

Class 10

Section I
Pedagogical processes suggested by NCERT
The learners may be provided opportunities individually / in groups and encouraged to –
Participate in interactive tasks and activities.
Take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening to people around.
Engage themselves in conversation, dialogue, discussion and discourse in peer-peer mode, and with teacher on various themes.
Participate in role play, short speech and skits; interview personalities, common people for the purpose of collecting views on certain relevant issues, during surveys, project works, etc.
Give opinion about classroom transactions, peer feedback with clarity, and provide suggestions for improvement.
Use / read alternative materials such as braille texts / poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society.
Develop familiarity with workplace culture and language and terminology for different vocational skills like carpentry, mobile repairing, tailoring, etc.
Volunteer in organizing school functions, assembly, community activities and interactions; prepares schedules, reports, etc.
Read literature from different countries, and appreciate the ideas, issues, themes given there.
Read texts independently, comprehend, and respond to questions /ask questions on the text.
Read stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment; discuss on characters, issues, situations; and if there is a problem, work on solutions.
Appreciate nuances and shades of literary meanings in a variety of poems like lyric, ballad, ode, limerick, elegy etc. And the literary devices like onomatopoeic sounds, symbols, metaphors, alliteration, etc. Understand comparisons, allusions, poet's / writer's point of view, etc.
Use subject / context / content related vocabulary to express their understanding of the texts and tasks.
Understand writing is a process-oriented skill which requires drafting, revising, editing for punctuation, grammatical accuracy, spelling, etc.
Understand the grammar in context, functions and usages noticing in examples and discover rules.
Write, using symbols, tables, graphs, diagrams, etc.
Contribute in building safe and stress-free environment for learning.
Collect and make use of meaningful resources generated by the learners.
Make use of their experiences and relate with their learning.
Use visual aids, and locally developed learning materials to complement and supplement the textbook and supplementary reader.
Frame questions to assess their comprehension.
Promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.

Develop critical thinking on issues related to society, family, adolescence, etc. This will lead to develop their abilities for problem-solving, conflict resolution and work collaboratively.
Use multilingualism and translation as a strategy and resource for understanding and learning and participating in classroom transactions.
Participate in interdisciplinary tasks /activities and projects.
Connect and apply their learning to activities, routines and functions at home and in community.
Maintain diary and journal for recording responses and reflections, develop rubrics with the help of the teacher for self-assessment.
Work on the teacher and peer feedback, self-assessment to improve their performance.
Understand the concept of directions on a given map of a locality /town /city / country, tactile /raised material for children with special needs.
Get familiarised with sign language for using with learners with hearing impairment in an inclusive environment in the school.

Section II	
Learning Outcomes of NCERT	Measuring the LOs
Listens for information, gist and details and responds accordingly.	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.
Listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret and appreciate.	Listens to and discusses literary /non- literary inputs in varied contexts in order to infer, interpret and appreciate.
Speaks with coherence and cohesion while participating in interactive tasks.	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
Uses language appropriate to purposes /perspectives.	Uses language appropriate to purposes /perspectives in order to demonstrate an understanding of the language.
Talks on key contemporary issues like social justice, environment, gender, etc. in speech and writing.	Talks on key contemporary issues like social justice, environment, gender, etc. in speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason.
Participates in bilingual /multilingual discourses on various themes.	Participates in bilingual /multilingual discourses on various themes to demonstrate bilingual /multilingual abilities.
Reads, comprehends, and responds to complex texts independently.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
Reads stories and literary texts - both fiction and nonfiction with understanding	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability

