



BISHOP SCOTT BOYS' SCHOOL, PATNA

CURRICULUM DEVELOPMENT AND LEARNING OBJECTIVES (CDLO)

Class: XII (All Streams)

Subject: English Core (301)

Academic Session: 2025-26

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
April	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the themes of patriotism, linguistic identity, and the impact of war on culture. • Develop a sense of respect for one's language and culture, as reflected in M. Hamel's final lesson. • Identify and summarize the main events, characters (Franz, M. Hamel, villagers), and their emotions. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6	
	The Last Lesson (Prose)				
	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the symbolism of youth and old age in the poem. • Develop inferential and interpretative skills through discussion. • Identify the literary devices used (imagery, contrast, symbolism, repetition). 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	3	
	My Mother at Sixty-six (Poetry)				
	VISTAS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Identify and analyse the central theme of escapism and the blending of reality with fantasy in the story. • Examine the protagonist, Charley, and his psychological state, exploring his desire to escape from modern-day stress. • Relate the theme of escapism to contemporary issues like stress, anxiety, and the human tendency to seek comfort in the past. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6	
	The Third Level (Prose)				

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May	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Identify and analyse the central themes of poverty, child labour, and the loss of childhood. • Examine the socio-economic conditions of marginalized children and the cycle of poverty that deprives them of education and a better future. • Cultivate sensitivity toward underprivileged children and recognize the role of society in shaping their lives. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	7	
	Lost Spring (Prose)				
	ADVANCED WRITING SKILLS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Understand the purpose and importance of notices in school and public domains. • Identify and apply the correct format of a notice (heading, date, issuing authority, body, etc.). 	<p>The following activities will be conducted in the classroom post the completion of the topics:</p> <p>Activity: Divide the class into groups. Each group picks a situation (e.g., lost and found, inter-house competition, blood donation camp) and drafts a notice.</p>	3	
	Notice Writing				
Passage Reading	<p>The objective is to enable the students to:</p> <p>Comprehend factual and discursive passages skilfully.</p>	<p>Worksheets (based on factual, literary and discursive passages) will be provided to students and they will be asked to solve them within the time limit.</p>	3		

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June	VISTAS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of irony, fate, arrogance of power, and environmental conservation. • Examine how Kalki uses satire to criticize the absurdity of power, blind superstition, and the reckless hunting of animals. • Relate the themes of power and ecological responsibility to contemporary issues such as deforestation, poaching, and environmental policies. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6	
	<p>The Tiger King (Prose)</p>				
	ADVANCED WRITING SKILLS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Recognize the purpose of writing a letter to the editor – expressing opinions on social/public issues. • Understand the structure and components of a formal letter to the editor. 	<p>The following activities will be conducted in the classroom post the completion of the topics:</p> <p>Activity: Ask students to share things they often complain about (e.g., bad roads, garbage, noise). Guide them to channel this complaint into a formal letter.</p>	4	

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
July	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyse the central theme of overcoming fear through courage, determination, and perseverance. Understand the impact of childhood trauma and how fear can be conquered with effort and resilience. Relate the lesson's message to personal experiences and real-world examples of individuals overcoming fears and hardships. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) 	6	<p>PERIODIC TEST - 01</p> <p><u>FLAMINGO:</u></p> <ol style="list-style-type: none"> The Last Lesson (Prose) Lost Spring (Prose) My Mother at Sixty-six (Poetry) <p><u>VISTAS:</u></p> <ol style="list-style-type: none"> The Third Level The Tiger King <p><u>ADVANCED WRITING:</u></p> <ol style="list-style-type: none"> Notice Letter to Editor
	Deep Water (Prose)				
	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyse the central themes of peace, introspection, and the need for unity among humans. Understand Neruda's advocacy for silence and self-reflection as a means to achieve harmony and tranquillity. Relate the poem's message to contemporary issues like environmental conservation, war, and excessive human activity. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) 	4	
	Keeping Quiet (Poetry)				
VISTAS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyse the central themes of climate change, environmental awareness, and the significance of Antarctica in understanding Earth's past, present, and future. Explore Tishani Doshi's journey to Antarctica and her reflections on its pristine environment, extreme conditions, and scientific importance. Relate the lesson to global concerns such as climate change, conservation efforts, and the role of scientific research in understanding the planet's future. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) 	6		
Journey to the End of the Earth (Prose)					

