

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

**ENGLISH LANGUAGE AND LITERATURE**

**Prescribed Book: Wuthering Heights by Emily Bronte**  
**Metamorphosis by Franz Kafka, The Merchant of Venice by W. Shakespeare, Medea by Euripides Selected Poems of R. Frost**  
**Malgudi Days by R. K. Narayan**

**Term-I**

- April: Recapping and bridging the learning gap  
IO details shared, literary text and BOW decided and topic finalised
- May: **Class Test–(P1)**  
Mock IO  
Final IO
- July: **FA-I (Structured) (P2)**  
Essay Writing  
Practice with stylistic devices  
Essay Writing final submission
- August: **Revision & Remedial**  
**FA-II (Structured) (P1)**  
Submission of final portfolio (soft & hard copy)
- September: **Half Yearly Exam - (P1 & P2)**
- Term - II**
- September: Revision & Remedial
- October: Revision & Remedial
- November: **Pre Board Exam – I (P1 & P2)**
- December: Revision & Remedial
- January: **Pre Board Exam – II (P1 & P2)**
- February: **Revision & Remedial**  
**Board Exam**

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

**Prescribed Book: N.A.**

**Term-I**

- April: देवदास-शरतचंद्र –अध्ययन, सभी पात्रों पर चर्चा , देश-काल एवं परिवेश/संस्कृति की भारतीय संस्कृति से भिन्नता पर कक्षा-चर्चा, व्यक्तिगत प्रस्तुति की तैयारी
- May: **Class Test– (Chapters included देवदास के सभी पात्रों, देश-काल एवं परिवेश/संस्कृति से संबंधित)**  
अपठित गद्यांश, अपठित पद्यांश की साहित्यिक व्याख्या  
रेखा-चित्र व कहानियाँ –महादेवी वर्मा (कोई 6) का अध्ययन
- July: HL  
महादेवी वर्मा के अद्भुत रेखाचित्र व उनकी कहानियों के पात्रों पर कक्षा-चर्चा, निहित मुद्दों पर कक्षा-कक्ष गतिविधि  
**FA – I (Structured Assessment–Chapters included अपठित गद्यांश, अपठित पद्यांश की साहित्यिक व्याख्या)**
- August: पढ़ी गई रचनाओं की तुलनात्मक व्याख्या, अलंकार  
**FA – II (Structured Assessment –Chapters included पढ़ी गई रचनाओं से दो की तुलनात्मक व्याख्या)**  
**Revision & Remedial**
- September: **Summative Assessment I-(Chapters included Complete Syllabus covered in Term I)**
- Term - II**
- September: आपका बंटी- मन्नू भंडारी – बाल मनोविज्ञान पर चर्चा के साथ उपन्यास का का पठन प्रारम्भ HL

- October: आपका बंटी- मन्नू भंडारी – अध्ययन HL  
अपठित पद्यांश व अपठित गद्यांश की साहित्यिक व्याख्या, पढ़ी गई रचनाओं की तुलनात्मक व्याख्या
- November: **Pre Board Examination I will include entire syllabus of two year curriculum.**
- December: **MOCK**  
**Revision & Remedial**
- January: **MOCK**  
**Revision & Remedial**
- February: **MOCK**  
**Revision & Remedial**  
**Pre Board Examination II will include entire syllabus of two year curriculum.**

**LANGUAGE ACQUISITION (ENGLISH B)**

**Prescribed Book: For HL Malgudi Days by R.K.Narayan & Selected Poems of Frost**

**Reference: Cambridge University Press- English B for IB Diploma**

**Term-I**

- April: Recapping and bridging the learning gap  
Individual Orals
- May: **Class Test–(P1)**  
Individual Orals Final.
- July: **FA-I (Structured) (P2B)**  
Listening Skill  
Practice for P1
- August: **Revision & Remedial**  
**FA-II (Structured) (P2A)**
- September: **Half Yearly Exam - (P1, P2a, P2b)**
- Term - II**
- September: Revision worksheets
- October: Revision & Remedials
- November: **Pre Board Exam – I (P1, P2a, P2b)**
- December: Revision & Remedials
- January: **Pre Board Exam – II (P1, P2a, P2b)**
- February: **Board Exam**

**FRENCH AB INITIO SL**

**Prescribed Book: Panorama Francophone 2**

**Term-I**

- Recapitulation
- April: **Expériences : Vacances**  
**Conceptual Focus:** Experiences, Perspective, Cultural Exchange  
**Grammar:**  
*Passé composé* with both *avoir* and *être* to narrate past travel experiences. Time expressions such as *hier, la semaine dernière, pendant*. The near future (*aller + infinitive*), Sequencing expressions (*d'abord, ensuite, puis, enfin*).  
**Skills Focus:** Listening: Identify key events and details in short holiday accounts.  
Reading: Extract specific information from travel blogs and descriptions.  
Writing: Produce a structured narrative describing a past or planned holiday (130–150 words)

