NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and Inclusive Education
Information and Communication Technology
Class PP - VIII

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Royal Education Council
Royal Government of Bhutan

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Foreword

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as "learning to know", "to do", "to be", and "to live together". Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one's self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of "what" to learning of "how" and "why" towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

Tashi Delek

Kinga Dakpa
Director General

Table of Content

Introduction

This guide has been developed for teachers teaching Functional Curriculum to the learners with special educational needs in special institute/schools with Special Educational Needs (SEN) Programme across the country for the implementation of the Functional curriculum. As Functional Curriculum for SEN is aimed at equipping the learners with a set of competencies, it is crucial for all the teachers to have the understanding about the intent of the curriculum so that they would be able to implement it as desired.

The functional curriculum for SEN has multiple learning areas. Each learning area has a set of competencies to be acquired and demonstrated by the learners at each stage of learning, which are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education. Children with disabilities are unique, and in that lies the hidden and unexplored talents and personal disposition. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognised. One of the alternatives to ensure that all children are educated and developed to their optimum capacities, is the implementation of functional curriculum. It caters to the learners with severe or multiple sensory impairments which hinder a learner from participating in the general curriculum setting.

The sample activities given in the guide are suggestive in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the students need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the students cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

The major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focusses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of literacy and numeracy, social, behavioural and affective domains that are demonstrable/measurable. Various assessment approaches and tools may be used for assessment, recording and reporting. Teachers are asked to be consistent to meaningfully assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.

Curriculum Content

The Functional Curriculum contents serve as the means for the delivery of education towards achieving the competencies desired at various classes. Cross curricular linkages, various approaches and other co-curricular activities also contribute towards a systematic and comprehensive learning. In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough so that teachers can select, structure and sequence them to best suit the learners need while maintaining coherence and consistency.

While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies. The teaching-learning materials should be used as means to create a learning environment that is competency-based where the students need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners' mastery of the given tasks. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills to realise their potential to the maximum.

Class PP	
Competency: 1. Identify the parts of computer to start and shut down the computer	
Core-concepts (Topic/Chapter/Theme):	**Learning Objectives**:
➢ Parts of computer: monitor, CPU, Keyboard, mouse	➢ Identify basic parts of a computer system ➢ Start computer ➢ Shut down computer

Pedagogy/Learning Experiences:

o **Demonstration**:

  ➢ Introduce the basic parts of the computer system.

  ➢ Demonstrate the sequence to start a computer.

  ➢ Demonstrate the sequence to shut down a computer.

  ➢ Display a sequential drawing to start and shut down a computer.

o **Blended Learning**:

  ➢ Use video to teach basic components of the computer system. (Use link: https://edu.gcfglobal.org/en/computerbasics/basic-parts-of-a-computer/1/)

  ➢ Use video to teach how to shut down and start a computer. (Use link: https://edu.gcfglobal.org/en/computerbasics/basic-parts-of-a-computer/1/)

Assessment:

o **Anecdotal Record**:

  ➢ Ask students the name of the components frequently during the class.

  ➢ Observe students start and shut down a computer during the class.

  ➢ Parents share short video clip of their children starting and shutting down a computer to their respective teacher.

Use worksheets to test their understanding. (Use resources 1, 2 and 3)

Resources:

1.

Label these parts:
- Monitor
- Keyboard
- Mouse
- CPU

(Worksheet to label basic components of computer system)

2.

Put the steps in correct order to start a computer

Switch ON the;

1   2   3   4

☐ ⇨ ☐ ⇨ ☐ ⇨ ☐

(Worksheet on steps to start a computer)

3.

Put steps in correct order to shutdown a computer

1   2   3   4

☐ ⇨ ☐ ⇨ ☐ ⇨ ☐

(Worksheet on steps to shut down a computer)

Competency: 2. Perform free style drawing	
Core-concepts (Topic/Chapter/Theme):	Learning Objectives:
➢ Using mouse, paint window	➢ Use the mouse to make free style shapes in a paint window

Pedagogy/Learning Experiences:

o **Demonstration**:

➢ Demonstrate how to correctly hold a mouse.

