

**Split Syllabus-2026-27**  
**IBDP Jr.**

**ENGLISH LANGUAGE AND LITERATURE – HL/ SL**

**Prescribed Book:** R.K. Narayan – *Malgudi Days*  
**Yeats, W.B-** Selected Poems  
**Emily Bronte-** *Wuthering Heights*  
**Henrik Ibsen-** *A Doll's House*  
**William Shakespeare-** *Macbeth*  
**Sophocles' -** *Antigone*  
**Helen Keller-** *The Story of My Life (Autobiography)*  
**Anne Frank-** *The Diary of a Young Girl (Diary)*

**TERM I**

**April:** Tyler Street Art (Visual Interpretation)  
Ad Campaigns:  
Nike – *For Once, Don't Do It*  
Starbucks – *What's Your Name*  
Neglected Children Campaign  
**May:** Continue Visual & Ad Campaign Analysis  
**Class Test – Visual/Non-Literary Analysis**  
**July:** R.K. Narayan – *Malgudi Days*  
**FA I (Structured Assessment)**  
Complete *Malgudi Days*  
Helen Keller – *The Story of My Life*  
**August:** Anne Frank – *The Diary of a Young Girl*  
**FA II (Unstructured – Keller + Anne Frank)**  
**September:** **Revision (Term I Texts)**  
**SA I – Paper 1 (Guided Analysis)**

**TERM II**

**September** W.B. Yeats – Selected Poems  
BOW- Ted Talk Videos; Priyanka Chopra;  
Oprah Winfrey speeches...) S  
**October:** **Emily Brontë – *Wuthering Heights***  
**November:** Continue *Wuthering Heights*  
**FA III (Structured)**  
**December:** Henrik Ibsen – *A Doll's House*  
**January:** William Shakespeare – *Macbeth*  
**FA IV (Unstructured)**  
**February:** Sophocles – *Antigone*  
**Revision**  
**SA II**

**HINDI A: LITERATURE (GROUP 1)**

**Prescribed Book: N.A.**

**Term-I**

**April:** हिंदी पाठ्यक्रम की सम्पूर्ण जानकारी परीक्षाविधि –लर्नर प्रोफाइल की जानकारी,  
अपठित गद्यांश की साहित्यिक व्याख्या,  
उपन्यास के तत्व  
**May:** **Class Test– (Chapters included** अपठित गद्यांश की साहित्यिक व्याख्या) उपन्यास 'जूठन'– ओमप्रकाश वाल्मीकि पठन अलंकार  
**July:** उपन्यास के तत्व , उपन्यास 'निर्मला' से संबंधित गतिविधियाँ उपन्यास 'जूठन' से संबंधित गतिविधियाँ अपठित काव्यांश की साहित्यिक व्याख्या  
**FA – I (Structured Assessment–Chapters included** अपठित काव्यांश की साहित्यिक व्याख्या)

**August:** **FA – II (Unstructured Assessment –Chapters included** उपन्यास 'निर्मला' उपन्यास 'जूठन' से संबंधित वैश्विक मुद्दों पर व्यक्तिगत प्रस्तुति) लियोटॉलस्टॉय– अन्ना कारेनिना पठन एवं संबंधित गतिविधियाँ  
**Revision & Remedial**  
**September:** **Summative Assessment I will include entire syllabus of Term I**  
**Term - II**  
**September:** कहानी के तत्व, काबुलीवाला –रवीन्द्र नाथ टैगोर पठन एवं संबंधित गतिविधियाँ  
**October:** चार्ल्स डिकिन्स की 'बड़ी इच्छाएँ' पठन एवं संबंधित गतिविधियाँ पढ़ी गई रचनाओं की तुलनात्मक व्याख्या  
**November:** **FA – III (Structured Assessment – Chapters included** कहानी के तत्व, काबुलीवाला –रवीन्द्र नाथ टैगोर नाटक विधा से परिचय, नाटक के तत्व, 'आधे-अधूरे'– मोहन राकेश का पठन, उपन्यास और नाटक में अंतर स्पष्ट करना  
**December:** व्यक्तिगत प्रस्तुति हेतु पुस्तकों का चयन और व्यक्तिगत प्रस्तुति की तैयारी  
**FA – IV (Unstructured Assessment –Chapters included** पुस्तकों से चयनित वैश्विक मुद्दों पर व्यक्तिगत प्रस्तुति)  
**January:** सूरदास द्वारा रचित 15–20 पदों का अध्ययन  
**February:** **Revision & Remedial**  
**Summative Assessment II will include entire syllabus of Term I and Term II**

**ENGLISH B**

**Prescribed Book:** *Malgudi Days-* R. K. Narayana, *The Story of My Life-* Helen Keller-H Cambridge University Press-EnglishB for the IB Diploma

**Term-I**

**April:** Speaking Skills – Mnemonics, Phonetics  
Reading Skills – Unit 1: *Identities*  
Nature of self, what it is to be human  
Lifestyles, Health and Well-being  
Beliefs and values, Subcultures  
Language and identity  
**May:** **Class Test– (Chapters included...Unit 1- Speaking Skills)**  
**July:** Reading Skills – Unit 2: *Experiences* Stories of events  
Experiences and journeys that shape life  
**FA – I (Structured Assessment – Chapters included: Unit 2 – Experiences)**  
**August:** Unit 3: *Sharing the Planet*  
Peace and conflict, Equality  
Globalization, Ethics  
Urban and rural environment  
**FA – II (Unstructured Assessment –Chapters included- Oral presentation / Discussion related to the Unit 1 and 2)**  
**Revision & Remedial**  
**September:** **Summative Assessment I will include entire syllabus of Term I**  
**Term - II**  
**September:** Speaking Skills- IO Introduction  
**October:** *Malgudi Days* (HL)