|  |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                          |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Partage de la planète : Climat</b></p>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
|  | <p><b>Conceptual Focus:</b> Global Awareness, Responsibility, Sustainability</p>                                                                                                                                                                              |                                                                                                                                                                                                                                                          |
|  | <p><b>Grammar:</b></p>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                          |
|  | <p>Weather expressions and future tense to describe climate consequences. Modal verbs (<i>pouvoir, devoir, falloir</i>) will be used to express obligation and responsibility. Cause-and-effect connectors (<i>parce que, donc, alors</i>).</p>               | <p>careers and opportunities.</p>                                                                                                                                                                                                                        |
|  | <p><b>Skills Focus:</b> Listening: Understand key ideas in short environmental reports.</p>                                                                                                                                                                   | <p>Writing: Write a structured response about future studies or career plans (130–150 words) Manger, bouger vos choix</p>                                                                                                                                |
|  | <p>Reading: Interpret simplified texts about climate challenges.</p>                                                                                                                                                                                          | <p><b>Conceptual Focus:</b> Well-being, Lifestyle, Personal Responsibility</p>                                                                                                                                                                           |
|  | <p>Writing: Write a structured text explaining climate problems and proposing solutions (130–150 words).</p>                                                                                                                                                  | <p><b>Grammar:</b> Partitive articles (<i>du, de la, des</i>) and expressions of quantity. Imperative forms will be practised to give advice. Reflexive verbs related to daily health routines will be consolidated.</p>                                 |
|  | <p><b>Ingeniosité humaine :</b></p>                                                                                                                                                                                                                           | <p><b>Skills Focus:</b> Listening: Identify advice and recommendations in health discussions.</p>                                                                                                                                                        |
|  | <p>Moyens de transport</p>                                                                                                                                                                                                                                    | <p>Reading: Analyze short texts on diet and exercise.</p>                                                                                                                                                                                                |
|  | <p><b>Conceptual Focus:</b> Innovation, Mobility, Globalisation</p>                                                                                                                                                                                           | <p>Writing: Produce an advice article promoting healthy lifestyle choices (130–150 words).</p>                                                                                                                                                           |
|  | <p><b>Grammar:</b> Present and past tense forms to describe transport experiences. Prepositions with transport (<i>en, à</i>) and comparative structures (<i>plus rapide que, moins cher que</i>)</p>                                                         | <p>Protégeons notre environnement Conceptual Focus: Global Issues, Sustainability, Responsibility</p>                                                                                                                                                    |
|  | <p><b>Skills Focus:</b> Listening: Understand conversations about transport choices.</p>                                                                                                                                                                      | <p><b>Grammar:</b> Modal verbs (<i>il faut, on doit</i>) and simple conditional structures to propose solutions. Cause-and-effect connectors will strengthen argumentative clarity. Vocabulary related to environmental protection will be expanded.</p> |
|  | <p>Reading: Identify key information in schedules and transport texts.</p>                                                                                                                                                                                    | <p><b>Skills Focus:</b> Listening: Understand proposed environmental solutions in short reports.</p>                                                                                                                                                     |
|  | <p><b>Writing:</b> Compare different means of transport and express preferences clearly (130–150 words).</p>                                                                                                                                                  | <p>Reading: Extract main ideas from environmental texts.</p>                                                                                                                                                                                             |
|  | <p>En route vers l'aventure</p>                                                                                                                                                                                                                               | <p>Writing: Write a structured text proposing solutions to environmental problems (130–150 words).</p>                                                                                                                                                   |
|  | <p><b>Class Test–(Vacances, Climat, transport)</b></p>                                                                                                                                                                                                        | <p>La planète en danger</p>                                                                                                                                                                                                                              |
|  | <p>May: Les médias: S'informer, s'amuser, réfléchir</p>                                                                                                                                                                                                       | <p><b>August:</b></p>                                                                                                                                                                                                                                    |
|  | <p><b>Conceptual Focus:</b> Communication, Perspective, Influence</p>                                                                                                                                                                                         | <p><b>Formative Assessment II (Structured)</b></p>                                                                                                                                                                                                       |
|  | <p><b>Grammar:</b> Opinion structures (<i>je pense que, à mon avis</i>), connectors (<i>cependant, mais, parce que</i>)</p>                                                                                                                                   | <p><b>(Protégeons notre environnement)</b></p>                                                                                                                                                                                                           |
|  | <p><b>Skills Focus:</b> Listening: Identify main ideas in short media discussions.</p>                                                                                                                                                                        | <p><b>Problems mondiaux</b></p>                                                                                                                                                                                                                          |
|  | <p>Reading: Analyze simplified texts about media influence.</p>                                                                                                                                                                                               | <p><b>Conceptual Focus:</b> Global Challenges, Intercultural Awareness</p>                                                                                                                                                                               |
|  | <p>Writing: Produce an opinion text discussing the role of media in society (130–150 words).</p>                                                                                                                                                              | <p><b>Grammar:</b> Present and past tense forms to describe global issues. Comparative structures, Connectors for logical organization of ideas.</p>                                                                                                     |
|  | <p><b>Formative Assessment I (Structured) (Les médias)</b></p>                                                                                                                                                                                                | <p><b>Skills Focus:</b> Listening: Identify key points in discussions about global issues.</p>                                                                                                                                                           |
|  | <p>L'éducation pour tous, Au travail</p>                                                                                                                                                                                                                      | <p>Reading: Analyze simplified texts about world problems.</p>                                                                                                                                                                                           |
|  | <p><b>Conceptual Focus:</b> Opportunity, Responsibility, Community</p>                                                                                                                                                                                        | <p>Writing: Produce a structured paragraph discussing a global challenge and possible responses (130–150 words).</p>                                                                                                                                     |
|  | <p><b>Grammar:</b></p>                                                                                                                                                                                                                                        | <p><b>Revision &amp; Remedial</b></p>                                                                                                                                                                                                                    |
|  | <p>Students will reinforce future tense and conditional forms to describe career aspirations and educational goals. Modal verbs will express obligation and ability. Connectors of cause and consequence will strengthen coherence in structured writing.</p> | <p>September: <b>Summative Assessment I</b></p>                                                                                                                                                                                                          |
|  | <p><b>Skills Focus:</b> Listening: Understand discussions about education systems and employment.</p>                                                                                                                                                         | <p>September: <b>Term - II</b></p>                                                                                                                                                                                                                       |
|  | <p>Reading: Extract information from texts about</p>                                                                                                                                                                                                          | <p>September: Mock &amp; Revision</p>                                                                                                                                                                                                                    |
|  |                                                                                                                                                                                                                                                               | <p>October: Mock &amp; Revision</p>                                                                                                                                                                                                                      |
|  |                                                                                                                                                                                                                                                               | <p>November: <b>Pre Board Examination I includes full syllabus of Two Year Programme</b></p>                                                                                                                                                             |
|  |                                                                                                                                                                                                                                                               | <p>December: Mock &amp; Revision</p>                                                                                                                                                                                                                     |
|  |                                                                                                                                                                                                                                                               | <p>January: Mock &amp; Revision</p>                                                                                                                                                                                                                      |
|  |                                                                                                                                                                                                                                                               | <p>February: <b>Pre Board Examination II includes full syllabus of Two Year Programme</b></p>                                                                                                                                                            |

