

NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and
Inclusive Education
English
Classes IX-XII



Royal Education Council
Royal Government of Bhutan

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Advisers

1. Kinga Dakpa, Director General, REC
2. Wangpo Tenzin, Curriculum Specialist, Dean, REC

Research and writing

1. Pema Norbu, Sr. Program Officer, ECCD&SEN Division, MoE, Thimphu
2. Karma Norbu, Sr. Program Officer, ECCD&SEN Division, MoE, Thimphu
3. Pema Chhoegyel, Dy. Program Officer, ECCD&SEN Division, MoE, Thimphu
4. Nyendo, Principal, Changangkha MSS, Thimphu
5. Dechen Tshering, Principal, Wangsel Institute, Paro
6. Nidup (Ms), Teacher, Wangsel Institute, Paro
7. Tshering Wangmo, Teacher, Wangsel Institute, Paro
8. Dessang Dorji, Teacher, Wangsel Institute, Paro
9. Tshering Pelden, SSI, Wangsel Institute, Paro
10. Pema Wangmo, VP, Drukgyel LSS, Paro
11. Dema Wangmo, SENCo, Drukgyel LSS, Paro
12. Sonam Tobgyel, Teacher, Drukgyel LSS, Paro
13. Deki Dem, Teacher, Drukgyel LSS, Paro
14. Sangay Choden, Teacher, Drukgyel LSS, Paro
15. Namgay Dem, SENCo, Samtengang PS, Wangduephodrang
16. Kinley Namgyel, Curriculum Specialist, CDC, REC
17. Lhundup Dukpa, Offtg. Dean, PDC, REC
18. Sonam Tshering, Program Officer, IMD, REC
19. Karchung, CD, ECCD & SEN, CDC, REC
20. Wangchuk, CD, ECCD & SEN, CDC, REC

Layout and Design:

Karma Wangmo, IMD, REC

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.

TashiDelek



KingaDakpa

Director General

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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 focuses 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 IX

Competency 1: Communicate using listening and speaking skills.

Core concept (Topic/chapter/themes)

- National Events
- Tsa-Wa-Sum (King, Country, People)
- Food and Culture
- Language - Wh-questions

Learning Objectives

- Use vocabulary related to national events celebrated in the country.
- Explain about Tsa-Wa- Sum and its significance in simple sentences using vocabulary learned in earlier grades.
- Explain in simple language about Bhutanese food and culture using vocabulary learned in earlier grades.
- Use Wh - questions (Who, What, Where, Why).

Topic: National Events

Learning Objective:

- Use vocabulary related to national events celebrated in the country.

Pedagogy/Learning Experiences:

○ Activity Based Learning:

- Teacher distributes Annual Bhutanese Calendars and asks children to show the important national events.
- Students in teams discuss (using appropriate vocabulary) about the significance of these national events.

○ Blended Learning:

- Teacher shows videos on an important occasion on the YouTube (*Use resource link: <https://www.youtube.com/watch?v=6Ya4-0F2Zqo>*).
- Use resource link: <https://www.youtube.com/watch?v=h7Wq4te9cE0> (ThimphuTsechu)
- Students share their observations and feelings about the occasion they watched on the YouTube.

○ Place Based Learning:

- Ask parents to take their children to attend the national events celebrated in the country.
- Students are encouraged to participate in the national events.
- Parents watch Live Telecasts on national events at home with their children and explain to them the significance of these events.
- Students share their experiences about national events in the class.

Topic: Tsa-Wa-Sum

Learning Objective:

- Explain about Tsa-Wa- Sum and its significance in simple sentences using vocabulary learned in earlier grades.

Pedagogy/Learning Experiences:

- **Blended Learning:**
 - Teacher shows a video the following national event on the YouTube.
(Use resource link: <https://www.youtube.com/watch?v=1jgM3fmFcpc>).
 - Students in teams talk about a local event they celebrate in their community using vocabulary learned in the earlier grades.
- **Activity Based Learning:**
 - Teacher displays a Map of Bhutan and shows them the geographical locations.
 - Ask students to locate the dzongkhags from they come.
 - Ask students about the languages they speak in their community.
 - Later they can also talk about the countries around Bhutan.