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|           | Unit 5: <i>Social Organisation</i><br>Social relationships, Community<br>Law and order, Environment<br>Human Rights                                                                     |
| November: | <i>Malgudi Days</i> (Contd.)<br>IO Discussion on Theme selection<br><b>FA – III (Structured Assessment – Chapters included...Listening Comprehension)</b>                               |
| December: | <i>The Story of My Life</i> (HL)<br>Listening Comprehension Past Paper Practice<br><b>FA – IV (Unstructured Assessment – Chapters included...Group Presentation on Human Ingenuity)</b> |
| January:  | <b>Practice – Past Papers</b>                                                                                                                                                           |
| February: | <b>Revision &amp; Remedial</b><br><b>Summative Assessment II will include entire syllabus of Term I and Term II</b>                                                                     |

#### FRENCH AB INITIO SL

#### Prescribed Book: Panorama Francophone 1

#### Term 1

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| April: | <b>Identités : Relations personnelles</b><br>Je me présente, Tu es comment ?<br><b>Conceptual Focus (IB):</b> Identity, Relationships, Perspective<br><b>Grammar Focus:</b> Subject pronouns and present tense of regular verbs (-er, -ir, -re) along with key irregular verbs such as <i>être</i> and <i>avoir</i> . Adjective agreement (gender and number) to describe personality and physical appearance. Basic question forms (intonation, <i>est-ce que</i> , inversion) and negation ( <i>ne...pas</i> )<br><b>Focus Skills:</b><br>Listening: Understanding short self-introductions and descriptions.<br>Reading: Key information in profiles and short personal texts.<br>Writing: Self-introduction and describe a friend (80–100 words).<br><b>Expériences : Habitude quotidiennes</b><br>La vie quotidienne<br><b>Conceptual Focus :</b> Identity, Lifestyle, Routine<br><b>Grammar Focus :</b> Reflexive verbs in the present tense ( <i>se lever, se coucher</i> ), time expressions ( <i>à, de...à</i> ), adverbs of frequency ( <i>toujours, souvent</i> ), and sequencing words ( <i>d'abord, ensuite</i> ). sentence structure to describe daily routines.<br><b>Focus skills:</b><br>Listening: Understand daily routine conversations.<br>Reading: Extract details from short diary-style texts.<br>Writing: Typical day using sequencers (100 words). |
| May:   | <b>Class Test–</b> (Syllabus of April & May)<br>Bon appétit<br><b>Conceptual Focus :</b> Culture, Identity, Lifestyle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|            | <b>Grammar Focus :</b> Partitive articles ( <i>du, de la, des</i> ) and expressions of quantity ( <i>beaucoup de, un peu de</i> ),. present tense verb usage for food-related contexts and expressing preferences using structures such as <i>j'aime, je préfère, je n'aime pas</i> , basic imperative forms.<br><b>Focus skills:</b><br>Listening: Dialogues in restaurants and markets.<br>Reading: menus and short texts about eating habits.<br>Writing: eating habits, a short restaurant dialogue (100 words).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| July:      | <b>FA- I (Structured)</b> (La vie quotidienne et bon appétit)<br><b>Organisation Sociale :</b> Voisinage<br><b>Conceptual Focus:</b> Community, Social Organisation, Belonging<br><b>Grammar Focus:</b> <i>Il y a</i> , prepositions of place ( <i>près de, en face de</i> ), and simple comparatives ( <i>plus... que</i> ). present tense descriptions of neighbourhood and community life while using basic connectors ( <i>et, mais, parce que</i> ).<br><b>Focus skills:</b><br>Listening: Understand descriptions of neighbourhoods.<br>Reading: Identify information in property advertisements and local notices.<br>Writing: Describe your neighbourhood and compare it with another (100–120 words).<br><b>Ingéniosité humaine :</b> Transports<br><b>Conceptual Focus :</b> Innovation, Connections, Globalisation<br><b>Grammar Focus :</b> Near future ( <i>aller + infinitive</i> ) travel plans and past tense introduction ( <i>passé composé</i> with <i>avoir</i> ). Prepositions with transport ( <i>en, à</i> ) and time expressions ( <i>hier, demain</i> ) .<br><b>Focus skills:</b><br>Listening: Conversations about travel and transport.<br>Reading: Travel schedules and short blogs.<br>Writing: A recent or future journey (100–120 words) |
| August:    | <b>Formative Assessment II (Unstructured)</b> (Vie quotidienne, transport)<br><b>Grammar Focus:</b> Consolidation of present tense, reflexive verbs, partitive articles, near future and past tense forms.<br><b>Skills Assessed:</b><br>Listening comprehension (short authentic audio),<br>Reading comprehension (information extraction),<br>Written production (email/blog/short article).<br><b>Revision &amp; Remedial</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| September: | <b>Summative Assessment I –</b> (Syllabus covered in Term 1 ...)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|            | <b>Term - II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| September: | Expériences : Fêtes et célébrations, loisirs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|           | <p><b>Conceptual Focus :</b> Identity, Culture, Perspective</p> <p><b>Grammar Focus :</b> Present tense consolidation, Near future (aller + infinitive), Passé composé introduction, Time expressions (hier, demain, le week-end), Frequency adverbs (souvent, parfois), Expressions of preference (j'aime, je préfère), Invitation phrases</p> <p><b>Focus skills:</b></p> <p>Listening: Understand short conversations about festivals and free-time activities.</p> <p>Reading: Identify key information in invitations, event posters and short texts.</p> <p>Writing: Describe a celebration or leisure activity using present and past tenses (80–100 words)</p> |
| October:  | <p>Projets de vacances,</p> <p><b>Conceptual Focus:</b> Experiences, Connections, Community</p> <p><b>Grammar Focus :</b> Future tense (aller + infinitive), Present tense revision, Comparatives (plus... que), Prepositions with countries, Opinion phrases, Question formation</p> <p><b>Focus skills:</b></p> <p>Listening: Descriptions of holiday plans and school life.</p> <p>Reading: Extract information from school timetables and travel brochures.</p> <p>Writing: Write about holiday plans and compare school experiences (100 words).</p>                                                                                                              |
| November: | <p>Au lycée</p> <p><b>FA III (Structured) (Loisirs, fêtes et célébrations)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| December: | <p><b>Formative Assessment IV (Unstructured) (Loisirs, Aliments et boissons)</b></p> <p>Aliments et boissons</p> <p><b>Conceptual Focus :</b> Identity, Lifestyle, Culture</p> <p><b>Grammar Focus :</b> Partitive articles (du, de la, des), Expressions of quantity, Present tense of regular verbs, Opinions (j'adore, je n'aime pas), Imperative (basic), Sequencers (d'abord, ensuite)</p> <p><b>Focus skills:</b></p> <p>Listening: Understand dialogues in restaurants and markets.</p> <p>Reading: Interpret menus and food-related texts.</p> <p>Writing: Describe eating habits or write a short restaurant review (100 words).</p>                          |
| January:  | <p>La santé pour tous</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| February: | <p><b>Revision &amp; Remedial</b></p> <p><b>Summative Assessment II</b></p> <p><b>will include entire Syllabus of Term I &amp; Term II</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