for pleasure and enjoyment and discusses these.	to discuss about these with comprehension and reasoning skills.
Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills.
Writes paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing.	Writes paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.
Writes reports of functions in school, family and community activities.	Writes reports of functions in school, family and community activities in order to demonstrate creative writing and presentation skills.
Writes personal /official letter, business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc.	Writes personal /official letter, business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.
Evaluates content presented in print media, and in different genres / formats and presents content using symbols, graphs, diagrams, etc.	Evaluates content presented in print media, and in different genres /formats and presents content using symbols, graphs, diagrams, etc.in order to demonstrate ability to display relationships visually and presentation skills.
Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.	Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing, in order to demonstrate reasoning ability, critical thinking skills and presentation skills.
Draws references from books, newspapers, internet etc., interprets using analytical skills.	Draws references from books, newspapers, internet etc., and interprets in order to demonstrate analytical skills.
Speaks /writes on a variety of themes.	Speaks /writes on variety of themes in order to demonstrate command over language, reading and research skills, and critical thinking skills.

Consults / refers to dictionary, periodical and book for academic and other purposes; and uses in speech and writing.	Consults /refers to dictionary, periodical and book for academic and other purposes in order to use in speech and writing.
Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on the facts.	Provides facts and background knowledge in areas such as science and social science in order to presents viewpoints based on the facts.
Takes down dictation using appropriate punctuation marks and correct spelling.	Takes down dictation using appropriate punctuation marks, correct spelling of words dictated in order to demonstrate listening, speaking, writing, and reading skills.
Takes notes and makes notes while listening to tv news, discussions, speech, reading aloud /silent reading of texts, etc. and summarizes.	Takes notes and makes notes while listening to tv news, discussions, speech, reading aloud /silent reading of texts, etc. And summarizes in order to demonstrate language comprehension skills, critical thinking skills and presentation skills.
Uses grammatical items appropriate to the context in speech and writing.	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions and punctuation.	Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions and punctuation.
Uses words according to the context and delineates it in speech and writing.	Uses words according to the context and delineates it in speech and writing in order to demonstrate vocabulary.
Uses formulaic and idiomatic expressions in speech and writing.	Uses formulaic and idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.
Makes use of collocations and idioms in speech and writing.	Makes use of collocations and idioms in speech and writing in order to demonstrate understanding of how to use vocabulary words and idioms in a sentence correctly.
Identifies significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc.	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
Uses the figurative meaning of words and phrases as given in the texts read.	Uses the figurative meaning of words and phrases as given in the texts read in order to

	demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
Assesses own work /peers' work based on developed rubrics.	Assesses own work /peers' work based on developed rubrics in order to demonstrate objectivity.
Develops questions for collecting data for survey on relevant issues.	Develops questions for collecting data for survey on relevant issues in order to demonstrate understanding of how to capture relevant data without harassing the person /organization surveyed.
Writes scripts and participates in role play, skit, street plays (nukkad natak) for the promotion of social issues like beti bachao – beti badhao, swachh bharat abhiyaan, conservation of environment, child labour and promotion of literacy etc.	Writes scripts and participates in role play, skit, street plays (nukkad natak) for the promotion of social issues like beti bachao – beti badhao, swachh bharat abhiyaan, conservation of environment, child labour and promotion of literacy etc. In order to demonstrate creativity, sensitivity towards the cause, the ability to experiment with language and communication skills.
Uses bilingual / multilingual ways to exchange ideas or disseminating information with the help of ICT, ppt, role play, street play, drama, written scripts, etc.	Uses bilingual /multilingual ways to exchange ideas or disseminating information with the help of ICT, ppt, role play, street play, drama, written scripts, etc. In order to demonstrate adeptness at the languages known.
Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.	Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class in order to demonstrate sensitivity towards and awareness of diversity.
Exhibits core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.	Participates in debates, discussions, etc. In order to exhibit core values such as tolerance, appreciation of diversity and civic responsibility.
Uses sign language to communicate with fellow learners with hearing impairment in an inclusive set up.	Uses sign language to communicate with fellow learners with hearing impairment in an inclusive set up.
Reads the poems, stories, texts given in braille; graphs and maps given in tactile /raised material; interprets, discusses, and writes with the help of a scribe.	Reads the poems, stories, texts given in braille; graphs and maps given in tactile /raised material; interprets, discusses, and writes with the help of a scribe.