➢ Introduce to the different buttons on mouse

➢ Demonstrate the functions of the different mouse buttons.
➢ Demonstrate how to draw a straight line, box, circle and triangle. (Keep the paint window ready for the students)

o **Blended Learning**:

> Use videos to teach how to use a mouse to draw. (Use resource link:
https://www.youtube.com/watch?v=ZX4Mt7wJyjg
(Video about mouse)
https://www.shorttutorials.com/windows8-paint/pencil.html
(How to use the pencil tool)
> Use pictures to teach shapes.

| Line | Triangle | Circle | Box |

Assessment:
o **Anecdotal Record**:

> Observe students using the mouse during the class.
> Parents share video recording of students drawing in the paint window.

o **Checklists**:

> Observe children draw basic shapes with the pen tool.

Class I
Competency 1: Apply step by steps procedure to start and shut down a computer.

Core-concepts (Topics/Chapter/Theme)	Learning Objectives:
➢ Power switch, monitor, CPU and power off	➢ Put on the power safely ➢ Switch on the CPU ➢ Switch on the monitor ➢ Shutting down the computer ➢ Putting the power off

Pedagogy/Learning Experiences:

o **Demonstration:**

  ➢ Demonstrate the sequence to start a computer.
  ➢ Demonstrate the sequence to shut down a computer**.**

o **Blended Learning:**

  ➢ Use pictures to match steps to start and shut down a computer.

Match the pictures of steps with steps of turning ON the computer

Step 1-	a) Turn on CPU
Step 2-	b) Lock screen appears
Step 3-	c) Turn on Monitor
Step 4 -	d) Turn on UPS
Step 5-	e) Desktop screen appears
Step 6-	f) Turn on the electric power switch

> Use video on how to shut down and start a computer. (Use resource link:

https://www.youtube.com/watch?v=y8t2XDA4kLA)

Assessment:

o **Anecdotal Record**:

> Observe students operate a computer during the class
> Parents share video recording of their children starting and shutting down a computer

Competency 2: Apply home row keys and space bar for typing

Core-concepts (Topics/Chapter/Theme)	Learning Objectives:
> Word Application	> Use home row keys to practice typing (A, s, d, f, j, k, l)

Pedagogy/Learning Experiences:

o **Demonstration**:

> Demonstrate how to place fingers on the home row of the keyboard.
> Shows the crest on the key "F" and "J" to guide them in placing their fingers.

- o **Blended Learning**:
  - ➤ Use picture of finger placement on the keyboard.
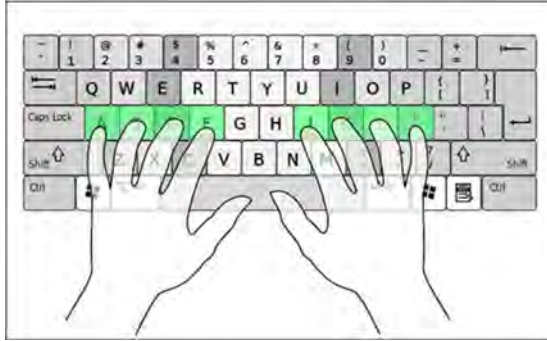
  - ➤ Provides typing activities to use the home row buttons. *(Use resource links:*

    https://www.typingstudy.com/lesson/1/part/2
    (Home row typing tutor)
    https://www.typing.com/student/lesson/319/easy-home-row-words
    (Home row typing activities)

ff ag sags ahas shahs Halal Allah's sad "halls"
gaga da kg flash fa: galahads fad "galla" slags
gall Dallas' alas: slag SAA has aka aha FDA
shads Dal sf salk gad "shag" 'fah ssh

(Home row buttons typing assessment sample)

Assessment:
- o **Anecdotal Record**:
  - ➤ Observe students use the finger placement on the keyboard to practice typing during the class.
  - ➤ Parents share video recording of their children practicing finger placement either on a computer or on a smart phone.

- o **Checklists**:
  - ➢ Assess how well students perform on the typing activities based on accuracy and fastness.

  Note: Use Google Suits to share and keep records.

Competency 3: Perform free style drawing	
Topics	**Objectives:**
➢ Using mouse, paint window	➢ Draw 2D house

Pedagogy/Learning Experience:

- o **Demonstration**:
  - ➢ Demonstrate how to hold a mouse.
- o **Guided Learning**:
  - ➢ Instruct how to open the paint window. (Use resource link:

    https://cyber.olympiadsuccess.com/class-2-introduction-to-ms-paint)
  - ➢ Exhibit how to draw a house using shapes.
- o **Blended Learning**:
  - ➢ Use video for how to draw a 2D house in paint window using shapes. (Use resource link:
    https://www.youtube.com/watch?v=dMrPEx2LT7o)

Assessment:

- o **Anecdotal Record**:
  - ➢ Observe how well students can follow the instruction to draw a 2D house.
  - ➢ Parents share video recording of their children drawing a 2D house in paint window.
- o **Checklists**:
  - ➢ If no computers at home; 1.Students submit hand drawn picture of a house using shapes.
  - ➢ If computers at home; 1. Students submit their 2D house drawing.

