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Education in Emergency

ADAPTED CURRICULUM

&

PRIORTIZED CURRICULUM

KEY STAGE 3: CLASS VII - VIII

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

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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 5th 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) advices 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 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
I	PP-III	Literacy & Numeracy	Dzongkha, English, Mathematics
II	IV-VI	Literacy & Numeracy	Dzongkha, English, Mathematics
III	VII-VIII	Theme Based	Dzongkha, English, Mathematics, General Science, Social Sciences
IV	IX-X	Theme Based	Dzongkha, English, Mathematics, Functional Science, Social Sciences
V	XI-XII	Theme Based	**Compulsory to all:** English, Dzongkha. **Science**: Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT **Commerce**: Accountancy, Commerce, B. Mathematics **Arts**: History, Geography, Economics, Media Studies, Rigzhung

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
		Science: Mathematics, Physics, Chemistry, Biology, Environmental Science, and ICT
		Commerce: Accountancy, Commerce, B. Mathematics, TVET, AgFS
		Arts: History, Geography, Economics, Media Studies, *Rigzhung*

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 the same time	Class PP – 9 & 11 Prioritized Curriculum	Regular class with safety and precautionary measures	Regular on prioritized 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	**Open**: Regular class with safety and precautionary measures **Closed**: (A) Cl 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 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: • Follow Ministry of Health's protocol and preventive measures. • Follow WASH advisory. • No mid-term examinations. • No trail examinations. • No co-curricular and extra-curricular activities.				

	• Mid-term break to be used as instructional days. • Use Saturdays to adjust instructional days. • Strengthen psychosocial support including help-centres.

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:

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

Therefore, the following mechanism may be implemented in earnest.

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

Central Level – MoE, REC, BCSEA:

a. 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 3: Classes VII – VIII

1. DZONGKHA

གནས་རིམ། Key stage	ལྷག་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན། Learning area	སློབ་སྟོན་ཐབས་ལམ། Strategy	ལས་རིམ་གྱི་འོས་འབབ། scope
གནས་རིམ་དངས། བློ་གསར་གསུམ་པ་ཚུན།	ཡི་གུའི་སྟོན་སྦྱང། གསལ་བྱེད་སྐུམ་ཐུ། དབྱངས་བཞི། མགོ་ཅན་འདོ་གས་ཅན། གྱངས་ཁ་ ༡༠༠ ཚུན་ ཞང་ཡིག་དང་ ཞང་ཡིག་ཡིག་གཟུགས་ནང་བྱི་ནི། ཉེ་འབེལ་མིང་ཚིག་འབྱི་ལྷག། སྦྱོར་གློག་ཚིག་སྡུད། རང་དང་ཚ་རོགས་ བཟའ་ཚང་དང་སློབ་གྲྭ་ གཡུས་དང་མཐའ་འཁོར་ཚུ་གི་སྐོར་ལས་ བཤད་པ་ཐུང་ཀུ་རེ་རྐྱབ་ནི། དཔེ་དེབ་ལྷག་ཐངས།	རྒྱང་བསྒྲགས་ཐོག་ལས་ སློབ་སྟོན་འབད་ནི། ཨམ་ཤེས་ཡོན་ཡོད་མི་ཚུ་ལུ་ ཞྭམ་ནང་ལྷབ་ནིའི་ མཁོ་ཆས་བཟོ་ཡོད་མི་ཚུ་བཀྲམ་ནི་དང་། སྟོན་ཚན་དང་འཁྱིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་བཀྲམ་སྟེ་ རངས་ཤའི་ཞ་ལོ་ཚུ་ལུ་ རྒྱབ་སྐྱོར་འབད་བཏུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཞྭམ་ལུ་རེ་ཅིན་ཏེ་ དེག་ཐོག་དང་དག་ཐོག་དབྱེ་ཞིབ་འབད་ནི། སྦྱོ་གྲྭའི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ཨབ་ལེན་འབད་དེ་ ཉན་ཐོག་ལས་ ཉེ་འབེལ་མིང་ཚིག་ལྷབ་བཏུག་ནི། WeChat, Facebook, YouTube, google ཚུ་གི་ཐོག་ལུ་ ཡི་གུའི་བཀལ་ཐངས། རྩོད་སྤྲ་ལ་སོགས་པའི་ མཐོང་ཐོས་མཁོ་ཆས་ ཐུང་ཀུ་རེ་བཟོ་སྟེ་བཀྲམ་ནི། ལྷག་དེབ་ལྷག་ཐངས་ཀྱི་དོ་ལེ་སྟོན་མཐོང་ཐོས་ཐོག་ལས་བཟོ་སྟེ་བཀྲམ་ནི། ཞྭམ་ནང་ ཡིག་བཟོའི་སྦྱོང་དེབ་ཀ་ལས་ང་ཚུན་ཡོད་མི་ཚུ་ལཀ་ལེན་འཐབ་སྟེ་ ཡིག་བཟོ་ལྷབ་བཏུག་ནི།'dzongkha	དབྱངས་གསལ་གྱི་ ཡིག་བཟོའི་ བཀའ་ཐངས་དང་རྩོད་སྤྲའི་སློབ་སྟོན། ཞང་ཡིག་དང་ ཡིག་གཟུགས་ཀྱི་ བཀའ་ཐངས་དང་རྩོད་སྤྲའི་སློབ་སྟོན། མིང་གཞི་ལུ་ སྟོན་རྩེས་ཀྱི་འཛུགས་ཚུལ་ཀྱི་སློབ་སྟོན། ཉེ་འབེལ་མིང་ཚིག་ལྷབ་སྦྱང་གི་སློབ་སྟོན། ལྷག་དེབ་ལྷག་ཐངས་ཚུ་གི་སྐོར་ སློབ་སྟོན་ཚུ་ འབད་དགོ་འདུག

		for kidsགྱི་མཐོང་མོས་མཁོ་ཆས་ཚུ་ ཨབ་ལེན་འབདཝ་དེ་ ལྟབ་བཙུག་ནི།	
གནས་རིམ།	**ལྟབ་སྟོན་འབདཝ་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།**	**སློབ་སྟོན་ཐབས་ལམ།**	**ལས་རིམ་གྱི་འོས་འབབ་**
གནས་རིམ་གཉིས་པ། བཞི་པ་ལས་དྲུག་པ།	**འབྲི་རྩོམ་**ལས་ འགྲེལ་བཤད་དང་ ལོ་རྒྱུས་འབྲི་རྩོམ་ཚུ་གཞི་བཞག་མོག་ལས་ འབྲི་ལྟག་ཉན་སྤྱབ་ཀྱི་སྤྱང་བ།	རྒྱུ་སྟོན་ཡིག་ཆ་ཚུ་ཀྱི་ལས་སྟོན་བྱེད་ཀྱི་ལས་སྟོན་བྱེད་ཀྱི། ཨམ་ལུ་ ཞ་ལེའི་ རྒྱབ་སྐྱོར་གྱི་ལས་སྟོན་བྱེད་ནི། སློབ་སྦྱོང་ལས་དོན་ ཨམ་ཚུ་ལུ་བཀྲམ་ནི། ཁྱིམ་ནང་ལྟག་ནི་དེ་ མཁོ་ཆས་ངོས་འཛིན་འབདཝ་དེ་ ལྟག་བཙུག་ནི། སློབ་དཔོན་ཚུ་ གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལུ་རེ་བྱེད་ནི། དྲྭ་བའི་ ལན་འཐོབ་ཐབས་ལུ་ ལྟག་དེབ་ལྟག་བཙུག་ནི། ཡིག་བཟོའི་ སྦྱོང་བ། WeChat, Facebook, YouTube, google ཚུ་གི་ཐོག་ལུ་ མཐོང་མོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་ བཀམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྡུད་འཕྲི་ཐངས་ དང་ལྟག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྦྱོང་བ་ཤེས་ ཐབས་ཀྱི་ མཐོང་མོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀམ་ཐོག་ལས་ ལྟབ་བཙུག་ནི་བཟུམ། ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་ འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ ངོས་སྤྲོད་དང་ ཞུན་རྣམ་དཔེ་ཚུ་གི་སྐོར་སློབ་སྟོན་འབད་ནི། ཡིག་སྦྱོང་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་ བཤད་ཀྱི་སློབ་སྟོན། ཡིག་འགྱུལ་གྱི་དོན་ཚན་གཅིག་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཞིབ་མས།
	སྟན་རྩོམ་ནང་ལས་ ཞབས་ཏོག་བཞག་གི་ འབྲི་ལྟག་ཉན་སློབ་ཀྱི་སྤྱང་བ།		
	སྡུད་དཀའ་རྙམ་ཆུང་ལས་ དངོས་སྡུང་དང་ འཚར་སྡུང་གཞི་བཞག་གི་ འབྲི་ལྟག་ཉན་སློབ་ཀྱི་ སྤྱང་བ།		
	ཡིག་སྦྱོང་ལས་ ལོག་ཡིག་མཐུག་ཡིག། ཚག་ཤད། མིང་ཚིག ལ་དོན་ཀྱི་ཐུད། མིང་ཚིག མིང་གི་ཁྲད་ཆོག།འབྱུང་ཁུངས། མིང་མཐའ། བྱ་ཆོག་ གི་ཆོག་ཐོགས། འབེལ་སྦྲ། སྐྱབ་ཆོག། དགག་ ཆོག། བྱ་བའི་ཁྲད་ཆོག། ཆོག་མཚམས། བརྗོད་ མཚམས། དོན་མཚམས་གཅད་ཐབས་ཚུ་གི་ལྟབ་ སྤྱང་འབད་དེ་ བྱི་ནིའི་རིག་རྩལ་ལྟབ་བཙུག་ནི།	
	ཡིག་འགྱུལ་ལས་ ཞུ་ཡིག་དང་ གཏང་ཡིག་གཞི་ བཞག་གི་འབྲི་ལྟག་སྤྱང་བ།		

གནས་རིམ།	ལྷག་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྟོན་ཐབས་ལམ།	ལས་རིམ་འོས་འབབ།
གནས་རིམ་གསུམ་པ། བདུན་པ་ལས་བརྒྱད་པ།	**འཕྲི་རྩོམ**་ནང་ལས་ འཛེལ་བཤད། ལོ་རྒྱུས། རྒྱུད་སྐུལ། འཚར་སྡུད་འཕྲི་རྩོམ་ཚུ་གི་ཐོག་ལས འབྲི་ལྷག་ཅན་སློབ་ཀྱི་སྦྱང་བ།	རྒྱུ་བསྡུགས་སློབ་སྟོན། ཨམ་ལུ་ ཞ་ལོའི་ རྒྱབ་སྐྱོར་གྱི་ལམ་སྟོན་བྱེད་ནི། སློབ་སྦྱོང་ལས་དོན་ ཨམ་ཚུ་ལུ་བཀྲམ་ནི། ཞྭམ་ནང་ལྷག་ནི་དེ་ ཚགས་འཛིན་འབད་དེ་ལྷག་བཙུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཞྭམ་ལུ་རེ་བྱེད་ནི། ཏྲི་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཙུག་ནི། ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྤྲ་བཀྲམ་ནི། དཔེར་ན། འཕྲི་རྩོམ་འབྲི་ཐངས། སྡུད་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་ཀྱའི་སྦྱོང་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྤྲ་བཀྲམ་ཐོག་ལས་ ལྷག་བཙུག་ནི་བརྟག། ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ དོ་སྣོད་དང་ཁྲད་རྣམ་དང་ཡོ་ཚུ་གི་མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྤྲ་སྟོན་ནི། ཡིག་སྒྱོང་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སྣོད་སྟོན། ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་སྣོད་སྟོན་ཚུ་འབད་དགོ་ནི་ཞིན་མས།
	སྐྱན་རྩོམ་ནང་ལས་ ཞབས་ཁྲ་དང་ ཏྲོ་ཟེ། རྩང་མེ། དཔྱེ་གཏམ། ཁ་བཤད། གསལ་བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་སྦྱང་བ།		
	སྡུད་དཀའ་རྙམ་རྒྱུ་ལས་ དངོས་སྡུང་དང་ འཚར་སྡུང་གི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཅན་སློབ་ཀྱི་སྦྱང་བ།		
	ཡིག་སྒྱོང་དོན་ཚན་ཚུ་ལས་ སྟོན་རྩེས་ཡང་འཇུག་གི་ངོས་འཛིན་དང་ བརྡ་བཤད་ཀྱི་རིགས། ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས། འབྲེལ་སྦྲ། མིང་གི་ཁྱད་ཆོག དང་སྦྲ། ད་སྦྲ། ཕྱིད་སྦྲ། ལྷག་བཅས། འབྲེལ་ཆོག མིང་དང་བྱ་ཆོག ལུ་ཞེ་ས་སྦྱང་བ། བྱ་ཆོག་དུས་གསུམ་ཡིག་སྟེབས། བརྗོད་པའི་དབྱེ་བ། དེ་སྦྲ་ནི་སྦྲ། ཆུན་སྤྲུད། བསྡུ་ཡིག ཀྱི་སྦྲ། གང་ཟག་དང་ད་དང་གཉིས་པའི་ངོས་འཛིན། མིང་ཚིག་བརྗོད་པའི་རྣམ་གཞག་གི་		

	དོན་ཚན་ཚུ་ གཞི་བཞག་ཐོག་ལས་ བྱེ་ནེའི་སྒྲུང་བ།		
	ཡིག་འགྲུལ་དོན་ཚན་ཚུ་ལས་ ཞུ་ཡིག་དང་ གཏང་ཡིག་བྱེ་ནེའི་སྒྲུང་བ།		
གནས་རིམ།	**ལྟབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།**	**སློབ་སྟོན་ཐབས་ལམ།**	**ལས་རིམ་འོས་འབབ།**
གནས་རིམ་བཞི་པ། དགུ་པ་དང་བཅུ་པ།	**འབྱི་རྩོམ་**ཚུ་ལས་ འགྲེལ་བཤད་དང་ ལོ་རྒྱུས། རྒྱུད་སྐུལ། འཆར་སྡུད་འབྱི་རྩོམ་ཚུ་གི་ཐོག་ལས་ འབྱི་ལྟག་ཅན་སློབ་ཀྱི་སྒྲུང་བ།	རྒྱང་བསྒྲགས་སློབ་སྟོན། ཤེས་ཡོན་ཅན་གྱི་ཕམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་ལས་དོན་ཚུ་ ཕམ་ཚུ་ལུ་བཤད་ཀྱིན་ཏེ་ རྒྱུ་སྐྱོར་འབད་བཅུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འཛིལ་ཐོག་ལས་ ཞིམ་ལྟ་རེ་བྱེན་ནི། རྒྱུ་ལ་སྡས་ལག་ལེན་གྱི་ སློབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་ བཟོ་སྟེ་ སྟོན་ནི། རྒྱབ་རྟེན་དཔེ་དེབ་ གང་མང་ ཡོངས་འཛིལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་བཟོ་ནི། ཞིམ་ནང་སྐྱག་ནིའི་ དོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ སྐྱག་བཅུག་ནི། ཏུ་བ་བཀོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ སྐྱག་དེབ་སྐྱག་ བཅུག་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ ཁྱད་རྣམ་དཔེ་ཚུ་གི་སྐོར་སློབ་སྟོན་འབད་ནི། ཡིག་སྒྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་ བཤད་ཀྱི་སློབ་སྟོན། ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྱི་ཐངས་ཀྱི་སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཞིན་མས།	
	སྐྱན་རྩོམ་ལས་ ཞབས་ཁ་དང་ བློ་ཟེ། བསྒབ་བྱ། རྩང་མེ། དཔྱེ་གཏམ། ཁ་བཤད། གསལ་བཤད་ གཞི་བཞག་གི་ འབྱི་ལྟག་ཅན་སློབ་ཀྱི་སྒྲུང་བ།		
	སྒྲུབ། དངོས་སྒྲུབ། འཆར་སྒྲུང་གི་ རྩོམ་རིག་ གཞི་བཞག་ཐོག་ལས་ འབྱི་ལྟག་ཅན་སློབ་ཀྱི་སྒྲུང་བ།		
	རྒྱལ་སྤས་ལག་ལེན་གྱི་དོན་ཚན་ཐོག་ལས་ རྒྱལ་སྤས་རྣམས་ཀྱི་ལག་ལེན་སོ་བདུན་ལུ་ གཞི་བཞག་ཐོག་ལས་ ནང་པའི་ཆོས་ཀྱི་བརྩེ་མཐོང་དང་ ཆོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ ལྟབ་སྒྲུང་འབད་ནི།		

