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Education in Emergency

ADAPTED CURRICULUM

&

PRIORTIZED CURRICULUM

KEY STAGE 2: CLASS IV - VI

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 can be contained any time sooner.

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

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

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

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

INTRODUCTION

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

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

EDUCATION IN EMERGENCY CURRICULLUM

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

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

Objectives

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

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

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

ADAPTED CURRICULUM

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

Table 1. Learning areas in Adapted Curriculum

Key Stage	Class	Learning Areas	Subjects
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	Class PP – 9 & 11 Prioritized Curriculum	Regular class with safety and precautionary measures	Regular on prioritized curriculum

		the same time	Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	(CFA, Tests, year-end examinations)
	Situation 2	If schools open in a phased manner	Class PP – 9 & 11 Adapted Curriculum	**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 2: Classes IV-VI

1. DZONGKHA

གནས་རིམ། Key stage	ལྷག་སྦྱོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན། Learning area	སློབ་སྦྱོན་ཐབས་ལམ། Strategy	ལས་རིམ་གྱི་ཁོས་འབབ། scope
གནས་རིམ་དང་པ། བློ་གསར་གསུམ་པ་ཚུན།	ཡི་གུའི་སྟོན་སྦྱང། གསལ་ཆེད་སྐུམ་ཆུ། དབྱངས་བཞི། མགོ་ཅན་འདོ་གས་ཅན། གྲངས་ཀ་ ༡༠༠ ཚུན་ ཞང་ཡིག་དང་ ཞང་ཡིག་ཡིག་གཟུགས་ནང་བྱི་ནི། ཉེ་འབེལ་མིང་ཚིག་འབྲི་ལྷག། སྒྲོན་གློག་ཚིག་སྤྲུད། རང་དང་ཆ་རོགས་ བཟང་ཚད་དང་སློབ་གྲྭ་ གཡུས་དང་མཐའ་འཁོར་ཚུ་གི་སྐོར་ལས་ བཤད་པ་ཐུང་གུ་རེ་རྐྱབ་ནི། དཔེ་དེབ་ལྷག་བདས།	རྒྱང་བསྟུགས་ཐོག་ལས་ སློབ་སྦྱོན་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་འཁྲིལ་བའི་ སློབ་སྒྲུབ་ལས་དོན་ཚུ་བཀྲམ་སྟེ་ རང་སོའི་ཨ་ལོ་ཚུ་ལུ་ རྒྱབ་སྐྱོར་འབད་བཅུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འཛིལ་ཐོག་ལས་ ཞྭམ་ལུ་རེ་ཅིན་ ཏེ་ དེག་ཐོག་དང་བག་ཐོག་དཔེ་ཁྲིབ་འབད་ནི། སྤྲོ་གླུའི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ཚབ་ལེན་འབད་དེ་ ཉན་ཐོག་ལས་ ཉེ་འབེལ་མིང་ཚིག་ལྷབ་བཅུག་ནི། WeChat, Facebook YouTube, google ཚུ་གི་ཐོག་ལུ་ ཡི་གུའི་བཀོལ་ཐབས། རྩོད་སྤྲ་ལ་སོགས་པའི་ མཐོང་ཐོས་མཁོ་ཆས་ ཐུང་གུ་རེ་བཟོ་སྟེ་བཀྲམ་ནི། ལྷག་དེབ་ལྷག་ཐབས་ཀྱི་དཔེ་སྟོན་མཐོང་ཐོས་ཐོག་ལས་བཟོ་སྟེ་བཀྲམ་ནི། ཞྭམ་ནང་ ཡིག་བཟོའི་སྤྱོད་དེབ་ཀ་ལས་ངར་ཚུན་ཡོད་མི་ཚུ་ལག་ལེན་འཐབ་སྟེ་ ཡིག་བཟོ་ལྷབ་བཅུག་ནི།'dzongkha	དབྱངས་གསལ་གྱི་ ཡིག་བཟོའི་བཀོལ་ཐབས་དང་ རྩོད་སྤྲའི་སློབ་སྟོན། ཞང་ཡིག་དང་ ཡིག་གཟུགས་ཀྱི་བཀོལ་ཐབས་དང་ རྩོད་སྤྲའི་སློབ་སྟོན། མིང་གཞི་ལུ་ སྟོན་རྩེས་ཀྱི་འཛུགས་ཚུལ་ཀྱི་སློབ་སྟོན། ཉེ་འབེལ་མིང་ཚིག་ལྷབ་སྤྱོད་གི་སློབ་སྟོན། ལྷག་དེབ་ལྷག་ཐབས་ཚུ་གི་སྐོར་ སློབ་སྟོན་ཚུ་ འབད་དགོས་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་ཐོག་ལས་ འབྲི་ལྟག་ཉན་སྒྲབ་ཀྱི་སྤྱང་བ།	རྒྱང་སྐྱོང་གི་ལམ་སྟོན་བྱེད་ནི། ཨམ་ལུ་ ཞ་ལེའི་ རྒྱབ་སྐྱོང་གྱི་ལམ་སྟོན་བྱེད་ནི། སློབ་སྦྱོང་ལས་དོན་ ཨམ་ཚུ་ལུ་བཀྲམ་ནི། ཁྱིམ་ནང་ལྟག་ནིའི་ མཁོ་ཆས་ངོས་འཛིན་འབདཝ་དེ་ ལྟག་བཙུག་ནི། སློབ་དཔོན་ཚུ་ གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལྟ་རེ་བྱེད་ནི། དེ་བའི་ ལན་འཐོབ་ཐབས་ལུ་ ལྟག་དེབ་ལྟག་བཙུག་ནི། ཡིག་བཟོའི་ སྦྱོང་བ། we chat, face book, youtube,google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྐད་འབྲི་ཐངས་དང་ལྟག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྦྱོང་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྟབ་བཙུག་ནི་བརྟམ། ཡོངས་འབྲེལ་ཐོག་ལས་ དགེ་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་འབདཝ་དེ་ དབྱེ་ཞིབ་འབདཝ་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ ལས་ ངོསྤྲོད་དང་ཁྲད་རྟགས་དཔེ་ཚུ་གི་ སྐོར་སྤྲོས་སྟོན་འབདཝ་ནི། ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སྤྲོས་སྟོན། ཡིག་འགྱུལ་གྱི་དོན་ཚན་གཞིས་ཀྱི་ སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སྤྲོས་སྟོན་ ཚུ་འབདཝ་དགོ་ནི་ཞིན་མས།
	སྐྱན་རྩོམ་ནང་ལས་ ཞབས་ཁྲ་གཞི་བཞག་གི་ འབྲི་ལྟག་ཉན་སྤྲས་ཀྱི་སྤྱང་བ།		
	སྤྱངདཔ་གཏམ་རྒྱུད་ལས་ དངོས་སྤྱངདང་ འཚར་སྤྱང་གཞི་བཞག་གི་ འབྲི་ལྟག་ཉན་སྤྲས་ཀྱི་ སྤྱང་བ།		
	ཡིག་སྦྱོར་ལས་ ལོག་ཡིག་མཐུག་ཡིག། ཚག་ཤད། མིང་ཚིག ལ་དོན་ཀྱི་ཐུད། མིང་ཚིག མིང་གི་ཁྱད་ཆོག་འབྱུང་ཁུངས། མིང་མཐའ། བྱ་ཆོག་ གི་ཆོག་སྒོགས། འབེལ་སྦྲ། སྒྲུབ་ཆོག། དགག་ ཆོག། བྱ་བའི་ཁྱད་ཆོག། ཆོག་མཚམས། བརྗོད་ མཚམས། དོན་མཚམས་གཅད་ཐངས་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།	ལྷབ་སྦྱོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྦྱོན་ཐབས་ལམ།	ལས་རིམ་འོས་འབབ།
གནས་རིམ་གསུམ་པ། བདུན་པ་ལས་བཅུད་པ།	**འཕྲི་རྩོམ**་ནང་ལས་ འཛེལ་བཤད། ལོ་རྒྱུས། རྒྱུད་སྐུལ། འཚར་སྡུད་འཕྲི་རྩོམ་ཚུ་གི་ཐོག་ལས འབྲི་ལྷག་ཉན་སློབ་ཀྱི་སྤྱད་བ།	རྒྱང་བསྒྲགས་སློབ་སྦྱོན། ཨམ་ལུ་ ཞ་ལོའི་ རྒྱབ་སྐྱོར་གྱི་ལམ་སྟོན་བྱེད་ནི། སློབ་སྤྱོད་ལས་དོན་ ཨམ་ཚུ་ལུ་བཀམ་ནི། ཞྭམ་ནང་ལྷག་ནིའི་ མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ལྷག་བཙུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཞྭམ་ལུ་རེ་ཐྱེད་ནི། ཏུ་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཙུག་ནི། ཡིག་བཟོའི་སྤྱོད་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀམ་ནི། དཔེར་ན། འཕྲི་རྩོམ་འབྲི་ཐངས། སྡུད་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྤྱོད་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀམ་ཐོག་ལས་ ལྷབ་བཙུག་ནི་བརྟམ། ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་ཀྱི་སྐོར་ལས་ ངོས་སྤྱོད་དང་ཁྱད་རྣམ་དུས་ཚུ་གི་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་སྟོན་ནི། ཡིག་སྤྱོང་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན། ཡིག་འགྱུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་ སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་སློབ་སྟོན་ཚུ་ འབད་དགོ་ནི་ཞིན་མས།

	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་གཅོ་ཅན།**	**སློབ་སྟོན་ཐབས་ལམ།**	**ལས་རིམ་འོས་འབབ།**
གནས་རིམ་བཞི་པ། དགུ་པ་དང་བཅུ་པ།	**འཛི་རྩོམ་**ཚུ་ལས་ འགེལ་བཤད་དང་ ལེ་རྒྱུས། རྒྱུད་སྐུལ། འཆར་སྒང་འཛི་རྩོམ་ཚུ་གི་ཐོག་ལས་ འབྲི་ལྟག་ཅན་སློབ་ཀྱི་སྒྲུང་བ།	རྒྱང་བསྒྲགས་སློབ་སྟོན། ཤེས་ཡོན་ཅན་གྱི་ཐམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁེལ་བའི་ སློང་ལས་དོན་ཚུ་ ཐམ་ཚུ་ལུ་བཤད་བྱེན་ཏེ་ རྒྱབ་སྐྱོར་འབད་བཅུ་གི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱེམ་ལྟེ་རེ་བྱེན་ནི། རྒྱལ་སྡས་ལག་ལེན་གྱི་ སློབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་ བཟོ་སྟེ་ སྟོན་ནི། རྒྱབ་རྟེན་དེ་དེད་ གང་མང་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་བཟོ་ནི། ཁྱེམ་ནང་ལྟག་ནིའི་ དོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྟག་བཅུག་ནི། ཏེ་བཀོད་དེ་ དེའི་ལག་ཐབོབ་ཐབས་ལུ་ ལྟག་དེབ་ལྟག་ བཅུག་ནི།	རྩོམ་དེཁ་མ་འདྲལ་གསུམ་གྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ཁྱད་ཆོས་དེ་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་ འབྲི་ཐངས་ཀྱི་སློབ་སྟོན་ཚུ་ འབད་དགོ་ནི་ཞིན་མས།
སྐྱོན་སྤོང་བའི་ལག་ལེན་ཀྱི་དོན་ཚན་ཚུ་ལས་ རྒྱལ་སྡས་རྣམས་ཀྱི་ལག་ལེན་སོ་བདུན་ལུ་ གཞི་བཞག་ཐོག་ལས་ ནང་བའི་ཆོས་ཀྱི་བཤེ་མཐོང་དང་ ཆོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ ལྟབ་སྒྱུང་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་དོསྒྲུག། ཅེད་མེད་ལས་ཆོག་དང་སྒོན་ཆོག། ནི་སྒྲ། ན་དང་ཅིན་གྱི་སྒྲ། རྣམ་དབྱེ་བརྒྱད། འདི་ཆོག། སྐད་ཡིག་གི་དགོས་པ་དང་ཚན་ཐོག་ལས། བདག་སྒྲ། ཅི་དང་ཡི་གི་ཆོག་ཕྱད། མིང་ཆོག་བརྗོད་པའི་རྣམ་གཞན་གི་ དོན་ཚན་གཞི་བཞག་ཐོག་ལས་ བྱ་ནི་ཤུང་བ།	ཡིག་བཟོའི་སྒྲུང་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་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྒྲུང་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཙུག་ནི་བཟུམ། ཡོངས་འབྲེལ་ཐོག་ལས་ དཀ་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་ འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	
གནས་རིམ།	**ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།**	**སློབ་སྟོན་ཐབས་ལམ།**	**འོས་འབབ།**
གནས་རིམ་ལྔ་པ། ༡༡ ཝ་དང་༡༢ པ།	**འབྲི་རྩོམ་**ཚུ་ལས་ རྩོད་གླེང་དང་ རྒྱས་བཤད་ འབྲི་རྩོམ་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སློབ་ཀྱི་ སྒྲུང་བ།	**རྒྱང་བསྒྲགས་སློབ་སྟོན།** རྒྱལ་སྡས་ལག་ལེན་གྱི་ སློབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་ སྟེ་སྟོན་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ དོསྒྲིད་དང་ཞུན་རྩལ་དེ་ཚུ་གི་ སྐོར་སློབ་སྟོན།