Topic: Food and Culture

Learning Objective:

- Explain in simple language about Bhutanese food and culture using vocabulary learned in the earlier grades.

Pedagogy/Learning Experiences:

- **Activity Based Learning:**
 - Teacher joins the students during a lunch and talk about the dishes they have brought before eating.
 - Teacher and students then talk about the dishes they cook and eat at home during special occasions.
- **Blended Learning:**
 - Teacher shows some videos on food and culture people enjoy in different places in Bhutan during important national events.
 - Students talk about different dishes that people bring to the events.
 - Students make a comparison of the dishes they eat at home and about dishes they found eating in other countries.

Topic: Using Wh-questions

Learning Objective:

- Use Wh - questions (who, what, where, why) in their writing.

Pedagogy/Learning Experiences:

- **Activity Based Learning:**
 - Teacher provides some appropriate reading materials (which contain wh-questions) to students.
 - Students in pairs read the reading materials to identify wh-questions.

- Students look at how and when wh-questions were used.
- Students share their findings to their team members.
- Students practice asking questions to each other using wh-question.

Assessment:

Using Checklist or Rubrics teacher may:

- Assess the ability to use the vocabulary related to important national events celebrated in the country.
- Assess the ability to explain in simple sentences about Bhutan.
- Assess the ability to explain in simple language about dishes and culture in Bhutan.
- Assess the ability to use Wh– questions in their conversations.

Suggested Resources:

1. <https://www.youtube.com/watch?v=6Ya4-0F2Zqo>
(National events)
2. <https://www.youtube.com/watch?v=1jgM3fmFcpc>
(King, Country and People)

Competency 2: Use reading skills in their daily life.

Core concept

(Topic/chapter/themes)

Learning Objective

- Values

- Read moral stories fluently using picture cues.

Topic: Values

Learning Objective:

- Read moral stories fluently using picture cues.

Pedagogy/Learning Experiences:

○ **Activity Based Learning**

- Teacher reads a moral story to the students using picture cues.
- Students follow the teacher to relate the picture with the sentences in the book.
- Students select a story with a moral value from the library.
- One student from each team selects a story from the team collections.
- Students in teams take turns to read a story with correct pronunciation and intonation.
- After each student has read a story, the team then frames a few WH- questions from the story.
- Using Round Robin strategy, the team members take turn to ask these questions to their team members.
- The team members try to answer the questions.

- At the end, the teacher may ask for one or two volunteers to read a moral story he/she likes to the whole class.

Assessment:

- Teacher may use Rubrics to assess reading fluency of the students.

Competency 3: Use writing skills in their daily life.

Core concept

(Topic/chapter/themes)

Learning Objective

- Communication - Letter writing

- Write personal letters with correct format.

Topic: Communication - Letter writing

Learning Objective:

- Write personal letters with correct format (address, salutation, content, subscription).

Pedagogy/Learning Experiences:

○ **ActivityBased Learning**

- Teacher asks student volunteers to bring some sample letters written by them to show to their friends. If there are no volunteers, the teacher can bring some samples of personal letters written by herself or himself.
- Teacher projects the format of a letter on a chart.
- Teacher asks students to see if they can find the components of the letters projected.
- Students in teams discuss why it is important to know the components or features of a personal letter.
- Teacher then explains why to use the components of the letter.
- Students write a personal letter to their friends/ parents on some of the local cultural events to friends living in another place. Some suggested topics are given below: Lochoe, Dassain, Nyilo, Tshechu etc. It is important to follow the writing process while conducting this writing activity.
- Students will mail the letters to their friends as intended. Ask student volunteers may read out their letters when they receive the replies.

Assessment:

- Teacher may use Rubrics/Checklist to assess students' letter writing skills.

Class X

Competency 1: Use listening and speaking skills to communicate effectively.