	ཡིག་སྒྱུར་གྱི་དོན་ཚན་ཚུ་ལས་ ཆོག་མཚམས་བརྗོད་མཚམས། དོན་མཚམས། འབྲེལ་ཆོག། དཔྱ། འབྲེལ་ཆོག བརྗོད་པའི་དབྱེ་བ། སྐད་ཡིག་ངོས་སྲོལ། ཅེད་མེད་ལས་ཆོག་དང་སྦྱོན་ཆོག། ནི་སྐྱ། ན་དང་ཅིན་གྱི་སྐྱ། རྣམ་དབྱེ་བརྒྱད། འདི་ཆོག སྐད་ཡིག་གི་དགོས་པ་དང་ཚན་ཐོགས། བདག་སྐྱ། ཅི་དང་ཡི་གི་ཆོག་ཕྱད། མིང་ཆོག་བརྗོད་པའི་རྣམ་གཞག་གི་ དོན་ཚན་གཞི་བཞག་ཐོག་ལས་ བྱ་ནིའི་སྤྱང་བ།	ཡིག་བཟོའི་སྒྲོང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྡུད་འབྲི་ཐངས་དང་ལྡོག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྒྲོང་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཙུག་ནི་བརྒྱམ། ཡོངས་འབྲེལ་ཐོག་ལས་ དག་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་ འབད་དེ་ དཔྱེ་ཞིབ་འབད་ནི།	
	ཡིག་འགྱུལ་ཚུ་ལས་ ཞུ་ཡིག། གཏང་ཡིག། བཀའ་རྒྱ། ཁྲབ་བསྒྲགས། སྐྱན་ཞུ། སྐྱན་གསོལ། ཟིན་བྲིས། ལས་རིམ། གློས་གཞི། གློས་ཆོད། ཞུ་ཡིག། བཤེར་ཡིག། དག་བརྗོད། འབའ་གན་རྒྱ་ཚུ་ གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྒྲུབ་ཀྱི་ སྤྱང་བ།		
གནས་རིམ།	**ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།**	**སྒྲོབ་སྟོན་ཐབས་ལམ།**	**འོས་འབབ།**
གནས་རིམ་ལྔ་པ། ༡༡ པ་དང་༡༢ པ།	**འབྲི་རྩོམ་**ཚུ་ལས་ རྩོད་གླེང་དང་ རྒྱས་བཤད་ འབྲི་རྩོམ་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སྒྲུབ་ཀྱི་ སྤྱང་བ།	**རྒྱང་བསྒྲགས་སྒྲོབ་སྟོན།** རྒྱལ་སྡས་ལག་ལེན་ཀྱི་ སྒྲོབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་ སྟེ་སྟོན་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ དོ་སྒྲོད་དང་ ཞུན་རྣམ་དུས་ཚུ་གི་སྐོར་སྒྲོབ་སྟོན།

	སྐྱན་རྩོམ་ཚུ་ལས་ ཞབས་ཁ། བློ་རེ། རྩངམ་ལྟ་གཏམ། ཁ་བཤད། གསལ་བཤད་ལ་སོགས་པའི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྤྱོད་ཀྱི་སྦྱང་བ།	ཞིམ་ནང་ལྷག་ནི་ དོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབདཝ་ད་ ལྷག་བཙུག་ནི།	ཡིག་སྦྱོང་གི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན།
	སྦྱང་བ། དངོས་སྤྱད་ འཆར་སྤྱངཔ་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སློབ་ཀྱི་སྦྱང་བ།	རྒྱ་ཐོག་དེ་ དེའི་ཐན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཙུག་ནི།	ཡིག་འགྲུལ་གྱི་ དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐུགཔ་ཚུ་ལས་ འབྲི་ལྷག་ཉན་སྤྱོད་ཀྱི་སྦྱང་བ།
	བཤེས་སྤྲིངས་ཐོག་ལས་ ནང་པའི་ཚོས་ཀྱི་བརྩི་ མཐོང་དང་ ཚོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ལྷབ་ སྦྱངཝད་ནི།	ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་ བཀྲམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྡུར་འབྲི་ཐངས་ དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས།	
	ཡིག་སྦྱོང་ཀྱི་དོན་ཚན་ཚུ་ལས་ བྱ་ཚིག་དུས་གསུམ་ཀྱི་ཡིག་སྟེབ། རྣམ་དབྱེ་བརྒྱད་ཀྱི་དབྱེ་བ། སྐད་ཡིག་གི་འབྱུང་ཁུངས། སྐུར་བསྡུ། ཚོས་སྐད་དང་རྗོངཁའི་རྗོད་སྦྲུ་དང་ཡིག་སྟེབ་ཁག་པར། རྗོད་སྦྲུ་སྡོགས་མཚུངས་ཡིག་སྟེབ་ཁག་པར། བདག་གཞན་དུས་གསུམ། བྱ་བྱེད་ལས་གསུམ། ཡི་གུ་མོ་མེའི་དབྱེ་བཤད། སྐད་ཡིག་གི་ཁྱད་རྣམ་དང་སྐྱབ་ཚུལ། མཚུངས་གསལ། ཐེ་ཚོམ། མིང་ཚིག་བརྗོད་པའི་རྣམ་གཞག། ཚོས་སྐད་དང་རྗོངཁའི་ ཕྲད་རྣམ་དབྱེ་ཚུ་གི་ཐོག་ལས་ བྱི་ནེའི་རིག་རྩལ་ འཐོབ་ཐབས་ཀྱི་སྦྱང་བ།	ཤེས་ཡོན་ཅན་ཀྱི་ ཐམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་ ཐམ་ཚུ་ལུ་བཤད་བྱེན་ཏེ་ རྒྱབ་སྐྱོར་ འབདཝ་བཙུག་ནི།	
		ཡོངས་འབྲེལ་ཐོག་ལས་ དཀའ་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་ འབདཝ་དེ་ དབྱེ་ཞིབ་འབདཝ་ནི།	

	ཡིག་འགྲུལ་གྱི་དོན་ཚན་ཚུ་ལས་ ཞུ་ཡིག། གཏང་ཡིག། འཕྲིན་ཡིག། སྐན་ཞུ། སྐན་གསོལ། གོས་གཞི། གོས་ཆོད། ཞུ་ཡིག། བཤེར་ཡིག། ངག་བརྗོད། འབའ་གཅིག་རྒྱ་ཚུ་ བེ་ནེའེ་སྒྲུང་བ།		
ལྷབ་སྒྲུང་འབད་ཐངས་དང་ དཔྱེ་ཁེབ་ཐབས་ལམ།	བློ་གསར་ལས་ ༡༩ཡ་ཚུན་གྱི་སློབ་ཕྲུག་ཚུ་གིས་ རྩོང་ཁ་ཐོན་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱབ་མཐོ་དང་ཐབས་ཀྱི་ཐོག་ལས་ ཡོངས་འཛོལ་ འགྲུལ་འཕྲིན་ སློག་རིག་མཁོ་ཆས་ཚུ་གི་ཐོག་ལས་དང་ རང་གིས་འབད་ སྤྱི་བ་བསྡུད་དེ་ལྷབ་དགོས་དང། རང་གི་ཨམ་དང་སྤུན་ཆ་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོས་ཤེན། དེ་སྦེ་ལྷབ་སྒྲུང་འབད་ཚར་བའི་ཤུལ་ལུ་ དཔྱེ་ཁེབ་འབད་ཐབས་དེ་ཡང་ རང་ཉིད་དཔྱེ་ཁེབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྟོན་ཏེ་ ཤེས་མ་ཤེས་དཔྱེ་ཁེབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྟོན་ནི་དང། མཐའ་མཇུག་གི་ཚོས་རྒྱུགས་དེ་ཡང་ ལས་འགུལ་དང་ འབྲེལ་ཡོད་ ཡང་ཡོངས་འཛོལ་google ཚུ་གི་ཐོག་ལས་ དུས་ཐོག་ལུ་ ཚོས་རྒྱུགས་ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་གི་ཐོག་ལས་ དཔྱེ་ཁེབ་འབད་ནི་བེན།	

2. ENGLISH

Key Stages	Learning Areas	Strategies	Remarks/Scope
Key Stage I (PP- III)	Literacy Skills – Phonemic awareness - Alphabet sounds - Blending and segmenting	**Use SSP package** 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 -Book reviews -Summaries -Folk-tales	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

		write. They should submit at least one complete written work every month for comments and feedback. (Writing Portfolio)	guide and comment on the 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 *The Merchant of Venice* provided by the REC during the orientation workshop to develop lessons. Ask students to answer the questions given in the package.	The teacher may design additional questions on the Merchant of Venice and other texts.

		-Prepare a schedule for students to read a certain portion weekly/fortnightly. - 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	• Representing Numbers • Counting and identifying set to five and numeral writing from 1-1000 • Use place value chart • Meaning of subtraction and addition • Division as repeated subtraction • Adding and Subtracting 2-digit numbers using various ways • Using varieties of strategies to add • Calculating change
	Sorting and Patterns	BBS1 & BBS2	• Describing object • Describing repeating number pattern • Creating pattern • Apply patterns to problem based on number, geometry and measurement.
	Measurement	BBS1 & BBS2	• Measuring and Comparing with non-standard and standard units • Introducing and measuring length, volume, and capacity • Days, weeks, months and seasons
	Geometry	BBS1 & BBS2	• Identifying, describing and comparing 3-D shape • Identifying, describing and comparing 2-D shape • Name and explore geometric shapes according to attributes • Polygon, combining polygon
	Data Management and Probability	BBS1 & BBS2	• Collecting and organizing data • Interpreting and Creating bar graph with scale • Using probability language
Key Stage II (IV-VI)	Numbers and Operations	BBS1 & BBS2	• Place Value: whole numbers to 5 and 7 digits • Compare & Order Whole Numbers to 5-digits • Mixed Numbers: modeling, use division meaning to change an improper fraction to a mixed number • Renaming: simple fractions to decimals • Ratio: part to part, part to whole • Integers: negative and positive • Addition & Subtraction: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation

			• Multiplication & Division: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation) and as well using various strategies. • Multiplication Properties and Facts • Addition & Subtraction: simple fractions with common denominators • Addition & Subtraction: simple fractions - various denominators **Assessment:** Assign through Google Classroom Solve question assigned and submit response
	Sorting and patterning	BBS1 & BBS2	• Open Sentences: patterns in addition, subtraction, multiplication & division • Computation patterns □, ÷: how a change in either factor affects the computation • Whole Numbers & Decimals: relationship in computation • Equivalent Fractions: multiplicative relationship • Equivalent Ratios: change in one term affects the other term • Area/Perimeter: changing rectangle dimensions • SI Measurement: pattern in changing units • Volume Patterns: explore
	Measurement	BBS1 & BBS2	• Estimate and measure in mm, cm, dm, m, km • Volume: estimate & measure • Volume & Capacity: solve simple problems • Volume & Capacity: relationships • Area: estimate & measure (square cm - symbols) • Constant Area - Different Perimeters • Area: irregular shapes - estimate & measure • Area (of a Triangle): relate to area of a parallelogram • Perimeter: polygons • Perimeter & Area: rectangles & squares • Angles: (meaning) amount of turn • Angles: estimate, measure and draw
	Geometry	BBS1 & BBS2	• Orthographic Drawings: make and interpret shapes • Quadrilaterals: sort by properties & make generalizations (concretely) • Cross Sections: 3-D shapes (cones, cylinders, prisms, pyramids) • Quadrilaterals: sort by attributes • Prisms, Pyramids, Cones, Cylinders • Nets: draw for rectangular prisms & cubes

			• Slides, Flips, turns (half, quarter): predict & confirm results for 2-D shape • Translations & Reflections: generalize & apply • Rotations: 1/4, 1/2, 3/4 turns: predict & investigate • Reflective Symmetry: generalize for properties of various quadrilaterals • Rotational Symmetry properties: squares & rectangles • Planes of Symmetry: 3-D shapes • Perpendicular lines / segments • Bisectors: of angle, segments • Congruence: polygons • Similarity: name, describe & represent **Assessment**: Assign through Google Classroom. Solve question assigned and submit response.
	Data Management and Probability	BBS1 & BBS2	• Collect, Organize & Describe Data: real world issues • Evaluate Data: choose appropriate samples • Bar & Double Bar Graphs: construct and interpret • Mean, Median, Mode: concepts • Simple Outcomes: more / less likely • Predict Probability: near 0, near 1, near ½ • Describe Probability • Theoretical Probability: determine • Ex Experiments: predict & record results (concrete materials) **Assessment**: Assign through Google Classroom. Solve question assigned and submit response.
	Data Management and Probability	BBS1 & BBS2	• Collect, Organize & Describe Data: real world issues • Evaluate Data: choose appropriate samples • Bar & Double Bar Graphs: construct and interpret • Mean, Median, Mode: concepts • Simple Outcomes: more / less likely • Predict Probability: near 0, near 1, near ½ • Describe Probability • Theoretical Probability: determine • Ex Experiments: predict & record results (concrete materials)
Key Stage III (VII –VIII)	**Numbers and Operations**	BBS1 and BBS 2	• Positive and negative exponents • Problems related to proportions

			• Problems related to percent • Problem related to mark up, SI and commission. • Problems related to square root • Multiplying and dividing integers • Adding and subtracting fractions • Multiplying and dividing fractions • Operation with rational numbers
	Geometry and Measurement		• Pythagoras theorem and its application in measurement and geometry • Area of a circle and associated problems • Tangrams and making rectangle/square/right-angled triangle using 3, 4, 5 and 7 shapes • Volume and Surface Area of a Rectangular Prism • Isometric Drawings and Orthographic Drawings • Transformations - Dilatations • and Combining Transformations
	Data Management and Probability	BBS 1 and BBS 2	• Difference between theoretical and experimental probability • Random sampling • Complementary events and simulation • Representing data using circle graphs, box and whisker plots • Scatter plots to express relation between two variables **Assessment**: Assign through Google Classroom. Solve question assigned and submit response.
	Patterns and Algebra		• Solving Linear Equations • Describing relationship • Linear Polynomial **Assessment**: Assign through Google Classroom. Solve question assigned and submit response.
Key Stage IV (IX- X)	**Numbers and Operations**	BBS1 and BBS 2	***Matrices*** • Concept of Matrix • Adding, Subtracting Matrices and Multiplying Matrices ***Networks*** • Concept of networks • Solving network problems

			Financial Mathematics • Making purchasing decisions • Simple and compound interest • Taxation
	Geometry and Measurement		***Symmetry*** • 2-D and 3-D Reflectional Symmetry ***Constructions*** • Perpendiculars and Bisectors • Medians and Altitudes ***Efficient design*** • 2-D Efficiency and 3-D Efficiency ***Defining Trigonometric Ratios*** • The Sine, Cosine, and Tangent Ratios • Trigonometric Identities ***Applying Trigonometric Ratios*** • Calculating Side Lengths and Angles • Angles of Elevation and Angles of Depression • Areas of Polygon
	Data Management and Probability	BBS 1 and BBS 2	***Data Involving One Variable*** • Histograms and Stem and Leaf Plots • Histograms and Box and Whisker Plots • Data Distribution ***Data Involving Two Variables*** • Correlation and Lines of Best Fit • Non-Linear Data and Curves of Best Fit ***Probability*** • Dependent and Independent Events • Calculating Probabilities
	Patterns and Algebra		***Linear Functions and Relations*** • Linear Functions • Applications of Linear Functions • Graphs of Linear Inequalities • Solving Systems of Linear Equations using comparison, substitution and elimination strategies ***Graphing Functions*** • Graphs of Quadratic Functions in • Transforming Quadratic Function Graphs

			Solving Non- Linear Equations • Solving Quadratic Equations by Factoring
Key Stage V (XI – XII)	**Algebra**	BBS1 and BBS 2	***Binomial Theorem*** • Binomial expansion for positive integral indices; use of Pascal's triangle; and the binomial theorem, • i.e. (x + y)n = nC0xn + nC1xn-1y + … + nCnyn • Binomial theorem for the expansion of binomial expressions having negative or fractional indices ***Remainder and Factor Theorem*** • Meaning of Rational Integral Function • Remainder Theorem and Factor Theorem ***Quadratic Equations and Functions*** • Solution of Quadratic equations by factorization and use of their graphs/sketches, and formula method • Nature of roots – real, complex roots, equal roots • Sum and Product of roots • Forming quadratic equations with given roots and related data ***Determinants of order 2 and 3*** • Minors and Co-factors of a determinant • Expansion of a determinant • Properties of a determinant and their use in the evaluation of a determinant • Product of determinants (without proof); • Conditions for consistency of 3 equations in two variables • Solution of simultaneous equations in 2 or 3 variables using Cramer's rule ***Matrices of order m x n, where m, n≤3*** • Types of Matrices • Operations: Addition/Subtraction (Compatibility); Multiplication by a scalar; Multiplication of two matrices (Compatibility) • Adjoint and inverse of a matrix • Application of Matrix multiplication • Use of matrices to solve simultaneous linear equations in 2 or 3 unknowns **Assessment:** • Students can submit pictures of completed tasks through social media

			platforms such as telegram/whatsapp etc and/or google classroom • They can make models and submit/reach to a designated place so that teachers can collect and assess
	Trigonometry		**Angles and Arc lengths** • Angles: Convention of signs of angles; Magnitude of an angle; • Measures of angles; Circular measures • The relation S = rθ, where θ is in radians; Relation between radians and degrees • Arc length and area of a sector of a circle **Trigonometric Functions** • Trigonometric ratios; Relationship between trigonometric ratios • Proving simple trigonometric identities • Signs and limits of trigonometric ratios • Trigonometric ratios of standard angles and allied angles • Periods of trigonometric functions • Graphs of simple trigonometric functions (only sketches) • Practical problems based on angle of elevation and depression • (in 2 - D) **Properties of Triangles** • Sine Rule (including ambiguous case for triangles) and Cosine Rule • Projection formula • Napier's Formula for the area of a triangle (Proof and use) **Compound and Multiple Angles** • Addition and Subtraction formulas: Sin (A ± B); Cos (A ± B); Tan (A ± B); Tan (A + B + C), etc • Double angle, triple angle, half angle and one third angle formula as special cases • Sums and differences as products: e.g $Sin\ C + Sin\ D = 2\ Sin\ \frac{(C+D)}{2} Cos \frac{(C-D)}{2}$ • Product to sums or differences: e.g. 2 SinA CosB = Sin (A + B) + Sin (A - B) etc • Conditional identities (involving angles of triangles) **Inverse Trigonometric functions** • Meaning of inverse trigonometric functions ($Sin^{-1}x$, $Cos^{-1}x$, $Tan^{-1}x$, $Cot^{-1}x$, $Cosec^{-1}x$, $Sec^{-1}x$) • Principal values (use of graphs in explanation)