Section III**MAPPING OF GRADE 10 ENGLISH TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE: FIRST FLIGHT****Note: Overall Learning Outcome for the course:**

The learners will use appropriate English to communicate in various social settings, develop creativity and curiosity through extensive reading, grammatical accuracy and build competence in different aspects of English.

Chapter 1	Topic	Learning Objectives The student will be able to	Learning Outcome
A Letter to God	The Pleasure of Rain	respond to the picturesque details	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	A Night of Sorrows	highlight the disappointment of Lencho as the hailstorm destroys all the crops, through a discussion and reasoning and empathise with the problems faced by farmers	
		rationalise writing a letter to God for help.	
	Faith in God	discuss the postmaster's act of charity to sustain Lencho's faith in God.	
	Comprehension Check	answer questions based on comprehension and inference via discussion and independently	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
Listening /Speaking: Have, you ever been in great difficulty, and felt that only a miracle could help you?	supply solutions to listed problems as a part of speaking skills activity	speak on inherent themes in order to demonstrate command over language with proper pronunciation and intonation.	Speaks while participating in interactive tasks in order to demonstrate fluency in the language

	How was your problem solved?	develop problem solving ability	
	Writing: Lencho suffered first due to drought and then by floods. Our country is also facing such situations in recent years. There is flood and there is drought. There is a need to save water through water harvesting. Write a letter to the Editor.	develop the writing skill in students and sensitize students about the victims of natural disaster. Direct the students towards understanding ironyas a literary device.	Writes personal /official letter, business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.
		engage in editing, rewriting and finalizing the context	
	Grammar: Using Negatives and Relative Clauses	identify various clauses used in the text and develop writing skill with reference to the context.	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
	Use of figurative languages	use different figurative languages especially the metaphor	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.

Poem-1	Topic	Learning Objectives	Learning Outcome
Dust of Snow	Discussion- Nature- a perennial source of Joy	inspect the fact that nature treats every creature and object impartially	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
	Symbolism -Crow and Hemlock tree	respond to the literary nuances	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Never lose hope and optimism	infer the merits of adopting an optimistic attitude and accept that joys and sorrows are inevitable in life.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Comprehension Check	infer inherent ideas	
	Poetic and literary devices	use literary and poetic devices	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. in order to demonstrate understanding of their significance in literature and narratives.

Poem-2	Topic	Learning Objectives	Learning Outcome
Fire and Ice	Discussion- How will the world end'?	participate in the discussion and demonstrate awareness.	Talks on key contemporary issues like social justice, environment, gender, etc. In speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason.
	Symbolic significance of 'Fire' and 'Ice'	respond to the literary nuances	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Warning for mankind to be alert and aware of the danger in letting lose any such emotion.	deduce that both fiery and the cold temperaments have the power to destroy the world	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Comprehension Check	develop ability to infer answers to questions	

	Poetic and literary devices	use literary and poetic devices	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
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Chapter 2	Topic	Learning Objectives	Learning Outcome
Nelson Mandela: Long Walk to Freedom	Autobiography- A touching account of horrible atrocities and oppression on the blacks.	execute the use of expressions in the text.	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
		collect data and refer to history to know more about Nelson Mandela.	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills.
	Adopted policy- Apartheid: one of the harshest systems of racial discrimination	inspect the system of apartheid and develop an insight into the lives of freedom fighters.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Formation of non-racial democratic.	discuss that the oppressed and the oppressor alike are robbed of their humanities	

	Comprehension Check	develop ability to infer answers to questions	
	Intext Grammar- Use of definite articles with names and Idiomatic Expression	use definite articles effectively	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
		use Study idiomatic phrases and usage for better expression	Uses formulaic and idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.
	Speaking: A speech on "True liberty is freedom from poverty, deprivation and forms of discrimination	participate in short speech for the purpose of collecting views on certain relevant issues.	Speaks /writes on variety of themes in order to demonstrate command over language, reading and research skills, and critical thinking skills.