## FRENCH B

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

### Term 1

April:

#### **Ingéniosité humaine (Human ingenuity) – Media, technology, arts, and innovation**

3.1 Science, technologie et société

**Conceptual Focus:** Innovation, Perspective, Responsibility, Critical thinking, Research, Communication

**Grammar:** Relative clauses (*qui, que, dont, le quel*), advanced connectors (*cependant, en revanche, par conséquent, tandis que*). Subjunctive triggers (*il est essentiel que, bien que*). Modal verbs and conditional forms.

**Skills Focus:** Listening: Analyze extended interviews and debates on technological innovation and its societal impact.

Reading: Interpret analytical articles and identify tone, bias and argument structure.

Writing: Produce a structured discursive essay evaluating the impact of technology on society (360–400 words), demonstrating balanced argumentation and cultural awareness.

3.2 Les arts et nous

**Conceptual Focus:** Identity, Cultural Expression, Perspective, Creative thinking, Reflection, Intercultural understanding

**Grammar:** *Passé composé* and *imparfait* contrast in analytical contexts and refine use of the conditional to express interpretation. Complex subordinating conjunctions (*bien que, quoique, afin que*)

**Skills Focus:** Listening: Identify perspective and nuance in cultural interviews.

Reading: Analyze critiques and interpret symbolic meaning.

Writing: Produce an analytical essay discussing how art reflects identity and society (360–400 words)

May:

#### **Class Test– (Lessons 3.1 & 3.2)**

3.3 Les arts, miroir des sociétés francophones

**Conceptual Focus:** Representation, Culture, Global Perspective, Analytical thinking, Research skills

**Grammar:** Students will practise sophisticated connectors (*d'une part... d'autre part, en somme, néanmoins*), passive constructions, and advanced opinion phrases to develop structured argumentation. Conditional and subjunctive forms will allow hypothetical cultural interpretation.

**Skills Focus:** Listening: Understand debates linking art and societal change.

Reading: Interpret complex texts exploring francophone identity.

Writing: Produce a discursive response analysing how art mirrors social realities (360–400 words).

3.4 Le monde vu par les médias

**Conceptual Focus:** Influence, Communication, Perspective, Media literacy, Critical evaluation

**Grammar:** Learners will strengthen reported speech and passive voice to analyse media narratives objectively. Contrast structures (*alors que, tandis que*) and persuasive devices will support balanced evaluation. Register control will be emphasised for formal article writing.

**Skills Focus:** Listening: Identify bias and perspective in news extracts.

Reading: Compare viewpoints across media sources.

Writing: Write an analytical article discussing the influence of media on public opinion (360–400 words).

Types of text

Article, Blog, brochure/dépliant

July:

#### **Formative Assessment I (3.3) (Structured)**

#### **Partage de la planète (Sharing the planet)**

#### **Environment, global issues, and sustainability.**

5.1 Planète bleue, planète verte

**Conceptual Focus:** Sustainability, Global Responsibility, Ethical reasoning, Research, Global engagement

**Grammar:** Future and conditional forms, Impersonal and subjunctive structures (*il faut que, il est nécessaire que*) will support persuasive discourse. Cause-and-effect connectors.

**Skills Focus:** Listening: Interpret extended discussions on climate change. Reading: Analyse environmental case studies.

Writing: Produce a structured argumentative essay proposing solutions to environmental challenges (360–400 words).

5.2 Nos droits à tous

**Conceptual Focus:** Justice, Equality, Human Rights, Perspective-taking, Ethical thinking

**Grammar:** Subjunctive triggers, conditional clauses, and connectors of concession (*bien que, malgré, quoique*) to present nuanced arguments.

**Skills Focus:** Listening: Understand debates on equality and justice.

Reading: Analyze argumentative texts on human rights.

Writing: Produce a persuasive essay defending fundamental rights (360–400 words).