			• Properties of inverse trigonometric functions (without proof) **Assessment:** They can make models and submit/reach to a designated place so that teachers can collect and assess
Key Stage V (XI – XII)	**Calculus**	BBS1 and BBS 2	***Functions*** • Concept of real valued functions; Domain and Range; • Classification of functions; Inverse functions; • Sketch of graphs of exponential functions, logarithmic functions, step functions, and simple trigonometric functions like Sinx, Cosx, and Tanx ***Limits and Continuity*** • Notion and meaning of limits; • Fundamental theorems on limits; • Limits of algebraic and trigonometric functions • Continuity of a function at a point x = a, and continuity of a function in a range ***Differentiation*** • Meaning and geometrical interpretation of derivatives; • Differentiation from first principle; • Derivative of simple algebraic and trigonometric functions and their formulae; • Derivative of sums, differences, products and quotients of functions; • Derivatives of trigonometric, logarithmic, and exponential functions • Derivatives of composite, absolute value, implicit and parametric functions • Interchange of independent and dependent variables • Differentiating function with respect to another function • Logarithmic differentiation • Successive differentiation up to 2nd order • Maxima and Minima and application of maxima and minima to practical problems • Application of derivatives: Equation of tangent and normal; Approximation; Rate measure; • Derivatives of inverse trigonometric functions reducible to simple form by substitution ***Integration*** • Indefinite integral: integration as the inverse of differentiation; • Anti-derivatives of polynomials and functions like $(ax + b)^n$, Sin(x),

		BBS1 and BBS 2	Cos(x), Sec2(x), Cosec2(x) • Integration by simple substitution for simple polynomial functions and simple trigonometric functions • Standard method of integration of 1/x, e^x, Tan x, Cot x, Sec x, Cosec x, $(ax + b)^n$, where n∈Q • Integration using substitution, using partial fractions and by parts • Integrals of the type Sin2x dx, Sin3x dx, Cos2x dx, Cos3x dx, $f'(x)[f(x)]^n$ dx • Definite integral as a limit of sum • Properties of Definite Integrals • Application of definite integrals - area of a curve included between x or y axis, volume of revolution about the x-axis or y-axis or about a line ***Differential Equations*** • Meaning. Order and Degree of differential equation; • Solution of differential equation of 1st order and 1st degree • Variable separable • Homogenous equations and equations reducible to homogenous form; $\frac{dy}{dx} + Py = Q$, where P and Q are functions of x only • Solution of differential equations of second order $\frac{d^2y}{dx^2} = f(x)$ **Assessment:** • Students can submit pictures of completed tasks through social media platforms such as telegram/whatsapp etc and/or google classroom • They can make models and submit/reach to a designated place so that teachers can collect and assess
Key Stage V (XI – XII)		BBS1 and BBS 2	**Points and their coordinates in 2-Dimensions** • Cartesian system of coordinates • Distance formula, Section formula • Centroid of a triangle, In-center of a triangle • Area of a triangle using its three vertices, Area of a quadrilateral • Slope or gradient of a line • Angle between two lines • Conditions of perpendicularity and parallelism of two lines **The Straight line** • Various forms of equation of lines: point slope form; two points form; intercept form; perpendicular/normal form;

	Co-ordinate Geometry	BBS1 and BBS 2	• general equation of a line; slope/gradient; • distance of a point from a line; distance between parallel lines; • Angles between two lines; • equations of lines bisecting the angle between the lines; Identical Lines • Family of lines: • Lines parallel to ax + by + c = 0 are of the form ay + bx + k = 0; • Lines perpendicular to ax + by + c = 0 are of the form ay - bx + k = 0; • Any line through the intersection of two lines L1 and L2 is of the form L1 + KL2 = 0, where K ∈ R **Pairs of Straight Lines** • General equation of a family of lines passing through the intersection of two lines L1 and L2: L1 + kL2 = 0, k∈R; finding k using additional condition • General equation of second degree in x and y representing a pair of lines • Conditions for general second degree equation to represent a pair of straight lines; Conditions for two lines to be perpendicular or parallel • Point of intersection and angle between two lines represented by a second degree equation in x and y • Equation of the bisector of the angle between a pair of given straight lines **Conics** • As a section of a cone • Definition and understanding of Foci, Directrix, Latus Rectum • Recognition of Equation of a Circle, Parabola, Ellipse and Hyperbola in standard form • Finding the equation for a conic when focus, directrix, and eccentricity or related data are given • Finding basic information like foci, directrix, etc from a given equation. **Equations of Circles** • Equation of a circle in: Standard form; diameter form; general form; parametric form • Find the centre and the radius of a circle from given equation • Finding the equation of a circle, given 3 non-collinear points; and given other sufficient data **Theorems on Circles** • Theorems on chords of a circle • Theorems on arcs and angles • Theorems on angles in alternate segment

			• Theorems on congruent arc and chords • Theorems on tangent lines and circles **Points and their co-ordinates in 3-Dimensions** • Distance between two points; Section and mid-point formulas; • Direction cosines and direction ratios of a line; • Angle between two lines; • Conditions for lines to be parallel or perpendicular **Plane** • General equation of a plane, as ax + by + c = 0, where a, b, c are direction ratios of the normal to the plane • Equation of a plane: One-point form; Normal form; Intercept form • Distance of a point from a plane • Angle between two planes, and angle between a line and a plane • Equation of a plane though the intersection of two planes • Finding the equation of a plane given a point and direction cosine/ratios of the normal and other sufficient data **Assessment:** • Students can submit pictures of completed tasks through social media platforms such as telegram/WhatsApp etc. and/or google classroom • They can make models and submit/reach to a designated place so that teachers can collect and assess
Key Stage V (XI – XII)	**Data management and probability**	BBS1 and BBS 2	**Measures of Central Tendency** • Mean, Median, Mode; finding by direct methods, formulas, and graphs **Dispersion** • Range: Quartiles, inter quartiles • Standard deviation - by direct method, short cut method and step deviation method; the meaning of Standard deviation should be emphasized **Measures of dispersion** • Meaning of dispersion; quartile deviation; standard deviation, coefficient of variation; Mean deviation from the mean or median • Combined mean and standard deviation of two groups only **Correlations** • Definition and meaning of correlations coefficient • Use of scatter diagram and Line of best fit • Calculation of coefficient of correlation by Karl Pearson's method for ungroup data • Calculation of rank correlation coefficient by Spearman's method, for both repeating and non-repeating data

			• Calculation of regression coefficient and the two lines of regression by the method of least squares; use of lines of regression for prediction **Probability** • Random experiment and their outcomes • Events: sure events, impossible events, mutually exclusive events, independent and dependent events • Definition of probability of an event • Laws of probability: addition and multiplication laws; conditional probability. **Assessment:** Students can submit pictures of completed tasks through social media platforms such as telegram/WhatsApp etc. and/or google classroom They can make models and submit/reach to a designated place so that teachers can collect and assess

4. SCIENCE

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

Key Stage	Topics/Theme	Pedagogy/Strategies/Tools	Remark/Scope
3 (VII-VIII)	**Life Processes**	**BBS-I and BBS- II** ✓ Use webinar session (Zoom app). ✓ Conduct live teaching through the zoom app. ✓ Record lesson through the feature available in Zoom app. ✓ Share the video through other social media (WhatsApp, WeChat, YouTube that students are accessible). **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Cell, tissues, organs, organ system and organism • Process and parts of digestive system. • Respiratory organs, process of breathing and respiration • Photosynthesis, factors affecting photosynthesis • Asexual and sexual reproduction in plants and animals.
	Materials and their Properties	**BBS-I and BBS- II** **Strategies:** ✓ Interactive Lecturing ✓ Cooperative learning ✓ Peer teaching ✓ Blended learning ✓ Mobile learning ✓ Ubiquitous learning ✓ Collaborative work through google drive, google classroom, slack etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Elements of atomic numbers from 1 to 30 with names and symbols, metals and non-metals. • Atomic structure, mass number, atomic number, isotopes and arrangement of atoms during chemical reaction. • Homogenous and heterogeneous mixture and their separation technique. • Acids and bases in the fruits and food items. • Reactions of metals and bases (including metal carbonates) with common acids (word equations and chemical equations.)
	Physical Processes	**BBS-I and BBS- II** Pedagogy and Strategies: ✓ Interactive Lecturing ✓ Cooperative learning ✓ Peer teaching	• Turning force, its application to levers and relate it to the working of simple machines • Relationship between force, area and pressure and its application in people's daily life

		✓ Collaborative work through google drive, google classroom, slack etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Density, relative density, and relate it to everyday life • Work, energy and power, and relationship between work, force and distance. • Current, voltage and resistance calculation using Ohm's Law, common electrostatic phenomena, direct current (d.c.) and alternating current (a.c.). • Formation of an image by spherical mirrors and lenses, prove that the white light is a composite light.
4 (IX-X)	**Life Process**	**BBS-I and BBS- II** ✓ Web-based ICT tool such as Phet, Virtual Lab, MyPhysicsLab, Physics Classroom ✓ Use webinar session (Zoom app). ✓ Conduct live teaching through the zoom app. ✓ Record lesson through the feature available in Zoom app. ✓ Share the video through other social media (WhatsApp, WeChat, YouTube that students are accessible). ✓ Maintain journal of lesson learnt. ✓ Use webinar session. ✓ Use Edcite database to assign the task and grade. ✓ Maintain journal. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Mitosis and meiosis. • Composition and functions of blood, structure and function of heart and blood vessels, structures and functions of the nervous system. • Insulin, adrenalin and sex hormones. • Functions of plant hormones in the c o n t r o l of plant's growth and development. • Structure and function of DNA. • Interdependence, adaptation, competition and predation the distribution and relative abundance of organisms in a habitat • Organisation interactions (Predation, Competition, Parasitism, Commensalism) • Levels of biodiversity and Importance of biodiversity • Concept and principles of Sustainable development
	Materials and their Properties	**BBS-I and BBS- II** Google classroom, video tutorial, WeChat, etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Boyle's Law, Charles' law and simple calculations based on the laws • Covalent bond, ionic bond and metallic bond • Alkane, alkene and alkyne • Carbon cycle and nitrogen cycle and their significance • Periodic table and periodicity
	Physical Processes	Pedagogy and Strategies: **BBS-I and BBS- II**	• Speed, velocity, acceleration, terminal velocity and laws of motion.

		✓ Interactive Lecturing ✓ Cooperative learning ✓ Peer teaching ✓ Collaborative work through google drive, google classroom, slack etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Principle of moments to solve problems involving forces acting in two dimensions. • Density of irregular solids by Archimedes' principle. • Application of Pascal law• • Work, power and the efficiency of a machine (simple calculation) • Ohm's Law and simple calculations. • Working of electric motor and generators • Current and flow of electrons • Electromagnetic spectrum, reflection, refraction and diffraction of electromagnetic spectrum.
5(XI and XII)	**Life Process**	**BBS-I and BBS- II** ✓ **Strategies:** ✓ Interactive Lecturing ✓ Cooperative learning ✓ Peer teaching ✓ Blended learning ✓ Mobile learning ✓ Ubiquitous learning ✓ Collaborative work through google drive, google classroom, slack etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Biomolecules (carbohydrates, proteins, fats, and DNA and RNA). • Structure of the mammalian heart; and explain the main substances transported by the circulatory system. • Antagonistic skeletal muscles on the joints and the sliding filament model of muscular contraction • Transmission of nerve impulse through myelinated neuron. • Negative and positive feedback mechanisms of hormonal action. • Structure and function of the mammalian brain and spinal cord. • Formation of urine in the kidney, including ultrafiltration in the renal capsule and selective re-absorption in the proximal convoluted tubule. • Immune response, the roles of the body's primary defense against pathogens • Photosynthesis as a process, in which, light energy is used to produce complex organic molecules in the two-stage process in the chloroplasts. • Semi-conservative mechanism of DNA replication and production of messenger RNA in transcription • Genetic mutation and its importance.

			• Role of mitosis and meiosis. • Process of fertilization to form embryo and the process of implantation. • Pollination and the mechanism to ensure the cross pollination, and describe the double fertilization and the structural changes which occur after fertilisation. • Solving the puzzles of monohybrid and dihybrid crosses, incomplete dominance, codominance and multiple alleles • Gene cloning via genetic engineering (fragments of DNA can be produced by the conversion of mRNA to cDNA, using reverse transcriptase) and PCR. • Process of carrying out genetic fingerprinting and its application. • 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, Biston betularia). • Factors that contribute to speciation and the differences between sympatric speciation and allopatric speciation. • Role of gene banks; impacts of unsustainable cropping practices, overgrazing, deforestation and intensive farming, including the use of fertilizers, and herbicides.
	Materials and their Properties	**BBS-I and BBS- II** Google classroom, video tutorial. WeChat, etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• s, p, d and f orbitals and block elements • Coordinate bonding • Shape of the molecules based on the concept of hybridisation • Electronegativity and Polar molecules • Homologous series and IUPAC nomenclature • Isomerism • Addition and substitution and with reference to alkanes, alkenes and alkynes • Oxidation of primary, secondary and tertiary alcohols • Substitution and elimination reactions in haloalkanes

			• Structure and nomenclature of aromatic compounds (benzene and their derivatives) • Electrophilic substitution reaction in aromatic compounds • Formaldehyde, acetaldehyde and benzaldehyde and their simple properties • Carboxylic acid, the derivatives of the acids and their simple properties • Amines and amino acids • First and second law of Thermodynamics , entropy and enthalpy • Collision Theory and factors affecting the rate of chemical reactions • Lechatlier 's principle with reference to chemical equilibrium • Ideal and non -ideal solution, vapour pressure and Raoult's law • Bronsted and Lowry concept of acid and base, strength of acid and base in terms of Ka and Kb, pH and buffer solution and the mechanism of buffer, • Redox reaction and electrochemical cells • Radioactive decay and half life • Importance of mass spectrometry and chromatography
	Physical Processes •	Strategies: **BBS-I and BBS- II** ✓ Interactive Lecturing ✓ Cooperative learning ✓ Peer teaching ✓ Collaborative work through google drive, google classroom, slack etc. **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• Resultant forces and components of two coplanar vectors by using a vector triangle • Derivation of kinematics equations for acceleration in a straight line • Basic concept of projectile motion • Newton's three laws of motion and relate to everyday phenomena, • Fluid resistance and surface tension in capillary tubes • Bernoulli's principle and Stoke's Law • Poisson's ratio for the expansion of materials under stress • Hooke's law and the force constant. • Equation of potential energy and kinetic energy to prove the law of conservation of energy. • Centripetal acceleration and centripetal force,

			• Equation v_{max} = (2rf) A for calculating the maximum speed of simple harmonic oscillator, total energy, kinetic energy and the potential energy of a system. • Mean translational kinetic energy of an atom of an ideal gas • Gravitational potential and the escape velocity of a body. • Coulomb's law and electrical charge. • Capacitors in series and in parallel circuits • Force on current conductor placed in a magnetic field • Magnetic flux (B), Faraday's and Lenz's law • Electric current, potential difference and resistance and Kirchhoff's laws • Types of semiconductors. • Reflective index and image due to refraction and reflection. • Huygen's Principle • Principle of superposition, constructive and destructive interference • Diffraction and polarization. • Communication systems • Photon model of electromagnetic radiation. • Electron diffraction to determine the structures of crystalline • Hydrogen emission spectrum • Quark model of hadron. • Spontaneous and random nature of radioactive decay • Einstein's mass –energy and binding energy • Kepler's law and Newtonian gravitation. • Astrophysical plasma.

Note: Refer the science curriculum framework while preparing the lesson.