Poem-3	Topic	Learning Objectives	Learning Outcome
A Tiger in the Zoo	Pathetic sight of a tiger in a zoo	empathise with the condition of a caged animal	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Contrast between Tiger confined in zoo and natural habitat	identify the actions of a tiger in jungle,	
	Tiger anticipates freedom from restriction		
	Man must let animals lead a natural life, in natural habitat	develop a suitable opinion about the cruelty of man towards animals	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Comprehension Check	infer meaning.	
	Poetic and literary devices	engage with the literary and poetic devices	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.

Chapter 3	Topic	Learning Objectives	Learning Outcome
Two Stories about Flying- I. His First Flight	Inhibition and fear of Young Seagull	discuss and make use of experiences in order to relate with those of learning to ride a bicycle	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.

	Maddened by hunger	respond to the role of parents in preparing their children to face the challenges of the world.	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills
	First maiden flight	analyse the message of self-reliance and strong self-belief	
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Writing: A composition on your initial attempts at learning a skill	develop writing skill	Writes personal /official letter, business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.

Chapter 3	Topic	Learning Objectives	Learning Outcome
Two Stories about Flying- II- The Black Aeroplane	Journey of the protagonist- An easy flight	identify the literary features of the text.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
		reiterate the feasibility of weather during a flight.	
	Engulfed in Black Storm followed by mysterious rescue	justify that courage or grit is necessary to overcome any obstacle.	

	Difficulties should be taken by horns and hope should not be abandoned	respond to the proverb-Where there's a will there's a way in the context of the story and life	
	Develop familiarity with the words like illusion-speculation- mystery- divine guide /force	interpret and analyse the mysterious end of the journey.	Listens to and discusses literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate
	Comprehension Check	infer answer	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Thinking about Language - The varied ideas of the words 'Black' & 'fly'	use expression and other words to enhance vocabulary	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
		collect and make use of meaningful resources through usage of dictionary	Consults /refers to dictionary, periodical and book for academic and other purposes in order to use in speech and writing
	Writing: A narrative piece- an experience being alone or away from home during a thunderstorm.	relate real life experiences to the text and express feelings in a form of a narrative	Writes paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.

Poem-4	Topic	Learning Objectives	Learning Outcome
How to Tell Wild Animals	Speaking: Comment on the title and bring out the humour	respond to and appreciate the humorous title - a blend of information and wit	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
	Description of animals in a humorous manner	respond to the humour inherent in the close proximity with wild animals e.g. to recognize a bear is to be tightly embraced by it, the smiling face of Hyena is contrasted with a weeping face of a crocodile. The paradoxical statement that when there is nothing on the tree, there is chameleon is full of wit.	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Poetic and literary devices(Humour and Irony, Paradox)	use the literary and poetic devices	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.

Poem-5	Topic	Learning Objectives	Learning Outcome
The Ball Poem	Speaking- Discuss why is the boy upset on losing the Ball- he can get a new one	respond to the humorous title	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
	<ul style="list-style-type: none"> Grief stricken- helpless The epistemology of loss 	reason a young child's feelings at the loss of a valuable possession and the fact that loss is inevitable.	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. in order to demonstrate understanding of their significance in literature and narratives.
	One must know how to bear the loss bravely and move on	Infer the message embedded-- to move forward in life.	
	The Ball is symbolised.	use literary and poetic devices effectively.	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.