Core concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none">➤ Geographical locations and boundaries➤ Organizations and their roles	<ul style="list-style-type: none">➤ Use vocabulary related to locations and boundaries.➤ Use vocabulary related to organisations, their roles, and services they provide.➤ Use vocabulary related to services provided by different organisations. <p>Administrative bodies: Dzongda, Dzongrab, Education Officer, Census Officer, Election Officer, Agriculture Officer, Livestock Officer, Health Officer, Finance Officer.</p> <p>Corporate Organizations: Bank of Bhutan, Bhutan Development Bank Limited, Bhutan National, Royal Insurance Corporation of Bhutan, Bhutan Insurance Limited, Bhutan Power Corporation Bhutan Telecom Limited, Bhutan Post.</p> <p>Jobs: Managers, Storekeeper, Carpenter, Painter, Electrician, Mason,Plumber Telephone Operator, Customer Services, Cashier, Bill Collector, Teller, Office Assistant, Dispatcher</p>

Topic: Geographical locations and boundaries.

Learning Objectives:

- Use vocabulary related to locations and boundaries. (east, west, north, south, eastern, altitude, boundary, location, map, region, dzongkhag, gewog)

Pedagogy/ Learning Experiences:

- **Activity-Based learning:**
 - Teacher displays the map of the gewog in which the school is located and asks students if they know from which villages/gewog they come from or the name of their villages/gewogs.

- Students can use stickers to locate their own villages/gewogs on the map.
 - Students talk about their neighbouring gewogs and villages.
 - Next, the teacher displays the map of Bhutan and asks students if they know from which dzongkhags they come from or the name of the dzongkhags in which their school is located.
 - Students can use stickers to locate their own dzongkhags on the map.
 - Students then talk about their neighbouring dzongkhags.
 - Later they can discuss about the importance of geographical locations and boundaries.
- **Blended Learning:**
 - Teacher shows the video on the map of Bhutan. (Use resource link: <https://www.youtube.com/watch?v=h7Wq4te9cE0>). (Bhutan Map)
 - Teacher can pause the video and ask students to name the dzongkhags that are nearby them using the vocabulary related to geographical locations and boundaries.

Topic: Organizations and their roles.

Learning Objectives:

- Use vocabulary related to organisations, their roles, and services they provide.
- Use vocabulary related to services provided by different organisations.

Corporate Organizations:

Bank of Bhutan, Bhutan Development Bank Limited, Bhutan National, Royal Insurance Corporation of Bhutan, Bhutan Insurance Limited, Bhutan Power Corporation Bhutan Telecom Limited, Bhutan Post.

Jobs:

Managers, Storekeeper, Carpenter, Painter, Electrician, Mason, Plumber, Telephone Operator, Customer Services, Cashier, Bill Collector, Teller, Office Assistant, Dispatcher

Pedagogy/ Learning Experiences:

- **Activity Based Learning:**
 - Teacher displays the map of Bhutan and asks students to talk about the names of organizations and the jobs people do in these organizations. Examples:
 - Who is the head of the Dzongkhag/Gewog?
 - What are their roles and responsibilities?
 - Name other offices in the Dzongkhag?
 - Students in pairs discuss the different roles played by these offices and the responsibilities carried out by the people who work there.
- **Place Based Learning:**
 - Teacher plans for a field visit with class. The plan may include:
 - :preparing questionnaires
 - :training students on Risk Management

:seeking approval from the school and parents

:making appointments

: arranging logistics - transportations (if required), pack lunch, drinking water, umbrella etc.

- Students make the visit as planned
- Students interview the people, record the conversations, and take photographs or video clips.
- Students in teams prepare the reports and share about their field visits through displays in a school public space.

Assessment:

○ **Teacher may use Rubrics/Checklist to assess their competencies:**

- Use of vocabulary related to geographical locations and boundaries.
- Use of vocabulary related to organisations, their roles and responsibilities, and services they provide.
- Use of vocabulary related to services provided by different organisations.

Resources:

1. World Map, Map of Bhutan, and Gewog Map
2. YouTube <https://www.youtube.com/watch?v=h7Wq4te9cE0> Map of Bhutan with Dzongkhags

Competency 2: Use reading skills to comprehend text.

