



TAGORE INTERNATIONAL SCHOOL

EAST OF KAILASH, NEW DELHI

Class XII
TERM II
PARENT SYLLABUS 2026 -2027
HUMANITIES

Month	English	Geography	Political science	History	Psychology	Ped.	Home Sc	IP	Math	Economics	Painting
October	Topic: Going Places by A.R. Barton Sub-Topic: •about the author •theme of adolescence •making connections between similar situations in different storylines/life experiences •accepting the realities of life and shedding away stubbornness. •accept responsibility and devote ones attention to the expected duties Learning	Book 2 L-6 Planning and Sustainable Development in Indian context Planning perspective in India. Target area planning: HADP, DPAP. Case study of Bharmaur. Sustainable development, case study:	Revision for Pre Board Exams	Topic: Framing the Constitution : The Beginning of a New Era Sub topics: A Tumultuous Time The Vision of the Constitution Defining Rights The Powers of the State The	Topic: Attitude and Social Cognition Subtopics: Nature and components of Attitude Formation and change of Attitude Prejudice, stereotypes and discrimination Social Cognition (schemas, attribution, impression formation) Strategies for	Revision for Pre Board Examination & Practice for CBSE Board Practical	MANAGEMENT OF SUPPORT SERVICES, INSTITUTIONS AND PROGRAMS Why are elderly vulnerable, programs for the elderly Preparing for a career, qualifications required	Unit 4: Societal Impacts Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act. E-waste: hazards and management. Awareness about health concerns related to the usage of technology. Learning Outcomes Each child will be able to: Define digital footprint and explain its significance in the online environment. (Remember / Understand) Explain net etiquette and	Topic: Vectors Sub topic: *Definition *Difference btw Vector and scalar *Types of Vectors *Direction cosines/Ratio *Addition, Multiplication of Vector *Scalar dot product- *Vector product *Projection of a vector Learning Outcome Each child will be able to Cognitive: *define a vector	Balance of Payments and Foreign Exchange Subtopics: Meaning and components of BoP Current Account and Capital Account Disequilibrium in BoP Meaning of foreign exchange rate Determination of exchange	Theory: Modern trends in Indian art Graphic prints and artists Sculptures and sculptors Practical: Still life-3 still life study 4 objects and 2 colour drapery Learning outcome: Summarize the modern

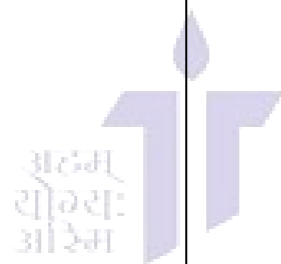
<p>Outcome: 1.list down the differences between them that show up between Sophie and Jansie in the story 2.describe the character and temperament of Sophie's father 3.analyse why Sophie liked her brother Geoff more than any other person 4.draft character sketches Activity 1: Group Discussion: Fantasy and Reality. Activity 2: Art integrated activity: Writing a dialogue exchange between Sophie and Danny Casey Life Skill: Decision-making Topic: Memories of</p>	<p>Indira Gandhi canal</p> <p>Learning Outcomes</p> <p>Each child will be able to:</p> <p>Describe the meaning and importance of five-year plans,HADP, DPAP.</p> <p>Distinguish between sectoral and regional planning.</p> <p>Explain sustainable development with a case study</p> <p>Case based/ Map/ Source - based question-</p>		<p>Language of the Nation</p> <p>Learning Outcomes:</p> <p>Analyze the process through which the Constitution was framed in at least 8 points</p> <p>-Write at least 8 points on the policy of reservation in the Constitution</p> <p>-Examine the debates in the Constituent Assembly on the powers of the State in at least 8 points</p> <p>Examine the language policy of</p>	<p>handling prejudice</p> <p>Learning Outcomes:</p> <p>Explain the concept and components of attitude (ABC model)</p> <p>Understand how attitudes are formed and changed</p> <p>Identify prejudice, stereotypes, and discrimination in real-life situations</p> <p>Explain social cognition processes like attribution and schemas</p> <p>Develop awareness about reducing prejudice and promoting inclusion</p>			<p>Explain why services, institutions, and programs are needed for elderly</p> <p>Describe the aspects involved in management of institutions</p> <p>Activity 1: Students will research on the scheme ICDS and make a report on the same.</p> <p>Values: Social responsibility, innovative thinking, community engagement</p> <p>Life Skills: Problem-Solving, Decision-Making,</p>	<p>communication etiquette for responsible digital interaction. (<i>Understand</i>) Describe the need for data protection and safe online practices. (<i>Understand</i>) Explain concepts related to intellectual property rights, plagiarism, licensing, and copyright. (<i>Understand</i>) Differentiate between proprietary software and free and open source software (FOSS). (<i>Analyze</i>) Identify common cybercrimes such as hacking, phishing, and cyber bullying. (<i>Remember</i>) Explain the basics of cyber laws and provide an overview of the Indian IT Act. (<i>Understand</i>) Describe the hazards of e-waste and explain methods for its effective management. (<i>Understand</i>) Recognize health concerns related to excessive use of technology and suggest preventive measures. (<i>Apply</i>) between XML and HTML</p>	<p>differentiate btw *vector and scalar list the various types of vectors *differentiate btw direction cosines/ratios *define scalar product of vectors *apply the scalar product concept in solving questions *define vector product of vectors *apply the vector product concept in solving problems *evaluate the projection of a vector on another vector</p> <p>Activity: To verify geometric relationships using vectors (e.g., components and direction).</p>	<p>rate (Demand & Supply)</p> <p>Types: Fixed and Flexible exchange rate</p> <p>Learning Outcomes:</p> <p>Students will be able to:</p> <p>*Explain the concept and structure of BoP.</p> <p>*Differentiate between current and capital accounts.</p> <p>*Analyze causes of BoP disequilibrium</p> <p>*Reflect upon the concept of foreign exchange and exchange rate.</p>	<p>trends in Indian art – contemporary artists and their paintings</p> <p>Identify the paintings based on their given reference.</p>
--	---	--	---	---	--	--	--	--	--	---	--