August:

#### **Formative Assessment II (Structured) (5.1 & 5.2)**

5.3 Conflits et paix

**Conceptual Focus:** Conflict, Resolution, Responsibility, Critical analysis, Global awareness

**Grammar:** Passive voice to discuss political contexts objectively. Conditional structures, Connectors of contrast and concession.

**Skills Focus:** Listening: Interpret reports on global conflicts.

Reading: Analyse texts discussing causes and

consequences of conflict.

Writing: Produce a balanced essay evaluating conflict and peace strategies (360–400 words).

#### 5.4 Quel dilemme

**Conceptual Focus:** Ethics, Choice, Moral Responsibility, Reflective thinking, Decision-making

**Grammar:** *si* clauses (types 1, 2 and 3), strengthen subjunctive usage for moral evaluation, and use advanced connectors

**Skills Focus:** Listening: Identify multiple perspectives in ethical debates. Reading: Analyse texts presenting moral dilemmas.

Writing: Produce a reflective and argumentative essay discussing a complex ethical dilemma (360–400 words).

#### Revision & Remedial

Different text types to study throughout the year:

**Article** A structured text written for publication in a newspaper or magazine. It presents information, analysis or opinion on a particular topic.

Why it is used: To inform, explain or discuss an issue for a wide audience while demonstrating clear organisation and awareness of purpose.

**Blog** An online post, usually semi-formal or informal, expressing personal experiences, reflections or opinions.

Why it is used: To engage readers in a more personal way and share viewpoints in an accessible and relatable style.

**Brochure / Dépliant** An informative and often promotional document presenting key information in a structured format.

Why it is used: To advertise, promote or provide clear guidance about an event, service or place.

**Courriel** An electronic message that can be formal or informal depending on the context. Why it is used: To communicate information, make requests, respond to situations or maintain professional or personal contact.

**Critique de film:** A review analysing and evaluating a film.

Why it is used: To describe content, assess quality and provide recommendations to an audience.

**Discours** A written speech intended to be delivered orally to an audience.

Why it is used: To persuade, inspire or inform listeners through direct engagement and rhetorical techniques.

**Dissertation** A formal argumentative essay presenting balanced viewpoints on a question. Why it is used: To analyse an issue in depth and demonstrate structured reasoning and critical thinking.

**Éditorial:** An opinion-based article expressing a strong viewpoint on a current issue.

Why it is used: To influence readers and shape public opinion through persuasive

argumentation.

#### Guide de recommandations / Instructions

A structured text giving advice or step-by-step guidance.

Why it is used: To help readers understand how to improve a situation or complete a task effectively.

**Interview / Entretien** A question-and-answer format text presenting dialogue between two people.

Why it is used: To present different perspectives, expert opinions or personal experiences in an interactive format.

**Journal intime** A personal diary entry expressing thoughts, feelings and reflections. Why it is used: To record personal experiences and emotions in a reflective and informal tone.

**Lettre au courrier des lecteurs:** A letter written to a newspaper or magazine in response to a published article.

Why it is used: To express an opinion publicly and respond to a specific issue or debate.

**Lettre officielle** A formal letter written for professional or official purposes.

Why it is used: To make formal requests, complaints, applications or enquiries using appropriate register.

**Proposition** A structured text outlining a plan, suggestion or solution.

Why it is used: To recommend action and justify proposed improvements or initiatives.

**Rapport** A formal document presenting factual information and analysis.

Why it is used: To evaluate a situation objectively and provide findings and recommendations.

**Tract:** A short persuasive leaflet distributed to the public.

Why it is used: To promote a cause, campaign or idea and influence public opinion quickly and directly.

September: **Summative Assessment I (Syllabus covered in Term - 1)**

#### Term - II

September: Mock & Revision

October: Mock & Revision

November: **Pre Board Examination I includes full syllabus of Two Year Programme**

December: Mock & Revision

January: Mock & Revision

February: **Pre Board Examination II includes full syllabus of Two Year Programme**

#### BUSINESS MANAGEMENT

**Prescribed Book: Business Studies by Paul Hoang, 5th Edition**

#### Term-I

**April:** Unit 3 – Finance and Accounts  
3.3 Costs & Revenue

|            |                                                                         |
|------------|-------------------------------------------------------------------------|
|            | 3.4 Final Accounts                                                      |
|            | 3.5 Profitability & Liquidity Ratio Analysis                            |
|            | 3.6 Efficiency Ratio Analysis (HL only)                                 |
|            | 3.7 Cash Flow                                                           |
|            | 3.8 Investment Appraisal                                                |
|            | <b>(Class Test–will include 3.3 to 3.5)</b>                             |
| May:       | 3.8 Investment Appraisal (Contd...)                                     |
|            | 3.9 Budgets (HL only)                                                   |
|            | <b>Unit 2 – Human Resource Management</b>                               |
|            | 2.1 Introduction to Human Resource Management                           |
| July:      | 2.2 Organization Structure                                              |
|            | 2.3 Leadership & Management                                             |
|            | 2.4 Motivation & Demotivation                                           |
|            | 2.5 Organizational Culture (HL only)                                    |
|            | <b>FA-I (Structured Assessment) Unit include 3.6 to 3.8)</b>            |
| August:    | 2.6 Communication                                                       |
|            | 2.7 Industrial/ Employee Relations (HL only)                            |
|            | <b>FA-II (Structured Assessment) Unit include 2.1 to 2.4)</b>           |
|            | Revision & Remedial                                                     |
| September: | <b>(Summative Assessment I will include Unit 2 &amp;3)</b>              |
| September: | <b>Term - II</b>                                                        |
|            | Unit 5 – Operations Management                                          |
|            | 5.1 The Role of operations Management                                   |
|            | 5.2 Operations Methods                                                  |
|            | 5.3 Lean Production & Quality Management (HL only).                     |
| October:   | 5.4 Location                                                            |
|            | 5.5 Break even Analysis                                                 |
|            | 5.6 Production Planning                                                 |
|            | 5.7 Crisis Management and Contingency Planning (HL only)                |
| November:  | 5.8 Research and Development (HL only)                                  |
|            | 5.9 Management Information Systems (HL only)                            |
|            | (Pre-Board Examination I include full syllabus of Two Year Programme)   |
| December:  | <b>Mock &amp; Revision</b>                                              |
| January:   | <b>Mock &amp; Revision</b>                                              |
| February:  | (Pre-Board Examination II includes full syllabus of Two Year Programme) |

