

National School Curriculum

INSTRUCTIONAL GUIDE FOR SOCIAL STUDIES

CLASS: IV-VI



Center for School Curriculum and Development
Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements.

Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Foreword

COVID-19 has brought unforgiving times for public education, with risks of fragmentation due to accessibility and connectivity. Continuity of education and learning has been severely affected as a result of nationwide closure of schools. Such time has challenged many existing patterns and trends in education as it has forced a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This is a major problem for children living in poverty worldwide, who often rely on the physical setting of their schools to provide educational materials, guidance, and, sometimes, the only decent meal of the day.

In the 21st century education, human interaction and social well-being is the 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 potential. 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 what we want to become.

In the post COVID 19 era, we must prioritize the development of the whole person, not just academic skills. 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 finding purpose and being better able to participate in social and political life.

The Instructional Guide is an attempt to guide our teachers to transform education from the teaching of “what” to learning of “how” towards empowering learners with the transversal skills and preparing them as lifelong learners. We are optimistic that this move orients education to the one that nurtures nationally rooted, globally competent citizens who can responsibly contribute in the nation building for today and tomorrow.

The Social Studies Instructional Guide is a suggestive road map for our teachers to create their own pedagogies, assessment systems and look for relevant teaching-learning resources for effective implementation of the curriculum. Looking for relevant teaching-learning approaches and strategies, assessment systems and current resources are crucial in laying foundation with the fundamental concepts and ideas of cross curricular subjects by which learners are ready to pursue higher studies in the field of their interest and abilities.

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

Tashi Delek!



Tashi Namgay
Director

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Introduction

This guide has been developed for teachers teaching Social Studies in schools across the country for the implementation of the Social Studies curriculum. As all the schools follow the same curriculum aimed at equipping the students with the same set of competencies, it is crucial for all the teachers to have the same understanding about the intent of the curriculum so that they would be able to implement it as desired.

The Social Studies curriculum is taught in stage II that is from grade IV to VI. It consists of four strands: 1. My World, 2. History, Civics and Culture, 3. Human Wellbeing and the Environment, and 4. Economy and Living. The levels of knowledge, skills and values to be acquired and demonstrated by the learners are outlined as Strands, Competencies and Objectives.

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 that the learners can experiment, investigate, explore, acquire and practice to master on their own, and there are 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.

A 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 choices of the most suitable teaching-learning approaches. In addition, because the teaching focuses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of social, behavioural and affective domains that are demonstrable and measurable. Various assessment approaches, tools and rubrics have already been disseminated to the teachers through the CFA guidebook. 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.

Purpose of the Instructional Guide

In the National School Curriculum, deep learning synonymous to “less is more” is facilitated with the use of Instructional Guide for each subject and specific class. The content of the instruction in the guide for respective subjects are aligned with the subject’s curriculum framework. Therefore, the Social Studies IG is purported to achieve the following objectives towards facilitating uninterrupted teaching and learning:

- Strengthen competency based learning and experiential learning to foster sensitivity to realities of life and environment.
- Strengthen blended learning and flip classroom with multimedia, digital pedagogies and ICT devices and websites as tools and ends of the learning.
- Prioritise learning content with emphasis on creating time and space for deep learning and raise sensitivity of the realities of the world around them through active engagement of learners.
- Facilitate the use of CFA for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programs and activities for learners.
- Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- Inspire teachers to assume the roles of facilitator, guide, motivator and evaluator.
- Guide both teachers and parents in facilitating learning of their children.
- Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their students in line with the National School Curriculum Framework.
- Enhance sharing the burden of responsibility and accountability for learning amongst the stakeholders, including the learners themselves.

The experiential and personalised learning practices are widely used around the world and are grounded on different models. One of such models that suits the current situation and expectation of education for the 21st century is the ADDIE model (Analyse, Design, Develop, Implement and Evaluate).

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 for teachers to select, structure and sequence them to best suit the learners need while maintaining coherence and consistency. 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 skills stated as competencies and objectives for each class. 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.

CLASS-IV

Strand I – My World

In Social Studies, My World begins with oneself, one's family, one's immediate surroundings and other places. In addition, learners learn about weather, climate, seasons of immediate surroundings, features of the Earth and the Solar System at large.

This strand helps to develop the basic skills such as decision making, problem solving, critical thinking, knowledge, values and attitude. It provides opportunities to explore and understand their own identity, perspectives and values and enhance their Competency to be responsible citizens.

Chapter 1: Our Home

Core concept

All of us live at home with parents and relatives. They make our family. There is a strong sense of kindness, love, care and warm-heartedness in the family. Each family member does different things and helps each other. These close relationships in the family makes our home a happy place to live and learn.

Topic 1.1: My Home

Competency

Analyse the roles of each family member at home and in the society for happy living.

Learning objective(s)

1. Differentiate between a house and a home.

Learning experiences

- Teacher shares about his or her house or shows a video to understand about a house and a home through the given link:
 - a. [What is home](#)
 - b. [Difference between house and home](#)
- Learners discuss and write why their houses are special.
- Learners answer the following questions.

Questions

- a. How is your house special to you?
- b. How do you take care of your house?
- c. Why is it important to take care of your house?
- d. Differentiate between a house and a home.

Assessment

- Teachers need to use a range of assessment strategies and relevant assessment tools to track progress of student's learning on a daily or quarterly basis.
- Refer CFA guidelines for more information.
- The evidence of learning is appropriately recorded, evaluated and communicated to parents/guardians, and be made readily available on demand to relevant stakeholders.
- Teachers interpret the assessment data to inform the diverse needs of learners and improve the delivery of teaching and learning, and the education system.
- Use rubric/checklist/rating scale/anecdotal records to assess the child's understanding of the concept of home and house.

A suggestive example of rubric is given below:

Assessment Domain/Criteria	Descriptors			
	Exceeding	Meeting	Approaching	Beginning
Knowledge: Concept of home	Describe concept of home and house with five features	Describe concept of home and house with four features	Describe concept of home and house with three features	Describe concept of home and house with two features
Skills	Write five things about which one: a house and a home is important	Write four things about which one: a house and a home is important	Write three things about which one: a house and a home is important	Write two or less things about which one: a house and a home is important
Values	Take care of a house and home with five reasons	Take care of a house and home with four reasons	Take care of a house and home with three reasons	Take care of a house and home with two reasons

Resources:

- Weblinks:
[What is home](#)
[House Vs Home](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 1.2: Importance of Home

Learning objective(s)

1. Explain the importance of home for people.
2. Suggest ways to take care of a home for safe and healthy living.

Learning experiences

- Learners explore the importance of home by referring topic 1.2 “Importance of Home” in the textbook and from the given video link: [Importance of Home](#)
- Learners visit some homes in their localities to find out its importance.
- Interview people about how they take care of their houses and homes.
- Let learners find out why people take care of their houses.
- Learners answer the questions.

Questions

- i. Why is it important to keep your home neat and clean?
- ii. Suggest some ways to make your home beautiful?

Assessment

Develop rubric or checklist to assess learners’ ability to take care of their homes. Teachers may communicate with parents to find out their children’s contributions at home.

A suggestive example of rubric is given below:

Assessment Domain/Criteria	Descriptors			
	Exceeding	Meeting	Approaching	Beginning
Knowledge: Concept of home	Describe how home looks like with five characteristics	Describe how home looks like with four characteristics	Describe how home looks like with three characteristics	Describe how home looks like with less than two characteristics
Skills	Write five points about why home is more important than a house	Write four points about why home is more important than a house	Write three points about why home is more important than a house	Write less than points about why home is more important than a house
Values	Apply four values of taking care of home	Apply three values of taking care of home	Apply two values of taking care of home	Apply one value of taking care of home

Resources

- Weblink:
- [Importance of Home](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 1.3: My Family

Learning objective(s)

1. Explain a family.
2. Construct a family tree to explain the family relationship.

Learning experiences

- The learners watch the video demonstrating their family tree by clicking on the provided link: [The family tree](#)
- Learners explain how each member lives in the family.
- Learners Refer topic 1.3 “My Family” in the textbook.
- Learners carry out Learning Activity 1.2 “Drawing of family tree” and answer question numbers 1 and 2 under Follow-up Questions from the textbook.

Assessment

Assess children’s understanding of family relationships through a family tree using a rubric/checklist or any other relevant tools.

Resources

- Weblink:
- [The family tree](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 1.4: Role of a Family

Learning objective(s)

1. Explain the roles of family members to support learners’ decision-making.

Learning experiences

- The teacher explains his/her roles as a member of the family.
- Learners watch the video through the given link: [Family roles & responsibilities](#) to learn more about roles and responsibilities of the family members.
- Learners read topic 1.4 “Roles of a Family” from the textbook.
- Learners write their roles as family members and their roles in the school.
- Let learners complete learning Activity 1.3 “Exploring roles of family members” and answer ‘Follow-up Questions’ from the textbook.

Assessment

Assess the change in the behaviour of children as an outcome of learning this topic. Teachers may use checklists or any relevant tool.

Resources

- Weblink:
[Family roles and responsibilities](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 1.5: My Village

Learning objective(s)

1. Explain a village.
2. Explain the factors that make a village safe for living.

Learning experiences

- Learners read a article to understand what is a village from the given weblink [definition of village](#)
- Teacher plans a field trip to explore the features of a nearby village.
- Learners prepare questions, with their teacher's guidance, to learn how villages were named and identify the factors that contribute to making a village safe for living.
- Let learners Interview elderly people.
- Learners present their findings to the class.
- Let learners refer to the topic 1.5 "My Village" from the textbook.
- Ask learners to answer question number 3 from Learning Activity 1.4 and question number 1 and 2 from 'Follow-up Questions' in the textbook.

Assessment

Construct a checklist to assess children's ability to conduct effective interviews to explore features of place for a safe living.

Resources

- Weblinks:
[definition of village](#)
- Social Studies Class IV: Provisional Edition 2024

Chapter 2: Landforms

Core concept

Landforms are the physical features on the surface of the Earth. Mountains, valleys, plateaus and plains are some of the landforms. They also include coastal features, such as peninsulas or bays, and underwater features, such as ocean basins and mid-ocean ridges. Designing the models of landforms and understanding their symbols are important to learn about their features for human activities.

Topic 2.1: Landforms

Competency

Explore different landforms used for human activities and their symbols to make geographical representations.

Learning objective(s)

1. Explain landforms.
2. Identify different types of landforms in the locality.
3. Make models to understand different types of landforms.
4. Explain the significance of each landform for the local people.