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
August	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of kindness, compassion, human dignity, and the metaphor of the world as a rattrap. • Understand how the rattrap symbolizes human greed, temptation, and the idea that the world entraps people with materialistic desires. • Relate the story's message to real-world issues such as second chances, the impact of kindness, and the importance of moral values in society. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6	
	The Rattrap (Prose)				
	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central theme of beauty as a source of eternal joy and its power to uplift the human spirit. • Appreciate Keats' belief in the permanence of beauty and its role in providing comfort amidst life's struggles. • Relate the poem's message to personal experiences and contemporary issues where beauty in nature, art, or kindness brings happiness. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	4	
	A Thing of Beauty (Poetry)				
	VISTAS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of war, humanity, ethics, and the conflict between duty and compassion. • Examine the transformation of Dr. Sadao from a loyal Japanese citizen to a compassionate human being who prioritizes morality over nationalism. • Relate the lesson's message to contemporary issues such as war ethics, refugee crises, and the role of medical professionals in conflict zones. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	10	
	The Enemy (Prose)				

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Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
September	ADVANCED WRITING SKILLS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Write clear and well-structured invitations for various occasions (e.g., wedding, annual day, party). Use concise and courteous expressions suitable for invitations and replies. Understand the purpose and components of a job application (cover letter + résumé/bio-data). Write an effective and persuasive cover letter tailored to a specific job advertisement. Identify the features and structure of a well-written article (introduction, body, conclusion). Express their views on current topics/issues logically and effectively. 	<p>The following activities will be conducted in the classroom post the completion of the topics:</p> <ul style="list-style-type: none"> Activity: Assign students different events (e.g., wedding, school annual day, birthday, and farewell). Ask them to create both formal and informal invitations for the same event. Activity: Set up a mock job board with different job ads. Students pick one and write a job application for it. Activity: Have a jar with slips of paper containing topics (e.g., “Pollution,” “Online Education,” “Social Media Impact”). Students pick one and write an article on it. 	6	<p>HALF YEARLY EXAM</p> <p><u>FLAMINGO:</u></p> <ol style="list-style-type: none"> The Last Lesson (Prose) Lost Spring (Prose) Deep Water (Prose) The Rattrap (Prose) My Mother at Sixty-six (Poetry) Keeping Quiet (Poetry) A Thing of Beauty (Poetry)
	Invitation				
	Job Application				
	Article Writing				
	FLAMINGO	<p>The objectives are to enable the students to:</p>	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p>		<p><u>VISTAS:</u></p>

	<p>Indigo</p> <p>(Prose)</p>	<ul style="list-style-type: none"> • Analyse the central themes of self-reliance, leadership, justice, and the power of non-violent resistance. • Understand Mahatma Gandhi's role in the Champaran movement and how his philosophy of Satyagraha led to social and political change. • Relate the lesson's message to modern movements for social change, farmers' rights, and the impact of leadership in solving societal problems. 	<ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	<p>6</p>	<ol style="list-style-type: none"> 1. The Third Level 2. The Tiger King 3. Journey to the End of the Earth <p><u>ADVANCED WRITING:</u></p> <ol style="list-style-type: none"> 1. Notice 2. Invitation 3. Letter to Editor 4. Article
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Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
	<p>FLAMINGO</p> <p>Poets and Pancakes</p> <p>(Prose)</p>	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of kindness, compassion, human dignity, and the metaphor of the world as a rattrap. • Understand how the rattrap symbolizes human greed, temptation, and the idea that the world entraps people with materialistic desires. • Relate the story's message to real-world issues such as second chances, the impact of kindness, and the importance of moral values in society. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	<p>6</p>	
	<p>FLAMINGO</p>	<p>The objectives are to enable the students to:</p>	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p>		