**Core concept
(Topic/chapter/themes)**

Learning Objective

➤ Occupations

➤ Read text on occupations.

Topic: Occupation

Learning Objective:

- Read to comprehend text on occupations.

Pedagogy/ Learning Experiences:

○ **Place Based Learning:**

- Teacher prepares for a field visit. The plan should include the following:
 - : Preparing questionnaires.
 - : Training students on Risk Management.
 - : Seeking approval from the school and parents appointments.
 - : Arranging logistics - transportations (if required), pack lunch, drinking water, umbrella etc.
- Students visit a nearby organization or a shop with the teacher/parent.
- Students interview the service providers and record the conversations using mobile phone.(seek help from parents, teachers to edit their recording)
- Students record the types of jobs people do on a chart paper with pictures/audio-visuals.
- Students display their chart on the wall.
- Teacher conducts a Gallery Walk.
- Students in teams discuss about new jobs that can be created to help serve the community better.
- They may also discuss about jobs that they are interested in doing.
- Teacher helps students find books on occupations to read at home.
- Ask parents to share some information about the types of jobs that are available in the community. Parents may also talk about future jobs that may be created to serve the community better.

Assessment:

Teacher may use Rubrics/Checklist to assess their reading and comprehension skills.

Competency 3: Use writing skills to represent their work.

**Core concept
(Topic/chapter/themes)**

Learning Objectives

➤ **Letter Writing**

➤ Write official letters to communicate

Topic: Letter Writing

Learning Objective:

- Write official letters to communicate.

Pedagogy/ Learning Experiences:

○ **Place Based Learning:**

- Teacher collects official letters from the school office as samples to share with the students (permission from the Principal).
- Teacher distributes the official letters to students.
- Students read the letters and identify the components.(address, subject, salutation, content, subscription)
- Students compare informal and formal letter formats.
- Students volunteer to write leave applications to help other young students.
- Students write applications to the Principal seeking approval for field visit. Teacher must encourage students to write official letters whenever such opportunities arise.

Assessment:

- Teacher may use Rubrics/Checklist or other appropriate assessment tools to assess students' writing skills.

Class XI

Competency 1: Use listening and speaking skills to communicate effectively.

Core concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none">➤ Money➤ Living in community➤ Communication and Transportation➤ Media Literacy	<ul style="list-style-type: none">➤ Use vocabulary related to money and its uses. Needs: food, cloth, shelter, job, education etc. Wants: non-essential things➤ Use vocabulary learned in earlier grades to express their feelings, such as the challenges they face daily as special needs learners or about they are treated in the community by their neighbours, friends and so on.➤ Use vocabulary related to transportations and communications. (plane, vehicle, ticket, bus, taxi, phone, email, letter, sign language...)➤ Use vocabulary related to Media to talk about their uses, sources, and issues.

Topic: Money

Learning Objective:

- Use vocabulary related to money and its uses.
Needs: food, cloth, shelter, job, education etc.
Wants: non-essential things, such as luxury goods and items

Pedagogy/ Learning Experiences

- **Place Based Learning:**
 - Teacher distributes different denominations of Bhutanese currency to students in teams.
 - Students in teams list down words/pictures/colour/ shape/ size they see on the currency notes.
 - Students share their observations to the class.
- **Activity Based Learning:**
 - Students in groups design their own notes (words/ pictures/ colour/ shape/ and size)
 - Students display their creations on the wall and explain to the class through a Gallery Walk.

- Students in teams talk about the uses of money.
- Students first individually list down the things they normally buy from shops. Then they list down the things they want to buy.
- After that, ask students to prepare a table as shown below:

Sl No	Needs	Wants

- Teacher explains the differences between Needs and Wants. Then ask students to place the lists of things they have written in appropriate columns. They need to justify as they list the things in table.
- Students share their lists and the justifications first in their teams and then later to the class if they wish to.
- **Place Based Learning:**
 - Teacher plans for a field visit to a Bank.
 - Students observe how people deposit and withdraw money at the bank. Students can do the same if they have ATM Cards or are Bank Account Holders.
 - Students read the sign boards/pamphlets/forms... used by the bank.
 - Students in teams prepare a report in the form of a power point presentation to another Class. They should be prepared to respond to the questions, if there are any.
 - They must use the vocabulary related to bank - deposit, withdraw, saving, cheque, cash, cashier, teller, Manager and so on – while making presentations.
- **Place Based Learning:**
 - Teacher plans a field visit to a shop to observe real money transactions. Students in team visit shops with their parents/teacher to observe money transactions in real life.
 - Students keep note of what people buy and how they pay. (Money/ATM/ MBOB/ Scan...). They may use mobile phones to record the money transactions (with permission from the shopkeeper)/customers.
 - Teacher asks students how their parents earn and spend money.
 - Teacher may share how he/she earns and spends money.
 - Teacher may use a family budgeting format to show his/her family budgeting using the guide, "A Guide to Budgeting for the Family.' Prepared by Lucile F. Mork. "
 - Teacher shares the format with students.
 - Students prepare their family budget in consultation with their parents.
 - Students share their family budget with the class. (Teachers must ensure the use of vocabulary learned).

Topic: Living in community

Learning Objectives:

- Use vocabulary learned in earlier grades to express their feelings, such as the challenges they face daily as special needs learners or about they are treated in the community by their neighbours, friends and so on.

Pedagogy/ Learning Experiences:

○ **Activity Based Learning:**

- Students in teams discuss about the places where they live, their neighbours, celebrations, social life, and challenges they face in their community.
- Next, they discuss about their ideal community. The discussion could focus on cooperation, helping each other, facilities, environment, community forest, orchard, road, and so on.
- Students in teams (grouped in teams coming from the same local places) draw a map of their own village with the existing features/facilities on a chart.

Note: Students should have taken a tour of their village before doing this activity.

- Students in their own teams add or delete those features they want to see in their village and remove /improve those features which they don't like based on their understanding of an ideal community.
- Students display the map of their village through a Gallery Walk.
- Parents could be invited for the Gallery Walk when students make the presentation.

Note: If time permits, the teams can develop a model village with mud and other locally available materials. For this they need to find a place outside the class or inside the class. Parents or other class students could be invited to vote/select the model. Appreciation prizes could be arranged for all the teams.

Topic: Communication and Transportation

Learning Objectives:

- Use vocabulary related to Communications and Transportations.
Transportations: Plane, ticket, vehicle, bus, fare, taxi, etc.
Communications: phone, email, letter, Sign language, etc.

Pedagogy/ Learning Experiences:

○ **Activity Based Learning:**

- Students discuss different modes of communications and transportations.
- Students compare past and present modes of communications and transportations.
- Students discuss about a particular mode of transportation with parents. The discussion could focus on types of transportations, communications, safety, time, expenses...)

- Students talk about the positive and negative impact of transportation as well as alternative transportation such as cable cars.
- Students share their experiences to the class.

Topic: Media Literacy

Learning Objectives:

- Use vocabulary related to Media to talk about their uses, sources, and issues.

Pedagogy/ Learning Experiences:

○ **Activity Based Learning:**

- Students in teams collect information on types of media.
- Students in teams work on the following topics of Media:
 - What is media?
 - Types of Media
 - Uses of Media,
 - Positive and negative impact of Media on their life.

- Students present their findings to the class.

○ **Inquiry Based Learning:**

- Teacher teaches students about conducting a survey.
- Students conduct a short survey in their school on media literacy.
- Students develop survey questionnaires focusing on:
 - Types of media they use.
 - Uses of the media.
 - Positive and negative impact of Media on students' life.
- The same survey could be conducted in their community.
- Students make a comparative report on the two surveys they conducted.
- The result of the survey could be presented to the school or publish on School Notice Board or in School Magazine.

Assessment:

- Teacher may use Rubrics/Checklist to assess the following competencies:
 - Use of vocabulary related to money.
 - Use of vocabulary related to transportations and communications.
 - Use of vocabulary related to Media to talk about their uses and sources.

Competency 2: Use reading skills to comprehend texts.**Core concept
(Topic/chapter/themes)****Learning Objectives**

➤ Text Comprehension and Fluency

- Read fluently with correct pronunciation, pause, and intonation.
- Identify features of a short story (title, author, setting, character, plot, conflict, and theme).

Topic: Short Story**Learning Objectives:**

- Read fluently with correct pronunciation, pause and intonation.
- Identify features of a short story (title, author, setting, character, plot, conflict, and theme).

Pedagogy/ Learning Experiences:

- **Activity Based Learning:**
 - Teacher shows a story book. Asks students to guess the title of the book by looking at the illustration on the cover page.
 - Teacher reads the first part of the story and asks to anticipate what will happen next.
 - Students mimic the sounds of animals, birds, flowing water as they listen to the story.
 - Teacher stops during the reading to ask questions about the characters, setting, author, plot, conflict, and theme.
 - Students choose their own stories to read. Students in pairs read books to identify title, author, setting, character, plot, conflict, and theme.
 - Students commit to read 5 pages a day from the books of their choices.

Assessment

- Teacher may use Rubrics/Checklist to assess learners' competencies:
 - Reading skills: fluency with correct pronunciation, pause and intonation.
 - Identify features of a short story - title, author, setting, character, plot, conflict, and theme)

Competency 3: Use writing skills in their writing.

Core concept (Topic/chapter/themes)	Learning Objectives
➤ Personal Letter/ Job Application	➤ Write personal letters to express their feelings and needs. ➤ Write formal letters - applications.

Topic: Personal Letter and Formal Letter

Learning Objective:

- Write personal letters to express their feelings and needs.
- Write formal letters - applications.

Pedagogy/ Learning Experiences:

- **Place Based Learning:**
 - Students write a personal letter about his/her life. Students may share about issues and challenges faced by themselves and their peers in their community.
 - Students write to formal letters to their teachers/parents/officials about issues and challenges they face or about something they want to change or see changed.

Assessment

- Teacher may use Rubrics/Checklist to assess learners' competencies in writing personal and formal letters.

Class XII

Competency 1: Use media creatively

Core concept (Topic/chapter/themes)

- Media Literacy
- Text to real life connection

Learning Objectives

- Identify sources of information, such as books, internet, pictures, charts, newspaper, tables of contents, diagrams etc.
- Identify the author, genre, purpose and point of view of a message.
- Create media using language, sound and image.
- Make text to life connections from books.

Topic: Media Literacy

Learning Objectives:

- Identify sources of information, such as books, internet, pictures, charts, newspaper, tables of contents, diagrams etc.
- Identify the author, genre, purpose and point of view of a message.
- Create media using language, sound and image.

Pedagogy/ Learning Experiences:

- **Activity Based Learning:**
 - Students in pairs discuss how they get information, from where they get and in what form.
 - Teacher provides different text materials - newspapers, advertisements, bulletins or project pictures of different texts. Then ask students to discuss specific information they want and where to look for these information.
 - Students write the sources, such as jobs, road information, health, things on sale, weather forecast or Zakar, locations etc.
 - Teacher provides different texts (newspapers) and asks students to find specific information from the texts.
 - Using a newspaper, teacher can help student identify the author, genre, purpose and point of view of a message from the texts.
 - Students identify the author, genre, purpose and point of view of a message from different media sources.
- **Place Based Learning:**
 - Teacher plans a fieldtrip to visit a Media House to find out how Journalists get news and information for their papers.

- Students visit local places to explore and collect news. They may observe any interesting events, issues, challenges, places, or things that concern them and create a multimedia for their class or school to be shared in the morning assembly.
- Students can create media on issues and challenges that concern them.
Examples: wastes, dogs with scabies, hungry animal's etc. Students can create media to inform the public about the dangers related to these issues if not attended. Students may upload them on their school Facebook Page to create awareness.

Topic: Text to real life connection.

Learning Objectives:

- Make text to life connections from books.

Pedagogy/ Learning Experiences:

- **Activity Based Learning:**
 - Teacher provides students with different texts on various topics.
 - Students read the texts and make text to life connections by sharing their personal life experiences related to the story they have read.
 - Students can share these experiences in teams and with the whole class.
 - Teacher asks students to read/watch/listen to news at home.
 - Students share the news they read or heard with the class.
 - Students relate the news to their personal life experiences.