Learning experiences

- Learners explore the concept of landforms and its types through the given video link [Types of Landforms](#)
- Let learners carry out Learning activity 2.1 “Observing the landforms” given in the textbook to observe the types of landforms in the locality and answer the Follow-up Questions in the textbook.
- Learners watch a video on how to make models using clay through the given link [Landforms model](#)
- Learners carry out Learning activity 2.2 “Making models of landforms” by using locally available materials to make models of landforms.
- Learners explain the significance of each landform for the local people using a model.
- Learners answer the Follow-up Questions from the textbook after completing the activity.

Assessment

A suggestive checklists or assessment is given here:

Criterion	Exceeding	Meeting	Approaching	Beginning
Model making	Create more than four models using different materials with accuracy, creativity and attractiveness.	Create four models using different materials with accuracy, creativity and attractiveness.	Create three models using different materials with accuracy, creativity and attractiveness.	Create two or one model(s) using different materials without accuracy, creativity and attractiveness.
Sonam				
Dorji				
Pema				

Assess children's conceptual understanding of the landforms and their uses, using a checklist.

Resources

- Weblink:
[Types of Landforms](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 2.2: Landforms and symbols

Learning objective(s)

1. Represent different landforms using symbols.

Learning experiences

- Learners read the information on the importance and uses of symbols through the provided link [Symbols](#)
- Teacher initiates a discussion and elaborates more on the topic.
- Learners explore and complete the worksheet through the given link [Worksheet](#) to understand the representation of different landforms using symbols.
- Let learners refer to Table 2.1 for more information in the textbook.
- Learners explore and complete the worksheet using symbols to represent landforms on a map through the given link [Map](#)

Assessment

A suggestive checklist is given below:

✓ Yes or X No		
Name	Learners can represent 'mountain' and 'plain' with a symbol.	Learners can explain why we use symbols to represent landforms on a map.
Sonam Lhendup		
Chandra Bdr. Tamang		
Dechen Choden		

Resources

- Weblinks:
[Symbols](#)
[Worksheet](#)
[Map](#)
- Social Studies Class IV: Provisional Edition 2024

Chapter 3: Weather

Core concept

Atmospheric conditions differ from place to place. A place can be either hot or cold, wet or dry, calm or stormy, clear or cloudy, wet or dry, calm or stormy depending on atmospheric condition. These conditions affect human activities and the ways of living. It also affects land, water, plants and animals.

Weather is an important part of our lives and one cannot control it. Instead, it is controlled by how and where we live, what we do, what we wear and what we eat. It is how we respond to the weather conditions.

Topic 3.1: Weather

Competency

Analyse the effects of weather on human activities and the use of weather instruments to make informed decisions.

Learning objective(s)

1. Explain weather.
2. Describe the types of weather that impact life and human activities.

Learning experiences

- Learners watch a video on the weather through the given link [Weather](#)
- In groups, learners complete Learning Activity 3.1 "Observing the weather" from the textbook, discussing the weather in their locality for at least next ten days.
- Learners prepare a checklist to observe and record the daily weather conditions as given below.
- Maintain an assessment record for the daily weather observation of the learners and provide feedback.
- Groups share about the weather they discussed after the observation and recording.

Checklist for Observing and Recording the weather in their locality:

Date	Sunny	Rainy	Cloudy	Windy	Snowy	Feedback from the teacher

- Learners watch the video about the impact of weather on life and human activities through the given link [effects of weather on human activities](#)
- Learners write their own understanding of the impact of weather on life and human activities.
- Learners share their work with their friends and read what their friends had written.
- Let learners express their weather choices with reasons.
- Learners answer the following questions.

Questions

1. Write the weather of the locality.
2. Describe weather types that impact life and human activities.

Assessment

Assess the daily weather recording of the children using the above checklist.

Resources

- Weblinks:
[Weather](#)
[Effects of weather on human activities](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 3.2: Weather Instruments

Learning objective(s)

1. Design models of weather instruments.

Learning experiences

- Learners watch a video on weather instruments through the given link [Weather Instruments](#)
- Discuss the different weather instruments and ask whether learners have seen the instruments.

- Ask learners to make a models of weather instrument by watching the videos through the given links:
 - a) [Materials needed to make rain gauge](#)
 - b) [How to make Rain guage](#)
 - c) [Materials needed to make wind vane](#)
 - d) [How to make wind vane](#)

Assessment

- Assess children’s design models of weather instruments using a rubric/checklist or any other relevant tools.

Resources

- Weblinks:
 - [Weather Instruments](#)
 - [Materials needed to make rain gauge](#)
 - [How to make Rain guage](#)
 - [Materials needed to make wind vane](#)
 - [How to make wind vane](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 3.3: Use of weather instruments

Learning objective(s)

1. Use weather instruments to read the weather conditions to make informed decisions for human activities.
2. Explore traditional ways to predict weather conditions.

Learning experiences

- Learners watch a video on measuring weather with weather instruments through the given links:
 - a. [Measuring weather with Weather Instruments](#)
 - b. [Reading a Thermometer](#)
- Divide into teams.
- Learners in groups use designed models of weather instruments (wind vane & rain gauge) and the Thermometer to measure weather in their locality.
- Let learners record the temperature, rainfall and wind direction for a week.
- Learners then copy Table 3.1 from the text to record the weather conditions.
- Learners complete Learning Activity 3.4 “Relating traditional knowledge on weather” and answer the ‘Follow-up Question’ from the textbook.

Assessment

- Assess the learner's answers based on the "Learning Activity 3.2,3.3 & 3.4" and the 'Follow-up Questions' in the textbook.
- Design a checklist or any assessment tool as appropriate.

Resources

- Weblinks:
[Measuring weather with Weather Instruments](#)
[Reading a thermometer](#)
[Reading a thermometer](#)
- Social Studies Class IV: Provisional Edition 2024

Assessment

A suggestive checklist for assessment is given below:

	Criteria				
Domains	Social Knowledge		S. Skills	Social Values	Remedial measure
Name	Explain weather	Explain the uses of weather instruments	Measure weather information by using weather instruments	Explore the influences of weather on livelihood	
Dawa					
Sonam					

Chapter 4: Forest

Core concept

Forest is a portion of land that includes trees, plants, grasses and shrubs. There are generally four types of forest: tropical, subtropical, temperate and alpine in Bhutan. Forests are essential not only for human beings but also for all animals.

In the forest of Bhutan, we have trees like cypress, willow, oak, blue pine, chir-pine, walnut and teak. We also have wild animals such as elephants, tigers, leopards, deer, monkeys, golden langurs, red pandas, wild pigs and bears. We also see birds like sparrows, crows, pigeons, eagles, hoopoes, hornbills, bulbuls, owls, swifts, kingfishers, black necked cranes, thrushes and cuckoos.

Forest is the source of resources. It is home for animals. It provides vegetables and fruits, wood and firewood, timber for houses and so on. Therefore, it is important to protect and conserve forests.

Topic 4.1: Forest

Competency

Examine the benefits of forests to encourage conservation in the locality.

Learning objective(s)

1. Explain the forest.

Learning experiences

- After watching the video on what is forest through the given link [What is forest](#), learners share their understanding of the forest.

Assessment

Following rubric is a suggestive tool for assessment. Teacher may design any relevant tool for assessment.

Parameter/Criteria	Beginning	Approaching	Meeting	Exceeding
Explanation.	Explain forest clearly and accurately with its one composition.	Explain forest clearly and accurately with its two compositions.	Explain forest clearly and accurately with its three compositions.	Explain forest clearly and accurately with all its compositions.

Resources

- Weblink:
[What is a forest](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 4.2: Types of Forest

Learning objective(s)

1. Explain types of forest in Bhutan.

Learning experiences

- Watch a video on types of forest through the provided link [Types of forest](#)
- Learners read a textbook on topic 4.3 'Types of forest' .
- Learners discuss and share the types of forest found in the locality.
- Learners answer the following questions.

Questions

1. Name the type of forest found in Bhutan.
2. Which type of forest is found in your locality?
3. What type of forest is more dominant in Bhutan? Why?
 - Learners complete Learning activity 4.2 'Locating types of forest' and 'Follow-up questions' from the textbook.
 - Answer questions under 'Test Yourself' in the textbook.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameter/ Criteria	Beginning	Approaching	Meeting	Advancing	Exceeding
Types of forest.	Explain two types of forest with two examples of animals and two examples of birds found.	Explain three types of forest with three examples of animals and three examples of birds found.	Explain four types of forest with four examples of animals and four examples of birds found.	Explain four types of forest with five examples of animals and five examples of birds found.	Explain All types of forest with their regions with five examples of animals and five examples of birds found.

Resources

- Weblinks:
[Types of forest](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 4.3: Importance of forest

Learning objective(s)

1. Discuss the importance of forests in Bhutan.
2. Suggest ways to conserve forest.

Learning experiences

- Learners watch the videos on importance of forest and how to conserve forest through the given links:
 - a. [The importance of forest](#)
 - b. [Ways to conserve forest](#)
- And let learners share their findings to the class.
- Let learners read the topic 4.2 'Importance of forest' from the textbook.

- Learners copy and complete the Web Diagram in Figure 4.1. ‘On the importance of forests’.
- Ask learners to design a poster on ‘how to protect the forest’ and display their posters for a gallery walk.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameter/Criteria	Beginning	Approaching	Meeting	Exceeding
Importance of forest	State one benefit of forest clearly.	States two benefits of forest clearly.	States three benefits of forest clearly.	States more than four benefits of forest clearly.
Ways of protecting forest.	Mention one way of protecting forests with reasons.	Mention two ways of protecting forest with reasons.	Mention three ways of protecting forest with reasons.	Mention four ways of protecting forest with Reasons.

Resources:

- Weblinks:
 - [The importance of forest](#)
 - [Ways to conserve forest](#)
- Social Studies Class IV: Provisional Edition 2024

Strand II – History, Civics and Culture

In this strand, learners narrate a brief history of Bhutan stating the importance of national days, national symbols, culture and tradition for the security and sovereignty of the country. They evaluate the influences of Lord Buddha's teachings, sacred places of worship, and the contributions made by *Guru Rinpoche* and *Zhabdrung Ngawang Namgyal* on the spiritual wellbeing of Bhutanese after their visits.

Learners explain *Gewog Tshogde*, *Dzongkhag Tshogdu*, *Thromde Tshogde*, and Government to build civic responsibilities from smaller to wider communities. They identify *kabneys* and *rachus* worn by His Majesty the King, Ministers, Secretaries, Commissioners, members of parliaments.

Chapter 5: Our Country

Core concept

Bhutan is our country. It is located between two big countries, China to the north and India to the south. Bhutan was given many names in the past owing to different reasons.

History helps us understand what, when, why and how things happened. It also tells us about times of new ideas, explorations and discoveries.