October	A Roadside Stand (Poetry)	<ul style="list-style-type: none"> • Analyse the central themes of rural poverty, social injustice, and the contrast between the rich and the poor. • Understand Frost's critique of urban apathy toward rural struggles and the false promises given to marginalized communities. • Relate the poem's message to present-day socio-economic issues such as rural development, displacement, and economic exploitation. 	<ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	5	
	VISTAS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of disability, loneliness, self-acceptance, and human connections. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	10	
	On the Face of It (Play)	<ul style="list-style-type: none"> • Study the transformation of Derry, a young boy with a facial burn, and Mr. Lamb, an elderly man with a disability, and how their interaction changes their perspectives on life. • Relate the play's message to real-world issues such as social exclusion, the stigma around disabilities, and the importance of self-confidence. 			

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	FLAMINGO The Interview (Prose)	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of media influence, the ethics of journalism, and the varying perceptions of interviews. • Compare the views of famous personalities like V.S. Naipaul and Umberto Eco on interviews and their impact on privacy and public image. • Relate the text's message to contemporary media practices, celebrity culture, and the responsibility of journalists. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6	<p>PERIODIC TEST - 02</p> <p><u>FLAMINGO:</u></p> <ol style="list-style-type: none"> 1. Indigo (Prose) 2. Poets and Pancakes (Prose) 3. A Roadside Stand (Poetry)

November	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of gender oppression, feminism, artistic expression, and freedom vs. constraint. • Understand how Aunt Jennifer's tigers symbolize fearlessness, strength, and the desire for liberation, contrasting with her own suppressed life. • Relate the poem's message to women's rights, gender roles, and societal expectations in different cultures and historical contexts. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	4	<p><u>VISTAS:</u></p> <ol style="list-style-type: none"> 4. The Enemy (Prose) 5. On the Face of It (Play) <p><u>ADVANCED WRITING:</u></p> <ol style="list-style-type: none"> 6. Notice 7. Invitation 8. Job Application 9. Report
	Aunt Jennifer's Tigers (Poetry)				

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
	FLAMINGO	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyse the central themes of adolescence, unrealistic dreams, fantasy vs. reality, and social class differences. • Explore the personality of Sophie, a teenage girl with high aspirations, and contrast it with her practical and realistic brother, Geoff. • Relate the story's message to youth aspirations, peer influence, and the challenges of growing up with unfulfilled dreams. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6	<p>PRE-BOARD EXAMINATION</p> <p>Note: This examination will cover the entire syllabus of the course as prescribed by the CBSE, Delhi.</p>
	Going Places (Prose)				

December				
	VISTAS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Analyze the central themes of childhood memories, cultural identity, colonization, and the clash between tradition and modernity. • Explore the personal childhood experiences shared by Zitkala-Sa and Sarojini Naidu, focusing on their individual struggles with identity, culture, and belonging. • Relate the chapter’s message to the struggles of indigenous populations, the impact of cultural assimilation, and the importance of preserving one’s heritage. 	<p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) 	6
	Memories of Childhood			
	ADVANCED WRITING SKILLS	<p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Understand the Purpose of Reports– Identify why reports are written (e.g., to inform, record events, or share findings). • Recognize the Format of a Report– Use correct elements such as heading/title, byline, introduction, body, and conclusion. • Distinguish between newspaper reports, school reports, and event reports. • Write a Structured and Coherent Report presenting facts, data, and observations logically using appropriate sequence and paragraphing. 	<p>The following activities will be conducted in the classroom post the completion of the topic:</p> <ul style="list-style-type: none"> • Activity: Assign students the role of a school reporter. They write a report on a recent or imaginary school event (e.g., sports day, science exhibition, and farewell). • Activity: Set up a scenario (e.g., a traffic accident, fire outbreak, or local protest). Assign roles to students: eyewitnesses, reporters, victims. 	3
	Report Writing			