5. ENVIRONMENTAL SCIENCE

Key Stage	Themes/Topics		Pedagogy/Strategies/Tools	Remarks / scope
5 Key Stage	**System in Nature Chapter**	**Ecosystem – Structure and functions**	✓ Use webinar session (Zoom app). ✓ Share the video through other social media (WhatsApp, WeChat, YouTube that students are accessible). Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Spheres of the Earth • Biomes and Ecosystem Biodiversity and Endemism • Bhutan's rich biodiversity and ecosystem services
		Balance in Nature	✓ Use Google Classroom. ✓ Use e-library. ✓ Maintain journal. Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Energy Flow in an Ecosystem • Biogeochemical cycles • Disturbances and ecological succession.
5 Key Stage	**Environmental Issues and Concern**	**People and Environment**	✓ Use YouTube lesson Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Dependency on Natural Resources • Interdependency of humans and environment Land degradation
		Natural resource degradation	✓ Maintain journal regarding the natural resources degradation. ✓ Refer newspapers and write feedbacks and opinion. Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Natural Resources and its Exploitation Ecological Footprint
		Pollution	✓ Use Webinar session Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Natural Resources and its Exploitation • Health Hazards of Toxic Substances • Understanding Climate Change
		Climate Change Disaster and Environment 1.	✓ Use webinar session. ✓ Use online quiz for assessment.	• Climate Change • Phenology and Climate Change • **Disaster and its Reduction**

			Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	
5 Key Stage	**Natural Resource Management**	**Disaster and Environment**	✓ Use Google Classroom. ✓ Maintain journal Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Hazards and Disasters • Disaster reduction • Hazards and Disasters
		Biodiversity and Measurement Land use and management	✓ Use webinar session (Zoom app). Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Measuring Biodiversity Management- Land and water • Water conservation techniques • Water conservation for irrigation
		Biodiversity Conservation	✓ Digital story telling. ✓ Question and answer Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Conservation of Biodiversity • Biodiversity Conservation (Protected Areas) and Poverty Alleviation
		Water and Land Management & Energy Resources	✓ Use Environmental Profile ✓ Maintain journal of energy uses at home. Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Land Waste Management • Entrepreneurship and Waste Management • Methods to conserve energy
		Energy Conservation	✓ Use Webinar session ✓ Quiz Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Energy Management and Efficiency Energy Efficiency and Technology. • Energy Efficient ways and devices
5 Key Stage	**Sustainable Development**	**Environment and Development**	✓ Use Google Classroom ✓ Share YouTube links. Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• Development • Green Economy
		Sustainable Development	✓ Use webinar. ✓ Maintain journal. Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	• GNH and Sustainable Development Sustainable Development • Relationship - Development and Environment

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 (1-2 thought provoking and competency based questions to assess student learning)	Concept of trade, domestic and international trade, balance of payment, 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	Means of transport and communication, impact of transport and communications

			(2-3 thought provoking and competency based questions to assess student learning)	
	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	• Identification of stakeholders in business • Underlying assumptions and convention used in preparation of financial statement • Qualitative characteristics of useful financial information • Elements of financial statement • Meaning and purposed of AS **Eg. Assessment:** Study a financial statement of a company and validate it quality.
	Accounting Equation	BBS I & BSS II	• **Identification of accounts in a transaction and prepare equation** • **Relate accounting equation with financial statement** **Eg. Assessment:** Solve a practical problem from the textbook
	Journal, Ledger and Trial balance	BBS I & BSS II	• **Vouchers** • **Categorise of accounts** • **Dual concepts** • **Pass journal entries** • Prepare ledger and trial balance **Eg. Assessment:** Solve a practical problem from the textbook
	Accounting for PPE	BBS I & BSS II	• **Recognition criteria for PPE** • **Depreciation** • **Prepare depreciation schedule** **Eg. Assessment:** Make a visit around your place and identify different items of PPE.
	Financial Statements	BBS I & BSS II	• **Elements of financial statement** • **Prepare financial statement** **Eg. Assessment:** Solve a practical problem
	Costing	BBS I & BSS II	• Classify the elements of cost- material cost, labour cost and overheads. • Prepare cost sheet. **Eg. Assessment:** 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)	**Business, Trade and Commerce**	BBS I and II	• Classification of human activities
			  ○ Business
			  ○ Employment
			  ○ Profession
			• Classification of business
			  ○ Industry
			  ○ Commerce
			• Commerce and its branches
			• Purpose of business organisations
			• Types of business organisation
			  ○ Soles proprietorship
			  ○ Partnership
			  ○ Company
			• Cooperatives
			• Concepts of trade
			• Types of trade
			Eg. Assessment: a) Identify different types of trades in your locality
			b) Why trade is essential for our livelihood?

	Financing		• Types of finance for the business • Sources of business finance • Services of commercial banks **Eg. Assessment:** a) Identify different banks offering finance to business in the country b) Think of a situation where there is no bank in the country
	Management and Communication		• Meaning of management • Functions of management • Need for effective business communication • Different modes of business communication • Principle of effective business communication • Barriers to communication

			Eg. Assessment: Considering your house as business entity, relate management household with business organisation.
	Marketing		• Concepts of marketing • Importance of marketing for business • Different medium for marketing **Eg. Assessment:** Identify different marketing carried for a product around your place and design a marketing strategy for a product

9. MEDIA STUDIES

Key satge	Topics/Themes	Pedagogy/Strategy/ Tools	Scope/Remarks
Key Stage 5	**Media and Information Literacy**	❖ Lessons on the identified learning areas would be aired through BBS ❖ Tutorial clip (Video) would be delivered through YouTube play list or any other social media group. ❖ Audio materials shall be delivered through sound cloud or other social media group ❖ Print materials shall be delivered through appropriate social media: email, Facebook, ❖ Group Discussion amongst the students for exchange of ideas would be encouraged through appropriate social media: WeChat group, WhatsApp group, telegram group **1. Assessments** Assignments such as; write-ups, textual analysis, etc. would be assigned and evaluated through Google Classroom. Questions & Answer would be conducted at the end of learning areas to check students' understanding using Google Classroom Online quiz questions would be used for students' self-assessment through internet tool like google form.	➢ Evolution of Media ➢ Types of Media ➢ Information and information Literacy
	Understanding Media Messages and Information		➢ What is Media Literacy? ➢ Importance of Media Literacy ➢ Nature of Media Messages
	Media and Language		➢ Basic Persuasion Techniques ➢ Key Questions to Look at Media ➢ Visual Literacy ➢ Film Language
	Representation in Media and Information		➢ Who Should Media Represent? ➢ Determining News Values ➢ Analyzing Representation ➢ Methods and Technology Media Adopt
	Traditional Media and New Media		➢ TM and NM – Collaboration for Success ➢ Digital as New Media ➢ Use of NM Technologies in Society ➢ New Media World and Citizenship Orientation ➢ Uses of Multimedia Tools
	Journalist Code of Ethics and Research Ethics		➢ Principles of Journalism ➢ Research Ethics verses Media Ownership ➢ Process of New Publication
	Media and Global Village		➢ Global Economy and Media Ownership ➢ Technology Convergence and Media Conglomerates

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

10. RIGZHUNG

གནས་རིམ།	ལྟབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྟོན་ཐབས་ལམ།
སློབ་རིམ་༡༡ པ་དང་ སློབ་རིམ་༡༢པ།	**སྤྱི་འཛུགས།** སློབ་རིམ་༡༡ པའི་ནང་ལུ་ ལེའུ་༧ པ་ལས་ ལེའུ་༡ པ་ཚུན། སློབ་རིམ་༡༢ པའི་ནང་ལུ་ ལེའུ་༤ པ་ལས་ ལེའུ་༧ པ་ཚུན། (སློབ་ཁྲག་གི་གནས་ཚད་དང་འཁྱིལ་ཏེ་ བརྡོད་དོན་གལ་ཆེན་ཚུ་གདམ་འཐུ་འབདཝ་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།)	སྤྱི་འཛུགས་གི་སློབ་སྟོན་ སྒྲུབ་ཟིན་འབདཝ་དེ་བཀྲམ་ནི། སྡེན་མ་ལས་ བློམ་སློབ་དཔོན་ཚུ་གིས་ ཆོས་ཐག་གནད་ཡོད་མི་ཚུ་ཡང་ བསྡུ་སྒྲིག་འབདཝ་དེ་ བཀྲམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྟབ་བཙུགས་ནི།
	སྟན་དགུ། **སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྟོན་དགོཔ།** རང་བཞིན་བརྟེད་པ་ མཚུངས་གསལ་ དཔེ་རྒྱུན་གསུམ། **སློབ་རིམ་༡༢ པའི་ནང་སྟོན་དགོཔ།** དཔེ་རྒྱུན་བསྡུར་ཞིབ་དང་ གཟུགས་ཅན་གྱི་རྒྱུན། (སློབ་ཁྲག་གི་གནས་ཚད་དང་འཁྱིལ་ཏེ་ འབད་ཚུགས་པའི་ རྒྱུན་ལེགས་ཤོམ་ཚུ་གདམ་འཐུ་འབདད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།)	སྟན་དགུ་གི་སློབ་སྟོན་ སྒྲུབ་ཟིན་འབདད་དེ་བཀྲམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྟབ་བཙུགས་ནི། སྟན་དགུ་དང་འབྲེལ་བའི་ རྒྱབ་རྟེན་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་དང་ ཡོངས་འབྲེལ་ཁ་བྱང་ཚུ་ སྟོན་བྱེན་ནི།
	མདོན་བརྗོད། **སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྟོན་དགོཔ།** མཐོ་རིས་སྟེ་ཚན་ལས་ ས་འོག་གི་སྟེ་ཚན་ཚུན། **སློབ་རིམ་༡༢ པའི་ནང་སྟོན་དགོཔ།** ས་གཞིའི་སྟེ་ཚན་ལས་ མཇུག་བྱང་ཚུན།	མདོན་བརྗོད་ཀྱི་བཀའ་བ་ སྒྲུབ་ཟིན་འབདད་དེ་བཀྲམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྟབ་བཙུགས་ནི། དང་གིས་ལྷག་སྟེ་ ཀ་གོ་ཚུགས་པའི་ཆོས་ཚན་ཞིན་ལས་ དེ་སྟེ་ལྟབ་དགོ་ པའི་ལམ་སྟོན་མཐོང་ཐོས་ཅིག་བཟོ་ནི།

	(སློབ་ཕྲུག་གི་གནས་ཚད་དང་འཕྲིལ་ཏེ་ དོན་ཚན་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།)	
ལྷབ་སྦྱོང་འབད་ཐངས་དང་ དབྱེ་ཞིབ་ཐབས་ལམ།	སློབ་ཕྲུག་ཚུ་གིས་ རིག་གཞུང་གདམ་ཁའི་ཆོས་ཚན་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱུང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ སྤྱིག་རིག་མཁོ་ཆས་ཚུ་གི་ ཐོག་ལས་དང་ རང་གིས་འབད་ སྤྱོ་བ་བསྒྱིད་དེ་ལྷབ་དགོཔ་དང། རང་གི་ཐམ་དང་སྤྱན་ཆ་ ཤེས་མི་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོཔ་ཨིན། དེ་སྦེ་ལྷབ་སྦྱོང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང། ནང་རྟོག་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྟོན་ཏེ་ ཤེས་མ་ཤེས་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྟོན་ནི་དང། མཐའ་མཇུག་གི་ཆོས་རྒྱུགས་དེ་ཡང་ ལས་འགུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་ google ཚུ་གི་ཐོག་ལས་ དུས་ཐོག་ལུ་ ཆོས་རྒྱུགས་ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན།	

Education in Emergency

PRIORITIZED CURRICULUM
KEY STAGE 1: Classes VII - VIII

1. DZONGKHA

ཚོས་ཚན། རྫོང་ཁ། སློབ་རིམ། བདུན་པ།

གནས་ཚད།	དཔེ་གཞི།	SCOPE		ཚེ་ཐེངས།
		སློབ་ཚན་དོན་ཚན།/	ལས་དོན།	
ལྷག་རྩོལ།	སྡུད།	༡ པ། མ་འོངས་པའི་ཆེ་ལོངཔ།	༡. འགྲེལ་བཤད། ལོ་རྒྱུས། འཛར་སྐྱང་འཛི་རྩོལ་ཐུམ་རྒྱུ་ དཔྱེ་དཔྱད་འབད་དེ་ འཛི་ལྷག་འབད་རྒྱགས་དགོ།	༣༠
		༢ པ། ནད་པའི་ཕན་ཆེམས།	༢. ལྷག་ཐངས་ཀྱི་ ཐབས་ལམ་མ་འདྲཝ་རྒྱུ་ ལག་ལེན་འཐབ་སྟེ་ ལྷག་རྒྱགས་དགོ།	
		༣ པ། ཤེད་དང་འབྲ་བའི་ཉོན་མོངས་པ།	༣. ཏྲེ་ཆེ། རྩང་མོ། དཔྱེ་གཏམ་ལུང་འདེན། ཁ་བཤད། གསལ་བཤད་རྒྱུ་/ལས་ སྐྱན་རྩོམ་གྱི་ཡོན་ཏན་ལེན་སྟེ་ འཛི་ལྷག་འབད་ རྒྱགས་དགོ།	
	འཛི་རྩོམ།	༡ པ) བྱམས་སེམས།འགྲེལ་བཤད་(	ཅ. སངཔ་ཁ་དང། ཐིག་སྒྲོམ། ཐིག་ཁྲམ། ཤད་ཁྲམ། སྒོར་ཁྲམ་རྒྱུ་ལུ་བཙུ་སྟེ་ བརྟུན་ འབད་ རྒྱགས་དགོ།	༣༠
		༢ པ) ལུ་གཡོག་གི་གནམ་ཁ།ལོ་རྒྱུས་(	ང. མིངཚིག་བརྗོད་པའི་ དཔྱེ་བ་རྒྱུ་ངོས་འཛིན་འབད་དེ་ ལག་ལེན་ འཐབ་རྒྱགས་དགོ།	
		༣ པ) གཅང་ཆབ་སྒོ་ན་མེ།འཆར་སྐྱང་(	ཆ. ལྷག་བཅས་སྒེ་དང་ བྱ་ཚིག་ འབད་ ཀྱི་འཇུག་རྒྱལ་ལག་ལེན་འཐབ་རྒྱགས་དགོ།	
		༤ པ) མཱི་ལམ།འཆར་སྐྱང་(	ཇ. ཞེ་ས་དང་ ཐལ་སྐད་ དཔྱེ་བ་རྒྱུ་ ཕྱེས་ཏེ་ ལག་ལེན་ འཐབ་རྒྱགས་དགོ།	
	སྐྱན་རྩོམ།	༡ པ) དིན་ལན།བློ་ཟེ་(	ཉ. བྱེ་ཚིག་དུས་གསུམ་གྱི་དཔྱེ་བ་རྒྱུ་ ཚིག་གྲོགས་ལུ་བལྟ་སྟེ་ ཕྱེ་རྒྱགས་དགོ།	༡༤
		༢ པ དགྱང་སྟོན་མཐོན་པོ།)ཞབས་ཁྲ་(	ཊ. ཆུན་སྦུད་ཀྱི་ཕད་ལུ་ བྱ་ཚིག་དུས་གསུམ་གྱི་འཐོབ་ལམ་ ཤེས་རྒྱགས་དགོ།	
		༣ པ) ལས་རིམ་འགོ་འདེན།གསལ་བཤད་(	༡༠. ཚིག་མཇོད་ ལག་ལེན་འཐབ་སྟེ་ མིངཚིག་གི་ གོ་དོན་རྒྱུ་ ཀ་ གོ་རྒྱགས་དགོ།	
		༤ པ སྐྱིད་རྒྱས།)དཔྱེ་གཏམ་(ལུང་འདེན་/	༡༡ .བྱག་པ་ནང་ལྷག་མེ་ མིངཚིག་གུ་ གསར་འཐེབ་ཁྱབ་ཚོས་༡༠༠ བཀལ་ཏེ་ སྒོམ་༡༠༠ ལྷག་སྟེ་ ཀ་ གོ་ རྒྱགས་དགོ།	
ཐེ་ཚི།	ཡིག་འགྱུལ།	གཏམ་ཡིག	༡. ཞུ་ཡིག་དང་ གཏམ་ཡིག་རྒྱུ་ ཐེ་རྒྱགས་དགོ།	༡༠
		ཞུ་ཡིག		