Class II
Competency 1: Apply home row and upper row keys and space bar for typing.

Core Concepts (Topic/chapter/theme)	Learning Objectives
➢ Word Application	➢ Use home and upper row keys to practice typing (a, s, d, f ,j, k, l, q, w, e, r, t, y, u, I, o, p)

Pedagogy/Learning Experiences:

o **Demonstration**:
  ➢ Demonstrate how to place fingers over the home row keys.
  ➢ Demonstrate how to use the home row placement to type the keys on the upper row.

o **Blended Learning**:
  ➢ Use finger color code picture for key association.

  ➢ Use online typing exercise to practice. *(Use resource link:* https://www.how-to-type.com/touch-typing-lessons/how-to-type-top-keys/*)*

o **Activity-based Learning:**
  ➢ Use sample paragraphs to practice typing.

qts draft horse the purple shrewd headstall
Sarah say our Tuesday adeptly tip Egypt ready
tsar garage squid drafted Iraq agraffe spooky
lye jay thy SQL ripple asked ski equality

Assessment:

o **Checklists**:

➤ Observe students using the home row finger placement to type the upper row keys.

➤ Parents share video recording of their children practicing finger placement either on a computer or a smart phone.

o **Anecdotal Record**:

➤ Assess how accurately and fast can children type using the finger placement for home row and upper row keys.

Note: Use Google suits to keep and share records.

Competency 2: Perform 3D drawing	
Topics:	**Objectives:**
➤ Using mouse in paint window	➤ Draw 3D coloured house

Pedagogy/Learning Experiences:

o **Demonstration**:

➤ Demonstrate how to hold a mouse.

➤ Demonstrate how to open the Paint 3D window.

➤ Demonstrate how to draw a 2D house using shapes.

➤ Demonstrate how to turn the house into a 3D model.

➤ Demonstrate how to save their work.

o **Blended Learning**:

➤ Use video for how to open Paint 3D window. *(Use resource link:* https://www.technologyhint.com/paint-3d-windows-10/#open)

➤ Use video to draw a 2D house. *(Use resource link:* https://www.youtube.com/watch?v=si07f3UkpyM*)*

➤ Use video for how to turn 2D drawing into a 3D model in Paint 3D window. *(Use resource link:* https://www.youtube.com/watch?v=owNHu7QqAj0*)*

➤ Use video to save their work. *(Use resource link:* https://www.youtube.com/watch?v=S6lAf9vV01A*)*

Assessment:

o **Anecdotal Record**:

> ➢ Observe children use and save their work on the Paint 3D window during the class.

> ➢ Parents share video recording of their children using the Paint 3D window to create a 3D house model.

> ➢ Assess if children exhibit the understanding of the nature of dimensions while making their 3D house.

o **Checklists**:

> ➢ Assess if children can turn the 2D house into a 3D model in the Pain 3D window.

Note: Use Google suits to keep and share records.

Class III	
Competency 1: Apply home row, upper and lower keys, and space bar for typing.	
Core Concepts (Topic/chapter/theme)	**Learning Objectives**
➢ Word Application	➢ Use home, upper and lower row keys to practice typing alphabets A to Z. ➢ Use Caps Lock, Shift, comma, period, question mark keys and space bar to practice typing.

Pedagogy/Learning Experiences:

o **Demonstration**:

➢ Demonstrate how to place fingers over the home row keys.

➢ Demonstrate how to use the home row placement to type the keys on the upper and lower rows

➢ Demonstrate how to use the punctuation keys.

o **Blended Learning**:

➢ Use finger color code picture for key association.

➢ Use online typing exercise to practice. *(Use resource links:*
https://www.how-to-type.com/
(Website to learn typing)
https://www.how-to-type.com/typing-practice/quote/
(Online typing tutorials)

➢ Use sample paragraphs to practice typing.