In short, history helps us to describe and explain the past in order to understand the present and to plan for the future.

Topic 5.1: Our Country

Competency

Examine the historical significance of different names of Bhutan.

Learning objective(s)

1. Explain the concept of history.
2. Give reasons for different names given to Bhutan in the past.

Learning experiences

- Learners narrate any interesting events that have happened in their life in the past and discuss how the history of the past had changed their lives in the class.

- Learners refer web links:
 - a. [What is history](#)
 - b. [Why study history](#)
- Learners explore the “Different names given to our country” and do Learning Activity 5.1, ‘Writing a history’.
- Learners visit the web link [puzzel.matching-pairs/play](#) to assess their understanding about the different names of our country.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Assessment Domain/Criteria	Descriptors			
	Exceeding	Meeting	Approaching	Beginning
Knowledge: Concept of History	Explain history with clarity in his or her own words with at least three historical names of our country	Explain history in his or her own words with at least two historical names of our country	Explain history in his or her own words with at least one historical names of our country	Explain history neither with clarity nor any historical name.
Skills: Analysis	Justify why Bhutan had different names and explain the relevancy of these names in the present world.	Justify why Bhutan had different names and explain the relevancy of some names in the present world.	Justify why Bhutan had different names and explain the relevancy of few names in the present world.	Justify why Bhutan had different names
Values: Significance of our country’s names	Actualise the importance of five names given to the country in the past.	Actualise the importance of four names given to the country in the past.	Actualise the importance of three names given to the country in the past.	Actualise the importance of two or less names given to the country in the past.

Resources:

- Weblink:
 - [What is history](#)
 - [Why study history](#)
 - [puzzel.matching-pairs/play](#)
- Social Studies Class IV: Provisional Edition 2024

Chapter 6: Lord Buddha and Guru Rinpoche

Core concept

The spiritual values imparted by Lord Buddha and Guru Rinpoche as spiritual leaders are of great importance to Bhutanese for the promotion of community wellbeing. Guru Rinpoche has made significant contributions for the spiritual wellbeing of Bhutanese societies.

Buddhism is the teachings of Lord Buddha. It flourished in Bhutan after the visit of Guru Rinpoche in the 8th century. Buddhism plays an important role in the lives of the people.

Topic 6.1: Lord Buddha

Competency

Examine the influences of spiritual leaders to understand the importance of spiritual practices for the promotion of community wellbeing.

Learning objective(s)

1. Explain the concept of religion.
2. Narrate the early life of Lord Buddha.
3. Explain Four Noble Truths.
4. Discuss the practices of the Eightfold Noble Paths.
5. Apply the teachings of Lord Buddha in everyday life.

Learning experiences

- Learners refer to the link [Concept of religion](#) to understand the concept of religion.
- Learners visit web link [Biography of Buddha](#) to explore the biography of Lord Buddha.
- For more understanding, learners study the topic 6.1 “Lord Buddha” from the textbook.
- Visit web links [Buddha's Four Noble Truth](#) to understand the Buddha’s Four Noble Truth.
- Learners watch the video from the given link [Eight Fold Path](#) to discuss in pairs and share their understanding with the class.
- Learners write about the teachings of Lord Bhdhda and how they want to apply those teachings.
- Let the learners complete Learning activity 6.1 ‘Understanding the teachings of Lord Buddha’ from the textbook.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameters	Exceeding	Meeting	Approaching	Beginning
Information (Knowledge)	Describe information about Lord Buddha including birthplace and date of birth from other sources.	Describe information about Lord Buddha's birth place from other sources.	Describe information about Lord Buddha from other sources.	Describe information only about lord Buddha from other sources.
Participation (Social Skills)	Display a high level of team spirit with equal participation of the entire group members.	Display adequate level of team spirit with participation of most of the group members.	Display team spirit by a few group members.	Display lack of team spirit.
Social Values	Explain four or more significant contributions of Lord Buddha who brought changes in the lives of people.	Explain three significant contributions of Lord Buddha which brought changes in the lives of people.	Explain two significant contributions of Lord Buddha which brought changes in the lives of people.	Explain one significant contribution of Lord Buddha which brought changes in the lives of people.

Resources:

- Weblinks:
[Concept of religion](#)
[Biography of Buddha](#)
[Buddha's Four Noble Truth](#)

[Eight Fold Path](#)
- Social Studies Class IV: Provisional Edition 2024
- Book titled "The light of my life".

Topic 6.2: Guru Rinpoche

Learning objective(s)

1. Describe Guru Rinpoche's visit to Bhutan.

Learning experiences

- Learners Visit web links [Guru Rinpoche in Bhutan: His Visits to Bhutan and Sacred Sites](#) (Guru Rinpoche and his visits to Bhutan) and based on the information, they share their understanding to the class.
- Learners analyse the impacts of Guru Rinpoche’s visit on the spiritual wellbeing of Bhutanese Societies.
- Carry out learning activity 6.2 “Exploring Guru Rinpoche’s visit” from the textbook and “Test Yourself” under this topic.

Assessment

Use any feasible assessment tool to assess students’ performance.

Suggestive example of rubric:

Parameters	Exceeding	Meeting	Approaching	Beginning
Information (Knowledge)	Describe information about Guru Rinpoche including birth place and date of birth from other sources.	Describe information about Guru Rinpoche starting birth place from other sources.	Describe information about Guru Rinpoche from other sources.	Describe information only about Guru Rinpoche from other sources.
Participation (Social Skills)	Display a high level of team spirit with equal participation of the entire group members.	Display adequate level of team spirit with participation of most of the group members.	Display team spirit by a few group members.	Display lack of team spirit.
Social Values	Explain four or more significant contributions of Guru Rinpoche which brought changes in the lives of people.	Explain three significant contributions of Guru Rinpoche which brought changes in the lives of people.	Explain two significant contributions of Guru Rinpoche which brought changes in the lives of people.	Explain one significant contribution of Guru Rinpoche which brought changes in the lives of people.

Resources

- Weblinks:
[Guru Rinpoche in Bhutan: His Visits to Bhutan and Sacred Site](#)
- Social Studies Class IV: Provisional Edition 2024

Chapter 7: Local Government

Core concept

There are many local leaders in the villages or communities. These local leaders are elected by the local people to run the local government. The elected leaders have their own roles and responsibilities in the development of the community.

Local governments are formed to encourage people to participate in decision making. This is to ensure that people are involved in the development and management of social, economic and environmental wellbeing in the community.

Topic 7.1: Local Government

Competency

Investigate the roles and responsibilities of local leaders to understand their contributions to the community.

Learning objective(s)

1. Explain the composition of local government.
2. Discuss the objectives of local government.

Learning experiences

- Visit web link: [Local Government](#)
- Learners read the topic 7.1 “local government” from the textbook and based on the information gathered, they share their understanding with the class.

Assessment

Suggestive sample checklist is given here:

Name	Social Knowledge	Social Values
	Explain local government	Function of local government
Ugyen		
Choki		
Lhundup		
Zam		

Resources

- Weblink:
[Local Government](#)
- Social Studies Class IV: Provisional Edition 2024
- Constitution of Bhutan

Topic 7.2: Gewog Tshogde

Learning objective(s)

1. Explain the formation of *Gewog Tshogde* and its importance.
2. Discuss the roles and responsibilities of *Gup*, *Mangmi*, and *Tshogpa*.
3. Analyse the contributions made by local leaders to the communities.

Learning experiences

- Learners use Inquiry-based learning to interview *Gup*, *Mangmi* and *Tshogpa* or elderly people from your family to learn about their roles in the *Gewog Tshogde*.
- Learners study the topic 7.2 “*Gewog Tshogde*” in the textbook and use collaborative learning to carry out Learning Activity 7.1, and answer ‘Follow-up Questions’ given in the textbook.
- Learners answer questions under ‘Test Yourself’ in the textbook’.

Assessment

Suggestive example of checklist for assessment is given here:

Criteria	Social Knowledge	Social Skills	Social Values
<i>Name</i>			
	Tell the roles of <i>Gup</i> , <i>Mangmi</i> and <i>Tshogpa</i>	<i>Demonstrate the understanding of the functions of Gewog Tshogde</i>	<i>Realise the importance of elected members in the Gewog.</i>
<i>Sonam</i>			
<i>Zangmo</i>			
<i>Karma</i>			

Resources

- Social Studies Class IV: Provisional Edition 2024
- Constitution of Bhutan
- Local Government Act of Bhutan

Strand III – Human Wellbeing and the Environment

People like to live in peace and in a harmonious society. The type of society depends on the behaviour, relationship, values, tradition and culture. People respect, care and love each other in a happy society. However, modernization in the world is resulting into various social concerns like suicides, alcoholism, substance abuse, domestic and gang *violence* that affect a considerable number of the individuals within a society.

Further, modernization and increasing human population with unlimited desires have resulted in over exploitation of resources. The over exploitation of resources has led to environmental problems like waste, urban sprawl, pollution, ozone depletion, global warming, climate change thereby resulting in various disasters.

Therefore, this strand helps learners to understand the social and environmental concerns, and find ways to resolve the issues in the society through case study, field work, investigation and project work.

Chapter 8: People and Social Wellbeing

Core concept

Modernization and increasing population with unlimited desires have resulted many social concerns like suicides, alcoholism, domestic violence, robberies and over exploitation of natural resources. The exploitation of resources has further created problems such as waste, pollution, global warming and climate change. These issues need greater attention if we prefer to live in peace in society.

Topic 8.1: Social Well-being

Competency

Investigate social problems and suggest possible solutions for the wellbeing of the community.

Learning objective(s)

1. Identify social problems existing in the locality.
2. Discuss the causes and consequences of common social problems.
3. Suggest possible solutions to minimise social problems in the community.

Learning experiences

- Learners Visit web link [What is well-being](#) to understand the concept of Well-being.
- Learners read topic 8.1 “Social Well-being” from the textbook or refer the given link [Social Well-being](#) for more understanding on Social Well-Being.
- In groups, learners identify causes of social problems and discuss ways to minimize the problems.
- For further understanding learners carry out the “Learning Activity 8.1” from the textbook to identify the causes of social problems.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameters	Exceeding	Meeting	Approaching	Beginning
Social problem (Social Knowledge)	Convey the concept of social wellbeing and social problems with four causes and clear consequences.	Convey the concept of social wellbeing and social problems with three causes and clear consequences.	Convey the concept of social wellbeing and social problems with two causes and clear consequences.	Convey the concept of social wellbeing and social problems with one cause without clear consequences.
Preventive Measure (Social Skill)	Advocate five or more preventive measures.	Advocate four preventive measures.	Advocate two preventive measures.	Advocate one preventive measure.