ཆོས་ཚན། རྩོང་ཁ། སློབ་དེམ། བརྒྱད་པ།

གནས་ཚད།	དཔེ་གཞི།	SCOPE		ཚེས་ཚད།
		སློབ་ཚན་དོན་ཚན།/	ལས་དོན།	
ལྷག་རྩོལ།	སྤུད།	༡ པ། སེམས་ཀྱི་ནད་གཞི།	༡. འགྲེལ་བཤད། ལོ་རྒྱུས། འཚར་སྨད། རྒྱུད་སྐྱལ་འཛི་རྩོལ་ཚུལ། དཔེ་དཔྱད་འབད་དེ། འཛི་སྐྱ་འབད་ཚུགས་དགོ།	༡༠
		༤ པ། དེད་དཔོན་མཛའ་བོའི་བྱ་མོ།	༢. སྤུང་དང་རྩོལ་རིག་ཚུ་སྐྱ་སྟེ་ དེ་ནང་གི་གནད་དོན་བཟང་ངན་ཚུ། དཔེ་བ་ཕྱེས་ཏེ་ སྤང་བླང་ འབད་ཚུགས་དགོ།	
		༦ པ། ཚང་།	༣. ཞབས་ཁུ། བློ་རེ། དཔྱེ་གཏམ་/ལུང་འདེན། གསལ་བཤད་ཚུ་ལས་ སྐྱན་རྩོལ་ཀྱི་ཡོན་ཏན་ལེན་སྟེ་ འཛི་སྐྱ་འབད་ཚུགས་དགོ།	
	འཛི་རྩོལ།	༡ པ། དགེ་བ་བཅུ།)འགྲེལ་བཤད་(	༤. ངག་ཐོག་དང་ཡིག་ཐོག་གི་ བརྡ་དོན་སྤྲོད་ལེན་ནང་ སྐུ་གཏམ་དང་ སྐོར་གཏམ་ དཔྱེ་གཏམ་ ཞེ་ས་དང་ ཐལ་སྐད་ཀྱི་ དཔྱེ་བ་ཕྱེས་ཏེ་ ཡག་ལེན་ འཐབ་ཚུགས་དགོ།	༡༠
		༢ པ།) ནགས་ཚལ་ལོ་རྒྱུས་(	༥. སབ་ཁ་དང་ཐིག་སྤྲོམ་ ཐིག་ཁྲམ་ཤད་ཁྲམ་བང་ཁྲམ་སྤྲོང་ཁྲམ་ཚུ་ལུ་བལྟ་སྟེ་ བརྡ་སྤྲུང་ འབད་ཚུགས་དགོ།	
		༣ པ།) ཚང་སེམས།འཚར་སྨད་(	༦. འཕེ་ཨོག་དང་ བཀོད་ཨོག་ བཀང་ནི་དང་ ཐོ་ཡིག་ཚུ་ བཀོད་ཚུགས་དགོ།	
		༤ པ།) ཕུག་གི་བདེ་བ།རྒྱུད་སྐྱལ་(	༧. རྩོམ་འཛི་འབད་བའི་སྐབས་ འཚར་གཞི་བཙོ་ནི་ ཟིན་བྱིས་བཀོད་ནི་ བསྒྲུར་ཞིབ་འབད་ནི་ ཞུན་དག་རྒྱབ་ཐང་ཁ་ཤས་ཚུ་གི་ དེགས་རྩལ་ འཐོབ་ཚུགས་དགོ།	
		༥ པ།) རྒྱུ་དང་འབྲས་བུ།རྒྱུད་སྐྱལ་(	༨. ཆ་ཚོགས་ཚུ་ལུ་ དུས་གསུམ་གྱི་དཔྱེ་བ་ ངོས་འཛིན་འབད་དེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།	
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		༣ པ།) དགྱངས་སངས་མཐོན་པོ།ཞབས་ཁུ་(	༡༡. ད་སྐྱ་ ངོས་འཛིན་འབད་དེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།	
		༧ པ། ནང་རང་གིས་བལྟ་རྩད།) ཞབས་ཁུ་(	༡༢. ཚོགས་མཚམས་ བརྩེ་མཚམས་ དོན་མཚམས་ དཔྱེ་བ་ཕྱེས་ཏེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།	
		༡ པ།) སྟན་ཞུ།གསལ་བཤད་(	༡༣. ཚོགས་ཁྲིད་ ལག་ལེན་འཐབ་སྟེ་ མིང་ཚོགས་གི་ཚོར་དོན་ འཚོལ་ཚུགས་དགོ།	
		༤ པ།) བཟེན་དགོས།དཔྱེ་གཏམ་ལུང་འདེན་/ (		
ཐེ་ཚི།	ཡིག་འགྱུལ།	གཏང་ཡིག། (ཨམ་སྤྱན་ཚ་དང་ཚ་རོགས་)	འཛེལ་ཡོད་ གནད་དོན་ཚུ་གི་སྐོར་ལས་ ཞུ་ཡིག་ གཏང་ཡིག་ཚུ་ ཐེ་ཚུགས་དགོ།	༡༠
		ཞུ་ཡིག།)ཞུ་ཡིག། དབུ་འཛིན། མཛོད་གཉེར། ཚོགས་(		

2. ENGLISH

Subject: English **Class: VII**

STRAND	CHAPTER/THEME	SCOPE		Weighting
		TOPICS	**LEARNING OBJECTIVES**	
Reading & Literature	Who Am I? - Self	Unfolding Bud – Naoshi Koriyama (Poem)	1) Recognise denotative and connotative meanings of words in texts. 2) Identify the features of the modern lyric. 3) Recognise the music in poetry achieved by rhyme and rhythm, alliteration, and assonance. 4) Read poetry and discuss the emotions evoked in the reader by the language of poems. 5) Build vocabulary and use pronunciation skills to pronounce new words clearly. 6) Read the various meanings of a text which figurative language makes possible. 7) Recognise the difference between literal and figurative language in the texts.	
		The Girl Who Couldn't See Herself- Leena Dhingra (Short Story).	1) Recognise denotative and connotative meanings of words in texts. 2) Make text to life connections 3) Build vocabulary and use pronunciation skills to pronounce new words clearly. 4) Recognise the difference between literal and figurative language in the texts. 5) Read the various meanings of a text which figurative language makes possible.	**Short Story: 20** **Essay: 20**
	My World: Relationship & Family	To My Son – Helen F. Porter (Poem)	1) Recognise denotative and connotative meanings of words in texts. 2) Identify the features of the modern lyric. 3) Build vocabulary and use pronunciation skills to pronounce new words clearly.	**Poetry: 10**

			4) Read the various meanings of a text which figurative language makes possible. 5) Recognise the difference between literal and figurative language in the texts.	
		Somebody's Son – Richard Pindell (Short story).	1) Recognise denotative and connotative meanings of words in texts. 2) Make text to life connections 3) Build vocabulary and use pronunciation skills to pronounce new words clearly. 4) Recognise the difference between literal and figurative language in the texts. 5) Read the various meanings of a text which figurative language makes possible.	
	Our Community: What Matters In My World	Untrodden World of Lhops. John M. Chiramal (Essay)	1) Make text to life connections. 2) Build vocabulary and use pronunciation skills to pronounce new words clearly.	
		One Day a Stranger Came –Naomi Wakan (S.Story)	1) Recognise denotative and connotative meanings of words in texts. 2) Make text to life connections 3) Build vocabulary and use pronunciation skills to pronounce new words clearly. 4) Recognise the difference between literal and figurative language in the texts. 5) Read the various meanings of a text which figurative language makes possible.	
	Our Global Community: Living Together	Tell the World: A Young Environmentalist Speaks Out. – Severn C. Suzuki (Non-fiction- Speech	1) Make text to life connections 2) Build vocabulary and use pronunciation skills to pronounce new words clearly.	
		The Cherry Tree –Ruskin Bond (S.Story)	1) Recognise denotative and connotative meanings of words in texts. 2) Make text to life connections 3) Build vocabulary and use pronunciation skills to pronounce new words clearly.	

			4) Recognise the difference between literal and figurative language in the texts. 5) Read the various meanings of a text which figurative	
Writing:		Paragraph writing	1) Use the writing strategies developed in earlier classes. 2) Spell correctly the words they are using. 3) Use punctuation marks introduced in earlier classes including exclamation. 4) Write coherent paragraphs using simple, compound and complex sentences.	
		Narrative Essay	1) Write for a range of purposes and audiences using a variety of forms encountered in their reading 2) Use writing as a way of thinking and learning.	
		Letter Writing	1) Write for a variety of purposes and audiences 2) Use punctuation marks introduced in earlier classes including exclamation.	30
Language and Grammar:		1) Possessive pronouns 2) Question Tags 3) Active and passive voice 4) Direct and indirect speeches 5) Prefixes and suffixes 6) Preposition	1) Use the knowledge of grammar learned in earlier classes. 2) Use possessive pronouns appropriately. 3) Use question tags correctly. 4) Use active and passive voice. 5) Change from direct to indirect speech and vice-versa correctly. 6) Show how the meanings of words are changed by adding prefixes and suffixes to root words. 7) Use phrasal verbs correctly.	20
Listening and Speaking (CA)		1) Book talk 2) Role-play 3) Mock sessions 4) Listen and act. 5) Deliver speech. 6) Group discussion.	1. Talk about their written texts and the ideas of the books that they have read. 2. Speak using correct question tag. 3. Organise and participate in meetings. 4. Listen to and speak appropriately in group discussions. 5. Take cues from the listeners who have not understood what was said and restate for clarification. 6. Deliver speeches on topics of their choice.	10(CA)

Subject: English **Class: VIII**

Skills/Strands	Chapter/Theme	SCOPE		Weighting
		Topics	**Objectives**	
Reading & Literature	Who Am I? - Self	Stopping by the Woods On a Snowy Evening. – Robert Frost (Poem)	1) Recognize the denotative and connotative effects of the words in the text. 2) Recognize the emotive effects of words 3) Appreciate the beauty of language by identifying the uses of imagery and cadence.	Short Story: 20 Essay: 20 Poetry: 10
		Which Way? Karleen Bradford (S.Story)	1) Identify the features of a variety of texts and use them to support reading 2) Read text and make personal connections. 3) Build their vocabulary and use pronunciation skills to pronounce new words clearly.	
	My World: Relationships.	The Nest Robert Zacks (S.Story)	1) Appreciate 'big' ideas expressed in literature- for example, forgiveness, loyalty and love. 2) Build vocabulary and use pronunciation skills to pronounce new words.	
	Our Community	My Land is Fair for Any Eyes to See – Jesse Stuart (Poem)	1) Identify and discuss the use of free verse in modern poetry. 2) Appreciate the beauty of language by identifying the apt uses of symbolism, imagery, allusion, and cadence. 3) Appreciate 'big' ideas expressed in literature – for example, forgiveness, loyalty. 4) Read texts and make personal connections	
	Things That Matter: Values and Ethics	Prayer Flags Blowing in the Wind : Gustasp Irani (Essay)	1) Read texts and make personal connections. 2) Build their vocabulary and use pronunciation skills to pronounce new words clearly.	
		The Red Sweater- Mark Hager (S.Story)	1) Recognize the emotive effects of words 2) Read texts and make personal connections. 3) Build their vocabulary and use pronunciation skills to pronounce new words clearly. 4) Read texts and make personal connections.	

		Gandhi and the Salt March: Gerald Gold (Non-fiction)	1) Employ features of biographies of worthy personalities to make meaning in reading.	
	Our World: Nature and Environment	Whose Garden was This: Tom Paxton (Poem)	1) Identify and discuss the use of free verse in modern poetry. 2) Recognise the denotative and connotative effects of words in the texts they read. 3) Recognise the emotive effect of words in the texts they read. 4) Appreciate the beauty of language by identifying the apt uses of symbolism, imagery, 5) allusion, and cadence.	
	Reaching Beyond: Courage and Heroism	In the Jaws of the Alligator: P.C. Arnoult (S. Story)	1) Read texts and make personal connections. 2) Appreciate 'big' ideas expressed in literature- for example, forgiveness, loyalty and love.	
	Media & Communication	On Television: Roald Dahl (narrative poem)	1) Recognize the emotive effects of words 2) Read texts and make personal connections.	
Writing		Paragraph Writing	1) Use Punctuation and paragraphing to organise ideas.	
		Narrative Essay	1) Write for a variety of purposes and audience using a wider variety of forms encountered in their reading to include narrative essays.	
		Letter Writing	1) Write for a variety of purposes and audiences using a wider variety of forms. 2) Use punctuation and paragraphing to organize ideas.	30
Language and Grammar		1) Relative pronouns 2) Coordinators 3) Continuous form. 4) Use of phrase in compound and	1) Use the knowledge of grammar learned in earlier classes. 2) Use relative pronouns appropriately. 3) Use some conjunction coordinators and correlatives (either… or; neither… nor; not only… but also) correctly. 4) Use the continuous forms of the compound tenses (present perfect, past perfect and future perfect).	20%

		complex sentences 5) Moods and their usage 6) Phrasal verbs.	5) Use phrases (adjectival, adverbial, and participial) in complex sentences correctly. 6) Distinguish among the moods – indicative, imperative, interrogative, subjunctive. 7) Use additional phrasal verbs correctly.	
Listening and Speaking		1) Extempore speech. 2) Give Book talk. 3) Participate in debate 4) Deliver Speech 5) Engage in Interview 6) Participate in discussions	1) Respond to books that they have read and talk about them. 2) Respond effectively to talks delivered at normal speed. 3) Use elements of famous speeches when preparing and delivering speeches of their own. 4) Deliver extempore speeches well. 5) Speak with clear pronunciation. 6) Argue and debate with vigour, but maintain respect for and sensitivity to the opinion of others.	10% (CA)

3. MATHEMATICS

Subject: MATHEMATICS **Class VII**

STRAND	CHAPTER	SCOPE		WEIGHTING
		TOPIC/SUBTOPIC	**LEARNING OBJECTIVES**	
UNIT 1 NUMBERS	Chapter 1 Whole Numbers and Decimals	**1.1.1** EXPLORE: Divisibility by 3 and 9	At the end of the lesson the students will be able to: • Explore divisibility test for 3 and 9 and find LCM and GCF of two or more than two numbers • Write down a number in the form of power, expanded, standard and exponential forms • Multiply and divide decimals and also able to perform order of operation.	10%
		1.1.2 Divisibility Tests		
		1.1.3 Lowest Common Multiple		
		1.1.4 Greatest Common Factor		
	Chapter 2 Powers	**1.2.1** Introducing Powers		
		1.2.2 Expanded, Standard, and Exponential Forms		
	Chapter 3 Decimal Operations	**1.3.1** Multiplying Decimals		
		1.3.2 Dividing Decimals		
		1.3.4 Order of Operations		
UNIT 2 FRACTIONS	Chapter 1 Fraction Addition and Subtraction	**2.1.1** Comparing and Ordering Fractions	At the end of the lesson the students will be able to: • Compare, add and subtract two or more than two fractions • At the end of the lesson the students will be able to multiply and divide two or more than two fractions	8%
		2.1.2 Adding Fractions Using Models		
		2.1.3 Adding Fractions and Mixed Numbers Symbolically		
		2.1.4 Subtracting Fractions and Mixed Numbers		
	Chapter 2 Fraction Multiplication and Division	**2.2.1** Multiplying a Fraction by a Whole Number		
		2.2.2 Dividing a Fraction by a Whole Number		

	Chapter 3 Relating Fractions and Decimals	**2.3.1** Naming Fractions and Mixed Numbers as Decimals	• At the end of the lesson the students will be able to convert a fraction into decimal number	
UNIT 3 RATIO, RATE, AND PERCENT	**Chapter 1 Ratio and Rate**	**3.1.1** Solving Ratio Problems	At the end of the lesson the students will be able to: • solve ratio and rate problems • At the end of the lesson the students will be able to find the relation between ratio, rate and decimal and will be able to estimate and calculate percents	9%
		3.1.2 Solving Rate Problems		
	Chapter 2 Percent	**3.2.1** Percent as a Special Ratio		
		3.2.2 Relating Percents, Fractions, and Decimals		
		3.2.3 Estimating and Calculating Percents		
UNIT 4 GEOMETRY AND MEASUREMENT	**Chapter 1 Angle Relationships**	**4.1.1** EXPLORE: Angles in a Triangle	At the end of the lesson the students will be able to: • classify different types of triangles and construct the angle bisector. • At the end of the lesson the students will be able to translate, reflect and rotate object and will be able to trace the image. • At the end of the lesson the students will be able to calculate volume of rectangular prism, area of composite shape and circumference of a circle	9%
		CONNECTIONS: Angle Measurement Units		
		4.1.2 Drawing and Classifying Triangles		
		4.1.3 Constructing and Bisecting Angles		
	Chapter 2 Transformations	**4.2.1** Translations		
		4.2.2 Reflections		
		4.2.3 Rotations		
	Chapter 3 3-D and 2-D Measurement	**4.3.1** Measurement Units		
		4.3.2 Volume of a Rectangular Prism		
		4.3.3 Area of a Composite Shape		
		4.3.5 Circumference of a Circle		
UNIT 5 INTEGERS	**Chapter 1 Representing Integers**	**5.1.1** Integer Models	At the end of the lesson the students will be able to: • compare and order integers • add and subtract two or more integers	9%
		5.1.2 Comparing and Ordering Integers		
	Chapter 2 Adding and Subtracting Integers	**5.2.1** Adding Integers Using the Zero Property		
		5.2.2 Adding Integers that are Far from Zero		
		5.2.3 Subtracting Integers Using Counters		