	སྐྱན་རྩོམ་ཚུ་ལས་ ཞབས་ཁ། བློ་རེ། རྩང་མོ། དཔྱ་གཏམ། ཁ་བཤད། གསལ་བཤད་ལ་སོགས་པའི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སློབ་ཀྱི་སྦྱང་བ།	ཞིམ་ནང་ལྷག་ནི་ དོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྷག་བཙུག་ནི། ཆུབ་རྟེན་དང་དེ་བཅས་ གང་མང་ ཡོངས་འཛེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་བཟོ་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འཛེལ་ཐོག་ལས་ ཞིམ་ལྟ་རེ་ཁྱེན་ནི། ཏེ་ག་བཀོད་དེ་ དེའི་ཐན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཙུག་ནི། ཡིག་བཟོའི་སྦྱོང་བ། we chat, face book, 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། ཤེས་ཡོན་ཅན་ཚུ་ ཨམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་ ཨམ་ཚུ་ལུ་བཤད་ཐྲིན་ཏེ་ ཆུབ་སྐྱོང་ འབད་བཙུག་ནི། ཡོངས་འཛེལ་ཐོག་ལས་ དཀ་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་ འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	ཡིག་སྦྱོང་ཚུ་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན། ཡིག་འགྱུལ་ཚུ་ དོན་ཚན་གཞིས་ཀྱི་ སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ ཚུ་འབད་དགོ་ནི་ཞིན་མས།
	སྐྱོང་། དངོས་སྐྱང་ འཚར་སྐྱང་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སློབ་ཀྱི་སྦྱང་བ།		
	བཤེས་སྤྲིངས་ཐོག་ལས་ ནང་པའི་ཚོས་ཀྱི་བརྩི་ མཐོང་དང་ ཚོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ལྷབ་ སྦྱང་འབད་ནི།		
	ཡིག་སྐྱོང་ཀྱི་དོན་ཚན་ཚུ་ལས་ བྱ་ཚིག་དུས་ གསུམ་ཀྱི་ཡིག་སྟེབ། རྣམ་དབྱེ་བརྒྱད་ཀྱི་དབྱེ་བ། སྐད་ཡིག་གི་འཐུང་ཁུངས། སྐུར་བསྡུ། ཚོས་སྐད་ དང་རྫོང་ཁའི་རྫོད་སྐྱ་དང་ཡིག་སྟེབ་ཁྲད་པར། རྫོད་ སྐྱ་ཕྱོགས་མཚུངས་ཡིག་སྟེབ་ཁྲད་པར། བདག་ གཞན་དུས་གསུམ། བྱ་བྱེད་ལས་གསུམ། ཡི་གུ་ ཚེ་མེའི་དབྱེ་བཤད། སྐད་ཡིག་གི་ཁྲད་རྣམ་དང་ སྐྱབ་ཚུལ། མཚུངས་གསལ། ཐེ་ཚོམ། མིང་ཚིག་ བརྗོད་པའི་རྣམ་གཞག ཚོས་སྐད་དང་རྫོང་ཁའི་ ཕྲད་རྣམ་དབྱེ་ཚུ་གི་ཐོག་ལས་ བྱི་ནེའི་རིག་རྩལ་ འཐོབ་ཐབས་ཀྱི་སྦྱང་བ།		

	ཡིག་འགྲུལ་གྱི་དོན་ཚན་ཚུ་ལས་ ཞུ་ཡིག། གཏང་ཡིག། འཕྲིན་ཡིག། སྐན་ཞུ། སྐན་གསོལ། སྒོས་གཞི། སྒོས་ཆོད། ཞུ་ཡིག། བཤེར་ཡིག། ངག་བརྗོད། འབའ་གཅིག་རྒྱ་ཚུ་ སྤེ་ནིའེ་སྦྱང་བ།		
ལྷབ་སྦྱང་འབད་ཐངས་དང་ དབྱེ་ཞིབ་ཐབས་ལམ།	བློ་གསར་ལས་ ༡༢ཡ་ཚུན་གྱི་སློབ་ཕྲུག་ཚུ་གིས་ རྩོད་ཁ་འདི་ བང་གི་ཁྲིམ་ནང་ རྒྱབ་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ གློག་རིག་མཁོ་ཆས་ཚུ་གི་ ཐོག་ལས་དང་ བང་གིས་འབད་ སློ་བ་བསྒྲེད་དེ་ལྷབ་དགོཔ་དང་། བང་གི་ཞམ་དང་སྤྱན་ཆ་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོཔ་ཨིན། དེ་སྦེ་ལྷབ་སྦྱང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐབས་དེ་ཡང་ བང་ཉིད་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྤྱོན་ཏེ་ ཤེས་མ་ཤེས་ དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྤྱོན་ནི་དང་། མཐའ་མཇུག་གི་ཆོས་རྒྱུགས་དེ་ཡང་ ལས་འགུལ་དང་ འབྲེལ་ཡན་ 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།		

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 write. They should submit at least one complete written work every month for comments and feedback. (Writing Portfolio)	In the beginning ask students to submit just the introductory paragraph so that teachers can 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. -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.	The teacher may design additional questions on the Merchant of Venice and other texts. -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 $S = r\theta$, 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)		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

	Calculus	BBS1 and BBS 2	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), 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 $n \in Q$ • 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)	**Co-ordinate Geometry**	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; • 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

		BBS1 and BBS 2	• 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 • Density, relative density, and relate it to everyday life

		✓ Collaborative work through google drive, google classroom, slack etc **Assessment** • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• 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** ✓ Interactive Lecturing ✓ Cooperative learning ✓ Peer teaching ✓ Collaborative work through google drive, google classroom, slack etc.	• Speed, velocity, acceleration, terminal velocity and laws of motion. • Principle of moments to solve problems involving forces acting in two dimensions. • Density of irregular solids by Archimedes' principle. • Application of Pascal law•

		Assessment • Use worksheet. • Assign through Google Classroom. • Solve questions assigned and submit response.	• 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 (2-3 thought provoking and competency based questions to assess student learning)	Means of transport and communication, impact of transport and communications

	3. Government, Civil Society and Media in Bhutan	Bhutanese Government System	BBS I &II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Society, State and Nation Forms of government Constitution Role of the Monarch in a Democratic Constitutional Monarchy
	4. The Earth and its people	Climate and its impact	BBS I &II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	World climate, climate types and zones, impact of climate change
	5. Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy-Role of Monarch in Democratic Constitutional monarchy	BBS I &II YouTube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Role of Monarch in Democratic Constitutional monarchy Bhutan and international Organisations
	6. Economic sectors	Role of economic sectors for the economy	BBS I &II YouTube, google classroom 2-3 thought provoking and competency based questions to assess student learning)	National Income, Bhutanese economy.

7. ACCOUNTANCY

Key Stages	Topics	Strategies/tools	Remarks/Scopes
V (XI-XII)	**Accounting Theory**	BBS I & BSS II	• 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་༡ པ་ལས་ ལེའུ་༤ པ་ཚུན། སློབ་རིམ་༡༢ པའི་ནང་ལུ་ ལེའུ་༥ པ་ལས་ ལེའུ་༧ པ་ཚུན། (སློབ་ཁྲག་གི་གནས་ཚད་དང་འཁྱིལ་ཏེ་ བརྟེན་དོན་གལ་ཅན་ཚུ་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།)	སྤྱི་འཛུགས་གི་སློབ་སྟོན་ སྒྲུ་གཟུང་འབད་དེ་བཀོད་ནི། སྟོན་མ་ལས་ བྱན་སློབ་དཔོན་ཚུ་གིས་ ཆོས་བཤད་གནད་ཡོད་མེ་ཚུ་ཡང་ བསྡུ་སྒྲིག་འབད་དེ་ བཀོད་ནི། WeChat, Facebook, YouTube Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀོད་ཐོག་ལས་ ལྟབ་བཙུག་ནི།
	སྟན་དཀའ། **སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྟོན་དགོཔ།** རང་བཞིན་བརྟེད་པ་ མཚུངས་གསལ་ དུས་རྒྱུན་གསུམ། **སློབ་རིམ་༡༢ པའི་ནང་སྟོན་དགོཔ།** དུས་རྒྱུན་བསྒྲུབ་ཞིབ་དང་ གཟུགས་ཅན་ཀྱི་རྒྱུན། (སློབ་ཁྲག་གི་གནས་ཚད་དང་འཁྱིལ་ཏེ་ འབད་ཚུགས་པའི་ རྒྱུན་ལེགས་ཤོམ་ཚུ་གདམ་འཐུ་ འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།)	སྟན་དགའ་གི་སློབ་སྟོན་ སྒྲུ་གཟུང་འབད་དེ་བཀོད་ནི། we chat, Facebook, YouTube Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀོད་ཐོག་ལས་ ལྟབ་བཙུག་ནི། སྟན་དགའ་དང་འབྲེལ་བའི་ རྒྱབ་རྟེན་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགས་པ་དང་ ཡོངས་འབྲེལ་ཁ་བྱང་ཚུ་ སྟོན་ཐྲིན་ནི།
	མངོན་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།	མངོན་བརྗོད་ཀྱི་བཤད་པ་ སྒྲུ་གཟུང་འབད་དེ་བཀོད་ནི། WeChat, Facebook, YouTube Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀོད་ཐོག་ལས་ ལྟབ་བཙུག་ནི། རང་གིས་ལྟག་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་འཕེལ་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་ བང་གི་ཁྱིམ་ནང་ རྒྱང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ སློག་རིག་མཁོ་ཆས་ཚུ་གི་ ཐོག་ལས་དང་ བང་གིས་འབད་ སྤྱོ་བ་བསྒྲིད་དེ་ལྷབ་དགོཔ་དང། བང་གི་ཕམ་དང་སྤྱན་ཆ་ ཤེས་མི་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོཔ་ཨིན། དེ་སྔེ་ལྷབ་སྦྱོང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ བང་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 2: Classes IV - VI

1. DZONGKHA

ཆོས་ཚན། རྩོང་ཁ། སློབ་རིམ། བཞི་པ།

གནས་ཚད།	དཔེ་གཞི	SCOPE		ཐིད་ཚད།
		སློབ་ཚན་དོན་ཚན།/	ལས་དོན།	
ལྷག་རྩོམ།	སྡུད།	༣ པ། ཀ་ཁ།	-ཡ་བཏགས་བདུན་ ཡོད་མི་གི་ཡི་གུ་ལུ་ དབྱངས་དང་ རྒྱས་འཛུག་ཞུགས་སྐབས་ཀྱི་ རྩོད་སྤྲའི་ཁྲད་པར་ཕྱེས་ཏེ་ ལྷག་ཚུགས་དགོ།	༢༠
		༩ པ། བརྗེད་མ་ཚུགས་པའི་ལམ་འགྲུལ།	-གསལ་བཤད་དང་ ཞབས་ཏུ་ཚུ་ལྷག་སྟེ་ རྩོམ་རིག་གི་གཞི་འགྱམ་ འཐོབ་ཚུགས་དགོ།	
		༥ པ། རོ་ཁྱེ་དམ་ཆོག་ཅན།	-དྲི་བ་དང་བསྟུན་པའི་ གནད་དོན་ཚུ་ གདམ་ཁ་བྱ་འབདཝ་དེ་ ལྷག་ཚུགས་དགོ།	
	འབྲི་རྩོམ།	༧ པ། སེམས་མཐུན་པའི་ཆ་རོགས།(འགྲེལ་)	-ཚོག་དང་བརྗ་ཕད་ ལག་ལེན་འཐབ་ནི་དང་ ཆོག་མཚམས་བཅད་དེ་ བྱ་ཚུགས་དགོ།	༢༠
		༩ པ། བྱ་བཀྲ་ཤིས།(འགྲེལ་)	-འགྲེལ་བཤད་དང་ ལོ་རྒྱུས་འབྲི་རྩོམ་ཚུ་བྱེ་ནི་དེ་ རིག་རྩལ་འཐོབ་ཚུགས་དགོ།	
		༥ པ། བརྗེད་མ་ཚུགས་པའི་མཛོད་ཅུམ།(ལོ་ཐུང་	འཕྲེལ་སྒྲ་དང་ཅིང་སྒྲ་ ལྷག་བཅས་ཀྱི་སྒྲའི་སྡུད་ཚུལ་ དང་ -སྒྲ་དང་། སྡོམ་ཆོག་བློར་འཛིན་ འབད་ཚུགས་དགོ།	
			-སྡོན་འཇུག་གི་ འཇུག་ཡུལ་ མིང་གཞི་ དོས་འཛིན་འབད་ཚུགས་དགོ།	
			-མིང་དང་ མིང་ཚབ་ཚུ་དང་ གཅིག་བར་ མང་ཚིག་ལག་ལེན་དང་ ཆོག་མཚམས་བཅད་དེ་ འབྲི་ལྷག	
	སྐུན་རྩོམ།	༣ པ། ང་བཅས་དག་ད་བའི་སྒོབ་གྲྭ་)ཞབས་ཁ་(	-བྱ་ཆོག་དང་ ཁད་ཆོག་གི་དབྱེ་བ་ ཤེ་ཚུགས་དགོ།	༡༠
		༣ པ། སྐོར་ནོར་བ་དང་རྟ་གྲུབ།) ཞབས་ཁ་(	-སྤྱིར་བཏང་ དུས་གསུམ་གྱི་ཆོག་སྐོགས་ (ཅི་ཡི་ནུག་ ངོ་དེས་ ནི་འོང་གེ) ཚུ་ ལག་ལེན་འཐབ་ཚུགས་དགོ།	
		༡ པ། ངང་གི་ངོ་སྤྲོད་དང་ཆ་རོགས།)གསལ་བཤད་(	-ཆོག་མཚོན་ ལག་ལེན་འཐབ་ཤེ་ མིངཆོག་གི་གོ་དོན་ཚུ་ འཆོལ་ཚུགས་དགོ།	
		༥ པ། བྱམས་སྐྱོང།) གསལ་བཤད་(	-ཨང་གངས་༡༠ ཚུན་ཡིག་གཟུགས་ནང་ བྱེ་ཚུགས་དགོ།	
			-གསུམ་པ་ནང་ ཤུབ་མི་ མིངཆོག་གུ་ གསར་འཐེབ་ཁྱངས་ཚོས་༡༠༠ བཀལ་ཏེ་ སྡོམ་༡༠༠ ཤུགས་སྐྱེ་ཏ་ གོ་ཚུགས་དགོ།	
			-ཤུགནི་གི་ དཔེ་དེབ་ཁྱངས་ཚོས་༡༠ ཤུགས་སྐྱེ་ གོ་དོན་ལེན་ནི། བསྒྲུབ་ཞིབ་འབད་ནི། བརྩལ་དོན་བཏོན་ནི་ཚུ་འབད་ཚུགས་དགོ།	
ཐེ་ཀེ།	ཡིག་འགྲུལ།	གཏུངཡིག།	. ཁྱེཡིག་དང་ གཏུངཡིག་ འཛམ་གཤམ་རེ་ བྱེ་ཚུགས་དགོ།	༡༥
		ཁྱེཡིག།		