Chapter 4	Topic	Learning Objectives	Learning Outcome
From the Diary of Anne Frank	Discussion about Anne Frank	develop familiarity with social issues and participate in group discussion	Talks on key contemporary issues like social justice, environment, gender, etc. In speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason.
	Anne Frank- One of the most renowned and discussed, Holocaust victims	develop an understanding about Anne Frank- a Jewish girl witnessed horrors of Nazi rule	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	Record of her relationship shared by teachers and students	analyse the anxiety of students before the result day and the various ways a teacher-student bond gets established	
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Intext Grammar- Phrasal Verbs, Compound words	Use grammar in context	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
	Idioms and Expressions	write a speech creatively	Makes use of collocations and idioms in speech and writing in order to

	Writing- A Diary- Imagine yourself as Anne Frank	develop writing skills in the students and encourage editing, rewriting and finalizing the context.	demonstrate understanding of how to use vocabulary words and idioms in a sentence correctly.
	Listening Skill- A Diary of Samuel Pepys- about the great fire of London	participate in the listening skill activities	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.

Poem-6	Topic	Learning Objectives	Learning Outcome
Amanda!	Talks about Amanda's need for freedom	evaluate Amanda's situation and suggest solutions	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
	Develops a kind of dislike for real life and escapes into the world of dream.	analyse the situation that leads Amanda to escape into the fantasy world	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Poetic and literary devices	identify the literary and poetic devices used	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme

			scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
	The need of healthy bond between parents and children	discuss the need to narrow the generation gap and foster mutual respect and understanding.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Comprehension Check	infer answers	

Chapter 5	Topic	Learning Objectives	Learning Outcome
The Hundred Dresses- I	Polish American Community	develop awareness about the Polish American Community.	Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class in order to demonstrate sensitivity towards and awareness of diversity.
	The Protagonist -Wanda Petronski was judged by her appearance and possession	develop awareness about bullying to comprehend aspects of the story	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills
	Peggie and Maddy ridiculed Wanda	create sensitivity towards insensitive actions like mocking or jeering	
	Wanda won the drawing competition	use proverbs (" Don't judge the book by its cover". She was the 'richest' and 'most creative' girl in the class) .	

	Comprehension check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Intext Grammar- The Narrative Voice and adverbs	use 'third person' in the story and usage of adverbs	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.

Chapter 6	Topic	Learning Objectives	Learning Outcome
The Hundred Dresses-II	Wanda quits school because she was mocked for her appearance	analyse the intent behind the letter	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	Reversal of attitude of Peggy and Maddie	identify the feeling of guilt and repentance	
	Children have an impressionable mind and can be easily moulded	deduce that mutual love and respect for each other is a must.	
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.

	Thinking about Language - The varied ideas and expressions of the 'colour words'	use figurative expressions to enhance vocabulary	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
		collect and make use of meaningful resources through usage of dictionary	Consults /refers to dictionary, periodical and book for academic and other purposes in order to use in speech and writing
	Role Play- An episode to be enacted from the text	develop literary creativity with language	Writes scripts and participates in role play, skit, street plays (nukkad natak) for the promotion of social issues like beti bachao – beti badhao, swachh bharat abhiyaan, conservation of environment, child labour and promotion of literacy etc. In order to demonstrate creativity, sensitivity towards the cause, the ability to experiment with language and communication skills.

	<p>Writing- Look again at the letter which Wanda's father writes to Miss Mason, Wanda's teacher. Mr Petronski is not quite aware how to write a formal letter in English. Rewrite it for him more appropriately</p>	<p>participate in writing as a process-oriented skill -- drafting, revising, editing for punctuation, grammatical accuracy, spelling,</p>	<p>Writes personal /official letter, business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.</p>
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Poem-7	Topic	Learning Objectives	Learning Outcome
<p>Animals</p>	<p>Poet- An admirer of Animals</p>	<p>discuss aspects of animals; sense of self-contentment</p>	<p>Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.</p> <p>Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.</p>
	<p>Appreciates God's creation of Animal</p>	<p>interpret suggested aspects of animals-- clear conscience, no sense of regret, no hypocrisy, no trace of discontent, free from superstition and dogma, and equality</p>	
	<p>Message to Human being</p>	<p>deduce and rediscover to imbibe the virtues, return to a state of innocence and sincerity, learn to stay calm and contended, should shed false sense of respectability, refrain from practicing any discrimination in the name of God or religion and stay away from the mania of owing things</p>	

	Comprehension Check	infer answers	
	Poetic and literary devices	use literary and poetic devices	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.