Resources

- Web links:
[What is well-being](#)
[Social Well-being](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 8.2: Health and Hygiene

Learning objective(s)

1. Explain the importance of health and hygiene.
2. Recommend measures to maintain personal health and hygiene for personal safety.

Learning experiences

- Learners read text under topic “Health and Hygiene” from the textbook and do pair share to the class.
- Learners visit a web link [Menstrual Health and Hygiene](#) on Menstrual health management to understand more about menstruation.
- Learners do “Learning Activity 8.2” Understanding menstruation and Follow-up Questions”.
- Learners answer “Test Yourself” from the textbook.

Assessment

Assess the answers under “Test Yourself” using a checklist.

Resources

- Weblink:
[Menstrual Health and Hygiene](#)
- Social Studies Class IV: Provisional Edition 2024

Chapter 9: People and the Environment

Core concept

Environment is everything that is around us. People are dependent on the environment for living. There are numerous human activities that cause destruction to the environment. Pollution and wastes are harmful to the environment. We have to exert ourselves on conservation of the environment to safeguard the life-giving elements.

Topic 9.1: The Environment

Competency

Explore the different types of pollution to identify effective ways to reduce the environmental impacts.

Learning objective(s)

1. Describe the term environment and its importance.

Learning experience

- Learners watch a video from the link given below and discuss the environment in the locality and share their thoughts.
- Visit weblinks:
 - a. [What is Environment](#)
 - b. [How to keep environment clean](#)
 - c. [Importance of environment](#)
- Learners individually write their understanding about the environment and the discussed points in their notebook for future references

Assessment

Use any type of assessment tools that are feasible to measure the performance of children.

Suggestive example rubric is given here:

Parameter/Criteria	Beginning	Approaching	Meeting	Exceeding
Meaning environment (social knowledge)	Unable to explain about the environment.	Explain about environment without clarity	Explain about the environment with clarity.	Explain about the environment fluently with clarity.
Importance of environment (Social Values)	States one importance of environment but not clearly.	States two importance of environment clearly.	States four importance of environment clearly.	States five importance of environment clearly.

Resources

- Weblinks:
[What is Environment](#)
[How to keep environment clean](#)
[Importance of environment](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 9.2: Pollution and its type

Learning objective(s)

1. Explain pollution and its impacts.

Learning experiences

- Learners explore on pollution and types of pollution through the provided web links:
 - a. [Pollution](#)
 - b. [Types of pollution](#)
- Learners read text under topic “Pollution and its types” and carry out Learning Activity 9.2 from the textbook.
- Learners explore the impact of pollution through the use of web links [Impacts of pollution](#)
- Learners individually write their understanding about the Impacts of pollution and the discussed points in their notebook.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameter/Criteria	Beginning	Approaching	Meeting	Exceeding
Pollution and its types (SK)	Explained one type of pollution without example.	Explained two types of pollution without example.	Explained three types of pollution with examples.	Explained four types of pollution with examples.
Impact of pollutions	Explained one impact of pollution without example.	Explained two impact of pollution without example.	Explained three impact of pollution with examples.	Explained four impact of pollution with examples.

Resources

- Weblinks:
 - [Pollution](#)
 - [Types of pollution](#)
 - [Impacts of pollution](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 9.3: Waste and its types

Learning objective(s)

1. Segregate different types of waste for proper disposal.

Learning experiences

- Learners visit web links:
[Types of waste](#)
[Waste management](#)
[How we can manage our waste](#) or
- Read text under topic “Waste and its types” to carry out “Learning Activity 9.3. and Test Yourself” from the textbook.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameter/Criteria	Beginning	Approaching	Meeting	Exceeding
Types of waste and its management (SK)	Couldn't mention type of waste and one way of managing waste properly.	Mention one type of waste and two ways of managing waste properly.	Mention one type of waste and three ways of managing waste properly.	Mention two types of waste and four ways of managing waste Properly

Resources

- Weblinks:
[Types of waste](#)
[Waste management](#)
[How we can manage our waste](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 9.4: Human activities

Learning objective(s)

1. Identify human activities that cause environmental pollution.

Learning experiences

- Ask learners what and how people do activities in their localities
- Watch the videos through the given web links below to check your understanding.
 - a. [Human and the environment](#)
 - b. [Affects of human activities on the environment](#)
- Read topic “Human Activities” and carry out “Learning Activity 9.1 and Follow-up Questions” given in the textbook.
- Learners read the passage and answer the following questions.

People carry out various activities in the environment. Human activities such as farming and construction of roads destroy the environment. It leads to the destruction of forests making the land unstable causing landslides. Farming and construction also result in pollution of land, air and water through the use of machines and chemicals.

Questions

1. Identify human activities in the environment.
 2. Discuss the impacts of each human activity on the environment.
 3. Suggest the ways to reduce the impacts on the environment.
- Learners fill out the table below and the teacher assess their work.

Human activities in your locality	Impacts on the environment	Measures

Assessment

Develop a rating scale, anecdotal records, checklist or a rubric for assessing Follow-up questions of Learning Activity 9.1. according to your convenience.

Resources

- Weblinks:
[Human and the environment](#)
[Affects of human activities on the environment](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 9.5: Conservation of environment

Learning objective(s)

1. Discuss the importance of environmental conservation.
2. Suggest various conservation measures.

Learning experiences

- The students read the passage on 'Importance of Environment' individually then discuss in groups to present with the class.

Importance of Environment

Environment plays an important role in healthy living and the existence of life on planet earth. Earth is a home for different living species and we all are dependent on the environment for food, air, water, and other needs. Therefore, it is important for every individual to save and protect our environment.

- Learners visit web links:
 - a. [Ways to protect the environment](#)
 - b. [Ways to protect the environment](#) and share their understanding to the class.
- Learners read text under topic 9.3 “Conservation of environment” and carry out Learning Activity 9.4 from the textbook.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Parameter/Criteria	Beginning	Approaching	Meeting	Exceeding
Ways of conserving environment (SV)	Mention one way of conserving environment	Mention two ways of conserving environment	Mention three ways of conserving environment	Mention four ways of conserving environment

Resources

- Weblinks:
[Conservation of environment](#)
[Ways to protect the environment](#)
[Ways to protect the environment](#)
 - Social Studies Class IV: Provisional Edition 2024
-

Chapter 10: Hazard and Disaster

Core concept

The world is experiencing an increased frequency of disaster every year. Fire, earthquake, and road accidents are the most prevalent forms of hazards and disasters. They cause lots of damage to lives and properties. Finding ways to minimize their impacts help safeguards self and others.

Topic 10.1: Hazard and Disaster

Competency

Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters.

Learning objective(s)

1. Explain hazards and disasters that affect lives.

Learning experiences

- Learners refer textbooks 10.1 hazard and disaster and share their understandings in the class.
- Learners watch videos to understand hazard, disaster and its types through the given links:
 - a. [Hazards and risk](#)
 - b. [Natural hazards and disaster](#)
 - c. [Natural hazards](#)
- Learners complete Learning activity 10.1 'Exploring fire disaster' and answer question nos.3 and 4 from the textbook.

Assessment

Develop a rubric to assess the follow-up question of Learning Activity 10.1

Resources

- Weblinks:
 - [Hazards and risk](#)
 - [Natural hazards and disaster](#)
 - [Natural hazards](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 10.2: Types of hazard and disaster

Learning objective(s)

1. Identify types of hazards and disasters.
2. Describe causes and consequences of fire, earthquake and road accidents.
3. Discuss the measures to manage the effect of fire, earthquake and road accidents.

Learning experiences

Fire:

- Read text under topic “Fire” , study the figures 10.1 and 10.2, and carry out Learning Activity 10.1.
- Visit web links:
 - <https://www.youtube.com/watch?v=YnTOSs1WZZI> (What is fire hazard?)
 - <https://www.youtube.com/watch?v=8vl30x9sa5o> (preventing fire indoor)
 - <https://www.youtube.com/watch?v=zurL-OZW2Pw> (preventing fire outdoor)
 - <https://www.youtube.com/watch?v=ReL-DM9xhpl> (Fire Emergency and Fire Prevention at your workplace 1)
 - <https://www.youtube.com/watch?v=WzOIQxcxEDA&t=15s> (Fire Emergency and Fire Prevention at your workplace 2)

Earthquake:

- Visit web links:
 - <https://www.youtube.com/watch?v=dJpIU1rSOFY> (What is an earthquake?)
 - <https://www.youtube.com/watch?v=BLEPakj1YTY> (How to protect yourself during an earthquake)
- <https://www.youtube.com/watch?v=VXu4zfV7P2k> (Ap Naka)
- Read text topic “Earthquake” and study the figures 10.3 and 10.4 and carry out Learning Activity 10.2.

Road Accident:

- Read text on page 52 “Road accident” and study the figures 10.5 and carry out “Learning Activity” 10.3.
- Visit web links:
<https://www.youtube.com/watch?v=I2wqI4yRAuk> (Top 10 reasons that cause road accidents)
<https://www.youtube.com/watch?v=H6LveL6Ni44> (Top causes of road accidents)
<https://www.youtube.com/watch?v=Q1WUo0DUemo> (Road hazards and accident prevention)

Assessment

- Teacher briefs and provides a checklist to the learners.
- Explain hazards and disasters, causes, consequences and preventive measures
- Learners make entries as teachers teach the lesson
- Teacher observes and records the entries made by children for remedial measures.

Checklist to be provided to the learners:

	Hazards	Identify one hazard 	Hazard: --- ----- List disasters	Causes	Consequences	Preventive Measures
Exceeding (15-20 entries)	1		1	1	1	1
	2		2	2	2	2
	3		3	3	3	3
	4		4	4	4	4
Meeting (10-15 entries)	1		1	1	1	1
	2		2	2	2	2
	3		3	3	3	3
Approaching (7-10 entries)	1		1	1	1	1
	2		2	2	2	2

Beginning (3-5 entries)	1		1	1	1	1
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Resources

- Weblinks:

<https://www.youtube.com/watch?v=WzOIQxcxEDA&t=15s>

<https://www.youtube.com/watch?v=dJpIU1rSOFY>

<https://www.youtube.com/watch?v=BLEPakj1YTY>

<https://www.youtube.com/watch?v=VXu4zfV7P2k>

<https://www.youtube.com/watch?v=l2wql4yRAuk>

<https://www.youtube.com/watch?v=H6LveL6Ni44>

<https://www.youtube.com/watch?v=Q1WUo0DUemo>

<https://www.youtube.com/watch?v=YnTOSs1WZZI>

<https://www.youtube.com/watch?v=8vl30x9sa5o>

<https://www.youtube.com/watch?v=zurL-OZW2Pw>

<https://www.youtube.com/watch?v=ReL-DM9xhpl>

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Strand IV – Economy and Living

Economic and non-economic activities are important to sustain lives. This strand provides opportunities to orient learners to apply livelihood skills in their living. It emphasizes desirable work attitude, basic work skills and habits which helps one to be responsible and a worthy family member.