#### FRENCH B SL

**Prescribed Book: Le monde en français Published by Cambridge University Press**

#### Term 1

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| April: | <p><b>Identités</b></p> <p><b>1.1</b> De quelle façon exprimons-nous notre identité ? (Vivre autrement / En pleine forme)</p> |
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**Conceptual Focus:** Identity, Perspective, Well being

#### Grammar Focus:

Present tense structures and reflexive verbs to describe lifestyle and identity, adjective agreement to express personality and physical description.

Opinion structures (*je pense que, à mon avis*) and connectors (*parce que, donc, cependant*) to justify ideas. Comparatives to compare lifestyles.

#### Skills Focus:

Listening: Understand discussions about identity and lifestyle choices.

Reading: Analyze texts exploring personal identity and health.

Writing: Produce a reflective text explaining how identity is expressed through lifestyle (130–150 words)

#### 1.2 Vivre autrement

##### Grammar:

Comparative and superlative structures to compare lifestyles, modal verbs (*pouvoir, devoir*) to express possibility and obligation, and cause and-effect connectors such as *donc, par conséquent*.

##### Focus Skills:

Listening: Understand discussions about alternative lifestyles.

Reading: Compare perspectives on urban vs rural living.

Writing: Write a discursive text comparing two lifestyles

#### 1.3 En pleine forme

**Conceptual Focus:** Well-being, Responsibility

##### Grammar:

Impersonal structures (*il faut que* + subjunctive), reflexive verbs related to health routines, use of the conditional.

##### Focus Skills:

Listening: Identify key advice in health interviews.

Reading: Analyze articles on youth well-being.

Writing: Produce an advice column promoting healthy living

**Class Test**—(Syllabus: 1.1, 1.2, and 1.3)

#### Identités

##### 1.4 Langues et langages

**Conceptual Focus:** Identity, Communication, Culture

##### Grammar:

Present and past tense structures, expressing opinions and justifying viewpoints using connectors such as *car, puisque, cependant*.

Comparative

structures to compare languages and cultural expressions. Reported speech, use of relative pronouns (*qui, que, don't*)