<p>Childhood by Zitkala - Sa and Bama Sub-Topic: •the account of Simmons, An American Indian •the autobiography 'Karukku' by Bama - a Tamil Dalit •reflecting childhood memories Learning Outcome: 1.find out the commonality of theme found in the two distant cultures in the account 2.evaluate how injustice in any form cannot escape being noticed even by children 3. comment on Bama's experience as a victim of the caste system. 4. describe the kind of</p>	<p>1) Bharmaur. Sustainable development, 2)Indira Gandhi canal Book-2 L- 5 Mineral and Energy Resources Mineral and its types. Metallic and non-metallic. Distribution of minerals (iron, copper, mica, bauxite). Energy resources: conventional and nonconventional Conservation of</p>		<p>India in at least 8 points Analyze the need for a strong centre in at least 8 points -Explain the debate on the depressed classes of the nation in at least 8 points -Students will appreciate the efforts made to ensure inclusion of marginalized communities in the Constitution G S: Women reservation in constitution. Activity 1: "Design Your</p>	<p>Activity: Case based discussions and identifying theoretical concepts to real life situations. Values: Empathy and Respect for Diversity, Understanding others' perspectives, Reducing bias and prejudice Life Skills: Critical thinking Perspective taking Pro-social behaviour Decision making Topics: Social Influences and Group Processes</p>			<p>communication skills, collaboration</p>	<p>Values- Say no to Piracy Ready to Share Making something which is beneficial for society Become a programmer who has a motto "I find this useful, maybe some others will as well." So make softwares without thinking about profit. Activity Make a movie/Presentation/Poster on Cyber Tips</p>	<p>Activity 2: To verify that an angle in a semi-circle is a right angle using vector methods. Life skill Agriculture growth in India Topic:Three Dimensional Geometry Sub topic: Introduction *Cartesian /Vector form of line * Angle between lines */Skew lines *Shortest Distance btw lines. Learning Outcome: *recall the concept of 3-D *list the various forms of line *apply the</p>	<p>*Explain how exchange rates are determined in the market. *Compare fixed and flexible exchange rate systems. Activity 1: Case Discussion: Groups will discuss a real-world scenario (e.g., India facing trade deficit) and reflect on causes and possible corrective measures. They present solutions collaboratively Activity 2: Currency "Market Role Play" Students act</p>	
--	--	--	--	---	--	--	--	---	--	---	--