ཆོས་ཚན།　　རྩོད་གཞི།　　སློབ་རིམ།　　ལྷ་པ

གནས་ཚད།	དཔེ་གཞི།	SCOPE		ཕྱིད་ཚད།
		སློབ་ཚན་དོན་ཚན།/	ལས་དོན།	
ལྷག་རྩོལ།	སྡུད།	༡ པ།　ཕ་དང་བྱ།	༡. ཆོག་མཛོད་ ལག་ལེན་འཐབ་སྟེ་ མིངཆོག་གི་གོ་དོན་ཚུ་ འཚོལ་ཚུགས་དགོ།	༡༠
		༣ པ།　སྐྱིད་པའི་བཟའ་ཚོང།	༢. ཏེ་ག་དང་བསྟུན་པའི་ གནད་དོན་ཚུ་ གདམ་ཁ་རྐྱབ་སྟེ་ འབྲི་ལྷག་ འབད་ཚུགས་དགོ།	
		༤ པ།　ཐབས་དང་གནས་སྐབས།	༣. པར་ཁྲམ་ ཐིག་ཁྲམ་ རིས་ཚུ་ལུ་བལྟ་སྟེ་ གོ་དོན་བརྡ་སྟོང་ འབད་ཚུགས་དགོ།	
	འབྲི་རྩོམ།	༧ པ།　(འགྲེལ་བཤད་) གཡུས་ཀྱི་བཤད་པ།	༤. སྡུང་ཚུ་ལྟག་སྟེ་ སྡུང་རྩེད་པ་གི་ཁྲད་ཆོས་ཚུ་ ཏ་ གོ་ཚུགས་དགོ།	
		༣ པ།　འགྲེལ་བཤད་) ང་བཅས་རའི་སྒོ་བ་གྲྭ། (	༥. གཞེལ་བཤད་དང་ ལོ་རྒྱུས་འབྲི་རྩོམ་ཚུ་ དཔྱད་དཔྱད་འབད་དེ་ འབྲི་ལྷག་འབད་ཚུགས་དགོ།	༡༠
		༩ པ།　(ལོ་རྒྱུས་) ཆོམ་ལྟ།	༦. གསལ་བཤད་དང་ ཞབས་ཏ་ རྩང་མོ་ཚུ་ལྟག་སྟེ་ རྩོམ་རིག་གི་ཡོན་ཏན་ འཐོབ་ཚུགས་དགོ།	
		༤ པ།　ལོ་) རྟག་བུ་དྲན་པ་བཏོན་དགོཔ། (རྒྱུས་	༧. ཆོགས་བཅད་ དཔེར་ན།　རྩང་མོ་ ཀྱོ་ཟེ་ཚུ་ ལྟག་ཐང་ས་ཀྱི་ཁུར་ལེས་ཏེ་ ལྟག་ཚུགས་དགོ།	
		༥ པ།　) འཛམ་གླིང་ཡོངས།ཞབས་ཏ་(	༨. མིངདང་ མིངགི་ཁུག་ཆཞདང་ རོས་འཛིན་འབདདེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།	
	སྐྱན་རྩོམ།	༢ པ།　) གཅོང་སྤྱི་གསལ་བཤད་(	༩. ལ་དོན་དང་ འབྲུང་ཁུངས་ཀྱི་ཕྱད་ རོས་འཛིན་འབདདེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།	
		༣ པ།　) ནམ་ཟླ།རྩང་མོ་(	༡༠. ཐུ་ཆོག་ མིངགི་ཐོག་མཐའ་དང་ གཉིས་སྤྱིལ་འབདད་ གྲུབ་པའི་ མིངརོས་འཛིན་འབདད་ཚུགས་དགོ།	
			༡༡. མིངམཐའ་རོས་འཛིན་དང་ སྤྱོར་ཚུལ་ཚུ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།	
			༡༢. མིངམཐའ་ པ་མ་ཁ་ གསུམ་ ཐུ་ཆོག་གི་མཐའ་མར་ འཛུག་ཚུལ་ཤེས་ཚུགས་དགོ།	
			༡༣ .གྲངས་ཀ་༣༠ ཚུན་ ཡིག་གཟུགས་ནང་ བྲི་ཚུགས་དགོ།	
			༡༤བཀེ་པ་ནང་ ལྟབ་མི་ མིངཆོག་ཀུ་ གསར་འཐེབ་ཁྲིངཤོས་༡༠༠ བཀལ་ཏ .ི་ སྟོམ་༩༠༠ ལྟག་སྟེ་ཏ་གོ་ ཚུགས་དགོ།	༡༠
			༡༥ལེན་ཞི། བསྒྲུབ་ཞེབ་འབད་ཞི། བཟུང་དོན་བཏོན་ཞི་ཚུ་ལྟག་ཞི་ཁི་ དབེ་དེབ་ཁྲིངཤོས་༡༥ ལྟག་སྟེ་ གོ་དོན་ . འབད་ཚུགས་དགོ།	
བྱེ་ཞི།	ཡིག་འགྲུལ།	གཏངཡིག།	༡. ཁྲ་ཡིག་དང་ གཏངཡིག་ འཛམ་སངམ་རེ་ བྲི་ཚུགས་དགོ།	༡༥
			༢. དཔ་གསོ་ཁྲ་ནིའི་ ཡི་གུ་དང་ ཆ་རོགས་ལུ་བསྒྱལ་ནིའི་ གཏངཡིག་ཚུ་ལྟག་ཞིན་ལས་ རིགས་བསྒྲིས་ཏེ་ སྤྲུང་བ་འབད་ཚུགས་དགོ།	
		ཁྲ་ཡིག།		

གནས་ཚད།	དཔེ་བ།	SCOPE		ཕྱིད་ཚད།
		སྒོ་བ་ཚན་དོན་ཚན།/	ལས་དོན།	
ལྷག་རྩོལ།	སྤུད།	ཅ། འདེ་གདོང་དཀར།	༡. སྤུང་དང་རྩོལ་རིག་རྒྱུ་སྐེ་ རང་གི་བྱོ་ལྷ་འབབ་མི་ སྤུང་རྩེད་པ་དང་ འབྲུང་རིམ་རྒྱ་གི་སྐོར་ལས་ ལོ་རྒྱུས་ བཤད་རྒྱས་དགོ།	༣༠
		ཉ། ཚ་དྲུད།	༢. འགྲེལ་བཤད་དང་ ལོ་རྒྱུས་འཛི་རྩོལ་རྒྱ་ དཔེ་དཔྱད་འབད་དེ་ འཛི་ལྷག་འབད་རྒྱུགས་དགོ།	
		ཆ། བྱམ་སྐྱིད་དན།	༣. གསལ་བཤད་དང་ ཞབས་ཁ། རྐང་རྩེ་ རྩལ་རིག་ཡོན་ཏན་ལེན་སྤེ་ འཛི་ལྷག་འབད་རྒྱུགས་དགོ།	
	འཛི་རྩོལ།	ཀ།) སྒོབ་གྲྭའི་སྒོབ་དཔོན།(འགྲེལ་བཤད་(	ཅ. གོ་དོན་ལེན་ནི་དེ་དོན་ལྟ་ ལྷག་གི་འི་ཐབས་ཤེས་ཚ་འདྲིལ་རྒྱ་ ལག་ལེན་འཐབ་སྤེ་ ལྷག་རྒྱུགས་དགོ།	३०
		ཁ། རྒྱུ་སྐྱེལ་) ཞོན་ཚས།??) (འགྲེལ་བཤད་(	ཆ. སྣབ་ཁྲིད་ ཡར་རིས་ ཐིག་ཁྲམ་ ཤད་ཁྲམ་འཛམ་ཁྱོད་ཀྱི་རྒྱ་ལྟ་བཤུ་སྤེ་ བར་སྐྱུར་ འབད་རྒྱུགས་དགོ།	
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		ཅ །) བཟའ་ཚང་མཐུན་ལམ་ཅན།ལོ་རྒྱུས་(	ཊ. མདངཚིག་དང་གཅིག་ཚིག་ སོ་མོའི་ཚིག་རྒྱ་ ངོས་འཛིན་འབད་དེ་ ལག་ལེན་འཐབ་རྒྱུགས་དགོ།	
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		ཁ། དུས་སྒྲོན་རྟེན་འབྲེལ།)གསལ་བཤད་(	༡༠ .ཚིག་མཛོད་ ལག་ལེན་འཐབ་སྤེ་ མིང་ཚིག་གི་ གོ་དོན་འཆོལ་ཏེ་ ལྷབ་རྒྱུགས་དགོ།	
		ག ། དུས་སྒྲོན་རྟེན་འབྲེལ།)རྒྱབ་མོ་(	༡༡ .ཁྱངས་ཁ་༡༠༠ རྒྱུན་ ཡིག་གཟུགས་ནང་ བྱེ་རྒྱུགས་དགོ།	३०
			༡༢ .སྒོབ་རིམ་ ལྷ་པ་ནང་ལྷབ་མི་ མིང་ཚིག་གྱ་ གསར་འཐེབ་ཁྱངས་ཨོས་ཁ་༡༠༠ བཀལ་ཏེ་སྟོམ་༤༠༠ ཡིག་སྟེབ་ཚངས་འབད་ བྱེ་རྒྱུགས་དགོ།	
བྱེ་ཞི།	ཡིག་འགྱུལ།	གཏངཡིག།	༡. ཞུ་ཡིག་དང་ གཏངཡིག་འཛམ་སངམ་རེ་ བྱེ་རྒྱུགས་དགོ།	३५
		ཞུ་ཡིག།		

2. ENGLISH

Subject: English **Class: IV**

STRAND	CHAPTER/ UNIT	SCOPE		Weighting
		TOPICS / SUB-TOPICS & #	LEARNING OBJECTIVES	
Listening and Speaking	**Unit 1** **Theme:** People around us.	Topics of the listening and speaking will be mostly around/ related to the texts.	• Use listening and speaking skills developed in earlier classes. • Initiate and carry on conversations.	Continuous Formative Assessment (CFA)
Reading and Literature		**Text:** 1. Friends to the Rescue 2. The Quarrel	• Use syntax clues as a strategy for reading unfamiliar words. • Recognize, read in context and understand a minimum of 500 words (high-frequency and vocabulary words). • Build on their reading vocabulary. • Listen to, read, and elaborate on texts.	8 %
Writing		1. Personal letter	• Use the writing strategies developed in earlier classes. • Write using a variety of forms encountered in their reading including journals, simple book reviews, letters of leave application and folktales. • 7. Use punctuation – full stops, question marks, commas and exclamation marks.	5 %
Language & Grammar		1. Parts of Speech 2. Definite and indefinite article	• Identify some parts of speech (noun, verb, adjective, preposition) and the definite and indefinite article in the texts they are reading and writing.	4 %
Listening and Speaking	**Unit 2** **Theme:** Furry, Feather, and Scaly Friends	Topics of the listening and speaking will be mostly around/related to the texts.	Respond with relevant comments and questions to different speakers.	Continuous Formative Assessment (CFA)
Reading and Literature		**Texts:** 1. Some small mammals in Bhutan (Informational text)	• Use the reading strategies developed in earlier classes. • Read aloud with fluency and confidence.	8.5 %

		2. The Monkey and the Crocodile. (Story) 3. At the zoo. (Poem)	• Read stories and poems about subjects outside their personal experience. • Read non-fiction texts – descriptions of the natural world and explanations of natural phenomena – for knowledge and information. • Build on their reading vocabulary.	
Writing		1. Graphic organizer-Venn diagram. 2. Simple book review. 3. Paragraph Writing.	• Use the writing strategies developed in earlier classes. • Write using a variety of forms encountered in their reading including journals, simple book reviews, letters of leave application and folktales.	5 %
Language & Grammar		1. Function of nouns and verbs in a simple sentence 2. Word order in simple sentence	• Tell what nouns and verbs do in simple sentences. • Use simple word order: subject-verb-object in simple sentences.	4 %
Listening and Speaking	**Unit 3** **Theme:** Tales of All Time	Topics of the listening and speaking will be mostly around/ related to the texts.	• Speak using the correct question tags. • Listen and respond to folktales and other topics of interest.	Continuous Formative Assessment (CFA)
Reading and Literature		**Text:** 1. Treasures of Another Kind. (Play) Independent Reading. 1. Why the Sky is Far Away. (Folktale) 2. Little Kay. (Folktale)	• Use syntax clues as a strategy for reading unfamiliar words. • Build on their reading vocabulary. • Use pronunciation skills to pronounce words clearly. • Read texts for explicit and implicit meaning. • Listen to, read, and elaborate on texts. • Enjoy reading as a learning activity	8.5 %
Writing		1. Question and Answer. 2. Vocabulary. 3. Question and Answer.	• Use the writing strategies developed in earlier classes. • Use knowledge of phonics, high frequency words, vocabulary words and spelling patterns to move towards conventional spelling in their writing. • Use punctuation – full stops, question marks, commas and exclamation marks • Enjoy writing as a creative activity	5 %
Language & Grammar		Tenses 1. Present tenses	• Use simple tenses (present, past and future)	4 %

		2. Past tenses 3. Future tenses		
Listening and Speaking	**Unit 4** **Theme:** Our Beautiful Earth	Topics of the listening and speaking will be mostly around/ related to the texts.	• Participate in group discussion. • Respond appropriately to both the intent and the tone of speaker's message.	Continuous Formative Assessment (CFA)
Reading and Literature		**Text:** 1. No More Water. (Poem) 2. Deserts and Deserts Life. (Informational Text) 3. Picnic. (Poem)	• Use the reading strategies developed in earlier classes. • Read aloud with fluency and confidence • Read stories and poems about subjects outside their personal experience • Identify the rhythm in poetry. • Recognize, read in context and • Build on their reading vocabulary. • Use pronunciation skills to pronounce words clearly.	8.5 %
Writing		1. Rhyming Words. 2. Designing a poster	• Use the writing strategies developed in earlier classes. • Use punctuation – full stops, question marks, commas and exclamation marks. • Enjoy writing as a creative activity	5 %
Language & Grammar		1. Singular and plural forms of verbs and nouns. 2. Subject verb agreement.	• Use singular and plural forms of verbs and nouns. • Use subject verb. agreement properly.	4 %
Listening and Speaking	**Unit 5** **Theme:** Time to be a Hero	Topics of the listening and speaking will be mostly around/ related to the texts.	• Deliver simple speeches with fluency and confidence.	Continuous Formative Assessment (CFA)
Reading and Literature		**Text:** 1. Emil and the Detectives. (Story) 2. Riding the Rapids. (Informational text)	• Use syntax clues as a strategy for reading unfamiliar words. • Read non-fiction texts – descriptions of the natural world and explanations of natural phenomena – for knowledge and information. • Recognize, read in context and understand a minimum of 500 words (high-frequency and vocabulary words).	8.5 %

			• Build on their reading vocabulary. • Recognize the function of quotation marks in reading.	
Writing		Letter Writing	• Write using a variety of forms encountered in their reading including journals, simple book reviews, letters of leave application and folktales.	5 %
Language & Grammar		1. Punctuation marks 2. Dictionary usage	• Use punctuation marks in their writings. • Use capital letters for the beginning of sentences and for proper nouns. • Use alphabetical order to find meanings of words in the dictionary.	4 %
Listening and Speaking	**Unit 6** **Theme:** We Are All Related.	Topics of the listening and speaking will be mostly around/ related to the texts.	• Deliver simple speeches with fluency and confidence. • Enjoy listening to and speaking English.	Continuous Formative Assessment (CFA)
Reading and Literature		**Text** 1. Genekha (Informational Text) 2. The Streets Are Free (Story)	• Read aloud with fluency and confidence. • Build on their reading vocabulary. • Use pronunciation skills to pronounce words clearly. • Recognize the function of quotation marks in reading. • Listen to, read, and elaborate on texts.	8 %
Writing		1. Paragraph Writing 2. Story Map	• Use the writing strategies developed in earlier classes. • Use knowledge of phonics, high frequency words, vocabulary words and spelling patterns to move towards conventional spelling in their writing. • Use punctuation – full stops, question marks, commas and exclamation marks. • Present their final drafts in an appropriate format.	5 %
Language & Grammar		1. Revision of grammar topics taught in earlier Units.		

