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**Education in Emergency**  
ADAPTED CURRICULUM  
&  
PRIORTIZED CURRICULUM  
KEY STAGE 1: CLASS PP - III



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Ministry of Education  
Royal Education Council  
Bhutan Council for School Examination and Assessment

Education in Emergency  
ADAPTED CURRICULUM  
&  
PRIORITIZED CURRICULUM  
KEY STAGE 1: Classes PP - III  
May 2020



**Ministry of Education  
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### **Acknowledgment**

This curriculum resource is a joint effort of the Ministry of Education (MoE), Royal Education Council (REC) and the Bhutan Council for School Examinations and Assessment (BCSEA) towards facilitating the continuity of learning of our students under the emergency of COVID 19 virus pandemic.

This venture would not have materialized without the participation and contribution of various key players in the field of education. We commend the voluntary contribution of teachers from different schools in terms of their professional input in outlining and sequencing of curriculum content and learning objectives.

In this hour of emergency, we are thankful to our development partners like UNICEF, HELVETES, Save the Children for their continued support both professionally and financially. The education fraternity remains hopeful that our students gain the optimum benefit from the generous gesture and help us take education to greater heights in realising the national purpose of education.

Above all, the wisdom and blessing of the Government has been the impetus, which proved vital in rolling out numerous EiE programs and activities. Without the full support of policy makers and professionals in the country, there is little hope that the EiE outcomes are translated and materialized to fruition.

ISBN: .....

## FOREWORD

The detection of the first COVID-19 case on 5<sup>th</sup> March 2020 resulted in closure of schools and institutes in the proximal zone of Paro, Thimphu and Punakha. Subsequently, in compliance to the executive order of the Government, all schools and educational institutes in the country were closed from March 18, 2020 until the further notice.

The prolonged closure of schools is a great concern because it affects students' education and achievement of the expected learning outcomes for all key stages. It also poses unprecedented risk to safety, wellbeing and the developmental growth of students. Other secondary effects include increased anxiety and restlessness when they are removed from the routine and structured activities. Students are deprived of the nutrition supplements, which may cause nutritional imbalance, and there is also likelihood of children indulging in socially undesirable activities, teenage pregnancy and early marriage. Consequently, it has the potential to reverse the gains made in access to education and learning at risk because of the prolonged closure of schools.

Understanding the priority to facilitate the continuity of learnings, the Ministry of Education in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out Education in Emergency (EiE). They include adaptation and prioritization of school curricula in making educational facilities and services accessible for all students. Diverse means of curriculum delivery are explored and deployed – broadcast media (TV & Radio), introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children's learning and engagement, and use of print in Self Instructional Materials (SIM) for curriculum delivery.

In-spite of the initiatives, owing to evolving COVID 19 pandemic in the regional and global scenario and the priority of the Government to help students progress to higher grade, guidelines on Assessment and Examinations for EiE curriculum is imperative. Assessment and examinations are crucial in ensuring the continuity of learning and preparing students to progress to higher grades through alternative forms of assessment and examinations.

Through this communique, Ministry of Education wishes to inform teachers, parents and students of the educational adjustment and modification in curricula, assessment and examinations, and instructions in helping students continue their education.



(Karma Tshering)  
**Officiating Secretary**  
**Ministry of Education**

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## **SCHOOL CURRICULUM FOR EDUCATION IN EMERGENCY**

### **RATIONALE**

The pandemic spread of COVID19 virus is ravaging every corner of the world indiscriminately with huge losses of lives. Understanding has been developed that senior citizens and people with low immunity system are vulnerable and pose the risk of contracting the effects. The World Health Organization (WHO) advises a few simple ways of dealing with the pandemic, which include social distancing, hand washing and use of hand sanitizer. Based on the risk of contracting the novel COVID virus and the impending danger to lives of youths, by the decree of executive order of the Government, all schools remain closed until further notice. However, the current scenario of rate and pace of spread of the virus does not appear that it can be contained any time sooner.

The prolonged closure of schools is continuing to impact students' education and achieving the expected learning outcomes for all key stages. Inevitably, this affects the progression of students to the next higher grade. Though the easiest way is to compel students to repeat in the same grade in the following year, the strategy is costly for the nation in all fronts, including financial expenses and learners' developmental progression, and may create generation gap in career opportunities.

According to INEE (2004), Education in emergencies, and during chronic crises and early reconstruction efforts, can be both life-saving and life-sustaining. It can save lives by protecting against exploitation and harm and by disseminating key survival messages on issues such as landmine safety or HIV/AIDS prevention. It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents. Education in emergencies also helps to heal the pain of bad experiences, build skills, and support conflict resolution and peace building. The emphasis is achieving the minimum standards of learning for Education in Emergencies to attain the minimum level of educational access and provision in emergencies.

In order to facilitate students to continue learning and progress to higher grade despite being locked down, initially the "Adapted Curriculum" was embarked as short-term emergency contingency intervention. However, the unabated emergency has inspired to initiate the development of another alternative curriculum in the form of "Prioritized Curriculum". Therefore, in the Second Phase EiE, depending on the unfolding scenario of COVID 19 pandemic, both "Adapted Curriculum" and "Prioritized Curriculum" are implemented in order to facilitate students to cope and progress to higher studies. Its design, development and delivery are informed by the wider educational principles and ideologies of developmental appropriateness, national values, coherence and the generic nature of the spiral curriculum.

This guideline is to inform all stakeholders on the "Prioritized Curriculum" of the Second Phase Education Emergency to facilitate students to continue learning and progress to higher grade with adequate competencies and understanding to cope with the higher learning.



## **INTRODUCTION**

Following the COVID-19 pandemic, continuity of education and learnings has been severely affected as a result of nationwide closure of schools. Given that timely contingency planning is crucial to minimize disruption to our education systems, the Ministry in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out Education in Emergency (EiE). This broadly includes the adaptation of school curriculum for EiE, introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children's learning and engagement, use of print and broadcast media (TV & Radio) for curriculum delivery. This also includes adaptation and modification of school curriculum for children with disabilities, Rigshung students and ECCD children, and NFE learners.

The lessons using the broadcast media has been rolled out across the nation through Bhutan Broadcasting Service (BBS) TV since March 27, 2020. These lessons broadcasted is being continuously reviewed and improved based on observation and feedback from various stakeholders.

## **EDUCATION IN EMERGENCY CURRICULLUM**

Countries around the world adopt different means and forms of making education accessible for all, of which adapted curriculum is commonly used. In our context, depending on the unfolding scenario of COVID 19 pandemic, both "Adapted Curriculum" and "Prioritized Curriculum" are implemented in order to facilitate students to cope and progress to higher studies.

In order to support these children in continuing their education, the Ministry in collaboration with REC has initiated the development and printing of Self Instructional Materials (SIM) from March 25, 2020. As of date, the printing and distribution of first package of SIM print materials for all key stages are completed and distributed to Dzongkhags/Thromdes from April 25, to begin the lessons from May 2, 2020. Additional support particularly for key stage I (PP-class III) will be provided through radio lessons. In the first package, 29 lessons (BBS Radio-19, Kuzoo FM-10) have been recorded, and will be aired on May 02, 2020 as well. Recording for all the SIM packages and the second phase of SIM lesson recording started from April 22, 2020.

### **Objectives**

The two forms of school curricula for Education in Emergency are developed to fulfil the following objectives:

1. Emphasise the learning of the essential concepts fundamental in the development of academic and social competencies.
2. Provide access and avail educational services remotely for students to learn and develop understanding of fundamental concepts and ideas on subjects and competencies to cope with higher learning with mainstream and social media.

3. Engage students productively at home and minimize people-people contact to prevent the spread of virus.
4. Create greater clarity of what teachers should teach and students should learn.
5. Encourage teachers to embrace effective instructional practices by reducing the pressure on covering the vast teaching contents.
6. Ensure the psychosocial wellbeing of students in emergency.

## ADAPTED CURRICULUM

In the emergency, it is not feasible to deliver the regular annual curricular contents. The adapted curriculum is based on literacy and numeracy at key stage I and II, and theme-based curriculum for key stage III, IV and V. The most essential learning concepts aligned with the learning outcomes or objectives are selected for all classes. For theme-based curriculum, some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject. The Adapted Curriculum delivered under various key stages are as under (Table 1):

*Table 1. Learning areas in Adapted Curriculum*

Key Stage	Class	Learning Areas	Subjects
<b>I</b>	PP-III	Literacy & Numeracy	Dzongkha, English, Mathematics
<b>II</b>	IV-VI	Literacy & Numeracy	Dzongkha, English, Mathematics
<b>III</b>	VII-VIII	Theme Based	Dzongkha, English, Mathematics, General Science, Social Sciences
<b>IV</b>	IX-X	Theme Based	Dzongkha, English, Mathematics, Functional Science, Social Sciences
<b>V</b>	XI-XII	Theme Based	<p><b>Compulsory to all:</b> English, Dzongkha.</p> <p><b>Science:</b> Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT</p> <p><b>Commerce:</b> Accountancy, Commerce, B. Mathematics</p> <p><b>Arts:</b> History, Geography, Economics, Media Studies, Rigzhung</p>

The theme-based learning areas are detailed in the Adapted Curriculum syllabus.

## PRIORITIZED CURRICULUM

In the events of emergency of any form, access to learning is generally facilitated through an adapted curriculum, wherein the regular curriculum is modified with emphasis on development of fundamental concepts and skills in general education, life skills and psycho-social wellbeing. The choice of the curriculum is also guided by the national priority to identify and select the most

essential learning concepts and outcomes fundamental for students' continuity of learning and development. In this process, the R.E.A.L Model of prioritization of learning standards (Many, Tom W. & Horrell, Ted., 2014) or outcomes is widely used around the world. Its intention provides insight in the process of curriculum prioritization in our current emergency setting.

The REAL model consists of the following four key areas:

**Readiness:** The 'R' stands for Readiness. This standard provides students with essential knowledge and skills necessary for success in the next class, course or grade level.

**Endurance:** The 'E' represents Endurance. This standard provides students with knowledge and skills that are useful beyond a single test or unit of study.

**Assessed:** The 'A' represents Assessed. This standard will be assessed on upcoming state and national examinations.

**Leverage:** The 'L' corresponds to Leverage. This standard will provide students with the knowledge and skills that will be of value in multiple disciplines.

Based on the REAL model, a set of curriculum prioritization criteria was established in selecting the learning contents for our schools in Education in Emergency.

### Criteria for Curriculum Prioritization

The Prioritized Curriculum in our context shall be used for all classes PP to XII depending on the evolving situations; if all schools remain closed or if schools open in phases based on the risk level zones, it shall target classes X and XII, while other classes implement adapted curriculum. If all schools open by June, all classes shall use it. The prioritized curriculum for both the scenario is illustrated in Table 2, and the adjusted assessment and examinations shall be administered for promotion.

By drawing lessons from the national priority and the wider world, the Prioritized Curriculum in EiE is informed by the following criteria:

- i. Emphasize on fundamental key concepts with limited scope on elaborative areas.
- ii. Select common themes through which a few topics or chapters under one or two lessons.
- iii. Focus on the development of competencies on the selected themes rather than emphasizing on the academic knowledge and examples.
- iv. Create scope for students to take responsibility for their learning by engaging them to explore for specifics and examples of the concepts.
- v. Engage students to explore further on the concepts through interactive learning activities.

The focus of the prioritized curriculum is on the development of competencies on the selected themes rather than emphasizing on the academic knowledge and examples. The arrangement of learning topics is informed by the principle of spiral curriculum, progression and coherence of conceptual understanding. However, due to limitation of instructional days for the 2020 academic year, the prioritized curriculum covers about 65% of the regular syllabus of the academic year. It is based on the premise that out of the annual 850 instructional hours, there is a remaining instructional hours of only 500 hours. This also includes the time needed for psychosocial wellbeing and practice of health procedures essential for students' safety. The prioritized curriculum shall be implemented from June 2020, regardless of schools being reopened or closed.

Considering the limited time available to cover the 2020 academic syllabus, the prioritized curriculum shall emphasize on the development of understanding and competencies of fundamental concepts and ideas in all the subjects in each grade.

*Table 2. Prioritized Curriculum*

Key stage	Class	Subjects
I	PP - 3	Dzongkha, English, Mathematics, HPE & Values, ICT, Arts Education
II	4 - 6	Dzongkha, English, Mathematics, Science, Social Studies, HPE & Values, ICT, Arts Education
III	7 - 8	Dzongkha, English, Mathematics, General Science, Geography, History, ICT
IV	9-10	Dzongkha, English, Mathematics, Biology, Physics, Chemistry, Environmental Science, Agriculture for Food Security, TVET, Geography, History and Civics, ICT, Economics.
V	11	English, Dzongkha compulsory for all
		<b>Science:</b> Mathematics, Physics, Chemistry, Biology, Environmental Science, and ICT
		<b>Commerce:</b> Accountancy, Commerce, B. Mathematics, TVET, AgFS
		<b>Arts:</b> History, Geography, Economics, Media Studies, <i>Rigzhung</i>

## DELIVERY OF THE CURRICULUM

The Strategic Plan for Curriculum and Assessment for EiE Phase 2 in Table 3 illustrates the mode of delivery of the Prioritized Curriculum.

*Table 3. Strategic Plan for Curriculum and Assessment for EiE*

Scenario & Situation			Curriculum	Mode	Assessment
Scenario I	Situation 1	If all schools open at	Class PP – 9 & 11 Prioritized Curriculum	Regular class with safety and precautionary measures	Regular on prioritized curriculum

		the same time	Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	(CFA, Tests, year-end examinations)
	Situation 2	If schools open in a phased manner	Class PP – 9 & 11 Adapted Curriculum	<b>Open:</b> Regular class with safety and precautionary measures <b>Closed:</b> (A) CI PP-3: BBS, Social media (WeChat / WhatsApp/ Telegram), Radio, SIM (B) CI 4 -9 & 11: BBS, SIM, Google classroom	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern
			Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum
Scenario II	All schools closed	Class PP – 9 & 11 Adapted Curriculum	A) PP-3: BBS, Social media (WeChat / WhatsApp / Telegram), Radio, SIM (B) CI 4 -9 & 11: BBS, SIM, Google classroom	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern	
		Class 10 & 12 Prioritized Curriculum	Regular class in quarantine mode.	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum	
NOTE:	For effective curriculum delivery as well as to provide support for psycho-social wellbeing: <ul style="list-style-type: none"><li>• Follow Ministry of Health's protocol and preventive measures.</li><li>• Follow WASH advisory.</li></ul>				

	<ul style="list-style-type: none"> <li>• No mid-term examinations.</li> <li>• No trail examinations.</li> <li>• No co-curricular and extra-curricular activities.</li> <li>• Mid-term break to be used as instructional days.</li> <li>• Use Saturdays to adjust instructional days.</li> <li>• Strengthen psychosocial support including help-centres.</li> </ul>
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There are students who are dealt with ‘pull out’ and ‘push in’ strategies alongside the adaptation and modification in curriculum delivery. Therefore, lessons for Wangsel and Muenseling institutes shall also follow the prioritized curriculum, but delivered by using tools and techniques appropriate for their students. The Takste *Rigzhung* School shall also use tools and techniques appropriate for their students, which may include Google classroom, YouTube, WeChat and other means.

## MONITORING & EVALUTIONS

The implementation of curriculum in the Education in Emergency is unprecedented and poses diverse challenges and opportunities as well. Some of the perceived challenges may include the following:

- Equity and equality to access educational programs for students is immensely affected by geographical location, affordability and connectivity.
- Educational background of parents and guidance is making students responsible for their learning.
- Professional capacity and integrity of teachers in keeping track of students’ learning through remote learning mode may affect students’ performance.
- The quality and accuracy of lessons influence the quality of students’ engagement and the learning.

Therefore, the following mechanism may be implemented in earnest.

- Provide gadget or alternative means to students who cannot afford and those who are in remote places.
- Make provision in making data affordable for students.
- Stakeholders like REC, MoE and BCSEA continuously monitor the quality, relevancy and efficacy of resources and activities in EiE, and update accordingly.
- Constitute two levels of EiE curriculum delivery and implementation and monitoring:

### Central Level – MoE, REC, BCSEA:

- Design, develop and disseminate the plans and activities on EiE and EiE curriculum in collaboration with relevant stakeholders.

- b. Facilitate the accessibility of EiE through the provision of necessary gadget and accessories for students and teachers.
- c. Educate teachers and parents on EiE curriculum and its delivery.
- d. Encourage parents to participate in their children's learning – guidance and monitoring.

#### **Local Level - *Dzongkhags & Thromdhes*:**

- a. Constitute a small professional forum to oversee and design support mechanism to ensure that all students have access to EiE resources and services.
- b. Monitor the professional capacity and integrity of teachers in implementation of EiE curriculum and emergency contingency plans and programs.
- c. Identify teacher's needs and provide PD on the specific areas.
- d. Periodically share the report on the status of EiE curriculum implementation, success and challenges. Accordingly, relevant stakeholders provide interventions.
- e. Take ownership of EiE in their respective *Dzongkhags* and *Thromdhes*.

The information contained in this guidebook is not prescriptive. The Prioritized Curriculum syllabus has been developed collaboratively by stakeholders, Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment and have evolved out of emergency. The guidebook provides guidance on how Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment may respond and establish education programmes in emergency settings.

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Education in Emergency

ADAPTED CURRICULUM

KEY STAGE 1: Classes PP – III

1. DZONGKHA

གནས་ཤིང་། Key stage	སློབ་སྦྱོང་འབད་དགོ་པའི་དོན་ཚན་གཙོ་བོ་། Learning area	སློབ་སྦྱོང་ཐབས་ལམ། Strategy	ལས་ཤིང་གི་འོས་འབབ། scope
གནས་ཤིང་དང་པ། སློབ་གསུང་གསུམ་ པ་ཚུ།	ཡི་གཱའི་སློབ་སྦྱང་། གསལ་བྱེད་སྤུམ་ཅུ། དབྱེད་ས་བཞི། མགོ་ཅན་འདོགས་ཅན། གྲངས་ཁ་ ༡༠༠ ཚུན་ ཨང་ཡིག་དང་ ཨང་ཡིག་ཡིག་ གཟུགས་ནང་བྱི་ནི། ཉེ་འབྲེལ་མིང་ཚིག་འབྲི་ལྟ། སྦྱོར་གྲོག་ཚིག་སྦྱང། རང་དང་ཆ་རོགས་ བཟའ་ ཚང་དང་སློབ་ཁྱུ་ གཡུས་དང་མཐའ་འཁོར་ཚུ་གི་ སྐྱོར་ལས་ བཤད་པ་བྱུང་ཁྱུ་རེ་རྒྱུ་ནི། དཔེ་དེབ་ ལྟག་ཐངས།	རྒྱུ་བསྐྱུགས་ཐོག་ལས་ སློབ་སྦྱོང་འབད་ནི། པམ་ཤེས་ཡོན་ཡོད་མི་ཚུ་ལུ་ བྱིས་ནང་སྤྱོད་ནི་འོ་མཁས་ བཟོ་ཡོད་མི་ཚུ་བཀའ་ནི་དང་། སློབ་ཚན་དང་འབྲེལ་བའི་ སློབ་སྦྱང་ལས་དོན་ཚུ་བཀའ་སྟེ་ རང་སོའི་ཨ་ལོ་ཚུ་ལུ་ རྒྱུ་བསྐྱུར་འབད་བཅུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ བྱིས་ལཱ་རེ་བྱིན་ ཏེ་ དིག་ཐོག་དང་རག་ཐོག་དབྱེ་ཞིབ་འབད་ནི། སློབ་སྦྱོང་འོ་མཁས་ཚུ་པམ་ཤེས་འབད་དེ་ ཉན་ཐོག་ ལས་ ཉེ་འབྲེལ་མིང་ཚིག་སྤྱོད་བཅུག་ནི། WeChat, Facebook YouTube, google ཚུ་གི་ ཐོག་ལུ་ ཡི་གཱའི་བཀའ་ཐངས། རྫོང་སྤྱོད་ལ་སོགས་པའི་ མཐོང་ཐོས་མཁོ་ཆས་ བྱུང་ཁྱུ་རེ་བཟོ་སྟེ་བཀའ་ནི། ལྟག་དེབ་ལྟག་ཐངས་ཀྱི་དཔེ་སློབ་མཐོང་ཐོས་ཐོག་ལས་བཟོ་ སྟེ་བཀའ་ནི། བྱིས་ནང་ ཡིག་བཟོའི་སྦྱང་དེབ་ཀྱི་ལས་རྩ་ཚུ་ཡོད་མི་ཚུ་ ལཱ་ལེན་འཐབ་སྟེ་ ཡིག་བཟོ་སྤྱོད་བཅུག་ནི། dzongkha	དབྱེད་ས་གསལ་གྱི་ ཡིག་བཟོའི་ བཀའ་ཐངས་དང་ རྫོང་སྤྱོད་སློབ་ སྦྱོང་། ཨང་ཡིག་དང་ ཡིག་གཟུགས་ཀྱི་ བཀའ་ཐངས་དང་ རྫོང་སྤྱོད་སློབ་ སྦྱོང་། མིང་གཞི་ལུ་ སློབ་རྫོང་གི་འཇུག་ ཚུ་ལྱི་སློབ་སྦྱོང་། ཉེ་འབྲེལ་མིང་ཚིག་སྤྱོད་སྦྱང་གི་སློབ་ སྦྱོང་། ལྟག་དེབ་ལྟག་ཐངས་ཚུ་གི་སྐྱོར་ སློབ་སྦྱོང་ཚུ་ འབད་དགོ་པ་འདུག

		for kidsགི་མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ སེམ་ལེན་འབད་དེ་ ལྟ་བ་བཟུག་ནི།	
གནས་ཤིང་།	ལྟ་བ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།	སྟོན་སྟོན་ཐབས་ལམ།	ལས་ཤིང་གི་འོས་འབབ་
གནས་ཤིང་གཉིས་ པ། བཞི་པ་ལས་ལྷག་ པ།	འབྲི་ཚུམ་ལས་ འབྲེལ་བཤད་དང་ ལོ་རྒྱུས་འབྲི་ ཚུམ་ཚུ་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་ སྒྲུབ་ཀྱི་སྒྲུབ་བ།	རྒྱུ་བསྐྱུགས་ནང་ལས་སྟོན་སྟོན། པམ་ལུ་ ཨ་ལེའི་ རྒྱུ་སྟོར་གྱི་ལམ་སྟོན་བྱིན་ནི། སྟོན་སྟོན་ལས་དོན་ པམ་ཚུ་ལུ་བཀའ་ནི། བྱིས་ནང་ལྷག་ནིའི་ མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྷག་བཟུག་ནི། སྟོན་དཔོན་ཚུ་ གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ བྱིས་ལུ་རེ་བྱིན་ནི། དི་བའི་ ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཟུག་ནི། ཡིག་བཟོའི་ སྟོན་བ། WeChat, Facebook, YouTube, google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་ བཀའ་ནི། དཔེར་ན། འབྲི་ཚུམ་འབྲི་ཐངས། སྒྲུང་འབྲི་ཐངས་ དང་ལྷག་ཐངས། ལྷ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྟོར་བཤེས་ ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀའ་ཐོག་ལས་ ལྟ་བ་བཟུག་ནི་བཟུམ།	ཚུམ་ཤིག་མ་འདྲམ་གསུམ་གྱི་སྟོར་ ལས་ རོ་སྟོན་དང་ཁྱད་ནམ་དཔེ་ཚུ་གི་ སྟོར་སྟོན་སྟོན་འབད་ནི།  ཡིག་སྟོར་གྱི་དོན་ཚན་ཚུ་གི་སྟོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སྟོན་སྟོན།  ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་ སྟོར་ལས་ འབྲི་ཐངས་ཀྱི་ སྟོན་སྟོན་ ཚུ་འབད་དགོ་ནི་ཨིན་མས།
	སྟོན་ཚུམ་ནང་ལས་ ཞབས་ཁྲ་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སྒྲུབ་ཀྱི་སྒྲུབ་བ།		
	སྒྲུང་དང་གཏམ་རྒྱུད་ལས་ དངོས་སྒྲུང་དང་ འཆར་སྒྲུང་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སྒྲུབ་ཀྱི་ སྒྲུབ་བ།		
	ཡིག་སྟོར་ལས་ ལོག་ཡིག་མཐུག་ཡིག། ཚན་ ཤད། མིང་ཚབ། ལ་དོན་གྱི་ཕྱད། མིང་ཚབ། མིང་ གི་ཁྱད་ཆོག།འབྱུང་ཁྱད་སྒྲུང་། མིང་མཐུལ། བྱ་ཆོག་ གི་ཆོག་གོགས། འབྲེལ་སྒྲུབ་སྒྲུབ་ཆོག། དགག་ ཆོག། བྱ་བའི་ཁྱད་ཆོག། ཆོག་མཚམས། བཟོད་ མཚམས། དོན་མཚམས་གཙང་ཐངས་ཚུ་གི་ལྟ་བ་ སྒྲུང་འབད་དེ་ བྱི་ཞིའི་རིག་ཚུལ་ལྟ་བ་བཟུག་ནི། ཡིག་འགྲུལ་ལས་ ལྷ་ཡིག་དང་ གཏང་ཡིག་གཞི་ བཞག་གི་འབྲི་ལྷག་སྒྲུབ་བ།	ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་ འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	

གནས་ཤིང་།	ལྟ་བུ་ལྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་བོ་ཅན།	སློབ་སྟོན་ཐབས་ལམ།	ལས་ཤིང་འོས་འབབ།
<p>གནས་ཤིང་གསུམ་པ།</p> <p>བདུན་པ་ལས་བརྒྱད་པ།</p>	<p>འབྲི་ཚུམ་ནང་ལས་འབྲེལ་བཤད། ལོ་རྒྱུས། རྒྱུ་རྒྱལ། འཆར་སྤང་འབྲི་ཚུམ་ཚུ་གི་ཐོག་ལས་འབྲི་ལྷག་ཉན་སྒྲིབ་ཀྱི་སྤྱད་བ།</p>	<p>རྒྱུ་བསྒྲགས་སློབ་སྟོན།</p> <p>པམ་ལུ་ ཨ་ལའི་ རྒྱུ་སྤྱོད་ཀྱི་ལམ་སྟོན་བྱིན་ནི།</p> <p>སློབ་སྤྱད་ལས་དོན་ པམ་ཚུ་ལུ་བཀའ་ནི།</p>	<p>ཚུམ་རིག་མ་འབྲེལ་གསུམ་ཀྱི་སྟོར་ལས་ རོ་སྤྱོད་དང་ཁྱད་ནམ་དཔེ་ཚུ་གི་མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་སྟོན་ནི།</p>
	<p>སྟོན་ཚུམ་ནང་ལས་ ཞབས་ཁྲ་དང་ སློ་ཟེ། རྩེ་མོ། དཔྱེ་གཏམ། ལ་བཤད། གསལ་བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་སྤྱད་བ།</p>	<p>ཁྱིམ་ནང་ལྷག་ནིའི་ མཁོ་ཆས་རོས་འཛིན་འབད་དེ་ལྷག་བཅུག་ནི།</p> <p>སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལུ་རེ་བྱིན་ནི།</p>	<p>ཡིག་སྒྲིབ་ཀྱི་དོན་ཚན་ཚུ་གི་སྟོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན།</p>
	<p>སྤྱད་དང་གཏམ་རྒྱུད་ལས་ དངོས་སྤྱད་དང་འཆར་སྤྱད་གི་ ཚུམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྒྲིབ་ཀྱི་སྤྱད་བ།</p>	<p>དྲི་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཅུག་ནི།</p> <p>ཡིག་བཟོའི་སྤྱད་བ། WeChat, Facebook,</p>	<p>ཡིག་འགྲུལ་ཀྱི་དོན་ཚན་གཉིས་ཀྱི་སྟོར་ལས་ འབྲི་ཐངས་ཀྱི་སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨིན་མས།</p>
	<p>ཡིག་སྒྲིབ་དོན་ཚན་ཚུ་ལས་ སྟོན་ཆེས་ཡང་འཇུག་གི་རོས་འཛིན་དང་། བན་བཤད་ཀྱི་རིགས། ཆོག་མཚམས། བཛོད་མཚམས། དོན་མཚམས། འབྲེལ་སྒྲ། མིང་གི་བྱད་ཆོག། དང་སྒྲ། ད་སྒྲ། བྱེད་སྒྲ། ལྷག་བཅས། འབྲེལ་ཆོག། མིང་དང་བྱ་ཆོག་ལུ་ཞེ་ས་སྤྱད་བ། བྱ་ཆོག་དུས་གསུམ་ཡིག་སྟེབ། བཛོད་པའི་དཔྱེ་བ། དེ་སྒྲ་ནི་སྒྲ། རྒྱུ་རྒྱུད། བསྟུ་ཡིག། སྤྱི་སྒྲ། གང་ཟག་དང་པ་དང་གཉིས་པའི་རོས་འཛིན། མིང་ཆོག་བཛོད་པའི་ནམ་གཞག་གི་</p>	<p>YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀའ་ནི།</p> <p>དཔེར་ན། འབྲི་ཚུམ་འབྲི་ཐངས། རྒྱུ་འབྲི་ཐངས་དང་ལྷག་ཐངས། ལུ་ཡིག་འབྲི་ཐངས། ཡི་གའི་སྒྲིབ་བ་ཤེས་ཐབས་ཀྱི་མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀའ་ཐོག་ལས་ ལྷག་བཅུག་ནི་བཟུམ།</p> <p>ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་འབད་དེ་ དཔྱེ་ཞིབ་འབད་ནི།</p>	

	<p>དོན་ཚན་ཚུ་ གཞི་བཞག་ཐོག་ལས་ བྱིན་པའི་སྤྱད་བ།</p> <p>ཡིག་འགྲུལ་དོན་ཚན་ཚུ་ལས་ ཟུ་ཡིག་དང་ གཏང་ཡིག་བྱིན་པའི་སྤྱད་བ།</p>		
གནས་ཤིང་།	སྟོབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།	སྟོབ་སྟོན་ཐབས་ལམ།	ལས་ཤིང་འོས་འབབ།
<p>གནས་ཤིང་བཞི་བ།</p> <p>དགུ་པ་དང་བཅུ་པ།</p>	<p>འབྲི་ཚུམ་ཚུ་ལས་ འབྲེལ་བཤད་དང་ ཡོ་རྒྱུ། རྒྱུ་སྤྲུལ། འཆར་སྤང་འབྲི་ཚུམ་ཚུ་གི་ཐོག་ལས་ འབྲི་སྟག་ཉན་སྤྲུབ་ཀྱི་སྤྱད་བ།</p> <p>སྟོབ་སྟོན་ལས་ ཞབས་ཁྲ་དང་ སྟོ་ཟེ། བསྐྱབ་བྱ། ཅུང་མོ། དཔྱེ་གཏམ། ཁ་བཤད། གསལ་བཤད་ གཞི་བཞག་གི་ འབྲི་སྟག་ཉན་སྤྲུབ་ཀྱི་སྤྱད་བ།</p> <p>སྤྱད། དངོས་སྤྱད། འཆར་སྤྱད་གི་ ཚུམ་ཤིག་ གཞི་བཞག་ཐོག་ལས་ འབྲི་སྟག་ཉན་སྤྲུབ་ཀྱི་སྤྱད་བ།</p> <p>རྒྱལ་སྤྲུལ་ལག་ལེན་ཀྱི་དོན་ཚན་ཐོག་ལས་ རྒྱལ་སྤྲུལ་རྣམས་ཀྱི་ལག་ལེན་སོ་བདུན་ལུ་ གཞི་བཞག་ཐོག་ལས་ རྒྱུ་ཤིང་ཚོས་ཀྱི་བཟི་མཐོང་དང་ ཚོས་སྤྲུལ་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ ལྟུང་སྤྱད་འབད་ བྱི།</p>	<p>རྒྱུ་བསྐྱུགས་སྟོབ་སྟོན།</p> <p>ཤེས་ཡོན་ཅན་ཀྱི་པམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འབྲེལ་བའི་ སྟོབ་སྟོན་ལས་དོན་ཚུ་ པམ་ཚུ་ལུ་བཤད་བྱིན་ཏེ་ རྒྱུ་སྤྲུལ་འབད་ བཅུག་ཤི། སྟོབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ བྱི་ལུ་འབྲེལ་བྱི།</p> <p>རྒྱལ་སྤྲུལ་ལག་ལེན་ཀྱི་ སྟོབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་ བཟོ་སྟེ་ སྟོན་ཤི།</p> <p>རྒྱུ་ཉན་དཔེ་དེབ་ གང་མང་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགས་པ་བཟོ་ཤི།</p> <p>བྱི་ལུ་ཉན་སྟག་ཤིའི་ དོན་ཚན་མཁོ་ཆས་དོས་འཛིན་འབད་དེ་ ལྟག་བཅུག་ཤི།</p> <p>འི་བ་བཀོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ ལྟག་དེབ་ལྟག་བཅུག་ཤི།</p>	<p>ཚུམ་ཤིག་མ་འདུལ་གསུམ་ཀྱི་སྟོན་ལས་ དེ་སྟོན་དང་བྱུད་ནམ་དཔེ་ཚུ་གི་ སྟོན་སྟོབ་སྟོན་འབད་ཤི།</p> <p>ཡིག་སྟོན་ཀྱི་དོན་ཚན་ཚུ་གི་སྟོན་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སྟོབ་སྟོན།</p> <p>ཡིག་འགྲུལ་ཀྱི་དོན་ཚན་གཉིས་ཀྱི་ སྟོན་ལས་ འབྲི་ཐངས་ཀྱི་སྟོབ་སྟོན་ཚུ་ འབད་དགོ་ནི་ཨིན་མས།</p>

	<p>ཡིག་སྒྲིལ་གྱི་དོན་ཚན་ཚུ་ལས་ ཆོག་མཚམས།          བཟླ་མཚམས། དོན་མཚམས། འབྲེལ་ཆོག། ཏ་          གླ། འབྲེལ་ཆོག། བཟླ་པའི་དབྱེ་བ། རྟེན་ཡིག་          རྟེན་ཤེས་ལས་ཆོག་དང་སྟོན་ཆོག། བེ་སྒྲ།          རྟེན་དང་ཅིན་གྱི་སྒྲ། རྟེན་དབྱེ་བརྟེན། འདྲི་ཆོག།          རྟེན་ཡིག་གི་དགོས་པ་དང་པན་ཐོགས། བདག་སྒྲ།          ཅི་དང་ཡི་གེ་ཆོག་ཕྱད། མིང་ཆོག་བཟླ་པའི་རྟེན་          གཞག་གི་ དོན་ཚན་གཞི་བཞག་ཐོག་ལས་ བེ་          བེ་ལྟེ་སྒྲུང་བ།</p>	<p>ཡིག་བཟོའི་སྒྲུང་བ། WeChat, Facebook,          YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་          བཟུམ་ནི།          དཔེར་ན། འབྲི་ཚུ་མ་འབྲི་ཐངས། སྒྲུང་འབྲི་ཐངས་དང་ལྟག་          ཐངས། རྟེན་ཡིག་འབྲི་ཐངས། ཡི་གེ་འབྲི་སྒྲུང་བ་ཤེས་ཐབས་གྱི་          མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཟུམ་ཐོག་ལས་ ལྟ་བ་          བཟུག་ནི་བཟུམ།</p>	
	<p>ཡིག་འགྲུལ་ཚུ་ལས་ རྟེན་ཡིག། གཏང་ཡིག།          བཀའ་བྱ། ལྷ་བ་བསྒྲགས། རྟེན་ལྷ། རྟེན་གསོལ།          ཟིན་བྲིས། ལས་རིམ། གོས་གཞི། གོས་ཚོད། རྟེན་          ཡིག། བཞེར་ཡིག། དག་བཟླ། འབའ་གན་ཚུ་          ཚུ་ གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྟག་ཉན་སྒྲུབ་གྱི་          སྒྲུང་བ།</p>	<p>ཡོངས་འབྲེལ་ཐོག་ལས་ དག་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་          འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།</p>	
གནས་རིམ།	སྒྲུབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།	སྟོན་སྟོན་ཐབས་ལམ།	འོས་འབབ།
གནས་རིམ་ལྟ་བུ། ༡༡ པ་དང་༡༢ པ།	<p>འབྲི་ཚུ་མ་ཚུ་ལས་ ཚུད་གྲུང་དང་ རྟེན་བཞེར་          འབྲི་ཚུ་མ་གཞི་བཞག་གི་ འབྲི་ལྟག་ཉན་སྒྲུབ་གྱི་          སྒྲུང་བ།</p>	<p>རྒྱུང་བསྒྲགས་སྟོན་སྟོན།          རྒྱུ་སྒྲས་ལག་ལེན་གྱི་ སྟོན་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་          རྟེན་སྟོན་ནི།</p>	<p>ཚུ་མ་རིག་མ་འདམ་གསུམ་གྱི་སྟོན་          ལས་ རྟེན་སྟོན་དང་ལྟད་རྟེན་དཔེ་ཚུ་གི་          སྟོན་སྟོན་སྟོན།</p>

<p>སྒྲིལ་ཆུ་ལས་ ཞབས་ལྷན་ གྲོ་ཟེ། ཕར་མོ། དབྱེ་གཏམ། ལ་བཤད། གསལ་བཤད་ལ་སོགས་ པའི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ ཉན་སྒྲིབ་ཀྱི་སྦྱང་བ།</p>		<p>ཁྱིམ་ནང་ལྷག་ནིའི་ རྟོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྷག་བརྟུག་ནི། རྒྱབ་རྟེན་དཔེ་དེབ་ གང་མང་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགས་པ་བཟོ་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ ཐོག་ལས་ ཁྱིམ་ལཱ་རེ་བྱིན་ནི། འི་བ་བཀོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་ བརྟུག་ནི། ཡིག་བཟོའི་སྦྱང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་ བཀམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྤྱང་འབྲི་ཐངས་ དང་ལྷག་ཐངས། ལུ་ཡིག་འབྲི་ཐངས། ཤེས་ཡོན་ཅན་གྱི་ སམ་ཚུ་ལུ་ རྟོན་ཚན་དང་འབྲིལ་བའི་ སློབ་སྦྱང་ལས་དོན་ཚུ་ སམ་ཚུ་ལུ་བཤད་བྱིན་ཏེ་ རྒྱབ་སྦྱོར་ འབད་བརྟུག་ནི། ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་ འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།</p>	<p>ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྒྲིལ་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན། ཡིག་འགྲུལ་གྱི་ དོན་ཚན་གཉིས་ཀྱི་ སྒྲིལ་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ ཚུ་འབད་དགོ་ནི་ཨིན་མས།</p>
<p>སྤྱད། དངོས་སྤྱད་ འཆར་སྤྱད་གཞི་བཞག་ཐོག་ ལས་ འབྲི་ལྷག་ཉན་སྒྲིབ་ཀྱི་སྦྱང་བ།</p>			
<p>བཤེས་སྤྱིངས་ཐོག་ལས་ ནང་པའི་ཆོས་ཀྱི་བརྟེ་ མཐོང་དང་ ཆོས་སྐད་ཀྱི་མིང་ཆོག་ཡིག་སྟེབ་ལྷག་ སྦྱང་འབད་ནི།</p>			
<p>ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་ལས་ བྱ་ཆོག་དུས་ གསུམ་གྱི་ཡིག་སྟེབ། རྣམ་དབྱེ་བརྒྱད་ཀྱི་དབྱེ་བ། སྐད་ཡིག་གི་འབྱུང་ཁུངས། སྤྱར་བསྟུ། ཆོས་སྐད་ དང་རྫོང་ཁའི་རྫོང་སྤྱད་ཡིག་སྟེབ་ཁུངས་པར། རྫོང་ སྤྱད་ཐོགས་མཚུངས་ཡིག་སྟེབ་ཁུངས་པར། བདག་ གཞན་དུས་གསུམ། བྱ་བྱེད་ལས་གསུམ། ཡི་གུ་ མོ་མོའི་དབྱེ་བཤད། སྐད་ཡིག་གི་ཁྱད་རྣམ་དང་ སྤྱབ་ཚུལ། མཚུངས་གསལ། ཐེ་ཆོམ། མིང་ཆོག་ བརྫོང་པའི་རྣམ་གཞག། ཆོས་སྐད་དང་རྫོང་ཁའི་ ཕྱད་རྣམ་དབྱེ་ཚུ་གི་ཐོག་ལས་ བྲི་ནིའི་རིག་ཕུལ་ འཐོབ་ཐབས་ཀྱི་སྦྱང་བ།</p>			

	<p>ཡིག་འགྲུལ་གྱི་དོན་ཚན་ཚུ་ལས་ ལྷ་ཡིག། གཏང་          ཡིག། འཕྲིན་ཡིག། ལྷན་ལྷ། ལྷན་གསལ། གྲོས་          གཞི། གྲོས་ཚད། ལྷ་ཡིག། བཤེར་ཡིག། ངག་          བཟོད། འབའ་གན་ཆུ་ཚུ་ བི་ནི་འུ་བུ་བ།</p>		
<p>ལྷ་བ་ལྷུང་འབད་          ཐངས་དང་ དབྱེ་          ཞིབ་ཐབས་ལམ།</p>	<p>སློ་གསར་ལས་ ༡༥པ་ཚུན་གྱི་སློབ་ཕྲུག་ཚུ་གིས་ རྫོང་ཁ་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ སློག་རིག་མཁོ་ཆས་ཚུ་གི་          ཐོག་ལས་དང་ རང་གིས་འབད་ སློ་བ་བསྐྱེད་དེ་ལྷ་བ་དགོཔ་དང་། རང་གི་ཕམ་དང་སྤྱན་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷ་བ་དགོཔ་ཨིན།          དེ་སྤྱི་ལྷ་བ་ལྷུང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང་། རང་དོག་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ ལྷོན་ཏེ་ ཤེས་མ་ཤེས་          དབྱེ་ཞིབ་འབད་ནི་འི་ ཐབས་ཤེས་ཚུ་སློན་ནི་དང་། མཐའ་མཇུག་གི་ཚོས་རྒྱགས་དེ་ཡང་ ལས་འགྲུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་google ཚུ་          གི་ཐོག་ལས་ ཏུས་ཐོག་ལུ་ ཚོས་རྒྱགས་ལེན་ནི་འི་ ཐབས་ལམ་མ་འདྲམ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན།</p>		



## 2. ENGLISH

Key Stages	Learning Areas	Strategies	Remarks/Scope
Key Stage I (PP- III)	Literacy Skills – Phonemic awareness <ul style="list-style-type: none"> <li>- Alphabet sounds</li> <li>- Blending and segmenting</li> </ul>	<b>Use SSP package</b> supplied during CFA Workshop to adapt, develop materials teach sounds. These can also be shared on social media platforms like WeChat	Phonemic awareness is the foundational literacy skill.
	Read Aloud	Conduct Read-Aloud sessions using the Readers. Video tape of Read-Alouds using the Readers for respective classes and share	Build vocabulary and develop reading skill.
	-Writing	-Use the Workbooks to develop assignments on writing. Example – 1) Picture matching 2) Picture to word matching. 3) Fill in the blanks 4) Sentence completion, 5) Simple picture description.	These activities can also be used as extended activities or follow-up on the Read-aloud sessions.
	Letter formation, esp. for PP.	Share letter formation guide and share with the parents (Use SSP package for practice and progression – start with s,a,t,p,i,n)	Parents should let children practice and share the children’s work with the teachers.
	Personal letter writing (class III)	Explain, with a demo, the format and features of a personal letter – ask students to practice.	Parents should guide
Key stage II (IV – VI)	Writing <ul style="list-style-type: none"> <li>-Book reviews</li> <li>-Summaries</li> <li>-Folk-tales</li> </ul>	Identify appropriate topics from the text and ask students to read and carry out writing tasks.	

	Creative writing (realistic fiction)	Give as many topics as possible and ask children to choose and write on one topic every fortnight. Teachers should share the features of realistic fiction.	Encourage children to first share paragraphs, instead of the whole written work. This way, it will be easier to monitor and guide. Wherever possible, parents should help children.
	Reading	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding.	Let children video/audio-tape their readings of stories, essays and poems and share with the teacher and friends for comments and feedback.
	Listening and Speaking	Share the Resources (Audio/video) on Listening provided by REC and design questions to build/assess listening skills.	
Key stage III (VII – VIII)	Writing -reports -summaries -fantasy -narrative essay	Explain the features of each genre of writing. Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback	Focus on narrative writing. In the beginning ask children to submit paragraphs instead of the whole essay. This way, it will be easier for the teacher to monitor and guide.
	Reading	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding. Students should also keep a record of other books and texts they read in the form of reviews.	The ‘certain’ number of texts to be read is to be decided by individual teachers depending on to the extent that students are able to achieve the objectives stated in the Reading & Literature strand.

	Grammar	-Refer the objectives and develop lessons accordingly.	Develop exercise and activities for the students to complete and submit for feedback
		Use the audio-visual grammar lesson provided by REC, or other available resources and assign practice questions.	
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video.	Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.
Key Stage IV (IX – X)	Reading & Literature	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding. Ask students to maintain a record of the books/texts read in the form of reviews (Reading portfolio). This is to be used for awarding CA.	Refer the objectives and focus on the genre stated therein.  -Use the records to award CA.
		Design a schedule/timetable to assign students to read a certain portion of the novel. Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed.	
	Writing -Descriptive -Expository	Refer the resource package provided by REC and share essay writing guides and sample essays	
		Share the features of each genre of writing. Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and	In the beginning ask students to submit just the introductory paragraph so that teachers can guide and comment on the

		write. They should submit at least one complete written work every month for comments and feedback. (Writing Portfolio)	thesis statement. Use the best written work of individual students for awarding the CA mark
	Language and Grammar	Download relevant grammar lessons as per the objectives and share with students.	
		Design grammar activities and questions for students to carry out and complete periodically	
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video. Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.	
		Ask students to audio/video tape their speeches and submit.	Use these to assess their speaking, and award CA accordingly.
		-Ask students to prepare speeches and record their deliver. Let them share their speeches with others and the teacher for feedback and comments.	
Key stage V (XI-XII)	Reading & Literature.	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding.	Refer the objectives and focus on the genres stated therein.
		Use the resources on <i>The Merchant of Venice</i> provided by the REC during the orientation workshop to develop lessons. Ask students to answer the questions given in the package. -Prepare a schedule for students to read a certain portion weekly/fortnightly.	The teacher may design additional questions on the Merchant of Venice and other texts.

		- Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed.	-Ask students to video/audio tape their renderings of famous dialogues and share with the teacher and friends.
	Writing -reports -summaries -Stories -Persuasive essay -Argumentative essay.	Refer the resource package provided by REC and share essay writing guides and sample essays	
		Explain the features of each genre of writing. Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback	In the beginning ask students to submit just the introductory paragraph of their essay. They should develop their writing further only after getting the 'go-ahead' from the teacher.
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video. Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.	
		Ask students to prepare speeches and record their deliver. Let them share their speeches with others and the teacher for feedback and comments.	
	Language and grammar	-Select appropriate grammar exercises and activities from the book periodically and ask students to complete them and submit for correction and feedback.	
		Video-tape teaching crucial topics and share.	
		Download relevant grammar lessons and share with students.	

### 3. MATHEMATICS

Key Stage	Theme/Topic	Pedagogy/Strategy/Tools	Remarks/Scope
I (PP-III)	Numbers and Operations	BBS1 & BBS2	<ul style="list-style-type: none"> <li>Representing Numbers</li> <li>Counting and identifying set to five and numeral writing from 1-1000</li> <li>Use place value chart</li> <li>Meaning of subtraction and addition</li> <li>Division as repeated subtraction</li> <li>Adding and Subtracting 2-digit numbers using various ways</li> <li>Using varieties of strategies to add</li> <li>Calculating change</li> </ul>
	Sorting and Patterns	BBS1 & BBS2	<ul style="list-style-type: none"> <li>Describing object</li> <li>Describing repeating number pattern</li> <li>Creating pattern</li> <li>Apply patterns to problem based on number, geometry and measurement.</li> </ul>
	Measurement	BBS1 & BBS2	<ul style="list-style-type: none"> <li>Measuring and Comparing with non-standard and standard units</li> <li>Introducing and measuring length, volume, and capacity</li> <li>Days, weeks, months and seasons</li> </ul>
	Geometry	BBS1 & BBS2	<ul style="list-style-type: none"> <li>Identifying, describing and comparing 3-D shape</li> <li>Identifying, describing and comparing 2-D shape</li> <li>Name and explore geometric shapes according to attributes</li> <li>Polygon, combining polygon</li> </ul>
	Data Management and Probability	BBS1 & BBS2	<ul style="list-style-type: none"> <li>Collecting and organizing data</li> <li>Interpreting and Creating bar graph with scale</li> <li>Using probability language</li> </ul>
Key Stage II (IV-VI)	Numbers and Operations	BBS1 & BBS2	<ul style="list-style-type: none"> <li>Place Value: whole numbers to 5 and 7 digits</li> <li>Compare &amp; Order Whole Numbers to 5-digits</li> <li>Mixed Numbers: modeling, use division meaning to change an improper fraction to a mixed number</li> <li>Renaming: simple fractions to decimals</li> <li>Ratio: part to part, part to whole</li> <li>Integers: negative and positive</li> <li>Addition &amp; Subtraction: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation)</li> </ul>

			<ul style="list-style-type: none"> <li>• Multiplication &amp; Division: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation) and as well using various strategies.</li> <li>• Multiplication Properties and Facts</li> <li>• Addition &amp; Subtraction: simple fractions with common denominators</li> <li>• Addition &amp; Subtraction: simple fractions - various denominators</li> </ul> <p><b>Assessment:</b> Assign through Google Classroom Solve question assigned and submit response</p>
	Sorting and patterning	BBS1 & BBS2	<ul style="list-style-type: none"> <li>• Open Sentences: patterns in addition, subtraction, multiplication &amp; division</li> <li>• Computation patterns <math>\square</math>, <math>\div</math>: how a change in either factor affects the computation</li> <li>• Whole Numbers &amp; Decimals: relationship in computation</li> <li>• Equivalent Fractions: multiplicative relationship</li> <li>• Equivalent Ratios: change in one term affects the other term</li> <li>• Area/Perimeter: changing rectangle dimensions</li> <li>• SI Measurement: pattern in changing units</li> <li>• Volume Patterns: explore</li> </ul>
	Measurement	BBS1 & BBS2	<ul style="list-style-type: none"> <li>• Estimate and measure in mm, cm, dm, m, km</li> <li>• Volume: estimate &amp; measure</li> <li>• Volume &amp; Capacity: solve simple problems</li> <li>• Volume &amp; Capacity: relationships</li> <li>• Area: estimate &amp; measure (square cm - symbols)</li> <li>• Constant Area - Different Perimeters</li> <li>• Area: irregular shapes - estimate &amp; measure</li> <li>• Area (of a Triangle): relate to area of a parallelogram</li> <li>• Perimeter: polygons</li> <li>• Perimeter &amp; Area: rectangles &amp; squares</li> <li>• Angles: (meaning) amount of turn</li> <li>• Angles: estimate, measure and draw</li> </ul>
	Geometry	BBS1 & BBS2	<ul style="list-style-type: none"> <li>• Orthographic Drawings: make and interpret shapes</li> <li>• Quadrilaterals: sort by properties &amp; make generalizations (concretely)</li> <li>• Cross Sections: 3-D shapes (cones, cylinders, prisms, pyramids)</li> <li>• Quadrilaterals: sort by attributes</li> <li>• Prisms, Pyramids, Cones, Cylinders</li> <li>• Nets: draw for rectangular prisms &amp; cubes</li> <li>• Slides, Flips, turns (half, quarter): predict &amp; confirm results for 2-D shape</li> <li>• Translations &amp; Reflections: generalize &amp; apply</li> </ul>

			<ul style="list-style-type: none"> <li>• Rotations: <math>1/4</math>, <math>1/2</math>, <math>3/4</math> turns: predict &amp; investigate</li> <li>• Reflective Symmetry: generalize for properties of various quadrilaterals</li> <li>• Rotational Symmetry properties: squares &amp; rectangles</li> <li>• Planes of Symmetry: 3-D shapes</li> <li>• Perpendicular lines / segments</li> <li>• Bisectors: of angle, segments</li> <li>• Congruence: polygons</li> <li>• Similarity: name, describe &amp; represent</li> </ul> <p><b>Assessment:</b> Assign through Google Classroom. Solve question assigned and submit response.</p>
	Data Management and Probability	BBS1 & BBS2	<ul style="list-style-type: none"> <li>• Collect, Organize &amp; Describe Data: real world issues</li> <li>• Evaluate Data: choose appropriate samples</li> <li>• Bar &amp; Double Bar Graphs: construct and interpret</li> <li>• Mean, Median, Mode: concepts</li> <li>• Simple Outcomes: more / less likely</li> <li>• Predict Probability: near 0, near 1, near <math>1/2</math></li> <li>• Describe Probability</li> <li>• Theoretical Probability: determine</li> <li>• Ex Experiments: predict &amp; record results (concrete materials)</li> </ul> <p><b>Assessment:</b> Assign through Google Classroom. Solve question assigned and submit response.</p>
	Data Management and Probability	BBS1 & BBS2	<ul style="list-style-type: none"> <li>• Collect, Organize &amp; Describe Data: real world issues</li> <li>• Evaluate Data: choose appropriate samples</li> <li>• Bar &amp; Double Bar Graphs: construct and interpret</li> <li>• Mean, Median, Mode: concepts</li> <li>• Simple Outcomes: more / less likely</li> <li>• Predict Probability: near 0, near 1, near <math>1/2</math></li> <li>• Describe Probability</li> <li>• Theoretical Probability: determine</li> <li>• Ex Experiments: predict &amp; record results (concrete materials)</li> </ul>
	Key Stage III (VII –VIII)	Numbers and Operations	<p>BBS1 and BBS 2</p> <ul style="list-style-type: none"> <li>• Positive and negative exponents</li> <li>• Problems related to proportions</li> <li>• Problems related to percent</li> <li>• Problem related to mark up, SI and commission.</li> <li>• Problems related to square root</li> <li>• Multiplying and dividing integers</li> </ul>



			<ul style="list-style-type: none"> <li>• Adding and subtracting fractions</li> <li>• Multiplying and dividing fractions</li> <li>• Operation with rational numbers</li> </ul>
	<b>Geometry and Measurement</b>		<ul style="list-style-type: none"> <li>• Pythagoras theorem and its application in measurement and geometry</li> <li>• Area of a circle and associated problems</li> <li>• Tangrams and making rectangle/square/right-angled triangle using 3, 4, 5 and 7 shapes</li> <li>• Volume and Surface Area of a Rectangular Prism</li> <li>• Isometric Drawings and Orthographic Drawings</li> <li>• Transformations - Dilatations</li> <li>• and Combining Transformations</li> </ul>
	<b>Data Management and Probability</b>	BBS 1 and BBS 2	<ul style="list-style-type: none"> <li>• Difference between theoretical and experimental probability</li> <li>• Random sampling</li> <li>• Complementary events and simulation</li> <li>• Representing data using circle graphs, box and whisker plots</li> <li>• Scatter plots to express relation between two variables</li> </ul> <p><b>Assessment:</b> Assign through Google Classroom. Solve question assigned and submit response.</p>
	<b>Patterns and Algebra</b>		<ul style="list-style-type: none"> <li>• Solving Linear Equations</li> <li>• Describing relationship</li> <li>• Linear Polynomial</li> </ul> <p><b>Assessment:</b> Assign through Google Classroom. Solve question assigned and submit response.</p>
Key Stage IV (IX- X)	<b>Numbers and Operations</b>	BBS1 and BBS 2	<p><b>Matrices</b></p> <ul style="list-style-type: none"> <li>• Concept of Matrix</li> <li>• Adding, Subtracting Matrices and Multiplying Matrices</li> </ul> <p><b>Networks</b></p> <ul style="list-style-type: none"> <li>• Concept of networks</li> <li>• Solving network problems</li> </ul> <p><b>Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>• Making purchasing decisions</li> <li>• Simple and compound interest</li> <li>• Taxation</li> </ul>

	<b>Geometry and Measurement</b>		<p><b>Symmetry</b></p> <ul style="list-style-type: none"> <li>• 2-D and 3-D Reflectional Symmetry</li> </ul> <p><b>Constructions</b></p> <ul style="list-style-type: none"> <li>• Perpendiculars and Bisectors</li> <li>• Medians and Altitudes</li> </ul> <p><b>Efficient design</b></p> <ul style="list-style-type: none"> <li>• 2-D Efficiency and 3-D Efficiency</li> </ul> <p><b>Defining Trigonometric Ratios</b></p> <ul style="list-style-type: none"> <li>• The Sine, Cosine, and Tangent Ratios</li> <li>• Trigonometric Identities</li> </ul> <p><b>Applying Trigonometric Ratios</b></p> <ul style="list-style-type: none"> <li>• Calculating Side Lengths and Angles</li> <li>• Angles of Elevation and Angles of Depression</li> <li>• Areas of Polygon</li> </ul>
	<b>Data Management and Probability</b>	BBS 1 and BBS 2	<p><b>Data Involving One Variable</b></p> <ul style="list-style-type: none"> <li>• Histograms and Stem and Leaf Plots</li> <li>• Histograms and Box and Whisker Plots</li> <li>• Data Distribution</li> </ul> <p><b>Data Involving Two Variables</b></p> <ul style="list-style-type: none"> <li>• Correlation and Lines of Best Fit</li> <li>• Non-Linear Data and Curves of Best Fit</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>• Dependent and Independent Events</li> <li>• Calculating Probabilities</li> </ul>
	<b>Patterns and Algebra</b>		<p><b>Linear Functions and Relations</b></p> <ul style="list-style-type: none"> <li>• Linear Functions</li> <li>• Applications of Linear Functions</li> <li>• Graphs of Linear Inequalities</li> <li>• Solving Systems of Linear Equations using comparison, substitution and elimination strategies</li> </ul> <p><b>Graphing Functions</b></p> <ul style="list-style-type: none"> <li>• Graphs of Quadratic Functions in</li> <li>• Transforming Quadratic Function Graphs</li> </ul> <p><b>Solving Non- Linear Equations</b></p> <ul style="list-style-type: none"> <li>• Solving Quadratic Equations by Factoring</li> </ul>
Key Stage V (XI – XII)	<b>Algebra</b>	BBS1 and BBS 2	<p><b>Binomial Theorem</b></p> <ul style="list-style-type: none"> <li>• Binomial expansion for positive integral indices; use of Pascal's triangle; and the binomial theorem,</li> </ul>

		<ul style="list-style-type: none"> <li>• i.e. <math>(x + y)^n = {}^nC_0x^n + {}^nC_1x^{n-1}y + \dots + {}^nC_ny^n</math></li> <li>• Binomial theorem for the expansion of binomial expressions having negative or fractional indices</li> </ul> <p><b>Remainder and Factor Theorem</b></p> <ul style="list-style-type: none"> <li>• Meaning of Rational Integral Function</li> <li>• Remainder Theorem and Factor Theorem</li> </ul> <p><b>Quadratic Equations and Functions</b></p> <ul style="list-style-type: none"> <li>• Solution of Quadratic equations by factorization and use of their graphs/sketches, and formula method</li> <li>• Nature of roots – real, complex roots, equal roots</li> <li>• Sum and Product of roots</li> <li>• Forming quadratic equations with given roots and related data</li> </ul> <p><b>Determinants of order 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Minors and Co-factors of a determinant</li> <li>• Expansion of a determinant</li> <li>• Properties of a determinant and their use in the evaluation of a determinant</li> <li>• Product of determinants (without proof);</li> <li>• Conditions for consistency of 3 equations in two variables</li> <li>• Solution of simultaneous equations in 2 or 3 variables using Cramer's rule</li> </ul> <p><b>Matrices of order <math>m \times n</math>, where <math>m, n \leq 3</math></b></p> <ul style="list-style-type: none"> <li>• Types of Matrices</li> <li>• Operations: Addition/Subtraction (Compatibility); Multiplication by a scalar; Multiplication of two matrices (Compatibility)</li> <li>• Adjoint and inverse of a matrix</li> <li>• Application of Matrix multiplication</li> <li>• Use of matrices to solve simultaneous linear equations in 2 or 3 unknowns</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students can submit pictures of completed tasks through social media platforms such as telegram/WhatsApp etc. and/or google classroom</li> <li>• They can make models and submit/reach to a designated place so that teachers can collect and assess</li> </ul>
	<b>Trigonometry</b>	<p><b>Angles and Arc lengths</b></p> <ul style="list-style-type: none"> <li>• Angles: Convention of signs of angles; Magnitude of an angle;</li> <li>• Measures of angles; Circular measures</li> <li>• The relation <math>S = r\theta</math>, where <math>\theta</math> is in radians; Relation between radians and degrees</li> <li>• Arc length and area of a sector of a circle</li> </ul>

			<p><b>Trigonometric Functions</b></p> <ul style="list-style-type: none"> <li>• Trigonometric ratios; Relationship between trigonometric ratios</li> <li>• Proving simple trigonometric identities</li> <li>• Signs and limits of trigonometric ratios</li> <li>• Trigonometric ratios of standard angles and allied angles</li> <li>• Periods of trigonometric functions</li> <li>• Graphs of simple trigonometric functions (only sketches)</li> <li>• Practical problems based on angle of elevation and depression</li> <li>• (in 2 - D)</li> </ul> <p><b>Properties of Triangles</b></p> <ul style="list-style-type: none"> <li>• Sine Rule (including ambiguous case for triangles) and Cosine Rule</li> <li>• Projection formula</li> <li>• Napier's Formula for the area of a triangle (Proof and use)</li> </ul> <p><b>Compound and Multiple Angles</b></p> <ul style="list-style-type: none"> <li>• Addition and Subtraction formulas:  <math>\sin(A \pm B)</math>; <math>\cos(A \pm B)</math>; <math>\tan(A \pm B)</math>; <math>\tan(A + B + C)</math>, etc</li> <li>• Double angle, triple angle, half angle and one third angle formula as special cases</li> <li>• Sums and differences as products:  e.g. <math>\sin C + \sin D = 2 \sin \frac{(C+D)}{2} \cos \frac{(C-D)}{2}</math></li> <li>• Product to sums or differences:  e.g. <math>2 \sin A \cos B = \sin(A + B) + \sin(A - B)</math> etc</li> <li>• Conditional identities (involving angles of triangles)</li> </ul> <p><b>Inverse Trigonometric functions</b></p> <ul style="list-style-type: none"> <li>• Meaning of inverse trigonometric functions  <math>(\sin^{-1}x, \cos^{-1}x, \tan^{-1}x, \cot^{-1}x, \operatorname{cosec}^{-1}x, \sec^{-1}x)</math></li> <li>• Principal values (use of graphs in explanation)</li> <li>• Properties of inverse trigonometric functions (without proof)</li> </ul> <p><b>Assessment:</b>  They can make models and submit/reach to a designated place so that teachers can collect and assess</p>
Key Stage V (XI – XII)		BBS1 and BBS 2	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Concept of real valued functions; Domain and Range;</li> <li>• Classification of functions; Inverse functions;</li> <li>• Sketch of graphs of exponential functions, logarithmic functions, step functions, and simple trigonometric functions like <math>\sin x</math>, <math>\cos x</math>, and <math>\tan x</math></li> </ul> <p><b>Limits and Continuity</b></p>

	<b>Calculus</b>	BBS1 and BBS 2	<ul style="list-style-type: none"> <li>• Notion and meaning of limits;</li> <li>• Fundamental theorems on limits;</li> <li>• Limits of algebraic and trigonometric functions</li> <li>• Continuity of a function at a point <math>x = a</math>, and continuity of a function in a range</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Meaning and geometrical interpretation of derivatives;</li> <li>• Differentiation from first principle;</li> <li>• Derivative of simple algebraic and trigonometric functions and their formulae;</li> <li>• Derivative of sums, differences, products and quotients of functions;</li> <li>• Derivatives of trigonometric, logarithmic, and exponential functions</li> <li>• Derivatives of composite, absolute value, implicit and parametric functions</li> <li>• Interchange of independent and dependent variables</li> <li>• Differentiating function with respect to another function</li> <li>• Logarithmic differentiation</li> <li>• Successive differentiation up to 2nd order</li> <li>• Maxima and Minima and application of maxima and minima to practical problems</li> <li>• Application of derivatives: Equation of tangent and normal; Approximation; Rate measure;</li> <li>• Derivatives of inverse trigonometric functions reducible to simple form by substitution</li> </ul> <p><b>Integration</b></p> <ul style="list-style-type: none"> <li>• Indefinite integral: integration as the inverse of differentiation;</li> <li>• Anti-derivatives of polynomials and functions like <math>(ax + b)^n</math>, <math>\sin(x)</math>, <math>\cos(x)</math>, <math>\sec^2(x)</math>, <math>\operatorname{cosec}^2(x)</math></li> <li>• Integration by simple substitution for simple polynomial functions and simple trigonometric functions</li> <li>• Standard method of integration of <math>1/x</math>, <math>e^x</math>, <math>\tan x</math>, <math>\cot x</math>, <math>\sec x</math>, <math>\operatorname{cosec} x</math>, <math>(ax + b)^n</math>, where <math>n \in \mathbb{Q}</math></li> <li>• Integration using substitution, using partial fractions and by parts</li> <li>• Integrals of the type <math>\sin 2x \, dx</math>, <math>\sin 3x \, dx</math>, <math>\cos 2x \, dx</math>, <math>\cos 3x \, dx</math>, <math>\int f(x)[f(x)]^n \, dx</math></li> <li>• Definite integral as a limit of sum</li> <li>• Properties of Definite Integrals</li> <li>• Application of definite integrals - area of a curve included between <math>x</math> or <math>y</math> axis, volume of revolution about the <math>x</math>-axis or <math>y</math>-axis or about a line</li> </ul>
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			<p><b>Differential Equations</b></p> <ul style="list-style-type: none"> <li>• Meaning. Order and Degree of differential equation;</li> <li>• Solution of differential equation of 1st order and 1st degree</li> <li>• Variable separable</li> <li>• Homogenous equations and equations reducible to homogenous form; <math>\frac{dy}{dx} + Py = Q</math>, where P and Q are functions of x only</li> <li>• Solution of differential equations of second order <math>\frac{d^2y}{dx^2} = f(x)</math></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students can submit pictures of completed tasks through social media platforms such as telegram/whatsapp etc and/or google classroom</li> <li>• They can make models and submit/reach to a designated place so that teachers can collect and assess</li> </ul>
Key Stage V (XI – XII)	Co-ordinate Geometry	BBS1 and BBS 2	<p><b>Points and their coordinates in 2-Dimensions</b></p> <ul style="list-style-type: none"> <li>• Cartesian system of coordinates</li> <li>• Distance formula, Section formula</li> <li>• Centroid of a triangle, In-center of a triangle</li> <li>• Area of a triangle using its three vertices, Area of a quadrilateral</li> <li>• Slope or gradient of a line</li> <li>• Angle between two lines</li> <li>• Conditions of perpendicularity and parallelism of two lines</li> </ul> <p><b>The Straight line</b></p> <ul style="list-style-type: none"> <li>• Various forms of equation of lines: point slope form; two points form; intercept form; perpendicular/normal form;</li> <li>• general equation of a line; slope/gradient;</li> <li>• distance of a point from a line; distance between parallel lines;</li> <li>• Angles between two lines;</li> <li>• equations of lines bisecting the angle between the lines; Identical Lines</li> <li>• Family of lines:</li> <li>• Lines parallel to <math>ax + by + c = 0</math> are of the form <math>ay + bx + k = 0</math>;</li> <li>• Lines perpendicular to <math>ax + by + c = 0</math> are of the form <math>ay - bx + k = 0</math>;</li> <li>• Any line through the intersection of two lines L1 and L2 is of the form <math>L1 + KL2 = 0</math>, where <math>K \in R</math></li> </ul> <p><b>Pairs of Straight Lines</b></p> <ul style="list-style-type: none"> <li>• General equation of a family of lines passing through the intersection of two lines L1 and L2: <math>L1 + kL2 = 0</math>, <math>k \in R</math>; finding k using additional condition</li> <li>• General equation of second degree in x and y representing a pair of lines</li> </ul>

		BBS1 and BBS 2	<ul style="list-style-type: none"> <li>• Conditions for general second degree equation to represent a pair of straight lines; Conditions for two lines to be perpendicular or parallel</li> <li>• Point of intersection and angle between two lines represented by a second degree equation in x and y</li> <li>• Equation of the bisector of the angle between a pair of given straight lines</li> </ul> <p><b>Conics</b></p> <ul style="list-style-type: none"> <li>• As a section of a cone</li> <li>• Definition and understanding of Foci, Directrix, Latus Rectum</li> <li>• Recognition of Equation of a Circle, Parabola, Ellipse and Hyperbola in standard form</li> <li>• Finding the equation for a conic when focus, directrix, and eccentricity or related data are given</li> <li>• Finding basic information like foci, directrix, etc from a given equation.</li> </ul> <p><b>Equations of Circles</b></p> <ul style="list-style-type: none"> <li>• Equation of a circle in: Standard form; diameter form; general form; parametric form</li> <li>• Find the centre and the radius of a circle from given equation</li> <li>• Finding the equation of a circle, given 3 non-collinear points; and given other sufficient data</li> </ul> <p><b>Theorems on Circles</b></p> <ul style="list-style-type: none"> <li>• Theorems on chords of a circle</li> <li>• Theorems on arcs and angles</li> <li>• Theorems on angles in alternate segment</li> <li>• Theorems on congruent arc and chords</li> <li>• Theorems on tangent lines and circles</li> </ul> <p><b>Points and their co-ordinates in 3-Dimensions</b></p> <ul style="list-style-type: none"> <li>• Distance between two points; Section and mid-point formulas;</li> <li>• Direction cosines and direction ratios of a line;</li> <li>• Angle between two lines;</li> <li>• Conditions for lines to be parallel or perpendicular</li> </ul> <p><b>Plane</b></p> <ul style="list-style-type: none"> <li>• General equation of a plane, as <math>ax + by + c = 0</math>, where a, b, c are direction ratios of the normal to the plane</li> <li>• Equation of a plane: One-point form; Normal form; Intercept form</li> <li>• Distance of a point from a plane</li> <li>• Angle between two planes, and angle between a line and a plane</li> <li>• Equation of a plane through the intersection of two planes</li> </ul>
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			<ul style="list-style-type: none"> <li>Finding the equation of a plane given a point and direction cosine/ratios of the normal and other sufficient data</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students can submit pictures of completed tasks through social media platforms such as telegram/whatsapp etc and/or google classroom</li> <li>They can make models and submit/reach to a designated place so that teachers can collect and assess</li> </ul>
Key Stage V (XI – XII)	<b>Data management and probability</b>	BBS1 and BBS 2	<p><b>Measures of Central Tendency</b></p> <ul style="list-style-type: none"> <li>Mean, Median, Mode; finding by direct methods, formulas, and graphs</li> </ul> <p><b>Dispersion</b></p> <ul style="list-style-type: none"> <li>Range: Quartiles, inter quartiles</li> <li>Standard deviation - by direct method, short cut method and step deviation method; the meaning of Standard deviation should be emphasized</li> </ul> <p><b>Measures of dispersion</b></p> <ul style="list-style-type: none"> <li>Meaning of dispersion; quartile deviation; standard deviation, coefficient of variation; Mean deviation from the mean or median</li> <li>Combined mean and standard deviation of two groups only</li> </ul> <p><b>Correlations</b></p> <ul style="list-style-type: none"> <li>Definition and meaning of correlations coefficient</li> <li>Use of scatter diagram and Line of best fit</li> <li>Calculation of coefficient of correlation by Karl Pearson's method for ungroup data</li> <li>Calculation of rank correlation coefficient by Spearman's method, for both repeating and non-repeating data</li> <li>Calculation of regression coefficient and the two lines of regression by the method of least squares; use of lines of regression for prediction</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>Random experiment and their outcomes</li> <li>Events: sure events, impossible events, mutually exclusive events, independent and dependent events</li> <li>Definition of probability of an event</li> <li>Laws of probability: addition and multiplication laws; conditional probability.</li> </ul> <p><b>Assessment:</b></p> <p>Students can submit pictures of completed tasks through social media platforms such as telegram/WhatsApp etc. and/or google classroom</p> <p>They can make models and submit/reach to a designated place so that teachers can collect and assess</p>



## 4. SCIENCE

(General Science, Physics, Chemistry, Biology and Environmental Science)

Key Stage	Topics/Theme	Pedagogy/Strategies/Tools	Remark/Scope
3 (VII-VIII)	Life Processes	<b>BBS-I and BBS- II</b> <ul style="list-style-type: none"> <li>✓ Use webinar session (Zoom app).</li> <li>✓ Conduct live teaching through the zoom app.</li> <li>✓ Record lesson through the feature available in Zoom app.</li> <li>✓ Share the video through other social media (WhatsApp, WeChat, YouTube that students are accessible).</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Cell, tissues, organs, organ system and organism</li> <li>• Process and parts of digestive system.</li> <li>• Respiratory organs, process of breathing and respiration</li> <li>• Photosynthesis, factors affecting photosynthesis</li> <li>• Asexual and sexual reproduction in plants and animals.</li> </ul>
	Materials and their Properties	<b>BBS-I and BBS- II</b> <b>Strategies:</b> <ul style="list-style-type: none"> <li>✓ Interactive Lecturing</li> <li>✓ Cooperative learning</li> <li>✓ Peer teaching</li> <li>✓ Blended learning</li> <li>✓ Mobile learning</li> <li>✓ Ubiquitous learning</li> <li>✓ Collaborative work through google drive, google classroom, slack etc.</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of atomic numbers from 1 to 30 with names and symbols, metals and non-metals.</li> <li>• Atomic structure, mass number, atomic number, isotopes and arrangement of atoms during chemical reaction.</li> <li>• Homogenous and heterogeneous mixture and their separation technique.</li> <li>• Acids and bases in the fruits and food items.</li> <li>• Reactions of metals and bases (including metal carbonates) with common acids (word equations and chemical equations.)</li> </ul>
	Physical Processes	<b>BBS-I and BBS- II</b> Pedagogy and Strategies: <ul style="list-style-type: none"> <li>✓ Interactive Lecturing</li> <li>✓ Cooperative learning</li> <li>✓ Peer teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Turning force, its application to levers and relate it to the working of simple machines</li> <li>• Relationship between force, area and pressure and its application in people's daily life</li> <li>• Density, relative density, and relate it to everyday life</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Collaborative work through google drive, google classroom, slack etc.</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Work, energy and power, and relationship between work, force and distance.</li> <li>• Current, voltage and resistance calculation using Ohm's Law, common electrostatic phenomena, direct current (d.c.) and alternating current (a.c.).</li> <li>• Formation of an image by spherical mirrors and lenses, prove that the white light is a composite light.</li> </ul>
4 (IX-X)	<b>Life Process</b>	<b>BBS-I and BBS- II</b> <ul style="list-style-type: none"> <li>✓ Web-based ICT tool such as Phet, Virtual Lab, MyPhysicsLab, Physics Classroom</li> <li>✓ Use webinar session (Zoom app).</li> <li>✓ Conduct live teaching through the zoom app.</li> <li>✓ Record lesson through the feature available in Zoom app.</li> <li>✓ Share the video through other social media (Whatsapp, Wechat, Youtube that students are accessible).</li> <li>✓ Maintain journal of lesson learnt.</li> <li>✓ Use webinar session.</li> <li>✓ Use Edcite database to assign the task and grade.</li> <li>✓ Maintain journal.</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Mitosis and meiosis.</li> <li>• Composition and functions of blood, structure and function of heart and blood vessels, structures and functions of the nervous system.</li> <li>• Insulin, adrenalin and sex hormones.</li> <li>• Functions of plant hormones in the control of plant's growth and development.</li> <li>• Structure and function of DNA.</li> <li>• Interdependence, adaptation, competition and predation the distribution and relative abundance of organisms in a habitat</li> <li>• Organisation interactions (Predation, Competition, Parasitism, Commensalism)</li> <li>• Levels of biodiversity and Importance of biodiversity</li> <li>• Concept and principles of Sustainable development</li> </ul>
	<b>Materials and their Properties</b>	<b>BBS-I and BBS- II</b> Google classroom, video tutorial, WeChat, etc. <b>Assessment</b> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Boyle's Law, Charles' law and simple calculations based on the laws</li> <li>• Covalent bond, ionic bond and metallic bond</li> <li>• Alkane, alkene and alkyne</li> <li>• Carbon cycle and nitrogen cycle and their significance</li> <li>• Periodic table and periodicity</li> </ul>
	<b>Physical Processes</b>	Pedagogy and Strategies: <b>BBS-I and BBS- II</b> <ul style="list-style-type: none"> <li>✓ Interactive Lecturing</li> <li>✓ Cooperative learning</li> <li>✓ Peer teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Speed, velocity, acceleration, terminal velocity and laws of motion.</li> <li>• Principle of moments to solve problems involving forces acting in two dimensions.</li> <li>• Density of irregular solids by Archimedes' principle.</li> <li>• Application of Pascal law•</li> <li>• Work, power and the efficiency of a machine (simple calculation)</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Collaborative work through google drive, google classroom, slack etc.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Ohm's Law and simple calculations.</li> <li>• Working of electric motor and generators</li> <li>• Current and flow of electrons</li> <li>• Electromagnetic spectrum, reflection, refraction and diffraction of electromagnetic spectrum.</li> </ul>
5( XI and XII)	Life Process	<p><b>BBS-I and BBS- II</b></p> <ul style="list-style-type: none"> <li>✓ <b>Strategies:</b></li> <li>✓ Interactive Lecturing</li> <li>✓ Cooperative learning</li> <li>✓ Peer teaching</li> <li>✓ Blended learning</li> <li>✓ Mobile learning</li> <li>✓ Ubiquitous learning</li> <li>✓ Collaborative work through google drive, google classroom, slack etc.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Biomolecules (carbohydrates, proteins, fats, and DNA and RNA).</li> <li>• Structure of the mammalian heart; and explain the main substances transported by the circulatory system.</li> <li>• Antagonistic skeletal muscles on the joints and the sliding filament model of muscular contraction</li> <li>• Transmission of nerve impulse through myelinated neuron.</li> <li>• Negative and positive feedback mechanisms of hormonal action.</li> <li>• Structure and function of the mammalian brain and spinal cord.</li> <li>• Formation of urine in the kidney, including ultrafiltration in the renal capsule and selective re-absorption in the proximal convoluted tubule.</li> <li>• Immune response, the roles of the body's primary defense against pathogens</li> <li>• Photosynthesis as a process, in which, light energy is used to produce complex organic molecules in the two-stage process in the chloroplasts.</li> <li>• Semi-conservative mechanism of DNA replication and production of messenger RNA in transcription</li> <li>• Genetic mutation and its importance.</li> <li>• Role of mitosis and meiosis.</li> <li>• Process of fertilization to form embryo and the process of implantation.</li> <li>• Pollination and the mechanism to ensure the cross pollination, and describe the double fertilization and the structural changes which occur after fertilisation.</li> </ul>

			<ul style="list-style-type: none"> <li>Solving the puzzles of monohybrid and dihybrid crosses, incomplete dominance, codominance and multiple alleles</li> <li>Gene cloning via genetic engineering (fragments of DNA can be produced by the conversion of mRNA to cDNA, using reverse transcriptase) and PCR.</li> <li>Process of carrying out genetic fingerprinting and its application.</li> <li>Selection or forces of natural selection: stabilizing (sickle-cell anaemia in malarial countries), directional (antibiotic resistance in bacteria) or disruptive (the two morphs of the peppered moth, <i>Biston betularia</i>).</li> <li>Factors that contribute to speciation and the differences between sympatric speciation and allopatric speciation.</li> <li>Role of gene banks; impacts of unsustainable cropping practices, overgrazing, deforestation and intensive farming, including the use of fertilizers, and herbicides.</li> </ul>
	<b>Materials and their Properties</b>	<b>BBS-I and BBS- II</b> Google classroom, video tutorial. Wechat, etc  <b>Assessment</b> <ul style="list-style-type: none"> <li>Use worksheet.</li> <li>Assign through Google Classroom.</li> <li>Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>s, p, d and f orbitals and block elements</li> <li>Coordinate bonding</li> <li>Shape of the molecules based on the concept of hybridisation</li> <li>Electronegativity and Polar molecules</li> <li>Homologous series and IUPAC nomenclature</li> <li>Isomerism</li> <li>Addition and substitution and with reference to alkanes, alkenes and alkynes</li> <li>Oxidation of primary, secondary and tertiary alcohols</li> <li>Substitution and elimination reactions in haloalkanes</li> <li>Structure and nomenclature of aromatic compounds (benzene and their derivatives)</li> <li>Electrophilic substitution reaction in aromatic compounds</li> <li>Formaldehyde, acetaldehyde and benzaldehyde and their simple properties</li> <li>Carboxylic acid, the derivatives of the acids and their simple properties</li> <li>Amines and amino acids</li> <li>First and second law of Thermodynamics, entropy and enthalpy</li> <li>Collision Theory and factors affecting the rate of chemical reactions</li> <li>Lechatlier 's principle with reference to chemical equilibrium</li> </ul>

			<ul style="list-style-type: none"> <li>• Ideal and non -ideal solution, vapour pressure and Raoult's law</li> <li>• Bronsted and Lowry concept of acid and base, strength of acid and base in terms of <math>K_a</math> and <math>K_b</math>, pH and buffer solution and the mechanism of buffer,</li> <li>• Redox reaction and electrochemical cells</li> <li>• Radioactive decay and half life</li> <li>• Importance of mass spectrometry and chromatography</li> </ul>
	<b>Physical Processes</b> •	Strategies: <b>BBS-I and BBS- II</b> <ul style="list-style-type: none"> <li>✓ Interactive Lecturing</li> <li>✓ Cooperative learning</li> <li>✓ Peer teaching</li> <li>✓ Collaborative work through google drive, google classroom, slack etc</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Use worksheet.</li> <li>• Assign through Google Classroom.</li> <li>• Solve questions assigned and submit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Resultant forces and components of two coplanar vectors by using a vector triangle</li> <li>• Derivation of kinematics equations for acceleration in a straight line</li> <li>• Basic concept of projectile motion</li> <li>• Newton's three laws of motion and relate to everyday phenomena,</li> <li>• Fluid resistance and surface tension in capillary tubes</li> <li>• Bernoulli's principle and Stoke's Law</li> <li>• Poisson's ratio for the expansion of materials under stress</li> <li>• Hooke's law and the force constant.</li> <li>• Equation of potential energy and kinetic energy to prove the law of conservation of energy.</li> <li>• Centripetal acceleration and centripetal force,</li> <li>• Equation <math>v_{\max} = (2\pi f) A</math> for calculating the maximum speed of simple harmonic oscillator, total energy, kinetic energy and the potential energy of a system.</li> <li>• Mean translational kinetic energy of an atom of an ideal gas</li> <li>• Gravitational potential and the escape velocity of a body.</li> <li>• Coulomb's law and electrical charge.</li> <li>• Capacitors in series and in parallel circuits</li> <li>• Force on current conductor placed in a magnetic field</li> <li>• Magnetic flux (B), Faraday's and Lenz's law</li> <li>• Electric current, potential difference and resistance and Kirchhoff's laws</li> <li>• Types of semiconductors.</li> <li>• Reflective index and image due to refraction and reflection.</li> <li>• Huygen's Principle</li> <li>• Principle of superposition, constructive and destructive interference</li> <li>• Diffraction and polarization.</li> <li>• Communication systems</li> <li>• Photon model of electromagnetic radiation.</li> <li>• Electron diffraction to determine the structures of crystalline</li> </ul>

			<ul style="list-style-type: none"> <li>• Hydrogen emission spectrum</li> <li>• Quark model of hadron.</li> <li>• Spontaneous and random nature of radioactive decay</li> <li>• Einstein's mass –energy and binding energy</li> <li>• Kepler's law and Newtonian gravitation.</li> <li>• Astrophysical plasma.</li> </ul>
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***Note: Refer the science curriculum framework while preparing the lesson.***

## 5. ENVIRONMENTAL SCIENCE

Key Stage	Themes/Topics		Pedagogy/Strategies/Tools	Remarks / scope
<b>5 Key Stage</b>	<b>System in Nature Chapter</b>	<b>Ecosystem – Structure and functions</b>	<ul style="list-style-type: none"> <li>✓ Use webinar session (Zoom app).</li> <li>✓ Share the video through other social media (WhatsApp, WeChat, YouTube that students are accessible).</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Spheres of the Earth</li> <li>• Biomes and Ecosystem Biodiversity and Endemism</li> <li>• Bhutan's rich biodiversity and ecosystem services</li> </ul>
		<b>Balance in Nature</b>	<ul style="list-style-type: none"> <li>✓ Use Google Classroom.</li> <li>✓ Use e-library.</li> <li>✓ Maintain journal.</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Energy Flow in an Ecosystem</li> <li>• Biogeochemical cycles</li> <li>• Disturbances and ecological succession.</li> </ul>
<b>5 Key Stage</b>	<b>Environmental Issues and Concern</b>	<b>People and Environment</b>	<ul style="list-style-type: none"> <li>✓ Use YouTube lesson</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Dependency on Natural Resources</li> <li>• Interdependency of humans and environment Land degradation</li> </ul>
		<b>Natural resource degradation</b>	<ul style="list-style-type: none"> <li>✓ Maintain journal regarding the natural resources degradation.</li> <li>✓ Refer newspapers and write feedbacks and opinion.</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Natural Resources and its Exploitation Ecological Footprint</li> </ul>
		<b>Pollution</b>	<ul style="list-style-type: none"> <li>✓ Use Webinar session</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Natural Resources and its Exploitation</li> <li>• Health Hazards of Toxic Substances</li> <li>• Understanding Climate Change</li> </ul>
		<b>Climate Change Disaster and Environment 1.</b>	<ul style="list-style-type: none"> <li>✓ Use webinar session.</li> <li>✓ Use online quiz for assessment.</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Phenology and Climate Change</li> <li>• <b>Disaster and its Reduction</b></li> </ul>

<b>5 Key Stage</b>	<b>Natural Resource Management</b>	<b>Disaster and Environment</b>	<ul style="list-style-type: none"> <li>✓ Use Google Classroom.</li> <li>✓ Maintain journal</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Hazards and Disasters</li> <li>• Disaster reduction</li> <li>• Hazards and Disasters</li> </ul>
		<b>Biodiversity and Measurement Land use and management</b>	<ul style="list-style-type: none"> <li>✓ Use webinar session (Zoom app).</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Measuring Biodiversity Management-Land and water</li> <li>• Water conservation techniques</li> <li>• Water conservation for irrigation</li> </ul>
		<b>Biodiversity Conservation</b>	<ul style="list-style-type: none"> <li>✓ Digital story telling.</li> <li>✓ Question and answer</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Conservation of Biodiversity</li> <li>• Biodiversity Conservation (Protected Areas) and Poverty Alleviation</li> </ul>
		<b>Water and Land Management &amp; Energy Resources</b>	<ul style="list-style-type: none"> <li>✓ Use Environmental Profile</li> <li>✓ Maintain journal of energy uses at home.</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Land Waste Management</li> <li>• Entrepreneurship and Waste Management</li> <li>• Methods to conserve energy</li> </ul>
		<b>Energy Conservation</b>	<ul style="list-style-type: none"> <li>✓ Use Webinar session</li> <li>✓ Quiz</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Energy Management and Efficiency Energy Efficiency and Technology.</li> <li>• Energy Efficient ways and devices</li> </ul>
<b>5 Key Stage</b>	<b>Sustainable Development</b>	<b>Environment and Development</b>	<ul style="list-style-type: none"> <li>✓ Use Google Classroom</li> <li>✓ Share Youtube links.</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• Development</li> <li>• Green Economy</li> </ul>
		<b>Sustainable Development</b>	<ul style="list-style-type: none"> <li>✓ Use webinar.</li> <li>✓ Maintain journal.</li> </ul> Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> <li>• GNH and Sustainable Development Sustainable Development</li> <li>• Relationship - Development and Environment</li> </ul>



## 6. SOCIAL SCIENCES

### (History, Geography and Economics)

Key Stage	Themes	Topics	Pedagogy/Strategy/tools	Remarks/Scope
I (PP-III) II (IV-VI)	Key stage I and II to be focused on literacy and numeracy	Key stage I and II to be focused on literacy and numeracy	NA	In key stage I and II, focus will be on literacy and numeracy subjects
III (VII-VIII)	1. Resources and Sustainable development	Population and its importance	BBS I &II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Death rate, birth rate, natural change, causes of change and impact of change.
	2. Spatial interaction	Trade, Transport and Communication	BBS I &II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Concept of trade, transport and communications
	3. Government, Civil Society and Media in Bhutan	State and Government	BBS I &II YouTube, google classroom (1-2 thought provoking and competency questions to assess student learning)	Forms of Government Constitution and Citizens
	4. The Earth and its people	Settlement and its evolution	BBS I &II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Types, patterns of settlement and classification
	5. Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy	BBS I &II YouTube, google classroom (1-2 thought provoking competency based questions to assess student learning)	Zhabdrung and Chhoesid system (Making a Nation-State) Institution of Monarchy and the successive Druk Gyalpos
	6. Economic sectors	Economic sectors	BBS I &II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Sectors of economy
IV (IX-X)	1. Resources and Sustainable development	GNH, Economic Growth and Development	BBS I &II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Population and economy, economic growth
	2. Spatial interaction	Trade, Transport and Communication	BBS I &II YouTube, google classroom	Concept of trade, domestic and international trade, balance of payment,

			(1-2 thought provoking and competency based questions to assess student learning)	development of communication and transport in Bhutan, impact of trade, transport and communications
	3. Government, Civil Society and Media in Bhutan	Bhutanese Government System, world development since 1945 (Role of UN)	BBS I & II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	The Legislature, The Executive, The Judiciary, the Constitutional Bodies and Local Government) World development since 1945 – Important topic in World History
	4. The Earth and its people	Climate and its impact	BBS I & II YouTube, google classroom 1-2 thought provoking and competency based questions to assess student learning)	Factors affecting climate, winds, climatic zones of Bhutan, climate change, climate change and environmental problems
	5. Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy	BBS I & II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Institution of Monarchy and the successive Druk Gyalpos
	6. Economic sectors	Role of economic sectors for the economy	BBS I & II YouTube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Introduction to Economics, Understanding economy, Factor earning, Public finance,
V (XI-XII)	1. Resources and Sustainable development	GNH, Economic Growth and Development	BBS I & II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Bhutanese economy, Money and Banking, Public finance, development planning
	2. Spatial interaction	Trade, Transport and Communication	BBS I & II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Means of transport and communication, impact of transport and communications
	3. Government, Civil Society and Media in Bhutan	Bhutanese Government System	BBS I & II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Society, State and Nation Forms of government Constitution Role of the Monarch in a Democratic Constitutional Monarchy
	4. The Earth and its people	Climate and its impact	BBS I & II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	World climate, climate types and zones, impact of climate change

	5. Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy- Role of Monarch in Democratic Constitutional monarchy	BBS I &II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Role of Monarch in Democratic Constitutional monarchy Bhutan and international Organisations
	6. Economic sectors	Role of economic sectors for the economy	BBS I &II YouTube, google classroom 2-3 thought provoking and competency based questions to assess student learning)	National Income, Bhutanese economy.

## 7. ACCOUNTANCY

Key Stages	Topics	Strategies/tools	Remarks/Scopes
V (XI-XII)	Accounting Theory	BBS I & BSS II	<ul style="list-style-type: none"> <li>• Identification of stakeholders in business</li> <li>• Underlying assumptions and convention used in preparation of financial statement</li> <li>• Qualitative characteristics of useful financial information</li> <li>• Elements of financial statement</li> <li>• Meaning and purposed of AS</li> </ul> <b>Eg. Assessment:</b> Study a financial statement of a company and validate it quality.
	Accounting Equation	BBS I & BSS II	<ul style="list-style-type: none"> <li>• <b>Identification of accounts in a transaction and prepare equation</b></li> <li>• <b>Relate accounting equation with financial statement</b></li> </ul> <b>Eg. Assessment:</b> Solve a practical problem from the textbook
	Journal, Ledger and Trial balance	BBS I & BSS II	<ul style="list-style-type: none"> <li>• <b>Vouchers</b></li> <li>• <b>Categorise of accounts</b></li> <li>• <b>Dual concepts</b></li> <li>• <b>Pass journal entries</b></li> <li>• Prepare ledger and trial balance</li> </ul> <b>Eg. Assessment:</b> Solve a practical problem from the textbook
	Accounting for PPE	BBS I & BSS II	<ul style="list-style-type: none"> <li>• <b>Recognition criteria for PPE</b></li> <li>• <b>Depreciation</b></li> <li>• <b>Prepare depreciation schedule</b></li> </ul> <b>Eg. Assessment:</b> Make a visit around your place and identify different items of PPE.
	Financial Statements	BBS I & BSS II	<ul style="list-style-type: none"> <li>• <b>Elements of financial statement</b></li> <li>• <b>Prepare financial statement</b></li> </ul> <b>Eg. Assessment:</b> Solve a practical problem
	Costing	BBS I & BSS II	<ul style="list-style-type: none"> <li>• Classify the elements of cost- material cost, labour cost and overheads.</li> <li>• Prepare cost sheet.</li> </ul> <b>Eg. Assessment:</b> Make a visit to a construction place in your area and identify different cost involved.

## 8. COMMERCE

Key Stages	Topics	Strategies/tools	Remarks/scope
V(XI-XII)	<b>Business, Trade and Commerce</b>	BBS I and II	<ul style="list-style-type: none"> <li>• Classification of human activities               <ul style="list-style-type: none"> <li>○ Business</li> <li>○ Employment</li> <li>○ Profession</li> </ul> </li> <li>• Classification of business               <ul style="list-style-type: none"> <li>○ Industry</li> <li>○ Commerce</li> </ul> </li> <li>• Commerce and its branches</li> <li>• Purpose of business organisations</li> <li>• Types of business organisation               <ul style="list-style-type: none"> <li>○ Soles proprietorship</li> <li>○ Partnership</li> <li>○ Company</li> </ul> </li> <li>• Cooperatives</li> <li>• Concepts of trade</li> <li>• Types of trade</li> </ul> <p><b>Eg. Assessment:</b> a) Identify different types of trades in your locality b) Why trade is essential for our livelihood?</p>
	<b>Financing</b>		<ul style="list-style-type: none"> <li>• Types of finance for the business</li> <li>• Sources of business finance</li> <li>• Services of commercial banks</li> </ul> <p><b>Eg. Assessment:</b> a) Identify different banks offering finance to business in the country b) Think of a situation where there is no bank in the country</p>
	<b>Management and Communication</b>		<ul style="list-style-type: none"> <li>• Meaning of management</li> <li>• Functions of management</li> <li>• Need for effective business communication</li> <li>• Different modes of business communication</li> <li>• Principle of effective business communication</li> <li>• Barriers to communication</li> </ul>

			<b>Eg. Assessment:</b> Considering your house as business entity, relate management household with business organisation.
	<b>Marketing</b>		<ul style="list-style-type: none"> <li>• Concepts of marketing</li> <li>• Importance of marketing for business</li> <li>• Different medium for marketing</li> </ul> <b>Eg. Assessment:</b> Identify different marketing carried for a product around your place and design a marketing strategy for a product

## 9. MEDIA STUDIES

Key stage	Topics/Themes	Pedagogy/Strategy/ Tools	Scope/Remarks
<b>Key Stage 5</b>	<b>Media and Information Literacy</b>	<ul style="list-style-type: none"> <li>❖ Lessons on the identified learning areas would be aired through BBS</li> <li>❖ Tutorial clip (Video) would be delivered through YouTube play list or any other social media group.</li> <li>❖ Audio materials shall be delivered through sound cloud or other social media group</li> <li>❖ Print materials shall be delivered through appropriate social media: email, Facebook,</li> <li>❖ Group Discussion amongst the students for exchange of ideas would be encouraged through appropriate social media: WeChat group, WhatsApp group, telegram group</li> </ul> <p><b>1. Assessments</b>  Assignments such as; write-ups, textual analysis, etc. would be assigned and evaluated through Google Classroom.  Questions &amp; Answer would be conducted at the end of learning areas to check students' understanding using Google Classroom</p> <p>Online quiz questions would be used for students' self-assessment through internet tool like google form.</p>	<ul style="list-style-type: none"> <li>➤ Evolution of Media</li> <li>➤ Types of Media</li> <li>➤ Information and information Literacy</li> </ul>
	<b>Understanding Media Messages and Information</b>		<ul style="list-style-type: none"> <li>➤ What is Media Literacy?</li> <li>➤ Importance of Media Literacy</li> <li>➤ Nature of Media Messages</li> </ul>
	<b>Media and Language</b>		<ul style="list-style-type: none"> <li>➤ Basic Persuasion Techniques</li> <li>➤ Key Questions to Look at Media</li> <li>➤ Visual Literacy</li> <li>➤ Film Language</li> </ul>
	<b>Representation in Media and Information</b>		<ul style="list-style-type: none"> <li>➤ Who Should Media Represent?</li> <li>➤ Determining News Values</li> <li>➤ Analyzing Representation</li> <li>➤ Methods and Technology Media Adopt</li> </ul>
	<b>Traditional Media and New Media</b>		<ul style="list-style-type: none"> <li>➤ TM and NM – Collaboration for Success</li> <li>➤ Digital as New Media</li> <li>➤ Use of NM Technologies in Society</li> <li>➤ New Media World and Citizenship Orientation</li> <li>➤ Uses of Multimedia Tools</li> </ul>
	<b>Journalist Code of Ethics and Research Ethics</b>		<ul style="list-style-type: none"> <li>➤ Principles of Journalism</li> <li>➤ Research Ethics verses Media Ownership</li> <li>➤ Process of New Publication</li> </ul>
	<b>Media and Global Village</b>		<ul style="list-style-type: none"> <li>➤ Global Economy and Media Ownership</li> <li>➤ Technology Convergence and Media Conglomerates</li> </ul>

*Note: All the lessons will be planned based on the curriculum framework.*

10. RIGZHUNG

གནས་འཛིན།	ལྷན་ཁྲིམས་འཐབ་དཔྱད་པའི་དོན་ཚན་གཙོ་བོ་ཅན།	སློབ་སྟོན་ཐབས་ལམ།
སློབ་འཛིན་༡༡ པ་དང། སློབ་འཛིན་༡༢པ།	སློབ་འཛིན་༡༡ སློབ་འཛིན་༡༡ པའི་ནང་ལུ་ ལེའུ་༡ པ་ལས་ ལེའུ་༢ པ་ཚུན། སློབ་འཛིན་༡༢ པའི་ནང་ལུ་ ལེའུ་༤ པ་ལས་ ལེའུ་༦ པ་ཚུན། ( སློབ་སྤྱི་གི་ གནས་ཚད་དང་འཁྲིལ་ཏེ་ བརྒྱུད་དོན་གལ་ཅན་ཚུ་གདམ་འབྲུ་འབད་དེ་ སློབ་དེ་བ་བཟོ་ཡོད་མི་ ལས་སྟོན་ནི།)	སློབ་འཛིན་གི་སློབ་སྟོན་ སྤྱི་གཙུག་འཐབ་དེ་བཟུམ་ནི། སློབ་མ་ལས་ སྤྱི་གཙུག་དཔྱད་ཚུ་གིས་ ཆོས་བཤད་གནང་ཡོད་མི་ཚུ་ཡང་ བསྟུ་ སྤྱི་གཙུག་འཐབ་དེ་ བཟུམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཟུམ་ཐོག་ལས་ ལྷན་བཟུག་ནི།
	སྟོན་རྒྱུ། སློབ་འཛིན་༡༡ པའི་ནང་ལུ་སྟོན་དགོས། རང་བཞིན་བརྒྱུད་པ་ མཚུངས་གསལ་ དཔེ་རྒྱུ་གསུམ། སློབ་འཛིན་༡༢ པའི་ནང་སྟོན་དགོས། དཔེ་རྒྱུ་བསྐྱར་ཞིབ་དང་ གཞུགས་ཅན་གྱི་རྒྱུ། (སློབ་སྤྱི་གི་གནས་ཚད་དང་འཁྲིལ་ཏེ་ འབད་ཚུགས་པའི་ རྒྱུ་ལེགས་ཤོམ་ཚུ་གདམ་འབྲུ་ འབད་དེ་ སློབ་དེ་བ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།)	སྟོན་རྒྱུ་གི་སློབ་སྟོན་ སྤྱི་གཙུག་འཐབ་དེ་བཟུམ་ནི། WeChat, Facebook, YouTube Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་ མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཟུམ་ཐོག་ལས་ ལྷན་བཟུག་ནི། སྟོན་རྒྱུ་ དང་འབྲེལ་བའི་ རྒྱུ་རྟེན་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ ཚུགས་པ་དང་ ཡོངས་འབྲེལ་ཁ་བྱང་ཚུ་ སྟོན་བྱིན་ནི།
	མངོན་བརྒྱུ། སློབ་འཛིན་༡༡ པའི་ནང་ལུ་སྟོན་དགོས། མཐོང་ཐོས་སྟེ་ཚན་ལས་ ས་འོག་གི་སྟེ་ཚན་ཚུན། སློབ་འཛིན་༡༢ པའི་ནང་སྟོན་དགོས། ས་གཞིའི་སྟེ་ཚན་ལས་ མཚུགས་བྱང་ཚུན།	མངོན་བརྒྱུ་འཐབ་དེ་བཟུམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་ མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཟུམ་ཐོག་ལས་ ལྷན་བཟུག་ནི། རང་གིས་ ལྷན་སྟེ་ ཏ་གོ་ཚུགས་པའི་ཆོས་ཚན་ཞིན་མ་ལས་ དེ་སྟེ་ལྷན་དགོ་ པའི་ལས་སྟོན་མཐོང་ཐོས་ཅིག་བཟོ་ནི།



	(སློབ་ཕྲུག་གི་གནས་ཚད་དང་འཕྲིལ་ཏེ་ རོན་ཚན་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ ལས་སྟོན་ནི།)	
ལྟ་བུ་སྤྱད་འབད་ཐངས་ དང་ དབྱེ་ཞིབ་ཐབས་ ལམ།	<p>སློབ་ཕྲུག་ཚུ་གིས་ རིག་གཞུང་གདམ་ཁའི་ཚུ་ཚན་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ སློག་རིག་མཁོ་ཆས་ཚུ་གི་          ཐོག་ལས་དང་ རང་གིས་འབད་ སློབ་བསྐྱེད་དེ་ལྟ་བུ་དགོཔ་དང་། རང་གི་ཕམ་དང་སྤྲུལ་ཆ་ ཤེས་མི་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྟ་བུ་དགོཔ་ཨིན།          དེ་སྤྱི་ལྟ་བུ་སྤྱད་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང་། རང་དོག་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྟོན་ཏེ་ ཤེས་མ་          ཤེས་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྟོན་ནི་དང་། མཐའ་མཇུག་གི་ཚུ་རྒྱལ་ས་དེ་ཡང་ ལས་འགྲུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་          google ཚུ་གི་ཐོག་ལས་ ཏུ་ས་ཐོག་ལུ་ ཚུ་རྒྱལ་ས་ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲུལ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན།</p>	

## Education in Emergency

### PRIORITIZED CURRICULUM

### KEY STAGE 1: Classes PP - III

## 1. DZONGKHA

ཕྱོད་རིམ། ཕྱོད་གསར།

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གནས་ཚད།	སློབ་ཚན།	SCOPE		མིང་ཚད།
		དོན་ཚན།	ལས་དོན།	
ཉན་སྒྲིབ་དང་ འཕྲི་ལྷག།	དང་པ།	དབྱངས་གསལ་བརྟེན་པ་འདོགས་ཀྱི་ འཕྲི་ལྷག་དང་ ཉེ་འབྲེལ་མིང་ཚིག་ཉན་ སྒྲིབ།	༡. གཟུང་དང་ གནས་གཤིས་ཆོས་གྲངས་ཚུ་ ཉན་སྒྲིབ། ༢. དབྱངས་གསལ་དང་ བརྟེན་པ་འདོགས་ཚན་གྱི་ཡི་གུ་ཚུ་ སྒྱུར་སྒྲིག་དང་ ཆོག་སྒྲིབ། ༣. མཐའ་འཁོར་དང་འབྲེལ་བའི་ མིང་ཚིག་ཚུ་གི་སྒྲོར་ལས་ འཕྲི་ལྷག། ༤. གྲུས་ཞབས་དང་ ཁ་བཟང་འབད་ནི། ༥. སློབ་ཚན་དང་འབྲེལ་བའི་ལྷག་དེབ་ཚུ་ ལྷག་ནི། ༦. ཁྱིམ་ནང་ལྷག་ནི།སློབ་སློབ་སློབ་སློབ་དོན་ཚན།	༡༠
	གཉིས་པ།	འདོགས་ཚན་དང་ མགོ་ཚན་གྱི་མིང་ ཚིག་འཕྲི་ལྷག་དང་ ནང་མི་དང་ཕྱ་ འགན་གྱི་ མིང་ཚིག་ཉན་སྒྲིབ།	༡. འདོགས་ཚན་དང་ མགོ་ཚན་ལས་སྒྲིབ་པའི་ མིང་ཚིག་ཚུ་ སྒྱུར་སྒྲིག་ཆོག་སྒྲིབ། ༢. རང་གི་ནང་མི་དང་ ཕྱ་འགན་གྱི་སྒྲོར་ལས་ ཉན་སྒྲིབ། ༣. ཉེ་འབྲེལ་མིང་ཚིག་ཚུ་ རྒྱུ་ལྷག་ཐུང་ལུ་རེ་བཟོ་ནི་དང་ ཅི་བ་འདི་ལན། ༤. སློབ་ཚན་དང་འབྲེལ་བའི་ ལྷག་དེབ་ཚུ་ ལྷག་ནི།	༡༠
	གསུམ་པ།	སློབ་ཆེས་ཡང་འཇུག་དང་ ཡང་ཡིག་ ཡོད་པའི་ མིང་ཚིག་འཕྲི་ལྷག་དང་ དུས་རྒྱུན་མིང་ཚིག་གི་ཉན་སྒྲིབ།	༡. སློབ་ཆེས་ཡང་ ཆེས་འཇུག་ ཡང་འཇུག་ཡོད་པའི་མིང་ཚིག་ཚུ་ སྒྱུར་སྒྲིག་ཆོག་སྒྲིབ། ༢. ཡང་ཡིག་ལ་ ལས་ལྟེན་ ཡང་ཡིག་དང་ ཡིག་གཟུགས་ནང་ འཕྲི་ལྷག། ༣. བཞེས་སློབ་ གཟུགས་ཀྱི་ཡན་ལག་ རྩོད་ཆས་ གཙང་སྒྲིབ་དང་འབྲེལ་བའི་ མིང་ཚིག་དང་ རྒྱུ་ལྷག་དང་ཉན་སྒྲིབ། ༤. སློབ་ཚན་དང་འབྲེལ་བའི་ ལྷག་དེབ་ཚུ་ ལྷག་ནི།	༡༠
	བཞི་པ།	སློབ་འཇུག་ཡོད་པའི་ མིང་ཚིག་གི་རྒྱུ་ སྒྲིབ་དང་ ཉེ་འབྲེལ་མིང་ཚིག་ཉན་སྒྲིབ།	༡. མཐའ་འཁོར་དང་འབྲེལ་བའི་མིང་ཚིག་ དུས་རྒྱུན་ རྩོད་ཆས་ གཙང་སྒྲིབ་དང་འབྲེལ་བའི་ མིང་ཚིག་དང་ རྒྱུ་ལྷག་དང་ཉན་སྒྲིབ། ༢. རང་དང་ ཅུ་ཚུ་ལུ་བཟོ་སྒྲིབ་ བཤད་པ། ༣. སློབ་འཇུག་ཡོད་པའི་ མིང་ཚིག་ཚུ་གི་ རྒྱུ་སྒྲིབ་དང་འབྲེལ་ འཕྲི་ལྷག། ༤. སློབ་ཚན་དང་འབྲེལ་བའི་ ལྷག་དེབ་ཚུ་ལྷག་ནི།	༡༠
	ཕྱ་པ།	མིང་མཐའ་དང་ ཆེས་འཇུག་གི་རྒྱུ་སྒྲིབ།	༡. ཆེས་འཇུག་དེ་ན་ལ་ས་ཞུགས་མིའི་ རྒྱུ་སྒྲིབ་དང་འབྲེལ་ ལྷག་ཐངས། ༢. མིང་མཐའ་དང་འབྲེལ་ ལྷག་ནི། ༣. འབྲེལ་སྒྲིབ་ རྒྱུ་སྒྲིབ་ མཐའ་ཚན་དང་འབྲེལ་བའི་ མིང་ཚིག་ཚུ་ འཕྲི་ལྷག། ༤. མཐུགས་ཡིག་ འདོན་བཀའ་ཐངས། ༥. ཡང་ཡིག་ལྟེན་ འཕྲི་ལྷག། ༦. སློབ་ཚན་དང་འབྲེལ་བའི་ ལྷག་དེབ་ཚུ་ལྷག་ནི།	༡༠

	བྱུག་པ།	<p>དུས་རྒྱུན་ལཱ་གི་ ཉམས་ཐྱོང་བཤད་ནི་  དང་ འ་རྒྱུང་ཡོད་པའི་ མིང་ཚིག་རྫོང་  སྒྲ།</p>	<p>༡. དུས་རྒྱུན་ལཱ་གི་ ཉམས་ཐྱོང་སྐོར་ལས་ བཤད་པ་དགོ།  ༢. ཉེ་མཁའི་ ཞེ་སའི་ཚིག་རྫོང་ ལག་ལེན།  ༣. འ་རྒྱུང་ཡོད་པའི་ མིང་ཚིག་རྫོང་ ལྷག་ཐངས།  ༤. ཤིང་དང་མེ་ཉེག་ ཚོས་གཞི་དང་ བཟོ་དབྱིབས་རྫོང་དང་འབྲེལ་བའི་ ཉེ་འབྲེལ་མིང་ཚིག་རྫོང་འབྲི་རྒྱུ།  ༥. སློབ་ཚན་དང་འབྲེལ་བའི་ ལྷག་དེབ་རྫོང་ ལྷག་ནི།</p>	༡༥
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བཞི་པ།		<p>ལོག་པ་དང་མཐུག་ཡིག་ ས་ཟུར་ཅན་ཚུ་འཁྱུ་ལེན་དང་། གནམ་གཤིས་ གཟའ་སྐར་ཆོས་གངས་ ཉིན་རིམ་ལག་ལེན་འཐབ་མི་མིང་ཆོག་ཚུ་ སྟེ་བ་དང་སྐྱགས་ ལག་ལེན་འཐབ་ནི་དང་ ཡིག་ལམ་གྱི་ ཐོག་ལུ་བཀོད་དེ་ འབྲི་ལྷག་འབད་ཚུགས་ནི་གི་དོན་ལཱ།</p>	<ul style="list-style-type: none"> <li>▣ མཐའ་འཁོར་གྱི་ པར་དང་ཅལ་ཚུ་ལུ་བལྟ་སྟེ་ བཤད་པ།</li> <li>▣ ལོག་ཡིག་དང་ མཐུག་ཡིག་ ས་ཟུར་ཅན་གྱི་ལུ་ཁྱུ་རྩེ་འཛིན་འབད་དེ་ འབྲི་སྐྱབ།</li> <li>▣ རྩེ་འཛིན་གནད་དང་ དབྱངས་ཞབས་ཀྱི་དང་ན་རྩེ་ཅན་གྱི་ རྩོད་སྐྱོ་བཏོན་དེ་ འབྲི་སྐྱབ།</li> <li>▣ སྤྱད་དེ་བུ་ ལྷག་སྟེ་ གོ་དོན་ལེན་ཚུ་ལ།</li> <li>▣ ཉེ་འབྲེལ་གྱི་མིང་ཆོག་ ལག་ལེན་འཐབ་སྟེ་ རྩོད་ཆོག་འབྲི་སྐྱབ།</li> <li>▣ གནམ་གཤིས་དང་ གཟའ་ཆོས་ཀྱི་སྐོར་ལས་འབྲི་སྐྱབ།</li> <li>▣ ཨང་ཡིག་འབྲི་སྐྱབ།</li> </ul>	<p>༡༠</p>
ལྔ་པ།		<p>ཆོག་མཆོམས་དོན་མཆོམས་ཚུ་གཅད་ནི་དང་། ཆོག་ཤད་ཚུ་ ལག་ལེན་འཐབ་ཚུགས་པའི་ཁར་ ཉིན་རིམ་ལག་ལེན་འཐབ་མི་མིང་ཆོག་ཚུ་ སྟེ་བ་དང་སྐྱགས་ ཡིག་ལམ་གྱི་ཐོག་ལུ་བཀོད་དེ་ འབྲི་ལྷག་འབད་ཚུགས་ནི་གི་དོན་ལཱ།</p>	<ul style="list-style-type: none"> <li>▣ ཆོག་ཤད་དང་ འབྲི་ཆོག་ཚུ་ འབྲི་ཐངས།</li> <li>▣ རྩེ་འཛིན་གནད་ དལ་ས་དང་ དབྱངས་ཞབས་ཀྱི་ ར་རྩོད་མིའི་རྩོད་སྐྱོ་ འབྲི་སྐྱབ།</li> <li>▣ སྤྱད་ ཐུང་ཀྱི་རྩེ་ལྷག་སྟེ་ ཉན་སྐྱབ་དང་ རི་བ་འབྲི་ལན།</li> <li>▣ བྱངས་ཁ་༡༠ ཚུན་ཨང་ཡིག་ནང་དང་༤༠ ཚུན་ཡིག་གཟུགས་ནང་འབྲི་སྐྱབ།</li> <li>▣ ཆོག་མཆོམས་ བཅད་དེ་ རྩོད་ཆོག་བཟོ་ཐངས།</li> <li>▣ འབྲུ་སྐྱ་ལ་སོགས་པའི་ ཉེ་འབྲེལ་གྱི་ མིང་ཆོག་ཚུ་ འབྲི་སྐྱབ།</li> <li>▣ ཞེ་ས་དང་ ལུས་ཞབས་ཀྱི་ ཆོག་ཚུ་ལག་ལེན།</li> </ul>	<p>༡༠</p>
དྲུག་པ།		<p>ཆོག་མཆོམས་དོན་མཆོམས་ཚུ་གཅད་ནི་དང་། ཆོག་ཤད་ཚུ་ ལག་ལེན་འཐབ་ཚུགས་པའི་ཁར་ གཅད་སྐྱོ་འཕྲོད་བསྟེན། སལ་སྐད་ཞེ་ས་སོགས་ ཉིན་རིམ་ལག་ལེན་འཐབ་མི་མིང་ཆོག་ཚུ་ སྟེ་བ་དང་སྐྱགས་ ཡིག་ལམ་གྱི་ཐོག་ལུ་བཀོད་དེ་ འབྲི་ལྷག་འབད་ཚུགས་ནི་གི་དོན་ལཱ།</p>	<ul style="list-style-type: none"> <li>▣ རྩོད་ཆོག་ ཆོག་མཆོམས་བཅད་དེ་ འབྲི་ལྷག།</li> <li>▣ རི་བ་དང་བསྐྱན་པའི་ ལན་ཚུ་འབྲི་སྐྱབ།</li> <li>▣ ཉེ་འབྲེལ་གྱི་ མིང་ཆོག་ཚུ་ རྩོད་ཆོག་བཟོ་སྟེ་ འབྲི་ལྷག།</li> <li>▣ གཅད་སྐྱོ་ འཕྲོད་སྟེན་སོགས་ཀྱི་ དགོས་པ་དང་ཕན་ཐོགས།</li> <li>▣ སལ་ཆོག་དང་ཞེ་ས་འཛིན་ ལག་ལེན།</li> <li>▣ ལྷག་དེ་བཅད་ སྤྱད་ཚུ་ལྷག་སྟེ་ ལོག་གཏང་ཐངས།</li> <li>▣ ཨང་གངས་༡༠ ཚུན་ ལག་ལེན་འཐབ་སྟེ་ འབྲི་སྐྱབ།</li> </ul>	<p>༡༥</p>

གནས་ཚད།	སློབ་ཚན།	SCOPE		མྱིང་ཚད།
		དོན་ཚན།	ལས་དོན།	
ཉན་སྒྲུབ་དང་འབྲི་ ལྷ།	དང་པ།	མཐའ་འཁོར་གྱི་ཡུལ་ལུ་བརྟེན་ཏེ་ མིང་ཆོག་ཀྱི་སྤྱོད་དང་། བཤད་པ་ ལོ་རྒྱུས་ཚུ་ ཐིམ་ཏེ་དང་། ཐིམ་ཡོད་མི་ཚུ་ལས་ ཞོ་དོན་ལེན་ཏེ་ དཔུང་ཞིབ་གྱི་ བཅོམ་སྤྱོད་ ལེན་དང་། ཉེ་འབྲེལ་གྱི་མིང་ཆོག་ཚུ་ལག་ལེན་འཐབ་སྟེ་ གནས་སྤངས་དང་ འཁྲིལ་བའི་ ཡིག་ལམ་གྱི་ཐོག་ལུ་བཀོད་དེ་ འབྲི་ལྷག་འབད་ཚུ་གས་ནི་གི་དོན་ལུ། གཅིག་གིས་གཅིག་ལུ་ བཅེ་གཏུང་དག་སྤྱང་། ཕྱིས་མཐོང་ འགན་ཁུར་ག་ཅིའི་ ནང་འབད་རུང་ རང་ཚོར་གྱི་སློབ་ལས་འབད་ནི་གི་ དེས་ཤེས་འཐོབ་དགོཔ་ཨིན།	<ul style="list-style-type: none"> <li>□ ཉེ་འབྲེལ་གྱི་ མིང་ཆོག་ འབྲི་ལྷག།</li> <li>□ མཐའ་འཁོར་གྱི་ སློབ་ལས་ ལོ་རྒྱུས་ཐུང་ལཱ་ལེ་ འབྲི་སྒྲུབ།</li> <li>□ ཉེན་བསྐྱར་གྱི་ལས་ཤིང་དང་ འབྲེལ་ཡོད་གྱི་ གནས་ཚུལ་ འབྲི་སྒྲུབ།</li> <li>□ གནས་ཚུལ་ བསྐྱེད་འབད་དེ་ གཞན་ལུ་སྒྲུབ་ཐངས།</li> <li>□ ཡིག་རྒྱུགས་ཚུ་ལས་ ཞོ་དོན་ལེན་སྟེ་ ལན་འཚུལ་ཐངས།</li> <li>□ ཉེན་ཤིང་གྱི་ལུ་འགན་ རང་ཚོར་འབད་ འབད་ཐངས།</li> <li>□ ཕྱིས་ནང་ལྷག་ནི།སློབ་སྤྱོད་སྤྱོད་སྤྱོད་དོན་ཚན།</li> </ul>	90
	གཉིས་པ།	མཐའ་འཁོར་གྱི་ཡུལ་ལུ་བརྟེན་ཏེ་ ཉེན་ཤིང་ ལག་ལེན་ནང་མཁོ་བའི་ མིང་ཆོག་ དང་། འབྲེན་བཀལ་ཐངས་ ཟ་འབྲུང་ འཕྲོད་སྟེན། འབད་ཐངས་ ཞོ་ཤིང་ ཤིགས་སྟེ་བཤད་པ་ཚུ་ སྟེབ་དང་བཅས་འབྲི་སྒྲུབ་དང་། ཆོགས་བཅད་དང་ མིང་ མཐའ་ལས་བརྟེན་པའི་ རྒྱུ་ཐངས་ཀྱི་ ཉམས་སྤྱོད་ནི་གི་ དོན་ལུ།	<ul style="list-style-type: none"> <li>□ ཉེན་ཤིང་ ལག་ལེན་ནང་མཁོ་བའི་ མིང་ཆོག་ འབྲི་སྒྲུབ།</li> <li>□ དཔུངས་གསལ་ བཅེ་གས་འདོགས་ འབྲེན་བཀལ་ས་དང་འཁྲིལ་ཏེ་ འབྲི་ཐངས།</li> <li>□ མིང་ཆོག་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ རྒྱུ་ཐངས་ལེན་ནི།</li> <li>□ ཟ་འབྲུང་ འཕྲོད་སྟེན་ རོས་འཛིན།</li> <li>□ ལུ་ ག་ཅིར་འབད་རུང་ འབད་ཐངས་ ཞོ་ཤིང་འབྲི་སྒྲུབ།</li> <li>□ ཆོགས་བཅད་ ལྷག་ཐངས།</li> <li>□ མིང་མཐའ་ འབྲེན་དང་ མ་འབྲེན་གྱི་དབྱེ་བ།</li> <li>□ ཤིགས་སྟེ་གི་ བཤད་པ་འབྲི་ཐངས།</li> </ul>	90
	གསུམ་པ།	འབྲེལ་ཡོད་ དོན་ཚན་ཐོག་ ཞོ་སྤྱར་དང་ ཐོས་སྤྱན་ བསམ་འཆར་བཀོད་ནི་ གསར་གཏོད་འབད་ནི་ སྤྱད་གི་ཉམས་དང་ རྒྱུ་ཐངས་འཛིན། ཞོ་གནས་གྱི་མིང་དང་ ལུ་འགན་ཚུ་ རོས་འཛིན་འབད་དེ་ ཞོ་དོན་ལེན་སྟེ་ གནས་སྤངས་ནང་འབག་ འོང་ནི་དང་། རང་གི་ཉམས་སྤྱོད་ ཡིག་ཐོག་ལུ་ བཀོད་ཚུ་གས་ནི་གི་དོན་ལུ།	<ul style="list-style-type: none"> <li>□ རང་གི་ཉམས་སྤྱོད་དང་ འབྲེལ་ཡོད་པའི་ གནད་དོན་ཚུ་འོང་ཐོག་ འབྲི་སྒྲུབ།</li> <li>□ ཉེན་བསྐྱར་ལག་ལེན་འཐབ་མི་ མིང་ཆོག་ཚུ་ལྷག་སྟེ་ ཞོ་དོན་ལེན་ཚུལ།</li> <li>□ འབྲེལ་ཡོད་དོན་ཚན་གྱི་ཐོག་ ཞོ་སྤྱར་དང་ ཐོས་སྤྱན།</li> <li>□ སྤྱད་ནང་གི་ རྒྱུ་ཐངས་འཛིན་ འབད་ཐངས།</li> <li>□ མིང་ཆོག་ཚུ་གི་ ཞོ་དོན་ལེན་ཏེ་ རྒྱུ་ཐངས་འབྲི་སྒྲུབ།</li> <li>□ ཞོ་གནས་གྱི་ མིང་དང་ ལུ་འགན་ཚུ་ འབྲི་སྒྲུབ།</li> <li>□ དོན་ཚན་གཅིག་ལས་ ཉམས་སྤྱོད་ ཤིགས་སྟེ་བཤད་པ་ འབྲི་སྒྲུབ།</li> <li>□ གནས་ཚུལ་ཚུ་ བསྐྱེད་འབད་དེ་ འབྲི་སྒྲུབ།</li> </ul>	90
	བཞི་པ།	འབྲེལ་ཡོད་ དོན་ཚན་ཐོག་ ཞོ་སྤྱར་དང་ ཐོས་སྤྱན་ བསམ་འཆར་བཀོད་ནི་ གསར་གཏོད་ཀྱི་ཐོག་ལས། དགོ་བ་དང་མི་དགོ་བ་ ལས་རྒྱ་འབྲས་གྱི་དབྱེ་བ་དང་། མཐའ་འཁོར་ཡུལ་དང་འབྲེལ་བའི་བཤད་པ་ སལ་སྤྱད་དང་ཞེ་ས་ སྤྱད་བསྐྱར་ཞིབ་	<ul style="list-style-type: none"> <li>□ དགོ་བ་དང་མི་དགོ་བ་ (ལུ་འབད་བཏུབ་དང་ འབད་མ་བཏུབ་) གི་དབྱེ་བ།</li> <li>□ ཨང་གནས་ 700 གི་ རྒྱང་འཁོར་ ལག་ལེན་ ས་གོ་རོས་འཛིན་ འབྲི་སྒྲུབ།</li> <li>□ ཕྱིས་ནང་དང་ སློབ་ཁང་ནང་ལག་ལེན་འཐབ་མི་ བར་དང་ཅལ་གི་ བཤད་པ།</li> <li>□ རང་དང་འབྲེལ་བའི་ ཉེན་བསྐྱར་ལས་ཤིང་ཚུ་གི་ སློབ་ལས་ བཤད་པ།</li> </ul>	90



		<p>འབད་དེ་ ལེགས་ཉེས་ཀྱི་དབྱེ་བ་ཕྱེ་ཚུགས་ནི་དང་། མཐའ་འཁོར་མི་སྡེ་གྱི་དང་རང་ཉིད་ཉེན་སྲུང་ ཉ་གོ་ནི་དོན་ལཱ།</p>	<ul style="list-style-type: none"> <li>▣ མིང་ག་ནི་ ག་ཅུ་ག་ དབྱངས་ཞུགས་པ་ད་ རྫོང་སྐྱེ་མོར་འབྱོ་མི་ རོས་འཛིན།</li> <li>▣ སལ་སྐད་དང་ ཞེས་ལག་ལེན།</li> <li>▣ ལམ་དང་ སློབ་གྲ་ ལྷི་མ་ནང་གི་ ཉེན་སྲུང་སྐོར།</li> <li>▣ སྲུང་ལྷག་སྡེ་ སློན་ཡོན་ བསྐྱར་ཞིབ་འབད་ཐངས།</li> </ul>	
	ལྷ་པ།	<p>མཐའ་འཁོར་གྱི་ཡུལ་ལུ་བརྟེན་ཏེ་ སེམས་ཅན་ཚུ་འི་ སྤྱོད་གནས་དང་ཕན་ཐོགས་སྤྱོད་ནམ། ལྷ་གི་གོ་རིམ་དང་དང་འགན་ཁུར་ ཅུས་སྟེན་ཅིས་སྲུང་སོགས་ཀྱི་ དགོས་དོན་དང་ ཡུལ་དང་བསྐྱར་པའི་གྲས་བརྟེན་གྱི་ཆོག་ སྲུང་ལྷག་སྡེ་གོ་དོན་ ལེན་བན་ དོན་སློང་ནི་དང་། འདྲི་ཆོག་གི་ལག་ལེན་ཚུ་ཚུལ་བཞིན་ཅུ་ དོན་མ་ ཁོར་བར་ གོ་བན་དང་བན་སྐྱུར་འབད་ཚུགས་པའི་ རིག་སྟོབས་འཐོབ་པའི་ཁར་ མིང་ཆོག་གི་སྡེ་བ་མ་ཁོར་བར་ མི་ཚུགས་ནི་དོན་ལཱ།</p>	<ul style="list-style-type: none"> <li>▣ འབྲེལ་ཡོད་ གནད་དོན་ཚུ་གི་སྐོར་ལས་ འདྲི་ཆོག་ལག་ལེན་འཐབ་སྟེ་ གི་བ་བཟོ་ཐངས།</li> <li>▣ སྲུང་བྱང་ཀུ་ཚུ་ ལྷག་སྡེ་ གོ་བ་ལེན་ཐངས།</li> <li>▣ མཐའ་འཁོར་ལུ་ཡོད་པའི་ པར་གྱི་བན་བྱང་ འཇམ་རྟེང་རྟེ་ཚུ་ ལྷག་སྡེ་བན་སྐྱུར།</li> <li>▣ མཐའ་འཁོར་ སེམས་ཅན་གྱི་ སྤྱོད་ས་ ཕན་ཐོགས་ སྤྱོད་ལམ་ཚུ་གི་སྐོར་ འཕྲི་སྐབ།</li> <li>▣ ལྷ་གི་འགན་ཁུར་དང་ གོ་རིམ་ཚུ་གི་ བཤད་པ་འབྲི་སྐབ།</li> <li>▣ ཅུས་སྟེན་ ཅིས་སྟོབ་ཡོད་མི་ཚུ་གི་སྐོར་ དགོས་དོན།</li> <li>▣ སྲུང་ལྷག་མི་གི་ བརྟེན་དོན་ཚུ་ འབྲི་སྐབ།</li> <li>▣ ཡུལ་དང་ འཁྲེལ་བའི་ ཞེས་ལག་ལེན།</li> <li>▣ མིང་ཆོག་གི་ སྡེ་བ་འདྲི་ལན།</li> </ul>	༡༠
	བྱུག་པ།	<p>མཐའ་འཁོར་གྱི་ཡུལ་ལུ་བརྟེན་ཏེ་ རྫོང་པ་དང་བཤད་པ་ཚུ་བའི་སྐབས་ ཆོག་ འད་ལག་ལེན་དང་། མིང་ཆོག་གི་སྡེ་བ་དང་སྐྱུགས་རྫོང་སྐྱུ་ བན་རྟགས་བན་སྐྱུར་ དང་ ཡང་གནས་གསུམ་ཚུན་ ཡིག་གཟུགས་ནང་མི་ནི་དང་། ཡུལ་དང་འཁྲེལ་ བའི་ཞེས་ ལག་ལེན། ཉེ་ཆོན་གྱི་ཕོག་ལམ་དང་འཁྲེལ་བའི་མིང་ཚུ་ ལག་ལེན་ འཐབ་ཚུགས་ནི་དོན་ལཱ།</p>	<ul style="list-style-type: none"> <li>▣ པར་དང་ ཅུལ་ཚུ་ལུ་བཟུ་སྟེ་ བཤད་པ།</li> <li>▣ ཆོག་འད་ལག་ལེན་འཐབ་སྟེ་ རྫོང་པ་བྱང་ཀུ་རེ་མཆོམས་བཅད་དེ་ འབྲི་སྐབ།</li> <li>▣ ཡུལ་དང་ འཁྲེལ་བའི་ ཞེས་འདྲི་ཆོག་ཚུ་ ལག་ལེན།</li> <li>▣ བན་རྟགས་ མ་འདྲམ་ཚུ་ ལག་ལེན།</li> <li>▣ མིང་ཆོག་ཚུ་ གཅད་མཆོམས་ སྡེ་བ་ རྫོང་སྐྱུ་དང་སྐྱུགས་ འཕྲི་སྐབ།</li> <li>▣ མིང་ཆོག་གི་ སྡེ་བ་འབྲན་སྐྱུར་དང་ འདྲི་ལན།</li> <li>▣ ག་ཅུ་ག་ ཀ་ལག་གི་ སྐྱའི་ དབྱེ་བ།</li> <li>▣ ཡང་གནས་ལྷ་ ཚུན་ ཡང་དང་ ཡིག་གཟུགས་ནང་འབྲི་སྐབ།</li> </ul>	༡༥

## 2. ENGLISH

**Subject: English**

**Class: PP**

STRAND	CHAPTER/Unit/ Theme	SCOPE		WEIGHTING
		TOPICS / SUB-TOPICS	LEARNING OBJECTIVES	
Listening and Speaking	<b>Unit 1: From Home to School.</b>  <b>Theme:</b> My classroom/ My school	<b>Week 1</b> 1. Courtesy/Manner (Activity 1) 2. Introduction to the Alphabet Sounds (s, a, t, p, i, n) (Activity 2 – Yellow cards) 3. Classroom Objects (Activity 8) 4. ‘Sounding -out’ Cards (Activity 12 – Pink Cards)  <b>Week 2</b> Name Tag (Activity 3)  <b>Week 3</b> 1. Attendance (Activity 1) 2. Classroom instructions (Activity 7)  <b>Week 4</b> 1. Job Chart (Activity 10) 2. Days of the Week/Weather/Date (Activity 11 & 12)  <b>Week 5</b> 1. Colours (Activity 4) 2. Preposition (in, on, under) (Activity 7)	1. Respond to and use words of greeting and courtesy. 2. Use vocabulary related to their immediate environment. 3. Follow classroom instructions. 4. Say the letters of the alphabet and make the sounds of the consonants.	15 %
Reading and Literature		<b>Week 4</b> Alphabet Sounds (s, a, t, p, i, n) (Activity 7)  <b>Week 6</b> 1. Concepts about book. (Activity 5 & 7) 2. Text 1 – School	1. Hold a book and show how a book is organized. 2. Use pictures to make meaning from the text. 3. Use phonics (letter sounds) to read new words and pronounce them clearly.	6 %

Writing		<b>Week 1</b> 1. Free drawing and coloring. (Activity 1 & 3) 2. Prewriting (Activity 3,10)	1. Shape letters clearly. 2. Recognize small (lower case) letters. 3. Use knowledge of consonant sounds to begin to write words independently. 4. Use drawings to represent the stories they make up and the stories they hear.	3 %
Listening and Speaking	<b>Unit 2: Emergent Reading-I</b>  <b>Theme:</b> Family/ Friends	<b>Week 1</b> 1. SSP – (c, h, e, r, m, d) (Activity 1 – Yellow & Blue Cards) 2. Names of food (this) (Activity 3)  <b>Week 2</b> SSP – (c, h, e, r, m, d) (Activity 1)  <b>Week 6</b> SSP – (c, h, e, r, m, d) (Activity 1)	1. Say the letters of the alphabet and make the sounds of the consonants. 2. Understand phrases and simple sentences. 3. Respond to simple questions about matters of immediate interest.	6 %
Reading and Literature		<b>Week 4</b> Text 2- Father /Mother (Activity 6)	1. Relate the spoken word to the written word. 2. Use pictures to make meaning from the text. 3. Pronounce simple words clearly.	5 %
Writing		<b>Week 3</b> Letters of the alphabet (e, d, c) (Activity 2)  <b>Week 4</b> Letters of the alphabet (m, h, r) (Activity 2)  <b>Week 5</b> Family members. (Activity 3)	1. Shape letters clearly. 2. Recognize (lower case) letter 3. Use drawings to represent the stories they make up and the stories they hear.	4 %
Listening and Speaking	<b>Unit 3: Emergent Reading-II</b> <b>Theme:</b> Animals	<b>Week 1</b> Letters of the alphabet (g, o, u, l, f, b) (Activity – Yellow, Blue and Green Cards)  <b>Week 2</b> 1. Name and draw body parts. (Activity 4)	1. Say the letters of the alphabet and make the sounds of the consonants. 2. Respond to simple questions about matters of immediate interest. 3. Speak in simple sentences.	10

		<p>2. Letters of the alphabet (g, o, u, l, f, b) (Activity 5)</p> <p><b>Week 4</b> Naming clothing (Activity 3)</p> <p><b>Week 6</b> Household Objects (Activity 4)</p>		
Reading and Literature		<p><b>Week 2</b> Song: Head and shoulder (Activity 6)</p> <p><b>Week 3</b> Alphabet sounds (g, o, u, l, f, b) (Activity 1)</p>	<p>1. Follow the rhythm of rhymes, songs and poems.</p> <p>2. Use phonics (letter sounds) to read new words and pronounce them clear</p>	6 %
Writing		<p><b>Week 4</b> Drawing clothing (Activity 4)</p> <p><b>Week 5</b> Letters of the alphabet (g, o, u) (Activity 2)</p> <p><b>Week 6</b> Letters of the alphabet (l, f, b) (Activity 2)</p>	<p>1. Label parts of their drawings.</p> <p>2. Use some known words to accompany the drawings in their stories.</p> <p>1. Recognize capital (upper case) and small (lower case) letters.</p>	4 %
Listening and Speaking	<p><b>Unit 4:</b> <b>Emergent Reading III</b> <b>Theme: Animals</b></p>	<p><b>Week 1</b> Letters of the Alphabet sounds (x, j, q, k, z, v, w, y) (Activity 1)</p> <p><b>Week 2</b> Pronoun 'it' (Activity 5)</p> <p><b>Week 4</b> Common Animals/Animal Food. (Activity 9,10)</p>	<p>1. Use vocabulary related to their immediate environment.</p> <p>2. Follow classroom instructions.</p> <p>3. Pronounce simple words clearly.</p>	8 %
Reading and Literature		<p><b>Week 1</b> Text - I Can Count. (Activity 7,8)</p> <p><b>Week 3</b> Letters of the Alphabet Sound (x, j, q, k, z, v, w, y) (Activity 1)</p>	<p>1. Use phonics (letter sounds) to read new words and pronounce them clearly.</p> <p>2. Read simple texts aloud.</p> <p>3. Identify the letters of the alphabet and locate them in the text they are reading.</p>	6 %

Writing		<b>Week 4</b> Describing Objects. (Activity 6)  <b>Week 5</b> Letters of the alphabet (x, j, q, k) (Activity 2)  <b>Week 6</b> Letters of the alphabet (z, v, w, y) (Activity 2)	1. Shape letters clearly. 2. Recognize capital (upper case) and small (lower case) letters. 3. Label parts of their drawings.	4 %
Listening and Speaking	<b>Unit 5:</b> <b>Emergent Reading IV</b> <b>Theme: Animals</b>	<b>Week 1</b> 1. Body Parts of animals (Activity 5) 2. Animal Products. (Activity 8) 3. Baby Animals (Activity 10)  <b>Week 5</b> Song- Mrs. Hen (Activity 9)	1. Use vocabulary related to their immediate environment. 2. Listen to and sing songs and nursery rhymes. 3. Say the letters of the alphabet and make the sounds of the consonants. 4. Understand phrases and simple sentences. 5. Speak in simple sentences.	10 %
Reading and Literature		<b>Week 2</b> Dechen and Dorji's father. (Activity 7,8)	1. Use knowledge of language structures to predict and to read text. 2. Use phonics (letter sounds) to read new words and pronounce them clearly. 3. Read simple texts aloud.	3 %
Writing		<b>Week 1</b> 1. Letter formation upper case. (S, A, T, P, I, N) (Activity 2) 2. Describe Animals (Activity 6)  <b>Week 2</b> Letter formation upper case. (C, H, E, R, M, D) (Activity 2) <b>Week 3</b> Letter formation upper case. (G, O, U, L, F, B) (Activity 2)  <b>Week 4</b> Letter formation upper case. (X, J, Q, K, V, Z, Y, W) (Activity 2)	1. Recognize capital (upper case) and small (lower case) letters. 2. Use drawings to represent the stories they make up and the stories they hear. 3. Use some known words to accompany the drawings in their stories.	5 %

Listening and Speaking	<b>Unit 6</b> <b>Theme:</b> Animals	<b>Week 1</b> Alphabet Sound Practicing (CVC) (Activity 2)	1. Say the letters of the alphabet and make the sounds of the consonants.	6 %
		<b>Week2</b> Revise the Alphabet Sounds for the full alphabet. (Activity 1)		
Reading and Literature		Revision of SSP CVC stories		2 %
Writing		Revision		
<b>Written Examination Weightings</b>				
Listening and Speaking				55 %
Reading and Literature				25 %
Writing				20 %
<b>Grand Total</b>				<b>100 %</b>

STRAND	CHAPTER/UNIT	SCOPE		WEIGHTING
		TOPICS / SUB-TOPICS & #	LEARNING OBJECTIVES	
Listening and Speaking	<b>Unit 1</b> Myself - Classroom Organisation	1. Rhyme: If You are happy Know it (Sound Rhyme) I Use My Brain 2. Greetings and Courtesies (Week 1 - Activity 1- 5) 3. Classroom Objects and Instruction (Week 2 - Activity 1, 3 & 7) 4. Body Parts and functions (Week 5 -Activity 2 & 3) 5. Dialogue involving personal information (Week 4 – Activity 3 & 6) 6. Split Image (Week 5 – Activity 5)	<ul style="list-style-type: none"> <li>Pronounce familiar and new words clearly.</li> <li>Follow and give simple instructions</li> <li>Produce the sounds of the consonant letters of the alphabet and some blends.</li> </ul>	10 %
Reading		1. Text- The School 2. Letter sounds (Week 1 - Activity 9) 3. Read High Frequency Words 4. Shared reading 5. Buddy reading 6. Independent reading (Week 5 - Activity 5, 7, 8 & 9)	<ul style="list-style-type: none"> <li>Recognize new words using meaning, structure and visual cues.</li> <li>Use meaning, structure and visual cues to read new text.</li> <li>Identify simple rhyming words.</li> </ul>	5 %
Writing		1. Letter Formation (Week 1 - Activity 8) 2. Writing High Frequency words (Week 2 - Activity 6) 3. Picture description (Week 5 – Activity 6)	<ul style="list-style-type: none"> <li>Use capital and small letters appropriately.</li> <li>Shape letters accurately.</li> </ul>	4 %
Listening and Speaking	<b>Unit 2</b> Myself	1. Rhyme: Washing 2. Family Member (Week 6) 3. Times of the day (morning, afternoon, evening, night (Week 8 - Activity 7) 4. Picture Walk (Week 9 - Activity 5)	<ul style="list-style-type: none"> <li>Speak about subjects beyond their classroom environment.</li> <li>Respond to others when they speak about matters of immediate interest.</li> </ul>	8 %
Reading		1. Text: What Time is it Momo? (Week 9) 2. High frequency 3. Shared/Guided Reading (Week 9 - Activity 6 & 7)	<ul style="list-style-type: none"> <li>Use growing knowledge of phonics to read words and to pronounce them clearly.</li> <li>Recognize new words using meaning, structure and visual cues.</li> </ul>	5 %

Writing		1. Writing a sentence about a picture- Guided /Free Writing (Week 9 - Activity 1, 3 & 11)	<ul style="list-style-type: none"> <li>Use more detailed drawings to represent the stories they make up and hear.</li> </ul>	3 %
Listening and Speaking	<b>Unit 3</b> My Community	1. Rhyme: Hurry Hurry Drive the Truck 2. Different places around the school and community (Week 11 - Act 2 & 5) 3. Work/Occupation (Week 12 - Activity 7 - 13) 4. Domestic Animal (Week - Activity 5, 6, 8, 9 & 10)	<ul style="list-style-type: none"> <li>Respond to others when they speak about matters of immediate interest.</li> </ul>	8 %
Reading		1. Text: Occupation (Week 14) 2. Interactive Reading/Buddy reading (Week - Activity 2)	<ul style="list-style-type: none"> <li>Expand their bank of known words to read simple texts.</li> <li>Attend to punctuation (full stop, question mark)</li> </ul>	5 %
Writing		1. Group writing (Week 11 – Activity 5) 2. I Notice, I Wonder, It reminds Me ... (Week 12 - Activity 8) 3. Shared Writing (Week 12 - Activity 19) 4. Independent writing (Week 14 - Activity 8) 5. Animal description (Week 15 - Activity 10)	<ul style="list-style-type: none"> <li>Use full stops and question marks appropriately at the end of sentences.</li> <li>Contribute ideas and suggestions for the use of mechanics during the writing of group stories.</li> </ul>	5 %
Listening and Speaking	<b>Unit 4</b> Animals	1. Rhyme: Monkeys in the Tree 2. Game (Cheerleader) (Week 18 - Activity 7) 3. Book walk (Week 20 - Activity 1)	<ul style="list-style-type: none"> <li>Engage in short dialogues with their teacher and classmates.</li> </ul>	8 %
Reading		1. Text: Elephant's Trunk (Week 20) 2. Echo reading (Week 20 - Activity 4)	<ul style="list-style-type: none"> <li>Use growing knowledge of phonics to read words and to pronounce them clearly.</li> </ul>	5 %
Writing		1. Interactive Writing (Week 17 - Activity 1) 2. Cloze exercise (Week 20 - Activity 6)	<ul style="list-style-type: none"> <li>Use an increasing vocabulary of words to write their stories.</li> </ul>	3 %
Listening and Speaking	<b>Unit 5</b> Animals	1. Rhyme: Good Food Song (PP Anthology) 2. Common vegetables, fruits and flowers (Week 22 – Activity 1 - 4) 3. Title Testing/Picture Walk (Week 22 - Activity 5 & 6) 4. Food Crops (Week 24 - Activity 1)	<ul style="list-style-type: none"> <li>Ask, and respond to, simple questions with proper intonation.</li> </ul>	8 %



Reading		1. Text: At the Market (Week 22) 2. Read Aloud/Independent reading (Week 22 – Activity 7 & 8)	<ul style="list-style-type: none"><li>Recognize new words using meaning, structure and visual cues.</li><li>Make personal connections with texts they are reading.</li></ul>	5 %
Writing		1. Writing answer to the questions (Week 22 - Activity 8) 2. Writing sentences about a food crop (Week 23 - Activity 2 & 4)	<ul style="list-style-type: none"><li>Use knowledge of consonant sounds and some blends to form words when writing independently.</li><li>Use margins to help format their writing.</li></ul>	3 %
Listening and Speaking	Unit 6 Animals	1. Rhyme: Peanut Butter (Week 27 - Activity 3) 2. Unit of measurement (Week 27 - Activity 1 & 2) 3. Water and its usage (Week 27 - Activity 6, 7 & 8)	<ul style="list-style-type: none"><li>Ask, and respond to, simple questions with proper intonation.</li><li>Use new words to express their ideas and concerns.</li></ul>	8 %
Reading		1. Text: Water (Week 28 - Activity 4) 2. Shared/Buddy/Independent reading (Week 28 - Activity 6 - 9) (Week 29 - Activity 3, 4 & 5)	<ul style="list-style-type: none"><li>Read aloud with fluency.</li><li>Make personal connections with texts they are reading.</li></ul>	5 %
Writing		1. Drawing pictures of water sources and writing few sentences about it (Week 29 - Activity 7)	<ul style="list-style-type: none"><li>Read what they have written and make corrections related to mechanics.</li></ul>	2 %
Written Examination Weightings				
Listening and Speaking				50 %
Reading and Literature				30 %
Writing				20 %
Grand Total				100 %

**Subject: English****Class: II**

STRAND	THEME/ CHAPTER	SCOPE		WEIGHTING
		TOPICS/ SUB-TOPICS	LEARNING OBJECTIVES	
Listening & Speaking	Introduction (Week One)	Activities: 1, 5, 6, 7	<ul style="list-style-type: none"><li>• Use the listening and speaking skills developed in earlier classes (obj.1)</li><li>• Use proper word order in simple sentences and questions (obj. 3)</li><li>• Participate in longer conversations (obj. 7)</li><li>• Use singular and plural forms and simple tenses correctly (obj. 8)</li><li>• Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li></ul>	5 %
Reading & Literature		Activities: 3, 5, 8, 9	<ul style="list-style-type: none"><li>• Use the reading strategies developed in earlier classes (obj. 1)</li><li>• Read aloud with fluency (obj. 2)</li><li>• Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li><li>• Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li><li>• Recognize, read in context and understand a minimum of 200 words (high-frequency and vocabulary words) (obj. 9)</li></ul>	2 %
Writing		Activity 11	<ul style="list-style-type: none"><li>• Use the writing strategies developed in earlier classes (obj. 1)</li><li>• Write clearly and legibly (obj. 2)</li></ul>	1 %
MY HOME AND COMMUNITY				
Listening & Speaking	The Good Monkey (Realistic Fiction)	Activities: 1, 3, 5, 6, 12, 14	<ul style="list-style-type: none"><li>• Use proper word order in simple sentences and questions (obj. 3)</li><li>• Participate in longer conversations (obj. 7)</li><li>• Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li><li>• Tell simple stories in their own words (obj. 9)</li><li>• Use new vocabulary appropriately (obj. 5)</li><li>• Follow and give classroom instructions accurately (obj. 2)</li><li>• Use singular and plural forms and simple tenses correctly (obj.8)</li></ul>	8 %
Reading & Literature		Activities: 4, 5, 11	<ul style="list-style-type: none"><li>• Read aloud with fluency (obj. 2)</li><li>• Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li><li>• Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading (obj. 12)</li></ul>	3 %

Writing		Activity: 8	<ul style="list-style-type: none"> <li>• Write clearly and legibly (obj. 2)</li> <li>• Write a sentence or sentences guided by pictures or objects (obj. 5)</li> <li>• Develop their ideas in a series of simple sentences using capital letters, full stops and question marks (obj. 6)</li> <li>• Use margins, dates and titles to help format their writing (obj. 7)</li> </ul>	2 %
Listening & Speaking	Blessed Rainy Day (Recount)	Activities: 1, 2, 3, 12, 16, 17	<ul style="list-style-type: none"> <li>• Participate in longer conversations (obj. 7)</li> <li>• Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li> <li>• Use proper word order in simple sentences and questions (obj. 3)</li> <li>• Describe pictures in simple words, phrases and sentences (obj. 10)</li> <li>• Tell simple stories in their own words (obj. 9)</li> <li>• Produce the sounds of the vowels and more blends (obj. 4)</li> <li>• Follow and give classroom instructions accurately (obj. 2)</li> </ul>	7 %
Reading & Literature		Activities: 5, 8, 10	<ul style="list-style-type: none"> <li>• Read aloud with fluency (obj. 2)</li> <li>• Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading (obj. 12)</li> <li>• Use their knowledge of punctuation – full stop, question mark, and comma (obj. 5)</li> <li>• Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li> <li>• Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li> </ul>	3 %
Writing		Activities: 11, 12, 13, 14, 16, 17	<ul style="list-style-type: none"> <li>• Write clearly and legibly (obj. 2)</li> <li>• Share at least three pieces of writing with their classmates and their teacher (obj. 9)</li> <li>• Develop their ideas in a series of simple sentences using capital letters, full stops and question marks (obj. 6)</li> <li>• Write a sentence or sentences guided by pictures or objects (obj. 5)</li> </ul>	2 %
Listening & Speaking	Snow White and the Seven Dwarfs (Fairy Tale)	Activities: 1, 3, 4, 5, 8	<ul style="list-style-type: none"> <li>• Participate in longer conversations (obj. 7)</li> <li>• Use new vocabulary appropriately (obj. 5)</li> <li>• Use proper word order in simple sentences and questions (obj. 3)</li> <li>• Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li> <li>• Produce the sounds of the vowels and more blends (obj. 4)</li> <li>• Use new vocabulary appropriately (obj. 5)</li> </ul>	7 %
Reading & Literature		Activities: 2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li> <li>• Select texts and develop a list of the stories and poems that they like (obj. 14)</li> </ul>	3 %

			<ul style="list-style-type: none"> <li>• Read different texts for different purposes: stories, poems, songs, and informational text. (obj. 8)</li> <li>• Read aloud with fluency (obj. 2)</li> <li>• Locate and report on information from the text (obj. 11)</li> </ul>	
Writing		Activities: 5, 6	<ul style="list-style-type: none"> <li>• Write clearly and legibly (obj. 2)</li> <li>• Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing (obj. 4)</li> <li>• Write a sentence or sentences guided by pictures or objects (obj. 5)</li> <li>• Develop their ideas in a series of simple sentences using capital letters, full stops and question marks (obj. 6)</li> <li>• Share at least three pieces of writing with their classmates and their teacher (obj. 9)</li> </ul>	2 %
<b>DISCOVERING THE WORLD AROUND US</b>				
Listening & Speaking	The Body Book (Informational Text)	Activities: 1, 2, 4, 5, 7, 8, 9, 10, 15, 18, 16	<ul style="list-style-type: none"> <li>• Use new vocabulary appropriately (obj. 5)</li> <li>• Engage in longer dialogues (obj. 6)</li> <li>• Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li> <li>• Produce the sounds of the vowels and more blends (obj. 4)</li> <li>• Use proper word order in simple sentences and questions (obj. 3)</li> <li>• Tell simple stories in their own words (obj. 9)</li> <li>• Use singular and plural forms and simple tenses correctly (obj. 8)</li> </ul>	7 %
Reading & Literature		Activities: 2, 3, 13, 19	<ul style="list-style-type: none"> <li>• Read aloud with fluency (obj. 2)</li> <li>• Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li> <li>• Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li> <li>• Use their knowledge of punctuation – full stop, question mark, and comma (obj. 5)</li> </ul>	4 %
Writing		Activities: 8, 11, 13, 14	<ul style="list-style-type: none"> <li>• Write clearly and legibly (obj. 2)</li> <li>• Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story (obj. 3)</li> <li>• Write a sentence or sentences guided by pictures or objects (obj. 5)</li> <li>• Enjoy writing as a creative activity (obj. 10)</li> </ul>	2 %
Listening & Speaking	Weather (Informational Text)	Activities: 1, 2, 7, 8, 9, 11	<ul style="list-style-type: none"> <li>• Tell simple stories in their own words (obj. 9)</li> <li>• Engage in longer dialogues (obj. 6)</li> <li>• Enjoy listening to and speaking English (obj. 12)</li> </ul>	7 %

	Momo and the Mirror (Fantasy)		<ul style="list-style-type: none"> <li>Describe pictures in simple words, phrases and sentences (obj. 10)</li> <li>Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li> <li>Participate in longer conversations (obj. 7)</li> <li>Use new vocabulary appropriately (obj. 5)</li> <li>Use proper word order in simple sentences and questions (obj. 3)</li> </ul>	
Reading & Literature		Activities: 3, 4, 5, 9	<ul style="list-style-type: none"> <li>Read aloud with fluency (obj. 2)</li> <li>Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li> <li>Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading (obj. 12)</li> <li>Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li> <li>Use their knowledge of punctuation – full stop, question mark, and comma (obj. 5)</li> <li>Identify paragraphs in simple texts (obj. 6)</li> </ul>	3 %
Writing		Activities: 6, 7, 8, 10, 14	<ul style="list-style-type: none"> <li>Write a sentence or sentences guided by pictures or objects (obj. 5)</li> <li>Write clearly and legibly (obj. 2)</li> <li>Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story (obj. 3)</li> <li>Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing (obj. 4)</li> <li>Enjoy writing as a creative activity (obj. 10)</li> <li>Develop their ideas in a series of simple sentences using capital letters, full stops and question marks (obj. 6)</li> </ul>	3 %
Listening & Speaking		Activities: 2, 4, 5, 8, 10, 11, 14	<ul style="list-style-type: none"> <li>Participate in longer conversations (obj. 7)</li> <li>Enjoy listening to and speaking English (obj. 12)</li> <li>Use new vocabulary appropriately (obj. 5)</li> <li>Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li> <li>Follow and give classroom instructions accurately (obj. 2)</li> <li>Use proper word order in simple sentences and questions (obj. 3)</li> <li>Describe pictures in simple words, phrases and sentences (obj. 10)</li> </ul>	7 %
Reading & Literature		Activities: 3, 4, 5, 6, 7, 12, 13	<ul style="list-style-type: none"> <li>Read aloud with fluency (obj. 2)</li> <li>Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li> <li>Make inter textual (text to text) and personal connections with the ideas, events and</li> </ul>	4 %

			people that they encounter in their reading (obj. 12) <ul style="list-style-type: none"> <li>• Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li> <li>• Select texts and develop a list of the stories and poems that they like (obj. 14)</li> <li>• Use their knowledge of punctuation – full stop, question mark, and comma (obj. 5)</li> </ul>	
Writing		Activities: 9, 11, 14	<ul style="list-style-type: none"> <li>• Use margins, dates and titles to help format their writing (obj. 7)</li> <li>• Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story (obj. 3)</li> <li>• Write clearly and legibly (obj. 2)</li> <li>• Enjoy writing as a creative activity (obj. 10)</li> </ul>	2.5 %
<b>PEOPLE AND PLACES</b>				
Listening & Speaking	People and Places (Informational Text)	Activities: 1, 3, 8, 9, 10, 11, 15	<ul style="list-style-type: none"> <li>• Participate in longer conversations (obj. 7)</li> <li>• Use proper word order in simple sentences and questions (obj. 3)</li> <li>• Describe pictures in simple words, phrases and sentences (obj. 10)</li> <li>• Build on their speaking vocabulary and pronounce words clearly (obj. 11)</li> <li>• Enjoy listening to and speaking English (obj. 12)</li> <li>• Follow and give classroom instructions accurately (obj. 2)</li> <li>• Use new vocabulary appropriately (obj. 5)</li> <li>• Use singular and plural forms and simple tenses correctly (obj. 8)</li> <li>• Produce the sounds of the vowels and more blends (obj. 4)</li> </ul>	7 %
Reading & Literature		Activities: 4, 5, 6, 13	<ul style="list-style-type: none"> <li>• Read aloud with fluency (obj. 2)</li> <li>• Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words (obj. 4)</li> <li>• Use their knowledge of sentence structure to cluster words into meaningful units in their reading (obj. 3)</li> <li>• Select texts and develop a list of the stories and poems that they like (obj. 14)</li> <li>• Locate and report on information from the text (obj. 11)</li> <li>• Read at least 15 texts (obj. 10)</li> </ul>	3 %
Writing		Activities: 2, 7, 9, 11, 13	<ul style="list-style-type: none"> <li>• Write a sentence or sentences guided by pictures or objects (obj. 5)</li> <li>• Write clearly and legibly (obj. 2)</li> <li>• Develop their ideas in a series of simple sentences using capital letters, full stops and question marks (obj. 6)</li> <li>• Enjoy writing as a creative activity (obj. 10)</li> </ul>	3 %

			<ul style="list-style-type: none"> <li>• Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story (obj. 3)</li> <li>• Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing (obj. 4)</li> </ul>	
<b>Written Examination Weightings</b>				
Listening and Speaking				55 %
Reading and Literature				25 %
Writing				20 %
<b>Grand Total</b>				<b>100 %</b>

**Subject: English****Class: III**

STRAND	THEME/TOPIC	SCOPE		WEIGHTING
		SUB-TOPICS	LEARNING OBJECTIVES	
Listening & Speaking	Introduction (Week One)	Activity 2	<ul style="list-style-type: none"><li>• Use the listening and speaking skills developed in earlier classes (obj. 1)</li><li>• Follow and give directions in simple sentences (obj. 2)</li><li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li></ul>	2.5 %
Reading & Literature		Activities: 3, 5, 6, 7	<ul style="list-style-type: none"><li>• Use the reading strategies developed in earlier classes (obj. 1)</li><li>• Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li><li>• Read aloud with fluency and expression (obj. 2)</li><li>• Use a picture dictionary to introduce the structure of the dictionary and alphabetical order (obj. 3)</li></ul>	2.5 %
Writing		Activities: 10, 11	<ul style="list-style-type: none"><li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li><li>• Use the writing strategies developed in earlier classes (obj.1)</li></ul>	2 %
MY HOME AND COMMUNITY				
Listening & Speaking	School	Activities: 1, 2, 3	<ul style="list-style-type: none"><li>• Use newly acquired vocabulary appropriately (obj. 8)</li></ul>	2.5 %
Reading & Literature		Activities: 2, 3, 6	<ul style="list-style-type: none"><li>• Read to gain information and for pleasure (obj. 12)</li></ul>	2.5 %
Writing		Activities: 1, 6	<ul style="list-style-type: none"><li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li><li>• Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses (obj. 8)</li></ul>	2 %
Listening & Speaking	Two Unforgettable Days (Comic Strip)	Activities: 1, 5, 8	<ul style="list-style-type: none"><li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li><li>• Speak with clear pronunciation (obj. 7)</li><li>• Enjoy listening to and speaking English (obj. 10)</li><li>• Use newly acquired vocabulary appropriately (obj. 8)</li><li>• Produce the long and short vowel sounds (obj. 4)</li></ul>	2.5 %



Reading & Literature	The Lion and the Hare (Fable)	Activities: 2, 4, 6, 7	<ul style="list-style-type: none"> <li>Identify the main idea of a short text (obj. 4)</li> <li>Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li> <li>Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>Read aloud with fluency and expression (obj. 2)</li> <li>Listen to, read and talk in detail about texts (obj. 11)</li> </ul>	2.5 %
Writing		Activities: 3, 7, 8	<ul style="list-style-type: none"> <li>Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> <li>Write compositions based on picture sequences (obj. 4)</li> <li>Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>Develop their ideas in simple paragraphs (obj. 7)</li> <li>Enjoy writing as a creative activity (obj. 11)</li> </ul>	2 %
Listening & Speaking		Activities: 1, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> <li>Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>Speak with clear pronunciation (obj. 7)</li> <li>Enjoy listening to and speaking English (obj. 10)</li> <li>Listen to fables and other topics of interest (obj. 5)</li> <li>Deliver very short speeches (obj. 9)</li> <li>Follow and give directions in simple sentences (obj. 2)</li> <li>Use newly acquired vocabulary appropriately (obj. 8)</li> <li>Produce the long and short vowel sounds (obj. 4)</li> </ul>	2.5 %
Reading & Literature		Activities: 2, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> <li>Identify the main idea of a short text (obj. 4)</li> <li>Employ the features of fables and use them to make meaning in their reading (obj. 7)</li> <li>Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts (obj. 8)</li> <li>Listen to, read and talk in detail about texts (obj. 11)</li> <li>Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li> <li>Express opinions on the ideas, people and events that they encounter in</li> </ul>	2.5 %

			their reading (obj. 10) <ul style="list-style-type: none"> <li>• Read aloud with fluency and expression (obj. 2)</li> </ul>	
Writing		Activity: 10	<ul style="list-style-type: none"> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Write compositions based on picture sequences (obj. 4)</li> <li>• Develop their ideas in simple paragraphs (obj. 7)</li> <li>• Enjoy writing as a creative activity (obj. 11)</li> </ul>	2 %
Listening & Speaking		Activities: 1, 3, 4, 5,	<ul style="list-style-type: none"> <li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>• Speak with clear pronunciation (obj. 7)</li> <li>• Enjoy listening to and speaking English (obj. 10)</li> <li>• Use newly acquired vocabulary appropriately (obj. 8)</li> <li>• Produce the long and short vowel sounds (obj. 4)</li> </ul>	2.5 %
Reading & Literature	Punakha Domchoe (Historical Text)	Activities: 2, 5	<ul style="list-style-type: none"> <li>• Identify the main idea of a short text (obj. 4)</li> <li>• Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts (obj. 8)</li> <li>• Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li> <li>• Express opinions on the ideas, people and events that they encounter in their reading (obj. 10)</li> <li>• Listen to, read and talk in detail about texts (obj. 11)</li> <li>• Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>• Use a picture dictionary to introduce the structure of the dictionary and alphabetical order (obj. 3)</li> </ul>	2.5 %
Writing		Activity: 4	<ul style="list-style-type: none"> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> <li>• Develop their ideas in simple paragraphs (obj. 7)</li> <li>• Enjoy writing as a creative activity (obj. 11)</li> </ul>	2 %

Listening & Speaking	The Big Shrink (Play)	Activities: 1, 3, 5	<ul style="list-style-type: none"><li>Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li><li>Speak with clear pronunciation (obj. 7)</li><li>Enjoy listening to and speaking English (obj. 10)</li><li>Use newly acquired vocabulary appropriately (obj. 8)</li></ul>	2.5 %
Reading & Literature		Activity: 2	<ul style="list-style-type: none"><li>Read aloud with fluency and expression (obj. 2)</li><li>Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li><li>Express opinions on the ideas, people and events that they encounter in their reading (obj. 10)</li><li>Listen to, read and talk in detail about texts (obj. 11)</li><li>Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li></ul>	2.5 %
Writing		Activity: 4	<ul style="list-style-type: none"><li>Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li><li>Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li><li>Develop their ideas in simple paragraphs (obj. 7)</li><li>Enjoy writing as a creative activity (obj. 11)</li><li>Share at least four pieces of writing with their classmates and their teacher (obj. 10)</li></ul>	2.5 %
DISCOVERING THE WORLD AROUND US				
Listening & Speaking	How They Sleep (Descriptive Poem)	Activities: 1, 2, 3, 5, 8, 9	<ul style="list-style-type: none"><li>Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li><li>Speak with clear pronunciation (obj. 7)</li><li>Enjoy listening to and speaking English (obj. 10)</li><li>Use newly acquired vocabulary appropriately (obj. 8)</li><li>Follow and give directions in simple sentences (obj. 2)</li></ul>	2.5 %
Reading & Literature		Activities: 1, 4, 7,	<ul style="list-style-type: none"><li>Read aloud with fluency and expression (obj. 2)</li><li>Identify internal rhymes in poetry (obj. 5)</li><li>Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li><li>Read independently at least 20 pieces of literature: stories, poems, songs,</li></ul>	2.5 %

			and informational texts (obj. 8)	
Writing		Activities: 6, 7, 8, 8	<ul style="list-style-type: none"> <li>• Enjoy writing as a creative activity (obj. 11)</li> <li>• Share at least four pieces of writing with their classmates and their teacher (obj. 10)</li> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> </ul>	2.5 %
Listening & Speaking		Activities: 1, 2, 3, 4, 6, 7, 8, 9	<ul style="list-style-type: none"> <li>• Follow and give directions in simple sentences (obj. 2)</li> <li>• Speak with clear pronunciation (obj. 7)</li> <li>• Enjoy listening to and speaking English (obj. 10)</li> <li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>• Use newly acquired vocabulary appropriately (obj. 8)</li> <li>• Deliver very short speeches (obj. 9)</li> </ul>	2.5 %
Reading & Literature	The Tree (Narrative Poem)	Activities: 3, 4, 5,	<ul style="list-style-type: none"> <li>• Read aloud with fluency and expression (obj. 2)</li> <li>• Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>• Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts (obj. 8)</li> <li>• Identify the main idea of a short text (obj. 4)</li> <li>• Listen to, read and talk in detail about texts (obj. 11)</li> </ul>	2.5 %
Writing		Activities: 5, 8	<ul style="list-style-type: none"> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> <li>• Enjoy writing as a creative activity (obj. 11)</li> <li>• Revise for content and simple mechanics (obj. 9)</li> </ul>	2 %
Listening & Speaking	The Peace Ring (Fantasy Story)	Activities: 1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> <li>• Follow and give directions in simple sentences (obj. 2)</li> <li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>• Produce the long and short vowel sounds (obj. 4)</li> <li>• Speak with clear pronunciation (obj. 7)</li> </ul>	2.5 %

			<ul style="list-style-type: none"> <li>Enjoy listening to and speaking English (obj. 10)</li> <li>Use newly acquired vocabulary appropriately (obj. 8)</li> </ul>	
Reading & Literature		Activity: 2	<ul style="list-style-type: none"> <li>Read aloud with fluency and expression (obj. 2)</li> <li>Listen to, read and talk in detail about texts (obj. 11)</li> <li>Enjoy reading as a learning activity (obj. 14)</li> </ul>	2.5 %
Writing		Activities: 6, 7	<ul style="list-style-type: none"> <li>Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> <li>Enjoy writing as a creative activity (obj. 11)</li> <li>Employ the features of personal letters to help them make meaning in their reading (obj. 6)</li> </ul>	2 %
Listening & Speaking	A Moon Bear's Dance (Lyric Poem)	Activities: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Follow and give directions in simple sentences (obj. 2)</li> <li>Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>Produce the long and short vowel sounds (obj. 4)</li> <li>Speak with clear pronunciation (obj. 7)</li> <li>Enjoy listening to and speaking English (obj. 10)</li> </ul>	2.5 %
Reading & Literature		Activities: 2, 4	<ul style="list-style-type: none"> <li>Read aloud with fluency and expression (obj. 2)</li> <li>Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>Identify internal rhymes in poetry (obj. 5)</li> </ul>	2.5 %
Writing		Activity 6	<ul style="list-style-type: none"> <li>Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> </ul>	2 %
Listening & Speaking	Some Birds of Bhutan (Informational Text)	Activities: 1, 2, 5, 6, 7, 9, 10, 12, 13, 14	<ul style="list-style-type: none"> <li>Follow and give directions in simple sentences (obj. 2)</li> <li>Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>Speak with clear pronunciation (obj. 7)</li> <li>Enjoy listening to and speaking English (obj. 10)</li> <li>Use newly acquired vocabulary appropriately (obj. 8)</li> <li>Listen to other topics of interest (obj. 5)</li> </ul>	2.5 %
Reading & Literature		Activities: 3, 5, 7, 8, 12	<ul style="list-style-type: none"> <li>Identify the main idea of a short text (obj. 4)</li> <li>Listen to, read and talk in detail about texts (obj. 11)</li> <li>Select texts and develop a list of stories, poems and informational texts that</li> </ul>	2.5 %

			they like (obj. 13) <ul style="list-style-type: none"> <li>• Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts (obj. 8)</li> <li>• Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li> <li>• Read to gain information and for pleasure (obj. 12)</li> </ul>	
Writing		Activities: 3, 4, 8, 11, 13,	<ul style="list-style-type: none"> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Enjoy writing as a creative activity (obj. 11)</li> <li>• Develop their ideas in simple paragraphs (obj. 7)</li> <li>• Share at least four pieces of writing with their classmates and their teacher (obj. 10)</li> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> </ul>	3 %
Listening & Speaking	How do Plants Provide Food (Informational Text)	Activities: 1, 3, 6	<ul style="list-style-type: none"> <li>• Follow and give directions in simple sentences (obj. 2)</li> <li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>• Listen to other topics of interest (obj. 5)</li> <li>• Enjoy listening to and speaking English (obj. 10)</li> <li>• Produce the long and short vowel sounds (obj. 4)</li> </ul>	2.5 %
Reading & Literature		Activities: 2, 4	<ul style="list-style-type: none"> <li>• Listen to, read and talk in detail about texts (obj. 11)</li> <li>• Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>• Express opinions on the ideas, people and events that they encounter in their reading (obj. 10)</li> </ul>	2.5 %
Writing		Activities: 4, 5	<ul style="list-style-type: none"> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Share at least four pieces of writing with their classmates and their teacher (obj. 10)</li> <li>• Enjoy writing as a creative activity (obj. 11)</li> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> </ul>	2 %

			<ul style="list-style-type: none"> <li>• Develop their ideas in simple paragraphs (obj. 7)</li> <li>• Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses (obj. 8)</li> <li>• Revise for content and simple mechanics (obj. 9)</li> </ul>	
<b>PEOPLE AND PLACES</b>				
Listening & Speaking	Zed's Bread (Informational Text)	Activities: 1, 6, 7	<ul style="list-style-type: none"> <li>• Follow and give directions in simple sentences (obj. 2)</li> <li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>• Speak with clear pronunciation (obj. 7)</li> <li>• Enjoy listening to and speaking English (obj. 10)</li> <li>• Produce the long and short vowel sounds (obj. 4)</li> <li>• Use newly acquired vocabulary appropriately (obj. 8)</li> </ul>	2.5 %
Reading & Literature		Activities: 2, 3, 4,	<ul style="list-style-type: none"> <li>• Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li> <li>• Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts (obj. 8)</li> <li>• Listen to, read and talk in detail about texts (obj. 11)</li> <li>• Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>• Express opinions on the ideas, people and events that they encounter in their reading (obj. 10)</li> </ul>	2.5 %
Writing		Activities: 4, 5, 6	<ul style="list-style-type: none"> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> <li>• Write texts in which they explain simple procedures and processes (obj. 6)</li> </ul>	2 %
Listening & Speaking	The Weather Drum (Folktale)	Activities: 1, 3, 8	<ul style="list-style-type: none"> <li>• Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground (obj. 3)</li> <li>• Speak with clear pronunciation (obj. 7)</li> <li>• Enjoy listening to and speaking English (obj. 10)</li> <li>• Show a clear understanding of word order in simple sentences and questions (obj. 6)</li> </ul>	2.5 %
Reading & Literature		Activities: 1, 2, 4, 8	<ul style="list-style-type: none"> <li>• Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words) (obj. 9)</li> <li>• Express opinions on the ideas, people and events that they encounter in</li> </ul>	2.5 %

			<p>their reading (obj. 10)</p> <ul style="list-style-type: none"> <li>• Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts (obj. 8)</li> <li>• Listen to, read and talk in detail about texts (obj. 11)</li> <li>• Select texts and develop a list of stories, poems and informational texts that they like (obj. 13)</li> <li>• Identify the main idea of a short text (obj. 4)</li> <li>• Read aloud with fluency and expression (obj. 2)</li> </ul>	
Writing		Activity: 7	<ul style="list-style-type: none"> <li>• Communicate meaning in their stories through words and sentences and use drawings to illustrate the story (obj. 2)</li> <li>• Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing (obj. 3)</li> <li>• Develop their ideas in simple paragraphs (obj. 7)</li> </ul>	2 %
<b>Written Examination Weightings</b>				
Listening and Speaking				35 %
Reading and Literature				35 %
Writing				30 %
<b>Grand Total</b>				<b>100 %</b>



### 3. MATHEMATICS

Subject: Mathematics

Class: PP

Chapter	Lesson	Scope		Weighting
		Topics/ Subtopics	Learning objectives	
<b>Chapter 1: Sorting and Patterning</b>	Lesson 1	Describing Attributes	<ul style="list-style-type: none"> <li>• Identify, name and describe attributes of things.</li> <li>• Sort 3-D objects/things based on single attributes.</li> <li>• Identify simple repeating patterns.</li> <li>• Identify patterns in the environment</li> </ul>	<b>2%</b>
	Lesson 2	Sorting Objects		
	Lesson 3	Recognizing a Sorting Rule		
	Lesson 4	Identifying Repeating Patterns		
	Lesson 5	Identifying Patterns in the Environment		
<b>Chapter 2: Numbers to 5</b>	Lesson 1	Comparing Small Quantities	<ul style="list-style-type: none"> <li>• Compare small quantities</li> <li>• Sort sets based on the attribute of number.</li> <li>• Count sets to five.</li> <li>• Write numerals from 1 to 5.</li> </ul>	<b>2%</b>
	Lesson 2	Sorting Sets Based on Number		
	Lesson 3	Counting and Identifying Sets to Five		
	Lesson 4	Numeral Writing from 1 to 5		
<b>Chapter 3: Length</b>	Lesson 1	Predicting and Comparing Straight Lengths Directly	<ul style="list-style-type: none"> <li>• Predict and compare straight lengths directly.</li> <li>• Compare directly and indirectly the lengths of lines.</li> <li>• Predict which line (including curved lines) is longer (or shorter).</li> </ul>	<b>2%</b>
	Lesson 2	Comparing Lengths Indirectly		
	Lesson 3	Predicting and Comparing Curved or Bent Lengths		
<b>Chapter 4: 3-D Shapes</b>	Lesson 1	Identifying, Describing, and Comparing 3-D Shapes		

	Lesson 2	Sorting and Re-sorting 3-D shapes	<ul style="list-style-type: none"> <li>Identify, describe and compare 3-D objects.</li> <li>Sort 3-D objects based on shapes.</li> <li>Make patterns using 3-D objects based on the attribute of shape.</li> <li>Build structures using 3-D objects.</li> <li>Identify 3-D shapes in the environment</li> </ul>	<b>1.25%</b>
	Lesson 3	Creating Shape Patterns		
	Lesson 4	Building 3-D Structures		
	Lesson 5	Locating 3-D Shapes in the Environment		
<b>Chapter 5 Numbers to 10</b>	Lesson 1	Counting to 10 and back from 10	<ul style="list-style-type: none"> <li>Count in correct sequence to 10</li> <li>Write numerals from 6 to 10.</li> <li>Understand the concept of Zero</li> <li>Create sets to 10 and describe its parts.</li> </ul>	<b>2%</b>
	Lesson 2	Writing the Numerals 6 to 10		
	Lesson 3	The Concept of Zero		
	Lesson 4	Creating Sets to 10 and Describing Parts		
<b>Chapter 6: Data Management</b>	Lesson 1	Collecting and Organizing Simple Data	<ul style="list-style-type: none"> <li>Collect and organize simple data.</li> <li>Create concrete graph</li> <li>Create representational concrete graphs</li> </ul>	<b>1%</b>
	Lesson 2	Creating Concrete Graphs		
	Lesson 3	Creating Representational Concrete Graphs		
<b>Chapter 7: Repeating Patterns</b>	Lesson 2	Extending Repeating Patterns	<ul style="list-style-type: none"> <li>Extend a repeating pattern</li> <li>Compare repeating patterns</li> <li>Translate a repeating pattern.</li> </ul>	<b>2%</b>
	Lesson 3	Comparing Repeating Patterns		
	Lesson 4	Translating Repeating Patterns		
<b>Chapter 8 Mass and Capacity</b>	Lesson 1	Predicting and Comparing Mass	<ul style="list-style-type: none"> <li>Predict and compare masses</li> <li>Predict and compare capacity</li> </ul>	<b>1%</b>
	Lesson 2	Predicting and Comparing Capacity		
<b>Chapter 9: 2-D shapes</b>	Lesson 1	Identifying and Describing 2-D Shapes	<ul style="list-style-type: none"> <li>Identify, describe and compare 2-D objects.</li> <li>Sort 2-D shapes.</li> </ul>	<b>1%</b>
	Lesson 2	Sorting 2D shapes		

	Lesson 3	Dividing and Combining Shapes	<ul style="list-style-type: none"> <li>• Cut and combine a 2-D shape to form other 2-D shapes.</li> </ul>	
<b>Chapter 10: Data Management and Probability</b>	Lesson 1	Creating Picture Graphs	<ul style="list-style-type: none"> <li>• Create and interpret simple column graphs using pictures</li> </ul>	<b>1%</b>
	Lesson 2	Predicting Data Results	<ul style="list-style-type: none"> <li>• Predict results of experiments based on result already collected</li> </ul>	
<b>Chapter 11: Ordinal Numbers and Halves</b>	Lesson 1	Ordinal Numbers	<ul style="list-style-type: none"> <li>• Describe, recognize and write the symbols for ordinal</li> </ul>	<b>1%</b>

CHAPTER	LESSON	SCOPE		WEIGHTING
		TOPICS/SUB-TOPICS	LEARNING OBJECTIVES	
<b>Chapter 1: Numbers to 30</b>	Lesson 2	Representing Numbers to 10 in different Ways	<ul style="list-style-type: none"> <li>• Represent numbers to 10 in different ways</li> <li>• Sort sets based on the attribute of number.</li> <li>• Compare quantities and be able to say and write which is more, less (or fewer), and the same</li> <li>• Compare numbers to 5 and 10</li> <li>• Read and write the numerals, as well as the number names in words for numbers up to 30.</li> <li>• Locate numbers up to 30 on a number line.</li> <li>• Skip count by 2s, 5s and 10s to 30</li> </ul>	<b>2.5%</b>
	Lesson 3	Sorting Based on Number		
	Lesson 4	Comparing quantities		
	Lesson 5	Comparing Numbers to 5 and 10		
	Lesson 7	Representing Numbers to 20		
	Lesson 8	Writing the Numbers to 20		
	Lesson 9	Building a number Line		
	Lesson 10	Representing Numbers from 21 to 30		
	Lesson 11	Numbers on a Calendar		
	Lesson 12	Skip counting by 2s, 5s, and 10s		

<b>Chapter 2: Sorting And Patterning</b>	Lesson 1	Describing Objects	<ul style="list-style-type: none"> <li>Describe objects in terms of their attributes</li> <li>Sort objects/shapes and tell the sorting rules</li> <li>Recognize and describe simple repeating and simple growing number patterns</li> <li>Describe and extend simple repeating and simple growing shape and number patterns</li> <li>Translate simple repeating patterns</li> <li>Create simple patterns.</li> </ul>	<b>1.25%</b>
	Lesson 2	Sorting Objects		
	Lesson 4	Making and describing Repeating Number Patterns		
	Lesson 5	Making and Describing Simple Growing Number Patterns		
	Lesson 6	Extending Patterns		
	Lesson 7	Translating Patterns		
	Lesson 8	Creating Patterns		
<b>Chapter 3: Introduction to Addition And Subtraction</b>	Lesson 2	Introducing Addition	<ul style="list-style-type: none"> <li>Represent addition situations using numbers, and + and = signs.</li> <li>Represent subtraction situations using numbers, and – and = signs.</li> <li>Create simple addition and subtraction stories</li> </ul>	<b>1.25%</b>
	Lesson 3	Part-Part-Whole Addition		
	Lesson 4	Creating Addition Stories		
	Lesson 5	Introducing Subtraction		
	Lesson 6	Subtraction as Comparison		
	Lesson 7	Creating Subtraction Stories		
<b>Chapter 4: Length And Area</b>	Lesson 1	Comparing Straight Lengths	<ul style="list-style-type: none"> <li>Compare lengths directly and indirectly.</li> </ul>	

	Lesson 2	Comparing the Distance Around Objects with Their Heights	<ul style="list-style-type: none"> <li>• Use comparative terms like longer, shorter, taller, longest, tallest and shortest.</li> <li>• Measure lengths (including heights and distance around) using non-standard units.</li> <li>• Compare areas directly and indirectly.</li> <li>• Measure areas using non-standard units</li> </ul>	<b>1%</b>
	Lesson 3	Measuring Length		
	Lesson 4	Measuring Length using different units		
	Lesson 5	Comparing Areas		
	Lesson 6	Measuring Areas with Non-Standard Units		
<b>Chapter 5: 3-D Shapes</b>	Lesson 1	Identifying and Describing 3-D Shapes	<ul style="list-style-type: none"> <li>• Identify and describe 3-D shapes</li> <li>• Name 3-D shapes such as cones, pyramids, cylinders, prisms, cubes, spheres</li> <li>• Describe the shape features and properties of 3-D shapes</li> <li>• Sort 3-D objects based on their features and properties</li> <li>• Make models of 3-D shapes</li> </ul>	<b>1.75%</b>
	Lesson 2	Prisms and Pyramids		
	Lesson 3	Developing Visual Memory		
	Lesson 4	Sorting 3-D Shapes		
	Lesson 5	Creating 3-D Shapes		
<b>Chapter 6: Numbers To 100</b>	Lesson 2	Representing Tens	<ul style="list-style-type: none"> <li>• Represent 100 as groups of tens on a 100-Chart.</li> <li>• Identify patterns on a 100-chart</li> <li>• Represent 2-digit numbers</li> <li>• Compare numbers up to 100 on a number line</li> </ul>	<b>2%</b>
	Lesson 3	Representing 100 as Combinations of 10s		
	Lesson 4	Making a 100 chart		
	Lesson 5	Using a 100 Chart		
	Lesson 6	Representing 2-digit numbers		
	Lesson 7	Comparing numbers up to 100 on a number line		

<b>Chapter 7: 2-D Shapes</b>	Lesson 1	Identifying and Describing 2-D shapes	<ul style="list-style-type: none"> <li>Identify, describe and compare 2-D shapes</li> <li>Making outlines 2-D shapes with use geo-boards</li> <li>Recognize and create symmetrical shapes</li> <li>Describe geometric properties of 2-D shapes</li> <li>Sketching the outlines of 2-D shapes using pattern blocks</li> </ul>	<b>1.5%</b>
	Lesson 2	Making 2-D shapes		
	Lesson 3	Identifying Symmetry		
	Lesson 4	Creating Symmetrical Shapes		
	Lesson 5	Dividing Shapes to Create New Shapes		
	Lesson 6	Combining Shapes		
	Lesson 7	Sorting 2-D Shapes	<ul style="list-style-type: none"> <li>Sort 2-D Shapes according to certain sorting rule</li> </ul>	
<b>Chapter 8 Addition And Subtraction Strategies</b>	Lesson 1	Counting On and counting Back	<ul style="list-style-type: none"> <li>Use counting on and counting back to solve addition and subtraction problems.</li> <li>Use facts for 10 to simplify addition and subtraction.</li> <li>Use double facts to simplify addition and subtraction.</li> <li>Use commutative and associative principles in addition.</li> <li>Add more than two numbers.</li> </ul>	<b>1.5%</b>
	Lesson 2	Facts for 10		
	Lesson 3	Adding by making 10		
	Lesson 4	Subtracting from 10		
	Lesson 5	Double Facts		
	Lesson 6	Using the Commutative Principle of Addition		
	Lesson 7	Adding More Than Two Numbers		
<b>Chapter 9: Data and Probability</b>	Lesson 1	Collecting Data	<ul style="list-style-type: none"> <li>Collecting data</li> <li>Record or keep track of data by using tally marks</li> <li>Create and interpret concrete and picture column graphs for the data collected</li> </ul>	<b>1.5%</b>
	Lesson 2	Recording Data by Tallying		
	Lesson 3	Creating Concrete Graphs with Actual Objects		

	Lesson 4	Creating Concrete Graph with Representations	<ul style="list-style-type: none"> <li>• Create and interpret simple bar graph and picture graph</li> <li>• Relate and use probability language with actual events</li> </ul>	
	Lesson 5	Create Picture Graphs		
	Lesson 6	Creating Bar Graphs		
	Lesson 7	Predicting Likelihood		
<b>Chapter 10: Mass, Capacity and Time</b>	Lesson 1	Comparing Masses	<ul style="list-style-type: none"> <li>• Comparing Masses</li> <li>• Measuring Mass with Non-standard Units</li> <li>• Comparing Capacities</li> <li>• Measuring Capacity with Non-standard Units</li> <li>• Defining Half</li> <li>• Sequencing Events</li> <li>• Comparing Time</li> <li>• Telling and Writing Time to the Hour</li> </ul>	<b>2%</b>
	Lesson 2	Measuring Mass with Non-Standard Units		
	Lesson 3	Comparing Capacities		
	Lesson 4	Measuring Capacity with Non-standard Units		
	Lesson 5	Defining Half		
	Lesson 6	Sequencing Events		
	Lesson 7	Comparing Time		
	Lesson 8	Telling and writing Time to the Hour		



Chapter	Lesson	Scope		Weighting
		Topics/Sub-topics	Learning objectives	
Chapter 1: Numbers to 100	Lesson 1	Calendar Numbers	<ul style="list-style-type: none"> <li>Use ordinal numbers when talking about the dates of a month</li> <li>Relate the dates on a calendar to the days of the week</li> <li>Use number line to count forward by 2s,5s,and 10s.</li> <li>Count backward by 1s,2s,5s,or 10s</li> <li>Estimate the number of objects in groups ranging from about 30 to 100 objects</li> <li>Compare two numbers up to 100 using number lines and 10-frames</li> <li>Describe numbers by relating them to other numbers</li> <li>Describe simple repeating, growing, and shrinking number patterns</li> <li>Extend simple repeating, growing, and shrinking number patterns</li> <li>Recognize even numbers as numbers that are doubles</li> </ul>	2%
	Lesson 2	Counting on a Number Line		
	Lesson 3	Counting Backward		
	Lesson 4	Estimating Quantity		
	Lesson 6	Comparing Number		
	Lesson 7	Describing Numbers		
	Lesson 8	Describing Number Patterns		
	Lesson 9	Extending Number Patterns		
	Lesson 10	Even and Odd Numbers		
Chapter 2: Addition and subtraction strategies	Lesson 1	Modelling Addition and Subtraction	<ul style="list-style-type: none"> <li>Use Counting On and Counting Back to solve addition and subtraction problems respectively.</li> <li>Use Double facts to solve addition and subtraction problems.</li> </ul>	2%
	Lesson 2	Creating Addition and Subtraction Stories		
	Lesson 3	Counting On and Counting Back		
	Lesson 4	Using Double Facts to Add		
	Lesson 5	Using Double Facts to Subtract		

	Lesson 6	Using Facts for 10 to Add 25	<ul style="list-style-type: none"><li>• Use Facts for 10 to solve addition and subtraction problems.</li></ul> Adding more than two single digit numbers  <ul style="list-style-type: none"><li>• Determine missing addends in an addition sentence.</li><li>• Determine the missing subtrahend in a subtraction sentence</li><li>• Write the fact family for an addition sentence or a subtraction sentence</li></ul>	
	Lesson 7	Using Facts for 10 to Subtract		
	Lesson 8	Adding More Than Two Single-Digit Numbers		
	Lesson 9	Using a Variety of Strategies to Add		
	Lesson 10	Subtracting by Comparing		
	Lesson 11	Missing Addends		
	Lesson 12	Missing Subtrahends		
	Lesson 13	Missing Addends and Subtrahends		
	Lesson 14	Fact Families		
Chapter 3 Measuring length and area	Lesson 1	Measuring Length in Non-standard Units	<ul style="list-style-type: none"><li>• Measure lengths using non-standard units.</li><li>• Estimate lengths reasonably in terms of non-standard units</li></ul>  <ul style="list-style-type: none"><li>• Describe the approximate size of a centimetre.</li><li>• Measure lengths in centimetres.</li><li>• Measure the perimeters of shapes.</li><li>• Describe the approximate size of a metre and measure lengths in metres.</li></ul>	2%
	Lesson 2	Making a Non-standard Measuring Tool for Length		
	Lesson 3	Value of a Standard Unit		
	Lesson 4	Introducing the Centimetre		
	Lesson 5	Measuring Lengths in Centimetres		
	Lesson 6	Measuring perimeter in cm		
	Lesson 7	Measuring in metres		
	Lesson 8	Making a metre scale		
	Lesson 9	Comparing areas		

	Lesson 10	Measuring area with Non-standard units.	<ul style="list-style-type: none"> <li>• Compare area directly and use terms like larger/bigger than and smaller than.</li> <li>• Measure areas using non-standard units.</li> </ul>	
Chapter 4 Place Value	Lesson 1	Describing 2-digit Numbers as Tens and Ones	<ul style="list-style-type: none"> <li>• Describe 2-digit numbers as tens and ones.</li> <li>• Represent 2-digit numbers with models of tens and ones.</li> <li>• Represent numbers with models on a place value chart.</li> <li>• Write numbers on a place value chart.</li> <li>• Determine the sum when 10 is added to a number</li> </ul>	<b>1.5%</b>
	Lesson 2	Representing 2-digit Numbers as Tens and Ones		
	Lesson 3	Measuring with Base Ten Blocks		
	Lesson 4	Using a Place Value Chart		
	Lesson 5	Adding 10s to a Number		
Chapter 5 Fractions	Lesson 1	Interpreting Fractions of a Whole	<ul style="list-style-type: none"> <li>• Identify and say halves, thirds, fourths, fifths and sixths of shapes.</li> <li>• Label a given (or indicated) part of a whole with a fraction symbol or number.</li> <li>• Identify halves, thirds, fourths, fifths and sixths of a set.</li> <li>• Label a given (or indicated) part of a set with an appropriate fraction symbol or number.</li> <li>• Describe what the numerator and the denominator in a fraction mean in relation to a given situation including sets.</li> </ul>	
	Lesson 2	Writing the Fraction Numbers		
	Lesson 3	Creating Fractions of a Whole		
	Lesson 4	Further Work with Fractions of a Whole		
	Lesson 5	Fractions of a Set		
Chapter 6 Geometry	Lesson 1	Exploring Parallel lines	<ul style="list-style-type: none"> <li>• Describe parallel lines as lines that do not and will not meet in either direction</li> </ul>	<b>1.25%</b>

	Lesson 2	Exploring Symmetry	<ul style="list-style-type: none"> <li>Identify and describe the lines of symmetry for shapes</li> <li>Identify and describe 2-D shapes</li> </ul>	
	Lesson 3	Identifying and Describing 2-D Shapes	<ul style="list-style-type: none"> <li>Know squares are special rectangles</li> <li>Identify and describe 3-D shapes</li> <li>Describe the 3-D shapes like cylinder, cones, prism and pyramid in terms of their features.</li> <li>Make models of various 3-D shapes</li> <li>Identify and make pyramids and prisms from their nets.</li> </ul>	
	Lesson 4	Exploring Squares		
	Lesson 5	Identifying and Describing 3-D Shapes		
	Lesson 6	Cylinders and Cones		
	Lesson 7	Prisms and Pyramids		
	Lesson 8	Making Models of 3-D Shapes		
	Lesson 9	Nets of Prisms and Pyramids		
Chapter 7 Two-digit addition and subtraction	Lesson 1	Adding Tens	<ul style="list-style-type: none"> <li>Add multiples of ten mentally.</li> </ul>	<b>1.5%</b>
	Lesson 2	Adding 2-digit Numbers	<ul style="list-style-type: none"> <li>Use and describe a variety of strategies to add two 2-digit numbers.</li> </ul>	
	Lesson 4	Recording 2-digit addition	<ul style="list-style-type: none"> <li>Record addition of 2-digit numbers on a place value table.</li> </ul>	
	Lesson 5	Subtracting tens	<ul style="list-style-type: none"> <li>Subtract tens or multiples of ten from a number mentally.</li> </ul>	

	Lesson 6	Subtracting 2-digit numbers	<ul style="list-style-type: none"> <li>• Use and describe a variety of strategies to subtract a 2-digit number from another 2-digit number.</li> <li>• Record subtraction of 2-digit numbers on a place value table.</li> <li>• Add and subtract with money</li> </ul>	
	Lesson 7	Recording 2-digit subtractions		
	Lesson 8	Adding and subtracting with money		
Chapter 8 Numbers greater than 100	Lesson 1	Introducing Numbers beyond 100	<ul style="list-style-type: none"> <li>• Represent 3-digit numbers with base ten blocks in a variety of ways</li> <li>• Describe a 3-digit number as groups of hundred, tens, and ones</li> <li>• Count numbers up to 900 by 100s, 25, and 10s</li> <li>• Compare 2-digit and 3-digit numbers</li> </ul>	<b>1.5%</b>
	Lesson 3	Describing 3-digit Numbers as Hundreds, Tens and Ones		
	Lesson 4	Counting by 10s		
	Lesson 5	Counting by 100s and 25s		
	Lesson 7	Comparing Two-digit and Three-Digit Numbers		
Chapter 9: Data and Probability	Lesson 1	Creating Survey Questions	<ul style="list-style-type: none"> <li>• Create survey questions to collect first hand data</li> <li>• Collect and organized data for data recorded</li> <li>• Interpret the information contain in a bar graph provided</li> <li>• Create bar graph for the data collected</li> <li>• Use probability language to predict future events</li> </ul>	<b>1.5%</b>
	Lesson 2	Collecting and Organizing Data		
	Lesson 3	Interpreting Bar Graphs		
	Lesson 4	Creating Bar Graphs		
	Lesson 5	Using Probability Language		
Chapter 10	Lesson 1	Measuring Mass with Non-standard Units	<ul style="list-style-type: none"> <li>• Measure mass using non-standard units</li> <li>• Measure mass in kilograms</li> </ul>	<b>2%</b>

Measuring time, mass and capacity	Lesson 2	Introducing the Kilogram	<ul style="list-style-type: none"> <li>• Measure capacity of containers using non-standard units</li> <li>• Measure capacity of containers in litres</li> <li>• Gain a sense of how long a minute is and how long an hour is</li> <li>• Tell the names of days, months and seasons in sequence</li> <li>• Calculate the time elapsed between two events</li> </ul>	
	Lesson 3	Measuring Capacity with Non-standard Units		
	Lesson 4	Introducing the Litre		
	Lesson 5	Measuring Time		
	Lesson 6	Days, Weeks, Months and Season		
	Lesson 9	Elapsed Time		

Chapter	Lesson	Scope		Weighting
		Topic / Sub Topics	Learning objectives	
<b>Chapter 1:</b> Numbers	Lesson 1	Representing and Interpreting 3-digit Numbers	<ul style="list-style-type: none"> <li>• Model a 4-digit numbers with base ten blocks.</li> <li>• Sketch the base ten models of 4-digit numbers.</li> <li>• Write a 4-digit number on place value tables.</li> <li>• Write a 4-digit number from standard form to expanded form and vice versa.</li> <li>• Round numbers to the nearest ten, hundred, or thousand.</li> <li>• Compare numbers and use the “greater than” and “less than” signs correctly.</li> </ul>	3%
	Lesson 3	Introducing 1000		
	Lesson 4	Representing 4-digit Numbers		
	Lesson 5	Writing Numbers in Expanded Form		
	Lesson 6	Rounding Numbers		
	Lesson 7	Comparing numbers		
Chapter 2: Additions and subtraction	Lesson 2	Adding with Base Ten Blocks	<ul style="list-style-type: none"> <li>• Add numbers up to 3-digit using base ten block and place value table</li> </ul> <p>Estimate sums of 3-digit numbers.</p> <ul style="list-style-type: none"> <li>• Add 2-digit and 3-digit numbers using more than one way.</li> <li>• Understand and describe meanings of subtraction.</li> <li>• Subtract 2-digit and 3-digit numbers in more than one way.</li> </ul> <p>Subtract numbers up to 3-digit using base ten block and place value table</p>	3.5%
	Lesson 3	Adding with Place Value Tables		
	Lesson 4	Estimating sum		
	Lesson 5	Addition Algorithm		
	Lesson 6	Meanings of Subtraction		
	Lesson 7	Subtracting 2-digit Numbers using Various Strategies		
	Lesson 8	Subtracting with Base Ten Blocks		

	Lesson 9	Subtracting with Place Value Table	<ul style="list-style-type: none"> <li>• Estimate differences of 3-digit numbers.</li> <li>• Solve simple problems involving addition and subtraction.</li> <li>• Calculate change in purchasing situations.</li> </ul>	
	Lesson 10	Estimating Difference		
	Lesson 11	Subtraction Algorithm		
	Lesson 12	Calculating changes		
Chapter 3 Measurement length and time	Lesson 1	Turns and angles	<ul style="list-style-type: none"> <li>• Describe angles as turns, and measure angles between two lines using a protractor</li> <li>• Measure lengths correctly and express them in metres, centimetres, millimetres and combinations of these units.</li> <li>• Gain a sense of the length of a kilometre is its relationship to metres.</li> <li>• Measure and calculate perimeters of various shapes</li> <li>• Read and tell times from analog and digital clocks.</li> <li>• Describe the relationships among different units of time.</li> </ul>	4.5%
	Lesson 2	Measuring Lengths in Centimetre and Millimetre		
	Lesson 3	Measuring in Metres		
	Lesson 4	Combining Units to Measure Lengths		
	Lesson 5	Comparing Lengths to a Kilometre		
	Lesson 6	Choosing an Appropriate Length Unit		
	Lesson 7	Measuring and Calculating Perimeter		
	Lesson 8	Using an Analog Clock and digital clock		
	Lesson 9	Relationships Among Different Units of Time		
Chapter 4 Multiplication	Lesson 1	Multiplication as Repeated Addition	<ul style="list-style-type: none"> <li>• Represent a multiplication sentence by diagrams of equal sets, including arrays, and vice versa.</li> <li>• Use repeated addition, double facts, and skip counting to multiply.</li> <li>• Generalize the products when a number is</li> </ul>	3%
	Lesson 2	Multiplication as Equal Sets		
	Lesson 3	Multiplication as Arrays		



	Lesson 4	Skip Counting to Multiply	<p>multiplied by 1 and 0.</p> <ul style="list-style-type: none"> <li>• Relate various multiplication facts.</li> <li>• Commit to memory some multiplication facts, at least up to <math>6 \times 1</math>.</li> <li>• Solve simple multiplication problems.</li> </ul>	
	Lesson 5	Using Double Facts to Multiply		
	Lesson 6	Multiplying with 1 and 0		
	Lesson 7	Relating Multiplication Facts		
	Lesson 8	Multiplication Table		
	Lesson 9	Solving Multiplication Problems		
Chapter 5: Geometry	Lesson 1	Polygons	<ul style="list-style-type: none"> <li>• Describe what a polygon is, and name various polygons.</li> <li>• Classify polygons as concave or convex, and regular or irregular.</li> <li>• Identify a symmetrical shape, and determine the lines of symmetry in it.</li> <li>• Describe and identify congruent shapes.</li> <li>• Combine various 2-D shapes to form a bigger shape</li> <li>• Identify and describe the movements of a 2-D shape as slide, flip, or turn.</li> <li>• Identify and describe the shape features of prisms and pyramids.</li> <li>• Identify and draw nets for prisms and pyramids.</li> <li>• Identify and describe the shape features of cylinders, cones and spheres</li> </ul>	6%
	Lesson 3	Symmetrical shapes		
	Lesson 4	Similar and congruent shapes		
	Lesson 5	Combining polygon		
	Lesson 6	Moving shapes		
	Lesson 7	Prism and pyramids		
	Lesson 8	Nets of prisms and pyramids		
	Lesson 9	Cylinder and cones		
Chapter 6 Division	Lesson 1	Division as Equal Sharing	<ul style="list-style-type: none"> <li>• Describe fair sharing situations using division.</li> <li>• Describe forming equal groups with division</li> </ul>	2.5%
	Lesson 2	Division as Equal Grouping		

	Lesson 3	Division as Repeated Subtraction	<p>sentences.</p> <ul style="list-style-type: none"> <li>Describe repeated subtraction with division and vice versa.</li> <li>Use a multiplication fact to determine the related division facts.</li> <li>Commit to memory some basic multiplication and division facts</li> <li>Solve simple division problems</li> </ul>	
	Lesson 4	Relating Division to Multiplication		
	Lesson 5	Dividing with Multiplication Tables		
	Lesson 7	Solving Division Problems		
Chapter7 Fractions and decimals	Lesson 1	Fractions as Parts of Single Shapes	<ul style="list-style-type: none"> <li>Identify and describe the indicated parts of single shapes with fractions.</li> <li>Identify and describe the indicated parts of a set with fractions.</li> <li>Represent or model fractions with set diagrams.</li> <li>Understand what a decimal fraction represents and write a decimal tenth fraction in decimal form, and vice versa.</li> </ul>	2%
	Lesson 2	Fractions as Parts of Sets		
	Lesson 3	Further Work with Fractions		
	Lesson 4	Mixed Numbers		
	Lesson 5	Decimal Tenths		
Chapter 8 Data and probability	Lesson 1	Collecting and organizing data	<ul style="list-style-type: none"> <li>Collect data and organize the data using tables and tally</li> <li>Describe a set of data, either from a collection or a presentation.</li> <li>Examine and interpret a given pictograph with a scale.</li> <li>Create a pictograph with a suggested scale.</li> <li>Examine and interpret a given bar graph with a scale.</li> <li>Create a bar graph with a suggested scale.</li> <li>Use probability language to predict future events.</li> <li>Conduct simple probability experiments and predict future events based on the experimental results collected.</li> </ul>	2%
	Lesson 2	Describing data		
	Lesson 3	Interpreting pictographs with a scale		
	Lesson 4	Creating pictographs with a scale		
	Lesson 5	Interpreting bar graphs with a scale		
	Lesson 6	Creating bar graphs with a scale		
	Lesson 7	Using probability language		
	Lesson 8	Conducting probability experiments		

Chapter 9 Measurement mass, capacity and area	Lesson1	Measuring Mass in Kilograms	<ul style="list-style-type: none"> <li>• Measure the mass of objects and express them in kilograms and grams</li> <li>• Convert kilograms to grams and vice versa.</li> <li>• Measure the capacity of containers and express them in litres (L) and millilitres (mL), and combinations of these two units.</li> <li>• Convert litres to millilitres and vice versa.</li> <li>• Measure the areas of various shapes in square centimetres.</li> </ul>	2.5%
	Lesson 2	Measuring Mass in Grams		
	Lesson 3	Choosing an Appropriate Mass Unit		
	Lesson 4	Measuring Capacity in Litres		
	Lesson 5	Measuring Capacity in Millilitres		
	Lesson 6	Choosing an Appropriate Capacity Unit		
	Lesson 8	Measuring Area in Square Centimetres		
Chapter 11 patterns	Lesson 1	Repeating Patterns	<ul style="list-style-type: none"> <li>• Recognize and describe a repeating, growing, or shrinking pattern.</li> <li>• Extend a repeating, growing, or shrinking pattern.</li> <li>• Solve simple problems using patterns.</li> </ul>	3%
	Lesson 2	Growing and Shrinking Patterns		
	Lesson 3	Solving Simple Problems using Patterns		

## 4. ARTS EDUCATION

**Subject: Arts Education**

**Class: PP**

Strand	Chapter	Scope		Weighting
		Topic/sub-topic	Learning objectives	
<b>Drawing</b>	1	Big Arm Movement	<ul style="list-style-type: none"> <li>• Draw lines freely by using Big Arm Movement technique as instructed</li> <li>• Realize that scribbling on the walls or other properties is a bad habit.</li> </ul>	5%
	2	Lines	<ul style="list-style-type: none"> <li>• Draw short-straight lines by tracing over the dotted lines.</li> <li>• Demonstrate finesse in drawing lines.</li> </ul>	10%
	21	Joining the dots	<ul style="list-style-type: none"> <li>• Connect the numbered dots in sequence to create images.</li> </ul>	3%
<b>Painting</b>	3	Observe and Colour	<ul style="list-style-type: none"> <li>• Identify the colour of the object given in the workbook.</li> <li>• Colour the outline of the object with appropriate colour as shown in the workbook.</li> </ul>	7%
	4	Trace and colour	<ul style="list-style-type: none"> <li>• Trace over the dotted lines.</li> <li>• Apply colours within the traced line.</li> </ul>	4%
	6	Rubbing ( frottage)	<ul style="list-style-type: none"> <li>• 1. Rub over materials to capture different textures.</li> </ul>	3%
	7	Cotton printing	<ul style="list-style-type: none"> <li>• Make prints using cotton within given outline shape.</li> </ul>	5%
	8	Finger print	<ul style="list-style-type: none"> <li>• Make prints using finger(s).</li> <li>• Use finger prints to create forms and shapes.</li> </ul>	5%
	9	Vegetable or Fruit Printing	<ul style="list-style-type: none"> <li>• Make vegetable or fruit prints in the given outline.</li> <li>• Dispose the used vegetables in the proper place (degradable).</li> </ul>	8%
	15	Colour work	<ul style="list-style-type: none"> <li>• Identify primary colours (Red, Blue, Yellow)</li> </ul>	5%

			<ul style="list-style-type: none"> <li>• Colour the pictures given in the workbook.</li> </ul>	
<b>Craft</b>	16	Leaf printing	<ul style="list-style-type: none"> <li>• Make prints using fallen leaves.</li> </ul>	3%
	10	Paper plane	<ul style="list-style-type: none"> <li>• Fold paper to make paper plane using paper or waste paper.</li> </ul>	5%
	18	Paper fan	<ul style="list-style-type: none"> <li>• Fold paper to make paper fan</li> <li>• Develop basic paper crafting skills.</li> </ul>	5%
	11	Cut and paste (Tiger)	<ul style="list-style-type: none"> <li>• Paste given paper strips within the outline of tiger.</li> </ul>	5%
	12	Tear paste.	<ul style="list-style-type: none"> <li>• Tear and paste paper (old magazine or newspaper) to create a collage.</li> <li>• Manage their own waste.</li> </ul>	5%
	25	Nature collage	<ul style="list-style-type: none"> <li>• Create collage using locally available natural materials</li> <li>• Learn about their immediate environment.</li> </ul>	8%
	14	Tracing	<ul style="list-style-type: none"> <li>• Trace objects which are available with pencil or colour pencil</li> </ul>	3%
	27	Me and MY Family	<ul style="list-style-type: none"> <li>• Draw a picture of themselves with their families</li> <li>• Colour their family picture</li> </ul>	4%
	22	Read and Colour	<ul style="list-style-type: none"> <li>• Read and colour within the given outline accordingly</li> <li>• Learn simple Bhutanese motif (<i>Sew Meto</i>).</li> </ul>	7%

Strand	Chapter	Scope		Weighting
		Topic/sub-topic	Learning objectives	
Drawing	1	Small Arm Movement	<ul style="list-style-type: none"> <li>Scribble on paper to practise small arm movement</li> <li>Scribble full page with proper hand-eye coordination.</li> </ul>	5%
	2	Lines	<ul style="list-style-type: none"> <li>Draw straight lines by joining dots neatly.</li> <li>Show hand-eye coordination while drawing lines.</li> </ul>	6%
	13	curves	<ul style="list-style-type: none"> <li>Trace the dotted outline of curves</li> <li>Create more curves as desired.</li> </ul>	5%
	14	Tracing	<ul style="list-style-type: none"> <li>Trace around the shapes of an object.</li> <li>Create the same outline of an object chosen by tracing.</li> </ul>	7%
	15	Read, draw and colour	<ul style="list-style-type: none"> <li>Read the instructions clearly in the work book.</li> <li>draw the picture as instructed</li> <li>Colour the picture.</li> </ul>	6%
	27	Stick Figure	<ul style="list-style-type: none"> <li>Replicate stick figure drawings.</li> <li>Draw a simple stick figure depicting various actions.</li> </ul>	6%
Painting	4	Trace and colour	<ul style="list-style-type: none"> <li>Trace carefully over the given outlines to form an accurate image.</li> <li>Colour the picture within the traced lines.</li> </ul>	5%
	7	Smudge picture	<ul style="list-style-type: none"> <li>Create a smudge picture.</li> <li>Use the colour economically</li> <li>Interpret their smudge picture.</li> </ul>	6%
	10	Hand Prints	<ul style="list-style-type: none"> <li>Create an image using hand print.</li> <li>Use their hand to make various creative pictures.</li> </ul>	6%
	16	Leaf and flower printing	<ul style="list-style-type: none"> <li>Make prints using leaves and flowers.</li> <li>Appreciate patterns of flower and leaf.</li> </ul>	6%
	17	etching	<ul style="list-style-type: none"> <li>Use colour Etching to create an image.</li> </ul>	6%

	22	My Rainbow	<ul style="list-style-type: none"> <li>• Colour the rainbow as they have seen and remember.</li> <li>• Copy and colour the rainbow as shown in the example.</li> </ul>	5%
	23	Colour mixing	<ul style="list-style-type: none"> <li>• Name primary and secondary colours</li> <li>• Paint the given outline image with different colours (primary and secondary)</li> <li>• Talk about their painting and colour used</li> </ul>	3%
	25	Block printing	<ul style="list-style-type: none"> <li>• Make prints by stamping blocks on the paper.</li> <li>• Make different prints using blocks from other groups.</li> </ul>	6%
	26	Thread Painting	<ul style="list-style-type: none"> <li>• Create their own thread painting after the teacher's demonstration.</li> <li>• Develop fine motor skills</li> </ul>	6%
<b>Craft</b>	18	Paper flower	<ul style="list-style-type: none"> <li>• Fold and cut papers in desired shape.</li> <li>• Paste the cut-out shapes to make flowers.</li> <li>• Use the paper economically.</li> </ul>	4%
	20	Paper Collage	<ul style="list-style-type: none"> <li>• Create collage by pasting torn papers.</li> <li>• Reuse waste papers</li> </ul>	4%
	11	Cut and paste (black necked crane)	<ul style="list-style-type: none"> <li>• Paste the cut out papers on the given outline picture.</li> <li>• Reuse waste papers</li> </ul>	4%
	12	Tear Paste	<ul style="list-style-type: none"> <li>• Create collage by pasting torn papers.</li> <li>• Reuse waste papers</li> </ul>	4%

Strand	Chapter	Scope		Weighting
		Topic/sub-topic	Learning objectives	
Drawing	1	Straight lines	<ul style="list-style-type: none"> <li>Copy different straight lines in their workbook</li> <li>Draw free - hand straight lines</li> </ul>	5%
	3	Different Curves	<ul style="list-style-type: none"> <li>Copy different curves</li> <li>Draw similar images as shown in the workbook</li> </ul>	5%
	15	Drawing fruits	<ul style="list-style-type: none"> <li>Study real fruits or pictures of fruits displayed</li> <li>Draw fruits closely resembling the image</li> <li>Paint using similar colours</li> </ul>	7%
	24	Drawing flowers	<ul style="list-style-type: none"> <li>Name some common flowers found around</li> <li>Draw some flowers of their choice</li> <li>Colour the flowers accordingly</li> </ul>	6%
	28	Drawing faces	<ul style="list-style-type: none"> <li>Read words describing different emotions</li> <li>Draw faces that depict emotions</li> </ul>	5%
Painting	7	Cotton printing	<ul style="list-style-type: none"> <li>Makes prints using cotton to create an art work</li> <li>Use different colours to make the image more attractive</li> </ul>	5%
	8	Figure painting	<ul style="list-style-type: none"> <li>Paint the image using fingerprints prints within the outline of <i>syernya</i>.</li> <li>Use different colours of prints economically</li> </ul>	6%
	6	Trace and colour	<ul style="list-style-type: none"> <li>Trace carefully over the given outlines to form an accurate image.</li> <li>Colour the picture within the traced lines</li> </ul>	5%
	14	Colour mixing	<ul style="list-style-type: none"> <li>Identify primary and secondary colours</li> <li>Produce secondary colours by mixing primary colours</li> </ul>	4%
	17	Read and colour	<ul style="list-style-type: none"> <li>Read the instruction and colour picture</li> <li>Use colour economically</li> </ul>	4%



	25	Drawing shapes and forms.	<ul style="list-style-type: none"> <li>Identify the basic shapes</li> <li>Arrange these shapes to create an image</li> <li>Shade or colour the image</li> </ul>	4%
	30	Smudge picture	<ul style="list-style-type: none"> <li>Create a smudge picture</li> <li>use the colour economically</li> <li>Interpret their smudge picture</li> </ul>	6%
	29	Land scape	<ul style="list-style-type: none"> <li>Paint the landscape in the given in given outline</li> <li>Express appreciation of nature through painting of landscape</li> </ul>	5%
	31	Wax painting	<ul style="list-style-type: none"> <li>Create artwork with colours of different properties</li> </ul>	5%
<b>Craft</b>	11	Cut Paste	<ul style="list-style-type: none"> <li>Paste the cut out papers on the given outline picture (<i>Crane</i>)</li> <li>Reuse waste papers</li> </ul>	5%
	12	Tear and paste	<ul style="list-style-type: none"> <li>Create collage by pasting torn papers</li> <li>Reuse waste papers</li> </ul>	5%
	16	Seed collage	<ul style="list-style-type: none"> <li>Create collage using different seeds and grains</li> <li>Arrange and paste seeds in a proper way to create a better pattern.</li> <li>build teamwork work</li> </ul>	7%
	23	Paper mat	<ul style="list-style-type: none"> <li>Cut or tear paper strips</li> <li>Weave paper mat after teacher's demonstration</li> <li>Make good use of waste papers</li> </ul>	5%
	9	Clay work( 3D shape)	<ul style="list-style-type: none"> <li>Make wild animals</li> <li>Colour the models</li> <li>Maintain cleanliness of the work area</li> </ul>	6%

Strand	Chapter	Scope		Weighting
		Topic/sub-topic	Learning objectives	
Drawing	3	Draw and Colour	<ul style="list-style-type: none"> <li>Draw simple traditional flowers, leaves and buds</li> <li>Colour the drawn pictures</li> </ul>	6%
	4	Tone	<ul style="list-style-type: none"> <li>Differentiate tones of pencils</li> </ul>	4%
	5	Object Drawing	<ul style="list-style-type: none"> <li>Draw objects using pencils showing different tones on the picture</li> </ul>	6%
	6	Sketching	<ul style="list-style-type: none"> <li>Sketch anything they see around them</li> </ul>	6%
	13	Memorable Moments	<ul style="list-style-type: none"> <li>Present their memorable moments in the form of art</li> </ul>	4%
Painting	7	Colour Mixing	<ul style="list-style-type: none"> <li>Reproduce the colour given in the workbooks by mixing two colours</li> <li>Identify primary and secondary colours</li> </ul>	4%
	12	Straw Painting	<ul style="list-style-type: none"> <li>Create using straw</li> </ul>	4%
	11	Symmetry colouring	<ul style="list-style-type: none"> <li>Look and colour to complete the picture</li> </ul>	4%
	25	Using stencils to print	<ul style="list-style-type: none"> <li>Use stencils to create designs</li> </ul>	5%
Craft	14	Paper Lantern	<ul style="list-style-type: none"> <li>Create design using colour to make colourful paper lamps</li> </ul>	6%
	15	Paper Doilies	<ul style="list-style-type: none"> <li>Make different kinds of paper doilies</li> </ul>	6%
	16	Paper Bird	<ul style="list-style-type: none"> <li>Make simple paper birds</li> </ul>	5%
	18	Paper Photo Frame	<ul style="list-style-type: none"> <li>Make a simple paper photo frame</li> </ul>	6%
	19	Finger Puppet	<ul style="list-style-type: none"> <li>Make puppets out of paper</li> </ul>	6%
	20	Mask	<ul style="list-style-type: none"> <li>Make simple paper masks</li> </ul>	4%
	26	Nature Printing	<ul style="list-style-type: none"> <li>Create art using prints from vegetables</li> </ul>	7%
	27	Pencil Shaving	<ul style="list-style-type: none"> <li>Use pencil shavings to make collage</li> </ul>	7%
	29	3D Collage	<ul style="list-style-type: none"> <li>Create 3D collage with used materials/ waste materials.</li> </ul>	10%

## 5. HEALTH AND PHYSICAL EDUCATION

**Subject: Health and Physical Education**

**Class: PP**

Strand	Themes	Sub Themes	Learning Objectives	Weighting%
Movement and Physical Activity (55%)	Movement and skills for active lifestyles and sports excellence.	<i>Fundamental Movement Skills For Active Participation</i>	<ul style="list-style-type: none"> <li>Name walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills necessary for performing physical activities.</li> </ul>	50
			<ul style="list-style-type: none"> <li>Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination.</li> </ul>	
			<ul style="list-style-type: none"> <li>Use walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills for effective participation in physical activities.</li> </ul>	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	<i>Safety for Active Participations</i>	<ul style="list-style-type: none"> <li>Explain self-space, body positions, and pathways in physical activities</li> </ul>	7
			<ul style="list-style-type: none"> <li>Explain the importance of maintaining self-space, correct body positions, and pathways in physical activities.</li> </ul>	
			<ul style="list-style-type: none"> <li>Manage self-space, body positions, and pathways in physical activities</li> </ul>	
		<i>First Aid for supporting and saving lives</i>	<ul style="list-style-type: none"> <li>Follow safety rules during physical activity to prevent injuries.</li> </ul>	3
			<ul style="list-style-type: none"> <li>Explain sunburn, fever, nosebleed</li> </ul>	
			<ul style="list-style-type: none"> <li>Perform first aid for sunburn, fever, nosebleed</li> </ul>	
			<ul style="list-style-type: none"> <li>Apply first aid for sunburn, fever, nosebleed</li> </ul>	
Personal and Interpersonal Development	Behaviour and life skills for social harmony	<i>Team Work In Physical Activities</i>	<ul style="list-style-type: none"> <li>List differences in physical appearance (gender, height, weight) of individuals.</li> </ul>	15
			<ul style="list-style-type: none"> <li>Explain ways of accepting individual differences in a team.</li> </ul>	
			<ul style="list-style-type: none"> <li>Participate in team physical activities with respect and regard for individual differences.</li> </ul>	

Health and Healthy Living	Water, sanitation, and hygiene for healthy living.	<i>Personal Hygiene For Disease Prevention</i>	• Explain safe and unsafe drinking water.	15
			• Explain that drinking safe water can prevent disease.	
			• Drink safe water (boiled, filtered) at homes and in schools	
			• Explain reasons for washing hands, brushing teeth, keeping toilets clean, and disposing of waste in designated places for personal hygiene and sanitation	
			• Use effective steps and techniques of hand-washing and brushing teeth.	
			• Practise hand and oral hygiene and proper disposal of waste.	
	Nutrition choices and habits for longevity and sports excellence.	<i>Healthy Foods for Growth</i>	• List three important meals in a day (Breakfast, Lunch, and Dinner).	10
			• Explain the health benefits of taking the right amount of three meals a day.	
			• Follow healthy meal routines	

**Subject: Health and Physical Education**
**Class: I**

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence.	<i>Fundamental Movement Skills for active participation</i>	<ul style="list-style-type: none"> <li>• Recognise leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, Transferring weight for performing physical activities.</li> </ul>	50
			<ul style="list-style-type: none"> <li>• Perform leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, Transferring weight for physical efficiency.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, Transferring weight for physical efficiency.</li> </ul>	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	<i>Safety and First Aids for active participation</i>	<ul style="list-style-type: none"> <li>• Explain space awareness safety (Direction and Self-space)</li> </ul>	7
			<ul style="list-style-type: none"> <li>• Explain the importance of space awareness in group physical activities for active and safe participation.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Manage self-space, body positions, and pathways in physical activities</li> </ul>	
		<i>First Aid for supporting and saving lives</i>	<ul style="list-style-type: none"> <li>• Use safe self-space, body positions, and pathways for active participation in physical activities.</li> </ul>	3
			<ul style="list-style-type: none"> <li>• Explain sunburn, fever, nosebleed</li> </ul>	
			<ul style="list-style-type: none"> <li>• Perform first aid for sunburn, fever, nosebleed</li> </ul>	
			<ul style="list-style-type: none"> <li>• Apply first aid for sunburn, fever, nosebleed</li> </ul>	

Personal and Interpersonal Development	Behaviour and life skills for social harmony	<i>Teamwork in physical activities</i>	• List differences in physical appearance (gender, height, weight) of individuals.	15
			• Respect individual physical differences of each other.	
			• Interact and behave well with others while participating in team physical activities.	
			• Follow basic instructions during physical activities	
Health and Healthy Living	Water, sanitation, and hygiene for healthy living.	<i>Personal Hygiene for disease prevention</i>	• Explain safe and unsafe drinking water.	15
			• Explain that drinking safe water can prevent disease.	
			• Drink safe water (boiled, filtered) at homes and in schools	
			• Tell the health benefits of oral hygiene and hand-washing	
			• Use steps and techniques of brushing teeth and hand-washing	
			• Maintain hygienic practices of teeth and hand-washing for health.	
	Nutrition choices and habits for longevity and sports excellence.	<i>Healthy Foods for Go, Grow and Glow</i>	• Explain the concept of Food for Go, Grow and Glow	10
			• Explain the importance of healthy and unhealthy food.	
			• List three important meals in a day (Breakfast, Lunch, and Dinner).	
			• Explain the health benefits of taking the right amount of food for three meals a day.	
			• Follow healthy meal choices and routines	

**Subject: Health and Physical Education**
**Class: II**

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence.	<i>Fundamental Movement Skills for active participation</i>	<ul style="list-style-type: none"> <li>Identify skipping, galloping, bouncing, and striking, static body balance necessary to perform physical activity.</li> </ul>	50
			<ul style="list-style-type: none"> <li>Perform skipping, galloping, bouncing, striking, static body balance as efficient physical activity.</li> </ul>	
			<ul style="list-style-type: none"> <li>Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities.</li> </ul>	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	<i>Safety for active participation</i>	<ul style="list-style-type: none"> <li>State the concept of space awareness (Direction, Self-space)</li> </ul>	7
			<ul style="list-style-type: none"> <li>Imitate the skills of space awareness for active and safe participation in physical activity.</li> </ul>	
			<ul style="list-style-type: none"> <li>Use proper attire, maintain safe space, and take timely water breaks during physical activity.</li> </ul>	
		<i>First Aid for supporting and saving lives</i>	<ul style="list-style-type: none"> <li>Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister</li> </ul>	3
			<ul style="list-style-type: none"> <li>Perform first aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister</li> </ul>	
			<ul style="list-style-type: none"> <li>Apply first aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister</li> </ul>	
Personal and Interpersonal Development	Behaviour and life skills for social harmony	<i>Teamwork in physical activities</i>	<ul style="list-style-type: none"> <li>Explain the importance of respecting individual differences in abilities</li> </ul>	15
			<ul style="list-style-type: none"> <li>Identify ways to appreciate and motivate for team-work.</li> </ul>	
			<ul style="list-style-type: none"> <li>Listen and follow instructions during activities (Walk and run, Catch and throw, Sit and stand)</li> </ul>	
Health and Healthy Living	Water, sanitation, and hygiene for healthy living.	<i>Personal Hygiene for disease prevention</i>	<ul style="list-style-type: none"> <li>Explain hand, oral, body, and food hygiene (cleanliness and food safety, teeth, body)</li> </ul>	15
			<ul style="list-style-type: none"> <li>Practise effective handwashing techniques before and after daily activities.</li> </ul>	
			<ul style="list-style-type: none"> <li>Maintain a clean body.</li> </ul>	

	Nutrition choices and habits for longevity and sports excellence.	<i>Healthy Foods for Go, Grow and Glow</i>	<ul style="list-style-type: none"> <li>• Explain healthy food for Go, Grow and Glow, and junk food.</li> </ul>	10
			<ul style="list-style-type: none"> <li>• Identify the health risk of taking unhealthy and junk food.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Practice eating habits for Go, Grow, and Glow.</li> </ul>	



**Subject: Health and Physical Education**
**Class: III**

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence.	<i>Fundamental Movement Skills for active participation</i>	<ul style="list-style-type: none"> <li>Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, dribbling with long implement necessary to perform physical activity.</li> </ul>	50
			<ul style="list-style-type: none"> <li>Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for promoting physical efficiency.</li> </ul>	
			<ul style="list-style-type: none"> <li>Use dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for effective participation in recreational activities.</li> </ul>	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	<i>Safety for active participation</i>	<ul style="list-style-type: none"> <li>State the importance of correct body position in physical activity</li> </ul>	7
			<ul style="list-style-type: none"> <li>Use correct body positions of sitting, standing, lying, sleeping, lifting objects, pushing and pulling an object, and writing.</li> </ul>	
			Carry out daily physical activities with correct body posture.	
		<i>First Aid for supporting and saving lives</i>	<ul style="list-style-type: none"> <li>Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister</li> </ul>	3
			<ul style="list-style-type: none"> <li>Perform first aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister</li> </ul>	
			<ul style="list-style-type: none"> <li>Apply first aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister</li> </ul>	
Personal and Interpersonal Development	Behaviour and life skills for social harmony	<i>Teamwork in physical activities</i>	<ul style="list-style-type: none"> <li>Explain the importance of good behaviour while participating in team physical activity.</li> </ul>	15
			<ul style="list-style-type: none"> <li>Accept individual differences while participating in team physical activities.</li> </ul>	
			<ul style="list-style-type: none"> <li>Display courtesy and respectful manner to each other.</li> </ul>	
Health and Healthy Living	Water, sanitation, and	<i>Personal Hygiene and Sanitation for</i>	<ul style="list-style-type: none"> <li>Explain the concepts of personal hygiene and sanitation practices.</li> </ul>	15
			<ul style="list-style-type: none"> <li>Identify hygienic practices and common individual waste disposal at home and in schools.</li> </ul>	

	hygiene for healthy living.	<i>disease prevention</i>	<ul style="list-style-type: none"> <li>• Maintain the cleanness of toilets for health and hygiene.</li> <li>• Dispose of individual waste at designated places.</li> </ul>	
	Nutrition choices and habits for longevity and sports excellence.	<i>Healthy Foods for Go, Grow and Glow</i>	• Relate healthy food with a healthy body and active participation in physical activities.	10
			• Take regular water breaks for hydration and rehydration of the body.	
			• Practice healthy food habits for Go, Grow, and Glow.	

## 6. ICT

**Subject: ICT**

**Class: PP**

Strand	Chapter	Topics and Sub-topics	Learning Objectives	Weighting (%)	Periods
<b>A</b> Technology Operation	1. Computer Parts	<b>Basic Computer components</b> - Computer, Mouse, Keyboard, monitor, CPU	<ul style="list-style-type: none"> <li>Identify basic computer components.</li> </ul>	5	2
	2. Computer Operation	<b>Computer operation</b> - Start-up and login - Logout and Shutdown - Safety measures to start and shut down	<ul style="list-style-type: none"> <li>Follow correct steps to start and shut down computers.</li> </ul>	10	6
	3. Operating System	<b>Navigate operating system</b> - Open/Close/Minimize windows explorer or file explorer - Switch from one window to another - Open files and folders	<ul style="list-style-type: none"> <li>Navigate operating system to access files and folders.</li> </ul>	10	6
	4. Mouse Skill	<b>Draw and paint</b> - Different clicks (right, left, click and drag) - Open Paint program - Draw an art on Paint program and add colours. - Draw basic shapes and alphabets.	<ul style="list-style-type: none"> <li>Develop mouse skill through drawing arts on Paint program.</li> </ul>	50	20

<b>B</b> Communication and Collaboration	5. Online Games	<b>Internet games (Teacher guided)</b> <ul style="list-style-type: none"> <li>- Play online educational games. E.g. <ul style="list-style-type: none"> <li>○ <a href="https://www.education.com/games/?cid=11.2144">https://www.education.com/games/?cid=11.2144</a></li> <li>○ <a href="https://www.learninggamesforkids.com/">https://www.learninggamesforkids.com/</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop mouse skill through playing online educational games (Teacher guidance required).</li> </ul>	15	10
	6. Laboratory rules	<b>Computer Laboratory rules</b> <ul style="list-style-type: none"> <li>- Basic rules in computer lab (Cleanliness, careful with cables and power points, avoid food and water, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow rules to maintain hygiene and safety in the computer laboratory.</li> </ul>	5	2
<b>C</b> Safety and ethics	7. Ergonomics	<b>Body Posture</b> <ul style="list-style-type: none"> <li>• Correct body posture</li> <li>• Proper setup of computer</li> <li>• Appropriate furniture's position</li> </ul>	<ul style="list-style-type: none"> <li>• Follow correct body posture and use proper furniture to reduce body strain.</li> </ul>	5	2
<b>Total</b>				100	48

**Subject: ICT****Class: I**

<b>Strand</b>	<b>Chapter</b>	<b>Topics and Sub-topics</b>	<b>Learning Objectives</b>	<b>Weighting (%)</b>	<b>Period</b>
<b>A</b> Technology Operation	1. Computer Parts	<b>Function Computer components</b> <ul style="list-style-type: none"><li>- Function of Mouse, Keyboard, monitor, CPU, printer</li></ul>	<ul style="list-style-type: none"><li>• Explain the function of basic computer components.</li></ul>	5	2
	2. Types of devices	<b>Input and output devices</b> <ul style="list-style-type: none"><li>- Example of input and output devices</li><li>- Input-process-output</li></ul>	<ul style="list-style-type: none"><li>• Identify basic computer components as input and output devices.</li><li>• Understand the process of input-process-output in computer system.</li></ul>	10	4
	3. Files and folders	<b>Creating folders</b> <ul style="list-style-type: none"><li>- Create folders</li><li>- Rename folders</li></ul>	<ul style="list-style-type: none"><li>• Create folders on the desktop and change the folder name.</li></ul>	5	2
	4. Mouse Skill	<b>Draw and paint</b> <ul style="list-style-type: none"><li>- Multiple tools in Paint program.</li><li>- Draw arts to complete tasks given in other subjects.</li></ul>	<ul style="list-style-type: none"><li>• Develop mouse control.</li><li>• Use more tools in Paint program to draw arts.</li></ul>	30	14
	5. Keyboarding Skill	<b>Alphabets and Numbers</b> <ul style="list-style-type: none"><li>- Open Word processor</li><li>- Type alphabets</li><li>- Type numbers</li></ul>	<ul style="list-style-type: none"><li>• Use word processor to type alphabets and numbers.</li></ul>	15	10
<b>B</b>	6. Online games	<b>Internet games</b> <ul style="list-style-type: none"><li>- Internet</li><li>- Educational games.</li></ul>	<ul style="list-style-type: none"><li>• Access Internet to play educational games.</li></ul>	10	6

Communication and Collaboration	7. Image Search	<b>Search Images</b> <ul style="list-style-type: none"> <li>- Google search engine</li> <li>- Search basic images</li> </ul>	<ul style="list-style-type: none"> <li>• Search for images learned in other subjects using the Internet.</li> </ul>	20	8
<b>C</b> Safety and ethics	8. Ownership	<b>Name and date</b> <ul style="list-style-type: none"> <li>- Write their names and date on artwork they created on Paint program.</li> </ul>	<ul style="list-style-type: none"> <li>• Assert ownership of their original work.</li> <li>• Appreciate the work of art.</li> </ul>	5	2
<b>Total</b>				100	48

**Subject: ICT****Class: II**

<b>Strand</b>	<b>Chapter</b>	<b>Topics and Sub-topics</b>	<b>Learning Objectives</b>	<b>Weighting (%)</b>	<b>Period</b>
<b>A</b> Technology Operation	1. Files and Folders	<b>Files and folders</b> <ul style="list-style-type: none"> <li>- Manage multiple files</li> <li>- Manage multiple folders</li> </ul>	<ul style="list-style-type: none"> <li>• Organise files and folders.</li> </ul>	5	2
	2. Typing Skill	<b>Typing tutor</b> <ul style="list-style-type: none"> <li>- Offline typing tutor</li> <li>- Practise typing letters and words</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance typing skill through practising typing on a typing tutor.</li> </ul>	10	6
	3. Mouse skill	<b>Paint project</b> <ul style="list-style-type: none"> <li>- More tools in the Paint program.</li> <li>- Complete drawing projects on the Paint program.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete art projects on topics related to other subjects using the Paint program.</li> </ul>	15	8
	4. Word processor	<b>Words and paragraph</b> <ul style="list-style-type: none"> <li>- Open Word processor</li> <li>- Type sentences</li> <li>- Add shapes</li> <li>- Copy and Paste texts</li> </ul>	<ul style="list-style-type: none"> <li>• Use a word processor to write sentences and add basic objects to present a document.</li> </ul>	10	6
	5. Dzongkha Typing	<b>Dzongkha alphabets</b> <ul style="list-style-type: none"> <li>- Type Dzongkha alphabets</li> <li>- Type Dzongkha numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Type Dzongkha alphabets and numbers using computer.</li> </ul>	5	4
<b>B</b> Communication and Collaboration	6. Searching information	<b>Online Search</b> <ul style="list-style-type: none"> <li>- Search information (text, multimedia) on a given topic</li> </ul>	<ul style="list-style-type: none"> <li>• Use an online search engine to find information on the topics covered in Maths and English.</li> </ul>	10	6

		- Copy/download searched information.			
<b>C</b> Safety and ethics	7. Balance screen time	<b>Screen time</b> <ul style="list-style-type: none"> <li>- Calculate total time spent on using digital devices (computer, phone, tab, TV).</li> <li>- Advantages of balanced screen time</li> </ul>	<ul style="list-style-type: none"> <li>• Balance the time they spent on digital devices and other physical activities.</li> </ul>	5	2
<b>D</b> Coding	8. Introduction to Scratch	<b>Scratch block coding</b> <ul style="list-style-type: none"> <li>- Window, features</li> <li>- Sprite, script, stage</li> <li>- Basic blocks</li> <li>- motion</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic features of Scratch programming.</li> <li>• Create basic animation using Scratch program</li> </ul>	40	14
<b>Total</b>				100	48



CLASS 3 : Coding Component					
Strand	Chapter	Topics and Sub-topics	Learning Objectives	Weighting (%)	Period
<b>D</b>  Coding  (Scratch)	1. Intelligent Puzzle	<ul style="list-style-type: none"> <li>- Introduce Scratch</li> <li>- Combination of Rules and Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the component of scratch</li> <li>• Explain how to use Scratch</li> <li>• Add the missing roles through picture book's stories</li> <li>• Learning the combination conditions of building blocks</li> </ul>	8	2
	2. The Magic of Jack	<ul style="list-style-type: none"> <li>- To learn blocks with special effects</li> <li>- To learn how to execute blocks repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that every number can be used to represent a kind of colour in the computer world through learning the blocks with special effects</li> <li>• To learn how to run the program repeatedly to change the role's colour all the way</li> </ul>	8	2
	3. Colour Windmill	<ul style="list-style-type: none"> <li>- To learn how to add a brush(pen) module</li> <li>- To learn how to use the stamp in Brush function</li> <li>- Design a windmill turning colours</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to add a brush(pen) module and know available modules preliminarily</li> <li>• To understand the definition and functions of the stamp module</li> <li>• Make the role's stamp turn colours to show the colourful effect through the repetitive execution and the blocks with special effect</li> </ul>	12	6
	4. Carnival in Forest	<ul style="list-style-type: none"> <li>- Create vivid roles</li> <li>- Principles of vivid role creation</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the modelling concept</li> <li>• To control the role to play on the stage by switching modelling</li> <li>• Add more roles to play on the stage</li> </ul>	8	4

	5. The Kitten Play the Ball	<ul style="list-style-type: none"> <li>- Learn about sliding</li> <li>- Principles of vivid role creation</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about sliding blocks</li> <li>• Let the kitty pat the ball while walking</li> </ul>	8	4
	6. Pedestrian Street	<ul style="list-style-type: none"> <li>- To learn blocks related to movement</li> <li>- To learn two rotation modes</li> <li>- To learn number axis,</li> <li>- positive number and decimals</li> </ul>	<ul style="list-style-type: none"> <li>• To learn blocks of movement, repetitive execution, next modelling and waiting</li> <li>• To learn blocks that bounce when came up against the edge: To learn two rotation modes</li> <li>• To learn relations among number axis, positive number and decimals</li> </ul>	12	6
	7. Shooting girl	<ul style="list-style-type: none"> <li>- To understand the functions of x and y combination</li> <li>- To understand concepts of rotation</li> <li>- To understand concepts of sliding</li> </ul>	<ul style="list-style-type: none"> <li>• To understand concepts of left-handed and right-handed rotations as well as the basic definition of angle.</li> <li>• To understand concepts of sliding blocks</li> <li>• To learn how to breakdown events upon the analysis</li> </ul>	12	6
	8. The Joy of Shaking	<ul style="list-style-type: none"> <li>- To learn squares and cubes</li> <li>- To know features and differences of squares and cubes</li> <li>- To learn concepts of random number</li> <li>- To learn variables</li> </ul>	<ul style="list-style-type: none"> <li>• To learn relations between plane and solid figures as well as squares and cubes</li> <li>• To learn concepts of random number</li> <li>• To learn variables and how to use them</li> </ul>	12	6
<b>Total</b>				80	36

CLASS 3 –Literacy component					
Strand	Chapter	Topics and Sub-topics	Learning Objectives	Weighting (%)	Periods
<b>A</b> Technology Operation	1. Word processing	<b>Project on Word Processor</b> <ul style="list-style-type: none"> <li>- Basic word formatting</li> <li>- Font style, family, size, colour, alignment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Word processor to create a document related to English or Mathematics.</li> </ul>	8	4
<b>B</b> Communication and Collaboration	2. Online information	<b>Project on online search</b> <ul style="list-style-type: none"> <li>- Search information (text, image, audio, video) on Internet</li> <li>- Copy or download material for use in the project (picture story, toy list, poster collection, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant information from the Internet to complete a project provided by the teachers.</li> </ul>	6	4
<b>C</b> Safety and Ethics	3. Computer Care	<b>Project on clean habits</b> <ul style="list-style-type: none"> <li>- Measures to keep computer clean physically.</li> <li>- Deleting unwanted file, managing recycle bin.</li> <li>- Avoid unwanted download.</li> <li>- Benefits of keeping computer clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow ways to keep computer clean</li> <li>• Create awareness on advantage of having clean computer.</li> </ul>	6	4
<b>Total</b>				20	12

## ASSESSMENT AND EXAMINATIONS GUIDELINES

### RATIONALE

The prevailing COVID-19 pandemic, like any other unforeseen calamity, has caught the world unprepared. The current global infection rate of the disease and fatalities related to it is alarming, rendering the global situation volatile. This situation has directly affected the health of the global economy as it influences a myriad of international relations, amongst which, health and education are affected the most.