Assessment:

- Teacher may use Rubrics/Checklist to assess learners' competencies:
 - Identifying sources for information.
 - Identifying the author, genre, purpose and point of view of a message.
 - Creation of media using language, sound and image.

Competency 2: Make text to life connections using questioning skills.(who, what, when, where, why, and how).

Core concept (Topic/chapter/themes)	Learning Objective
➤ Text Comprehension	➤ Respond to who, what, when, where, why, and how questions and discuss the main idea of what has been read.

Topic: Text Comprehension

Learning Objective:

- Respond to who, what, when, where, why, and how questions and discuss the main idea of what has been read.

Pedagogy/ Learning Experiences:○ **Activity Based Learning:**

- Teacher provides a selection of different reading materials from different sources.
- Teacher asks students to choose text materials that they want to read from these selections.
- Students in teams/pairs use these questions (what, when, where, why, and how) to ask for information from the materials they have read.

○ **Blended Learning:**

- Teacher shows the video on Shortage of Safe Drinking Water (*Use Resource link: <https://www.facebook.com/bbsnews/videos/659563651594333/>*).
- Students in teams discuss the issues and challenges presented by the media (video)
- Students use Wh-questions (what, when, where, why, and how) to ask for information from the materials they have watched.

Assessment:

Use Rubrics/Checklist to assess their questioning skills and responding to questions.

Competency 3: Write a persuasive essay.**Core concept****(Topic/chapter/themes)****Learning Objectives**

- Formal Letter and Personal Letter
- Persuasive essay.

- Write formal and personal letters.
- Write a persuasive essay.

Topic: Personal and Formal Letter Writing**Learning Objectives:**

- Write formal and personal letters.

Pedagogy/ Learning Experiences:○ **Place Based Learning:**

- Students write a personal letter to a friend or an acquaintance about some issues and challenges faced by them in their community.
- Students write a formal letter to their teachers/parents/officials about some issues and challenges that require the attention of the school.

Topic: Persuasive Essay.**Learning Objective:**

- Write a persuasive essay.

Pedagogy/ Learning Experiences:○ **Activity Based Learning**

- Teacher conducts a lesson on the features of a persuasive essay.

- Students find some persuasive essays and read. Teacher may need to find some essays for the students.
- Students individually list down their daily challenges.
- Students in teams prioritize the challenges.
- Students in pair write a persuasive essay on a chosen challenge.
- Students individually write a persuasive essay.
- **Place Based Learning/ Service Learning:**
 - Students with support from the teacher create a Herbal Garden for the school.
 - Teacher can invite an elder from the community who can identify the herbal plants to talk about herbal medicines.
 - Students may visit some places where herbal plants are grown. Students write an official letter to the Principal to get the approval.
 - Once they have seen a garden and got approval from the principal, they can select an appropriate location to create the garden.
 - Students plan for the area, size, fencing, tools, labour in consultation with their teacher.
 - Students seek support from other senior colleagues to help prepare the garden.
 - Students prepare the garden using Design Thinking Strategy to decide on the shape of the bed, number of beds, and species of plants. The following link provides some guidelines on Design Thinking Process (*Use Resource link: <https://youtu.be/Q6S0syM00Fc>*).How can We Teach Design Thinking?
 - Students go out to collect the samples of herbal plants with guidance from an expert.
 - Students invite experts from Traditional Medicine Hospital to learn about the scientific names/local names/dzongkha names of the herbs.
 - Students make name tags for the plants.
 - Students can prepare recipe for herbal tea.
 - Students create and educate the school/community on the benefits of herbal plants.
 - Students write a persuasive essay in teams on growing herbal plants and why everyone should opt for herbal tea instead of normal sweet tea or suja.
 - Students can publish the essay in their school magazine or a national newspaper or send to RSPN.

Assessment:

- Teacher may use Rubrics/Checklist to assess:
 - Writing skills in writing personal and formal letters.
 - Writing short simple persuasive essays.