Subject: English **Class: V**

STRAND	CHAPTER/UNIT	SCOPE		WEIGHTING
		TOPICS / SUB-TOPICS & #	**LEARNING OBJECTIVES**	
Listening and Speaking	**Unit 1:** Animal	Topics of the listening and speaking will be mostly around/ related to the texts.	• Use the listening and speaking skills developed in earlier classes. • Respond to books that they have read and talk about them.	Continuous Formative Assessment (CFA)
Reading and Literature		**Suggested Texts:** 1. Like an Animal in the Cage(S/Story) 2. My Mother Saw a Dancing Bear (Poem) 3. How Young Animals are Protected (Informative Essay)	• Build vocabulary and use pronunciation skills to pronounce words clearly. • Make text to life connections.	8 %
Writing		1. Journal Entry (Point of View) 2. Slogan on Animal Rights 3. Write up on how an animal in their community protects its young one (Inquiry)	• Spell correctly the words they are using. • Use punctuation – capital letters, full stops, question marks, commas and quotation marks (inverted commas) – correctly.	5 %
Language & Grammar		1. Punctuation Marks, Use of capital letters. 2. Parts of Speech-Personal Pronouns and Adverbs)	• Use the knowledge of grammar learned in the earlier classes. • Tell the functions of two new parts of speech: personal pronouns and adverbs.	4 %
Listening and Speaking	**Unit 2** Family and Friends	1. Topics of the listening and speaking will be mostly around/related to the texts.	• Respond to books that they have read and talk about them. • Speak using correct question tag. • Engage in longer dialogues and conversations.	Continuous Formative Assessment (CFA)
Reading and Literature		**Suggested Texts:** 1. All the places to Love (Poem) 2. The Wise Old Woman (Folk Tale) 3. We Take Care of Each Other (Narrative Essay)	• Identify the elements of short stories. including folktales and use them to make meaning in their reading. • Build vocabulary and use pronunciation skills to pronounce words clearly.	8.5 %
Writing		1. Poetry writing 2. Letter writing	• Use the writing process to make their writing more effective.	5 %

		3. Narrative essay (Describing a person who helped them through difficult time)	• Recognize the elements of good writing.	
Language & Grammar		1. Word Order 2. Question Tag 3. Direct and Indirect Speech	• Use word order(article-subject-verb-adjective-object) in longer sentences correctly. • Use direct and indirect speech.	4 %
Listening and Speaking	**Unit 3** Humour	1. Topics of the listening and speaking will be mostly around/ related to the texts.	• Use appropriate vocabulary to talk about concrete and abstract ideas. • Engage in longer dialogues and conversations.	Continuous Formative Assessment (CFA)
Reading and Literature		**Suggested Text:** 1. Six Wise Men (Poem) 2. The Mirror(S/Story) 3. The Great Mouse Plot (Narrative Essay)	• Build vocabulary and use pronunciation skills to pronounce words clearly. • Recognize that poems have unique structural features like stanzas	8.5 %
Writing		1. Writing predictions 2. Paragraph Writing	• Develop ideas more effectively in longer paragraphs in which they use both simple and compound sentences.	5 %
Language & Grammar		1. Degrees of comparisons of adjective. 2. Compound Sentence	• Use the degrees of comparison (positive, comparative and superlative) adjectives. • Construct compound sentences with two principal clauses joined by a simple conjunction.	4 %
Listening and Speaking	**Unit 4** Media and Communication	1. Topics of the listening and speaking will be mostly around/ related to the texts. 2. Inquiry on how the television programmes are made.	• Listen to explanations and take notes. • Use appropriate vocabulary to talk about concrete and abstract ideas.	Continuous Formative Assessment (CFA)
Reading and Literature		**Suggested Text:** 1. Lights! Camera! Action! (Non-Fiction) 2. Jimmy Jet and TV Set (Poem) 3. When Television Ate My Best Friend (Fiction)	• Employ textual features such as subtitles, diagrams, charts and graphs to help them make meaning with non-fiction texts. • Read fiction and non-fiction texts for explicit and implicit meanings, particularly texts dealing with themes of friendship, cooperation, loyalty, and courage, among others.	8.5 %

Writing		1. KWL Chart 2. Note taking 3. Captions of the drawing.	• Use spelling strategies and the dictionary to enhance the mechanics of their writing.	5 %
Language & Grammar		1. Infinitive 2. Continuous tenses	• Tell the infinitive, simple past and past participle of regular verbs (play, played, played). • Use the progressive/continuous forms of tenses (continuous present, continuous past, continuous future).	4 %
Listening and Speaking	**Unit 5** Explore and Observe	1. Topics of the listening and speaking will be mostly around/ related to the texts.	• Respond to different speakers with questions and supportive comments in formal and informal contexts. • Deliver short speeches on topics of their choices.	Continuous Formative Assessment (CFA)
Reading and Literature		**Suggested Text:** 1. The Ladybug Garden(S/story) 2. Jessie's Island (Non-Fiction) 3. Mum Dad and Me (Poem)	• Read various kinds of formal writing – business letters, applications, and invitations – and know their different purposes.	8.5 %
Writing		1. Letter Writing 2. Compare and contrast the lifestyle.	• Write using a wider variety of forms encountered in their reading including formal letters, applications, invitations and adventure stories.	5 %
Language & Grammar		1. Interrogative forms 2. Use of abbreviations and grammar labels in dictionary.	• Use integrative forms correctly when asking questions. • Use of abbreviations and grammar labels in the dictionary to find out more about words and meanings.	4 %
Listening and Speaking	**Unit 6** Adventure	1. Topics of the listening and speaking will be mostly around/ related to the texts.	• Understand and give directions properly. • Listen to explanations and take notes.	Continuous Formative Assessment (CFA)
Reading and Literature		**Suggested Text:** 1. The Magic Root(S/Story) 2. Hero (Poem)	• Use the dictionary to find variant meanings of words.	8 %
Writing		1. Writing new words and their meanings	• Use spelling strategies and the dictionary to enhance the mechanics of their writing.	5 %
Language & Grammar		1. Revision of grammar topics taught in earlier classes.	Teaching of grammar needs to be incorporated in the above reading, writing and listening and speaking activities (Teaching grammar in context)	

Subject: English **Class: VI**

STRAND	CHAPTER/Unit/Theme	SCOPE		WEIGHTING
		TOPICS / SUB-TOPICS	LEARNING OBJECTIVES	
Listening and Speaking	**Unit 1** **Theme:** Celebration	Use the recommended text under Reading and Literature to carry out listening and speaking activities suggested in the Teacher's Guide	• Speak using correct question tag. • Listen to and speak with each other as members of a group. • Deliver longer speeches to the class on topics of their choice. • Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth. • Make language choices to adapt their talk for different audiences and purposes. • Speak regularly using clear pronunciation.	Continuous Formative Assessment (CFA)
Reading and Literature		**Texts** 1. Celebration (Lyric Poem) 2. The Tshechu (Informative Essay) 3. The Spider Web (Short Story)	• Read various kinds of formal writings-business letters, reports, applications- and know their different purposes. • Make text to life connections. • Distinguish points of view (first person narrator, third person narrator). • Employ the features of realistic fiction to help them make meaning in their reading. • Identify figurative language in texts – simile, metaphor, personification and onomatopoeia. • Build vocabulary and use pronunciation skills to pronounce new words clearly. • Identify the elements of short stories – setting, characters, plot and theme.	8 %
Writing		1. Letter writing (using Writers workshop format) 2. Write alternative ending to the given story (brainstorm ideas, draft and redraft) 3. Paragraph writing 4. Write answers to questions	• Use punctuation marks, including the use of the apostrophe for omission (contractions) and possession. • Spell correctly the words they are using. • Write a coherent paragraph using simple and compound sentences. • Enhance the effectiveness of their writing with the use of figurative language – simile, metaphor, personification and onomatopoeia.	5 %

			• Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.	
Language and Grammar		1. Vocabulary meanings 2. Question Tag 3. Contractions 4. Punctuation marks	• Use the knowledge of grammar learned in earlier classes. • Use question tags. • Use contractions correctly. • Use punctuation and capitalization to show the organization of a sentence.	4 %
Listening and Speaking	**Unit 2** **Theme:** Going the Distance	Use the recommended text under Reading and Literature to carry out listening and speaking activities suggested in the Teacher's Guide	• Speak using correct question tag. • Listen to and speak with each other as members of a group. • Deliver longer speeches to the class on topics of their choice. • Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth. • Make language choices to adapt their talk for different audiences and purposes. • Speak regularly using clear pronunciation.	Continuous Formative Assessment (CFA)
Reading and Literature		**Texts** 1. The People Who Hugged the Trees (Short Story) 2. A Blind Teacher (Narrative Essay) 3. Courage (Poetry)	• Make text to life connections. • Distinguish points of view (first person narrator, third person narrator). • Employ the features of realistic fiction to help them make meaning in their reading. • Identify figurative language in texts – simile, metaphor, personification and onomatopoeia. • Build vocabulary and use pronunciation skills to pronounce new words clearly. • Identify the elements of short stories – setting, characters, plot and theme.	8.5 %
Writing		1. Write predictions 2. Paragraph writing 3. Note taking	• Use punctuation marks, including the use of the apostrophe for omission (contractions) and possession. • Spell correctly the words they are using. • Write a coherent paragraph using simple and compound sentences.	5 %

			• Enhance the effectiveness of their writing with the use of figurative language – simile, metaphor, personification and onomatopoeia. • Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.	
Language and Grammar		1. Simple and compound sentences 2. Vocabulary meanings 3. Direct and indirect speech	• Construct complex sentences, which contain one main (principal) clause with a subordinate clause. • Use direct and indirect speech.	3 %
Listening and Speaking	**Unit 3** **Theme:** Moments and Memories	Use the recommended text under Reading and Literature to carry out listening and speaking activities suggested in the Teacher's Guide	• Listen to and speak with each other as members of a group. • Deliver longer speeches to the class on topics of their choice. • Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth. • Make language choices to adapt their talk for different audiences and purposes. • Speak regularly using clear pronunciation.	Continuous Formative Assessment (CFA)
Reading and Literature		1. The Orphan Boy (Short Story - Folk Tale) 2. My Hero (Narrative Essay - Memoir) 3. Heads Bent Low (Poetry)	• Make text to life connections. • Distinguish points of view (first person narrator, third person narrator). • Employ the features of realistic fiction to help them make meaning in their reading. • Identify figurative language in texts – simile, metaphor, personification and onomatopoeia. • Build vocabulary and use pronunciation skills to pronounce new words clearly. • Identify the elements of short stories – setting, characters, plot and theme.	8.5 %
Writing		1. Write to answer questions 2. Note taking 3. Letter writing	• Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.	5 %

Language and Grammar		1. Complex sentence 2. Article	• Construct complex sentences, which contain one main (principal) clause with a subordinate clause. • Use parts of speech and articles, which they known in correct word order.	3 %
Listening and Speaking	**Unit 4** **Theme:** Nature	Use the recommended text under Reading and Literature to carry out listening and speaking activities suggested in the Teacher's Guide	• Speak using correct question tag. • Listen to and speak with each other as members of a group. • Deliver longer speeches to the class on topics of their choice. • Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth. • Make language choices to adapt their talk for different audiences and purposes. • Speak regularly using clear pronunciation.	Continuous Formative Assessment (CFA)
Reading and Literature		1. Wolf Island (Short Story) 2. The Earth Game (Short Story) 3. An Earthquake in Alaska (Informative Essay)	• Make text to life connections. • Distinguish points of view (first person narrator, third person narrator). • Employ the features of realistic fiction to help them make meaning in their reading. • Identify figurative language in texts – simile, metaphor, personification and onomatopoeia. • Build vocabulary and use pronunciation skills to pronounce new words clearly. • Identify the elements of short stories -setting, characters, plot and theme.	8.5 %
Writing		1. Paragraph writing 2. Letter writing (formal)	• Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.	5 %
Language and Grammar		1. Complex sentence. 2. Compound words. 3. Simple and compound sentences.	• Construct complex sentences, which contain one main (principal) clause with a subordinate clause.	4 %