##### Skills Focus:

Listening: Understand interviews and

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| July: | <p>discussions about multilingualism and communication styles.</p> <p>Reading: Analyse texts exploring the importance of language in shaping identity and culture.</p> <p>Writing: Produce a structured response discussing the role of languages in personal and global identity. (130–150 words)</p> <p><b>Expériences</b></p> <p><b>2.1</b> Les voyages forment la jeunesse</p> <p>Conceptual Focus: Experiences, Cultural Exchange, Perspective</p> <p><b>Grammar :</b></p> <p><i>Passé composé</i> and <i>imparfait</i>. Narrative connectors such as <i>d'abord</i>, <i>ensuite</i>, <i>finale</i>ment to support structured storytelling. Prepositions with countries and transport.</p> <p><b>Focus Skills:</b> Listening: Interpret travel accounts and identify key experiences and outcomes.</p> <p>Reading: Analyse blog entries and articles about intercultural experiences.</p> <p>Writing: Produce a narrative text describing a meaningful journey and its impact (130–150 words)</p> <p><b>2.2</b> Je me souviens</p> <p><b>Conceptual Focus:</b> Memory, Perspective</p> <p><b>Grammar:</b></p> <p>Narrative structures using past tense contrast and details with relative clauses and sequencing expressions.</p> <p><b>Focus Skills:</b> Listening: Interpret personal memory narratives.</p> <p>Reading: Identify tone and emotional perspective in autobiographical texts.</p> <p>Writing: Produce a reflective narrative describing a significant memory.</p> <p><b>Formative Assessment I (Structured) (2.1, 2.2)</b></p> <p><b>Expériences</b></p> <p><b>2.3</b> Je veux être adulte</p> <p><b>Conceptual Focus:</b> Aspirations, Responsibility</p> <p><b>Grammar:</b></p> <p>Future tense and conditional structures. Argumentative connectors</p> <p><b>Focus Skills:</b> Listening: Understand interviews about career ambitions.</p> <p>Reading: Analyse texts on youth and adulthood.</p> <p>Writing: Produce a structured essay discussing responsibilities of adulthood.</p> <p><b>2.4</b> A la recherche d'une vie meilleure</p> <p><b>Conceptual Focus:</b> Migration, Opportunity, Globalisation</p> <p><b>Grammar :</b></p> <p>Passive voice and complex connectors (<i>bien que</i>, <i>malgré</i>)</p> <p><b>Focus Skills:</b> Listening: Understand reports on migration stories.</p> <p>Reading: Analyse texts about global mobility.</p> <p>Writing: Produce a balanced argumentative response on migration.</p> | <p>August: <b>Formative Assessment II (Unstructured)</b><br/><b>Revision &amp; Remedial</b></p> <p>September: <b>Summative Assessment I –</b><br/>(Syllabus covered in Term 1 ...)<br/><b>Term - II</b></p> <p>September: <b>Organisation Sociale:</b></p> <p><b>4.1</b> Moi et mes proches</p> <p><b>Conceptual Focus:</b> Relationships, Social Roles</p> <p><b>Grammar:</b></p> <p>Revision of present and past tense forms, relative pronouns, and opinion</p> <p><b>Focus Skills:</b> Listening: Interpret conversations about family relationships.</p> <p>Reading: Analyse texts discussing social roles.</p> <p>Writing: Write a reflective text about relationships and influence (200-250 words)</p> <p><b>4.2</b> Moi et les autres</p> <p><b>Grammar:</b></p> <p>Conditional structures and argumentative connectors.</p> <p><b>Focus Skills:</b> Listening: Understand debates about social interaction.</p> <p>Reading: Interpret opinion articles on community roles.</p> <p>Writing: Produce an argumentative text about social responsibility.</p> <p>October: <b>4.3</b> Etudes et emploi</p> <p><b>Conceptual Focus:</b> Education, Opportunity, Future</p> <p><b>Grammar:</b></p> <p>Future and conditional tenses to express career plans and hypothetical outcomes. Relative clauses and connectors of cause and consequence.</p> <p><b>Skills Focus:</b> Listening: Understand interviews about education and career paths.</p> <p>Reading: Analyse texts related to employment opportunities.</p> <p>Writing: Produce a formal text (application-style or discursive) discussing education and career goals (200-250 words)</p> <p><b>4.4</b> L'ordre public</p> <p><b>Conceptual Focus:</b> Education, Work, Opportunity</p> <p><b>Grammar:</b></p> <p>Future and conditional refinement, formal register, and complex clauses to discuss career paths.</p> <p><b>Focus Skills:</b> Listening: Interpret interviews about careers.</p> <p>Reading: Analyse employment-related texts.</p> <p>Writing: Write a letter to discuss career path (200-250 words)</p> <p>November: <b>Formative Assessment III (Structured)</b><br/><b>(4.1, 4.2)</b></p> <p>December: Guide de recommandations / Instructions<br/>Interview / Entretien Journal intime<br/>Lettre au courrier des lecteurs<br/>Lettre officielle</p> |
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January: **Formative Assessment IV (Unstructured) (4.3, 4.4)**

February: **Revision & Remedial  
Summative Assessment II will include entire  
Syllabus of Term I & Term II**

#### **BUSINESS MANAGEMENT (HL)**

**Prescribed Book: Paul Hoang, 5<sup>th</sup> Edition, IBDP Press.**

##### **Term-I**

April: Unit 1 – Introduction To Business Management

- 1.1 What is a Business
- 1.2 Types of Business Entities
- 1.3 Business Objectives

May: **Class Test– (Chapters included 1.1 & 1.2)**

- 1.4 Stakeholders
- 1.5 Growth and Evolution

July: **FA – I (Structured Assessment–Chapters  
included 1.1 to 1.4)**

- 1.5 Growth and Evolution Cont..
- 1.6 Multinational Corporations

August: **FA – II (Unstructured Assessment –Chapters  
included 1.1 to 1.5)**

- Unit 4 – Marketing Management
- 4.1 Introduction to Marketing
- 4.2 Marketing Planning

##### **Revision & Remedial**

September: **Summative Assessment I will include entire  
syllabus of Term I**

##### **Term - II**

September: 4.3 Sales Forecasting (HL only)

- 4.4 Market Research

October: 4.5 The Seven Ps of Marketing

November: **FA – III (Structured Assessment – Chapters  
included 4.3 & 4.4)**

- 4.6 International Marketing (HL Only)
- Unit 3 Finance & Accounts
- 3.1 Introduction to Finance

December: 3.2 Sources of Finance

- 3.3 Costs & Revenue
- 3.4 Final Accounts

**FA – IV (Unstructured Assessment –Chapters  
included 4.5 & 4.6)**

January: 3.4 Final Accounts Cont..

- 3.5 Profitability & Liquidity Ratio Analysis
- 3.6 Efficiency Ratio Analysis (HL only)
- 3.7 Cash Flow

- 3.8 Investment Appraisal

February: 3.9 Budgets (HL only)

##### **Revision & Remedial**

**Summative Assessment II will include entire  
syllabus of Term I and Term II**

#### **ECONOMICS**

**Prescribed Book: Cambridge University Press Economics for  
the IB Diploma, By Ellie Tragkes**

##### **Term 1**

April: Unit – 1 Introduction to Economics

1. The Foundation of Economics

- 1.1 Understanding the nature of economics
- 1.2 The Three basic economic question: resource allocation and output/income distribution
- 1.3 Understanding the world use of models
- 1.4 The methods of economics
- 1.5 A brief history of economic thought: the origins of economic ideas

May: Unit – 2 Micro Economics

2. Competitive markets: Demand & Supply

- 2.1 Introduction to competitive markets
- 2.2 Demand
- 2.3 Supply
- 2.4 Competitive market equilibrium: Demand & Supply
- 2.5 The role of price mechanism and market efficiency