Every country is doing its best not only to tackle the problems brought about by the pandemic, but also to learn the lessons and prepare for similar scenarios in future. Nations can often compromise their priorities during an emergency such as this, however, Bhutan, as history stands proof, has always accorded the highest priority for the education sector.

His Majesty the King, at the 3<sup>rd</sup> Convocation of the Royal University of Bhutan:

*“if changing realities bring new ambitions and goals, it must also bring new plans and preparation. Most importantly, we have to ask ourselves, how do we build and nurture the people who will implement the plans and fulfil our goals? The answer lies in Education”.*

To state the obvious, the primary function of education is to prepare the youths for the succeeding generation. As such, the Ministry of Education, Royal Education Council and Bhutan Council for School Examinations and Assessment are committed in putting every means at their disposal in ensuring that every cohort of learners have access and quality of education required in acquiring the expected learning outcomes of the respective grades. Therefore, every possible avenue is explored to ensure that every student has access to learning to continue learning, and for measures to strengthen the system for the post COVID 19 pandemic, despite the dire situations as this.

With the schools closed down for a prolonged period due to the prevailing situation, the implementation of the regular curricula has not been feasible. Hence, schools have been directed to implement the adapted or prioritized curricula, and provisions for safety and psychosocial wellbeing of students are in operation.

The volatile evolving situation around the world calls for reorganization, adjustment and sacrifices of social services, facilities and national priorities. For the education sector, the prerogative is envisioning situation based learning areas, either adapted or prioritized curriculum, with a different set of objectives, modes, and techniques of assessment and examinations aligned with the standard learning outcomes for the academic year 2020.

## OBJECTIVES

The guidelines on Assessment & Examinations for Education in Emergency Curriculum has been developed through consultative approach amongst the professionals from the Ministry of Education, Royal Education Council and the Bhutan Council for School Examinations and Assessment with the following objectives.

- i. Guide the schools and other relevant agencies on the conduct of assessment and examinations, both home and the board examinations.
- ii. Inform the stakeholders such as parents, students, education sector and tertiary education institutes about the changes in assessment and examinations, and provide monitoring and support services accordingly.
- iii. Provide directives on smooth promotion and certification for progression of students to higher learning grades despite the emergency.
- iv. Provide proper guidance and support for maintaining consistency of assessment modalities.
- v. Facilitate continuous learning of students, including students with disabilities, so that they progress to higher grade with adequate competencies.

## ASSESSMENT AND EXAMINATIONS MODALITIES

### Overview of Strategic Plan for School Curriculum and Assessment for EiE Phase 2

The EiE Phase 2 envisages that the continued learning is adherence to the following.

Scenario & Situation			Curriculum	Mode	Assessment
Scenario I	Situation 1	If all schools open at the same time	Class PP – 9 & 11 Prioritized Curriculum	Regular class with safety and precautionary measures	Regular on prioritised curriculum (CFA, Tests, year-end examinations)
			Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	
	Situation 2	If schools open in a phased manner	Class PP – 9 & 11 Adapted Curriculum	<b>Open:</b> Regular class with safety and precautionary measures	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern
				<b>Closed:</b> (A) PP-3: BBS, Social media (WeChat / WhatsApp / Telegram), Radio, SIM	

				(B) Cl 4 -9 & 11: BBS, SIM, Google classroom	
			Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum
Scenario II	All schools closed	Class PP – 9 & 11 Adapted Curriculum	A) PP-3: BBS, Social media (Wechat / WhatsApp / Telegram), Radio, SIM (B) Cl 4 -9 & 11: BBS, SIM, Google classroom	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern	
		Class 10 & 12 Prioritized Curriculum	Regular class in quarantine mode.	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum	
NOTE:	For effective curriculum delivery as well as to provide support for psycho-social wellbeing: <ul style="list-style-type: none"><li>• Follow Ministry of Health's protocol and preventive measures.</li><li>• Follow WASH advisory.</li><li>• No mid-term examinations.</li><li>• No trail examinations.</li><li>• No co-curricular and extra-curricular activities.</li><li>• Mid-term break to be used as instructional days.</li><li>• Use Saturdays to adjust instructional days.</li><li>• Strengthen psychosocial support including help-centres.</li></ul>				

## School Zonation

**High risk:** Class and examinations with preventive measures for classes X & XII based on prioritised curriculum, and online classes for other classes based on the adapted curriculum.

**Medium risk:** Class and examinations with preventive measures for classes X & XII based on prioritised curriculum, and alternative class for classes PP- IX & XI based on adapted curriculum (some schools will be closed and some will be opened).

**Low risk:** Schools will be opened and follow adapted curriculum for classes PP- IX & XI and prioritised curriculum for classes X and XII.

To ensure equity in availing educational opportunities and services during emergencies and crisis situations, such as COVID-19 pandemic, assessment and examinations are informed and based on the Adapted Curriculum and Prioritized Curriculum.

## SCENARIO I - Situation I

If all schools reopen from June 2020 onward, prioritized curriculum shall be offered for all classes. Both home and board examinations shall be conducted on the contents of the prioritized curriculum.

### A. Assessment Modalities

#### 1. Modes & Strategies

The following shall inform the conduct of assessment:

##### 1.1. Key Stage I – Classes PP - III

- 1.1.1. Schools shall follow the modality of assessment as per the CFA guidelines for classes PP – III.
- 1.1.2. The classes PP – III teachers shall consolidate the progress of students and report to parents/guardian as follows:
  - i. For quarter I and II in August.
  - ii. For quarter III in mid-October.
  - iii. For quarter IV and overall consolidated progress report at the end of the academic session in mid-December.

##### 1.2. Key Stage II to V: Classes IV-XII

- 1.2.1. Schools to conduct assessment on the prioritised curriculum
- 1.2.2. Owing to the lapse in term I, term II assessment shall be considered for promotion
- 1.2.3. For classes XI and XII, the cumulative marks of project work for Sciences, History, Environmental Science, Accountancy and Geography shall be considered as a part of CA.
- 1.2.4. For class X, CA marks for all subjects shall be converted into appropriate percentage by schools and submitted to BCSEA.
- 1.2.5. For class XII (BHSEC and LCSC), total internal marks in relevant subjects shall be converted into appropriate percentage by schools and submitted to BCSEA.

## **2. Assessment Techniques and Tools**

The objectivity and reliability of the conduct of the assessment shall be guided by the following.

- 2.1. Class tests on the prioritized curriculum by using paper and pencil for content knowledge.
- 2.2. Practical work and project work assessed by using rubrics, checklist and rating scale for psychomotor and affective domains.
- 2.3. Continuous assessment for ongoing learning by using tools like rubrics, checklist, rating scale and other subject specific tools.

## **3. Reporting & Recording**

- 3.1. Schools shall record and report of students' performance based on the CFA guidelines for classes PP – III.
- 3.2. Teachers shall record and report on students based on the continuous assessment guidelines as outlined in respective subjects for classes IV to XII.
- 3.3. The aggregate scores attained by students at the end of the year in numerous assessment tasks shall contribute to promotion of students.

## **B. Examinations Modes and Strategies**

### **1. Modes and Strategies**

In this situation, both home and board examinations shall be conducted on the contents of the prioritized curriculum.

#### **1.1. Home Examinations**

The Home Examinations shall be informed by the following:

- 1.1.1 There shall be no formal examination for the Key Stage I vide letter number DSE/SPCD/ADM (1.1) /2020/209 dated 3rd March 2020. Students in the key stage I (classes PP-III) shall be promoted to the next higher level upon the fulfilment of pre-existing conditions set out in the CFA guidelines.
- 1.1.2. For key stages II to V, examinations shall be based on the prioritized curriculum.
- 1.1.3. The duration and weighting for home examinations should remain the same to ensure the validity and credibility of the results issued by schools.
- 1.1.4. The contents of the prioritized curriculum comprise about 65% of the regular curriculum content / learning outcomes to enable progression to the next higher level. This is based



on the premise that the number of instructional days i.e., about 120 days, available for the delivery of subject contents, schools would still have about five months of contact teaching in addition to the online, TV classes, SIM and radio. It is also considering the time needed for counselling and health practices for safety of students.

1.1.5. Practical examinations for science, accountancy and computer studies shall be conducted based on the prioritized curriculum (65% content of the regular curriculum) learning outcomes.

1.1.6. There shall neither be midterm nor trial examinations conducted in order to make up for the lost instructional time.

## **1.2. Board Examinations**

The Board Examinations shall be conducted for classes X and XII. This shall be based on the following.

1.2.1. The board examinations shall be convened as per the schedule provided by the BCSEA.

1.2.2. The board examinations or high-stake examinations shall be based on the prioritized curriculum.

1.2.3. The prioritized curriculum covers about 65% of the regular curriculum contents and learning outcomes deemed necessary to enable progression of students to the next higher level. This is based on the premise that the number of instructional days i.e., about 120 days, available for the delivery of subject contents, schools would still have about five months of contact teaching in addition to the online, TV classes, SIM and radio.

1.2.4. The duration and weighting for board examinations shall remain the same to ensure the validity and credibility of certification under the authority of BCSEA.

1.2.5. Practical examinations for BHSEC science, accountancy and computer studies shall be conducted based on the prioritized curriculum.

1.2.6. The overall result of the student and the certification shall be based on the aggregate of Internal / Continuous Assessment Marks submitted by schools and the Examination Marks.

## **2. Techniques and Tools**

The objectivity and reliability of the conduct of the Home Examinations and Board Examinations shall be guided by the following:

2.1. Examinations and class test by using paper and pencil for content knowledge.

- 2.2. Practical work and project work assessed by using rubrics, checklist and rating scale for psychomotor and affective domains.
- 2.3. Continuous assessment for ongoing learning by using tools like rubrics, checklist, rating scale and other subject specific tools.

### **3. Reporting and Recording**

#### **3.1. Home examinations**

- 3.1.1. Grading for subjects for classes PP to IX and XI by schools.
- 3.1.2. Grading for SUPW for classes VII to IX and XI by schools.
- 3.1.3. Progress report for students for classes PP to IX and XI by schools.

#### **3.2. Board examinations**

- 3.2.1. Continuous Assessment / Internal Marks for subjects for classes X and XII by schools.
- 3.2.2. Grading for SUPW for classes X and XII by schools.
- 3.2.3. Certification under the authority of BCSEA.

## **SCENARIO I – Situation 2**

If schools reopen in a phased manner based on the risk-level zonation (low, medium and high), adapted curriculum shall be offered to classes PP-IX and XI, and prioritized curriculum shall be offered to classes X and XII. Assessment and examinations shall be informed by the following guidelines.

### **A. Assessment Modalities**

If schools open phase wise, assessment shall be conducted based on the contents of the prioritized curriculum for classes X and XII, and adapted curriculum for other classes.

#### **1. Assessment Modes and Strategies**

##### **1.1 Key Stage I - V: Classes PP – IX & XI**

- 1.1.1. Assessed through conventional test / short assignment / objective type question pattern.
- 1.1.2. For unreached and non-responsive students, *Dzongkhags* and *Thromdes* to explore alternative ways of assessment, for instance delegating mobile teachers to ensure all students are assessed and supported.

- 1.1.3. Based on the prioritized curriculum for classes X & XII, schools shall plan and assign tasks to students so that they are meaningfully engaged and authentic assessment is carried out for learning progression and promotion irrespective of the zones.
- 1.1.4. The delivery of instructions can be as follows:
  - Open:**  
Regular class with safety and precautionary measures.
  - Closed:**
    - (A) PP-3: BBS, Social media (Wechat/WhatsApp/ Telegram), Radio, SIM.
    - (B) Cl 4 -9 & 11: BBS, SIM, Google classroom.
- 1.1.5. Schools shall use BBS lessons and google classroom (IV - IX & XI) for assigning tasks to students and keeping evidences of student learning based on adapted curriculum. Relevant trainings to support use of google classroom effectively shall be continuously provided.
- 1.1.6. Based on the adapted curriculum for class PP-IX and XI, schools shall plan and assign tasks to students so that they are meaningfully engaged and appropriate assessment is carried out for learning progression and promotion for classes PP-IX & XI.  
For those unreached through BBS and google classroom, support shall be provided through SIM (print materials), radio broadcast, and curated content.
- 1.1.7. Teachers shall assess and provide feedback on the performance of students and maintain the records based on assignment submitted by students.
- 1.1.8. Promotion of a student shall be based on the record of marks obtained through records maintained by respective subject teachers on the various tasks performed by students.
- 1.1.9. The following modified weighting shall be used to assess and report on students' performance:  
Conventional Test / objective type question pattern - 40%; short assignment 60% in lieu of home examinations.

## **2. Assessment Techniques and Tools**

The objectivity and reliability of the conduct of the assessment shall be guided by the following.

- 2.1. Continuous assessment for ongoing learning / internal marks for Board Examinations from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.
- 2.2. Teachers use appropriate tools as described in the respective subjects

## **3. Reporting & Recording**

Schools shall ensure that performance of children are recorded and reported based on the "Assessment and Examinations" protocols as dictated by the evolving situation.

- 3.1. Teachers to maintain e-Learning log book for delivery of lessons through online mode.
- 3.2. Teachers of class IV-XII shall keep records on BBS lessons and Google Classroom and CFA grades generated from this platform.
- 3.3. Principals and DEOs to keep the proper records of delivery of lessons.

## **B. Examination Modalities & Strategies**

### **1. Modes and Strategies**

#### **1.1. Home Examinations**

- 1.1.1. The adapted curriculum which is theme based is implemented in this situation. Owing to social distancing priority, the formal examinations are not feasible on the adapted curriculum for classes PP-IX and XI
- 1.1.2. Class PP – 9 & 11: Conventional test / objective type question pattern and short assignment are used for promotion of students. It is imperative for teachers to continue maintaining records of activities and assessments submitted by individual student.

#### **1.2. Board Examinations**

- 1.2.1. The board examinations shall be convened as per the schedule provided by the BCSEA. The examinations shall be preponed (mid-November) and the BCSE, BHSEC and LCSC XII examinations shall be held on alternate days
- 1.2.2. The board examinations for classes X and XII shall be conducted on the prioritized curriculum by complying with the safety protocols set by the Ministry of Health.
- 1.2.3. Practical examinations for relevant subjects shall not be conducted for class XII, as students do not have opportunity to get hands-on experience. Therefore, the theory papers for BHSEC science, accountancy and computer studies shall be assessed out of 100% weighting.
- 1.2.4. The project works intended for board examinations for relevant subjects shall not be conducted.
- 1.2.5. The SUPW grades for classes X and XII shall be based on classes IX and XI grades and on the current grades performance.
- 1.2.6. The assessment for AgFS (class X) which is 100% from schools shall be based on the marks obtained in class IX.
- 1.2.7. In absence of internal marks for class XII in AgFS, *Driglam* (LCSC) and *Luzhey & Nyencha* (LCSC) from schools, theory papers shall be assessed out of 100%.
- 1.2.8. For class X, teachers concerned shall keep a record of individual student's performance on their assignments/projects, which shall be used to generate marks for continuous assessment. These marks shall be submitted to BCSEA.
- 1.2.9. For Media Studies (class XII), teachers concerned shall keep a record of individual student's performance on their assignments/projects which should be used to generate marks for internal assessment. These marks shall be submitted to BCSEA.
- 1.2.10. Board examinations shall be conducted in the centres identified by BCSEA in collaboration with *Dzongkhag* and *Thromde* Administration by complying with the safety protocols in a quarantine mode.
- 1.2.11. Marking workshop shall be conducted by BCSEA complying with the safety protocols set by the Ministry of Health.

## **2. Techniques and Tools**

The objectivity and reliability of the conduct of the Home Examinations and Board Examinations shall be guided by the following.

### **2.1. Home examinations**

- 2.1.1. Continuous assessment / internal marks for Home Examinations shall be based from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.
- 2.1.2. Short assignments for all subjects in all classes in lieu of formal examinations shall be assigned and assessed. This shall be the basis for promotion.
- 2.1.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

### **2.2. Board examinations**

- 2.2.1. Board examinations shall be conducted through paper and pencil test in a quarantined manner following the safety protocols set by the Ministry of Health.
- 2.2.2. Continuous assessment / internal marks for Board Examinations shall be based on records maintained using tools like rubrics, checklist, rating scale and other subject specific tools.
- 2.2.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

## **3. Reporting and Recording**

### **3.1. Home examinations**

- 3.1.1. Grading of subjects for classes PP to IX and XI by schools based on the CA and short assignments in lieu of summative examinations.
- 3.1.2. Progress report for students for classes PP to IX and XI shall be issued by schools.

### **3.2. Board examinations**

- 3.2.1. Schools shall generate and submit internal / CA marks to BCSEA.
- 3.2.2. Grading for SUPW for classes X and XII based on classes IX and XI by schools.
- 3.2.3. Certification under the authority of BCSEA.

## SCENARIO II

If there is a national lockdown, all schools shall remain closed. Adapted curriculum shall be offered to classes PP-IX and XI, and prioritized curriculum shall be offered to classes X and XII.

Assessment and examinations shall be informed by the following guidelines.

### A. Assessment Modalities

If schools remain closed, assessment shall be conducted based on the contents of the prioritized curriculum for classes X and XII, and adapted curriculum for other classes.

#### 1. Assessment Modes and Strategies

##### 1.1. Key Stage I: Classes PP – III

- 1.1.1. The overall consolidated progress shall be reported at the end of the year using the result sheet format provided in the CFA guidebook.
- 1.1.2. For unreached and non-responsive students, *Dzongkhags* and *Thromdes* to explore alternative ways of assessment, for instance delegating mobile teachers to ensure all students are assessed and supported.

##### 1.2. Key Stage II – V: Classes IV –XII

- 1.2.1. Schools shall use google classroom (IV -IX &XI) interactively for instruction, assigning tasks to students and keeping evidences of student learning based on adapted and prioritized curriculum. Relevant trainings to support use of google classroom effectively shall be continuously provided.
- 1.2.2. Based on the prioritized curriculum for classes X & XII, schools shall plan and assign tasks to students so that they are meaningfully engaged and authentic assessment shall be carried out for learning progression and promotion.
- 1.2.3. Based on the adapted curriculum for class PP-IX and XI, schools shall plan and assign tasks to students so that they are meaningfully engaged and appropriate assessment is carried out for learning progression and promotion for classes PP-IX & XI.
- 1.2.4. For those unreached through google classroom, support shall be provided through SIM (print materials); radio broadcast and curated content
- 1.2.5. Teachers shall assess and provide feedback on the performance of students and maintain the records based on assignment submitted by students.
- 1.2.6. Promotion of a student shall be based on the record of marks obtained through records maintained by respective subject teachers on the various tasks performed by students.

- 1.2.7. The following modified weighting shall be used to assess and report on students' performance:  
CA 40%, PW 60% in lieu of home examinations.

## **2. Assessment Techniques and Tools**

The objectivity and reliability of the conduct of the assessment shall be guided by the following.

- 2.1. Continuous assessment for ongoing learning / internal marks for Board Examinations from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.
- 2.2. Teachers use appropriate tools as described in the respective subjects.

## **3. Reporting & Recording**

Schools shall ensure that performance of children are recorded and reported based on the "Assessment and Examination" protocols dictated by the evolving situation.

- 3.1. Teachers to maintain e-Learning log book for delivery of lessons through online mode.
- 3.2. Teachers of class IV-XII shall keep records on BBS lessons and Google Classroom and CFA grades generated from this platform.
- 3.3. Principals and DEOs to keep the proper records of delivery of lessons.

# **B. Examination Modalities & Strategies**

## **1. Modes and Strategies**

### **1.1. Home Examinations**

- 1.1.1. The adapted curriculum which is theme based is implemented in this situation.
- 1.1.2. For key stage I, the performance of students shall be based on instructions and assessment tasks provided through BBS lessons or other social media platforms (WeChat, WhatsApp, telegram etc.). It is imperative for teachers to continue maintaining records of activities and assessments submitted by individual student.
- 1.1.3. Practical examinations for relevant subjects shall not be conducted for all levels as students do not have opportunity to get hands-on experience.

- 1.1.4. In lieu of home examinations, students carry out subject specific short assignment on innovative and creative ideas with write-up/essay/journal, assessed and validated based on the project work guidelines provided in respective subjects.
- 1.1.5. Conduct TVET theory class online and practical onsite by following quarantine protocols.
- 1.1.6. In lieu of home examinations for classes IV to IX and XI, promotions shall be based on the CA and short assignment

## **1.2. Board Examinations**

- 1.2.1. The board examinations shall be convened as per the schedule provided by the BCSEA. The examinations shall be preponed (mid-November) and the BCSE, BHSEC and LCSC XII examinations will be held on alternate days
- 1.2.2. The board examinations for classes X and XII shall be conducted on the prioritized curriculum by complying with the safety protocols set by the Ministry of Health.
- 1.2.3. Practical examinations for relevant subjects shall not be conducted for class XII, as students do not have opportunity to get hands-on experience. Therefore, the theory papers for BHSEC science, accountancy and computer studies shall be assessed out of 100% weighting.
- 1.2.4. The project works intended for board examinations for relevant subjects shall not be conducted.
- 1.2.5. The SUPW grades for classes X and XII shall be based on classes IX and XI grades.
- 1.2.6. The assessment for AgFS (class X) which is 100% from schools shall be based on the marks obtained in class IX.
- 1.2.7. In absence of internal marks for class XII in AgFS, *Driglam* (LCSC) and *Luzhey & Nyencha* (LCSC) from schools, theory papers shall be assessed out of 100%.
- 1.2.8. For class X, teachers concerned shall keep a record of individual student's performance on their assignments/projects, which shall be used to generate marks for continuous assessment. These marks shall be submitted to BCSEA.
- 1.2.9. For Media Studies (class XII), teachers concerned shall keep a record of individual student's performance on their assignments/projects which should be used to generate marks for internal assessment. These marks shall be submitted to BCSEA.
- 1.2.10. Quarantine Board examinations shall be conducted in the centres identified by BCSEA in collaboration with *Dzongkhag* and *Thromde* Administration by complying with the safety protocols.



1.2.11. Marking workshop shall be conducted by BCSEA complying with the safety protocols set by the Ministry of Health.

## **2. Techniques and Tools**

The objectivity and reliability of the conduct of the Home Examinations and Board Examinations shall be guided by the following.

### **2.1. Home examinations**

2.1.1. Short assignments for all subjects in all classes in lieu of formal examinations shall be assigned and assessed. This shall be the basis for promotion.

2.1.2. Continuous assessment / internal marks for Home Examinations shall be based from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.

2.1.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

### **2.2. Board examinations**

2.2.1. Board examinations shall be conducted through paper and pencil test in a quarantined manner following the safety protocols set by the Ministry of Health.

2.2.2. Continuous assessment / internal marks for Board Examinations shall be based on records maintained using tools like rubrics, checklist, rating scale and other subject specific tools.

2.2.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

## **3. Reporting and Recording**

### **3.1. Home examinations**

3.1.1. Grading of subjects for classes PP to IX and XI by schools based on the CA and alternative summative examinations by short assignment

3.1.2. Progress report for students for classes PP to IX and XI shall be issued by schools.

### **3.2. Board examinations**

3.2.1. Schools shall generate and submit internal / CA marks to BCSEA

3.2.2. Grading for SUPW for classes X and XII based on classes IX and XI by schools.

3.2.3. Certification under the authority of BCSEA.

## C. MONITORING AND EVALUATION

### 1. Dzongkhag /Thromde Level

- 1.1. The respective CDEOs/CTEOs and school principals shall make necessary adjustment to ensure that online lessons and assessment and engagement of students and all students have access to educational services and opportunities.
- 1.2. Localise the implementation of EiE curriculum and program and activities by instituting Dzongkhag Level Professional Forum (DLPF) coordinated by Teacher Resource Centres (TRC) to provide educational services.
- 1.3. The DLPF shall monitor and make arrangement to provide necessary intervention on online lessons and assessment.
- 1.4. For classes X and XII, respective *Dzongkhags* and *Thromdes* to identify boarding schools to accommodate students as boarders including day scholars and deliver prioritized curriculum in a quarantined manner.
- 1.5. Board examinations shall be implemented for affected centres in the boarding schools identified by BCSEA in consultation with *Dzongkhags* / *Thromdes* in a quarantined mode.

### 2. Ministry of Education

- 2.1 Based on the evolving situation, the MoE shall formulate policy guidelines, advisory notes and directives for information and effective implementation of EiE curriculum, programs and activities.
- 2.2 Facilitate the development and dissemination of necessary inclusive EiE materials and resources for schools.
- 2.3 Explore and provide necessary interventions in making the educational services and opportunities accessible for all students with especial consideration for special needs students.
- 2.4 Convert video lessons to audio format for schools with SEN and other classes in relevant subjects.

### 3. Royal Education Council

- 3.1. Design and develop EiE curriculum materials appropriate for all including learners with special needs.
- 3.2. Design and disseminate appropriate assessment protocols for EiE curriculum and its implementation.
- 3.3. Provide necessary interventions on curriculum implementation in schools. Questions on video lessons and SIM shall be strengthened and enhanced to ensure comprehensive coverage of three domains of learning objectives.
- 3.4. For uniformity, it has been decided that:
  - i. If schools reopen before August, 2020, 65% of content will be prioritized for all classes.  
*Note: The annual instructional hours is 900, and the total remaining hours is about 550, which is nearly equivalent to 61.11%. Given that some forms of learning occurred in EiE Phase 1, it is rounded to 65%.*

- ii. Curriculum Developers for each subject shall identify the content areas are prioritized in consultation with BCSEA and subject teachers.

#### **4. Bhutan Council for School Examinations and Assessment**

- 4.1. Adapt or formulate Examination Rules and Regulations and protocols for EiE curriculum based on the evolving situation.
- 4.2. Make necessary adjustment and consideration to facilitate all students to participate in assessment and examinations.
- 4.3. Inform the schools regarding assessment modality and conduct of examination and evaluation. Timetable for conduct of board examinations (classes X and XII) based on the evolving situation 1 and 2 shall be shared to all stakeholders.
- 4.4. Validate and certify the results of Examinations of EiE curriculum.

#### **5. Parents/Guardians**

- 4.5. Guide children in engagement on EiE online programs and activities.
- 4.6. Facilitate children in completing the assessment tasks and activities.
- 4.7. Provide feedback on their children learning and the EiE curriculum materials and programs to the schools.

## CONTRIBUTORS

### 1. Royal Education Council (REC)

Sl.No.	Name of Official	Designation	Sl.No.	Name of Official	Designation
1	Mr. Kinga Dakpa	Director General - Advisor	16	Mr. Thukten Jamtsho	Curriculum Developer
2	Mr. Wangpo Tenzin	Dean - Facilitator	17	Mr. Sonam Tshering	Curriculum Developer
3	Mr. Bhoj Raj Rai	Curriculum Specialist	18	Mr. Dechen Wangdi	Curriculum Developer
4	Mr. Norbu Wangchuk	Curriculum Specialist	19	Dr. Sonam Chuki	Curriculum Developer
5	Mr. Dorji Tshewang	Curriculum Specialist	20	Mr. Amber Rai	Curriculum Developer
6	Mr. Tenzin Dorji	Curriculum Specialist	21	Mr. Sangay Tshering	Curriculum Developer
7	Mr. Kinley Namgyal	Curriculum Developer	22	Mr. Tashi Zangpo	Curriculum Developer
8	Mr. Dorji	Curriculum Developer	23	Mr. Ugyen Lhendup	Curriculum Developer
9	Mr. Karchung	Curriculum Developer	24	Dr. Dawa Gyaltsen	Curriculum Developer
10	Mr. Geewanath Sharma	Curriculum Developer	25	Mr. Wangchuk (BPU)	Curriculum Developer
11	Mr. Thinley	Curriculum Developer	26	Mr. Karma Tenzin	Training Developer
12	Mr. Karma Dorji	Curriculum Developer	27	Mrs. Chhimi Wangmo	Training Developer
13	Mr. Wangchuk	Curriculum Developer	28	Ms. Kinzang Peldon	ICT Associate
14	Mr. Phuntsho Norbu	Curriculum Developer	29	Ms. Pema Lhaden	Adm. Asst.
15	Mr. Tashi Dendup	Curriculum Developer			

### 2. Bhutan Council for School Examinations & Assessment (BCSEA)

Sl.No.	Name of Official	Designation
1.	Mr. Pema Wangdi	Subject Coordinator
2.	Mrs. Renuka Chettri	Subject Coordinator
3.	Mrs. Sapna Subba	Subject Coordinator
4.	Mrs. Sharda Rai	Subject Coordinator
5.	Mr. Sherab Gyeltshen	Subject Coordinator
6.	Mrs. Kencho Dem	Subject Coordinator
7.	Mrs. Dorji Dema	Subject Coordinator
8.	Mr. Karma Jigme Lepcha	Subject Coordinator
9.	Mr. Kinley Dorji	Subject Coordinator
10.	Mr. Shriman Gurung	Subject Coordinator
11.	Mr. Loden Chozin	Subject Coordinator

<b>3. Teacher Volunteers</b>			
<b>Sl. No.</b>	<b>Subject</b>	<b>Name of Teacher</b>	<b>School</b>
1	Accountancy	Chandra Bdr. Pradhan	Dechencholing HSS, Thimphu
2		Pema Yoezer	Babesa HSS, Thimphu
3		Jaya Kumar	Utpal Academy, Paro
4	AgFS	Ugyen Choden	Utpal Jr., Paro
5		Sonam Rinchen	Utpal Jr., Paro
6	Arts	Tashi Wangmo	Woochu LSS, Paro
7	Biology	Mahindra Timsina	Dechencholing HSS, Thimphu
8		Tshering Lham	Shari HSS, Paro
9		Tshering Choden	Drukgyel CS, Paro
10		Suraj Mishra	Utpal Academy, Paro
11	Chemistry	Tshering Zangmo	Shari HSS, Paro
12		Mohan Chhetri	Drukgyel CS, Paro
13	Commerce	Tshering Dema	Motithang HSS, Thimphu
14		Dawa Tshering	Motithang HSS, Thimphu
15		Tshering Chezom	Utpal Academy, Paro
16	Dzongkha (Pry)	Sonam Jamtsho	Khangkhu MSS, Paro
17		Sangay Choden	Khangkhu MSS, Paro
18		Rinchen Tshering	Utpal Jr., Paro
19	Dzongkha (Rigzhung)	Tashi Tenzin	Debsi HSS, Thimphu
20		Tashi Tshering	Tashidingkha HSS, Punakha
21	Dzongkha (Sec)	Choki Gyeltshen	Drukgyel CS, Paro
22		Yeshe Lodey	Drukgyel CS, Paro
23		Kumbu Dorji	Utpal Academy, Paro
24	Economics	Deki Wangmo	Motithang HSS, Thimphu
25		Deki	Drukgyel CS, Paro
26		Karma Lhadon	Utpal Academy, Paro
27		Bikash Biswa	Utpal Academy, Paro
28	English (Pry.)	Sonam Wangmo	Doteng LSS, Paro

29		Ugyen Dema	Lango MSS, Paro
30		Dema Lepcha	Lango MSS, Paro
31	English(Sec.)	Tshering Choden	Utpal Jr., Paro
32		Chinchu Lhamu	Utpal Academy, Paro
33		Kinley Wangmo	Utpal Academy, Paro
34	Environment Science	Tashi Yangzom	Khasadrapchu MSS, Thimphu
35		Ugyen Wangmo Tenzin	Motithang HSS, Thimphu
36	ECCD & SEN	Tshewang Choden	Changangkha MSS, Thimphu
37		Kuenga Chhoe gyel	Muenselling, Khaling
38		Dorji Wangdrup	Muenselling, Khaling
39	General Science	Tobgay	Wangbama CS, Thimphu
40	Geography	Karma	Shari HSS, Paro
41		Bhim Prasad Bhattarai	Karma Academy, Paro
42		Yogi Nidhi Gajmer	Utpal Academy, Paro
43	History	Thukten Tenzin	Chapcha MSS, Chukha
44		Sonam Zangmo	Wangbama CS, Thimphu
45		Sonam Penjor	Utpal Jr., Paro
46		Sonam Choden	Utpal Academy, Paro
47		Leingdron Tshomo	Utpal Academy, Paro
48	HPE	Jigme Tshewang	Woochu LSS, Paro
49		Zangmo	Wanakha CS, Paro
50		Pema Tshering	Gauphel LSS, Paro
51		Jigme Wangchuk	Drukgyel CS, Paro
52	IT	Joshna Rai	Utpal Academy, Paro
53	Maths (Pry)	Rinchen Wangmo	Phuntshopelri PS, Samtse
54		Karuna Pradhan	Utpal Jr., Paro
55		Dorji Wangmo	Utpal Jr., Paro
56		Bijai Kumar Rai	Utpal Jr., Paro
57	Maths (Sec)	Padam S. Mongar	Shari HSS, Paro
58		Sonam Choki	Shari HSS, Paro

59		Devi Charan Khatiwara	Shari HSS, Paro
60		Dadi Ram Adhikari	Utpal Academy, Paro
61		Kamal Gajmer	Utpal Academy, Paro
62	Physics	Sushmika Tamang	Motithang HSS, Thimphu
63		Phuntsho Choden	Dechencholing HSS, Thimphu
64		Sumitra Subba	Shari HSS, Paro
65	Social Studies	Norzang Wangmo	Khangkhu MSS, Paro
66		Bidhya Powdel Chhetri	Utpal Jr., Paro
67	Sign Language	Karma Tenzin	Wangsel Institute
68		Sushila Gurung	Wangsel Institute
69	Wangsel Institute	Thiney Dema	Wangsel Institute
70		Tshering Pem	Wangsel Institute
71		Thuji Wangmo	Wangsel Institute
72		Tshering Wangmo	Wangsel Institute
73		Pelden Wangchuk	Wangsel Institute
74		Dechen	Wangsel Institute
75		Norbu	Wangsel Institute
76		Dessang Dorji	Wangsel Institute
77		Rinchen Peldon	Wangsel Institute
78		Chencho Om	Wangsel Institute
79		Chencho Dem	Wangsel Institute
80		Lodey Gyeltshen	Wangsel Institute
81		Choki	Wangsel Institute
82		Dechen Tshering	Wangsel Institute
83		Kharka Bdr. Mongar	Wangsel Institute
84		Ms. Nidup	Wangsel Institute
85		Karma Tenzin	Wangsel Institute