3. MATHEMATICS

Subject: Mathematics **Class: IV**

Listening and Speaking	**Unit 5** **Theme**: Sports	Use the recommended text under Reading and Literature to carry out listening and speaking activities suggested in the Teacher's Guide	• Listen to and speak with each other as members of a group. • Use pronunciation skills to pronounce new words clearly. • Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth. • Make language choices to adapt their talk for different audiences and purposes. • Speak regularly using clear pronunciation.	Continuous Formative Assessment (CFA)
Reading and Literature		1. Now That's Olympic History (Informative Essay) 2. Oh, Please… (Poetry) 3. Fly like an Eagle (Short Story)	• Make text to life connections. • Distinguish points of view (first person narrator, third person narrator). • Employ the features of realistic fiction to help them make meaning in their reading. • Identify figurative language in texts – simile, metaphor, personification and onomatopoeia. • Build vocabulary and use pronunciation skills to pronounce new words clearly. • Identify the elements of short stories -setting, characters, plot and theme.	8.5 %
Writing		1. Write answer to questions 2. Note taking	• Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.	5 %
Language and Grammar		1. Compound tenses: present perfect and past perfect 2. Contractions	1. Use compound tenses: present perfect and past perfect. 2. Use contractions correctly.	3 %
Listening and Speaking	**Unit 6** **Theme:** Who Am I?	Use the recommended text under Reading and Literature to carry out listening and speaking activities suggested in the Teacher's Guide	• Speak using correct question tag • Listen to and speak with each other as members of a group. • Use pronunciation skills to pronounce new words clearly. • Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth. • Make language choices to adapt their talk for different audiences and purposes. • Speak regularly using clear pronunciation.	Continuous Formative Assessment (CFA)

Reading and Literature		1. I like Myself (Poetry) 2. Liam McLafferty's Choice (Short Story - Irish folktale)	• Read poetry for explicit and implicit meanings • Make text to life connections. • Distinguish points of view (first person narrator, third person narrator). • Employ the features of realistic fiction to help them make meaning in their reading. • Identify figurative language in texts – simile, metaphor, personification and onomatopoeia. • Build vocabulary and use pronunciation skills to pronounce new words clearly. • Identify elements of short story.	8 %
Writing		1. Bio-poem 2. Write to answer questions 3. Note taking 4. Narrative essay	• Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.	5 %
Language and Grammar		1. Bare infinitive 2. Use appendices of dictionary.	• Tell the bare infinitive, simple past, and past participle of some irregular verbs, (drink, drank, drunk) • Use the appendices of the dictionary.	3 %

Unit	**Chapter**	**Scope**		**Weighting**
		Topics/Subtopics	**Objectives**	
Unit 1 Numeration: Addition and Subtraction	**Chapter 1** Whole Number Place Value	1.1.3 Place Value: 5-digit Numbers 1.1.4 Renaming Numbers 1.1.5 Comparing and Ordering Numbers	At the end of the lesson the students will be able to: • Recognize value of each digit • Read number several ways and record numbers. • Write number in expanded form • Order two or more numbers and justify order.	5%
	Chapter 2 Addition and Subtraction	1.2.2 Estimating Sums and Differences 1.2.3 Adding 5-Digit Numbers 1.2.4 Subtracting 5-Digit Numbers	At the end of the lesson the students will be able to: • Apply familiar addition and subtraction strategies to numbers with five or more digits.	4%
Unit 2 Multiplication and Division Facts	**Chapter 1** Multiplication	2.1.1 Multiplying by Skip Counting 2.1.2 Multiplying Using Arrays	At the end of the lesson the students will be able to: • Explore various meaning of multiplication, focusing on multiplication as skip counting and repeated addition	2.5%

		2.1.4 Relating Facts by Doubling and Halving 2.1.5 Multiplying by 7, 8, and 9 2.1.6 Multiplication table pattern	• Explore the commutative, distributive and associative properties • Explore patterns when they multiply by a number.	
	Chapter 2 Division	2.2.1 Division as Sharing 2.2.2 Division as Grouping 2.2.3 Multiplication and Division Fact Families	At the end of the lesson the students will be able to: • Understand division as grouping or sharing. • Understand multiplication and division as two ways of looking at the same situation. • Use multiplication facts to recall division facts.	2.5%
Unit 3 Multiplication and division with greater numbers	**Chapter 1** Multiplication	3.1.1 Multiplying by Tens and Hundreds 3.1.3 Multiplying Using Rectangles 3.1.4 Multiplying a 3-digit Number by a 1-digit Number	At the end of the lesson the students will be able to: • Explore multiplying by tens and hundreds • Explore multiplying using rectangles • Explore multiplying 3-digit by 1-digit	3%
	Chapter 2 Division	3.2.1 Dividing Tens and Hundreds 3.2.3 Dividing by Subtracting 3.2.4 Dividing in Parts 3.2.5 Dividing by Sharing	At the end of the lesson the students will be able to: • Explore Dividing by tens and hundreds • Explore Dividing by subtracting • Explore Dividing in parts • Explore Dividing by sharing	6%
Unit 4 Fractions and Decimals	**Chapter 1** Fractions	4.1.2 Equivalent Fractions 4.1.3 Comparing and Ordering Fractions 4.1.4 Modelling Mixed Numbers	At the end of the lesson the students will be able to: • Understand equivalent fraction • Compare and order fractions • Model mixed numbers	4%
	Chapter 2 Representing Decimals	4.2.1 Modelling Hundredths 4.2.2 Comparing and Ordering Decimals	At the end of the lesson the students will be able to: • Model decimal hundredths. • Compare and order decimals	2.5%
	Chapter 3 Decimal Addition and Subtraction	4.3.1 Adding Decimals 4.3.2 Subtracting Decimals	At the end of the lesson the students will be able to: • Relate addition and subtraction of decimals to addition and subtraction of whole numbers.	2.5%

Unit 5 Geometry	**Chapter 1** Triangles and Quadrilaterals	5.1.1 Sorting and Drawing Triangles 5.1.3 Sorting Quadrilaterals	At the end of the lesson the students will be able to: • Sort, identify and draw different triangles • Investigate a variety of quadrilaterals to discover properties (sides, angles, diagonals and symmetry)	4%
	Chapter 2 Polygons and Transformations	5.2.3 Slides and Flips 5.2.4 Turns	At the end of the lesson the students will be able to: • Predict and confirm results for 2-D shapes under transformations	4%
	Chapter 3 **3-D** Geometry	5.3.2 Describing and Comparing 3-D Shapes 5.3.3 Folding and Making Nets	At the end of the lesson the students will be able to: • Describe and compare 3-D shapes • Sketch a variety of nets for rectangular prisms including square-based prisms and cubes and cylinders and cone.	4%
Unit 6 Measurement	**Chapter 1** Length and Area	3.1.1 Introducing Millimetres 3.1.3 Relating the Area of a Rectangle to Multiplying	At the end of the lesson the students will be able to: • Estimate and measure length in mm and cm • Relate dimension(factor) of rectangles to area (product) concretely	3%
	Chapter 2 Angles	3.2.1 Describing Angles 3.2.2 Classifying Angles	At the end of the lesson the students will be able to: • Describe the meaning of angle and the measure of an angle concretely. • Differentiate among and describe right, acute, and obtuse angles.	3%
	Chapter 3 Volume	3.3.1 Measuring Volume Using Cubes	At the end of the lesson the students will be able to: • Explore the meaning of volume through non-standard units by counting the number of units it takes to build a solid. • Estimate and measure volume in non-standard units.	2%
	Chapter 4 Time	3.4.1 Writing times before and after noon. 3.4.2 Measuring times in hours, minutes and second.	At the end of the lesson the students will be able to: • Write times before and after noon. • Measure times in hours, minutes and second.	3%
Unit 7 Data and Probability	**Chapter 1** Collecting and Displaying Data	7.1.1 Interpreting and Creating Pictographs	At the end of the lesson the students will be able to: • Interpret and create pictograph • Interpret and create bar graph	6%

		7.1.2 Interpreting and Creating Bar Graphs 7.1.3 Using a Coordinate Grid	• Compare the use of a coordinate grid to the use of a block grid	
	Chapter 2 Probability	7.2.2 Predicting Likelihood 7.2.3 Using Fractions to Describe Probability	At the end of the lesson the students will be able to: • Predict whether an outcome is more, equally or less likely. • Determine whether a probability is closer to 0, 1, or $\frac{1}{2}$. • Express simple experiment results as fractions	4%

Subject: Mathematics **Class: V**

Unit	Chapter	Scope		Weighting
		Topics/Sub Topics	**Objectives**	
Unit 1 **Numbers**	**Chapter 1** Reading and Writing Numbers	1.1.3 Renaming Numbers 1.1.4 Comparing and Ordering Numbers	At the end of the lesson the students will be able to: • Read and represent whole numbers to 7 digits. • Interpret millions in different ways and justify the interpretation • Compare and order numbers up to 7 digits - in standard form	7%
	Chapter 2 Number Relationships	1.2.1 Renaming Numbers Using Multiplication	At the end of the lesson the students will be able to: • Rename numbers using multiplication	5%

Unit 2 Whole Number Computation	**Chapter 1** Multiplication	2.1.1 Multiplying Multiples of Ten 2.1.3 Multiplying 2-digit Numbers by 3-digit Numbers 2.1.4 Multiplying 4-digit Numbers by 1-digit Numbers	At the end of the lesson the students will be able to: • Relate models or diagrams to algorithms. • Develop personal and standard algorithms. • Use a variety of strategies to estimate products. • Extend 3-digit × 1-digit multiplication using similar strategies. • Understand the difference between estimation and mental math and understand that estimation strategies can be used to calculate mentally.	8%
	Chapter 2 Division	2.2.2 Dividing 4-digit Numbers by 1-digit Numbers 2.2.4 Dividing 4-digit Numbers by Multiples of Ten	At the end of the lesson the students will be able to: • Divide 4-digit numbers by 1-digit numbers. • Divide 4 digit numbers by multiples of ten.	5%
Unit 3 Fractions and Decimals	**Chapter 1** Fractions	3.1.2 Fractions as Division 3.1.3 Equivalent Fractions 3.1.4 Comparing and Ordering Fractions	At the end of the lesson the students will be able to: • Relate fraction meanings and develop the relationship between fractions and division • Understand equivalent fractions as the same region or group partitioned in different ways • Compare and order fractions with the same denominator and with same numerator.	6%
	Chapter 2 Decimals	3.2.2 Decimal Place Value 3.2.3 Comparing and Ordering Decimals	At the end of the lesson the students will be able to: • Model and record decimal thousandths • Place decimal numbers on a number line and justify their placements. • Compare and order decimals	5%
Unit 4 Decimal Computation	**Chapter 1** Adding and Subtracting Decimals	4.1.2 Adding Decimal Thousandths 4.1.3 Subtracting Decimal Thousandths	At the end of the lesson the students will be able to: • Perform addition and subtraction of decimal thousandth	3%

	Chapter 2 Multiplying Decimals	4.2.2 Multiplying a Decimal by a Whole Number 4.2.3 Multiplying by 0.1, 0.01, and 0.001	At the end of the lesson the students will be able to: • Multiplying a decimal by a whole number • Multiplying by 0.1,0.01,and 0.001	3%
Unit 5 Measurement	**Chapter 1** 2-D shapes	5.1.4 Area and Perimeter Relationships	At the end of the lesson the students will be able to: • Develop relationship between perimeter and area	2%
	Chapter 2 Angles	5.2.2 Comparing Angles to Special Angles	At the end of the lesson the students will be able to: • Compare angles to special angles	1.5%
	Chapter 3 3-D Shapes and Metric Units	5.3.1 Volume 5.3.2 Capacity 5.3.3 Metric Units	At the end of the lesson the students will be able to: • Understand volume as the amount of space an object occupies or how much it takes to build it • Understand capacity as how much a container is capable of holding • Discover, through investigation, that 1 cm3 holds 1 mL, and 1 dm3 holds 1 L	2%
Unit 5 Measurement	**Chapter 4** Time	5.4.1 The 24 hour clock system	At the end of the lesson the students will be able to: • Read and record time using the 24 hr clock and solve problems involving times.	1.5%
Unit 6 Geometry	**Chapter 1** Triangles and Quadrilaterals	6.1.1 Classifying Triangles by Side Length 6.1.2 Classifying Triangles by Angle	At the end of the lesson the students will be able to: • Classify triangles by side length • Classify triangles by angles	3%
	Chapter 2 Transformations	6.2.1 Properties of Translations 6.2.2 Properties of Reflections 6.2.3 Parallel and Intersecting Lines	At the end of the lesson the students will be able to: • Understand and describe properties of translation • Understand and describe properties of reflections • Understand and describe properties of rotations • Understand and describe parallel and intersecting lines	4%

		6.2.4 Properties of Rotations		
	Chapter 3 3-D Representations	6.3.1 Prism and Pyramid Nets 6.3.2 Interpreting Isometric Drawings 6.3.3 Creating Isometric Drawings	At the end of the lesson the students will be able to: • Create and interpret nets for various prisms and pyramids • Interpret and create isometric drawings	2%
Unit 7 **Data and Probability**	**Chapter 2** Graphing Data	7.2.1 Choosing a Graph 7.2.2 Double Bar Graphs 7.2.3 Coordinate Graphs	At the end of the lesson the students will be able to: • Choose an appropriate display for data. • Construct and interpret double bar graph • Create coordinate graphs using appropriate labels and scales	4%
	Chapter 3 Probability	7.3.1 Describing Probability 7.3.2 Using Numbers to Describe Probability	At the end of the lesson the students will be able to: • Describe probability • Use numbers to describe probability	5%

Subject: Mathematics **Class: VI**

Unit	Chapter	Scope		Weighting
		Topics/Subtopics	**Objectives**	
Unit 1 Number Relationship	**Chapter 1** Large Whole Numbers	1.1.2 Place Value with Large Whole Numbers 1.1.3 Renaming Numbers	At the end of the lesson the students will be able to: • Read and write large numbers in words • Write large numbers in terms of different units (e.g., 13,200,000 as 13,200 thousand or 13.2 million) • Write the expanded form of a number (e.g., 3402 as $3 \times 1000 + 4 \times 100 + 2$) • Understand that digits are grouped in 3s for the purpose of interpreting and reading numbers	2%
	Chapter 2 Decimals and Integers	1.2.1 Place Value with Decimals 1.2.2 Comparing and Ordering Decimals	At the end of the lesson the students will be able to: • Compare and order decimals • Understand place value with decimals and solve problems related to it	3%
	Chapter 3 Number Theory	1.3.1 Prime Numbers 1.3.4 Common Factors	At the end of the lesson the students will be able to: • Understand what are prime numbers • Find the common factors of any two numbers.	3%
Unit 2 Fractions and Decimals	**Chapter 1** Relating Fractions	2.1.1 Relating Mixed Numbers to Improper Fractions 2.1.2 Comparing and Ordering Fractions 2.1.4 Adding Fractions 2.1.5 Subtracting Fractions	At the end of the lesson the students will be able to: • Relate mixed numbers to improper fractions • Compare fractions using a common denominator and numerator, and using equivalent decimals • Develop conceptual understanding of fraction addition and subtraction by exploring models (pattern blocks, fraction circles) • Solve fraction problems that involves addition and subtraction.	6%
	Chapter 2 Relating Fractions to Decimals	2.2.1 Naming Decimals as Fractions	At the end of the lesson the students will be able to: • Use models to make the connection between fractions and division	3%