**Class Test– (Chapter 1 & 2.3)**

July: 3. Elasticities

- 3.1 Price Elasticity of demand (PED)
- 3.2 Income Elasticity of demand (YED)
- 3.3 Price Elasticity of Supply (PES)
- 4. Government intervention in microeconomics
- 4.1 Government intervention in markets
- 4.2 Price control
- 4.3 Indirect taxes
- 4.4 Subsidies

**Formative Assessment I (Structured  
Assessment) (Chapters 2 & 3)**

August: 5. Market Failure and socially undesirable outcomes I: common pool resources and negative externalities

- 5.1 The meaning of common pool resource
- 5.2 Market Failure and externalities: Diverging private and social benefit costs
- 5.3 Negative production externalities
- 5.4 Negative consumption externalities
- 6. Market failure and socially undesirable outcomes II: Positive externalities, public goods, Asymmetric information and inability to achieve equity
- 6.1 Positive production externalities
- 6.2 positive consumption externalities
- 6.3 Market failure and public goods

**Formative Assessment II (Unstructured  
Assessment) (Chapters included 4 & 5)**

##### **Revision & Remedial**

September: **Summative Assessment I - (All the topic  
covered in Term I)**

##### **Term - II**

September: 6.4 Asymmetric information

- 6.5 Equity in the distribution of income and wealth

October: 7. Market failure and socially undesirable outcomes III: Market Power

- 7.1 Introduction to firms, industries and market structures
- 7.2 Profit maximization by the rational producer

|           |                                                                                          |
|-----------|------------------------------------------------------------------------------------------|
|           | 7.3 Perfect competition                                                                  |
|           | 7.4 Monopoly                                                                             |
|           | 7.5 Monopolistic competition                                                             |
| November: | 7.6 Oligopoly                                                                            |
|           | 7.7 Government intervention in response to abuse of market power                         |
|           | 8. The level of overall economic activity                                                |
|           | 8.1 Economic activity                                                                    |
|           | 8.2 Measuring of economic activity                                                       |
|           | 8.3 Calculation based on national income accounting                                      |
|           | 8.4 The business cycle                                                                   |
|           | 8.5 National income statistics and alternatives measures                                 |
|           | <b>Formative Assessment III (Structured Assessment) (Chapters included 6 &amp; 7)</b>    |
| December: | 8.4 The business cycle                                                                   |
|           | 8.5 National income statistics and alternatives measures                                 |
|           | 9. Aggregate Demand & Aggregate Supply                                                   |
|           | 9.1 Aggregate demand and the aggregate demand curve                                      |
|           | 9.2 Short Run aggregate supply and short run equilibrium in the AD-AS model              |
|           | 9.3 Long Run supply and long run equilibrium in the monetarist/new classical model       |
| January:  | 9.4 Aggregate supply and equilibrium in the Keynesian model                              |
|           | 9.5 Shifting aggregate supply curves over the long term                                  |
|           | 9.6 Implications of the Keynesian model and the monetarist/new classical model           |
|           | <b>Formative Assessment IV (Unstructured Assessment) (Chapters included 8 &amp; 9.3)</b> |
|           | 10. Macro Economics objectives I:                                                        |
|           | Low unemployment, low and stable rate of inflation                                       |
|           | 10.1 Low unemployment                                                                    |
|           | 10.2 Low and stable rate of inflation                                                    |
|           | 10.3 Exploring the relationship between unemployment and inflation                       |
| February: | <b>Revision &amp; Remedial</b>                                                           |
|           | <b>Summative Assessment II will include entire Syllabus of Term I &amp; Term II</b>      |

#### PSYCHOLOGY

**Prescribed Book: Psychology Course Companion 2025 Edition**  
**Term-I**

|         |                                                               |
|---------|---------------------------------------------------------------|
| April:  | Ch-1-Research Methods and Data Interpretation.                |
| May:    | Ch-2 Learning and Cognition                                   |
|         | <b>Class Test– (Chapters included- Ch-1-1.1 to 1.8)</b>       |
| July:   | Introduction to Class Practical.                              |
|         | Class Practical 1 and 2.                                      |
|         | <b>FA – I (Structured Assessment–Chapters included- Ch-2)</b> |
| August: | Ch-3- Human Development ( Contd....)                          |
|         | <b>FA – II (Unstructured Assessment –Chapters</b>             |

|            |                                                                                   |
|------------|-----------------------------------------------------------------------------------|
|            | <b>included- Class Practicals)</b>                                                |
|            | <b>Revision &amp; Remedial</b>                                                    |
| September: | <b>Summative Assessment I will include entire syllabus of Term I</b>              |
|            | <b>Term - II</b>                                                                  |
| September: | (Contd....) Ch-3- Human Development                                               |
| October:   | Ch-4 – Health and Well Being                                                      |
| November:  | <b>FA – III (Structured Assessment – Chapters included- Ch-3)</b>                 |
|            | Class Practical 3                                                                 |
| December:  | Introduction to IA.                                                               |
|            | IA proposal and planning.                                                         |
|            | <b>FA – IV (Unstructured Assessment – Chapters included- Ch-4- 4.8)</b>           |
| January:   | Class Practical 4.                                                                |
| February:  | <b>Revision &amp; Remedial</b>                                                    |
|            | <b>Summative Assessment II will include entire syllabus of Term I and Term II</b> |