Economic activities: trade, transportation, communication, and interdependence are components of this strand. Learners understand jobs and related skills, make choices of goods and services. Earning for living does not serve the purpose until someone works on earning. Someone in the family has to look after family chores, babies, animals, cook and clean utensils, fetch water and firewood which do not earn money. It also helps to understand the consequences of these choices of needs and wants.

Chapter 11: Earning a Living

Core concept

People like to live a happy and healthy life. In order to fulfill the needs and wants, it is important to work and earn. Living is being made through exploring income generating opportunities. Therefore, people work to earn a living.

Competency

Examine the economic activities to explore income generating opportunities for sustainable living.

Topic 11.1: Earning

Learning objective(s)

1. Explain the concept of Earning.

Learning experiences

- Learners visit the web-links:
 - a. [What is earning](#)
 - b. [How to make money](#)
 - c. [Earning, spending and saving](#)
 - d. [Earning, spending and saving](#) and share their understanding to the class.
- Let learners interview people in the locality to find out different ways of earning a living.

- Learners carry out the Learning Activity 11.2 “Exploring means of earning a living” for further understanding.

Assessment

Following rubric is a suggestive tool for assessment. Design any relevant tool for assessment.

Parameters	Exceeding	Meeting	Approaching	Beginning
Means of earning a living.	Identify five ways of earning a living and the most common means of earning, through active collaborative participation of all members.	Identify four ways of earning a living and the most common means of earning, through collaborative participation of most members.	Identify two ways of earning a living and the most common means of earning, through collaborative participation of a few members.	Identify one way of earning a living and the most common means of earning, without proper group collaboration.
Importance of activities for earning and living	Explain the importance of activities for earning and living with more than four examples each.	Explain the importance of activities for earning and living with more than three examples each.	Explain the importance of activities for earning and living with more than two examples each.	Explain the importance of activities for earning and living with more than four examples each.

Resources

- Weblinks:
- [What is earning](#)
- [How to make money](#)
- [Earning, spending and saving](#)
- [Earning, spending and savin](#)
- Social Studies Class IV: Provisional Edition 2024

Topic 11.2: Needs and Wants

Learning objective(s)

1. Differentiate between needs and wants with examples.

Learning experiences

- Learners read information under topic “Needs and Wants” from the given link <https://socialstudiesforkids.com/articles/economics/wantsandneeds1.htm> (short write up on needs and wants) and share their understanding to the class.
- Visit web links:
 - a. <https://www.youtube.com/watch?v=FpNyTKgi1Io> (Economics for kids: needs and wants)
 - b. <https://www.youtube.com/watch?v=6OAqNtueu0U> (needs and wants for kids)
 - c. <https://www.youtube.com/watch?v=cyVJikPj0Rc> (Wants and needs mini-lesson)
 - d. <https://www.youtube.com/watch?v=SCeRYaCWgLc> (Needs vs wants)
- Learners carry out Learning activity 11.1 “Word puzzle” from the textbook.

Assessment

Prepare a checklist or a rubric to assess learner’s work on “Test Yourself” from chapter 11 in the textbook.

Resources

- Weblinks:
<https://www.youtube.com/watch?v=FpNyTKgi1Io>
<https://www.youtube.com/watch?v=6OAqNtueu0U>
<https://www.youtube.com/watch?v=cyVJikPj0Rc>
<https://www.youtube.com/watch?v=SCeRYaCWgLc>
<https://socialstudiesforkids.com/articles/economics/wantsandneeds1.htm>
- Social Studies Class IV: Provisional Edition 2024

Topic 11.3: Types of work

Learning objective(s)

1. Identify types of work to choose jobs that match the skill.
2. Differentiate skilled from unskilled workers.

Learning experiences

- The learners watch the video on jobs and occupations through the given link [Jobs and Occupations](#) and share their ambition jobs that match the skill in a group.
- Learners complete the Learning activity 11.1 “Identifying different types of work” from the textbook.
- Learners read the topic 11.2 “Skilled and Unskilled Workers” from the textbook.
- Let learners to watch the video on ‘Skilled and Unskilled workers” through the given link [Skilled vs Unskilled labour](#)
- Learners complete Learning activity 11.3 “Identifying skilled and unskilled workers” and answer ‘Follow-up questions’ from the textbook.

Assessment

Following rubric is a suggestive tool for assessment. Teachers may design any relevant tool for assessment.

Assessment Domain/Criteria	Descriptors			
	Exceeding	Meeting	Approaching	Beginning
Skills: Skilled and unskilled workers	Identify four skilled and unskilled workers each found in their community	Identify three skilled and unskilled workers each found in their community	Identify two skilled and unskilled workers each found in their community	Identify one skilled and unskilled worker each found in their community

Resources

- Weblinks:
[Jobs and Occupations](#)
[Skilled vs Unskilled labour](#)
[What is unskilled labour](#)
- Social Studies Class IV: Provisional Edition 2024

CLASS-V

Strand I – My World

Chapter 1: The Earth

Core concept

There are eight planets in the Solar System. The planet on which we live is the Earth. It is divided into seven continents and five oceans. It is important to learn about the shape of the Earth and identify longitudes and latitudes to locate the vast continents and oceans. Knowledge and skills acquired can be used to calculate time and locate places that influence weather and climatic conditions for human activities.

Topic 1.1 : The Earth

Competency

Explain the shape of the Earth, lines of latitudes and longitudes to locate continents and oceans.

Learning objective(s)

1. Discuss the formation of the Earth.
2. Explain the shape of the Earth.

Learning experiences

- Brainstorm on the topic Earth.
- Learners read the note on **The Earth** from the link: [The Earth](#) or read topic **1.1 The Earth** in the text.
- Learners share their understanding on the formation of the Earth with the class.
- Learners watch the video from the link: [Shape of the Earth](#) or read the notes from the link: [Shape of the Earth](#) to understand the shape of the Earth.
- Carry out the **Learning Activity 1.1 Exploring shape of the Earth** and **follow up questions** in the text textbook.

Assessment

Assess lessons learnt using the rubrics given below.

Assessment Domain/Criteria	Descriptors				
	Exceeding	Advancing	Meeting	Approaching	Beginning
Knowledge: Formation of the Earth	Clearly explains how Earth was formed with examples, includes details like rocks coming together and layers coming	Explains Earth's formation well, mentioning rocks coming together and the formation of layers but with less details.	Describes the basic idea of Earth forming from rocks and dust, but doesn't explain layers of details	Mentions some facts about Earth's formation but mixes up ideas or leaves out important details.	struggles to explain how Earth was formed with unclear or incorrect ideas.
Knowledge: Shape of the Earth	Explain the shape of the Earth in detail.	Explain the shape of the Earth with some components missing	Explain the shape of the Earth with most of the elements missing .	Explain the shape of the Earth vaguely.	Unable to explain the shape of the Earth.

Resources:

- Weblinks:
- <https://www.youtube.com/watch?v=kUXIGsxsrKM>
- <https://tinyurl.com/3hn5vtkr>
- https://drive.google.com/file/d/1h3o5EXj-6cnFP_Rrlm0FXOggKxe5xH27/view
- Social Studies Textbook: Reprint 2024

Topic 1.2 Latitudes and Longitudes

Learning objective(s)

1. Identify lines of latitudes and longitudes and their importance.

Learning experiences

- Learners watch the video to identify [Latitudes and Longitudes](#) or the teacher can use Globe to explain latitudes and longitudes or learners can read **topic 1.2 Latitudes and Longitudes** in the text.
- Learners talk or write the difference between latitudes and longitudes.
- Learners draw the Earth showing the important lines of latitudes and longitudes by referring to **Figures 1.3 and 1.4** in the textbook.
- Discuss the importance of latitudes and longitudes in pairs.

Assessment

Assess the lesson learnt using the rubrics given below.

Assessment Domain/Criteria	Descriptors				
	Exceeding	Advancing	Meeting	Approaching	Beginning
knowledge: Identify of latitude and longitude	Identify important latitudes and longitudes based on the shape of the Earth. (Equator, Arctic circle, Antarctica, Tropic of cancer and Tropic of Capricorn)	Identify four important latitudes and longitudes based on the shape of the Earth.	Identify three important latitudes and longitudes based on the shape of the Earth.	Identify two important latitudes and longitudes based on the shape of the Earth.	Identify one important latitude and longitude based on the shape of the Earth.
Values: Importance of longitudes and latitudes	Explain four importance of longitudes and latitudes.	Explain three importance of longitudes and latitudes.	Explain two importance of longitudes and latitudes.	Explain at least one importance of longitudes and latitudes.	Unable to explain the importance of longitudes and latitudes.

Resources:

- Weblinks:
[What Are Latitude & Longitude? | Locating Places On Earth | The Dr Binocs Show | Peekaboo Kidz](#)
<https://www.youtube.com/watch?v=kUXIGsxsrKM> <https://youtu.be/HvCvANs707k>
- Social Studies Class V: Reprint 2024

Topic 1.3: Continents and Oceans

Learning objective(s)

1. Locate continents and oceans on the outline map of the world.

Learning experiences

- Learners watch the video on [Continents and Oceans](#) to understand the concept of oceans and continents.
- Refer to the topic **1.3 Continents and Oceans** from the textbook.
- Learners carry out **Learning activity 1.2 Locating continents and oceans** from the textbook.
- Carry follow-up questions under **Learning activity 1.2**

Assessment

Use any assessment tools to assess the lesson learnt. Here is an example of rubric.

Assessment Domain/Criteria	Descriptors				
	Exceeding	Advancing	Meeting	Approaching	Beginning
Skills: Continents	Locate seven continents and five major oceans on the world map with latitudes and longitudes.	Locate six continents and four major oceans on the world map with latitudes and longitudes.	Locate five continents and four major oceans on the world map with latitudes and longitudes.	Locate four continents and three major oceans with latitudes and longitudes.	Locate two continents and one major ocean on the world map with or without latitude and longitude.

Resources

- <https://youtu.be/jgmZYsITBLk>
- Social Studies Class V: Reprint 2024

Chapter 2: Our Country

Core concept

Our country is located in Asia. It is important to know the location of Bhutan in Asia to understand its existence. There are three physical zones of Bhutan and people live differently depending on which zones they live. Bhutan has many neighbouring countries helping each other in times of needs.

Topic 2.1: Location of Bhutan

Competency

Apply map reading skills to locate Bhutan, physical zones and neighbouring countries.