	<p>discrimination that Zitkala-Sa experiences</p> <p>Activity 1: Group Discussion: The seeds of rebellion are sown early in life.</p> <p>Activity 2: Art integrated activity: Create posters for cultural equality.</p> <p>Life Skill: Empathy</p>	<p>minerals.</p> <p>Learning Outcomes</p> <p>Each child will be able to:</p> <p>Distinguish between ferrous and nonferrous minerals.</p> <p>Major producers of iron, copper, bauxite. Merits of solar, wind, bio, tidal energy.</p> <p>Compare conventional and non-conventional sources of energy.</p> <p>Steps to conserve minerals</p>		<p>Constitution” Group Activity</p> <p>Activity 2: Students creatively present the Preamble through: Posters Or Collages</p>	<p>Subtopics: Nature of groups and types of groups</p> <p>Social influence: Conformity, Compliance, Obedience Cooperation and Competition</p> <p>Group processes: Social facilitation, Social loafing Groupthink and decision-making</p> <p>Strategies for improving group functioning</p> <p>Learning Outcome: Explain how individuals behave in group settings</p>				<p>various equations of line in solving problems *define skew lines *calculate the distance btw two lines-skew and parallel lines</p> <p>Activity: To locate points with given coordinates in space, measure the distance between two points, and verify it analytically.</p> <p>Life Skills: Problem solving</p> <p>Topic: Relation and Function</p> <p>Sub topic: Introduction) *Reflexive, Symmetric and transitive relation *One and onto functions</p>	<p>as buyers and sellers of foreign currency. Demand and supply shifts are introduced (e.g., increase in imports), and students will observe how exchange rates change.</p> <p>Activity 3 Debate: “Fixed vs Flexible Exchange Rate – Which is better for India?”</p> <p>Development Experiences of India, China and Pakistan</p> <p>Sub-Topics *Economic systems adopted by</p>	
--	---	---	--	--	--	--	--	--	---	---	--

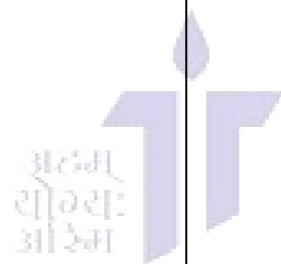
		<p>Analytical Skills</p> <p>Critical Thinking skills</p> <p>Problem-solving</p> <p>Value: Living with nature in harmony</p> <p>Life Skill – Self Awareness</p> <p>GS – Gender and Society</p>		<p>Differentiate between conformity, compliance, and obedience</p> <p>Understand group processes like cooperation, competition, and social loafing</p> <p>Identify factors affecting group decision-making (e.g., groupthink)</p> <p>Apply strategies to improve teamwork and group effectiveness</p> <p>Activity: Case based discussions and class debates.</p> <p>Values: Teamwork and cooperation</p>			<p>Learning Outcome:</p> <p>*recall the definition of a function and relation</p> <p>*list the various types of relations</p> <p>*prove a relation to be an equivalence relation</p> <p>*evaluate the domain / range of given functions</p> <p>*perceive the concept of composite functions</p> <p>*evaluate the inverse of a function</p> <p>Activity: To verify that a relation on the set of lines in a plane is symmetric but neither reflexive nor transitive.</p> <p>To verify that a relation on the set of lines in a</p>	<p>the three countries</p> <p>*Growth strategies (India–Mixed economy, China– Socialist to market, Pakistan– Mixed with focus on agriculture)</p> <p>*Historical background post-1947</p> <p>Learning Outcomes:</p> <p>Students will be able to:</p> <p>*Identify different development strategies adopted by the three countries.</p> <p>*Compare the economic systems and policy approaches.</p>	
--	--	---	--	---	--	--	---	---	--

					<p>Respect for individual opinions Responsibility in group settings</p> <p>Life Skills: Communication skills Leadership and teamwork Decision making Conflict resolution</p>			<p>plane is an equivalence relation.</p> <p>To demonstrate a function which is not one-one but is onto.</p> <p>To demonstrate a function which is one-one but not onto.</p> <p>Values: *Interdependence *Unity in Diversity *Respect in Relationships</p>	<p>*Evaluate the impact of reforms on growth of the countries.</p> <p>*Compare achievements of the three countries.</p> <p>Activity 1: Group Presentation : “What should India learn from China and Pakistan?” Students present and reflect collectively.</p> <p>Activity 2: Students discuss how government investment in health and education affects quality of life.</p>	
--	--	--	--	--	---	--	--	--	--	--



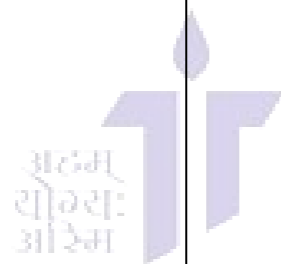
TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

