

CAMBRIAN PUBLIC SCHOOL

Learning Plan Outcomes

Class – XII

Subject- English Core (301)

Sl. No.	Month	Name of the Chapter	Learning Outcomes
1	April	Flamingo: Ch-1 ‘The Last Lesson’	1. The importance of education and the necessity to respect and learn one’s own language. 2. The unfair practice of linguistic Chauvinism through the historical perspective of World War I. 3. Realize the importance of a teacher in the life of a student. 4. Understand the narrative techniques used by the author and enhance vocabulary.
		Vistas: Ch-1 ‘The Third Level’	1. Understanding of the science fiction genre of ‘time travel’ (the interweaving of fantasy with reality). 2. Realization of the vulnerable side of the common man in the modern age. 3. Understanding of the nature of escapism as a psychological refuge from the grim realities of the modern age with a desire to stay with the peaceful past. 4. Understanding of the ironical ending of the story. 5. Learning of new diction and sentence structure.
2	May	Flamingo: Ch-2 ‘The Lost Spring’	1. Learning about the perpetual poverty in our society that forces poor children into labour early in life and denied the opportunity of schooling. 2. Understanding of those traditions which condemn poor children to a life of exploitation. 3. Understanding of the facts that the callousness of the society and the political class only adds to the sufferings of the poor people. 4. Understanding of the Metaphorical implication of lost spring as lost childhood.
		Vistas: Ch-4	1. Humanitarianism is above nationalism and racism.

		‘The Enemy’	<ol style="list-style-type: none"> 2. Realization of the ethics of a human being at the time of war through the historical perspective of World War II. 3. Realization of the dilemma between a man’s duty towards the nation and towards his own conscience. 4. Learning the art of narration through the development of the characters of the story.
3	July	Flamingo: Ch-3 ‘Deep Water’	<ol style="list-style-type: none"> 1. Success can be achieved in all endeavours by overcoming our fears through courage, determination, hard work, perseverance and the desire to learn. 2. Understanding of the fact that childhood fears must never be treated lightly. If they are not tackled properly, they make deep inroads into one’s psychology which become hurdles in normal lifestyle. 3. Learning the art of autobiographical narration.
		Flamingo: Poem ‘My Mother at Sixty-Six’	<ol style="list-style-type: none"> 1. Students to appreciate poetry and read aloud with proper intonation. 2. To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm. 3. Realization of the complications of relationships between human beings and fears associated with it, especially a bond between a mother and a daughter. 4. Understanding the form of the poem: a narrative of fourteen lines written as a single sentence (enjambment). 5. Learning the ‘stream-of-consciousness’ technique where one thought leads to another as the poem is written is written in a single sentence punctuated by commas.
		Flamingo: Poem ‘An Elementary School Classroom in a Slum’	<ol style="list-style-type: none"> 1. The demand of equal opportunities for education for the poor and underprivileged. 2. Understanding of the widespread social injustice and class inequality. 3. Realization of the role of educators and the more privileged class in society to liberate the children and infuse them with human creativity.

			4. Learning of different poetic devices and images.
4	August	<p>Flamingo: Ch-4</p> <p>‘The Rattrap’</p>	<ol style="list-style-type: none"> 1. Learning of the fairy-tale style of storytelling/writing. 2. Realising that every human being has an essential goodness that can be awakened through understanding and love. 3. Understanding of the metaphorical implication of the rattrap. 4. Guidance to the students to relate the characteristics of literature to larger cultural and human values.
		<p>Vistas: Ch-5</p> <p>‘Should Wizard Hit Mommy?’</p>	<ol style="list-style-type: none"> 1. Learning the process of crafting a story with one’s creative enthusiasm. 2. Realization of a moral issue whether parents should decide what the children should do or let the children do what they like to do. 3. Understanding of the adult complexes that clashes with childish innocence (generation gap). 4. Learn to accept people as they are and one should not change one’s identity for anyone or anything.