		2.2.2 Naming Fractions as Decimals		
Unit 3 Decimal Computation	**Chapter 1** Multiplication	3.1.2 Multiplying a Decimal by a Whole Number 3.1.3 Multiplying Decimals	At the end of the lesson the students will be able to: • Compute products of whole numbers using an algorithm • Multiply a decimal by a whole number • Use meaningful strategies to calculate products of decimals	3%
	Chapter 2 Division	3.2.2 Dividing a Decimal by a Whole Number 3.2.4 Dividing Decimals	At the end of the lesson the students will be able to: • Divide a decimal by a whole number • Use meaningful strategies to calculate quotients of decimals	3%
	Chapter 3 Combining Operations	3.3.1 Order of Operations 3.3.2 Solving a Problem Using all Four Operations	At the end of the lesson the students will be able to: • Choose among written, mental calculations, estimation as the most appropriate method • Apply the order of operation while performing computations.	2%
Unit 4 Ratio, Rate and Percent	**Chapter 1** Ratio and Rate	4.1.1 Introducing Ratios 4.1.2 Equivalent Ratios 4.1.3 Comparing Ratios 4.1.5 Introducing Rates	At the end of the lesson the students will be able to: • Understand the meaning of ratios and rates • Explain and describe equivalent and comparing ratios	8%
	Chapter 2 Percent	4.2.1 Introducing Percent 4.2.2 Representing a Percent in Different Ways	At the end of the lesson the students will be able to: • Understand the meaning of percent • Represent percent in different ways	4%
Unit 5 Measurement	**Chapter 1** Area	5.1.1 Area of a Parallelogram 5.1.2 Area of a Triangle	At the end of the lesson the students will be able to: • Calculate the area of parallelogram and triangle	3%
	Chapter 2 Volume	5.2.1 Volume of a Rectangular Prism 5.2.2 Relating Volume to Capacity	At the end of the lesson the students will be able to: • Calculate volume of rectangular of prism • Explore the relationship between the cubic units of volume and capacity	3%
	Chapter 3 Mass	5.3.1 The Tonne	At the end of the lesson the students will be able to:	2%

			• Understand the meaning of tonne and solve problems related to it.	
Unit 6 **Geometry**	**Chapter 1** 2-D Geometry: Transformations	6.1.2 Rotational Symmetry 6.1.3 Combining Transformations	At the end of the lesson the students will be able to: • Understand and describe rotational symmetry • predict and confirm the results of two transformations	3%
	Chapter 2 2-D Geometry: Shapes and Properties	6.2.1 Measuring Angles 6.2.2 Bisectors	At the end of the lesson the students will be able to: • Estimate, measure, and draw angles from 0º to 180º • Recognize and describe bisectors	3%
	Chapter 3 3-D Geometry	6.3.3 Interpreting Orthographic Drawings 6.3.4 Creating Orthographic Drawings	At the end of the lesson the students will be able to: • Interpret and create orthographic drawings	2%
Unit 7 **Data and Probability**	**Chapter 2** Graphing Data	7.2.1 Double Bar Graphs with Intervals 7.2.2 Stem and Leaf Plots 7.2.3 Line Graphs 7.2.4 Coordinate Graphs	At the end of the lesson the students will be able to: • Construct and interpret bar graphs and double bar graphs using intervals. • Construct and interpret stem and leaf plot • Understand that the purpose of a line graph is to focus on trends implicit in the data (e.g., for temperature change over time) • Create coordinate graphs using appropriate labels and scales	6%
	Chapter 3 Statistics and Probability	7.3.1 Mean, Median, and Mode 7.3.2 Theoretical Probability	At the end of the lesson the students will be able to: • Calculate mean, median and mode from a set of given data • Explain and solve theoretical probability	6%

4. SOCIAL STUDIES

Subject: Social Studies **Class: IV**

STRAND	CHAPTER	SCOPE		Weighting
		TOPICS / SUB-TOPICS	**LEARNING OBJECTIVES**	
1. My World	Our Homes	1.1 My Home	• Differentiate between a house and a home. • Explain the importance of home. • Explore ways to take care of home.	5
		1.2 My Family	• Describe a family. • Explain the roles of family members.	4
		1.3 My Village	• Define village. • Explore features of a village	4
	Landforms	1.4 Landforms	• Explain Landforms.	
		1.5 Landforms and symbols	• Describe mountain, valley, plateau and plain. • Illustrate landforms with symbols.	
	Weather	1.6 weather 1.7 Types of weather	• Explain weather	
		1.8 Weather instruments.	• Explain the uses of weather instruments	
		1.9 Traditional knowledge on weather.	• Explore the influence of weather on livelihood • Apply traditional Knowledge to forecast weather.	
	Forest	1.10 Importance of forest	• State the importance of forest.	4
		1.11 Types of forest	• Explain the types of forest.	4
	Our Country	2.1 Our Country	• Explain history. • Narrate a brief history of Bhutan	4

2. History, Civics and Culture	Lord Buddha and Guru Rinpoche	2.2 Lord Buddha and Guru Rinpoche	• Explain the life history of Lord Buddha and Guru Rinpoche. • Discuss significance contributions made by them.	
	5. Local Government	2.3 Local Government	• Explain Local Government. • Discuss on Gewog Tshogde.	
3. Human Wellbeing and the Environment	People and Social Wellbeing	3.1 Social wellbeing	• Explain social wellbeing. • Describe social problems. • Discuss causes and consequences of social problems. • Suggest ways to overcome the social issues.	8
		3.2 Health and Hygiene	• Suggest measures to maintain personal health and hygiene.	3
	People and the Environment	3.3 The Environment	• Explain environment and its importance.	3
		3.4 Human activities	• Discuss human activities that impact environment.	4
		3.5Pollution and its types	• Explain pollution its types.	3
		3.6 Waste and its types	• Explain waste and its types.	3
		3.7Conservation of environment	• Discuss importance of environmental conservation. • Suggest various conservation measures.	3
	Hazard and Disaster	3.8 Hazard and disaster	• Explain hazard and disaster. • Identify hazard and disaster. • Describe causes and consequences of hazard and disaster. • Discuss safety measures for common hazards.	6

4. Economy and Living	Work people do	4.1Types of work	• Explain work. • Identify different types of work.	
		4.2 Skilled and unskilled workers	• Describe skilled and unskilled workers. • Categorise workers in the community as skilled and unskilled.	
		4.3 Needs and Wants	• Explain the differences between needs and wants.	4
		4.4 Activities of earning	• Discuss ways of earning a living.	3
	Total marks			**65**

Subject: Social Studies **Class: V**

STRAND	CHAPTER	SCOPE		Weighting
		TOPICS / SUB-TOPICS	LEARNING OBJECTIVES	
My World	Our Homes	1.1 Bhutan: Our Country	Locate Bhutan on the outline map of Asia. Locate 20 Dzongkhags on the outline map of Bhutan.	2
		1.2 Rivers and Valley	Identify and locate important rivers of Bhutan.	2
		1.3 Altitude	Identify how different altitudes that affect the life of people, animals and plants.	3
		1.4 Countries around Bhutan	Identify important countries around Bhutan. Locate neighbouring countries on the outline map of Asia.	2
		1.5 Continents and Oceans	Locate all seven continents and five oceans on the outline map of the world.	2
		The Earth	Explain with some reasons why Earth is a big home. Prove that the shape of the Earth is round. Explain the movements of the Earth.	3
		The Sun	Define the Sun and its importance. Explain how seasons are caused.	3
		The Moon	Describe Moon and why it changes its shape. Reason out why people are not living on the Moon and the Sun.	3
		The Solar System	Identify eight planets in the Solar System.	2
2. History, Civics and Culture		2.1 Our History	Describe History Write history of their own.	2

		2.2 Bhutanese and Western Calendars	Differentiate Bhutanese and Western Calendars. Name the animal for each year. Make a graph for students who were born in the same year.	2
		Dzongs, temples and monasteries in Bhutan	Identify dzongs, temples and monasteries and their significance.	2
		Religion in Bhutan	Explain the religions in Bhutan.	2
		Local Government	Explore the roles and responsibilities of people working in Thromde Tshogde and in DzongkhagTshogdu.	3
		The Judiciary Systems	Explore the establishment of Judiciary System in Bhutan. Name judiciary systems. Explore the responsibilities of people working in different courts.	3
3. Human Wellbeing and the Environment	Our world in the past	3.1 How the Earth Begin	Investigate the formation of the Earth.	3
		3.2 How life began on Earth	Explain the history of how life began on the Earth.	2
		3.3 Origin of Human	Explore the pre-history of human beings.	3
		3.4 The teachings of Lord Buddha	Describe the teachings of Lord Buddha.	2
		3.5 Problems in the world	Identify the problems face by the world.	2
4. Economy and Living		4.1 Domestic animals	Identify some domestic animals and their usefulness to mankind.	2
		4.2 Food Crops and Cash Crops	Differentiate crops which are grown for consumption and for sale.	3

		4.3 Jobs in Bhutan	Explore different kind of jobs people do in Bhutan.	3
		4.4 Transportation and communication	Discuss on past and present systems of transportation and communication.	3
		4.5 Stamps and coins	Recognise stamps and coins of the country.	2
		4.6 Calculation of time	Explain longitude and latitudes used to calculate time.	2
		4.7 The United Nations	Identify various UN organisations which provide supports to people of the world.	2

Subject: Social Studies **Class: VI**

STRAND	CHAPTER & #	SCOPE		Weighting
		TOPICS / SUB-TOPICS	**LEARNING OBJECTIVES**	
1. My World	Our Kingdom Bhutan	1.1 Location	• Explain the location of Bhutan with the help of a map.	3
		1.2 Our Natural Environment	• Name and mark Bhutan's Physical zones on a map. • Describe the physical features of climate, vegetation and wildlife found in the three physical zones. • Mark Mountains,rivers and passes on an outline map of Bhutan. • Identify and locate important rivers of Bhutan.	4
	The Earth we live on	1.3 The Earth we live on	• Describe the Earth as a planet in the Solar System with the help of a diagram.	4
		1.4 The Earth's Shape	• Describe the shape of the Earth, supported by proofs.	5
		1.5The Surface of the Earth	• Describe the various features of Earth's surface with examples of each. • Locate the various features of the Earth's surface on a world map or a globe.	5
		1.6 The Atmosphere	• Explain what makes life possible on Earth.	4
	The Moving Earth	1.7 Rotation and revolution	• Explain the movements of the Earth. • Draw a diagram to show the hemisphere, inclined axis, circle of illumination, rotation and revolution of the Earth.	5

		1.8 How does the Earth's movements affect us?	• Describe the effects of the Earth's movement.	4
	4. Finding places and time on the Earth.	1.9 Latitudes and longitudes	• Explain latitudes and longitudes. • Draw the important lines of latitude and longitude. • Calculate time and find places with latitudes and longitudes.	4
		1.10 The Heat Zones	• Describe heat zones with the help of a diagram of the Earth.	3
2. History, Civics and Culture	How people lived in ancient times.	2.1 Knowing about the past	• Describe how people lived in the past	
		2.2 Beginning of changes	• Explain changes in different places and different periods in the past;	
	Where do people lived?	2.3 Population	• Explain why we need to study population. • Describe what makes a population grow. • Explain the effects of population growth.	3
		2.4 Settlements	• Explain why people choose to settle in some places. • Tell the differences between types of settlements; • Point out populated and unpopulated places on a map.	4
		2.5 Impact on the Environment	• Suggest how we should protect our natural environment.	3
	Understanding our culture	2.6What is culture?	• Define culture, using examples. • Explain the importance of culture in our lives.	3
		2.7 How do we keep our culture alive?	• Describe different aspects of culture. • Explain how we can preserve our culture. • Explain how culture changes overtime.	3

3.Human Wellbeing and the Environment	Living together	3.1 Living together as a family	• Describe what makes up a nuclear family and extended family.	
		3.2 Roles and Responsibilities of Parents	• Discuss roles and responsibilities of family members. • Discuss the importance of rules and regulations.	
		3.3 Living together in the community.	• Suggest ways of living together peacefully with others in different situations.	
	People who made a difference	3.4 Gautama Buddha	• Write about his early life and his significance contributions.	
		3.5 Ashoka the Great	• Write about his early life and his significance contributions.	
		3.6 Guru Rinpoche	• Write about his early life and his significance contributions.	
		3.7 Phajo Drugom Zhigpo	• Describe his early life and how he came to Bhutan. • Write significant contributions brought by him. • Draw a family tree of PhajoDrugomZhigpo.	
		3.8 Zhabdrung Ngawang Namgyal	• Write about his early life and his significance contributions.	
4. Economy and Living	Earning a living	4.1 Needs and wants	• Examine needs and wants. • Reason out why wants becomes needs.	4
		4.2 Economic Activities	• Explain with examples the primary, secondary and tertiary activities.	4

5. GENERAL SCIENCE

Subject: General Science **Class: IV**

Strand	Chapter	Scope		weighting
		Topics/subtopics	**Learning objectives**	
Materials and their properties.	1. Materials in Our Surrounding	1.2 Sorting Materials • Activity A • Activity B 1.3 Floating and Sinking • Activity A • Activity B 1.4 Natural and Man-made things • Activity A 1.5 Degradable and Non-degradable Things • Activity A • Activity B	Grouping and classifying materials • Classify materials according to their properties. ii) Sinking and floating • Investigate property of objects by their ability to sink or float in water. Classification and variation • Classify the things in our surroundings into natural things and man-made things. • Categorise things into degradable things and non-degradable things.	7
	2. Matter	2.1 What is Matter • Activity A 2.2 Solid as Matter • Activity A 2.3 Liquid as Matter • Activity A 2.4 Gas as Matter • Activity A 2.5 Heating and Cooling of Substances • Activity A • Activity B • Activity C	• Classify matter into three states, solid, liquid and gas. • Describe the changes that occur when materials are heated or cooled.	8
	3. Materials in Mixtures	3.1 Pure Substance and Mixture • Activity A • Activity B 3.2 Soluble and Insoluble Materials • Activity A	• Explain the differences between a pure substance and a mixture. Materials and change • Describe the changes that occur when substances are mixed, e.g. dissolving.	6