		5.2.4 Subtracting Integers Using a Number Line		
UNIT 6 ALGEBRA	**Chapter 1 Patterns and Relationships**	**6.1.1** Using Variables to Describe Pattern Rules	At the end of the lesson the students will be able to: • describe pattern rule and simplify and evaluate expressions • solve linear equations • graph a relation and interpret it	10%
		6.1.2 Creating and Evaluating Expressions		
		6.1.3 Simplifying Expressions		
	Chapter 2 Solving Equations	**6.2.1** Solving Equations Using Models		
		6.2.3 Solving Equations Using Inverse Operations		
	Chapter 3 Graphical Representations	**6.3.1** Graphing a Relationship		
		6.3.2 Examining a Straight Line Graph		
UNIT 7 PROBABILITY AND DATA	**Chapter 1 Probability**	**7.1.1** Determining Theoretical Probability	At the end of the lesson the students will be able to: • calculate theoretical probability • create circle graph and histogram from a given set of data • calculate mean, median, mode and range from a set of given data	10%
		7.1.3 Matching Events and Probabilities		
	Chapter 2 Collecting Data			
	Chapter 3 Graphing Data	**7.3.1** Circle Graphs		
		7.3.2 Histograms		
	Chapter 4 Describing and Analysing Data	**7.4.1** Mean, Median, Mode, and Range		

Subject: MATHEMATICS **Class: VIII**

STRAND	CHAPTER	SCOPE		WEIGHTING
		TOPIC/SUBTOPIC	LEARNING OBJECTIVES	
UNIT 1 NUMBERS	Chapter 1 Powers	**1.1.1** Negative Exponents	At the end of the lesson the students will be able to • write a number in powers of negative exponent and report a number in scientific notation • identify perfect square numbers and estimate and calculate square roots	9%
		1.1.2 Scientific Notation		
	Chapter 2 Square Roots	**1.2.1** Perfect Squares		
		1.2.3 Interpreting Square Roots		
		1.2.4 Estimating and Calculating Square Roots		
UNIT 2 PROPORTION AND PERCENT	Chapter 1 Proportions	**2.1.1** Solving Proportions	At the end of the lesson the students will be able to: • solve proportion and percent problems • solve simple problems on mark up, discount, simple interest and commission	8%
		2.2.1 Percents Greater Than 100%		
	Chapter 2 Percent	**2.2.2** Solving Percent Problems		
		2.2.3 Fractional Percents		
	Chapter 3 Consumer Problems	**2.3.1** Mark-Up and Discount Consumer Problems		
		2.3.2 Simple Interest and Commission		
UNIT 3 INTEGERS	Chapter 1 Multiplying Integers	**3.1.1** Multiplying Integers Using Counters and Patterns	At the end of the lesson the students will be able to: • multiply two or more integers • divide two or more integers	9%
		3.1.2 Multiplying Integers Using a Number Line		
	Chapter 2 Dividing Integers	**3.2.1** Dividing Integers Using Models and Patterns		
		3.2.3 Order of Operations with Integers		
UNIT 4 FRACTIONS AND RATIONAL NUMBERS	Chapter 1 Adding and Subtracting Fractions	4.1.1Adding and Subtracting Fractions Mentally	At the end of the lesson the students will be able to:	10%
		4.1.2 Adding and Subtracting Fractions Symbolically		

	Chapter 2 Multiplying and Dividing Fractions	4.2.2 Multiplying Fractions	• add and subtract two or more fractions • to multiply and divide two or more fractions • to identify the rational numbers and apply order of operations	
		4.2.3 Multiplying Mixed Numbers		
		4.2.4 Dividing Fractions With a Common Denominator		
		4.2.6 Dividing Mixed Numbers		
	Chapter 3 Rational Numbers	4.3.1 Introducing Rational Numbers		
		4.3.2 Operations with Rational Numbers		
		4.3.3 Order of Operations		
UNIT 5 MEASUREMENT	Chapter 1 The Pythagorean Theorem	5.1.1 The Pythagorean Theorem	At the end of the lesson the students will be able to: • apply Pythagorean theorem to solve simple problems in right angled triangles • to use formula and calculate area of circle • calculate the volume and surface area of rectangular prism	8%
		5.1.2 Applying the Pythagorean Theorem		
	Chapter 2 Linear and Area Relationships	5.2.1 Area and Perimeter Relationships		
		5.2.4 The Formula for the Area of a Circle		
		5.2.5 Applying Area Formulas		
	Chapter 3 Volume and Surface Area	5.3.1 Volume of a Rectangular Prism		
		5.3.2 Surface Area of a Rectangular Prism		
UNIT 6 PROBABILITY AND DATA	Chapter 1 Probability	6.1.1 Complementary Events	At the end of the lesson the students will be able to: • solve simple problems on complementary events • create circle graph and box and whisker plot from a given set of data • create a scatter plot to represent a relation	7%
	Chapter 2 One-Variable Data	6.2.3 Circle Graphs		
		6.2.4 Box and Whisker Plots		
	Chapter 3 Two-Variable Data	6.3.2 Using a Scatter Plot to Represent a Relationship		
UNIT 7 ALGEBRA	Chapter 1 Describing Relationships	7.1.2 Describing Relationships and Patterns	At the end of the lesson the students will be able to:	7%
		7.1.4 Slope		

			• describe relationship and pattern and calculate the slope of a straight line • create an equation and use it to solve the equation • add and subtract two or more polynomials	
	Chapter 2 Solving Linear Equations	7.2.2 Using an Equation to Solve a Problem		
	Chapter 3 Linear Polynomials	7.3.1 Adding Polynomials		
		7.3.2 Subtracting Polynomials		
UNIT 8 GEOMETRY	Chapter 1 Representing Objects		At the end of the lesson the students will be able to: • apply dilatations in solving simple transformation problems • solve simple problems on angles in a polygon and angles with parallel and intersecting lines	7%
	Chapter 2 Transformations	8.2.1 Dilatations		
		8.2.2 Combining Transformations		
	Chapter 3 Angle Relationships	8.3.2 Angles in Polygons		
		8.3.3 Angles with Parallel Line and Intersecting Lines		

4. GENERAL SCIENCE

Subject: General Science **Class: VII**

Chapter		Scope		weighting
		Topics/subtopics	**Learning objectives**	
Life Processes	1.Cells	1. Introduction to cell • Introduction • Shape and size of cells • Activity 2.2. Preparing temporary slide 2. What is inside a cell • Structure of an animal cell • Structure of a plant cell • Activity 1.3. Comparing animal and plant cell.	• Describe that all living organisms are made up of cells. • Explain the basic structures of an animal cell and a plant cell as seen under a microscope. • Label different parts of an animal cell and plant cell. • Describe the similarities and differences between animal cell and plant cell.	4 %
	2.Human as Organism	1.Food and Nutrients • Introduction to food and nutrients. • Carbohydrates • Fats • Proteins • Minerals • Table 2.4. Minerals in food. • Vitamins • Table 2.5. Vitamins in food. • Water • Roughage 2. The human skeleton • Introduction to human skeleton • The human skeleton is divided into two main parts…… 4.The human reproductive system • Introduction to human reproductive system • The male reproductive system	Nutrition • Explain that humans need a balanced diet that contains carbohydrates, proteins, fats, minerals, vitamins, fibre and water in the right proportions in order to be healthy. • List key food sources for carbohydrates, proteins, fats, minerals and vitamins. Movement • Identify the key structures of the human skeleton. • State the functions of the key structures of the human skeleton. Reproduction • Draw a labelled diagram of male and female reproductive systems in humans. • Describe male and female reproductive systems in humans. • Describe the physical changes that take place during puberty.	6 %

		• The female reproductive system • Menstrual cycle • Fertilisation 6.Health and Disease • Communicable disease - Disease caused by bacteria - Disease caused by viruses - Disease caused by protozoa - Disease caused by parasitic worms - Disease caused by fungi - Disease caused by mites • Non-communicable disease	• Describe the basic stages of the menstrual cycle. Health • List some common diseases, their effects and their prevention. • Explain the importance of personal hygiene.	
	3.Green Plants	1. Green plants • Introduction to green plants • Photosynthesis • Activity 3.1. Photosynthesis • Importance of photosynthesis 2. Nutrients for plants • Introduction to Nutrients for plants • Macronutrients • Primary Nutrients • Secondary Nutrients • Micronutrients 3.Respiration in plants • Introduction to respiration in plants • Types of respiration: Aerobic and anaerobic respiration 4. Germination • Introduction to germination • Types of germination • Conditions required for germination	Nutrition • Outline that plants need carbon dioxide, water and light for photosynthesis and to produce food and oxygen. • State the word equation for photosynthesis. • Explain the importance of nitrogen and phosphorus for growth of plant. Respiration • Explain that plants carry out aerobic and anaerobic respiration during the day and night. Reproduction • Explain germination and the types of germination.	6 %
	4.Living Things and	1. Adaptation and Variation	Adaptation	4 %

	their Environment	• Introduction to Living Things and their Environment • Adaptation • Activity 4.1. Identifying adaptive features • Variation • Activity 4.2. Understanding variations 2.Ecosystem and its components • Introduction to ecosystem and its components • Food chains • Food web • Activity 4.5. Identifying feeding relationships • Balance in nature	• Explain that different habitats support a diversity of plants and animals. • Explain variation within a species caused by environmental factors. Ecosystems • Define the term ecosystem • Identify a few local ecosystems Feeding and relationships • Identify food chains in a food web in an ecosystem. • Represent food chains in a quantitative way using pyramids of numbers in an ecosystem.	
Materials and their properties	5.Classifying Materials	1.Particle theory of matter • Introduction to particle theory of matter • Statements of particle theory • Table 5.2. matter and their characteristics • Inter-conversion of matter • Gas pressure • Diffusion 2.Elements are their symbols • What is an element • Table 5.3 First 30 elements • Atomic structure 3.Metals and non-metals • Properties of metals • Properties of non-metals	Solids, liquids and gases • Explain, using the particle theory, the properties of solids, liquids and gases • Explain the changes of state, gas pressure and diffusion using the particle theory. Elements, compounds and atomic structure • Explain that the elements are represented in the Periodic Table by symbols and that elements are made of atoms. • Classify elements as metals and non-metals according to their physical properties such as appearance, physical state at room temperature, electrical and thermal conductivity.	4 %
	6. Patterns in chemistry	2. Acid, Base and Indicator • Classification of acid	Acids and bases	6 %

		• Table 6.9. mineral acids and their formula • Uses of acids (some examples) • Bases • Uses of base (Some examples) • Indicators • Application of pH	• List the names of common acids found in fruits and other food items e.g. citric acid in oranges. • Investigate to classify solutions as acids and bases using indicators. • Measure the acidity or basicity of a solution by using the universal indicator.	
	7.Materials and Change	3.Solutions • Introduction to solutions • Solubility	• Define solute, solvent, solution (saturated and unsaturated) and solubility.	6 %
	7.Separating Mixture	1. Mixture and its type • Introduction • Homogenous mixture • Heterogenous mixture	Separating mixtures • Classify different types of mixtures as homogenous or heterogeneous.	5 %
Physical Processes	9.Work and Energy	1. Distance and displacement • Introduction • Distance • Activity 9.1. Investigating the difference between distance and displacement 2.Work done • Concept of work • Activity 9.2. Investigating work done 3.Sources of energy • Introduction to sources of energy • Common sources of energy 4.Fossil fuel formation	Work, power and energy • Define work and its unit of measurement. • Calculate work using work = force x displacement with examples in a variety of situations. Energy • Identify a variety of energy sources available locally, nationally and internationally including oil, gas, coal, biomass, food, wind, water, waves and batteries. • Classify energy sources as renewable or non-renewable sources. • Describe formation of fossil fuels as an example that the sun is the ultimate source of most of the Earth's energy resources.	4 %
	10.Forces and Motion	1.Linear motion • Introduction • Speed and average speed • Speed	Force and linear motion • Calculate the average speed of an object comparing the total distance travelled to the total time elapsed.	5 %

		• Balanced and unbalanced force 2.Rotational motion • Introduction to concept of rotational motion 3.Simple machines • Mechanical advantage of simple machines • Velocity ratio of simple machines • Efficiency of simple machines • Levers • Pulleys • Activity 10.4 Experiencing tension • Single fixed pulley • Single movable pulley • Combination of pulley • Gears: Teach only the concept and need not teach gear ratio and speed. 4.Density • Introduction to concept • Activity 10.6 Understanding density • Relative density	• Describe variation of speed of an object along the path travelled. • Describe the effects of unbalanced and balanced forces to predict the direction of movement of objects. Force and rotation • Describe with examples, that forces can cause objects to turn about a pivot. • Explain levers and the principle of levers. • Explain that levers confer mechanical advantages. • Describe the application of principle of lever to simple machines in everyday life including the musculoskeletal system. • Describe that pulleys and gears multiply force, change speed and increase the efficiency. • Define density and relative density.	
	11.Electricity and Magnetism	1. Electric Circuits • Introduction to electric circuits • Electric current and voltage • Role of resistance in the flow of current • Transformation of electrical energy • Table 11.6. Transformation of electrical energy 2.Static electricity • Introduction to static electricity • Attraction and repulsion of charged body	Circuits • Explain the types of electrical circuits at home. • Construct series and parallel circuits. • Draw using symbols, the parts of the electrical circuits with battery, bulb and switch. • Measure current and voltage in series and parallel circuits. • Explain the distribution of voltage and current in parallel circuits. • Describe the role of resistance in current flow. • State the uses of electrostatic electricity. Magnetism • Explain the molecular theory of magnetism.	6 %

		• Activity 11.6. Moving electrons from one body to another • Lightning • Effects of electrostatic phenomena • Application of electrostatic phenomena 3. Magnetism • Molecular theory of magnetism • Activity 11.9. Investigating the particle arrangement in a magnet • Activity 11.10. Investigating attraction of a magnetic substance by a magnet • Magnetisation	• Investigate the attraction of certain materials by the magnets. • Explain magnetic effect and magnetic field. • Investigate ways of increasing the power of a temporary magnet. • Differentiate between a bar magnet and an electromagnet.	
	12.Light and Sound	1. Propagation of light • Introduction to light and sound 2. Reflection of light • Regular reflection and irregular reflection • Terms used in the reflection of light • Laws of reflection • Reflection through plane mirror 3.Spherical mirrors • Teach the terms used in spherical mirrors and one example of image formation in concave and convex mirror. The detail is not required as it will be learnt in higher classes. • Uses of concave and convex mirrors 4.Production and Propagation of sound • Introduction to production and propagation of sound • Sound wave • Wave patterns	• State that light travels in straight lines with a finite speed in a uniform medium. • Describe the reflection of light at a plane surface – Laws of reflection of light. • Demonstrate the formation of an image by spherical mirrors with examples of its applications. Sound and hearing • Explain that sound cannot travel in a vacuum, but requires a medium such as air or material, whereas light can travel in a vacuum. • Explain that sound travels much slower than light. • Compare sounds using wave patterns (graphically). • Describe that animals can hear sounds over a range of frequencies. • Explain that loud sounds and noise pollution can cause damages to the ear.	6 %

		• Range of audibility • Uses of ultrasonic and infrasonic sound 5.Sound and Environment • Introduction to the concept • Effects of loud sound	• Identify the ways to reduce sound pollution in our locality. • Describe that sound can cause avalanches or landslides.	
	13.The Earth and Beyond	1. Formation of solar system • Introduction to the concept • Explain the concept of solar system focusing on a. Sun b. Planets • Eclipses • Lunar eclipses • Solar eclipse	The Earth and beyond • Describe the solar system. • Explain the causes of solar eclipse and lunar eclipse.	3 %
Total				65%

Subject: General Science **Class: VIII**

Strand	Chapter	Scope		weighting
		Topics/Subtopics	**Objectives**	
Life Processes	1. Cells	1. Cell parts and their functions 2. The organization in a multi-cellular organism	● Describe the functions of different parts of animal cell and plant cell. ● Explain that cells can form tissues, and tissues can form organs, and organs form organ systems, and different organ systems make an organism.	3%
	2. Human as organism	1.Human digestive system ● Activity 2.1 what happens to the food we eat? ● Muscles, Joints and movement a. Muscles B. Joints 3. The human respiratory system. a. Gaseous exchange b. Effect of smoking on lungs. c. Respiration in human. 4. Fertilization and development of foetus. a. Fertilization and implantation 5. Sense Organs. a. The eye and its structure. b. The ear and its structure.	● Label the key structures of the digestive system and state their function. ● Explain the role of muscles and the principles of antagonistic muscle. ● Describe different types of joints and their functions ● Explain the role of lungs in the gaseous exchange. ● Outline The effects of smoking on the lungs. ● Compare aerobic respiration and anaerobic Respiration. ● Explain fertilization in humans. ● Describe the development of foetus in the uterus and the function of the placenta ● Describe the basic structure and functions of the eye. ● Describe the basic structure and functions of the ear. ● Describe the basic structure and functions of the tongue.	8 %

		c. The tongue d. Nose e. Skin 6. Environment, lifestyle and Health. a. Environmental factors and health. b. Life style and health.	● Describe the basic structure and functions of the nose. ● Describe the basic structure and functions of the skin. ● Identify factors in our environment that are detrimental to our health. ● Explain the importance of a healthy lifestyle in maintaining good health.	
	3. Green Plants	● Absorption by roots Root system ● Organic and inorganic farming Reproduction in plants. a. Natural vegetative propagation	● Explain the absorption of water and minerals by root hairs. ● Compare the effect of inorganic farming and organic farming on soil health. ● Explain sexual and asexual reproduction in plants. ● Discover the art of grafting and budding as a method of asexual reproduction.	5%
	4. Living things and their Environment	● Adaptation and Survival. a. Adaptation to habitat. b. Natural Selection 2. Biodiversity a. Importance of biodiversity. b. Sustainable Development 3. Breeding	● Explain how organisms adapted their habitat for their survival. ● Explain the role of predation in determining the size of population. ● Explain Biodiversity and its importance. ● Explain the importance of practicing sustainable development to protect the lives of future generations. ● Explain the importance of selective breeding of cattle and crops to produce new varieties and its benefit on the economy.	5%
als and their Properties	5. Classifying Materials	● Atomic Structure	● Explain the composition of an atom with respect to proton, electron and neutrons. ● Define the terms mass number and atomic number. ● Define the term isotope and give examples of isotopes of elements.	8%