#### PHYSICS (SL/HL)

**Prescribed Book: Physics For IB Diploma Coursebook, Cambridge University Press**

|            |                                                                                   |
|------------|-----------------------------------------------------------------------------------|
| April:     | Prior knowledge,                                                                  |
|            | A: Space, Time & Motion                                                           |
|            | A.1: Kinematics                                                                   |
|            | A.2: Forces And Momentum                                                          |
| May:       | A.3: Work, Energy And Power                                                       |
|            | <b>Class test – (Chapter A.1 and A.2)</b>                                         |
| July:      | B: The Particulate Nature Of Matter                                               |
|            | B.1: Thermal Energy Transfers                                                     |
|            | B.2: Greenhouse Effect                                                            |
|            | B.3: Gas Laws                                                                     |
|            | <b>FA – I (Structured Assessment–Chapters included A.1, A.2 and A.3)</b>          |
| August:    | B.4: thermodynamics                                                               |
|            | B.5: current and circuits                                                         |
|            | <b>FA – II (Unstructured Assessment –Chapters included B.2 &amp; B.3)</b>         |
| September: | <b>Revision &amp; Remedial</b>                                                    |
|            | <b>Summative Assessment I will include entire syllabus of Term I</b>              |
|            | <b>Term - II</b>                                                                  |
| September: | C: Wave Behaviour                                                                 |
|            | C.1: Simple Harmonic Motion                                                       |
| October:   | C.2: Wave Model                                                                   |
|            | C.3: Wave Phenomena                                                               |
| November:  | C.4: Standing Waves And Resonance                                                 |
|            | <b>FA – III (Structured Assessment – Will include C.1)</b>                        |
| December:  | C.5: Doppler Effect                                                               |
|            | <b>FA – IV (Unstructured Assessment Topics included C.2)</b>                      |
| January:   | <b>Revision &amp; Remedial</b>                                                    |
| February:  | <b>Revision &amp; Remedial</b>                                                    |
|            | <b>Summative Assessment II will include entire syllabus of Term I and Term II</b> |

## CHEMISTRY SL/HL

**Prescribed Book: CHEMISTRY COURSE COMPANION by Sergey Bylikin, Gary Horner, Elisa Jimenez Grant and David Tarcy (2023- EDITION)-Oxford University Press**

### Term-I

|            |                                                                                                                                                                                          |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April:     | Structure 1.1 Introduction to the particulate nature of matter<br>Structure 1.2 The nuclear atom<br><b>Structure 1.3 Electron Configuration</b>                                          |
| May:       | Structure 1.4 Counting particles by mass: The mole<br>Structure 1.5 Ideal gases<br><b>Class Test – (Chapters included 1.1, 1.2)</b>                                                      |
| July:      | <b>Structure 3.1 The periodic table: Classification of Elements</b><br><b>Structure 3.2 Functional Groups</b><br><b>FA – I (Structured Assessment – Chapters included 1.3, 1.4, 1.5)</b> |
| August:    | <b>FA – II (Unstructured Assessment – Chapters included 3.1, 3.2)</b><br><b>Revision &amp; Remedial</b>                                                                                  |
| September: | <b>Summative Assessment I will include entire syllabus of Term I</b>                                                                                                                     |

### Term - II

|            |                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September: | Reactivity 1.1 Measuring enthalpy change<br>Reactivity 1.2 Energy cycles in reactions                                                                         |
| October:   | Reactivity 1.3 Energy from Fuels                                                                                                                              |
| November:  | <b>FA – III (Structured Assessment – Chapters included Reac 1.1, 1.2, 1.3 )</b><br>Reactivity 1.4 Entropy and spontaneity (HL)                                |
| December:  | Structure 2.1 The ionic model<br>Structure 2.2 The covalent model<br><b>FA – IV (Unstructured Assessment – Chapters included Structure 2.1, 2.2)</b>          |
| January:   | <b>Structure 2.3 The metallic model</b>                                                                                                                       |
| February:  | Structure 2.4 From models to materials<br><b>Revision &amp; Remedial</b><br><b>Summative Assessment II will include entire syllabus of Term I and Term II</b> |

## COMPUTER SCIENCE – HL & SL

**Prescribed Book: Computer Science by Oxford University Press**

### Term - I

|         |                                                                                                                                                                  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April:  | Topic A1: Computer Fundamentals                                                                                                                                  |
| May:    | <b>Class Test – (Unstructured Assessment: Chapters included Topic A1)</b>                                                                                        |
| July:   | Topic A1: Computer Fundamentals (Contd.)<br>Topic B1: Computational Thinking<br><b>Formative Assessment I (Structured Assessment: Chapter included Topic A1)</b> |
| August: | Topic B2: Programming<br>Topic B2: Programming (Contd.)<br><b>Formative Assessment II (Unstructured Assessment: Chapters included</b>                            |

## Topic B1 & B2)

### Revision & Remedial

|                  |                                                                                                                                                                |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September:       | <b>Summative Assessment I will include entire syllabus of Term I</b>                                                                                           |
| <b>Term - II</b> |                                                                                                                                                                |
| September:       | Topic A2: Networks                                                                                                                                             |
| October:         | Topic A2: Networks (Contd.)                                                                                                                                    |
| November:        | <b>Formative Assessment III (Structured Assessment – Chapter included Topic A2)</b><br>Topic B2: Programming                                                   |
| December:        | Topic B2: Programming (Contd.)<br><b>Formative Assessment IV (Unstructured Assessment Chapters included Topic B2)</b><br>Topic B3: Object-Oriented Programming |
| January:         | Topic B3: Object-Oriented Programming (Contd.)                                                                                                                 |
| February:        | <b>Revision &amp; Remedial</b><br><b>Summative Assessment II will include entire Syllabus of Term I &amp; Term II</b>                                          |