		3.3 Solid-Solid Mixtures • Activity A 3.4 Solid-Liquid Mixtures • Activity A 3.5 Liquid-Liquid Mixtures • Activity A	• Explain that some solids (e.g. salt and sugar) dissolve in water but some (e.g. sand and flour) do not.	
	4. Separating Mixtures	4.1 Sedimentation and Decantation 4.3 Separating Insoluble Substances by Filtration 4.4 Making Water Safe for Drinking • Activity A	• Describe filtration and give examples of filtration existing in the local environment.	5
Physical processes	5.Forces	5.1 Let Us Look at Forces • Activity A 5.2 What a Force can Do • Activity A • Activity B 5.3 Contact Force • Activity A 5.4 Non-Contact Force • Activity A • Activity B	Forces and motion (i) Types of forces • Describe the different types of contact forces such as push and pull. • Describe the effects of force. • Identify magnetic and gravitational forces and classify them as non-contact forces.	4
	6. Light and sound	6.1 Sources of Light • Activity A 6.2 How Light Travels • Activity A 6.4 Making a sound • Activity A 6.5 Fading Sound • Activity A	Light and sound (i) Light • Identify and explain different sources of light. • Describe the properties of light e.g. light travels in straight lines and casts shadows. (ii) Sound • Explain that sound gets fainter as distance between source and listener increases. • Explain that vibrations cause sounds.	6
	7. Electricity and Magnetism	7.1 Sources of Electricity • Activity A • Activity B 7.3 Making Connections • Activity A • Activity B	Electricity and magnetism (i) Electricity • Describe the sources of electricity. • Investigate that electricity flows through a complete circuit. (ii) Magnetism	6

		7.4 Things that are Magnetic • Activity A	• Identify electrical appliances where magnets are used. • Differentiate between magnetic and non-magnetic materials.	
Life Processes	8:Living thing and their environment	8.1 Living Things and Non-Living Things • Activity A 8.2 Plants and Animals in their Habitat • Activity A • Activity B 8.3 How Plants Adapt in the Habitat • Activity A 8.4 How Animals Adapt in their Habitat • Activity A • Activity C 8.6 Feeding Habits • Activity A • Activity B	Living things and their environment (i) Adaptation • List the different plants and animals found in a local habitat. • Explain the adaption of animals and plants in different habitats to their environment (at least two habitats). (ii) Food chains and feeding relationships • State that almost all food chains begin with a green plant. • Describe some simple food chains. • Describe the three feeding habits of animals (herbivore, carnivore and omnivore).	7
	9: Green Plants	9.1 Effect of Light on the Growth of Plant • Activity A 9.2 Effect of Air on the Growth of Plant • Activity A 9.3 Effect of Temperature on the Growth of Plant • Activity B 9.4 Effect of Water on the Growth of Plant • Activity A 9.5 Flower • Activity A • Activity B	Green plants (i) Growth and nutrition • Explain the effects of light, air, water and temperature on the growth of plants. (ii) Reproduction • Draw and label the parts of a flower.	6

	10. Food	10.1 Different kinds of food • Activity A 10.2. Food for Activity • Activity A 10.3. Food for Growth • Activity A 10.4. Food for Protection • Activity A	Humans and other animals (i) Nutrition • Describe that humans and other animals need adequate food for activities and growth.	5
Physical Processes	11: Our Earth	11.1. Shape of the Earth • Activity A 11.2. Rotation of the Earth • Activity A 11.3. Day and Night • Activity A 11.4. Revolution of the Earth • Activity A 11.5. Seasons of the Year • Activity A	The Earth, the Moon and the Sun • Define the rotation and revolution of the Earth. • Explain the effects of rotation and revolution of the Earth on the formation of days, nights, years and seasons.	5

Subject: General Science **Class: V**

Strand	Chapter	Scope		Weighting
		Topics/subtopics	**Learning objectives**	
Materials and their properties.	***1. Matter***	1.1 What are elements? • Activity B • Activity C 1.2 Change of state • Activity A • Activity B 1.3 Properties of Solid • Activity A • Activity B • Activity C 1.4 Properties of liquid • Activity A 1.6 Properties of Gas • Activity A	Grouping and classifying materials • Differentiate among solids, liquids and gases in terms of shape and volume. • Explain that substances are made of elements.	6
	2. Physical Change	2.1 Natural and Human-made changes • Activity A • Activity B 2.2 Physical change • Activity A • Activity B 2.3 Dissolving as a Physical Change • Activity A 2.4 Melting and Freezing as Physical Change • Activity A 2.5 Boiling and Evaporation as Physical Change • Activity A • Activity B	Materials and change • Explain that some changes occurring in materials are physical changes, e.g. dissolving, melting, boiling, condensing, freezing and evaporating.	5

	3. Separation of Mixtures	3.1 Types of solid-solid mixtures • Activity A • Activity B 3.2 Separation by Hand Picking • Activity A 3.4 Separation by Winnowing • Activity A • Activity B 3.5 Magnet as separator • Activity A	Separating mixtures • Describe separation of solids of different particles sizes from a mixture (e.g. by the use of a sieve) or, when one of the solids is iron, (e.g. by use of a magnet).	5
Physical processes	***4. Frictional Force***	4.1 Force that opposes • Activity A 4.2 Frictional Force in Everyday life • Activity A 4.3 Increasing Friction • Activity A 4.4 Decreasing Friction • Activity A • Activity B	Forces and motion (i) Types of forces • Describe frictional force and give examples. • Investigate the ways of increasing and decreasing frictional force. • Explain the advantages and disadvantages of different frictional forces.	4
	5. Light and Sound	5.1 Colours in Nature • Activity A • Activity B 5.2 Bouncing of light • Activity A • Activity B 5.3 Musical sound • Activity A 5.4 How sound differs. • Activity A • Activity B	1 Light and sound (i) Light • Investigate and discover that light is composed of seven colours. • Describe reflection of light from some surfaces e.g. shiny metal and mirrored glass. (ii) Sound • Describe the working of musical instruments (drums and stringed instruments).	6
	6. Electricity and Mangnetism	6.1 How we generate electricity? • Activity A • Activity B	4. Electricity and magnetism (i) Electricity	6

		• Activity C 6.2 Connection in Series • Activity A 6.3 Static Electricity • Activity A 6.4 Which part of magnet is strong • Activity A • Activity B 6.5 Like Poles and Unlike Poles • Activity A • Activity B	• Identify the different sources of electricity generation. • Construct a circuit with a switch to identify conductors and insulators • Design a simple series circuits. • Describe static electricity with examples (e.g. hair combs, plastic ruler and paper pieces). (ii) Magnetism • Identify magnetic poles. • Investigate that opposite poles of magnets attract and like poles repel.	
	7. Energy	7.1 What is energy • Activity A 7.2 Forms of Energy • Activity A • Activity B 7.3 Saving Energy • Activity A • Activity B 7.4 Things that save energy • Activity A 7.5 Energy Change • Activity A • Activity B	Energy • Define energy and give examples of how energy can be stored e.g. in food and in a battery. • State that energy cannot be created or destroyed (law of energy conservation). • Name different types of energy e.g. light, sound, heat, etc. • Give some examples of transformation of energy from one type to another.	5
Life Processes	***8: Characteristics of Living Things***	8.1 Animal Characteristics. • Activity A • Activity B 8.2 Plants Characteristics. • Activity A • Activity B 8.4 Variation in Plants and Animals. • Activity A 8.5 Life Cycle of Animals		6

		• Activity A		
	9: Green Plants	9.1 Parts of a plant • Activity A 9.2 Functions of Root • Activity A 9.3 Functions of Stem • Activity A 9.4 Parts of a flower • Activity A • Activity B 9.5 Functions of Different Parts of a Flower. • Activity A	3. Green Plants (i) Growth and nutrition • Describe the functions of the root including that water and minerals are taken through the root and transported via the stem to the leaves. (ii) Reproduction • Describe the parts of a flower and their functions.	6
	10. Living Things and Their Environment	10.1 Foot chain in a habitat • Activity A • Activity B • Activity C 10.2. Food web • Activity A 10.4. Disappearing Forest • Activity A • Activity B 10.5. Protecting Habitat • Activity A	2. Living things and their environment (ii) Food chains and feeding relationships • Construct a number of food chains in a food web in a habitat.	6
	11: Nutrition and Human System	11.1. Food for Health • Activity A 11.2. Eating Habits • Activity A • Activity B 11.3. Human Transport System • Activity A 11.4. Skeleton and Muscle • Activity A	5. Nutrition • Identify different food groups, e.g. carbohydrates, fat, protein, fibre and describe their functions in maintaining good health . • Infer the negative impacts of junk food on nutrition.	5

Physical Processes	***12. Our Moon***	12.1 The Moon • Activity A • Activity B 12.2 Moon in the First Week • Activity A 12.3 Moon in the second Week • Activity A 12.4 Moon in the third week • Activity A 12.5 Moon in the fourth week • Activity A	The Earth, the Moon and the Sun • Describe the change in the Moon's appearance during a four-week lunar cycle.	5

Subject: General Science **Class: VI**

Strand	Chapter	Scope		Weighting
		Topics/subtopics	**Learning objectives**	
Materials and their properties .	1. Elements , Acids and Alkalis	1.1 What are Elements Made Of • Activity A • Activity B 1.2 Elements and their Symbol • Activity A • Activity B 1.3 Acids and Alkalis • Activity A 1.4 Indicators for Acids and Alkalis • Activity A • Activity B	1. Grouping and classifying materials • State the names and symbols for some common elements e.g. carbon, hydrogen, oxygen, nitrogen, iron, gold, silver, copper, magnesium, lead and aluminium. • Classify substances as acids or alkalis using indicators (e.g. litmus or indicators made from local plants and flowers).	5
	2. Chemical Changes	2.1 Chemical Change • Activity A • Activity B 2.2 Chemical Changes in Living Things 2.3 Hard Water and Soft Water • Activity A • Activity B	2. Materials and change • Explain that some changes in materials are chemical changes (e.g. formation of concrete and baking a cake). • Describe formation of hard water when some substances from rocks can dissolve in natural water.	5
	3.Seperating Mixtures	3.2 Mixture with Liquid • Activity A 3.3 Solids of Different Densities in Liquids • Activity A • Activity B 3.4 Separating Soluble Solids • Activity A 3.5 Separating Immiscible Liquids • Activity A 3.6 Separating Miscible Liquids • Activity A	ii) Sinking and floating • 37 Investigate the density of different regular solids in different liquids 3. Separating mixtures 40 • Describe the separation of dissolved solids by evaporation of liquid from its solution (e.g. salt from water). • 44 Identify different ways in which materials are separated, e.g. the husk from rice. 46	6

Physical processes	4.Mass and Weight	4.1 Gravity • Activity A • Activity C 4.2 Relationship between Mass and Weight • Activity A 4.3 Altitude and Gravity • Activity A	1. Forces and motion (i) Types of forces • Relate gravitational force to the mass of the object. • Recognize the relationship between gravitational force and altitude.	3
	5.Light and sound	5.1 Reflection • Activity A 5.2 Light through Different Media • Activity A 5.3 Bending of Light • Activity A 5.4 How does Sound Travel • Activity A 5.5 Pitch and Volume • Activity A	4. Light and sound (i) Light • Describe transparent, translucent and opaque objects based on transmission of light through different media (refraction). (ii) Sound • Describe pitch and volume of sounds produced by vibrating objects.	5
	6.Electricity and Magnetism	6.1 Connection in Parallel • Activity A • Activity B 6.3 Types of Magnet • Activity A 6.4 Strength of Magnet • Activity A 6.5 Magnetic Lines of Force • Activity A	3. Electricity and magnetism (i) Electricity • Construct simple parallel circuits. • Differentiate between series and parallel circuits (in terms of brightness of bulbs in circuits). (ii) Magnetism • Discover the power of attraction of a magnet. • Draw magnetic lines of force diagrams.	5
	7.Living Things and Their Environment	7.1 Humans and Animals Affect Habitat • Activity A • Activity B	4. Living things in their environment (i) Adaptation • Describe that human and animals can bring changes to habitat and these changes are harmful and some are useful.	6

Life Processes		• Activity C 7.2 How Plants Adapt to Specific Habitat • Activity A 7.3 How Animals Adapt to Specific Habitat • Activity A • Activity B • Activity C	• Discover ways in which humans and animals can protect their local environment. • Recognise the characteristics of living things that enable them live in different habitats. 100	
	8. Green Plants	8.1 Food for Plants • Activity A 8.2 Leaf-The Food Factory • Activity A 8.3 Transfer of Pollens • Activity A • Activity B 8.4 How Seeds are Formed • Activity A	3. Green Plants (i) Growth and nutrition • Explain the role of the leaf in producing glucose for growth . • List the nutrients that plants need for healthy growth. (ii) Reproduction • Explain pollination, seed formation (fertilization). 122	7
	9. Classification of Animals	9.1 Reptiles • Activity B 9.2 Fishes • Activity A 9.3 Amphibians • Activity A 9.4 Birds • Activity A 9.5 Mammals • Activity A	1. Classification and variation • Classify animals into five classes. • Describe characteristics of the five classes of phyla chordota of animal kingdom. 138 141	6