Chapter 7	Topic	Learning Objectives	Learning Outcome
Glimpses of India- A Baker from Goa	Discussion- Can you say which parts of India show French and Portuguese influences?	collect info. about Goa- churches, Goan culture, music, beaches and scenic beauty.	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills.
		perform speaking skill tasks effectively	Speaks /writes on variety of themes in order to demonstrate command over language, reading and research skills, and critical thinking skills.
	Pen- Portrait of traditional Goan Village	analyse the importance of the role of bakers	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and

	Reminiscing Childhood nostalgically	revisit childhood memories and connect with those listed in the text- love for bread, musical entry with jingling thud of the bamboo, sweetbread called <i>bol</i>	enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	Appearance of bread-sellers	develop understanding about the apparel and appearance of bread-sellers	
	Bakery- as business	interpret the importance of such a business	
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Group Discussion- Collect information on how bakers bake bread now and how the process has changed over time.	inculcate peer study and research work skills	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills.
		participate in listening tasks and , presentation skill activities	Takes notes and makes notes while listening to tv news, discussions, speech, reading aloud /silent reading of texts, etc. And summarizes in order to demonstrate language comprehension skills, critical thinking skills and presentation skills.

		perform speaking skill tasks effectively	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
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Chapter 7	Topic	Learning Objectives	Learning Outcome
Glimpses of India- Coorg	Coorg- a coffee country famous for rainforests and spices	about identify details about the location and geographical details about Coorg.	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	Coorgis are fiercely martial with Greek or Arab origin	describedistinct traditions and historical background	
	Coorgis are very hospitable and valorous race	comprehend specific details about the people of Coorg	
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Thinking about language- Collocations	use vocabulary and understanding of the collocations	Makes use of collocations and idioms in speech and writing in order to demonstrate understanding of how to use vocabulary words and idioms in a sentence correctly.

	Speaking- 'Coorg is a paradise for travellers.' Discuss.	perform speaking skill tasks effectively	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.
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Chapter 7	Topic	Learning Objectives	Learning Outcome
Glimpses of India- Tea from Assam	Two friends plan to spend their summer holidays at Assam	recognise how pleasure and scholarship can be combined to make knowledge effective and lasting.	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	Rajvir was thrilled to see the tea gardens	present detail about the vast stretchspread across the landscape of Assam	
	Anecdotes related to tea	appreciate the legends connected with tea and its journey	
	Mr. Barua was impressed by the study done by Rajvir	rationalise how doing one's homework before any new venture is a smart move	
	Comprehension Check	infer answers	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.

	Intext grammar- Adjectives with-ing and -ed	integrate the grammar in context, functions and usages noticing in examples and discover rules.	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
	Group Discussion- Imagine a meeting of a tea planter, a sales agent, a tea lover, a physician and a tea-shop owner. Collect information about tea e.g. its evolution as a drink, its beneficial qualities.	develop and perform research to demonstrate the understanding about the text.	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills.
		practise speaking skill and critical thinking skill.	Speaks /writes on variety of themes in order to demonstrate command over language, reading and research skills, and critical thinking skills.
	Given a picture in a form of an article writing of three different regions of India, giving an idea of how varied and charming and beautiful our country is.	demonstrate sensitivity towards the awareness of diversity	Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class in order to demonstrate sensitivity towards and awareness of diversity.
		enhance and use critical thinking and presentation skills	Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing, in order to demonstrate reasoning ability, critical thinking skills and presentation skills.