<p>November</p> <p>Topic</p> <p>Subtopic</p> <p>Learning Outcome</p> <p>Activity1</p> <p>Activity2</p> <p>Life Skill</p> <p>Value</p> <p>Gender</p> <p>Health and Wellness</p>	<p>Topic: Revision for Revision Test</p> <p>Sub topics Reading Skills: A. Case-Based Passages</p> <ul style="list-style-type: none"> • Discursive/ Factual passages • Data-based interpretation <p>B. Writing Skills</p> <ul style="list-style-type: none"> • Notice • Invitations/Replies • Letter to Editor/Job Application • Article • Report <p>C. Literature (Flamingo and Vistas)</p> <ul style="list-style-type: none"> • Extract-based questions • Character analysis • Theme-based questions • Cross-textual comparison <p>Learning Outcome 1. Identify and</p>	<p>Revision of Topics for the Revision Test</p>	<p>Revision and completion of CBSE Project for Board Practicals</p>	<p>Revision and completion of CBSE Project for Board Practicals</p>	<p>Revision for Pre Board Examination & Practice for CBSE Board Practical</p>	<p>Revision for Pre Board Examination & Practice for CBSE Board Practical</p>	<p>Revision for Pre Board Examination & Practice for CBSE Board Practical</p>	<p>Revision</p>	<p>Topics : Revision- Relations & Functions, Calculus, Vectors, 3D, Probability—are included. * Each day covers 1–2 subtopics with a focus on important formulas, types of questions, and exam tricks. Each student will revise and apply the related concepts/ formulae/ theorems and properties</p> <p>Learning Outcomes:</p> <p>* Cognitive outcomes: mastery of formulas, solving logic-based questions, and increased accuracy in problem-solving.</p>	<p>REVISION</p>	<p>Theory: Revision</p> <p>Practical: Composition 4-Any Festival</p>
---	--	--	--	--	--	--	--	------------------------	---	-----------------	--



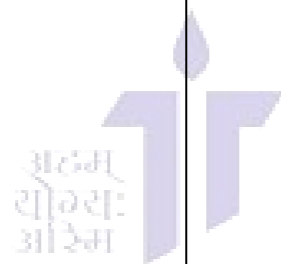
TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

<p>analyse key ideas in unseen case-based passages</p> <p>2. Interpret data and infer meaning in HOTS questions correctly</p> <p>3. Draft two short and one long writing task as per format within stipulated word limit</p> <p>4. Write 150–200 word analytical answers</p> <p>5. Demonstrate improved time management, completing a section within allocated exam time</p> <p>Activity 1 Group work: Fixing formats, trim or expand word limit, improve analysis, reading out the final answers</p> <p>Activity 2</p>									<p>* Affective outcomes: increased confidence, reduced fear of mathematics, and positive exam mindset.</p> <p>* Psychomotor outcomes: improved speed in calculations, clear step-wise presentation, and time-bound accuracy.</p> <p>Questions from NCERT Textbook, Assignments, previous year's board papers and Exemplar for practice</p> <p>Syllabus for Revision Test</p> <p>CHAPTER 7 : INTEGRALS</p> <p>CHAPTER 8 : APPLICATION OF INTEGRALS</p>		
--	--	--	--	--	--	--	--	--	--	--	--



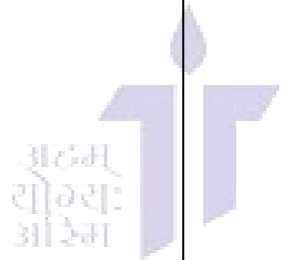
TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

	Peer checking using a checklist: key idea correctly identified, at least one valid inference, answer within word limit Life Skill: Time Management								CHAPTER 9 : DIFFERENTIAL EQUATIONS CHAPTER 10 : VECTOR ALEGBRA CHAPTER 11 : THREE DIMENSIONAL GEOMETRY CHAPTER 12 : LINEAR PROGRAMMIN G CHAPTER 13 : PROBABILITY		
December	Topic: Revision for Pre-Board Examination	Revision of Topics for the Pre-Board	Revision and completio	Revision for Pre Board Examination	Examination & Practice for	Examination &	Examination & Practice for	Examination & Practice for CBSE Board Practical	Revision for Board Examination &	REVISION	Theory: Revision



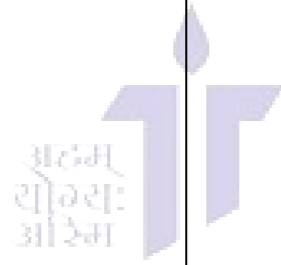
TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

