collect such stories, read them and draw conclusions based on them.</p> <p>b. Why are children so susceptible to crime and hard labour?</p> <p>Are the measures taken enough?</p>
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<p>etc., for creating awareness about the marginalisation of children in difficult circumstances.</p>		<p>Read efforts taken by ILO, UNICEF and NGOs like <i>Bachpan Bachao Andolan</i>.</p> <ol style="list-style-type: none"> c. Initiate an online discussion on-<i>Streets are no place for a child</i>. d. Write the character sketches of Saheb-e-Alam and Mukesh. e. Write diary entries to describe your experience of staying at home; how have you utilised your time ; what changes would you like to bring in your routine in the future? f. Since you are not going to school you can find time to do interesting and entertaining activities. We are making some suggestions; g. observe and draw sunrise/sunset scenes, compose a poem/song/wrap, try your hand in kitchen and try and share your favourite recipes. <p>WEEK 4</p> <ol style="list-style-type: none"> a. What was your experience of watching the two films given (or other English films)? Has the boy in the film <i>Paperboy</i> been able to convey his feelings? Mention a few instances in support of your answer. b. What is your opinion about the ambience and the details which have been focused upon in the film? Do these contribute to your experience and understanding of the film? c. Share your experience of translating a film into text. Were you focused on the meaning, performance of characters, music, staging of scenes, etc? d. Describe your favourite scene from the film <i>Paperboy</i>. e. Write a brief script of street play on corona pandemic, care for street animals, etc.
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