> Business meetings, and professional recordings can contain sensitive data, so security is something a transcription company should not overlook when providing services. Companies should therefore follow the various laws and industry best practice, especially so when serving law firms, government agencies or courts. Medical Transcription specifically is governed by HIPAA, which elaborates data security practices and compliance measures to be strictly followed, failure of which leads to legal action and penalties. Transcription security includes maintaining confidentiality of the data through information security practices including limiting access with passwords and ensuring a secure environment for data and appropriate methods of disposal of all materials and deletion of files. Personnel may be required to sign non-disclosure agreements on a regular basis as well as take various oaths regarding confidentiality and accuracy.

Assessment:

o **Anecdotal Record:**

➢ Assess how accurately and fast can children type using the finger placement.

➢ Parents share video recording of their children practicing finger placement either on a computer or with a smart phone.

o **Checklists**:

➢ Observe students using the finger placement method to practice during the class.

Note: Use Google suits to keep and share records.

Competency 2: Perform 3D drawing

Core Concepts (Topic/chapter/theme)	Learning Objectives
➢ Using mouse and keyboard	➢ Draw creative 3D art with words.

Pedagogy/Learning Experiences:

o **Demonstration**:

➢ Demonstrate how to hold a mouse.

o **Guided Learning**:

- ➤ Instruct how to open the Paint 3D window.
- ➤ Guide how to make a 3D model in Paint 3D window.
- ➤ Introduce to text feature in Paint 3D to write text on their model.
- o **Blended Learning**:
  - ➤ Use video for how to open Paint 3D window. *(Use resource link:* https://www.technologyhint.com/paint-3d-windows-10/#open*)*
  - ➤ Use video for how to draw a 3D model in Paint 3D window. *(Use resource link:* https://www.youtube.com/watch?v=EebxXnx_zt8*)*
  - ➤ Use video how to insert text in Paint 3D window. (*Use resource link*: https://www.youtube.com/watch?v=ysGpnmnDuUU)

Assessment:
- o **Anecdotal Record**:
  - ➤ Observe children making a 3D model and labelling it during the class.
  - ➤ Parents share video recording of their children making 3D models either on a computer or with a smart phone.
- o **Checklists**:
  - ➤ Assess if children can make simple 3D objects in the Paint 3D window.
  - ➤ Assess if children can make label the objects correctly using the text feature in the Paint 3D window.
  - ➤ Assess the vocabularies children learn through the activity.
  - *Note: Use Google Suits to share and keep records.*

Class IV	
Competency 1: Apply typing skills to write simple sentences	
Core Concepts (Topic/chapter/theme)	**Learning Objectives**
➢ Word application	➢ Open and close a word processor. ➢ Use keyboard to type, "A quick brown fox jumps over the lazy dog." ➢ Change font face, font sizes and use backspace, delete and enter button. ➢ Save their word processor file.

Pedagogy/Learning Experiences:

o **Demonstration**:

  ➢ Demonstrate how to open a word processor.

  ➢ Demonstrate how to edit the letter fonts.

  ➢ Demonstrate how to save a word processor file.

o **Blended Learning**:

  ➢ Use finger color code picture for key association.

  ➢ Use videos to learn how to open a word processor. *(Use resource links:* https://www.youtube.com/watch?v=UrQWI5HR-Ws

    (How to open MS word in Windows 8)
    https://www.youtube.com/watch?v=y9J2wr6bQTI

(How to open MS word in Windows 10)

> Use videos to learn how to edit the letter fonts. *(Use resource link:*
  https://www.youtube.com/watch?v=5_HdVz_lWjI*)*
> Use videos for how to save a word processor file. *(Use resource link:*
  https://www.youtube.com/watch?v=CYwqVKQuTOQ*)*

o **Activity-based Learning:**
  > Practice typing: "A quick brown fox, jumps over the lazy dog."
  > Practice font formatting.

Assessment:

o **Anecdotal Record**:
  > Observe children use the finger placement method correctly during the class.
  > Parents share video recording of their children editing word processor file either on a computer or with a smart phone.

o **Checklists**:
  > Assess how accurately and fast children can type a given sentence or paragraph.

  Note: Use Google Suits to share and keep records

Competency 2: Perform 3D drawing	
Core Concepts (Topic/chapter/theme)	**Learning Objectives**
> Using mouse and mathematical shapes	> Draw different 3D mathematical shapes and name them (cone, cube, pyramid, cylinder and sphere). > Combine the 3D mathematical shapes to create a 3D art

Pedagogy/Learning Experiences:

o **Guided Learning**:

  ➢ Instruct how to open the Paint 3D window.