Poem-8	Topic	Learning Objectives	Learning Outcome
The Trees	Discussion - Can there be a forest without trees? Where are the trees in the poem, and where do they go?	develop awareness about the social issues and gender discrimination.	Talks on key contemporary issues like social justice, environment, gender, etc. In speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason.
	Trees are initially indoor but are seeking to escape to freedom in the forest.	reiterate the importance of trees for life to survive	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
	Trees symbolises womanhood Freedom of trees- Women at large	analyse the symbolism that establishes a relation between the trees and womanhood	
	Poetic and literary devices	use literary and poetic devices	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.

	Theme- the conflict between man and nature	deduce that trees are symbolically treated as women who have been dominated, exploited and enslaved -victim of injustice and slavery in the male-chauvinistic society.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Comprehension Check	comprehend the text to infer answers	

Chapter 8	Topic	Learning Objectives	Learning Outcome
Mijbil the Otter	Author's decision to keep an Otter as a pet.	read to appreciate the use of expressions in the text.	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills
		comprehend the progression in the story and empathize with animals	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.
	The bond of love between the author and Mijbil	learn to take care about animals and be responsible towards other life forms.	
	Preparing the trip to take Mij back home	describe the journey from bsara in iraq to london and then the encounter of the otter with the other humans including children and elders.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.

		Stimulate curiosity and engage students in conversation about pets using appropriate vocabulary.	
	Comprehension Check	infer answers	
	Intext Grammar- Describing a Repeated Action in the past and Noun Modifiers	describe a repeated action in past	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
		develop familiarity with the noun modifiers and the phrases that indicate a particular quantity of something that is not usually countable	Uses formulaic and idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.
	Writing Skill-Description of a person or an animal	write a description of a person and animal using the various mechanics of writing	Writes paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.

Poem -9	Topic	Learning Objectives	Learning Outcome
Fog	Understand that nature is more powerful than anything that humans can produce	engage in creatively expressing the understanding of the poem	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
		classify the different types of poem (sonnet, ballad, parable, Acrostic) and specifically detailing about Haiku	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.
	Understands that change is an unavoidable and natural process	critically analyse the theme, moral value imparted through the poem	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Enhances his vocabulary and comprehension of the poem.	analyse the poem through appropriate inferential questions	
	Rhyme and Rhythm	interpret the specific features of the poem	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.

		use poetic devices and rhyming scheme	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
	Speaking: Recitation	recite the poem with proper stress and intonation.	Speaks /writes on variety of themes in order to demonstrate command over language, reading and research skills, and critical thinking skills.

Chapter -9	Topic	Learning Objectives	Learning Outcome
Madam Rides the Bus	About Valli and her intent desire to ride the bus.	use expressions in the text.	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
		recognize the importance of being sensitive towards an individual's feelings	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills.
	Valli in the bus and her unforgettable moments	evaluate the lessons and experiences through travelling	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.
	Valli's retrospection about her planning for the bus trip	extrapolate from the given text.	
		identify emotions with reference to the event	

	Comprehension Check	infer answers	
	Intext Grammar- Use of New Words and Expression	review new words and phrases in expression.	Uses language appropriate to purposes /perspectives in order to demonstrate an understanding of the language.
		integrate idiomatic phrases in speaking and writing, for better expression	Uses formulaic and idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.
Writing: Report writing	write a report on any event or relevant issues.	Writes reports of functions in school, family and community activities in order to demonstrate creative writing and presentation skills.	

Poem -10	Topic	Learning Objectives	Learning Outcome
The Tale of Custard the Dragon	Comprehends The story of a little girl and her pets and understands the genre of the poem	respond to the nuances in the poem	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
		classify the different types of poems (sonnet, ballad, parable, Acrostic) and specifically detailing about Ballads	
	Imbibes the essential Virtues as the moral	respond to the poem in the context of a real life situation	Listens for information, gist and details and responds to questions accordingly,

		interpret the various virtues of -being brave, help others, not to boast, develop compassion, infer that good deeds are rewarded.	in order to demonstrate comprehension and ability to infer.
	Enhances his vocabulary and comprehension of the poem.	analyse the poem through appropriate inferential questions	
	Rhyme and Rhythm	identify the specific features of the poem and the usage of	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate understanding of their significance in literature and narratives.
		interpret poetic devices and rhyming scheme	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
	Speaking: Recitation	recite the poem with proper stress and intonation.	Speaks /writes on variety of themes in order to demonstrate command over language, reading and research skills, and critical thinking skills.

Chapter 10	Topic	Learning Objectives	Learning Outcome
The Sermon at Benares	Gautam Buddha a Prince	interpret and appreciate the use of expressions in the text.	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills
		inspect the plot, the style of writing and the genre	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills
	World sufferings make Gautama a beggar for enlightenment	encourage a develop a spiritual outlook.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
	Budha's first Sermon	discuss death as the ultimate truth.	Reads, comprehends, and responds to complex texts independently in order to demonstrate transition from learning to read to reading to learn.
		inspect the loss of a loved one, though natural , causes sorrow.	
	Comprehension Check	infer answers through discussions	
	Intext Grammar- Use of Semi colon and Dash	describe the use of semicolon and dash	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
		contrast the uses of conjunction i.e. and, but etc in a sentence and the Punctuation i.e. Semi colon and Dash	Uses formulaic and idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.

	Writing Skill-Description of an event - Paragraph writing	write a description of an event, reflective paragraph writing using the various mechanics of writing	Writes paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.
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Poem -11	Topic	Learning Objectives	Learning Outcome
For Anne Gregory	Comprehends the concern of the poet	infer the contextual meaning.	Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives.
	The expression of 'love ' in the words of Anne Gregory	classify of types of poems (sonnet, ballad, parable, Acrostic) with emphasis on ballads	
	The concept of Devine and Platonic Love	analyse the poem in real life situation and infer the essence	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.
		restatedivine love and its root in inner beauty.	
	Enhances his vocabulary and comprehension of the poem.	analyse the poem through appropriate inferential questions	
Rhyme and Rhythm	identify and use poetic devices and rhyming scheme	Identifies and appreciates significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. In order to demonstrate	

			understanding of their significance in literature and narratives.
		recognize meanings of words and use them effectively.	Uses the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction interesting and realistic.
	Speaking: Recitation	recite the poem with proper stress and intonation.	Speaks with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language

Chapter 11	Topic	Learning Objectives	Learning Outcome
The Proposal	Lomov is received in Chubukov's house with the purpose of his visit.	demonstrate ability to discuss elements of drama as a form of literature.	Reads stories and literary texts - both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills
	The talk on the 'land' and the sudden sprouting of arguments and conflict between Lomov and Natalya	identify the different types of conflict within the story.	Listens for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer.
		understand the characterisation and other element of the story	
After the fight over petty issues, the story culminates with the	eengage in discussions about- managing conflicts, anger management, need to control	Reads, comprehends, and responds to complex texts independently in order to	

	acceptance of the marriage proposal	the usage of language, trust, faith, understanding behaviour, forgiveness	demonstrate transition from learning to read to reading to learn.
		participate in conversation about Russian wedding culture with appropriate vocabulary.	
	Comprehension Check	infer answers	
	Intext Grammar- Reported speech	recall the uses of Reported Speech and write effectively with appropriate expressions	Uses grammatical items in speech and writing in order to demonstrate knowledge and understanding of its appropriate use in relation to the context.
		apply idiomatic expressions in speech and writing	Uses formulaic and idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.
	Writing Skill-Dialogue writing / Script writing on a given excerpt.	compose and write a script of drama or a dialogue writing on a given excerpt.	Writes scripts and participates in role play, skit, street plays (nukkad natak) for the promotion of social issues like beti bachao – beti badhao, swachh bharaat abhiyaan, conservation of environment, child labour and promotion of literacy etc. In order to demonstrate creativity, sensitivity towards the cause, the ability to experiment with language and communication skills.