## ECONOMICS

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

### Term I

|        |                                                                                     |
|--------|-------------------------------------------------------------------------------------|
| April: | <b>11. Macroeconomics objectives II: Economic growth, sustainable level of debt</b> |
|        | 11.1 Economic Growth                                                                |
|        | 11.2 Sustainable Level of Government Debt                                           |
|        | 11.3 Potential Conflict between Macroeconomics Objectives                           |
|        | <b>12. Economics of Inequality and Poverty</b>                                      |
|        | 12.1 Inequality                                                                     |
|        | 12.2 Poverty                                                                        |
|        | 12.3 Causes of Economic Inequality and Poverty                                      |

|            |                                                                                                                                           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|            | 12.4 The Impact of Income and Wealth Inequality                                                                                           |
|            | 12.5 Policies to Reduce Income and Wealth Inequalities and Poverty                                                                        |
|            | 12.4 The Impact of Income and Wealth Inequality                                                                                           |
|            | 12.5 Policies to Reduce Income and Wealth Inequalities and Poverty                                                                        |
|            | <b>Class Test (chapter included 11 &amp; 12.3)</b>                                                                                        |
| May:       | <b>13. Demand Side &amp; Supply Side Policies</b>                                                                                         |
|            | 13.1 Introduction to Macroeconomics Policies                                                                                              |
|            | 13.2 Demand Management and Monetary Policy                                                                                                |
|            | 13.3 Demand Management & Fiscal Policy                                                                                                    |
|            | 13.4 The Keynesian Multiplier                                                                                                             |
|            | 13.5 Further Topics on the Multiplier and Keynesian Economic Theory                                                                       |
|            | 13.6 Supply Side Policies                                                                                                                 |
|            | 13.7 Evaluation of Demand Side and Supply Side Policies to Promote Low Unemployment, Low and Stable Rate of Inflation and Economic Growth |
| July:      | <b>14. International Trade Part I:</b>                                                                                                    |
|            | 14.1 The Benefits of International Trade                                                                                                  |
|            | 14.2 Free Trade: Absolute & Comparative Advantage                                                                                         |
|            | 14.3 Type of Trade Protection: Restriction on Free Trade                                                                                  |
|            | <b>15. International Trade part II:</b>                                                                                                   |
|            | 15.1 Arguments for and Against Trade Protection                                                                                           |
|            | 15.2 Economic Integration: Trading Blocs                                                                                                  |
|            | 15.3 Economic Integration: Monetary Union                                                                                                 |
|            | 15.4 World Trade Organisation                                                                                                             |
|            | <b>Formative Assessment I (Structured Assessment) (chapter included 12 &amp; 13)</b>                                                      |
| August:    | <b>16. Exchange rate and balance of Payments</b>                                                                                          |
|            | 16.1 Floating Exchange Rate                                                                                                               |
|            | 16.2 Consequences of Change in Exchange Rate: An Evaluation                                                                               |
|            | 16.3 Government Intervention                                                                                                              |
|            | 16.4 The Balance of Payments                                                                                                              |
|            | <b>17. Further topics on exchange rates and the balance of payments</b>                                                                   |
|            | 17.1 How the Current Account and the Financial Account are Related to Exchange Rates                                                      |
|            | 17.2 Comparing and Contrasting Exchange Rate Systems                                                                                      |
|            | 17.3 Evaluating Monetary Union                                                                                                            |
|            | 17.4 Understanding Current Account Deficit and Surplus                                                                                    |
|            | <b>Formative Assessment II (Structured Assessment) (Chapters 14 &amp; 15)</b>                                                             |
|            | <b>Revision &amp; Remedial</b>                                                                                                            |
| September: | <b>Summative Assessment I (Chapters included 11 to 17)</b>                                                                                |
| Term - II  |                                                                                                                                           |
| September: | <b>18. Understanding Economic development</b>                                                                                             |
|            | 18.1 Sustainable Development                                                                                                              |
|            | 18.2 Measuring Development                                                                                                                |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October:  | <b>19. Barriers to economic growth and economic development</b><br>19.1 Poverty Cycles<br>19.2 Economic Barriers<br>19.3 Political and Social Barriers<br><b>20. Strategies to promote economic growth and development</b><br>20.1 International Trade Strategies<br>20.2 Diversification and Social Enterprise<br>20.3 Market Based Policies<br>20.4 Interventionist Policies: Redistribution and Provision of Merit Goods<br>20.5 FDI & MNC's<br>20.6 Foreign Aid<br>20.7 Multilateral Development assistance<br>20.8 Institutional Change<br>20.9 Strength and Limitation of Government Intervention Versus Market Oriented Approaches<br>20.10 Progress Towards Meeting Selected SDG's |
| November: | <b>Pre Board Examination I includes full syllabus of Two Year Programme</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| December: | Mock & Revision & Remedial                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| January:  | Mock & Revision & Remedial                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| February: | <b>Pre Board Examination II includes full syllabus of Two Year Programme</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