  ➢ Exhibit how to insert 3D Mathematical shapes in Paint 3D window.

  ➢ Use text feature in Paint 3D to write names of the mathematical shapes.

o **Self-directed Learning**:

  ➢ Let students combine the mathematical shapes to create a 3D art.

o **Blended Learning**:

  ➢ Use video for how to open Paint 3D window. *(Use resource link:* https://www.technologyhint.com/paint-3d-windows-10/#open*)*

  ➢ Use video for how to insert 3D mathematical shapes in Paint 3D window. *(Use resource link:* https://support.microsoft.com/en-us/windows/basic-3d-modeling-with-paint-3d-78a27393-4cc5-1c9a-5929-3b4644eb5a94*)*

Assessment:

o **Anecdotal Record**:

  ➢ Observe children making different 3D mathematical shapes and labelling it during the class.

  ➢ Observe children make 3D models combining the mathematical shapes during the class.

  ➢ Parents share video recording of their children making 3D models either on a computer or with a smart phone.

o **Checklists**:

  ➢ Assess if children can name the shapes in common house hold items. E.g.: Cans are cylinder.

Note: Use Google Suits to share and keep records.

Class V
Competency 1: Apply text formatting skills in word processor

Core Concepts (Topic/chapter/theme)	Learning Objectives
➢ Word Application	➢ Use word processor to format text document (Tab, Bold, Italic, Underline, Alignment and format painter) ➢ Apply text formatting to type at least 5 sentences.

Pedagogy/Learning Experiences:

o **Demonstration**:
  - ➢ Demonstrate how to open a word processor.
  - ➢ Demonstrate how to apply text formatting and alignment.
  - ➢ Demonstrate how to save a word processor file.

o **Blended Learning**:
  - ➢ Use videos to learn text formatting. *(Use resource links:* https://edu.gcfglobal.org/en/word/formatting-text/1/ https://www.youtube.com/watch?v=5_HdVz_lWjI *)*

o **Activity-based Learning:**
  - ➢ Type five random sentences and practice text formatting.

Assessment:

o **Anecdotal Record**:
  - ➢ Observe children apply simple text formatting.
  - ➢ Parents share video recording of their children applying text formatting either on a computer or with a smart phone.

o **Checklists**:
  - ➢ Assess if the children can apply text formatting such as Tab, Bold, Italic, Underline, Alignment and format painter on a sample document the teacher provides.

  Note : Use Google Suits to share and keep records.

Competency 2: Perform 3D drawing	
Core Concepts (Topic/chapter/theme)	**Learning Objectives**
➢ Using mouse	➢ Use brushes, colours and material tools for texture in a digital art.

Pedagogy/Learning Experiences:
- o **Guided Learning**:
    - ➢ Instruct how to open the Paint 3D window.
    - ➢ Demonstrate how to use the brushes, colours and material tools in Paint 3D.
- o **Blended Learning**:
    - ➢ Watch videos to practice the use of brushes, colours and material tools. (*Use resource links:* https://www.youtube.com/watch?v=Iy0dlKv28Oc https://www.youtube.com/watch?v=VZn3S4wD7lg)

Assessment:
- o **Anecdotal Record**:
    - ➢ Observe children applying the brushes, colours and texture to their 3D model during the class.
    - ➢ Parents share video recording of their children practicing at home.
- o **Checklists**:
    - ➢ Assess children's work on color, texture and use of brushes.
    - *Note: Use Google Suits to share and keep records*.

Class VI	
Competency 1: Apply text formatting skills in word processor	
Core Concepts (Topic/chapter/theme)	**Learning Objectives**
➢ Word Application	➢ Use word processor to format and edit the text (Font colour, text highlighting, text effects, bulleting, indentation, cut, copy and paste) ➢ Apply formatting and editing skills to type 5 sentences.

Pedagogy/Learning Experiences:

o **Demonstration**:

  ➢ Demonstrate how to open a word processor.
  ➢ Demonstrate how to apply text formatting and basic short cuts.
  ➢ Demonstrate how to save a word processor file.