		• Isotopes • Elements and their symbols a. Chemical Formula b. Valency c. Writing Chemical Formula	• Explain that the reactions of elements depend on the arrangement of electrons in their atoms. • Define the term valency with examples. • Represent compounds using chemical formulae.	
	6. Materials and changes	• Solubility • Chemical reaction	• Explain the formation of saturated solutions. • Investigate the amount of solubility of solids(solutes)in different solvents. • Explain that mass is conserved when chemical reactions take place.	4%
	7. Separating mixtures	• Mixture and their separation a. Mixture and compound. b. Separating Mixtures	• Differentiate between mixtures and compounds. • Investigate different techniques to separate mixtures.	3%
	8.Pattern in Chemistry	Acid and base • Chemical properties of acid. • Activity 8.2 Reaction between acids and metals. • Activity 8.3 Investigate the action of acid on carbonates and hydro carbonates. • Activity 8.4 Chemical properties of an acid • Activity 8.5 Chemical reaction of base Neutralization • Activity 8.7 Observing neutralization reaction • Application of neutralization reaction	• Explain the reaction of acid on metals • Investigate the reaction of acid on carbonates and hydro carbonates. • Investigate the properties of an acid • Write word equation and chemical equation for the reactions of metals and bases. • Carry out an investigation to observe the neutralization reaction. • List examples of everyday applications of neutralization reaction • Explain the causes of acid rain and its impact. • Explain how acid rain contributes to chemical weathering of rocks. • Explain the relation between acid rain and corrosion.	6%

		Acid Rain ● Causes of acid Rain ● Acid rain and chemical weathering ● Acid rain and corrosion		
Physical Processes	9. Forces and motion	Linear motion. ● Speed and velocity ● Activity 9.1 Finding speed and velocity. a. Acceleration due to gravity b. Effect of gravity on mass and weight. Fluid Friction ● Activity 9.4 Streamlined body reduces friction. Force and pressure ● Examples of pressure in our daily lives	● Differentiate between speed and velocity. ● Describe the variation and effect of gravity due to change in places and altitudes. ● Describe the effects of gravity on mass and weight. ● Investigate the effects of friction due to fluids in moving objects. ● Explain the applications of pressure in our daily lives.	4%
	10. Work , power and energy	Energy ● Potential energy. ● Activity 10.2 Comparing potential energy. ● Kinetic Energy ● Heat Energy ● Heat transfer and temperature (Conduction, convection and radiation). ● Dissipation of energy	● Calculate potential energy. ● Calculate kinetic energy. ● Differentiate between temperature and heat. ● Explain the transfer of energy by conduction, convection and radiation. ● Explain how dissipation of energy reduces the efficiency and availability of energy resources	3%

	11. Electricity and magnetism	Circuits • Potential difference and electric current. • Ohm's Law • Energy transfer in battery • Activity 11.2 How does a cell exhaust Main Electricity • Domestic electric supply • Electrical Safety • Fuse • Electrical insulation • Electrical Heating for domestic purposes. Magnetism • Magnetisation • Bending light rays	• Define resistance, voltage and current with symbols • Describe the relationship between current and voltage. • State Ohm'sLaw. • Explain the transfer of energy in a battery and its exhaustion. • Explain the difference between direct current (d.c.) and alternating current (a.c.)in terms of source of electricity. • Explain the functions of the live, neutral and earth wires in the domestic mains supply circuit. • Explain the function fuse and insulation to provide safety. • Illustrate a variety of ways where electrical heating is used at home. • Explain natural magnets (lodestone) and horseshoe magnets. • Describe refraction of light through glass slab, prism and lenses.	7%

	12. Light and sound	Dispersion of white light. Colours • How do we see things? • Colour filter Sounds • The loudness of sound • Frequency and pitch • How do we hear? • The speed of sound	• Explain the dispersion of white light to give a range of colours. • Explain the effect of colour filters on white light. • Explain the relationship between the loudness of the sound and the amplitude of the vibration causing it. • Explain the relationship between pitch and frequency. • Describe the conversion of sound vibrations into nerve impulses by the ear. • Explain that sound travels at different speeds in different mediums (solids, liquids and gases)	7%
	13. The Earth and Beyond	• Visibility of heavenly objects. • The Planetary motion	• Explain that the Sun and other stars are sources of light. • Explain the visibility of planets and other bodies due to the reflected light from the Sun • Relate the movements of planets to their gravitational forces.	2%

4. GEOGRAPHY

Subject: Geography **Class: VII**

Strand	**Chapter #**	**Scope**		**Weighting**
		Topics/Sub-topics	**Learning Objectives**	
Time and Space	1.Map work	**South Asia** • Physical Features (mountains, plains, plateaus, rivers, seas) **Bhutan** • Physical features (mountains/peaks, passes, and rivers)	Identify and locate various relief features, main countries, climatic and vegetation belts of Asia, physical features, distribution of agricultural products, minerals and population and chief cities of Asia and physical features,	**9**
	2. Nature and Scope of Geography	What is Geography? Why learn Geography?	Discuss nature and scope of geography.	**2**
	3. The Earth in the Solar System	Solar system, Rotation, Revolution	• Discuss the solar system • Explain the motions of the Earth	**3**
	3. Latitude and Longitude	Properties of map Types of map Latitude and longitude Finding time	discuss essential properties of map differentiate latitude and longitude state the importance of latitude and longitude locate features using latitude and longitude calculate time using longitude	**5**
Physical Environment	1. River System	Drainage basin Drainage pattern Drainage basin and major rivers of Bhutan Importance of rivers	• discuss the river systems • locate major rivers on an outline map of Bhutan	**7**
	2.Landforms	Basic processes of land formation Types of landforms	explain the basic processes of land formation • describe different types of landforms	**7**
	4. Atmosphere	Structure of atmosphere Significance of atmosphere	explain the structure of atmosphere and its significance	**6**
	5. Weather and Climate	Difference between weather and climate Climate of Bhutan	distinguish between weather and climate • demonstrate the use of weather instruments	**7**

		Weather instruments and their uses		
People and Environment	1.Population	Change in population Distribution of population	define human population • explain death rate, birth rate and natural change • draw a population density map of a given country/region	**8**
	2. Settlement	Types of settlement Rural and urban settlement Pattern of settlement	describe the concept and types of settlement • explain the patterns of settlement	**4**
	5. Hazard and Disaster	Types of disasters Natural disasters Human induced disasters Disasters preparedness tips	discuss potential hazards and disasters • suggest measures to reduce disasters • exhibit life-saving skills during disaster	**7**
	Total 100			**65%**

Sub: Geography **Class: VIII**

Strand	Chapter #	Scope		Weighting
		Topics/Sub-topics	**Learning Objectives**	
1. Time and Space	1.Map work	South Asia • Physical Features (mountains, plains, plateaus, rivers, seas) • Bhutan • Physical features (mountains/peaks, passes, and rivers) • Places and dzongs	Identify and locate various relief features, main countries, climatic and vegetation belts of south Asia, physical features, distribution of agricultural products, minerals and population and chief cities of south Asia and physical features.	6
	2. The Motions of the Earth	Characteristic of rotation and revolution n	• Describe rotation and revolution • Explain the key characteristics of Earth's motion	5
	3. Latitude and Longitude	Important latitude Features of heat zones Longitude and time calculation	Describe the importance of latitudes and longitudes • Identify latitudes and longitudes of places on a map • Calculate time and longitudes	6
	4. Map Reading and interpretation	Types of scales Grid reference Contour, relief features and profiles	Interpret and illustrate relief features from contour map • Locate features on a map	6
2. Physical Environment	1. Rivers-major features	Work of a river Stages of a river	Discuss stages of river • Describe the landforms at different stages	6
	2. Earthquake and Volcano	Causes and effect of earthquake Causes of volcano stages of volcano	Discuss earthquake and volcano • Describe the effects of earthquake and volcano • Explain the stages of volcano	6

	3. The Atmosphere	Composition of atmosphere Significance of atmosphere	Describe composition of the atmosphere • Explain the significance of atmosphere	0
	4. Weather and Climate	Elements of weather and climate Factors affecting climate	Discuss the elements of climate • Explain the factors affecting climate	0
	5. Soil	Properties of soil Soil profile Types of soil	Describe basic soil properties • Explain soil forming factors • Classify soil types	5
	6. Natural Vegetation	Types of vegetation	Describe the types of vegetation • Explain the sub-types of vegetation	6
2. People and Environment	1.Population Change	Population structure and composition Factors affecting change in population Population planning Impacts of population change	Explain the causes of change in population • Discuss the importance of addressing population change	0
	2. Settlement	Classification of settlement Patterns of rural settlement	Classify patterns of settlement • Illustrate patterns of settlement with examples	0
	3. The Environment	Components of environment Energy flow in the eco system Impacts of human activities Conservation of environment	Describe the interrelationship that exist among the various components of the environment • Discuss the importance of environmental conservation	7
	4. Natural Resources	Classification of natural resources Conservation of natural resources	Classify the natural resources into renewable and non-renewable • Describe the importance of natural resources	**6**
	5. Hazard and Disaster	Causes and effects of disaster Disaster management cycle	Distinguish between hazard and disaster	**6**

			• Differentiate natural hazard from human induced hazard • Discuss causes and effects of disasters • Suggest measures to mitigate disasters	
	Total 100			**65%**

5. BHUTAN HISTORY & CIVICS

Subject: Bhutan History & Civics **Class: VII**

Strand	Chapter	Scope		Weighting
		Topic/sub-topics	**Learning objectives**	
Identity, Spirituality and Culture	Chapter: One The Importance of Pema Linga in the History of Bhutan	Early Life Discovery of Treasures Saint, Architect, Artist and Sacred Dancer Influence on the Political life of Bhutan	Discuss Pema Lingpa's parental background and upbringing. List the extraordinary characteristics of Pema Lingpa as a child and a young man. Describe Pema Lingpa's discovery of treasures. Explain Terton Pema Lingpa's contribution to the cultural and spiritual heritage of Bhutan. Discuss the Pema Lingpa's influence on the political life of Bhutan.	15
Governance and Peace	Chapter Two: Greatness of Zhabdrung Ngawang Namgyal	Early life of Zhabdrung Ngawang Namgyal Religious Unification Tibetan Invasions Making a Nation State Codification of Laws Arts and Architecture	Explain the early life of Zhabdrung Ngawang Namgyal. Explain the circumstances in Tibet that led Zhabdrung Ngawang Namgyal's departure from Tibet for Bhutan. Describe the process of religious unification in western Bhutan Describe the causes of Tibetan attacks during Zhabdrung's era. Explain the reasons leading to the making of Nation State by Zhabdrung Ngawang Namgyal. Explain the importance of Laws codified by Zhabdrung Ngawang Namgyal.	15

		The Creation of Unique National Identity	Discuss Zhabdrung's contribution in art and architecture of Bhutan. Explain the importance of Dzongs built during Zhandrung Ngawang Namgyal's Era. Explain creation of national identity as the greatest achievement of Zhabdrung Ngawang Namgyal.	
Governance and Peace	Chapter Three: The Chhoesi System and The First Four Desis	Chhoesi System Structure of Chhoesi System First four Desis: Umze Tenzin Drugyal (1651-1656) La Nyoenpa Tenzin Drugdra (1656-1668) Chhoegyal Minjur Tenpa (1668-1680) Gyalse Tenzin Rabgye (1680-1694)	Explain the *Chhoe-sid* System established by Zhabdrung Ngawang Namgyal. Describe the structure of Chhoesi System established by Zhabdrung Ngawang Namgyal. Describe the contributions of the first four Desis.	15
Governance and Peace	Chapter Six: British India's Interference the Case of the Assam Duars	The geographical features of the Duars. Ownership of Assam Duars Payment of Compensation -Growing tension The continuation of cross border raids. The failure of Pemberton's Mission	Explain the geographical features of the Duars. Discuss the significance of Assam Duars to Bhutan. - Explain the factors leading to the growth tension between Bhutan and British India. Discuss the terms the Pemberton's Mission. Explain the reasons for the failure Pemberton Mission.	7.5

Governance and Peace	Chapter Seven: Civics: Forms of Government	Government Types of Democratic Government The Branches of the Government. Constitutional Bodies Defence	Differentiate the types of Democratic Government. Identify the branches of the Government. Explain the specific functions of the branches of the Government. Identify the types of Constitutional Bodies Constitutional Bodies. Explain how Constitutional Bodies ensure Good Governance. Identify the roles of the Armed Forces	7.5
			Total	**60**

World History **Class VII**

Standard	Chapter	Scope		Weighting
		Topic/ Subtopics	Objectives	
Historiography and Writing	Chapter 1 Understanding History	Introduction Concept of History Characteristics of History Importance of History History in relation to other subject	Define History Explain History as a perspective- based study List Characteristics of History. Explain the importance of learning History Describe History in relation to other subjects.	15
Evolving Civilization	Chapter 2 Understanding Civilisation	Introduction Concept of Civilizations Factors responsible for the rise of civilization Characteristics of civilization Scientific Inventions	Write the concept of civilization. List the factors leading to the rise of a civilization. Explain the characteristics of a civilization. Relate the impacts of civilization to the advancement of scientific invention and technology.	12.5
Identity, Spirituality and Culture	Chapter 4 Understanding Culture	Introduction and Concept of culture. Characteristics of Culture Culture Diversity and its importance	Explain culture Write the characteristics of culture. Explain the reasons for diversity in culture.	12.5
			Total	100

Subject: Bhutan History & Civics **Class: VIII**

Strand	Chapter	Scope		Weighting
		Topic/sub-topics	**Learning objectives**	
Governance and Peace	Chapter Two: The Young Jigme Namgyel 1825-1865	Jigme Namgyel's Early Life In service in Trongsa Services rewarded Struggle for power Trongsa Poenlop Trongsa Poenlop's growing influence Trongsa Peonlop retians his office	Explain the early life of Jigme Namgyal. Discuss the services of Jigme Namgyel in Trongsa Dzong. Describe the events that led to the rise of Jigme Namgyal (Darpoen, Zimpon to Trongsa Penlop) Discuss the significance of the post of Trongsa Penlop to Jigme Namgyel.	8
	Chapter Five: Jigme Namgyel and his times 1886-1926	Jigme Namgyel becomes Desi *The Paro Poenlop Rebels* *Treachery in Paro and Wangduephodrang* *Paro Poenlop Defeated* *Punakha Dzongpoen Defeated* *Wangduephodrang Dzongpoen Defeated* *Jigme Namgyel* Continues to be most the powerful	Describe the political situation of the country before and after Jigme Namgyal's rise to power. Explain the role of Jigme Namgyel as Desi.	8
	Chapter Six : Druk Gyalpo Ugyen Wangchuck 1862-1926	His Early Life Ascends to Paro Poenlop 1879 Struggle for Control of Trongsa Poenlop's Post Becomes Trongsa Peonlop Growing Power against background of plots	Describe the early life of His Majesty Druk Gyalpo Ugyen Wangchuck. Explain the milestones in the rise of Ugyen Wangchuck as an important political figure such as Paro Poenlop, Trongsa Poenlop	10