	10. Diet and Human system	10.1 Balanced Diet for Good Health • Activity B 10.2 Teeth and their Functions • Activity A • Activity C 10.3 Flow of Blood in Our Body • Activity B 10.4 Shape, Support and Movement • Activity A 10.5 Changes in Human Life • Activity A	2. Humans and other animals (i) Nutrition • Explain that a varied diet is important for good health. • State the functions of teeth and show a number of ways to care for teeth. (ii) Circulation • Outline that the function of the heart is to pump blood around the body through the blood vessels including the blood vessels of the lungs. (iii) Movement • Describe the functions of the skeleton and muscles (for support, protection and movement). • (iv) Reproduction • Describe the main stages of growth in humans.	7
Physical Processes	11. Work and Energy	11.1 What is Work • Activity A 11.2 Simple Machine • Activity B 11.3 Energy Related to Motion • Activity A 11.4 Energy Related to Position • Activity B 11.5 Conservation of Energy • Activity A	2. Energy • Investigate potential energy and kinetic energy of a body.	6
	12. Earth, Moon and the Sun	12.1 Poles and Equator of the Earth 12.2 Latitudes and Longitudes 12.3 Polar Days and Polar Nights	5. The Earth, the Moon and the Sun • Describe polar days and polar nights. • Describe solar eclipse and lunar eclipse.	4

6. ARTS EDUCATION

Subject: Arts Education **Class IV**

Strand	Chapter	Scope		Weighting
		Topic/sub-topic	**Learning objectives**	
Drawing	1	Drawing facial parts.	• Observe and draw facial parts	5%
	2	Sketching figures	• Sketch human figures	5%
	4	Drawing cartoon faces.	• Draw simple cartoon faces	4%
	5	Sketching (land scape)	• Observe the landscape of their choice and make a sketch	5%
	6	Traditional drawing	• Draw simple Bhutanese motifs(*Doe yen nga na)*	7%
	7	Portrait.	• Draw a portrait	9%
	8	Still life drawing	• Make still life drawing	5%
Painting	9	Multi colour print	• Make multi colour print using card board blocks	5%
	11	Water colour technique	• Use basic skills in water colour	4%
	12	Water colour painting	• Use water colour to paint objects that they have chosen from in or around the class • Use natural colours to create light and dark effects in the pictures	6%
	13	Multi Colour Spray painting	• Create painting by spraying multiple colour	4%
	14	Traditional painting	• Use white and black to create traditional effects	5%
Craft	16	Collage(mixed media|)	• Use mixed media in an image/object of their choice and create a collage	5%
	18	Paper frame	• Make paper frames	5%
	19	Paper flower	• Make a paper flower	5%
	20	Paper bird	• Make a paper bird	5%
	22	Paper plate	• Make a paper plate	5%
	23	Pop Up Cards	• Make pop up cards	5%
	26	Grid drawing	• Enlarge the drawing/ picture using the grid method	6%

7. HEALTH AND PHYSICAL EDUCATION

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

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence.	*Fundamental Movement Skills for Physical Efficiency*	• Identify continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance necessary to perform physical activity.	50
			• Perform continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance for promoting physical efficiency.	
			• Use continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance) for effective participation in recreational and social physical activities.	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	*Safety for Active Participations*	• State the importance of safety in physical activities.	7
			• Use equipment safely with spatial awareness during physical activities.	
			• Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.	
		First Aid for supporting and saving lives	• Explain wounds, choking, lodged foreign object (eyes/ears/nose/mouth)	3
			• Perform first aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth)	
			• Apply first aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth)	
Personal and Interpersonal Development	Behaviour and life skills for social harmony	*Respect for Diversity In Team Work*	• Describe the difference in the physical appearances of individuals.	15
			• Explain the Importance of respecting each other (Teamwork, Successful completion of task, Healthy relationship)	
			• cooperate and work in teamworks regardless of ethnic or cultural diversity.	
Health and			• Explain concepts of hygienic practices at critical junctures (hands, teeth, body) and proper waste disposal.	10

Healthy Living	Water, sanitation and hygiene for healthy living.	*WASH for Healthy Living*	• Recognise WASH facilities. • Explain the importance of cleanliness at home and schools for the prevention of WASH-related disease (Diarrhoea, Dysentery, Cholera, Cough, and cold).	
			• Practise hand-washing steps at critical junctures and clean toilet habits. • Dispose of individual waste in designated places • Support and practice menstrual hygiene	
	Nutrition choices and habits for longevity and sports excellence.	*Healthy Food Habits*	• Describe the balanced diet and healthy food plate	10
			• List the benefits of healthy food choices (Reducing salt, saturated fat, sugar, 'junk food).	
			• Explain the relationship between types of food intake and physical activities	
	Healthy and ethical use of substances	*Health Impact of Substance Misuse*	• Name commonly misused substances and their ill effects.	5
			• Identify the negative effects of the use of substances on health *(Doma, Tobacco, and Alcohol).*	
			• Follow the guidance for the safe use of substances (medicine).	

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

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence.	*Fundamental Movement Skills for Physical Efficiency*	• Identify continuous leap in multi-direction, Sprinting, punting, Striking with an implement, Volleying, Dynamic body balance) necessary to perform physical activity.	50
			• Perform continuous leap in multi-direction, Sprinting, punting, Striking with an implement, Volleying, Dynamic body balance).for promoting physical efficiency.	
			• Use continuous leap in multi-direction, Sprinting, punting, Striking with an implement, Volleying, Dynamic body balance) for effective participation in recreational and social physical activities.	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	*Safety to Prevent Injuries*	• State basic consideration of safety in physical activities.	7
			• Use equipment safely to prevent injuries.	
			• Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.	
		First Aid for supporting and saving a life	• Explain poisoning, lodged foreign object (eyes/ears/nose/mouth)	3
			• Perform first aid for poisoning, lodged foreign object (eyes/ears/nose/mouth)	
			• Apply first aid for poisoning, lodged foreign object (eyes/ears/nose/mouth)	
Personal and Interpersonal Development	Behaviour and life skills for social harmony	*Respect for diversity in Team Work*	• Explain the importance of rules and respecting each other.	15
			• State the benefits and importance of teamwork (*a win-win situation, Successful completion of a task, Promote friendship).*	
			• Cooperate and work in teams regardless of ethnicity.	
Health and Healthy Living	Water, sanitation, and	*WASH for healthy living*	• Explain WASH-related diseases *(Diarrhoea, Dysentery, Cholera, Cough and cold*), and ways to maintain personal hygiene and sanitation and facilities.	10

	hygiene for healthy living.		• Identify factors influencing practices of personal hygiene and sanitation-related to WASH	
			• Practice oral, hand, and menstrual *(red dot)* hygiene and sanitation-related to the toilet.	
			• Car for WASH facilities*(toilet doors/latches, toilet pans, washbasins, bibcock, garbage bins, and water tanks)* at home and schools	
	Nutrition choices and habits for longevity and sports excellence.	*Healthy Food Habits*	• Explain ways to improve dietary habits.	10
			• Create a healthy eating plan.	
			• Maintain food journals to reflect on balanced daily food intake.	
	Healthy and ethical use of substances	*Health Impact of Substance Misuse*	• Describe the preventive measures of substance misuse.	5
			• Relate the ill effects of misuse of substances on personal health and family.	
			• Practice healthy habits by avoiding the use of substances.	

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

Strand	Themes	Sub Themes	Learning Objectives	Weighting %
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence.	*Fundamental Movement Skills for Physical Efficiency*	• Identify continuous leap in-game situation, dynamic body balance, hand dribbling, sprinting, jump for distance) necessary to perform physical activity.	50
			• Perform continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, jump for distance) for promoting physical efficiency.	
			• Use continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, jump for distance) for effective participation in recreational and social physical activities.	
	Body posture, safety, First Aid, and remedies for efficiency and wellbeing.	*Safe use of equipment*	• State basic consideration and importance of safety in physical activities.	7
			• Use equipment safely with spatial awareness during physical activities in preventing injuries.	
			• Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.	
		First Aid for supporting and saving lives	• Explain heatstroke, lodged foreign object (eyes/ears/nose/mouth), abrasion.	3
			• Perform first aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth), abrasion.	
			• Apply first aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth), abrasion.	
Personal and Interpersonal Development	Behaviour and life skills for social harmony	*Respect for diversity in Team Work*	• Explain the importance of Teamwork and cooperation regardless of ethnic or cultural diversity *(Mixed group, Effective communication, Role sharing, Target setting, collaboration)*	15
			• Follow rules and regulations for personal and social harmony.	
			• cooperate and work in teamworks regardless of ethnic or cultural diversity.	
			• Compare and contrast lifestyle choices for healthy habits.	10

Health and Healthy Living	Water, sanitation, and hygiene for healthy living.	*WASH for healthy living*	• Practise personal hygiene and sanitation • Create ownership of their WASH facilities in the school	
	Nutrition choices and habits for longevity and sports excellence.	*Healthy Food Habits*	• Identify where foods fit in the food group in the food pyramid. • Practise healthy eating habits and maintain food journals • Explain the relationship between the type of food intake and physical activities in terms of health benefits and diseases *(Nutrients, Vitamins and minerals, Carbohydrates, protein, and fats).*	10
	Healthy and ethical use of substances	*Health Impact of Substance Misuse*	• Identify the ill-effects of misused substances • Follow the guidelines for the safe use of substances (medicine). • Avoid the use of substances that have ill effects on personal health and influence family and society	5

8. ICT

Subject: ICT (Coding Component)			**CLASSES: IV to VI**		
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Period**
D Coding (Scratch)	1. Intelligent Puzzle	- Introduce Scratch - Combination of Rules and Blocks	- Familiarize the component of scratch - Explain how to use Scratch - Add the missing roles through picture book's stories - Learning the combination conditions of building blocks	8	2
	2. The Magic of Jack	- To learn blocks with special effects - To learn how to execute blocks repeatedly	- To understand that every number can be used to represent a kind of colour in the computer world through learning the blocks with special effects - To learn how to run the program repeatedly to change the role's colour all the way	8	2
	3. Colour Windmill	- To learn how to add a brush(pen) module - To learn how to use the stamp in Brush function - Design a windmill turning colours	- To learn how to add a brush(pen) module and know available modules preliminarily - To understand the definition and functions of the stamp module - Make the role's stamp turn colours to show the colourful effect through the repetitive execution and the blocks with special effect	12	6
	4. Carnival in Forest	- Create vivid roles - Principles of vivid role creation	- To learn the modelling concept - To control the role to play on the stage by switching modelling - Add more roles to play on the stage	8	4

	5. The Kitten Play the Ball	- Learn about sliding - Principles of vivid role creation	- Learn about sliding blocks - Let the kitty pat the ball while walking	8	4
	6. Pedestrian Street	- To learn blocks related to movement - To learn two rotation modes - To learn number axis, - positive number and decimals	- To learn blocks of movement, repetitive execution, next modelling and waiting - To learn blocks that bounce when came up against the edge: To learn two rotation modes - To learn relations among number axis, positive number and decimals	12	6
	7. Shooting girl	- To understand the functions of x and y combination - To understand concepts of rotation - To understand concepts of sliding	- To understand concepts of left-handed and right-handed rotations as well as the basic definition of angle. - To understand concepts of sliding blocks - To learn how to breakdown events upon the analysis	12	6
	8. The Joy of Shaking	- To learn squares and cubes - To know features and differences of squares and cubes - To learn concepts of random number - To learn variables	- To learn relations between plane and solid figures as well as squares and cubes - To learn concepts of random number - To learn variables and how to use them	12	6
			Total	80	36

ICT Literacy component			**CLASS IV**		
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Periods**
A Technology Operation	1. Make a presentation	**Project on presentation** - MS PowerPoint - Adding slides - Slide layout - Basic text formatting	- Make a presentation on a relevant topic (from Science, Maths, English) using MS PowerPoint.	8	4
B Communication and Collaboration	2. Explore Internet	**Project on online search** - Search information (text, image, audio, video) on Internet - Copy or download the materials for use in the project	- Use relevant information from the Internet to complete a project provided by the teachers.	6	4
C Safety and Ethics	3. Online citation	**Citation** - Importance of citation - Citing online source of information used in their projects.	- Acknowledge the source of online information used in their projects.	6	4
			Total	20	12

ICT Literacy component			**CLASS: V**		
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Periods**
A Technology Operation	1. Make a presentation	**Project on Presentation** - Design Templates - Background formatting - Basic animation - Integration in other subjects.	- Make a presentation on a relevant topic using MS PowerPoint.	8	4
B Communication and Collaboration	2. Search Techniques	**Project on online search** - Key words in search techniques - Identifying keyword - Mini-research on a topic of interest.	- Search online for information on a topic of interest to conduct a mini research.	6	4
C Safety and Ethics	3. Computer Password	**Project on password** - Importance of password - Features of strong password. - Create or change a password of personal accounts.	- Apply the features of strong password to secure personal accounts.	6	4
			Total	20	12

ICT Literacy Component			**CLASS: VI**		
Strand	**Chapter**	**Topics and Sub-topics**	**Learning Objectives**	**Weighting (%)**	**Periods**
A Technology Operation	1. Creating Presentation slides	**Project on Presentation** - Adding multimedia - Adding animation - Slide transition - Presentation on relevant topic.	- Create a lively presentation material on a relevant topic.	8	4
B Communication and Collaboration	2. E-mail	**Project on email** - Create email account - Send email to friends, families and teachers - Relevant email activity	- Exchange email message with friends and teachers to discuss a group assignment.	6	4
C Safety and Ethics	3. Email etiquettes	**Email etiquettes** - features of a good email message. - Use correct email features (attachment, CC, BCC, forward, etc) - awareness on email etiquettes.	- Follow correct procedure and use friendly tones in email communication with friends and teachers. - Create a poster on email etiquette	6	4
			Total	20	12

ASSESSMENT AND EXAMINATIONS GUIDELINES

RATIONALE

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

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

His Majesty the King, at the 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</td><td>Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern</td></tr>
</table>

				(B) Cl 4 -9 & 11: BBS, SIM, Google classroom	
			Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum
Scenario II	All schools closed		Class PP – 9 & 11 Adapted Curriculum	A) PP-3: BBS, Social media (WeChat / WhatsApp / Telegram), Radio, SIM (B) Cl 4 -9 & 11: BBS, SIM, Google classroom	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern
			Class 10 & 12 Prioritized Curriculum	Regular class in quarantine mode.	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum
NOTE:	For effective curriculum delivery as well as to provide support for psycho-social wellbeing: • 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.				

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 Examinations" 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

5.1. Guide children in engagement on EiE online programs and activities.

5.2. Facilitate children in completing the assessment tasks and activities.

5.3. Provide feedback on their children learning and the EiE curriculum materials and programs to the schools.

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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