➢ **Blended Learning**:

  ➢ Use videos to learn text formatting and basic short cut keys.
    (*Use resource link:*
    https://edu.gcfglobal.org/en/word/formatting-text/1/
        (Changing Font color and text highlighting)
    https://www.youtube.com/watch?v=vAk_RNsLeOw
        (Applying text effects in MS Word)
    https://edu.gcfglobal.org/en/word/indents-and-tabs/1/
        (Applying indentation in MS Word)
    https://edu.gcfglobal.org/en/word2010/working-with-lists/1/
        (Bulleting in MS Word)
    https://www.youtube.com/watch?v=5zzF8WekOOk
        (Cut, copy and paste in MS Word)

Assessment:

o **Checklists**:

> ➤ Observe children apply font colour, text highlighting, text effects, bulleting, indentation, cut, copy and paste on a sample document the teacher provides.
> ➤ Parents share video recording of their children applying text effects either on a computer or with a smart phone.

Note: Use Google Suits to share and keep records

Competency 2: Perform 3D drawing

Core Concepts (Topics/chapter/theme)	Learning Objectives
➤ Using mouse	➤ Use stickers and texture in a digital art. ➤ Create a 3D project

Pedagogy/Learning Experience:
o **Guided Learning**:
> ➤ Instruct how to open the Paint 3D window.
> ➤ Demonstrate how to use stickers and texture in Paint 3D window.

o **Self-directed Learning**:
> ➤ Let children create a 3D project in Paint 3D window to explain something they learned in other subjects.

o **Blended Learning**:
> ➤ Use video for using stickers and texture in Paint 3D window. *(Use resource link:* https://www.youtube.com/watch?v=Bd42BurRo5Q&list=PLWs4_NfqMtoycRV4YeGlaLePsD5cyRPrN&index=8*)*

Assessment:
o **Checklists**:
> ➤ Observe children using the sticker and texture on a 3D model during the class.
> ➤ Parents share video recording of their children using sticker and texture.

Note: Use Google Suits to share and keep records

Class VII
Competency 1: Apply graphic formatting skills in Word Processor

Core Concepts (Topics/chapter/theme)	Learning Objectives
➢ Word application	➢ Use word processor to present tabular information (Insert table, convert text to table, inserting and deleting cells, table border, text editing)

Pedagogy/Learning Experiences:

o **Demonstration**:
- ➢ Demonstrate how to open a word processor.
- ➢ Demonstrate how to insert tables, edit tables and its text contains.
- ➢ Demonstrate how to save a word processor file.

o **Blended Learning**:
- ➢ Use video to practice how to insert and edit tables. *(Use resource link:* https://edu.gcfglobal.org/en/word2010/working-with-tables/1/*)*

o **Activity based Learning:**
- ➢ Ask children to create a time table for themselves.

Assessment:

o **Checklists**:
- ➢ Observe children insert table, convert text to table, inserting and deleting cells, table border, text editing.
- ➢ Parents share video recording of their children applying and using tables either on a computer or with a smart phone.

Note: Use Google Suits to share and keep records.

Class VIII	
Competency 1: Apply graphic formatting skills in Word Processor	
Core Concepts (Topics/chapter/theme)	**Learning Objectives**
➢ Word Application	➢ Insert pictures, resizing, and text wrap ➢ Insert page number. ➢ Manipulate page orientation and page size. ➢ Produce a well formatted word document.

Pedagogy/Learning Experiences:

o **Demonstration**:

> ➢ Demonstrate how to open a word processor.
> ➢ Demonstrate how to insert and edit pictures.
> ➢ Demonstrate how to insert page number.
> ➢ Demonstrate how to manipulate page orientation.
> ➢ Demonstrate how to save a word processor file.

o **Blended Learning**:

> ➢ Watch videos to insert and edit pictures. (*Use resource links:* https://www.youtube.com/watch?v=X8e5WCdxbx0 https://www.youtube.com/watch?reload=9&v=wUotChm6AAA*)*
> ➢ Watch video to insert page number. *(Use resource link:* https://edu.gcfglobal.org/en/word-tips/modifying-page-numbers-in-word/1/*)*
> ➢ Watch video to learn page orientation. *(Use resource link:* https://edu.gcfglobal.org/en/word/page-layout/1/*)*

o **Activity-based Learning:**

> ➢ Let children use the features in a word processor to create a well formatted profile for themselves

Assessment:
o **Checklists**:
  ➢ Observe children insert and wrap the picture appropriately during the class.
  ➢ Observe if children can insert page numbers.
  ➢ Observe if children can manage the page size and orientation.
  ➢ Parents share video recording of their children editing word processor file either on a computer or with a smart phone.
  Note: Use Google Suits to share and keep records.