<p>Topic</p> <p>Subtopic</p> <p>Learning Outcome</p> <p>Activity1</p> <p>Activity2</p> <p>Life Skill</p> <p>Value</p> <p>Gender</p> <p>Health and Wellness</p>	<p>n</p> <p>Sub topics</p> <p>Reading Skills:</p> <p>A. Case-Based Passages</p> <ul style="list-style-type: none"> • Discursive/ Factual passages • Data-based interpretation <p>B. Writing Skills</p> <ul style="list-style-type: none"> • Notice • Invitations/Replies • Letter to Editor/Job Application • Article • Report <p>C. Literature (Flamingo and Vistas)</p> <ul style="list-style-type: none"> • Extract-based questions • Character analysis • Theme-based questions • Cross-textual comparison <p>Learning Outcome</p> <p>1. Identify and analyse key ideas in unseen</p>	<p>Exams</p>	<p>n of CBSE Project for Board Practicals</p>	<p>& Practice for CBSE Board Practical</p>	<p>CBSE Board Practical</p>	<p>Practice for CBSE Board Practical</p>	<p>CBSE Board Practical</p>		<p>Practice for CBSE Board Practical</p> <p>Questions from NCERT Textbook, Assignments, previous year's board papers and Exemplar for practice</p> <p>full-length mock tests, topic-wise practice sheets, and board pattern papers.</p> <p>*</p>		<p>Practical:</p> <p>Still life-4</p> <p>Three objects and two draperies</p>
---	---	---------------------	--	---	------------------------------------	---	------------------------------------	--	--	--	---



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

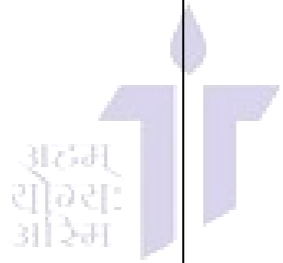
<p>case-based passages</p> <p>2. Interpret data and infer meaning in HOTS questions correctly</p> <p>3. Draft two short and one long writing task as per format within stipulated word limit</p> <p>4. Write 150–200 word analytical answers</p> <p>5. Demonstrate improved time management, completing a section within allocated exam time</p> <p>Activity 1 Group work: Fixing formats, trim or expand word limit, improve analysis, reading out the final answers</p> <p>Activity 2 Peer checking using a checklist:</p>										
--	--	--	--	--	--	--	--	--	--	--



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

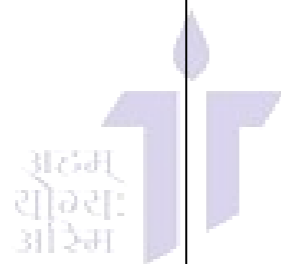
	key idea correctly identified, at least one valid inference, answer within word limit Life Skill: Time Management										
January	Topic: 1. Assessment of Listening and Speaking Skills 2. Revision for Board Examination Sub topics Reading Skills: A. Case-Based Passages • Discursive/ Factual passages • Data-based interpretation B. Writing Skills • Notice • Invitation/Reply • Letter to Editor • Article • Report C. Literature (Flamingo and Vistas)	<u>Revision of Topics for the Board Exams</u> <u>CBSE Sample Question papers and map work as per CBSE Map syllabus</u>	Revision and CBSE Project for Board Practicals	Revision and Board Practicals.	Revision for Pre Board Examination & Practice for CBSE Board Practical	Revision for Board Examination & Practice for CBSE Board Practical	Revision for Pre Board Examination & Practice for CBSE Board Practical		REVISION	<u>REVISION</u>	Theory-Revision Practical: Portfolio covering and designing for board practical Practice for practical

<ul style="list-style-type: none"> • Extract-based questions • Character analysis • Theme-based questions • Cross-textual comparison <p>Learning Outcome</p> <p>1. Identify and analyse key ideas in unseen case-based passages</p> <p>2. Interpret data and infer meaning in HOTS questions correctly</p> <p>3. Draft two short and one long writing task as per format within stipulated word limit</p> <p>4. Write 150–200 word analytical answers</p> <p>5. Demonstrate improved time management, completing a section within</p>										
---	--	--	--	--	--	--	--	--	--	--



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

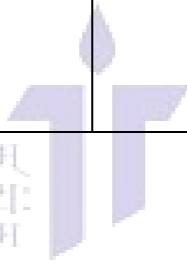
	<p>allocated exam time</p> <p>Activity 1 Group work: Fixing formats, trim or expand word limit, improve analysis, reading out the final answers</p> <p>Activity 2 Peer checking using a checklist: key idea correctly identified, at least one valid inference, answer within word limit</p> <p>Life Skill: Time Management Mental health awareness and coping strategies among adolescents</p>										
February	Revision		Revision and CBSE Project for Board Practicals	Revision and Board Practicals.	Revision for Pre Board Examination & Practice for CBSE Board Practical	Revision for Board Examination & Practice for CBSE Board Practical	Revision for Pre Board Examination & Practice for CBSE Board Practical	REVISION	Revision		Revision for Pre Board Examination & Practice for CBSE Board Practica
Topic											
Subtopic											



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

Learning Outcome											
Activity1											
Activity2											
Life Skill											
Value											
Gender											
Health and Wellness											

असतो
मासृगमि
जायते



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI