

**ACADEMIC PLANNER 2026-27****CLASS XI ENGLISH**

<b>DATE</b>	<b>CONTENT</b>	<b>LEARNING OUTCOMES</b>	<b>ASSIGNMENT/ CW/HW</b>	<b>INTERDISCIPLINARY ASPECT/CLASS ACTIVITY</b>
April 16-30(13D)	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 Collaborative Story: Students shall sit in a group and will take turns writing one paragraph at a time to create a story.	Free Flow Writing: “A Letter to your Future Self” Art Integration
May1-15(6D)	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 Art Integration

<p>July1-15(12D)</p>	<p>The Portrait of a Lady A Photograph The Laburnum Top Poster Making</p>	<p>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. Draft notices, advertisements and design posters effectively and appropriately.</p>	<p>Long and short Q&amp;A, RTC, Topics for Practice</p>	<p>Visual Representation: Students will create a portrait (sketch/digital using AI) of the grandmother based on the description provided in the story. Psychological(Nuclear v/s Joint family), Art integration</p>
<p>July16-31(14D)</p>	<p>The Summer of the Beautiful White Horse Classified Advertisements Clauses</p>	<p>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.</p>	<p>Expressive Palette: Emotion Collage with Colors and Textures</p>	<p>Newspaper Activity, Child Psychology, Print media</p>
<p>August1-15(11D)</p>	<p>Speech Writing Tenses Note Making</p>	<p>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.</p>	<p>Speech Showcase, Sample Questions for practice</p>	<p>Tense Timeline Race:A timeline is drawn on the board and labels it with three sections: past, present, and future. Students are then given various sentences and asked to place each sentence in the correct position on the timeline based on its tense. Public speaking</p>

<p>August 16-31(11D)</p>	<p>The Address We Are Not Afraid to Die...if We Can All Be Together Unseen Passage Reordering of Sentences</p>	<p>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.</p>	<p>Sample Questions for practice, Theme Discussion Circle: The Address</p>	<p>Map Activity: Show the journey route taken in the chapter "We Are Not Afraid to Die...if We Can All Be Together" on a world map. Life Skills, History</p>
<p>September 1 - 15(11D)</p>	<p>Discovering Tut: The Saga Continues Project Discussion Listening and Speaking Activity Revision</p>	<p>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.</p>	<p>Long and Short Q&amp;A, Sample Questions for practice, Group Presentation</p>	<p>Letter Writing : Write a letter from Howard Carter's perspective, describing his discovery of King Tut's tomb and the challenges he encountered. History, Art</p>
<p>September 16-30 (13D)</p>	<p><b>TERM -1</b></p>			

October 1-15(11D)	Debate Writing Mother's Day	<p>The Learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop confidence and proficiency in using language skills necessary for group discussions and interviews.</li> <li>2. Comprehend the difference between facts and opinions.</li> <li>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.</li> </ol>	Sample Questions for Practice, One-Act Play	Current Geopolitical Events Debate Life Skills
October 16-31(9D)	Voice of the Rain Childhood Silk Road	<p>The Learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Respond to literary texts</li> <li>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.</li> <li>3. Interpret figurative language (metaphors, similes, personification, etc.) used in the poems.</li> </ol>	Sample Questions for Practice, Mind Map - Silk Road Journey: Mapping Historical Connections	GO on any poem/chapter Geography, Life Skills

November 1-15 (9D)	The Adventure Note Making Clauses	<p>The Learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing</li> <li>2. Respond to literary texts</li> <li>3. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.</li> </ol>	<p>Long &amp; Short Q&amp;A, Sample Questions for practice, Diary Entry: Write a diary entry from Professor Gangadharpant Gaitonde's perspective reflecting on your adventure, the challenges you faced, and the lessons you learned.</p>	<p>Sentence Building: Students create sentences using given clauses.    Physics (Quantum Theory), Psychology</p>
November 16-30 (12D)	Birth Transformation of Sentences	<p>The Learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Reflect upon the ideas presented in the text and connect them to real-life experiences or contemporary issues.</li> <li>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.</li> <li>3. Practice sentence variation by changing simple, compound, or complex sentences according to context and purpose.</li> </ol>	<p>Sample Questions for practice, Sentence Transformation Relay</p>	<p>Event Sequencing: Students arrange key events of the chapter "Birth" in correct order.    Psychology</p>

December 1-15 (12D)	Father to Son Gap filling Project	<p>The Learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between literal and figurative meanings in the poetry.</li> <li>2. Compare and contrast the treatment of similar themes across different poetry in the syllabus.</li> <li>3. Infer missing words from context, using contextual clues to identify the most appropriate term or phrase to complete the sentence or passage.</li> </ol>	Sample Questions for practice, Narrative Mask Making: (Students decorate masks reflecting identity, emotions, and social personas creatively.)	Peer Quiz: Students create questions for classmates. Research
December 16-31 (13D)	The Tale of Melon City Unseen Passage	<p>The Learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss the use of rhyme, rhythm, and meter in enhancing the overall meaning of the poem.</li> <li>2. Identify the central idea and supporting details of the passage, demonstrating the ability to comprehend extended texts.</li> <li>3. Formulate personal responses based on the content, presenting reasoned judgments.</li> </ol>	Poetry Slam, Long & Short Q&A, Sample Questions for practice	Mock Court Activity: Recreate the trial scene. Sociology

January 1-15 (5D)	Note Making Classified Advertisements Poster Making	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. Make use of contextual clues to infer meanings of unfamiliar vocabulary 3. Use grammatical structures accurately and appropriately.	Sample Questions for Practice	Poster Critique: Students present posters and classmates give feedback. Linguistic skills
January 16-31 (12D)	Listening and Speaking Activity Revision	The Learner will be able to: 1. Articulate ideas clearly and confidently in public speaking situations, such as debates, speeches, or presentations. 2. Develop public speaking skills. 3. Self-assess understanding of the content and rework on challenging areas.	Topics for ASL	ASL, Linguistic skills
February 1-15 (12D)	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.	Review with Real-World Context

February  
16-  
28(12D)

**ANNUAL EXAMINATION**