## ESS (SL/HL)

**Prescribed Book: Environmental Systems and Societies , Course Companion Oxford University Press, 2024 Edition**

### Term-I

|            |                                                                                                                                                                                                                 |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April      | <b>Topic 1: Foundation</b>                                                                                                                                                                                      |
| <b>1.1</b> | Perspectives                                                                                                                                                                                                    |
| <b>1.2</b> | Systems                                                                                                                                                                                                         |
| May        | <b>CLASS TEST-</b> will include unit 1.1 and 1.2 & 1.3 Sustainability HL A)                                                                                                                                     |
| July       | <b>(FA1- Structured assessment includes unit 1.1, 1.2 and 1.3)</b><br>1.4 Practical work ( will be cover throughout the year)                                                                                   |
|            | <b>Topic 2: Ecology</b><br>2.1 Individuals and populations, communities, and ecosystems                                                                                                                         |
| August     | 2.2 Energy and biomass in ecosystems HL B<br><b>FA 2 (Unstructured assessment ) will include Unit 1.1, 1.2, 1.3 and 2.1)</b><br>2.2 Energy and biomass in ecosystems (Contd.)<br>2.3 Biogeochemical cycles HL C |
|            | <b>Revision and Remedials</b>                                                                                                                                                                                   |
| September  | <b>Summative assessment – 1</b> will include complete syllabus of Term I                                                                                                                                        |

### Term-II

|           |                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September | 2.4 Climate and biomes                                                                                                                                                                                |
| October   | 2.5 Zonation, succession and change in ecosystems<br><b>Topic 3: Biodiversity and conservation</b><br>3.1 Biodiversity and evolution                                                                  |
| November  | 3.2 Human impact on biodiversity<br><b>FA 3 (Structured assessment) will include 3.1, 3.2, 3.3 Conservation and Regeneration) Collaborative science project</b><br><b>UNIT 4</b><br>4.1 Water systems |
| December  | 4.2 Water access, use and security<br><b>FA 4 (Unstructured assessment) will include 4.1, 4.2, 4.3 Aquatic food production systems</b>                                                                |

January 4.4 Water pollution  
**Revision and Remedial**  
**Summative assessment II** will include entire syllabus covered in Term I and Term II.

#### MATHEMATICS: ANALYSIS & APPROACHES (SL/HL)

**Prescribed Book: Haese Mathematics: Analysis & Approaches Term-I**

April: Prior knowledge,  
Topic 1: NUMBER AND ALGEBRA  
SL 1.1 to SL 1.5 (As per SUBJECT GUIDE)

May: SL 1.6 (As per SUBJECT GUIDE)  
AHL 1.10 (As per SUBJECT GUIDE)  
**Class test – (Chapter Sequence & Series)**

July: SL 1.7 to 1.9 (As per SUBJECT GUIDE) (Cont..)  
AHL 1.11 to 1.16 (As per SUBJECT GUIDE)  
**FA – I (Structured Assessment– Chapters included 1.1 to 1.6 (SL & HL) and 1.10 only for HL)**

August: Topic 2: FUNCTIONS  
SL 2.1 to 2.8 (As per SUBJECT GUIDE)  
AHL 2.12 to 2.14 (As per SUBJECT GUIDE)  
**FA – II (Unstructured Assessment –Chapters included Chapters include 1.7 to 1.9 (SL & HL) and 1.11 to 1.12 only for HL)**

September: **Revision & Remedial**  
**Summative Assessment I will include c entire syllabus of Term I**

#### Term - II

September: Topic 2: FUNCTIONS (cont..)  
SL 2.9 to 2.11 (As per SUBJECT GUIDE)  
AHL 2.15 to 2.16 (As per SUBJECT GUIDE)

October: Topic 3: GEOMETRY AND TRIGONOMETRY  
SL 3.1 to 3.8 (As per SUBJECT GUIDE)  
AHL 3.9 to 3.11 (As per SUBJECT GUIDE)

November: Topic 4: STATISTICS AND PROBABILITY  
SL 4.1 to 4.4 (As per SUBJECT GUIDE)  
AHL 3.12 to 3.18 (As per SUBJECT GUIDE)  
**FA – III (Structured Assessment – Will include Entire Trigonometry)**

December: SL 4.5 to 4.10 (As per SUBJECT GUIDE)  
**FA – IV (Unstructured Assessment Topics included 3)**

January: SL 4.11 To 4.12  
AHL 4.13 (As per SUBJECT GUIDE)

February: **Revision & Remedial**  
**Summative Assessment II will include entire syllabus of Term I and Term II**

#### MATHEMATICS: APPLICATION & INTERPRETATION (SL/HL)

**Prescribed Book: Haese Mathematics: Application & Interpretation**

#### Term-I

April: Prior knowledge,  
Topic 1: NUMBER AND ALGEBRA  
SL 1.1 to SL 1.5 (As per SUBJECT GUIDE)

May: SL 1.6 (As per SUBJECT GUIDE)

July: **Class test – (Chapter Sequence & Series)**  
SL 1.7 to 1.8 (As per SUBJECT GUIDE)  
**FA – I (Structured Assessment– Chapters included 1.1 to 1.6**

August: Topic 2: FUNCTIONS  
SL 2.1 to 2.3 (As per SUBJECT GUIDE)  
**FA – II (Unstructured Assessment –Chapters included Chapters include 1.7 to 1.8)**

September: **Revision & Remedial**  
**Summative Assessment I will include entire syllabus of Term I**

#### Term – II

September: Topic 2: FUNCTIONS (cont..)  
SL 2.4 to 2.6 (As per SUBJECT GUIDE)

October: Topic 3: GEOMETRY AND TRIGONOMETRY  
SL 3.1 to 3.5 (As per SUBJECT GUIDE)

November: Topic 4: STATISTICS AND PROBABILITY  
SL 4.1 to 4.4 (As per SUBJECT GUIDE)  
**FA – III (Structured Assessment – Will include Entire Trigonometry)**

