

**SYLLABUS
FOR
CLASSES IV – VI
(YEAR 2012)**



Curriculum and Professional Support Division
Department of School Education
MINISTRY OF EDUCATION
Royal Government of Bhutan

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FOREWORD

The Royal Government is in constant endeavors to provide the students with an education, which will not only adequately equip them for their later lives but also make them the loyal subjects to the King and the country, and appreciate in being a Bhutanese. A significant development towards this direction has been the establishment of the Curriculum and Professional Support Division (CAPSD), in Education Department since 1985. The CAPSD is in-charge of the task of drawing up more complete syllabuses in line with our national education goals as given in the curriculum handbook “**The Purpose of School Education in Bhutan (1996)**”. The present syllabuses in this book are more complete and detailed than that of the earlier ones and it is expected of the teachers to implement them fully in their classrooms.

The work of curriculum and textbook development however, should not be restricted to a specialist team of curriculum officers. Classroom teachers should be continuously involved in this process. It is therefore, essential that all teachers using these syllabuses review them carefully and send their suggestions to the CAPSD so that their contributions can be discussed in the Subject Committees and be approved by the CAPSD Board, which meets every year. The Education Department is anxious that our syllabuses should be constantly improved and increasingly adapted to the needs of our schools both in their contents and in teaching methods.

Thinley Gyamtsho
MINISTER
Ministry of Education

Introduction

Most of the syllabuses that we follow for classes IV to VI were initially developed in 1989. Since then, the syllabuses for all subjects have been reviewed and greatly revised.

When the syllabuses were developed and distributed in 1989, a separate booklet for each subject was printed for every class level. There were many syllabus booklets, which were sometimes found to be rather confusing to our schools and were mostly misplaced and never found in a complete form. As such, it had been decided by the Curriculum and Professional Support Division Board that the syllabuses for all subjects in classes IV to VI to be compiled together in one book and that of Classes VII and VIII be compiled in another book.

These syllabus booklets together with the curriculum handbook **“The Purpose of School Education in Bhutan (1996)”** should provide the basic guidelines for the implementation of the curriculum for teachers and students, rather than the textbooks as they have been used so far. It is desired that the textbooks and reference materials should assist the teachers to teach the syllabuses. To this extent, the Curriculum and Professional Support Division with the help of the five Subject Committees would try and update the syllabuses for each subject continuously to keep the school curriculum relevant to the needs of the students and the nation, as well as to keep up to the international standard.

As such, you will find that some of the syllabuses are more detailed and comprehensive while others are more rudimentary and patchy. Thus, the Curriculum and Professional Support Division will continuously endeavor to make the syllabuses for every subject more comprehensive and user friendly as a basic curriculum guide for teachers in schools.

Finally, CAPSD will appreciate receiving feedback on the syllabus from each teacher in the field.

**Chief Curriculum Officer
CAPSD**

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TIME AND PERIOD ALLOCATION
(number of periods and time per week)

Subjects		IV	V	VI
Dzongkha	PeriodsTime	9(6.0)	9(6.0)	8(5.20)
English	PeriodsTime	9(6.0)	9(6.0)	8(5.20)
Mathematics	PeriodsTime	9(6.0)	9(6.0)	8(5.20)
Science	PeriodsTime	7(4.40)	7(4.40)	7(4.40)
Social Studies	PeriodsTime	5(3.20)	5(3.20)	8(5.20)
Art & Craft	PeriodsTime	1(0.40)	1(0.40)	1(0.40)
Value Education	PeriodsTime	1(0.40)	1(0.40)	1(0.40)
Library	PeriodsTime	1(0.40)	1(0.40)	1(0.40)
SUPW	PeriodsTime	1(0.40)	1(0.40)	1(0.40)
Physical Education	PeriodsTime	1(0.40)	1(0.40)	1(0.40)
TOTAL	PeriodsTime	44(29.3)	44(29.3)	44(29.3)

**SYLLABUS
FOR
CLASSES IV - VI**

MATHEMATICS

MATHEMATICS SYLLABUS FOR CLASS IV

Course content

UNIT 1 NUMERATION, ADDITION AND SUBTRACTION

- Place values of numbers up to five digit numbers
- Renaming numbers using place value system
- Comparing and ordering numbers
- Addition and Subtraction of 5-digit numbers
- Different strategies of addition and subtraction
- Estimation of sums and differences
- Mental strategies

UNIT 2 MULTIPLICATION AND DIVISION FACTS

Multiplication

- Meanings of Multiplication
- Multiplication strategies: Multiplication by Skip counting, Using Arrays, Doubling and Halving
- Multiplying by 7, 8, and 9
- Finger Multiplication

Division

- Meanings of Division: As Sharing; As grouping
- Multiplication and Division Fact Families
- Multiplying and Dividing with 0 and 1

UNIT 3 MULTIPLICATION AND DIVISION WITH GREATER NUMBERS

Multiplication

- Multiplying by Tens and Hundreds
- Estimating Products
- Multiplying using Arrays
- Multiplying 3-digit by 1-digit Numbers

Division

- Dividing Tens and Hundreds
- Estimating Quotients
- Dividing by Subtracting
- Dividing in Parts
- Dividing by Sharing

UNIT 4 MEASUREMENT

Length and Area

Measuring Length with millimeters

Concept of Area

Estimating and Measuring Areas using both standard and non-standard units

Relating Perimeter and Area of a shape

Angles

Meaning of an Angle

Describing Angles in terms of Turns

Classification of Angles as Acute, Right, Obtuse and Straight

Volume

- Meaning of volume and measuring the volume of an object in terms of unit cubes

UNIT 5 FRACTION AND DECIMAL

Fractions

- Fractions Meanings
- Equivalent Fractions
- Comparing and Ordering Fractions
- Fraction with whole numbers (or Mixed numbers)
- Modeling Mixed Numbers

Decimals

- Meaning of decimals as special fractions (Fractions with 10, 100, 1000, ... as denominators)
- Writing fractions Tenths and Hundredths in decimal forms
- Representing or Modeling decimal Tenths and Decimal Hundredths
- Comparing and Ordering Decimals
- Addition of Decimals
- Subtraction of Decimals

UNIT 6 GEOMETRY

Triangles

- Classification of triangles by the length of its sides (Scalene, Isosceles, Equilateral)

Quadrilateral

- Types of Quadrilateral and their properties (Parallelogram, Rectangle, Kite, rhombus, trapezoid)
- Meanings of diagonal and Lines of Symmetry

Polygons

- Meaning of Polygon
- Combining polygons to make other polygons
- Transformations: Flip, Slide, and Turn

3-D Geometry/Shapes

- Recognition of the following 3-D shapes: Prism, Pyramid, Cylinder, Cone
- Drawing Cubes and other Prism on isometric dots
- Making nets of the above 3-D shapes
- Making paper models of the above 3-D shapes
- Building skeleton of the above 3-D shapes

UNIT 7 DATA AND PROBABILITY

- Interpreting a given bar graph
- Creating a bar graph
- Interpreting a Pictograph
- Creating a Pictograph graph
- Using a Coordinate grid to tell the location of a point
- Representing a set of data by a single number called Mean
- Meaning of Mean
- Finding the mean of a set of data
- Predicting and Describing the likelihood of an event happening using words like Will Never Happen, Will Always Happen, Likely to happen, Not Likely to Happen
- Using Fractions to describe Probability

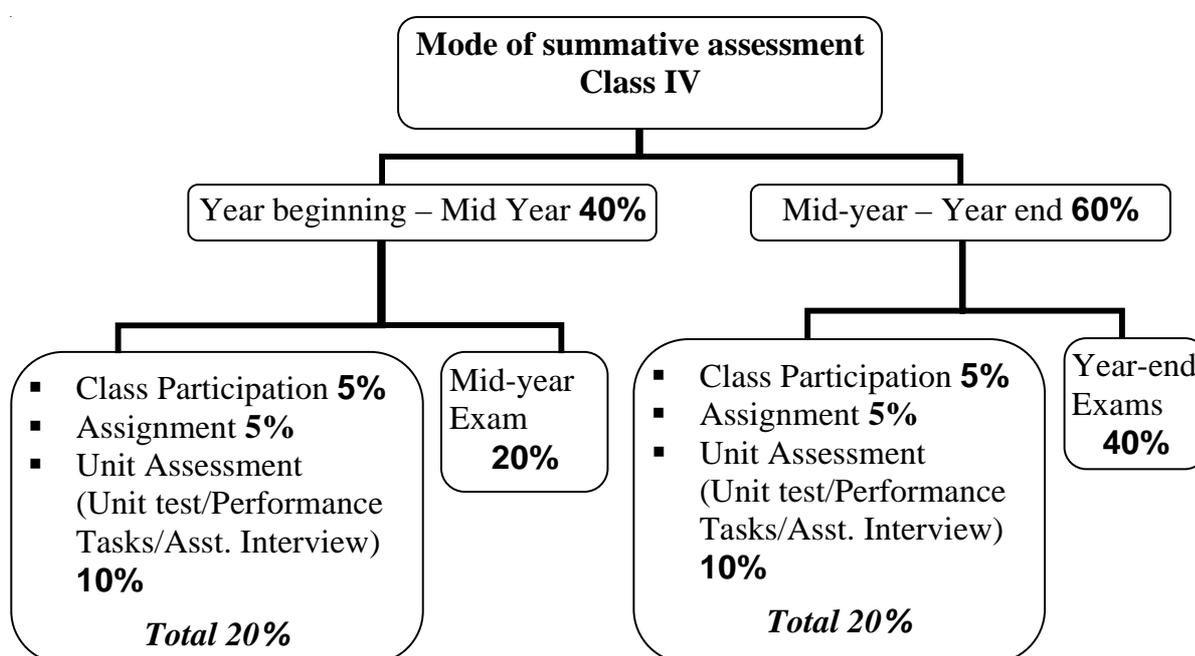
MODE OF ASSESSMENT

There are two types of assessment, depending on what you do with them: Formative Assessment and Summative Assessment.

Formative Assessment is observation to guide further instruction; and the observation is normally not measured, or its measurement is not recorded to grade the students. It is called assessment for learning.

Summative Assessment is used to determine a mark or a grade. It is called assessment of learning.

There are various ways provided to accomplish formative and summative assessment (*Please see the “Teacher’s Guide to Understanding Mathematics, Textbook for class IV”*). The mode of assessment given here is for summative assessment of students in class IV. However, observations and analysis made on students’ performance in these summative assessments could very well be used for further instruction. The Summative assessment in class IV will be done as per the following break-downs:



A brief rationale on each of the components of the assessment above follows:

Year beginning to mid-year

Class Participation: Student’s active involvement in the class is important for his/her learning. Class participation would consist of student’s positive attitude and behaviors towards learning: his/her ability to follow instructions, cooperation displayed in doing group works, confidence in asking questions and answering the questions asked, etc to mention a few. Teacher should develop criteria to assess students for the class participation. It is important to make this known to the students in advance, and remind them from time to time. This would force the students to be active, cooperative, critical thinkers and confident commu-

nicators in the class. These are desirable and healthy disposition we would want in our children. Whatever reasonable assessment tools and marking scheme the teacher has chosen to use for class participation up to the mid term should be worked out to be worth 5% of the whole year assessment, for entering into the student progress report form.

Assignment: Reasonable amounts of assignment, which we normally called home works, should be assigned quite regularly. More importantly, they should be checked, and prompt feedback provided to the students on their works. The teacher will check at least two times each student's home works during the first half term of the year; they can devise their own marking scheme. The average mark from the total should be worked out to be worth 5% for entering onto the students' progress report card.

Unit Assessment: At the end of teaching a unit, student's understanding of it should be assessed. This is to be done through unit tests, performance tasks, and assessment interview. The later two could be used in combination. The teacher is encouraged to design his/her own marking scheme in conducting these assessment, and the total marks acquired by a student should be worked out to be worth 10% for entering in to the progress report card. Further discussion on the components of unit assessment follows:

Unit Tests: A unit test could be conducted at the end of teaching a unit. It should be carried out during one of the class periods. The test can be directly used or adapted from the ones provided in the Teacher's Guide. The teacher should keep proper record of the students' achievement in the series of unit tests. A minimum of two unit tests should be conducted before the mid term exams.

Performance Tasks and Assessment Interviews: *Performance Tasks* require students to perform some mathematical tasks usually requiring problem solving and communication. They are often hands on activities. Rubrics are used in the evaluation of students in performance tasks and interview. *Assessment Interviews* involve interacting and interviewing students on the concepts learned: asking questions, asking for reasoning, and explanations, and even demonstrations of their understanding. Both these two methods of assessments are excellent alternatives to paper and pencil test. They can cater to assessing other important aspects of mathematics like problem solving, communication, and reasoning in a better and in-depth manner. Teachers should carry out at least one performance task and one assessment interview, or a combination of these two during the first half term of the year. More explanation and samples are provided in the teacher's guide book.

Mid-term examination: The mid-term examination may be modeled on the end of the year examination provided below. The mark obtained in it should be brought down to 20% for entering into the progress report card.

Mid-year to Year-end:

Class Participation: To be done similarly as during the first term of the year.

Assignments: To be done similarly as during the first term of the year.

Unit Assessment: To be done similarly as during the first half term of the year, but with the units covered after the mid term examination.

Year-End Examination: The annual examination paper will be set for 100 marks, with the writing time of 2 hours. The paper will consist of two sections: Sections A and B.

- **Section A** will be composed of 15 multiple choice questions, and will carry a total of 30 marks. Each question should have one key/correct answer and two distracters.
- **Section B** will be made up of about 15 questions requiring short answers, and will carry a total of 70 marks.

NOTE:

1. Care should be taken to reflect the marks accorded for each unit as per the weighting given below:

UNITS	PERCENTAGE MARK
1 Numeration, Addition and Subtraction	15
2 Multiplication and Division Facts	12
3 Multiplication and Division with Greater Numbers	14
4 Measurement	15
5 Fractions and Decimals	12
6 Geometry	18
7 Data and Probability	14
Total	100

2. Care should also be taken in the preparation of questions having a balance of them requiring conceptual understanding, problem solving, communication, reasoning, and applications of procedural knowledge and skills. Some questions should cross strands or units. Along with these, test blue print based on Blooms Taxonomy would also be needed to be used in the preparation of the paper.
3. The marks obtained out of 100 in this examination should be worked out to be worth 40% for entering in to the student' progress report card.

TEXTBOOKS AND REFERENCES

1. Understanding Mathematics *Textbook for class IV*
2. Teacher's Guide to Understanding Mathematics *Textbook for class IV*

Mathematics Syllabus for class V

Course content

UNIT 1 WHOLE NUMBER COMPUTATION

Multiplication

- Multiplying multiples of 10
- Multiplying 2-digit numbers by 3-digits numbers
- Multiplying 4-digit numbers by 1-digits numbers
- Estimation of products
- Mental Multiplication

Division

- Dividing 4-digit numbers by 1-digit numbers
- Dividing 4-digit numbers by Multiples of 10
- Estimation of Quotients
- Mental Division

UNIT 2 GEOMETRY

Triangles and Quadrilaterals

- Classifying triangles by Side Lengths
- Classifying triangles by Angles
- Properties of Rectangles

Transformations

- Translation and its properties
- Reflection and its properties
- Rotation and its properties
- Parallel and Intersecting Lines

3-D Representation

- Prism and Pyramid Nets
- Creating Isometric drawings
- Interpreting Isometric drawings

UNIT 3 FRACTIONS AND DECIMALS

Fractions

- Meanings of fractions
- Fractions as Division
- Equivalent Fractions
- Representing Fractions geometrically
- Comparing and ordering Fractions

Decimals

- Meaning of Decimal
- Decimal thousandths, meaning and representations
- Decimal Place Value
- Comparing and Ordering Decimal

UNIT 4 DECIMAL COMPUTATION

Addition and Subtraction

- Adding and Subtraction decimals
- Adding Decimal Thousandths
- Subtracting Decimal Thousandths

Multiplying Decimals

- Estimating Products
- Multiplying a Decimal by a Whole Number
- Multiplying by 0.1, 0.01, 0.001

UNIT 5 MEASUREMENT

2-D Shapes

- Perimeter and its meaning
- Perimeter of Rectangles
- Area and its meaning
- Measuring Area with the help of grids
- Relationship between Perimeter and Area
- Areas of Composite shapes

Angles

- Meaning of Angles and Measuring Angles
- Comparing Angles to Special Angles

3-D Shapes and Metric Units

- Volume: Meaning of Volume and the units of measuring volumes
- Capacity: Meaning of Capacity and the units of measuring capacity
- Metric Units: Meaning and the Relationship among the various metric units

UNIT 6 NUMBER

- Reading and Writing Numbers up to 1 Million
- Whole Number Place Value
- Renaming Numbers using Place Value
- Renaming Numbers using idea of Multiplication

UNIT 7 DATA AND PROBABILITY

Data and Its representation

- Data and its meaning
- The Mean: Its meaning and how to calculate it
- The effect of data changes on the Mean
- Graphing data: Bar Graph, Double Bar Graph, and Coordinate Graphs

Probability

- Meaning of probability
- Describing probability using words from Impossible to Certain
- Describing probability using Numbers

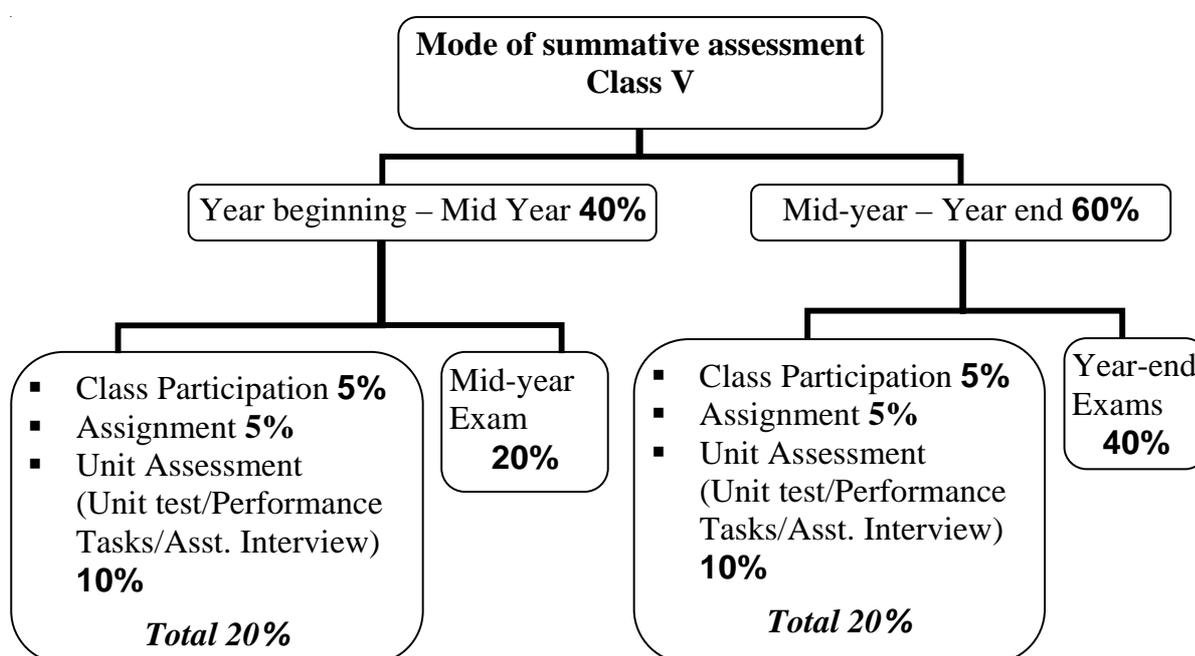
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Formative Assessment is observation to guide further instruction; and the observation is normally not measured, or its measurement is not recorded to grade the students. It is called Assessment for Learning.

Summative Assessment is used to determine a mark or a grade. It is called Assessment of Learning.

There are various ways provided to accomplish both the formative and the summative assessment in the teachers guide book (*Teacher's Guide to Understanding Mathematics, Textbook for class V*). The mode of assessment given here is for summative assessment of students in class V. However, observations and analysis made on students' performance in these summative assessments could very well be used for further instruction. The Summative assessment in class IV will be done as per the following break-downs:



A brief rationale on each of the components of the assessment above follows:

Year beginning to mid-year

Class Participation: Student's active involvement in the class is important for his/her learning. Class participation would consist of student's positive attitude and behaviors towards learning: his/her ability to follow instructions, cooperation displayed in doing group works, confidence in asking questions and answering the questions asked, etc to mention a few. Teacher should develop criteria to assess students for the class participation. It is important to make this known to the students in advance, and remind them from time to time. This would force the students to be active, cooperative, critical thinkers and confident communicators in

the class. These are desirable and healthy disposition we would want in our children. Whatever reasonable assessment tools and marking scheme the teacher has chosen to use for class participation up to the mid term should be worked out to be worth 5% of the whole year assessment, for entering into the student progress report form.

Assignment: Reasonable amounts of assignment, which we normally called home works, should be assigned quite regularly. More importantly, they should be checked, and prompt feedback provided to the students on their works. The teacher will check at least two times each student's home works during the first half term of the year; they can devise their own marking scheme. The average mark from the total should be worked out to be worth 5% for entering onto the students' progress report card.

Unit Assessment: At the end of teaching a unit, student's understanding of it should be assessed. This is to be done through unit tests, performance tasks, and assessment interview. The later two could be used in combination. The teacher is encouraged to design his/her own marking scheme in conducting these assessment, and the total marks acquired by a student should be worked out to be worth 10% for entering in to the progress report card. Further discussion on the components of unit assessment follows:

Unit Tests: A unit test could be conducted at the end of teaching a unit. It should be carried out during one of the class periods. The test can be directly used or adapted from the ones provided in the Teacher's Guide. The teacher should keep proper record of the students' achievement in the series of unit tests. A minimum of two unit tests should be conducted before the mid term exams.

Performance Tasks and Assessment Interviews: *Performance Tasks* require students to perform some mathematical tasks usually requiring problem solving and communication. They are often hands on activities. Rubrics are used in the evaluation of students in performance tasks and interview. *Assessment Interviews* involve interacting and interviewing students on the concepts learned: asking questions, asking for reasoning, and explanations, and even demonstrations of their understanding. Both these two methods of assessments are excellent alternatives to paper and pencil test. They can cater to assessing other important aspects of mathematics like problem solving, communication, and reasoning in a better and in-depth manner. Teachers should carry out at least one performance task and one assessment interview, or a combination of these two during the first half term of the year. More explanation and samples are provided in the teacher's guide book.

Mid-term examination: The mid-term examination may be modeled on the end of the year examination provided below. The mark obtained in it should be brought down to 20% for entering into the progress report card.

Mid-year to Year-end:

Class Participation: To be done similarly as during the first term of the year.

Assignments: To be done similarly as during the first term of the year.

Unit Assessment: To be done similarly as during the first half term of the year, but with the units covered after the mid term examination.

Year-End Examination: The annual examination paper will be set for 100 marks, with the writing time of 2 hours. The paper will consist of two sections: Sections A and B.

- **Section A** will be composed of 15 multiple choice questions, and will carry a total of 30 marks. Each question should have one key/correct answer and two distracters.
- **Section B** will be made up of about 15 questions requiring short answers, and will carry a total of 70 marks.

NOTE:

1. Care should be taken to reflect the marks accorded for each unit as per the weighting given below:

UNITS	PERCENTAGE MARK
1 Whole Number Computation	18
2 Geometry	18
3 Fractions and Decimals	14
4 Decimal Computation	11
5 Measurement	13
6 Number	13
7 Data and Probability	13
Total	100

2. Care should also be taken in the preparation of questions having a balance of them requiring conceptual understanding, problem solving, communication, reasoning, and applications of procedural knowledge and skills. Some questions should cross strands or units. Along with these, test blue print based on Blooms Taxonomy would also be needed to be used in the preparation of the paper.
3. The marks obtained out of 100 in this examination should be worked out to be worth 40% for entering in to the student' progress report card.

TEXTBOOKS AND REFERENCES

1. Understanding Mathematics *Textbook for class V*
2. Teacher's Guide to Understanding Mathematics *Textbook for class V*

Mathematics Syllabus for class VI

Course content

UNIT 1 FRACTIONS AND DECIMALS

- Relating Mixed Numbers to Improper Fractions
- Comparing and Ordering Fractions
- Adding and Subtracting Fraction
- Fractions Between Fractions
- Relating Fractions to Decimals
- Naming Decimals as Fractions
- Naming Fractions as Decimals

UNIT 2 GEOMETRY

2-D Geometry

- Transformations (Rotation, Reflection and transformation)
- Rotational Symmetry
- Combining Transformations
- Tessellations
- Measuring Angles
- Bisectors

3-D Geometry

- Planes of Symmetry
- Cross-sections
- Interpreting Orthographic Drawings
- Creating Orthographic Drawings

UNIT 3 DECIMAL COMPUTATION

Multiplication

- Estimating a Product
- Multiplying a Decimal by a Whole Number
- Multiplying Decimals

Division

- Estimating a Quotient
- Dividing a Decimal by a Whole Number
- Dividing by 0.1, 0.01, and 0.001
- Dividing Decimals

Combining Operations

- Order of Operations
- Solving Problems Using all Four Operations

UNIT 4 MEASUREMENT

Area

- Area of a Parallelogram
- Area of a Triangle
- Relating Areas

Volume

- Volume of a Rectangular Prism
- Relating Volume to Capacity

Time and Mass

- The 24-hour Clock System
- Units of Measurements (Gram, Kilogram, Tons)

UNIT 5 RATIO, RATE, AND PERCENT

Ratio and Rate

- Meaning of Ratios
- Equivalent Ratios
- Comparing Ratios
- Meaning of Rates

Percent

- Meaning of Percent
- Representing a Percent in Different Ways
- Writing a Fraction as a Percent
- Map Scales

UNIT 6 NUMBER RELATIONSHIPS

Large Whole Numbers

- Solving Problems With Large Numbers
- Place Value With Large Whole Numbers
- Renaming Numbers
- Place Value With Decimals
- Comparing and Ordering Decimals

Number Theory

- Introducing Integers
- Prime Numbers
- Square and Triangular Numbers
- Triangular Numbers as Products
- Factors and Common Factors

UNIT 7 DATA AND PROBABILITY

Collecting Data

- Sample: Its Meaning, Choosing a Sample, and Sample Size

Graphing Data

- Double Bar Graphs with Intervals

- Stem and Leaf Plots
- Line Graphs
- Coordinate Graphs

Statistics and Probability

- Mean, Median, and Mode
- Theoretical Probability

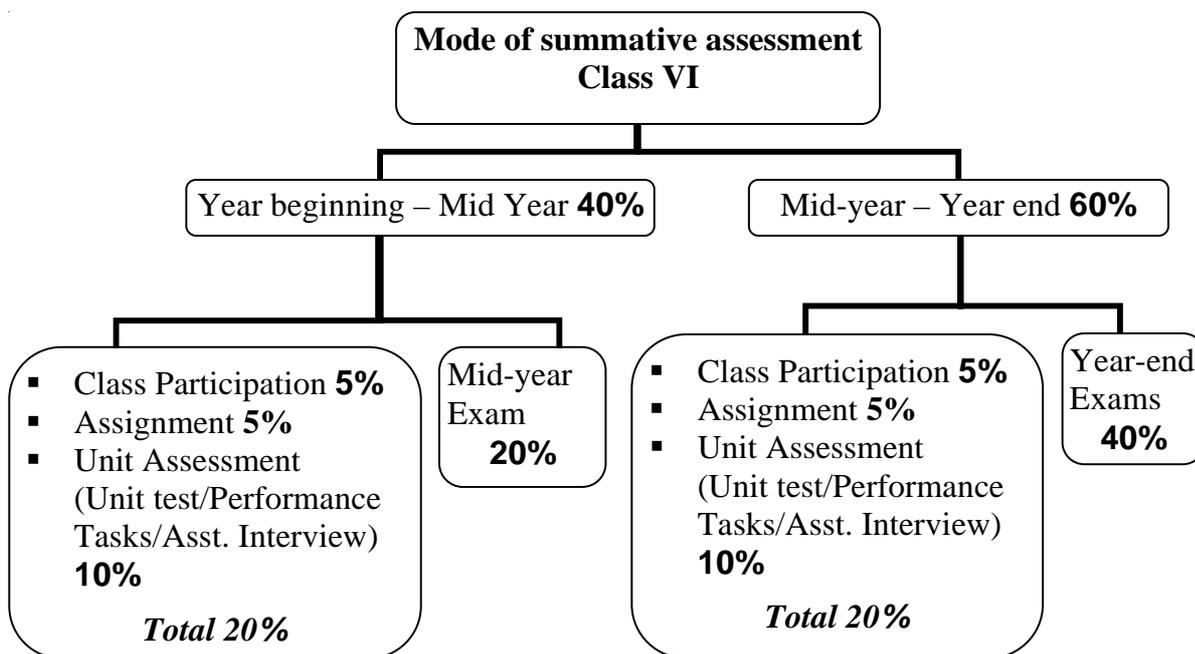
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A brief rationale on each of the components of the assessment above follows:

Year beginning to mid-year

Class Participation: Student's active involvement in the class is important for his/her learning. Class participation would consist of student's positive attitude and behaviors towards learning: his/her ability to follow instructions, cooperation displayed in doing group works, confidence in asking questions and answering the questions asked, etc to mention a few. Teacher should develop criteria to assess students for the class participation. It is important to make this known to the students in advance, and remind them from time to time. This would force the students to be active, cooperative, critical thinkers and confident communicators in the class. These are desirable and healthy disposition we would want in our children. Whatever reasonable assessment tools and marking scheme the teacher has chosen to use for class participation up to the mid term should be worked out to be worth 5% of the whole year assessment, for entering into the student progress report form.

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NOTE:

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2. Care should also be taken in the preparation of questions having a balance of them requiring conceptual understanding, problem solving, communication, reasoning, and applications of procedural knowledge and skills. Some questions should cross strands or units. Along with these, test blue print based on Blooms Taxonomy would also be needed to be used in the preparation of the paper.
3. The marks obtained out of 100 in this examination should be worked out to be worth 40% for entering in to the student' progress report card.

TEXTBOOKS AND REFERENCES

UNITS	PERCENTAGE MARK
1 Fractions and Decimals	15
2 Geometry	15
3 Decimal Computation	14
4 Measurement	15
5 Ratio, Rate, Percent	12
6 Number Relationships	12
7 Data and Probability	17
Total	100

1. Understanding Mathematics *Textbook for class V*
2. Teacher's Guide to Understanding Mathematics *Textbook for class V*

**SYLLABUS
FOR
CLASSES IV - VI

SCIENCE**

SCIENCE SYLLABUS

CLASS IV TO VI

I Rationale

Science is the study of life and physical phenomena. The study of science helps one to understand life and the physical science of the whole Universe. Science is an important compulsory discipline in the school curricula. The knowledge of science equips students with an understanding of scientific phenomena and provides scientific and technological knowledge and skills which may lead to such professional careers as required in the modern age.

The science for this level is to focus on basic scientific ideas and scientific skills of investigation through fair test wherein students control variables and do controlled experiment. It is important that students' curiosity about the physical world is created through various means of probing and instigation. This approach is essential to enable students to study and practice science.

II Aim

Science is taught in schools to:

1. help students to develop abilities and skills which are appropriate to the study and practice of science.
2. promote curiosity about science, enquiry into science, interest in science, enjoyment of science.
3. arouse interest, concern and care for the environment.
4. help students understand life and the care of living things.
5. understand the physical phenomena and various applications of them with life.
6. understand and appreciate environmental concerns, farming, health care etc.
7. have as much hands on experience as possible.

III Specific Objectives

Students should be able to demonstrate the understanding and abilities to:

1. observe, measure, record and interpret scientific investigations.
2. translate information from one form to another.
3. apply scientific concepts and methods to solve problems.
4. explain scientific principles and technological applications appropriate to the learners' level of understanding.
5. use investigative process to solve problems and understanding the physical world.
6. control variables in fair tests.
7. communicate their scientific findings verbally as well as in prose and in graphic.

IV Learning experiences

Students should have opportunities to:

1. observe, measure, record and interpret the scientific investigations.
2. work independently and in groups.
3. share responsibilities and ideas during activities.
4. collect information from the immediate environment.
5. illustrate their observation through drawings.
6. participate in field trips to relate the learnt concepts to their environment.
7. solve problems through investigations.
8. Develop awareness and concern for themselves, others and environment.

V Learning Outcomes

These experiences will help students to:

1. understand the basic scientific concepts in relation to their lives and environment.
2. carry out investigation through fair test.
3. control variables to enhance accuracy in investigation.
4. communicate their findings through explanation and in graphic.
5. develop awareness and concern for themselves, others and environment.
6. work independently and in groups.
7. share ideas and responsibilities in doing activities.
8. collect information from different sources.
9. measure and record the information / data appropriate at their level.
10. interpret the scientific investigations.
11. make simple generalization.

VI Assessment

The course in class IV - VI will be assessed internally by the school. There will be 2 parts in the assessment of the course at this level – term examinations and continuous assessment. Assessment will be done for each term according to the following scheme. A mark for the whole year will then be calculated by averaging the marks for term I and term II. Term I examination carries 20 % while term II will carry 30% weighting.

At this level the science syllabus emphasizes the development of basic scientific concepts, skills and attitudes. The curriculum therefore is built around a series of themes about which every child will slowly develop an understanding. Any form of assessment therefore must measure the development of scientific knowledge and understanding, skills and attitudes towards science.

The formative assessment which is carried out through continuous assessment has the weighting of 50%.

A. *Continuous Assessment - 50%*

The performance of the students need to be assessed continuously during the course of the year and not left for the 2-hour examination during the mid-term and the end of the year. Since a teacher is in contact with students most of the time, the teacher's continuous assessment is required. This form of assessment not only helps in measuring the achievement of students' progression in the process of learning but also tests the effectiveness of teaching as a result improve the teaching-learning process.

Under continuous assessment, the following areas to be assessed:

1. *Class Work*

Students can be evaluated by observing how well and sincerely each student participate in the learning activities, group discussions, answers questions, co-operate with fellow students while doing activities and so on. Students' ability to do fair test, observe, measure and record, communicate, collect information and draw simple generalization to interpret the findings need to be assessed.

2. *Homework*

From time to time, students' understanding of the lessons/activities taught in the class can be assessed by giving home assignments.

3. *Project Work*

Students can also be judged by observing how well each student can collect information from reliable sources such as reference materials, interview with people and be able to tabulate the information collected in a correct manner. Students' ability to design, investigate and communicate their findings needs to be assessed.

For the areas mentioned above, a teacher must maintain a proper record of assessment.

N.B.: A detailed Continuous Assessment Teachers' Guide is being sent to each school for reference.

B. *Written examination -50%*

To measure the achievement of students in terms of the knowledge and skills acquired at the end of each term, written examinations (mid-term and the end of year) must be conducted. This would give an over all performance of each student in the class. The questions could be a combination of objective and short answer type questions covering the knowledge, skills and values domains of educational objectives. This is especially important for the holistic approach of assessment in science education since the curriculum mandates that students acquire adequate scientific knowledge, develop scientific skills useful in their day to day life and inculcate positive attitude towards science.

The weighting for term I examination is 20% while it is 30% for term II examination. However, the two examinations should be set for 100 marks.

VII Periods and weighting for each topic

i. Class IV

Topic	Period	Weighting in %
Topic 1: Measurement	43	15
Topic 2: Water & Soil	43	15
Topic 3: Food and Health	43	15
Topic 4: Sight and Sound	43	15
Topic 5: Trees and Wood	44	20
Topic 6: Clothes and Dyes	44	20
	260 periods	100

ii. Class V

Topic	Period	Weighting in %
Topic 1: Sorting and Separating	43	15
Topic 2: Farming and Gardening	43	15
Topic 3: Energy	43	15
Topic 4: Keeping Healthy	43	15
Topic 5: Pushing and Pulling	44	20
Topic 6: Air	44	20
	260 periods	100

iii. Class VI

Topic	Period	Weighting in %
Topic 1: Materials and Properties	43	15
Topic 2: Electricity and Magnetism	43	15
Topic 3: Living and Growing	43	15
Topic 4: Structure and Forces	43	15
Topic 5: Changes and Reaction	44	20
Topic 6: Planet and Earth	44	20
	260 periods	100

VIII Content of the syllabus for class IV

Topic 1 Measuring (*Weighting – 15%, 43 periods*)

- 1.1 Why measure?
- 1.2 Looking at length
- 1.3 How big are our hands?
- 1.4 How tall are we?
- 1.5 Time yourself?
- 1.6 How many heart beats?
- 1.7 Pendulum time
- 1.8 Using a measuring cylinder
- 1.9 Making a measuring container
- 1.10 Will water change shape?
- 1.11 Measuring a stone
- 1.12 Making a balance
- 1.13 Stretching a spring
- 1.14 Weighing
- 1.15 Making a wall display
- 1.16 Think again

Topic 2 Water and soil (*Weighting – 15%, 43 periods*)

- 2.1 Water
- 2.2 Is the water dirty?
- 2.3 Soluble and insoluble
- 2.4 Is it soluble?
- 2.5 Why do we use soap?
- 2.6 Solid, liquid and gases
- 2.7 The change of state
- 2.8 Erosion by water
- 2.9 Terracing and soil erosion
- 2.10 Animals in the soil
- 2.11 Soil in layers
- 2.12 What is in the soil?
- 2.13 Water in the soil?
- 2.14 Plants and decay
- 2.15 Growing seeds
- 2.16 Think again

Topic 3 Food and health (*Weighting – 15%, 43 periods*)

- 3.1 Food for health
- 3.2 Eat well and stay fit
- 3.3 Digesting food
- 3.4 Looking at teeth
- 3.5 Which food is this?
- 3.6 Food chemistry
- 3.7 Mystery of foods
- 3.8 How food decays
- 3.9 Watching houseflies feed
- 3.10 Stop the houseflies
- 3.11 How sickness spreads
- 3.12 Fighting diseases
- 3.13 Cleaning up
- 3.14 Preventing accidents
- 3.15 Look good, feel good!
- 3.16 Think again

Topic 4 Sight and Sound (*Weighting – 15%, 43 periods*)

- 4.1 Make a sound
- 4.2 Listen carefully
- 4.3 Sound traveling
- 4.4 Making a telephone
- 4.5 Sound and music
- 4.6 Different notes
- 4.7 Bottle tunes
- 4.8 Making music
- 4.9 Looking at eyes
- 4.10 Testing vision
- 4.11 Camouflage
- 4.12 Can we trust our eyes?
- 4.13 Looking at light
- 4.14 How big is a shadow?
- 4.15 Making shadows bigger
- 4.16 Think again

Topic 5 Tress and Wood (*Weighting - 20%, 44 periods*)

- 5.1 The story of a tree
- 5.2 Looking at leaves
- 5.3 Sorting our leaves
- 5.3 & 5.5 Get to know a tree
- 5.6 How a tree makes food
- 5.7 Tree growth
- 5.8 Visiting the forest
- 5.9 Plants and animals
- 5.10 Living together
- 5.11 Using wood

- 5.12 Is the wood hard?
- 5.13 Paper
- 5.14 What decays?
- 5.15 Using other materials
- 5.16 Think again

Topic 6 Cloth and dyes (*Weighting – 20%, 44 periods*)

- 6.1 Cloth, clothes and thread
- 6.2 Making cloth
- 6.3 Make a display
- 6.4 Keeping out water
- 6.5 How strong is the thread?
- 6.6 Dyeing materials
- 6.7 Using different dyes
- 6.8 Do dyes wash out?
- 6.9 Hang it up or lay it down
- 6.10 Drying clothes quickly
- 6.11 Making clothes pegs
- 6.12 Can we scrub it?
- 6.13 Keeping warm
- 6.14 Keeping cool
- 6.15 Does it burn?
- 6.16 Think again

IX Textbook and reference books

Textbooks

1. Science for class IV, CAPSD
2. Activity Guide for class IV (Teachers Manual), CAPSD
3. Teaching Primary Science in Bhutan – Activity Guide for classes IV – VI, CAPSD

Reference books

1. Science Laboratory Management: A Guide for schools – CI PP – X, CAPSD (2004)
2. Excellence in Science (Vol 3) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
3. Excellence in Science (Vol 4) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
4. Excellence in Science (Vol 5) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
5. New Horizon – Science resource book for Children, Chris Brown, Cambridge University Press (2000)
6. Essential Science, Philippa Wingate & Cline Gifford, Goyal Brothers Prakashan (1992).
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8. Learning Elementary Science and Technology for Class 7 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
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10. Basic Concepts of Science and Technology Vol I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
11. Basic Concepts of Science and Technology Vol II. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)

12. Basic Concepts of Science and Technology Vol III I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
13. Oxford Concise Science Dictionary, Oxford University Press (1996).
14. Outdoor Education: A Guidebook for teachers, Classes PP – XII, CAPSD (2000)

X Content of the syllabus for class V

Topic 1 Sorting and separating (*Weighting – 15%, 43 periods*)

- 1.1 Sorting things
- 1.2 Ways of separating
- 1.3 No hands
- 1.4 Butter and cheese
- 1.5 Separating by distillation
- 1.6 Floating or sinking
- 1.7 Magnets as separator
- 1.8 Acid or alkali
- 1.9 Testing indicator
- 1.10 pH indicator
- 1.11 Animal characteristic
- 1.12 What is an insect?
- 1.13 Keys: ways of sorting
- 1.14 Keys again
- 1.15 Making your own key
- 1.16 Think again

Topic 2 Farming and gardening (*Weighting – 15%, 43 periods*)

- 2.1 Gardening
- 2.2 Seeds
- 2.3 Sowing seeds
- 2.4 Garden care
- 2.5 Growing different vegetables
- 2.6 Fertilizers
- 2.7 Testing fertilizers
- 2.8 Helpful and harmful insects
- 2.9 Insect search
- 2.10 Pests and diseases
- 2.11 Crop rotation
- 2.12 Pest and pesticides
- 2.13 Protecting crops and other plants
- 2.14 Cattle, buffalo and yaks
- 2.15 Shelter and grazing
- 2.16 Think again

Topic 3 Energy (*Weighting – 15%, 43 periods*)

- 3.1 Primary sources of energy
- 3.2 Different kinds of energy
- 3.3 Food energy
- 3.4 Energy changes

- 3.5 Energy chains
- 3.6 Moving things
- 3.7 Moving models
- 3.8 Windmills
- 3.9 Water wheels
- 3.10 Electrical energy in our country
- 3.11 Hydro power station
- 3.12 Measuring heat
- 3.13 Heat energy
- 3.14 Saving energy
- 3.15 Things that save energy
- 3.16 Think again

Topic 4 Keeping Healthy (*Weighting – 15%, 43 periods*)

- 4.1 Our body
- 4.2 Organs in your body
- 4.3 Your skin
- 4.4 Bones and muscles
- 4.5 Body posture
- 4.6 Inside your chest
- 4.7 Visit a BHU
- 4.8 How diseases spread
- 4.9 Water
- 4.10 Your water source
- 4.11 Latrines
- 4.12 Rabies
- 4.13 Mosquitoes and worms
- 4.14 Measles
- 4.15 Spreading health messages
- 4.16 Think again

Topic 5 Pushing and pulling (*Weighting – 20 %, 44 periods*)

- 5.1 Forces and measurement
- 5.2 Gravity
- 5.3 What does friction do?
- 5.4 Why we use wheels
- 5.5 Simple machines
- 5.6 Inclined planes
- 5.7 Pulleys
- 5.8 Wheels and axle
- 5.9 Gears
- 5.10 Levers
- 5.11 Wedges
- 5.12 Looking at a vehicle
- 5.13 Making a vehicle
- 5.14 Extended activity
- 5.15 Safety
- 5.16 Think again

Topic 6 Air (*Weighting – 20%, 44 periods*)

- 6.1 Air around us
- 6.2 Does air have mass?
- 6.3 Can air expand?
- 6.4 Can air be compressed?
- 6.5 Bicycle pumps
- 6.6 Air pressure
- 6.7 Football pump?
- 6.8 What helps in burning?
- 6.9 & 10 Fire
- 6.11 Green plants and the air
- 6.12 Living things and carbon-dioxide
- 6.13 Air pollution
- 6.14 Travel in the air
- 6.15 Making parachutes
- 6.16 Think again

XI Textbook and reference books

Textbooks

- 1. Science for class V, CAPSD
- 2. Activity Guide for class V (Teachers Manual), CAPSD
- 3. Teaching Primary Science in Bhutan – Activity Guide for classes IV – VI, CAPSD

Reference books

- 1. Science Laboratory Management: A Guide for schools – CI PP – X, CAPSD (2004)
- 2. Excellence in Science (Vol 3) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
- 3. Excellence in Science (Vol 4) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
- 4. Excellence in Science (Vol 5) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
- 5. New Horizon – Science resource book for Children, Chris Brown, Cambridge University Press (2000)
- 6. Essential Science, Philippa Wingate & Cline Gifford, Goyal Brothers Prakashan (1992).
- 7. Learning Elementary Science and Technology for Class 8 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
- 8. Learning Elementary Science and Technology for Class 7 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
- 9. Learning Elementary Science and Technology for Class 6 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
- 10. Basic Concepts of Science and Technology Vol I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
- 11. Basic Concepts of Science and Technology Vol II. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
- 12. Basic Concepts of Science and Technology Vol III I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
- 13. Oxford Concise Science Dictionary, Oxford University Press (1996).
- 14. Outdoor Education: A Guidebook for teachers, Classes PP – XII, CAPSD (2000)

XII Content of the syllabus for class VI

Topic 1 Materials and properties (*Weighting – 15%, 43 periods*)

- 1.1 Everyday materials
- 1.2 Paper
- 1.3 Investigation with paper
- 1.4 What is matter?
- 1.5 Solids
- 1.6 Elastic bands
- 1.7 Bouncing balls
- 1.8 Solid materials
- 1.9 Looking at buildings
- 1.10 Are solids and liquids alike?
- 1.11 Gases
- 1.12 Soluble materials and solution
- 1.13 Processes
- 1.14 A load of rubbish
- 1.15 Design a rubbish bin
- 1.16 Think again

Topic 2 Electricity and magnetism (*Weighting – 15%, 43 periods*)

- 2.1 Using electricity
- 2.2 Light the bulb
- 2.3 Will it light
- 2.4 Conductors and insulators
- 2.5 Switches
- 2.6 Batteries and bulbs
- 2.7 How bright is the light?
- 2.8 How does a torch work?
- 2.9 Circuits
- 2.10 Electrical puzzles
- 2.11 Static electricity
- 2.12 Electrical storms
- 2.13 Magnets from electricity
- 2.14 Magnetic forces
- 2.15 Magnetic games
- 2.16 Think again

Topic 3 Living and growing (*Weighting – 15%, 43 periods*)

- 3.1 Eggs
- 3.2 Life cycle
- 3.3 Germination and growth 1
- 3.4 Flowers
- 3.5 Different seeds
- 3.6 Traveling seeds
- 3.7 Spinning seeds
- 3.8 Germination and growth 2

- 3.9 Green house
- 3.10 All living things grow
- 3.11 Checking growth
- 3.12 The changing bodies
- 3.13 Changes
- 3.14 New life
- 3.15 Happy families
- 3.16 Think again

Topic 4 Structure and Forces (*Weighting – 15%, 43 periods*)

- 4.1 Triangles
- 4.2 Strong shapes
- 4.3 Tubes
- 4.4 Why are eggs egg-shaped?
- 4.5 Arches
- 4.6 Suspension bridges
- 4.7 Cantilever bridges
- 4.8 Visit a bridge
- 4.9 Bridge the gap
- 4.10 Forces
- 4.11 Tall buildings
- 4.12 Build a tower
- 4.13 Body buildings
- 4.14 Floating and sinking 1
- 4.15 Floating and sinking 2
- 4.16 Think again

Topic 5 Changes and reactions (*Weighting – 20%, 44 periods*)

- 5.1 Changes
- 5.2 Ice, water, and steam
- 5.3 Distillation
- 5.4 Respiration
- 5.5 Breathing
- 5.6 Burning and fuels
- 5.7 Yeast
- 5.8 Dried foods
- 5.9 Quick dry
- 5.10 Design a food drier
- 5.11 Keeping cool
- 5.12 Keeping food
- 5.13 Crystals
- 5.14 pH changes
- 5.15 Teeth
- 5.16 Think again

Topic 6 Planet Earth (*Weighting – 20%, 44 periods*)

- 6.1 Solar energy
- 6.2 Make a rainbow

- 6.3 Magnetic earth
- 6.4 More than one magnet
- 6.5 Electricity and energy changes
- 6.6 Electricity and future
- 6.7 The Sun and shadows
- 6.8 What time is it?
- 6.9 The producers
- 6.10 Plants and earth
- 6.11 Places to live
- 6.12 A habitat study
- 6.13 In the forests
- 6.14 Disappearing forests
- 6.15 Save our forests
- 6.16 Think again

XIII Textbook and reference books

Textbooks

1. Science for class VI, CAPSD
2. Activity Guide for class VI (Teachers Manual), CAPSD
3. Teaching Primary Science in Bhutan – Activity Guide for classes IV – VI, CAPSD

Reference books

1. Science Laboratory Management: A Guide for schools – CI PP – X, CAPSD (2004)
2. Excellence in Science (Vol 3) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
3. Excellence in Science (Vol 4) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
4. Excellence in Science (Vol 5) Dr Krishan Chand, Prachi India Pvt Ltd (2003)
5. New Horizon – Science resource book for Children, Chris Brown, Cambridge University Press (2000)
6. Essential Science, Philippa Wingate & Cline Gifford, Goyal Brothers Prakashan (1992).
7. Learning Elementary Science and Technology for Class 8 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
8. Learning Elementary Science and Technology for Class 7 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
9. Learning Elementary Science and Technology for Class 6 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
10. Basic Concepts of Science and Technology Vol I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
11. Basic Concepts of Science and Technology Vol II. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
12. Basic Concepts of Science and Technology Vol III I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
13. Oxford Concise Science Dictionary, Oxford University Press (1996).
14. Outdoor Education: A Guidebook for teachers, Classes PP – XII, CAPSD (2000)

**SYLLABUS
FOR
CLASSES IV - VI**

SOCIAL STUDIES

SOCIAL STUDIES SYLLABUS FOR CLASS FOUR

Introduction

Since the beginning of the 1989 school year, social studies has been taught in class IV and V. Many of the skills that students need to acquire, at this stage of their education, were previously introduced and reinforced through the subject content that was taught in history and geography.

This present syllabus and text being developed in 1989 and implemented for NAPE pilot schools in 1990 has been found successful and introduced to all nation wide schools by 1994. It is strongly recommended that you use the activities from the teachers' manual and student's text. There are other books listed at the end to be used as resources apart from the text and the manuals.

The social studies course is based on national aspirations and the educationally valid notion that children of this age should proceed to learn by first exploring their own locality or country. Thus, this combined course has many strengths as the following objectives and syllabi illustrate, Social studies covers aspects, important to the education of the young citizen, that were ignored by both history and geography. Certain topics still have a bias towards history or geography. However, the total course illustrates the development of the social situation that results from the interaction of history and geography as well as religious and civil administration, all of which affect being Bhutanese at the local, dzongkhag, regional, national and international level.

The topics outlined in the syllabus are not confined to Bhutan but they are all relevant to .the Bhutanese citizen of the future. This will help the process of inculcating love, loyalty and dedication to the king and country. This deeper understanding of the interplay between geography and history that has led to today's society will begin to develop in the children a positive attitude towards the real meaning of Bhutanese culture and tradition. A more definite attitude based on internal values should develop.

Social studies is an essential subject equal to other subjects. Perhaps, culturally, it is more important. The way the syllabus is taught is very important and how the syllabus is taught depends on the teacher. Some advice is given on ways of teaching the social studies syllabus and a few references are listed. The various teaching approaches will need careful planning and preparation and of necessity you will need to include a balanced diet of practical work.

Aims

The students will increase their knowledge by:

1. learning about the history and geography of Bhutan,
2. developing a better understanding of the national administrative system,
3. understanding and appreciating the importance of the religious institutions of our country (dzongs and monasteries),
4. appreciating the richness of the national culture embodied in dzongs, temples and monasteries,
5. appreciating the importance of national dress, the national anthem and the national flag,
6. appreciate the necessity of wearing kabneys and
7. understand and appreciate the contribution of our four kings.

8. The students will improve their social studies skills by:
 - a. searching for information from as wide a variety of different sources as possible like pictures, graphs, reference books and people,
 - b. working in small groups to discuss issues, listen to others and present their own point of view,
 - c. drawing maps using appropriate symbols,
 - d. reading and interpreting ready-made maps and
 - e. representing various data as diagrams, graphs and pictures.

Objectives

By the end of the course the students should be able to:

1. know and actively use the vocabulary for weather; identify, make and use instruments to measure weather, observe and record weather,
2. illustrate and identify local physical features; identify directions and write about features in a given direction; make a relief model of the local area,
3. describe the local river orally, in pictures and in writing, from direct observation; identify the source and mouth of the local river, the river system to which it belongs, and its course to the Brahmaputra and the Bay of Bengal; discuss and write about the importance of the local river,
4. tell why forests are important to us; tell ways we can protect our forest trees and animals; write slogans and rules and make posters encouraging others to protect our forests,
5. investigate and describe varieties of crops and animals on local farms; identify usual periods of sowing and harvest; classify the crops as food and cash crops; identify any local fodder crops; tell about the care of various farm animals and identify what they produce for the farmer,
6. identify and answer simple questions about Kyichu Lhakhang, Taktsang Lhakhang, Jampa Lhakhang and Kuje Lhakhang,
7. draw and answer simple questions about the history of the local dzong; know the past and present uses of a dzong,
8. identify, draw and answer simple questions about the history of dzongs associated with the Zhabdrung : Simtokha, Punakha, Wangdiphodrang, Drugyel, Thimphu, Paro, Daga, Tongsa,
9. investigate and answer simple questions about the local dzongkhag, the dungkhags and gewogs, the roles of the Dasho Dzongdag, Dzongrab, Thrimpon, Thrimrab, Dungpa and the Gup and Chimi; identify the Dzongkhag officers and how they help us,
10. investigate and answer simple questions about the national anthem, national dress and national flag and
11. answer simple questions about the four kings and their contributions to Bhutan's well-being; tell the significance of National Day and give the date the monarchy began.

TOPICS

First Term

Block I. Our Weather

- Learn and use the vocabulary for local weather (weather words)
- Learn to read and use a thermometer, rain gauge, wind vane and compass; (Students can also make the last three instruments).
- Make symbols for weather.
- Make a weather book and record the weather daily. Keep a class calendar and graphs for the weather.

Block 2. The Land Around Us

- Establish the directions (N, NW, W, SW, S, SE, E, NE)
- Observe and learn the vocabulary for the local landscape. Draw the local landscape in one direction. Describe the picture in writing. Draw, learn and identify symbols for the local landscape.
- Make a relief model in sand or clay of the local landscape.
- Identify local plants and animals. (This is actively taught in science at the beginning of I the year. Students need only review what they have learned in science and relate it to the local landscape.)
- Learn the vocabulary necessary to investigate the river.
- Visit a local river or stream. Draw pictures or maps. Investigate banks, bed, currents, river load, pollution, bridges, etc.
- Discuss and write about the importance of the local river.
- Identify on a map the source, mouth and course of the local river as it flows to the Brahmaputra and the Bay of Bengal.

Block 3. Our Forests and Farms

- Identify some of the local plants and animals in the forest. This can be revision of what was already studied in science during term one. (If possible, visit the local forest with a forest officer or other knowledgeable person, in connection with social forestry day and planting, or as part of a class picnic).
- Tell the importance of the local forest.
- Tell how we can protect forest plants and animals. (If possible, interview a forest officer).
- Make posters about protecting our forests.
- Revise the names of all local crops and farm animals.
- Interview farmers (can be their own parents) and find when each crop is usually planted and harvested.
- Find out about the care and uses of each kind of animal.
- Find out which local crops are raised primarily for the farmers' own use (food crops) and which are raised primarily to sell for money (cash crops).

Second Term

Block 4. Our Workers and Markets

- Kinds of workers and their jobs in their locality.
- Investigating and carrying out market surveys: types of shops and how they are used.
- Making market maps and graphs.
- Choosing and writing about a shop.

Block 5. Local Government

- Interview at least one local official and ask questions about local government.
- Kabneys and the designation of the dzongkhag officials.
- Draw a chart showing local government (dzongkhag, dungkhag and gewog).
- DYT, its members and their functions.
- Investigate ways the dzongkhag government helps us and helps farmers. Match officers (or departments) with their services.
- Visit or interview someone from at least one of these departments (health, education, agriculture, irrigation, department of roads, river bank protection, rural credit, animal husbandry).

Block 6. Our Country

- Our holidays and festivals.
- Guru Rinpoche's visit to Bhutan.

- Study two monasteries important in early Bhutanese Buddhism: Jampa and Kuje in Bumthang.
- Also use the three stories about Lord Buddha as a basis for understanding of Buddhism.
- Coming of Zhabdrung to Bhutan.
- Locate the dzongs associated with the Zhabdrung on a map.
- Draw the dzongs and learn their names and where they are.
- Learn ten common patterns for kiras and ghos.
- Copy the national anthem in simple English and illustrate it. Answer simple questions on the national anthem.
- Make and learn the meaning of parts of the flag.
- Learn the significance of national day and the date when the monarchy was established.
- Learn the names of the four kings, the order in which they ruled, and some important contributions of each.
- The local monuments: important local old buildings, chortens and bridges.

Assessment

The syllabus is divided into two terms. You should cover the material outlined for each term. The term test should be on that material. More about the time and evaluation are given in the teacher's manual.

The students' progress is assessed in two ways. Skills, homework and class work are evaluated in ongoing assessment which counts for 50% of the total marks for the year. Objectives and levels of students' comprehension of the materials are tested in two different term tests. The term examinations, taken together, count for the other 50% of the year's mark.

The results are issued only at the end of the year after all the marks are totalled. Here is a summary of the assessment scheme:

Assessment Framework	Assessment Marks Total
<i>First Term: Blocks 1, 2 and 3.</i>	
Continuous Assessment	$75 / 3 = 25$
Examination	$60 / 3 = 20$

	$135 / 3 = 45$
 <u>Second Term: Blocks 4, 5 and 6</u>	
Continuous Assessment	$75 / 3 = 25$
Examination (including 60 marks From Topics 4, 5 and 6 and 30 marks from The other Topics).	$90 / 3 = 30$

	$165 / 3 = 55$
	 <i>Annual Total = 100</i>

If your school prefers to report results in percentage scores you will have to convert the term scores to percentage marks.

Prescribed textbooks and References

1. Social Studies Student Textbook Class IV
2. Social Studies Teacher's Manual For class IV
3. Hasrat, B.J. History of Bhutan (Teacher's Reference)
4. Class VI Geography and History (Teacher's Reference)
5. Horsburgh, David: Druk and Drukpa Book V (Student's Reference as long as the stock last)
6. Ronald Gass : A Children's Geography of Bhutan, II (Teacher's Reference and Student's Reference)

SOCIAL STUDIES SYLLABUS FOR CLASS FIVE

Introduction

Since the beginning of the 1989 school year social studies has been taught in class IV and V. Many of the skills that students need to acquire, at this stage of their education, were previously introduced and reinforced through the subject content that was taught in history and geography.

This present course is based on national aspirations and the educationally valid notion that children of this age should proceed to learn by first exploring their own locality or country. Thus, this combined course has many strengths as the following objectives and syllabi illustrate. Social studies covers aspects, important to the education of the young citizen, that were ignored by both history and geography. However, the total course illustrates the development of the social situation that results from the interaction of history and geography as well as religious and civil administration, all of which affect being Bhutanese at the local, dzongkhag, regional, national and international level.

The topics outlined in the syllabus are not confined to Bhutan but they are all relevant to the Bhutanese citizen of the future. This will help the process of inculcating love, loyalty and dedication to the king and country. This deeper understanding of the interplay between geography and history that has led to today's society will begin to develop in the children a positive attitude towards the real meaning of Bhutanese culture and tradition. A more definite attitude based on internal values should develop.

Social studies is an essential subject equal to other subjects. Perhaps, culturally, it is more important. The way the syllabus is taught is very important and how the syllabus' is taught depends on the teacher. Some advice is given on ways of teaching the social studies syllabus and a few references are listed. The various teaching approaches will need careful planning and preparation and of necessity you will need to include a balanced diet of practical work.

Aims

The students will increase their knowledge by:

1. learning about the history and geography of Bhutan,
2. developing a better understanding of the national administrative system,
3. understanding and appreciating the importance of the religious institutions of our country ,
4. appreciating the richness of the national culture embodied in dzongs, temples and
5. identifying and appreciating the importance of communication and
6. learning certain facts about the world and international bodies.

7. The students will improve their social studies skills by:
 - a. searching for information from as wide a variety of different sources as possible like pictures, graphs, reference books and people,
 - b. working in small groups to discuss issues, listen to others and present their own point of view,
 - c. drawing maps using appropriate symbols,
 - d. reading and interpreting ready-made maps and
 - e. representing various data as diagrams, graphs and pictures.

Objectives

At the end of the course, the students should be able to:

1. locate their dzongkhag, gewogs and some important villges on the map; identify the climatic condition, vegetation patterns, animals, and economic activities of the people of their dzongkhags.
2. name and identify various festivals celebrated in the dzongkhag and tell their importance and influence on their lives, thereby developing a respect for their culture and tradition.
3. locate the dzongs on the map of Bhutan and tell their historical importance in the past and now.
4. locate the monasteries on the map of Bhutan and relate their historical importance in the past and now.
5. identify and state the importance of the central monastic body and roles of Je- Khenpo and the four Lopens, thereby developing respect for the central monastic body.
6. draw an outline map of Bhutan showing the dzongkhags with their political boundaries.
7. tell the importance of agriculture and livestock farming in Bhutan and the progress made in those areas.
8. identify the various means of transport and communications used in the country and express the need for an efficient system of transport for speedy development and communication.
9. describe the size, shape and movement of the earth and major land forms, and locate places on the map using longitude and latitude.
10. state the importance and work of UNO and some of its important special bodies and their functions.

TOPICS

Term one

Block 1:

Yourself, your family, your home.

Our neighbours in Asia.

Continents and oceans.

The Earth in space: its size, shape, position and movement.

The seasons.

The solar system (sun and the moon).

The universe.

Block 2:

Your and your family history.

Your village history.

Bhutanese and Christian calendars.

Block 3:

Locate Bhutan on a map of Asia, and on the globe.

The Himalayas.

Identify different climates (temperatures and rainfall), vegetation, wild animals, crops and livestock at different altitude levels at different parts of the dzongkhag.

Bhutan: Valleys and the river system.

Monsoon winds (Summer and Winter winds)

Term Two**Block 4:**

Dzongkhags: Locate the dzongkhags on a map of Bhutan.

Locate gewogs and important villages on a dzongkhag map.

Festivals in the dzongkhag.

Dzongs: Gasa Dzong, Jakar Dzong, Lhuntshi Dzong, Lingshi Dzong. Tashigang Dzong and Tashi Yangtse Dzong.

Transport (including the road system) and communications (post office telephone, radio, wireless, fax, newspaper, etc.) within Bhutan.

Identify economic activities in various parts of the dzongkhag: domestic animals, food and cash crops; different workers and their activities.

Central Government; Laws in Bhutan

Lamas in Bhutan (Central Monastic Body: Head of the monastic body - his responsibilities; the four Lopons - their responsibilities; head-quarters of the monastic body in summer and in winter).

Our Monasteries: Tango monastery, Cheri monastery, Tharpaling monastery, Taktshang monastery and Kyichu monastery.

One country, one people.

Block 5:

Our world in the past: history of how the world began

Evolution and time line.

Early people and the timeline.

Block 6:

Countries of the world (Choosing a country and writing about it).

World Geography: Deserts, Polar Regions. Plains, Oceans and Seas, Penninsulas, Islands, Bays and Lakes.

Locating places on maps using longitude and latitude.

The UN, when it was established and the aims.

UNDP, UNICEF, UNESCO, WHO: What do the letters stand for?

What does each organisation do? What projects does each sponsor in Bhutan?

Assessment

The syllabus is divided into two terms. You should cover the material outlined for each term. The term test should be on that material. More about the time and evaluation are given in the teacher's manual.

The students' progress is assessed in two ways. Skills, homework and class work are evaluated in ongoing assessment which counts for 50% of the total marks for the year. Objectives and levels of students' comprehension

of the materials are tested in two different term tests. The term term examinations, taken together, count for the other 50% of the year's mark.

The results are issued only at the end of the year after all the marks are totalled. Here is a summary of the assessment scheme:

Assessment Framework	Assessment Marks Total
<i>First Term: Blocks 1, 2 and 3.</i>	
Continuous Assessment	75 / 3 = 25
Examination	60 / 3 = 20

	135 / 3 = 45
<u>Second Term: Blocks 4, 5 and 6</u>	
Continuous Assessment	75 / 3 = 25
Examination (including 60 marks From Topics 4, 5 and 6 and 30 marks from The other Topics).	60 / 3 = 20

	165 / 3 = 55
	<i>Annual Total = 100</i>

If your school prefers to report results in percentage scores, you will have to convert the term scores to percentage marks.

Prescribed Textbooks and References

1. Social Studies Student Text, Book I & II
2. Social Studies Teacher's Manual For class V
3. Hasrat, B.J. History of Bhutan (Teacher's Reference)
4. Class VI Geography and History (Teacher's and Student's Reference)
5. Horsburgh, David: Druk and Drukpa Book V (Student's Reference till the stock last)
6. Kaushal and Oberoi: The way we live Book V (, ,)
7. Ronald Gass: A Children's Geography of Bhutan, II (, ,)

SOCIAL STUDIES SYLLABUS CLASS VI

Rationale

Social studies is an integrated study about human relations; basic human needs and issues both immediate and future as well as personal and universal; citizenship and the role of citizens in nation building. It includes knowledge drawn from all the social sciences (anthropology, sociology, geography, political science, history & economics) and covers skills related to reflective thinking valuing, communicating, participating, decision making, appreciating, interpreting, analyzing and problem solving at inter-personal and group level.

Social studies is thought to link the individual human personality with society, culture, nation and the world. Properly developed and taught, it will help young people adjust to the complex world, equipping them with knowledge, skills, attitudes and values that will help them in their daily lives.

In specific terms, social studies:

- provides knowledge of how the society works and how the individual fits within it which is the very meaning of education in most cultures;
- instills a sense of identity which helps a person to connect within society, its structures, expectations, and its rewards;
- lays foundations for life by teaching citizenship, raising value-laden questions, and expanding awareness of other peoples and other ways; and
- develops skills, attitudes and values, besides providing factual details, that are relevant to the social, cultural and economic needs of the country.

Aims

1. To provide knowledge and understanding of:
 - Bhutan's past and present socio-cultural, religious, economic, political & environmental development;
 - people and places of different parts of the world; and
 - principles, ideas and concepts related to people, culture, society and environment.
2. To develop skills of communication, participation, research, investigation and critical analysis.
3. To develop attitudes and values of:
 - positive feelings towards oneself and others;
 - respect and appreciation for one's own cultural heritage and that of others;
 - social code of conduct; and
 - respect and care for the environment.

Objectives

Knowledge & Understanding

The students will be able to:

- describe the size and shape of the earth and explain the effects of its movements;
- explain the lines of latitude and longitude and their uses;
- describe the features on the surface of the earth;
- explore origin of human existence and civilizations;
- explain the importance of studying population and describe population growth, settlement and distribution;
- describe the location and natural features of Bhutan;

- recognize and explain the interdependent nature of relationships between people and the environment;
- distinguish between basic human needs and wants;
- describe economic activities and sectors of economic activities with examples;
- explain the concept of transport and communication;
- describe the means of transport and communication and changes over the years;
- identify and explain the roles and responsibilities of members of family, school and the community;
- describe the rules and regulations in the school and community;
- explain how rules influence their daily lives;
- explain culture identifying certain features of it;
- describe the main features of the Bhutanese culture and how culture is preserved, modified and transmitted; and
- identify some significant people of the early period in Bhutanese history and describe their contributions.

Skills

The students will be able to:

- identify sources of information;
- gather and record information;
- select, compare and categorize relevant information;
- compile and prepare information for an audience (class);
- translate information from one form to another;
- identify the type of data and sources used to gain a particular information;
- recognize significant local issues and select appropriate ways of investigating them;
- express one's own personal opinion about an issue orally and in writing;
- discuss and work in groups on a task (related to either home or school); and
- use maps, diagrams, globes, pictures, models and technologies to represent and describe physical and human systems.

Attitudes and Values

The students will be able to:

- accept the uniqueness and worth of each individual;
- relate to others in positive ways;
- argue that continuity and change are natural features of life;
- accept responsibility for their own actions;
- show awareness of one's responsibility towards one's family, school and the community;
- appreciate their cultural heritage;
- show awareness of different ideas and ways of living;
- support rules for the class, school and community;
- actively contribute to the development of a positive class and school climate;
- show responsible attitude towards and concern for the environment;
- accept new skills and experiences for oneself;
- participate in learning experiences;
- show a sense of love, loyalty and dedication towards family and school members, community and the country; and
- show a sense of pride in being a member of one's community, and appreciate and value the contribution of people in the past.

Content

Unit One: The Environment

Reprint 2014

Weighting

1. Chapter One : The Earth We Live In	10
2. Chapter Two : The Moving Earth	8
3. Chapter Three : Finding Places and Time On Earth	8
4. Chapter Four : Our Kingdom Bhutan	8

Unit Two: People and Places

5. Chapter Five : How People Lived in Ancient Times	10
6. Chapter Six : Where do people live?	9
7. Chapter Seven : Earning a Living	9
8. Chapter Eight : Moving Around and Keeping in Touch	10

Unit Three: Society

9. Chapter Nine : Living Together	10
10. Chapter Ten : Understanding Our Culture	8
11. Chapter Eleven: People Who Made a Difference	10

Assessment

Student assessment is carried out in order to determine the effectiveness of learning and teaching. It involves gathering of evidence to make judgements about students' needs, strengths, abilities, performance and achievement. It is an integral part of the teaching-learning process.

Assessment is to be done in two ways – continuous and terminal.

1. Continuous Assessment

Continuous assessment involves the process of gathering information about student knowledge, understanding, skills, attitudes and values before, during and after each chapter or unit. This information is used to make judgments about the level of student achievement; identify future learning needs of the students; and report student progress.

The information can be gathered in two major ways:

- observing and listening to students at work; and
- collecting and analyzing samples of student work.

The following strategies are, therefore, suggested for continuous assessment.

1.1 Class-work

This strategy would involve engaging students in group or individual works in class. These works would require of students to discuss among themselves in small groups or with the teacher. The discussions with the teacher could sometimes be in the form of structured interviews, allowing teacher to understand the thinking process of students. Some student-teacher discussions could be initiated by the students themselves rather than being limited or directed by the teacher's questions. Some of the class-works could be reporting or presenting of information gathered and organized by the students.

Class-works would allow the teacher to observe students working in groups or individually. The teacher would observe and note students' development of skills of interaction and participation which are an integral part of the learning of social studies.

teacher could also listen to what students say or how they respond to questions while interacting with another student, with the teacher or any other person (guest speaker, for instance).

1.2 Homework

As follow up and reinforcement of the lessons conducted and activities carried out in the class, short tasks can be given to the students to do at home. Samples of the work of each student could be collected at regular intervals and assessed. The samples could be put in file to maintain a record of evidence showing student progress.

1.3 Project Work

Students could be given a number of small project works or one big project work to be completed over the course of the year. This kind of work could be more research oriented requiring of the students to look for information, analyze and interpret the information and finally document it. The students would be guided by their teacher during the process. The documented work could be shared with the other students.

1.4 Written tests

Written tests could be conducted from time to time (may be on completion of a unit) to assess students' achievement of the major learning objectives set for the particular unit.

2. Terminal Examinations

To assess the student's achievements of the general objectives at the end of each term, a written examination could be conducted for a duration of two hours. A combination of objective type, short answer type and long essay type questions could be asked.

Prescribed Texts and Reference

1. Social Studies Class VI (text), CAPSD, NIE, Paro
2. A History of Bhutan, Introductory Course-book for Class VI, CAPSS, Education Division (Reference)
3. Aspects of World History Book I (Reference)
4. A Geography of Bhutan An Introductory Course-book for Class VI, CAPSS, Education Division (Reference)
5. The Earth and its People – Book I (Reference)
6. A Textbook of Geography Class VI (Reference)
7. Oxford School Atlas, Oxford University Press

Appendix

GUIDELINES ON CONTINUOUS ASSESSMENT FOR CLASS VI

1.0 INTRODUCTION

In an effort to decentralise and give more responsibility to the schools in determining the results of class VI students, it has been decided that 50% of class VI is to be internally assessed by the schools from 1995 onwards as stated in the 14th QPGL.

The internal assessment weighting in this class will be used to broaden the curriculum. It will include those areas such as classwork, homework, project work, etc. which are not otherwise assessed by paper and pen based tests. The internal assessment will also be used to introduce a system of monitoring and recording of the learning outcomes of every student on a more continued basis. (Continuous Assessment).

2.0 CONTINUOUS ASSESSMENT

In the process of learning, the students do work in the class individually and with other students; they complete homework assignments and projects on a regular basis. But the process of any of these activities and the outcome (products) of some of these activities are not recorded or assessed presently. Further, very little use of continuous assessment is made to monitor the student's progress. Yet all educators agree that assessment, which is a process of gathering evidence and making judgements about the student's needs, strength and achievements, should be used to promote effective learning.

2.1 HOMEWORK

Homework is an additional time for learning tasks. It encourages initiative, develops independent learning skills and allows time for practice and application of what has been learned in schools. A well-planned homework policy is an essential part of any school instruction.

2.1.1 The main purposes of homework are:

- (i) to promote reinforcement of knowledge in already taught lessons in different subjects,
- (ii) to give and receive regular feedback for teachers as well as students,
- (iii) to develop students' independent learning skills.

Student participate effectively in this activity if they think it will be *checked* and if they understand its *relevance*.

2.1.2 Therefore it is necessary to plan or work out a homework policy for the school considering the following points:

- (i) Homework routine
- (ii) Suggested homework correction procedures
- (iii) Correction time
- (iv) Record keeping (as shown in Form 2)

2.1.3 Homework should be assessed as per the following criteria:

Sl. No.	Criteria	Marks
i.	Presentation (neatness, organisation, accuracy and completion of work).	3
ii.	Completion (meeting deadlines)	1
iii.	Follow up (by the students as per teacher's instruction)	3
iv.	Improvement (effort, consistency in effort)	3
	Total	10

2.2.0 CLASSWORK

Classwork includes all the organised student's activities that take place within the classroom under the direct supervision and guidance of a teacher.

2.2.1 The aims of classwork are:

- (i) encourage independent work habits,
- (ii) improve the effectiveness of teaching and learning processes and
- (iii) encourage student's efforts on the task.

The teacher is advised to plan his/her lesson in such a way that the minimum time is spent on direct teaching and maximum time spent on students learning through individual or group activities. .

2.2.2 This will provide opportunities for teachers to:

- (i) see how anyone student works either individually or in group when working in the class. .
- (ii) observe the student's attitudes to work and study and see how he/she is developing.
- (iii) see any physical/mental difficulties that the student is experiencing.**
- (iv) record the observations, actions taken and the progress made by the students.
- (v) give guidance to the students at work.
- (vi) reflect on the effectiveness of his/her lesson planning.

2.2.3 A continuous record of the student's classwork will need to be made as suggested in Form 2.

2.2.4 Classwork should be assessed as per the following criteria:

Sl. No.	Criteria	Marks
i.	Involvement and participation (responsiveness to instruction, responsibility, etc.)	2
ii.	Task fulfilment (accuracy, completion, etc.)	2
iii.	Effort on task (consistency in effort)	2
iv.	Presentation of work (neatness, organisation)	1
v.	Improvement (on all of the above)	3
	Total	10

2.3.0 ASSIGNMENTS AND PROJECTS

Henceforth there will be some assignments and projects which the students of class VI will need to cover in all the subject areas. For each of the assignments completed the teacher will be required to give descriptive feedback to the students which will be used to further improve their next project or assignment. This may be written or discussed or discussed with the student orally or both. In each case a record of what feedback has been given will be maintained, as detailed in **Form 2**.

Assignment and project should be assessed as per the following criteria:

Sl. No.	Criteria	Marks
i.	Presentation (editing, art work, models, neatness organization, accuracy completeness and relevance to the topic, etc.).	2
ii.	Originality (genuine work of the student & creativity)	2
iii.	Efforts (involvement in the process of doing)	2
iv.	Timely completion	1
v.	Follow up and improvement (on all the above)	3
	Total	10

2.4.0 Oral Assessment in English and Dzongkha.

Rather than doing the oral assessment as an end of the year activity, it will now become a continuous element of the class VI programme. The teacher will need to keep a record of regular reading and speaking activities of the students. The feedback that has been discussed and the progress made on this will need to be recorded.

In addition to this, the students henceforth will be required to do a number of oral presentations; such as reading news, giving a topical speech, carrying out a panel discussion and debate as a regular feature of the language activities. An equivalent of two periods per week is suggested to be devoted to this activity. For each of the oral exercises that is completed, remedial measures will need to be suggested teachers must ensure students do the necessary follow up, which must be recorded accordingly (see point no. 2.5)

Oral works should be assessed as per the following criteria.

Sl. No.	Criteria	Marks
i.	Reading (pronunciation, confidence, expression)	2
ii.	Speaking (fluency, clarity, logical organization of thought)	4
iii.	Listening (understanding the content, following instructions, etc)	4
	Total	10

2.5.0. RECORD KEEPING

It is beneficial for teachers as well as students that the teachers maintain a record of classwork, homework and project work in different subjects as well as an oral work in language subjects. Form 1 is suggested to be used to keep a continuous record of all the oral work that students do.

Form 1. ORAL RECORD

Name of the student..... Subject.....
 Class..... Term.....

Area of assessment	Descriptive Comments	Remedial Action taken	Marks
<u>READING</u> ➤ Reading news to whole class ➤ Individual reading <u>Oral Presentation</u> ➤ Debate ➤ Epeech ➤ Conversation/Discussion			

NOTE: Repeating the same activity several times as well as other oral activities is encouraged. This will enrich the students' language experience and provide opportunities for corrective measures.

The teacher should maintain individual feedback sheets in each of the subjects as shown in Form 2. It would serve as valuable feedback for students as well as their parents. Well-maintained classwork, homework and project records reflect a clear indication of students' performance and progress in the year. These individual student records have to be used to fill in the progress report.

Form No.2. STUDENTS' WORK RECORD

Name of the student:-.....
 Class:-..... Subject:-..... Term:-.....

Date	Details of Classwork, Homework and Project work.	Comments and Feedback	Marks/Grade
22.5.95	(Example for English) Essay: Winter Holidays	Example: Grammer 'did not went' called Karma and corrected it.	
22.5.95	Example: Essay: Winter Holidays	Example: Spelling 'vacasion' corrected as vacation	

End of the term comments:

.....

NB: The above format may be used separately for each form of assessment e.g. classwork, homework and project work.