#### PSYCHOLOGY

**Prescribed Book: Psychology Course Companion 2025 Edition**

|                  |                                                                                                                                                                                                                                                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term-I</b>    |                                                                                                                                                                                                                                                  |
| April:           | Ch-3 Human Development<br><b>Class Test– (Chapters included Ch-3 -3.1 &amp; 3.2)</b>                                                                                                                                                             |
| May:             | Introduction to IA.<br>Proposal and planning of IA<br>Conduction of IA.<br>Ch-4- Health and Well Being (Contd....)<br>(Contd...) Ch-4 – Health and Well Being<br>Class Practical<br><b>FA – I (Structured Assessment–Chapters included Ch-3)</b> |
| July:            |                                                                                                                                                                                                                                                  |
| August:          | Ch-5- Human Relationships (Contd....)<br>Class Practical<br><b>FA – II (Structured Assessment –Chapters included Ch-4)</b><br><b>Revision &amp; Remedial</b>                                                                                     |
| September:       | <b>Summative Assessment I-(Chapters included Ch-2 to Ch-4)</b>                                                                                                                                                                                   |
| <b>Term - II</b> |                                                                                                                                                                                                                                                  |
| September:       | (Contd...) Ch-5- Human Relationships                                                                                                                                                                                                             |
| October:         | Ch-6- HL Extensions.                                                                                                                                                                                                                             |
| November:        | <b>Pre Board Examination I will include entire syllabus of two year curriculum.</b>                                                                                                                                                              |
| December:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                                                                                                    |
| January:         | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                                                                                                    |
| February:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                                                                                                    |

**Pre Board Examination II will include entire syllabus of two year curriculum.**

#### PHYSICS (SL/HL)

**Prescribed Book: Physics for the IB Diploma COURSEBOOK K.**

**A. Tsokos (Cambridge University Press)**

##### Term-I

|            |                                                                                                                                                       |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| April:     | C.4 Standing waves and resonance<br>C.5 Doppler effect<br>D.1 Gravitational fields                                                                    |
| May:       | D.2 Electric and magnetic fields<br><b>Class Test– (Chapters included C.4, C.5 and D.1)</b>                                                           |
| July:      | D.3 Motion in electromagnetic fields<br><b>FA – I (Structured Assessment–Chapters included C.4, C.5, D.1 and D.2)</b>                                 |
| August:    | D.4 Induction<br>E.1 Structure of the atom<br><b>FA – II (Structured Assessment –Chapters included D.3 and D.4)</b><br><b>Revision &amp; Remedial</b> |
| September: | <b>Summative Assessment I-(Chapters included C.4, C.5, D.1, D.2, D.3, D.4)</b>                                                                        |

##### Term - II

|            |                                                                                                                                                        |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| September: | E.2 Quantum physics<br>E.3 Radioactive decay                                                                                                           |
| October:   | E.4 Fission<br>E.5 Fusion and stars                                                                                                                    |
| November:  | A.4 Rigid body mechanics<br>A.5 Galilean and special relativity<br><b>Pre Board Examination I will include entire syllabus of two-year curriculum.</b> |
| December:  | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                          |
| January:   | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                          |
| February:  | <b>MOCK</b><br><b>Revision &amp; Remedial</b><br><b>Pre Board Examination II will include entire syllabus of two-year curriculum.</b>                  |

#### CHEMISTRY HL/SL

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

##### Term-I

|         |                                                                                                                                                  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| April:  | Reactivity 2 How much, how fast and how far?<br>Reactivity 2.1The amount of chemical change.<br><b>Class Test– (Chapters included 2.1)</b>       |
| May:    | Reactivity 2.2 The rate of chemical change...<br>Reactivity 2.3 How far? The extent of chemical change...                                        |
| July:   | Reactivity 2.3 How far? The extent of chemical change (cont..)<br><b>FA – I (Structured Assessment–Chapters included Reactivity 2.1 and 2.2)</b> |
| August: | Reactivity 3 what are the mechanisms of                                                                                                          |

|                  |                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | chemical change?<br>Reactivity 3.1 Proton transfer reactions.<br><b>FA – II (Structured Assessment –Chapters included Reactivity 2.3)</b><br><b>Revision &amp; Remedial</b> |
| September:       | <b>Summative Assessment I-(Chapters included Reactivity 2.1,2.2,2.3)</b>                                                                                                    |
| <b>Term - II</b> |                                                                                                                                                                             |
| September:       | Reactivity 3.1 Proton transfer reactions (continued)<br>Reactivity 3.2 Electron transfer reactions                                                                          |
| October:         | Reactivity 3.3 Electron sharing reaction<br>Reactivity 3.4 Electron-pair sharing reactions                                                                                  |
| November:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b><br><b>Pre Board Examination I will include entire syllabus of two year curriculum.</b>                                        |
| December:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                               |
| January:         | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                               |
| February:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b><br><b>Pre Board Examination II will include entire syllabus of two year curriculum.</b>                                       |