Learning objective(s)

1. Locate Bhutan on the outline map of Asia.
2. Locate 20 *Dzongkhags* on the outline map of Bhutan.

Learning experiences

- Conduct an extempore speech of about 2 minutes on the topic, 'Our Country' to check learners prior knowledge using the link: <https://wheelofnames.com/>
- Learners read the topic **2.1 Location of Bhutan** from the textbook.
- Initiate a short discussion on the topic '**Location of Bhutan**'
- Learners watch the video from the link: [dzongkhags](#) to explore dzongkhags.
- Ask the following questions to check their understanding.
 - How many Dzongkhags are there in our country?
 - Name the dzongkhags ?
- Learners sit in pairs and talk about the Dzongkhag they come from.
- Provide each learner with [an outline map of Bhutan](#) to locate all the twenty dzongkhags on it.
- Learners watch the video [Location of Bhutan](#) to explore the location of Bhutan.
- After watching the video, provide learners with a [Map of Asia](#) to locate Bhutan on the map of Asia.

Assessment

Assess the lesson learnt using the rubric is given below. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Location of Bhutan (Social Knowledge)	Demonstrates expert map skills, integrating map tools to explain Bhutan's location and connecting it to global geography.	Uses advanced map skills to explain Bhutan's location, including longitude and latitude coordinates.	Consistently uses map tools to locate Bhutan and describe its location clearly.	Begins to use map tools (compass, scale) but requires reminders to locate Bhutan	Struggles to interpret maps; needs significant support to identify Bhutan's location.
Location of dzongkhags (knowledge)	Locate 20 dzongkhags on the outline map of Bhutan correctly	Locate 15 dzongkhags on the outline map of Bhutan correctly.	Locate 10 dzongkhags on the outline map of Bhutan correctly.	Locate at least 5 dzongkhags correctly on the outline map of Bhutan .	Locate less than 5 dzongkhags correctly on the outline map of Bhutan.

Resources

Weblinks:

- <https://www.youtube.com/watch?v=h7Wq4te9cE0>
- https://docs.google.com/document/d/1bUMM6dl4VpcRFtbNsaJmCLzGiCga7sP1/edit?usp=share_link&oid=108230752133963853542&rtpof=true&sd=true
- <https://www.youtube.com/watch?v=Sns7EOIgmZU>

- https://docs.google.com/document/d/1wlrwLt0G2xJC_Eiz7OH_0CLDIHh0Pn-/edit?usp=share_link&oid=108230752133963853542&rtpof=true&sd=true
- Social Studies Class V: Reprint 2024

Topic 2.2: Physical Zones of Bhutan

Learning objective(s)

1. Explain the physical zones of Bhutan.
2. Draw an outline map of *Bhutan* to locate physical zones of Bhutan.

Learning experiences

- Learners learn about Physical Zones of Bhutan by reading the **topic 2.2 Physical Zones of Bhutan** from the textbook or from the link: [Physical zones of Bhutan](#).
- Learners carry out **Learning Activity 2.1 Locating the physical zones of Bhutan** using an outline [Map of Bhutan](#).
- Learners carry out the follow-up questions under **Learning activity 2.1**.

Assessment

Assess lessons learnt using the rubrics below. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Physical zones (Social Skill)	Show three physical zones of Bhutan with four correct features. (Temperature, altitude, places, vegetation)	Show three physical zones of Bhutan with any three correct features (Temperature, altitude, places, vegetation)	Show three physical zones of Bhutan with any two features.	Show three physical zones of Bhutan with any one feature.	Show three physical zones of Bhutan and cannot explain the features.

Resources

- https://drive.google.com/file/d/1o0WX_ljmAc35ggHeHviwh_f97cqN2W_/view?usp=share_link
- https://drive.google.com/file/d/1IIBd0CYHhJRJmSF3tqGCs6irZNOwb5mA/view?usp=share_link
- Social Studies Class V: Reprint 2024.

Topic 2.3: Neighbouring Countries of Bhutan

Learning objective(s)

1. Locate neighbouring countries of Bhutan on the outline map of south Asia.
2. Discuss the importance of neighbouring countries.

Learning experiences

- Learners watch the following videos on [Neighbouring countries](#) and [SAARC countries](#).
- After watching the videos, learners refer to Atlas and carry out **Learning activity 2.2 Locating SAARC countries on an outline map of South Asia**.
- Learners read the **topic 2.3 Neighbouring countries of Bhutan** from the textbook.
- After reading the text, learners discuss and share their understanding of the topic with their group members.
- Supplements on the importance of neighbouring countries and the most important neighbouring countries of Bhutan.
- Carry out **follow-up questions under Learning activity 2.2** from the textbook.

Assessment

Assess lessons learnt using the rubrics below.

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
SAARC countries (Social Values)	Identify SAARC countries and give four reasons for maintaining relationships with them.	Identify SAARC countries and give three reasons for maintaining relationships with them	Identify SAARC countries and state two reasons for maintaining relationships with them.	Identify SAARC countries and state one reason for maintaining relationships with them.	Identify SAARC countries only

Resources

- Weblinks:
<https://www.youtube.com/watch?v=WjCfIPcooj8>
<https://www.youtube.com/watch?v=N54RkDpYs2I>
- Social Studies Class V: Reprint 2024

Chapter 3: Rivers

Core concept

Rivers play vital roles in many aspects in the history of human life. Water from the rivers is used in industries, agriculture and for domestic purposes. The river systems in Bhutan have been of immense benefits to Bhutanese people for progressive and healthy living.

Topic 3.1: River and its sources

Competency

Analyse the river systems and their benefits to adopt responsible practices to protect and conserve.

Learning objective(s)

1. Explain the river and its parts.
2. Identify the sources of rivers.

Learning experiences

- Check the previous knowledge of the rivers, its parts and sources of the river by asking questions.
- Learners read the topic **3.1 A river** from the textbook.
- After reading, discuss “What is a river? and parts of the river” in the groups
- Carry out **Learning Activity 3.1 Drawing features of the river**.
- Learners read the topic **Sources of river** from the textbook or can explore a river source from reliable resources.
- After reading, discuss in pairs to identify the sources of the river.
- Share with the class.

Assessment

Assess lessons learnt using the rubric below. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Features of river (Social Knowledge)	Explain five parts of the river with accuracy.	Explain four parts of the river with accuracy.	Explain three parts of the river with accuracy.	Explain at least two parts of the river with accuracy.	Explain less than two parts of the river with accuracy.

sources of river (Social Knowledge)	Discuss and write five sources of rivers.	Discuss and write four sources of rivers	Discuss and write three sources of rivers.	Discuss and write two sources of rivers.	Discuss and write one source of rivers.
----------------------------------------	-------------------------------------------	------------------------------------------	--------------------------------------------	------------------------------------------	-----------------------------------------

Resources

- Social Studies Class V: reprint 2024.

Topic 3.2: Stages of Rivers

Learning objective(s)

1. Describe the features of the river at various stages.

Learning experiences

- Learners explore **stages of river** from the link:[Stages of River](#) or read the topic **3.2 Stages of River** from the textbook.
- Discuss the features of the rivers in groups and share with the class.
- Carry out **follow-up questions** under the **Learning Activity 3.1**.

Assessment

Assess lesson learnt using rubric below. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Identification of stages of a river. (Social Knowledge)	Identify and explain three stages of a river	Identify and explain two stages of a river.	Identify and explain one stage of a river.	Identify three or four stages of the river but cannot explain.	Identify two or three stages of a river but cannot explain.
Describe features of the land form by river at different stages (Social skill)	Describe six features formed by a river at various stages.	Describe five features formed by a river at various stages..	Describe four features formed by a river at various stages.	Describe less than three features formed by a river at various stages.	Describe two or one features formed by a river at various stages.

Resources

- Weblinks:<https://www.bbc.co.uk/bitesize/guides/zyt9q6f/revision/2>
- Social Studies Class V: Reprint 2024

3.3 Major Rivers of Bhutan

Learning Objective(s)

1. Describe five major rivers of Bhutan.
2. Locate the five important rivers on the outline map of Bhutan.

Learning experiences

- Learners refer to topic **3.2 Major Rivers of Bhutan** from the textbook.
- Identify and describe five major rivers of Bhutan in pairs.
- Carry out **Learning Activity 3.2 Locating the major rivers on the map of Bhutan** on the outline [Map of Bhutan](#).
- Carry out follow up questions under **Learning Activity 3.2** from the textbook.

Assessment

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Social Knowledge	Identify five major river systems of Bhutan.	Identify four major river systems of Bhutan.	Identify three major river systems of Bhutan.	Identify two major river systems of Bhutan.	Identify one major river system of Bhutan.
Social Values	Describe five major river systems of Bhutan.	Describe four major river systems of Bhutan.	Describe three major river systems of Bhutan.	Describe two major river systems of Bhutan.	Describe one major river system of Bhutan.
Social Values	Locate five major river systems on the outline map of Bhutan.	Locate four major river systems on the outline map of Bhutan.	Locate three major river systems on the outline map of Bhutan.	Locate two major river systems on the outline map of Bhutan.	Locate one major river system on the outline map of Bhutan.

Resources:

- Weblinks:
- <https://impoff.com/importance-of-rivers/>
- <https://youtu.be/Wv1urTMSXak>
- <https://youtu.be/LF0hvvxCL>
- <https://www.youtube.com/watch?v=N6DG6VJj5ss>
- https://d-maps.com/carte.php?num_car=110&lang=en
- Social Studies Class V: Reprint 2024

Topic 3.4: Importance of Rivers

Learning objective(s)

1. Discuss the benefits of rivers in the development of the country.
2. Suggest ways to conserve and minimise river pollution.

Learning experiences

- Learners talk about the importance of rivers.
- Learners refer to topic **3.3 Importance of Rivers** in the textbook or from link: [Importance of Rivers](#).
- Learners share their understanding on the importance of river with the class
- Assign teamwork to discuss how rivers contribute to national development.
- Learners discuss the causes and measures to reduce water pollution and share with the class.

Assessment

Assess learners using the rubrics below. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Social Values	Explain six importance of a river.	Explain five importance of a river.	Explain four importance of a river.	Explain three importance of a river.	Explain two importance of a river.
Social Values	Share five measures to prevent water pollution	Share four measures to prevent water pollution	Share three measures to prevent water pollution	Share two measures to prevent water pollution	Share one measures to prevent water pollution
Social Values	Every member participates actively to reduce pollution	Most of the members participate actively to reduce pollution	Some members participate actively to reduce pollution	Few member participates actively to reduce pollution	Members doesn't participates actively to reduce pollution

Resources:

- Weblinks:
<https://impoff.com/importance-of-rivers/>
<https://youtu.be/Wv1urTMSXak>
<https://youtu.be/LF0hv vxCL>
<https://www.youtube.com/watch?v=N6DG6VJj5ss>
- Social Studies Class V: Reprint 2024

Chapter 4: Forests

Core concept

Forests are important sources of fuel, timber and medicine. They are the homes for animals, birds, insects and local deities. They also provide food, clothing and shelter. They retain water, protect soil and shield from wind. These are the reasons for protection and reservation of protected areas that help the world community. There are also traditional beliefs which help in preservation of forests through spirituality. In Bhutan, forests are reserved and conserved in the form of community forest and protected areas.