December: SL 4.5 to 4.10 (As per SUBJECT GUIDE)  
**FA – IV (Unstructured Assessment Topics included 3 )**

January: REVISION & REMIDIAL

February: **Revision & Remedial**  
**Summative Assessment II will include entire syllabus of Term I and Term II**

#### VISUAL ART

**Prescribed Book: Not Applicable**

#### Term 1

April: Process Portfolio  
Art Work and Discussion  
[As Per Topic Chosen by the Student]

May: Process Portfolio  
Art Work and Discussion  
[As Per Topic Chosen by the Student]  
Class TEST

July: Process Portfolio  
Art Work and Discussion  
[As Per Topic Chosen by the Student]  
**FA - I (Structured Assessment)**

August: Comparative Study  
[Artist 1 Research]  
[As Per Topic Chosen by the Student]  
**FA - II (Unstructured Assessment)**

September: **Revision & Remedial**  
**Summative Assessment I - (I Will Include Entire Syllabus Covered in Term -I)**

#### Term - II

September: Process Portfolio  
Art Work and Discussion  
[As Per Topic Chosen by the Student]

October: Process Portfolio  
Art Work and Discussion  
[As Per Topic Chosen by the Student]

November: **Comparative study**  
**[Artist 2 Research]**

|           |                                                                                                          |
|-----------|----------------------------------------------------------------------------------------------------------|
|           | <b>[As per Topic Chosen by the Students]</b><br><b>FA- III (Structured Assessment)</b>                   |
| December: | Process Portfolio<br>Art Work and Discussion<br>[As Per Topic Chosen by the Student]                     |
|           | <b>FA - IV (Unstructured Assessment)</b>                                                                 |
| January:  | Process Portfolio<br>Art Work and Discussion<br>(As per Topic chosen by the students)                    |
| February: | Process Portfolio<br>Art Work and Discussion<br>(As per Topic chosen by the students)                    |
|           | <b>Revision &amp; Remedial</b><br><b>Summative Assessment II will include entire Syllabus of Term II</b> |

#### CAS

**Prescribed Book: NA**

#### Term-I

|            |                                                                                                                                                                                                                                                                                         |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April:     | I Meeting Session with students<br>Bridging – What is CAS?<br>Aims & Learning outcomes of CAS<br>Discussing the CAS Calendar<br>Jagrati Foundation Visit<br>World Autism Awareness Day<br>World Water Day – Campaign on Save Water<br>National Pet Day<br>Earth Day<br>World Health Day |
| May:       | Labor Day<br>Mother's Day<br>Discussion on all the three main attributes of CAS<br>CAS planning and creating students' calendar<br>Environment Day<br>Yoga Day<br>Discussion on how to write reflections                                                                                |
| July:      | CAS Integration with Group 1 Subjects<br>Anti – Tobacco Day<br>International Plastic Bag Free Day<br>Rakhi Making<br><b>1<sup>st</sup> Interview with IBDP year 1 students</b>                                                                                                          |
| August:    | CAS Integration with Group 2 Subjects<br>General discussion in E – Profile<br>Hiroshima Day<br>Independence Day                                                                                                                                                                         |
| September: | Teacher's Day<br>Checking the progress of individual CAS of the Students<br><b>Summative Assessment I will include review of</b>                                                                                                                                                        |

**reflections and proposal for different activities based on all the three CAS strands)**

#### Term - II

|            |                                                                                                                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September: | II Meeting Session with students<br>CAS Integration with Group 3 Subjects                                                                                                                                        |
| October:   | CAS Integration with Group 4 Subjects<br>International Day for Elderly                                                                                                                                           |
| November:  | World Animal Welfare Day<br>CAS Integration with Group 5 Subjects<br>Checking the process of individual CAS profile of students, discussing their planned experiences and reflections.<br>Joy of Giving (DIWALI) |
| December:  | CAS Integration with Group 6 Subjects<br>National Pollution Control Day                                                                                                                                          |
| January:   | III Meeting Session with students<br>Plan the CAS project and set agenda for the summer vacations.<br>Makar Sakranti celebration                                                                                 |
| February:  | <b>(Summative Assessment II will include E – portfolio, Review of CAS Portfolio), 2<sup>nd</sup> Interview with IBDP year 1 students.</b>                                                                        |

#### TOK

**Prescribed Book: Theory Of Knowledge, 3<sup>rd</sup> Edition, Pearson**

#### Term-I

|            |                                                                                                                                       |
|------------|---------------------------------------------------------------------------------------------------------------------------------------|
| April:     | Bridge – What is TOK                                                                                                                  |
| May:       | Core theme – Knowledge and the Knower                                                                                                 |
| July:      | Optional Theme – Politics, Religion<br>TOK Integration with Group 1 Subjects                                                          |
| August:    | Optional Theme – Technology<br>TOK Integration with Group 2 Subjects                                                                  |
| September: | <b>Summative Assessment I will include entire syllabus of Term I</b>                                                                  |
|            | <b>Term - II</b>                                                                                                                      |
| September: | Introduction of Assessment Procedure in TOK to the students<br>TOK Integration with Group 3 Subjects                                  |
| October:   | Optional Theme – Language<br>TOK Integration with Group 3 Subjects                                                                    |
| November:  | Finalizing TOK Prompts for TOK Commentary<br>TOK Integration with Group 4 Subjects                                                    |
| December:  | Practice of TOK Exhibition<br>Commentary<br>TOK Integration with Group 5 Subjects                                                     |
| January:   | TOK Integration with Group 6 Subjects                                                                                                 |
| February:  | Summing up year 1 Syllabus – Learning Reflection<br><b>Summative Assessment II will include entire syllabus of Term I and Term II</b> |