#### COMPUTER SCIENCE – HL & SL

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

|                  |                                                                                                                                                                      |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term-I</b>    |                                                                                                                                                                      |
| April:           | Topic A3: Databases                                                                                                                                                  |
| May:             | Topic A3: Databases (Contd.)<br><b>Class Test (Chapter included Topic A3)</b><br>Working on IA<br>Topic B4: Abstract datatypes (ADTs)                                |
| July:            | Topic B3: Object-oriented programming (OOP)<br>Working on IA<br><b>FA - I (Structured Assessment: Chapter included Topic A3 &amp; B4)</b><br>Case Study              |
| August:          | <b>FA – II (Structured Assessment Chapters included Topic B3 &amp; Case Study)</b><br>Case Study (Contd.)<br>Topic B2: Programming<br><b>Revision &amp; Remedial</b> |
| September:       | <b>Summative Assessment 1 will include entire syllabus of Term 1</b>                                                                                                 |
| <b>Term - II</b> |                                                                                                                                                                      |
| September:       | Topic A4: Machine learning                                                                                                                                           |
| October:         | Topic A4: Machine learning (Contd.)                                                                                                                                  |
| November:        | <b>Pre Board Examination 1 will include entire syllabus of two year curriculum</b><br><b>Revision &amp; Remedial</b>                                                 |
| December:        | Mock                                                                                                                                                                 |

|           |                                                                                                                                                                |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January:  | <b>Revision &amp; Remedial</b><br>Mock                                                                                                                         |
| February: | <b>Revision &amp; Remedial</b><br>Mock<br><b>Revision &amp; Remedial</b><br><b>Pre Board Examination 2 will include entire syllabus of Two Year curriculum</b> |

#### ESS (SL/HL)

**Prescribed Book: Environmental Systems & Societies , Course Companion**  
**Oxford University Press, 2024 edition**

|                |                                                                                                                                                                                                                                       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term-I</b>  |                                                                                                                                                                                                                                       |
| April:         | <b>Topic 5: Land</b><br>5.1 Soil<br>5.2 Agriculture and food<br>HL topics                                                                                                                                                             |
| May:           | 5.2 Agriculture and food contd.<br>HL topics<br><b>CLASS TEST-</b> Chapters included Ch. 5.1<br><b>(Fa1-Structured assessment includes unit 5.1, 5.2)</b>                                                                             |
| July:          | <b>Topic 6: Atmosphere and climate change</b><br>6.1 Introduction to the atmosphere<br>6.2 Climate change- causes and impacts<br>6.3 Climate exchange- Mitigation and Adaptations<br>HL topics                                        |
| August :       | <b>FA 2 ( Structured assessment ) will include Unit 6.1 and 6.2)</b><br>6.4 Stratospheric ozone HL topics<br><b>TOPIC 7:Natural resources</b><br>7.1 natural resources-uses and management HL topics<br><b>Revisions and Remedial</b> |
| September:     | <b>Summative assessment – 1</b> will include complete syllabus of Term I                                                                                                                                                              |
| <b>Term-II</b> |                                                                                                                                                                                                                                       |
| September :    | 7.2 Energy resources-uses and Management<br>7.3 Solid waste<br>HL topics                                                                                                                                                              |
| October:       | <b>TOPIC 8 Human populations and urban systems</b><br>8.1 Human populations<br>8.2 Urban Systems and Urban planning<br>8.3 Urban air pollution<br>HL topics                                                                           |
| November.:     | <b>Pre board examination -1 will include entire syllabus of year 1 and year 2.</b>                                                                                                                                                    |
| December:      | <b>MOCK EXAMS</b><br><b>Revision and Remedial</b>                                                                                                                                                                                     |
| January:       | <b>MOCK EXAMS</b>                                                                                                                                                                                                                     |
| February-      | Pre board examination - II will include entire syllabus of year 1 and year 2                                                                                                                                                          |

## MATHEMATICS: ANALYSIS AND APPROACHES

**Prescribed Book: HAESE MATHEMATICS**

### Term -I

|                  |                                                                                                                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April:           | Revision of Limits & Continuity, with basics of Calculus<br><b>Calculus:</b><br>SL 5.1 to 5.4<br>AHL 5.12<br><b>Class Test – (Chapter included: Calculus of Algebraic functions)</b> |
| May:             | SL 5.5 to 5.7<br>AHL 5.13                                                                                                                                                            |
| July:            | SL 5.8 to 5.10<br>AHL 5.14<br><b>FA – I (Structured Assessment–Chapters included SL 5.1 to 5.5 &amp; 5.12 of AHL)</b>                                                                |
| August:          | SL 5.11<br>AHL 5.15 to 5.16<br><b>FA – II (Structured Assessment –Chapters included SL 5.6 to 5.10 &amp; 5.13 to 5.14 of AHL)</b><br><b>Revision &amp; Remedial</b>                  |
| September:       | <b>Summative Assessment I-(Complete Syllabus covered in Term1 will be included in Summative Assessment 1)</b>                                                                        |
| <b>Term - II</b> |                                                                                                                                                                                      |
| September:       | AHL 5.17<br><b>Revision Of Syllabus of First Year for SL Students</b>                                                                                                                |
| October:         | AHL 5.18 to 5.19                                                                                                                                                                     |
| November:        | <b>Pre Board Examination 1 (Pre board Examination 1 will include full syllabus of Two Year Programme)</b>                                                                            |
| December:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                                        |
| January:         | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                                                                        |
| February:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b><br><b>Pre Board Examination II will include entire syllabus of two year curriculum.</b>                                                |