Topic 4.1: Community Forests

Competency

Explore the benefits of forests to promote healthy and sustainable living.

Learning objective(s)

1. Discuss the concept of community forests and its benefits.

Learning experiences

- Learners read the topic **4.1 A Community Forest** from the textbook or explore from the link: [Community forest](#) for more information.
- Learners discuss the concept of community forests in pairs and share it to the class.
- Learners list the benefits from community forest in the group and share it to the class.

Assessment

Assess lessons learnt using the following checklist. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Name of the students	Descriptors	
	Explain community forest.	Mention benefits of the community forest.
Dorji	Yes	No
Robbin		

Resources

- <https://youtu.be/H65w7waUgRs>
- Social Studies Class V: Reprint Edition 2024

4.2 Importance of community forests

Learning objective(s)

1. Suggest ways to protect community forests.

Learning experiences

- Learners read topic **4.2 Importance of Community Forest** and **ways to protect community forest** from the textbook.
- Learners carry out **Learning Activity 4.1 Exploring the importance and ways to protect community forest.**

Assessment

Carry out Follow-up questions of Learning Activity 4.1 in the textbook. Use any relevant assessment tool.

Resources

- <https://www.youtube.com/watch?v=dWJVHIE9S8>
- Social Studies Class V: Reprint Edition 2024

Topic 4.3: Protected Areas

Learning objective(s)

1. Identify the protected areas of Bhutan.
2. Discuss the benefits of protected areas.

Learning experiences

- Learners read the topic **4.3 Protected Areas of Bhutan** from the textbook.
- After reading the text, let the learners discuss their understanding of the concept of 'Protected Area' and benefits of "Protected areas" with their group members.
- Learners refer to Table **2.2 Protected Areas of Bhutan** and **Figure 4.2 Bhutan map showing protected areas** in the text to locate protected areas of Bhutan on the outline map of Bhutan.

Assessment

Assess lessons learnt using the rubrics below. However, it is suggestive in nature and teachers may design their own assessment tool to suit the learners.

Criterion	Exceeding	Advancing	Meeting	Approaching	Beginning
Concept of community forest and protected areas. (SK)	Mention concept of community forest and protected areas with five examples	Mention concept of community forest and protected areas with four examples	Mention concept of community forest and protected areas with three examples	Mention concept of community forest and protected areas with two examples	Mention concept of community forest and protected areas with one example
Importance of community forest and protected areas (Social Values)	Explain five points of interdependence between people and forest	Explain four points of interdependence between people and forest	Explain three points of interdependence between people and forest	Explain two points of interdependence between people and forest	Explain one point of interdependence between people and forest

Resources

- Weblink:
<https://rec.gov.bt/download/905/social-studies/5238/v-textbook-2021-5.pdf>
- Social Studies Class V: Provisional Edition 2024

Topic 4.4: Traditional Beliefs

Learning objective(s)

1. Analyse the traditional ways of protecting forests.

Learning experiences

- Refer to the information about Traditional Beliefs on Forest given in the textbook.
- Learners carry out learning activities **Learning Activity 4.2 Exploring Local Beliefs** from the textbook to explore various beliefs in regard to forest.
- Carry out follow-up question under **Learning activity 4.2** from the textbook to understand the importance of traditional beliefs for protecting forests.

Assessment

Assess lessons learnt using the checklist below.

Teacher may choose to devise his or her own tool as relevant.

Domains	Criteria				
	Social Knowledge	Social skills		Social values	
Name of Students	Share ideas on local beliefs for protection of forest	Identify sacred places in the locality.	Develop interview questionnaire	Explain the importance of traditional beliefs about sacred places.	How do traditional beliefs help protected areas benefit Bhutan
A					
B					
C					

Resources

- Social Studies Class V: Provisional Edition 2024
- Any other relevant materials

Strand II – History, Civics and Culture

Chapter 5: Zhabdrung Ngawang Namgyal

Core concept

Zhabdrung Ngawang Namgyal is an important religious figure in the history of our country, Bhutan. He made many contributions which had influenced the life styles of Bhutanese society.

Topic 5.1: Zhabdrung Ngawang Namgyal and his contributions

Competency

Describe the life history of Zhabdrung Ngawang Namgyal and his contribution towards promoting culture and unity.

Learning objective(s)

- Narrate the life history of Zhabdrung Ngawang Namgyal.
1. Compare and contrast the status of Bhutan before and after Zhabdrung's arrival.
 2. Discuss significant contributions of Zhabdrung Ngawang Namgyal.

Learning experiences

- Conduct open-book test on the celebrations and the festivals carried out in the society about *Zhabdrung*.
- Refer web link [Zhabdrung's Early life and his contributions](#) to supplement on the concept.
- Learners carryout **Learning Activity 5.1 Exploring dzongs** and Follow-up Questions from the textbook.
- Then learners compare and contrast the status of our country before and after Zhabdrung's arrival in the table below.

Our country before Zhabdrung's arrival.	Our country after Zhabdrung's arrival.

- Let the learners do “Test Yourself” from the textbook.

Assessment

Draw a concept map in teams or individuals including life history and contributions of *Zhabdrung Rinpoche*.

Use the rubric given below to assess learners' work.

Parameter/Criteria	Exceeding	Advancing	Meeting	Approaching	Beginning
Life History of <i>Zhabdrung</i> (Social Knowledge)	Explain life history of <i>Zhabdrung</i> with five or more contributions.	Explain life history of <i>Zhabdrung</i> with four or more contributions.	Explain life history of <i>Zhabdrung</i> with three contributions.	Explain life history of <i>Zhabdrung</i> with two contributions.	Explain life history of <i>Zhabdrung</i> with one contribution.
Status of Bhutan before <i>Zhabdrung's</i> arrival (Social Values)	Give five reasons why Bhutan was in turmoil before <i>Zhabdrung's</i> arrival.	Give four reasons why Bhutan was in turmoil before <i>Zhabdrung's</i> arrival.	Give three reasons why Bhutan was in turmoil before <i>Zhabdrung's</i> arrival.	Give two reasons why Bhutan was in turmoil before <i>Zhabdrung's</i> arrival.	Give one reason on the status of Bhutan before <i>Zhabdrung's</i> arrival.
Collaboration (Social values)	Develop a outstanding concept mapping with active participation of every member	Develop a excellent concept mapping with active participation of every member	Develop a good concept mapping with active participation of every member	Develop fair concept mapping with active participation of every member	Develop a poor concept mapping with active participation of every member

Resources

- Weblink: <https://www.termatree.com/blogs/termatree/zhabdrung-ngawang-namgyal?srsltid=AfmBOoqmuFEx5EoYqp> (*Zhabdrung Ngawang Namgyel*)
- Social Studies Class V: Reprint Edition 2024

Chapter 6: National Symbols

Core concept

Every country has its own national symbols. Bhutan has its own unique national symbols. There are important reasons for having national events and symbols in our country.

National symbols and events are patriotic symbols which represent our country, Bhutan. National symbols are important for national identity and sovereignty. Important events are celebrated at the national and local level to mark historical, religious and cultural significance.

We need to appreciate, respect and celebrate national entities such as national days, national symbols and important events to develop a sense of being Bhutanese.

Topic 6.1: National Symbols

Competency

Recognise and value the importance of national symbols, events and holidays to foster a sense of Bhutanese identity.

Learning objective(s)

1. Explain the importance of National Symbols.
2. Suggest ways to preserve and promote national symbols.

Learning experiences

- Let the learners define national symbols and analyse the importance of national symbols.
- Learners will prepare MS power points by doing research about our country's national symbols in their group.
- They can use pictures from the internet or photographs from their surroundings.
- Learners carry out **Learning Activity 6.1:deliberating on the promotion of national identities** and discuss the **Follow- Up Questions** in pairs.
- For More information, refer web links:[National Symbols](#)
[National Symbols](#)

Assessment

An example of rubric to assess the activity 6.1 is given below. Teacher may design assessment tools as deemed necessary.

Assessment Domain/Criteria	Descriptors				
	Exceeding	Advancing	Meeting	Approaching	Beginning
Knowledge: National identities	Tell five statements in favour of for the motion or against the motion	Tell four statements in favour of for the motion or against the motion	Tell three statements in favour of for the motion or against the motion	Tell two statements in favour of for the motion or against the motion	Tell one statement in favour of for the motion or against the motion
Skills: Analysis	Justify the five statements with a reason each.	Justify the four statements with a reason each.	Justify the three statements with a reason each.	Justify the two statements with a reason each.	Justify the statement with a reason.

Resources

- Weblinks:
<https://www.youtube.com/watch?v=YEjOU4azV4k>
https://www.youtube.com/results?search_query=national+symbols+of+bhutan
- Social Studies Class V: reprint 2024

Topic 6. 2: Holidays

Learning objective(s)

1. Discuss the values of important events and holidays.

Learning experiences

- Let the learners explore the concept of holidays, national holidays and local holidays
- List down all the National Holidays and Local Festivals by making a simple table given below:
- Learners will reason out the importance of National Holidays and Local holidays.

Sl.no	Name of Holiday/festival	Date
1		
2		
3		

- Carry on Learning Activity 6.2 **Surveying local festivals** from the textbook and do the Follow-up Questions.
- Let the learners do “Test Yourself”.
- Refer web link: [List of holidays](#) or learners may refer to the recent calendar to find out about the national holiday.

Assessment

Assess lessons learnt using the checklist given below.

	Criteria		
	Social Knowledge	Social Skills	Social Values

Name	Explain some local festivals (what, where and when)	Identify some important holidays	Gather accurate information of the local festivals	Express the importance of national day for Bhutan	Realize the importance of the local festivals and important holidays
Sonam					
Pema					

Resources

- Weblink: <https://www.officeholidays.com/countries/bhutan/2021>
- Social Studies Class V: Reprint 2024

Chapter 7: Sacred places of Worship

Core concept

People in Bhutan worship places, trees, rivers and lakes. *Lhakhangs* and monasteries (*goendey/shedra/gomdey*) are the most common places of worship. *Lhakhangs* and monasteries were built to spread Buddhism in Bhutan. They are important heritage sites of our country.