		Open revolt, 1885 *Fighting Breaks out* *Rebellion Put Down, 1885* *End of Civil War* Ugyen Wangchuck's Diplomatic Skills Foreign Relations Strengthened Establishment of Hereditary Monarchy Treaty of Punakha,1910 Internal Reforms	Discuss the Battle of Changlimithang of 1885 and its significance as the last civil struggle in the History of Bhutan. Explain Ugyen Wangchuck as a successful meditator in Younghusband Mission of 1904 Discuss the immediate circumstances leading to the establishment of Hereditary Monarchy. State the significance of the Treaty of Punakha, 1910. Highlight the contribution of His Majesty Druk Gyalpo Ugyen Wangchuck as the Founding Monarch.	
	Chapter Seven: Druk Gyalpo Jigme Wangchuck 1905-1952	Early Life Reforms *Reduction of Number of officers* *Control of Appointments* *Tax Burden* *The Royal House Hold* *Religious Appointments* *Military Established* *Education Develops* Reforms and Developments Foreign Relations	Explain early life of Druk Gyalpo Jigme Wangchuck Discuss the initiative undertaken by King Jigme Wangchuck to consolidate the stability of the nation. Explain how Bhutan benefited from the policy of isolation.	8
	Chapter Eight: Druk Gyalpo Jigme Dorji Wangchuck 1928-1972	Early Life The Country's Position in the mid-20th Century End of Isolation Social and Economic Reforms Constitutional Reforms	Explain the early life of His Majesty Druk Gyalpo Jigme Dorji Wangchuck. Describe Bhutan's relation with India and international community during the reign of His Majesty Druk Gyalpo Jigme DorjiWangchuck.	9

		The Path to Development Other Achievements Father of Modern Bhutan	Explain the social reform that transformed the life of common people. Explain the Third Druk Gyalpo as the Father of Modern Bhutan with focus on socio-economic and constitutional reforms. Analyze the administrative and constitutional reforms as a step towards decentralization. Asses the significance Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan'	
	Chapter Nine : Druk Gyalpo Jigme Singye Wangchuck and Twenty Five years of Development	Early Life and Education Planning for Development Social Reforms *Health* *Education* *Agriculture and Forestry* *Media and Communication* Economic Reforms Administrative Reforms Cultural and Religious Reforms Foreign Relations National Identity and Concept of One Nation One People A Life in the Service of His Country and People	Explain the early life of His Majesty Druk Gyalpo Jigme Singye Wangchuck. Explain the Social initiatives and the developmental changes brought during the reign of our Fourth Druk Gyalpo Explain the major economic initiatives undertaken to raise the revenue and the living standard of people under the reign of His Majesty Jigme Singye Wangchuck. Explain the Administrative and constitutional reforms initiated for people's participation. Explain the 4th Druk Gyalpo's Foreign relations and its significance to the country. Discuss the significance of 4th Druk Gyalpo's initiative with reference to National Identity and the concept of One Nation One People.	10
	Chapter Ten: Civics: Constitution and Citizen	Definition of Constitution Important Features of the Constitution Importance of the Constitution Citizen Voting	Define Constitution Write the features of the constitution. Write the importance of constitution. Define citizen. Write citizenship laws of Bhutan. Explain why a citizen must vote.	7
Total				**60**

World History **Class VIII**

Standard	Chapter	Scope		Weighting
		Topic Subtopics	Objectives	
Historiography and Writing	Chapter One: History and its sources	-Introduction Understanding Historiography. Sources of History Primary and secondary sources of history.	Identify the values of knowledge building through documentation and collection of sources. Explain historiography and its importance in studying History. Explain sources of history and their uses. Define primary and secondary sources.	15
Evolving Civilization	Chapter Two: The Stone Age	Introduction -Human Evolution Three periods of stone age : Paleolithic Mesolithic Neolithic	Explain the biological evolution of human beings. Describe the three periods of Stone Age and its features.	12.5
Identity, Spirituality and Culture	Chapter Four: Understanding Religion.	Introduction Major world religions; *Buddhism* *Christianity* *Hinduism* *Islam* *Judaism* Basic Characteristics of religion	Interpret religion in your own words. Explain different types of religion. Examine the basic characteristics of religion.	12.5
			Grand Total	**100**

6. HEALTH AND PHYSICAL EDUCATION

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

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence	*Movement Skills for Physical Competency*	• Explain the technical concepts and importance of Locomotors, Stability, and Object control.	40
			• Perform physical activities applying basic techniques of Locomotors, Stability, and Object control.	
			• Use basic techniques of Locomotors, Stability and Object control in performing simple aerobic exercise and target games	
	Fitness for health and quality life.	*Fitness and Active Lifestyle*	• Explain the importance of physical fitness for better health, active participation in educational and social activities.	7
			• Perform physical fitness activities to promote cardiovascular endurance, muscle strength and endurance, flexibility, and body fat composition.	
			• Incorporate fitness activities to participate in regular recreational activities.	
		BMI for Health and Wellbeing	• Explain height and weight based on BMI to know about one's growth and development.	3
			• Calculate individual BMI using weight and height.	
			• Maintain a healthy BMI zone.	
	Body posture, safety, First Aid, and remedies for efficiency	*Body Postures for Health and efficiency*	• Explain the concept of correct dynamic body postures in physical activities.	5
			• Explain skills of maintaining correct body postures in dynamic physical activities for efficiency.	
			• Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.	

	and wellbeing.	*Safety, first aid, and Injury Preventions*	• Explain the importance of safety measures in performing Locomotors, Stability, and Object control safely.	5
			• Relate safety measures with Locomotors, Stability, and Object control to prevent injuries.	
			• Apply the concept of safety measures to prevent injury while performing aerobic exercise and target games.	
		First Aid for supporting and saving lives	• Explain lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, Fatigue	
			• Perform first aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, Fatigue	
			• Apply first aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, Fatigue	
Personal and Interpersonal Development	Behaviour and life skills for social harmony.	*Wholistic Growth and Development*	• Explain infancy, childhood, adolescence, and adulthood concerning physical, social, and emotional wellbeing.	5
			• Examine the factors influencing an individual's emotional and social development. (peer influence, media influence, cultural influence)	
			• Identify physical activities that promote and maintain social and emotional wellbeing.	
		Teenage pregnancy and its Consequences	• Explain factors leading to teenage pregnancy	5
			• Introspect implications of teenage pregnancy on personal health, wellbeing, and education.	
			• Say no to things leading to teenage pregnancy.	
		Discipline and Manners for Social Harmony	• Explain the importance of code of conduct, social norms, promote self-responsibilities, and self-discipline for social harmony.	5
			• Identify personal conducts and skills that contribute towards building personal and interpersonal relationships	
			• Follow rules and regulations to cooperate and complete team activities.	
	Water, sanitation,		• Explain the importance of water, sanitation, and hygiene (WASH) for personal health.	10

Health and Healthy Living	and hygiene for healthy living.	*WASH for Healthy Living*	• Identify practices of maintaining personal hygiene and sanitation	
			• Take ownership of WASH facilities in school and at homes.	
	Nutrition choices and habits for longevity and sports excellence.	*Healthy Food Habits for Longevity*	• Explain nutrition concerning body functions, personal health, deficiency diseases, and non-communicable diseases	10
			• Calculate the number of serves of the different food groups required for an individual per day.	
			• Practise food safety at home and school by developing food safety plans.	
	Healthy and ethical use of substances	*Health Impact of Substance*	• Explain the importance of safe use of medicines to promote personal health and its effects on personal health when misused.	5
			• Identify the benefits and commonly misused substances and the effect on performance in physical activities	
			• Follow the advice of parents/teachers or medical persons for the consumption of any medicines to avoid health risks.	

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

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence	*Movement Skills for physical competency*	• Explain the technical concepts and importance of Locomotors, Stability, and Object control.	40
			• Perform physical activities applying basic techniques of Locomotors, Stability, and Object control.	
			• Use basic techniques of Locomotors, Stability and Object control in effectively performing simple aerobic exercise, target games, striking and fielding, net and wall and invasion.	
	Fitness for health and quality life.	*Fitness for Health and Wellbeing*	• Explain importance of physical fitness for leading active and productive life through habitual physical activities and physical efficiency.	10
			• Perform physical fitness activities by preparing personal fitness routine to promote general fitness and health.	
			• Incorporate fitness activities in regular recreational activities using fitness routine to develop habits of active living.	
			• Explain weight and height (BMI)	
			• Calculate individual BMI using skill of measuring weight and height.	
			• Determine to maintain healthy BMI zone.	
	Body posture, safety, First Aid and remedies for efficiency and wellbeing.	*Body Postures for Health and efficiency*	• Explain the importance of correct body postures considering low and high risk, low and high intensity, environmental risk factors for effective body function.	5
			• Correct individual body postures to assess the nature and intensity of the activity for safe participation.	
			• Use correct body postures in performing dynamic physical activities with efficiency.	
		Safety and Injury Preventions	• Explain the importance of safety measures in performing Locomotors, Stability and Object control safely.	5
			• Relate safety measures with Locomotors, Stability and Object control to prevent injuries.	

			• Apply the concept of safety measures to prevent injury while performing aerobic exercise, target games, striking and fielding, net and wall and invasion.	
		First Aid for supporting and saving life	• Explain lodged foreign object (eyes/ears/nose/mouth, cramps, fatigue	
			• Perform first aid for lodged foreign object (eyes/ears/nose/mouth, cramps, fatigue	
			• Apply first aid for lodged foreign object (eyes/ears/nose/mouth, sprain, strain, cramps, fatigue	
Personal and Interpersonal Development	Behaviour and life skills for social harmony.	*Wholistic Growth and Developme nt*	• Explain factors affecting growth and development in relation to height and weight, happiness and sadness, cheerfulness, extrovert and introvert	5
			• Examine the factors influencing individual's emotional and social development	
			• Identify physical activities that promote and maintain social and emotional wellbeing through aerobics and meditation.	
			• Maintain personal diary to maintain individual's feelings and emotional state.	
		Teenage Pregnancy and Its Consequen ces	• Explain social and economic consequences of teenage pregnancy.	5
			• Identify early signals that may lead to teenage pregnancy.	
			• Consult and get support from parents and teachers on the early signals on teenage pregnancy.	
		Discipline and Manners for Social Harmony	• Explain importance of code of conduct to promote self-responsibilities, social equity and decision making through effective communication and teamwork.	5
			• Identify personal conducts and skills that contribute towards building friendly relationships using skills of listening and expressing ideas.	
			• Follow rules and regulations in all team work for cooperation and success.	
Health and Healthy Living	Nutrition choices and habits for longevity	*Healthy Food Habits for Longevity*	• Explain balanced diet in relation to serving sizes to enhance personal dietary habits (Food Groups and balanced diet, Servings sizes for different food groups).	10
			• Describe nutrition in relation to body functions, personal health, deficiency diseases and non-communicable diseases	

	and sports excellence.		• Calculate approximately the number of serves of the different food groups required for an individual per day. (Reference Food and Dietary Guidelines for School Aged children (2019).	
			• Identify safe practices with food based on nutrition requirements to prevent nutrition deficiency and excess in themselves and others.	
			• Practise food safety balanced diet at home and school.	
	Water, sanitation and hygiene for healthy living.	*WASH for Healthy Living*	• Explain the importance of water, sanitation and hygiene (WASH) for personal heath.	10
			• Identify ways to sustain water supply schemes and identify functionality of the WASH facilities in schools.	
			• Plan water conservation activities.	
	Healthy and ethical use of substances	*Health Impact of Substance*	• Explain the importance of safe use of medicines and impact of substance misuse on the individual, family and the society.	5
			• Identify the benefits and negative impact of use of medicines	
			• Follow medical advice for consumption of any medicines	

7. ICT

Subject: ICT (Coding component)					**CLASS: VII & VIII**
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Period**
D Coding (Pyleap)	1. Bright starry sky	- Programming - What is programming - Coordinate system - X-coordinate - Y-coordinate - Origin - Coordinate system	• Understand the concepts of programming and programming language. • Understand the coordinate representation and know the basic correspondence between the point and the position in the window.	9	5
	2. Dot to Dot	- Line segment object creation and drawing. - Line colour.	• Learn to create and draw segment object • Combined with coordinate knowledge to complete the task of connecting dots into a picture	9	5
	3. Magic Rainbow	- Circle object creation and drawing.	• Understand the meaning of the centre and radius of a circle • Learn the creation and application of circle objects. • Apply the characteristics of the circle to complete the drawing of rainbows and clouds.	9	6
	4. My school bus	- Rectangle object creation and drawing	• Understand the order in which the code runs	9	6

			• Learn the creation and application of circle objects, Understand and apply the attributes of rectangle object • Combined with the learned graphics to complete the drawing of the school bus		
	5. Sunflower	- Oval object creation and drawing - Rotation of graphics - Comprehensive application of graphics.	• Learn the creation and application of oval objects. • Learn to use the rotation method of graphic objects to complete the rotation of graphics • Combined with the 9learned graphics to complete the drawing of the sunflower. • Combine with the learned graphics to • Complete the design and drawing of emoji.	9	6
	6. Windmill kingdom	- Polygon creation and drawing - Comprehensive application of graphics	• Learn the creation and application of polygon • Combined with the learned graphics to complete the drawing of the windmill	8	6
	7. Rotating windmill	- Principle and implementation of animation.	• Understand the attributes of objects and learn to define and modify object attributes • Understand the principles of animation, and learn and use animation functions	9	6

			• Complete the rotation effect of windmill with animation function		
	8. Sea voyage	- Comprehensive application of graphics - Optimize attributes operation - Animation realization	• Combined with the learned graphics to complete the drawing of the sailing ship • Review the animation principle and apply the animation function to complete the move animation. • Optimize the operation of attributes values to achieve the effect with fewer attributes	9	6
	9. Pet octopus	- Comprehensive application of graphics - Animation application	• Combined with the learned graphics to complete the drawing of the pet octopus • Use graphic rotation animation, attributes position movement animation, graphic size change and so on to complete pet animation.	9	6
			Total	**80**	**52**

Subject: ICT (Literacy component)				**CLASS: VII**	
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Period**
A Technology Operation	1. Making Presentation	**Project on Presentation** - MS PowerPoint tools - Multimedia, Animation - Select a topic of interest.	• Design a presentation using MS PowerPoint on a topic of personal interest and present it to your class.	10	8
B Communication and Collaboration	2. Social Media	**Project on Social Media** - Social media - Uses of social media - Join communities of learning groups	• Create or join an educational group on Facebook to discuss and share materials on topics for personal learning and growth.	5	6
C Safety and Ethics	3. Social media privacy and security	**Project on privacy and security** - Protecting personal data. - Netiquettes - Benefits and risk of online services.	• Create a poster on the benefits and risk of using social media and other online services. • Share the awareness poster on the Facebook groups	5	6
			Total	**20**	**20**

Subject: ICT (Literacy component)				CLASS: VIII	
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Period**
A Technology Operation	1. Working with audio	**Project of remixing music** - Audacity program - Music remix - SoundCloud	• Create a remix music of songs using audio editing tool and share it online.	10	8
B Communication and Collaboration	2. Reliable information	**Project on information access from internet.** - Online information - Copyright - Creative commons	• Design and follow a standard verification criterion to assess reliable information from the Internet	5	6
C Safety and Ethics	3. Preventing Malware	**Project on malware prevention** - Malware - Types of malware - Antivirus - Ways to backup data.	• Formulate different methods of securing data from malware.	5	6
			Total	20	20

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 3rd 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.

<table>
<tr><th colspan="3">Scenario & Situation</th><th>Curriculum</th><th>Mode</th><th>Assessment</th></tr>
<tr><td rowspan="3">Scenario I</td><td rowspan="2">Situation 1</td><td rowspan="2">If all schools open at the same time</td><td>Class PP – 9 & 11 Prioritized Curriculum</td><td>Regular class with safety and precautionary measures</td><td rowspan="2">Regular on prioritised curriculum
(CFA, Tests, year-end examinations)</td></tr>
<tr><td>Class 10 & 12 Prioritized Curriculum</td><td>Regular class with safety and precautionary measures</td></tr>
<tr><td>Situation 2</td><td>If schools open in a phased manner</td><td>Class PP – 9 & 11 Adapted Curriculum</td><td>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</td><td>Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern</td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Class 10 & 12 Prioritized Curriculum</td><td>Regular class with safety and precautionary measures</td><td>Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum</td></tr>
<tr><td colspan="2"></td><td colspan="4"></td></tr>
<tr><td rowspan="2">Scenario II</td><td colspan="2" rowspan="2">All schools closed</td><td>Class PP – 9 & 11 Adapted Curriculum</td><td>A) PP-3: BBS, Social media (Wechat / WhatsApp / Telegram), Radio, SIM
(B) Cl 4 -9 & 11: BBS, SIM, Google classroom</td><td>Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern</td></tr>
<tr><td>Class 10 & 12 Prioritized Curriculum</td><td>Regular class in quarantine mode.</td><td>Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum</td></tr>
<tr><td>NOTE:</td><td colspan="5">For effective curriculum delivery as well as to provide support for psycho-social wellbeing:
• Follow Ministry of Health's protocol and preventive measures.
• Follow WASH advisory.
• No mid-term examinations.
• No trail examinations.
• No co-curricular and extra-curricular activities.
• Mid-term break to be used as instructional days.
• Use Saturdays to adjust instructional days.
• Strengthen psychosocial support including help-centres.</td></tr>
</table>

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 Gyaltshen	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

3. Teacher Volunteers			
Sl. No.	**Subject**	**Name of Teacher**	**School**
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		Yeshi 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 Chhoegyel	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