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

**Prescribed Book: HAESE MATHEMATICS: APPLICATION & INTERPRETATION**

### Term-I

|        |                                                                                                                                                                                                       |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April: | 4.11 AS PER SUBJECT GUIDE<br>Revision of Limits & Continuity, with basics of Calculus<br><b>Calculus:</b><br>SL 5.1 to 5.4<br><b>Class Test – (Chapter included: Calculus of Algebraic functions)</b> |
| May:   | SL 5.5 to 5.6                                                                                                                                                                                         |
| July:  | SL 5.8<br>VORNOI DIAGRAM                                                                                                                                                                              |

**FA – I (Structured Assessment–Chapters included SL 5.1 to 5.5 & 4.11)**

|                  |                                                                                                                                       |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| August:          | SL 5.11<br>AHL 5.15 to 5.16<br><b>FA – II (Structured Assessment –VORNOI DIAGRAM)</b><br><b>Revision &amp; Remedial</b>               |
| September:       | <b>Summative Assessment I-(Complete Syllabus covered in Term1 will be included in Summative Assessment 1)</b>                         |
| <b>Term - II</b> |                                                                                                                                       |
| September:       | <b>Revision Of Syllabus of First Year for SL Students</b>                                                                             |
| October:         | <b>Revision</b>                                                                                                                       |
| November:        | <b>Pre Board Examination 1 (Pre board Examination 1 will include full syllabus of Two-Year Programme)</b>                             |
| December:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                         |
| January:         | <b>MOCK</b><br><b>Revision &amp; Remedial</b>                                                                                         |
| February:        | <b>MOCK</b><br><b>Revision &amp; Remedial</b><br><b>Pre Board Examination II will include entire syllabus of two year curriculum.</b> |

## VISUAL ART

**Prescribed Book: Not Applicable**

### Term 1

|                  |                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------|
| April:           | Process Portfolio<br>Art work and Discussion<br>(As Pes Topic Chosen by the Students)                                    |
| May:             | Process Portfolio<br>Art work and Discussion<br>(As Pes Topic Chosen by the Students)<br>Class TEST                      |
| July:            | <b>FA- I (Structured Assessment)</b><br>Comparative Study<br>(Artist 3 Research)<br>(As pe Topic Chosen by The Students) |
| August:          | Comparative Study<br>(Final Refining)<br><b>FA - II (Structured assessment)</b>                                          |
| September:       | Exhibition Display<br>(Selection of Work from Process Portfolio will be exhibited)                                       |
| <b>Term - II</b> |                                                                                                                          |
| September:       | <b>Summative Assessment I (I Will include entire Syllabus Covered in Term 1)</b>                                         |
| October:         | Exhibition Display<br>(Final Display of Selected Art Works)                                                              |
| November:        | Submission                                                                                                               |

## CAS

### Prescribed Book: NA

#### Term-I

|            |                                                                                                                                                                                                                             |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April:     | Discussion on Journey of CAS experiments at individual level<br>CAS Integration with Group 1<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>Integration with Group 2<br>Environment Day<br>Yoga Day<br>Portfolio Update                                                                                                                                    |
| July:      | CAS integration with Group 3<br>Checking the forms, reflections and evidences<br>Anti – Tobacco Day<br>Rakhi Making<br>International Plastic bag free day                                                                   |
| August:    | CAS integration with Group 4<br>Learning outcomes Update<br>Portfolio Update<br>Independence Day Celebration                                                                                                                |
| September: | <b>Summative Assessment I will include complete E-profiling and Review of Portfolio)</b>                                                                                                                                    |

#### Term - II

|            |                                                                           |
|------------|---------------------------------------------------------------------------|
| September: | CAS Integration with Group 5<br>Supervising the evidences and reflections |
|------------|---------------------------------------------------------------------------|

|           |                                                                                                                                          |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------|
| October:  | Supervising the learning outcomes<br>CAS Integration with Group 6<br>Diwali Celebration<br>Leading the students towards final submission |
| November: | Creating awareness on National Pollution Control Day<br>Joy of Giving<br>Portfolio Submission<br><b>Final Interview</b>                  |
| December: | Final Submission (E- Profile and Portfolio)                                                                                              |

## TOK

### Prescribed Book: Theory of Knowledge, 3<sup>rd</sup> Edition, Pearson

#### Term-I

|            |                                                                                                     |
|------------|-----------------------------------------------------------------------------------------------------|
| April:     | Recap of TOK Themes and Key Concepts<br>Introduction of Area of Knowledge<br>AOK – Natural Sciences |
| May:       | TOK Integration with ESS & Sciences<br>AOK – Human Sciences                                         |
| July:      | AOK – Human Sciences (Cont...)<br>TOK Integration with Group 3 Subjects                             |
| August:    | AOK – History & Arts<br>TOK Integration with Languages                                              |
| September: | <b>Summative Assessment I- include entire syllabus covered in Term I)</b>                           |

#### Term-II

|            |                                                                        |
|------------|------------------------------------------------------------------------|
| September: | AOK – Mathematics<br>Introduction of TOK Essay titles prescribed by IB |
| October:   | Submission of TOK Essay (First draft)                                  |
| November:  | Final working of TOK Essay                                             |
| December:  | Submission of TOK Essays                                               |