Competency

Discuss the importance of places of worship to develop love and compassion.

Learning objective(s)

1. Explain *Lhakhang* and Monastery.
2. Identify statues, relics and Buddhist sculptures in the *Lhakhang* and Monastery.
3. Discuss the significance of *Lhakhang* and Monastery.

Learning experiences

- Let the learners explore the concept of *Lhakhangs* and monasteries.
- Visit nearby *Lhakhangs* or monasteries to explore them.
- Learners reason out the importance of *Lhakhang* and monasteries.
- Learners do the activity given in table 7.1 **Exploring a *Lhakhangs* or a monastery** after they have visited the *Lhakhangs* or Monastery.
- Learners write the follow up questions and test yourself questions in their notebook.

Assessment

Assess learners' knowledge, skills and values using the checklist given below.

	Criteria				
	Social Knowledge	Social Skills		Social Values	
Name	Explain some <i>Lhakhangs</i> Monasteries(what , by whom, where, when and why?)	Identify some importances of <i>Lhakhangs/</i> monasteries	Gather accurate information on <i>Lhakhangs/mona</i> steries	Express the importance of <i>lhakhangs/m</i> onasteries	Value the importance of <i>Lhakhangs/mon</i> asteries
Sonam					
Pema					

Resources

- Social Studies Class V: Reprint 2024

Chapter 8: Local Government

Core concept

Our country Bhutan is divided into twenty *dzongkhags* for the smooth functioning of management and administration in the country. Each *dzongkhag* has *Gewogs* and *Thromdes*. *Dzongkhags*, *Thromdes* and *Gewogs* form the local government.

Local government has great responsibilities in the development of the community. Each *dzongkhag* has *Dzongkhag Tshogdu* and *Gewog Tshogde*, and some *dzongkhags* have *Thromde Tshogdes*.

Dzongkhag Tshogdu and *Thromde Tshogde* are the highest decision-making bodies in respective *dzongkhag* and *thromde*. Development plans and activities approved by *Dzongkhag Tshogdus* and *Thromde Tshogdes* are implemented by *dzongkhag* and *thromde administrations*. We need to understand the roles of local administration that support living in the community.

Topic: 8.1 Dzongkhg Tshogdu

Competency

Examine the roles and responsibilities of local government and *dzongkhag* administration to understand their effort for the development of the community.

Learning objective(s)

1. Explain *Dzongkhag Tshogdu* and its functions.
2. Identify the elected members of *Dzongkhag Tshogdu*.
3. Discuss the role and responsibilities of members of *Dzongkhag Tshogdu*.

Learning experiences

- Learners explore the concept of *Dzongkhag Tshogdu* and its functions from a web link: [Roles of Dzongkhag Tshogdu members](#).
- Learners state the importance of *Dzongkhag Tshogdu*.
- Learners draw the concept map of *Dzongkhag Tshogdu*.
- Refer [Constitution of Bhutan article](#) from the link.

Assessment

A suggestive assessment tool is given below. Teacher may choose to devise his or her own tool as relevant.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
<i>Dzongkhag Tshogdu</i> (Social Knowledge)	Explain <i>Dzongkhag Tshogdu</i> and five roles and responsibilities of its members.	Explain <i>Dzongkhag Tshogdu</i> and four roles and responsibilities of its members	Explain <i>Dzongkhag Tshogdu</i> and three roles and responsibilities of its members.	Explain <i>Dzongkhag Tshogdu</i> and two roles and responsibilities of its members	Explain <i>Dzongkhag Tshogdu</i> and one role and responsibilities of its members

Resources

- Constitution of Bhutan web link <https://www.dlgdm.gov.bt/storage/upload-documents/2021/9/20/Constitution-of-bhutan-2008.pdf>
- Social Studies Class V: Provisional Edition 2024
- Weblink: https://docs.google.com/document/d/1g07O6vqJb1vwE9_MUBR-5X0X8QEw_PIn1aPTC06e1sk/edit?tab=t.0

Topic: 8.2 Dzongkhag Administration

Learning objective(s)

1. Discuss roles and responsibilities of different sectors in the *dzongkhag* administration.

Learning experiences

- Learners identify different sectors in the Dzongkhag Administration.
- Learners explore roles and responsibilities of each sector in the Dzongkhag.
- Learners draw the concept map of *Dzongkhag Administration*.
- Learners carry out the Learning Activity 8.1: **Identifying the roles and responsibilities of dzongkhag administration** in their group from the textbook.
- Learners use the hand out to understand more on composition of dzongkhag administration from the weblink [Functions of dzongkhag Administration](#).

Assessment

A suggestive assessment tool is given below. Teacher may choose to devise his or her own tool as relevant.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
<i>Dzongkhag Tshogdu (Social Knowledge)</i>	Explain <i>Dzongkhag Administration</i> and identify five roles of the Education Sector..	Explain <i>Dzongkhag Administration</i> and identify four roles of the Education Sector.	Explain <i>Dzongkhag Administration</i> and identify three roles of the Education Sector.	Explain <i>Dzongkhag Administration</i> and identify two roles of the Education Sector..	Explain <i>Dzongkhag Administration</i> and identify one role of the Education Sector.

Resources

- Social Studies Class V: Reprint 2024
- <https://docs.google.com/document/d/1GpfrRq3BvipIQzIhbKZD35LJHhsB5uSbRBxBuoJoJq/edit?tab=t.0>

Topic: 8.3 Thromde Tshogde

Learning objective(s)

1. Explain *Thromde Tshogde* and its functions.
2. Discuss role and responsibilities of *thromde* members.
3. Draw the *kabneys* of local government members with the correct features.

Learning experiences

- Learners explore the concept of *Thromde Tshogde* from textbook or from the web link: [Thromde Tshogde](#)
- Learners state the importance of *Thromde Tshogde*.
- Learners draw the concept map of *Thromde Tshogde*.
- Refer [Constitution of Bhutan article 22](#) from the link.

Assessment

A suggestive assessment tool is given below. Teacher may choose to devise his or her own tool as relevant.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
<i>Thromde Tshogde (Social Knowledge)</i>	Explain <i>Thromde Tshogde</i> and mention five roles and responsibilities of its members.	Explain <i>Thromde Tshogde</i> and mention four roles and responsibilities of its members.	Explain <i>Thromde Tshogde</i> and mention three roles and responsibilities of its members.	Explain <i>Thromde Tshogde</i> and mention two roles and responsibilities of its members.	Explain <i>Thromde Tshogde</i> and mention one role and responsibilities of its members.

Resources

- Constitution of Bhutan from web link
<https://www.dlgdm.gov.bt/storage/upload-documents/2021/9/20/Constitution-of-bhutan-2008.pdf>
- Social Studies Class V: Reprint edition 2024

Strand III – Human Wellbeing and the Environment

Chapter 9: People and the Society

Core concept

People and society is about how we live together, help each other, follow rules and work as a team for harmonious living with love and care. A group of people living together in an area is known as a society. To promote equality and justice in the society, the importance of physical growth without gender issues has to be considered with utmost importance. We also have to ponder about teenagers attaining motherhood at an earlier stage hampering their health resulting in discontinuation of education and employment to look for possible preventive measures.

Topic 9.1: Child Abuse

Competency

Analyse the factors influencing individual, family and community wellbeing to make informed decisions in lives.

Learning objective(s)

1. Identify forms of child abuse.
2. Identify good and bad touches to raise awareness on gender.

Learning experiences

- Ask learners to refer web link <https://www.youtube.com/watch?v=zx9ON15inv0> or from the textbook about Good Touch and Bad Touch
- After watching the video, ask learners to list good touches and bad touches and give reasons how touches are good and bad.
- Write an answer to the question, ' what would you do if someone touches you on your bum/private parts?'

Assessment

Use the rubric to assess learners about the consequences, and preventive measures on good and bad touch.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Child abuse (Social Knowledge, Skills and Values)	Explain five preventive measures for the bad touch.	Explain four preventive measures for the bad touch.	Explain three preventive measures for the bad touch.	Explain two preventive measures for the bad touch.	Explain one preventive measure for the bad touch..

Resources

- Weblink: <https://www.youtube.com/watch?v=zx9ON15inv0>
- Social Studies Class V: Provisional Edition 2024

Topic 9.2 Puberty

Learning objective(s)

1. Share experiences about physical development during puberty.
2. Differentiate between sex and gender.

Learning experiences

- Learners read topic **9.2 puberty** from the textbook.
- Divide the class into boys and girls to discuss and list all the changes in their body parts as they grow up.
- Share with the class.
- Ask learners to reflect and write on how they feel about their physical development and emotional changes.
- Learners read about the **Sex** and **Gender** in the textbook and give examples in the table below.

Sex	Gender

- Discuss in pair and share with the class about:
 1. What would happen if women do not menstruate?
 2. How would you support a girl who is menstruating?

Assessment

Read the following statements and write TRUE or FALSE

Sl. No	Statements	True or False
1	In girls, puberty begins between the ages of 8-10, and ends at the age of 16-17.	
2	People do not experience emotional variation during puberty.	
3	Puberty is a process of physical change through which a child's body matures.	
4	In boys, puberty begins between the ages of 10-13, and ends in the late teen or early twenties.	
5	Once a girl starts menstruation, she cannot become pregnant.	
6	A boy reaching puberty cannot impregnate a girl.	

Resource

- **Weblink:** <https://lessons.rec.gov.bt/lesson/2b5598d4-6d25-4219-81d9-d98139731bab/>
- Social Studies Class V: Reprint 2024

Topic 9.3 Teenage Pregnancy/child forced marriage

Learning objectives

1. Explain the causes and consequences of child forced marriage and teenage pregnancy.
2. Discuss ways to prevent child forced marriage and teenage pregnancy.

Learning experiences

- Group discussion on the causes of teenage pregnancy.
- List consequences of child forced marriage.
- Discuss ways to prevent teenage pregnancy.
- Refer to topic **9.3 Teenage Pregnancy** in the textbook.
- Visit web link: <https://www.youtube.com/watch?v=bZ9P7QoaLtA> to curate the information.
- Design a poster on how to prevent teenage pregnancy.

Assessment

Use the rubric to assess the cause and preventive measures of teenage pregnancy.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Teenage pregnancy (Social Knowledge, Skills and Values)	Explain five causes, consequences and preventive measures on teenage pregnancy	Explain four causes, consequences and preventive measures on teenage pregnancy	Explain three causes, consequences and preventive measures on teenage pregnancy	Explain two causes, consequences and preventive measures on teenage pregnancy.	Explain one cause, consequence and preventive measure on teenage pregnancy.
child forced marriage. (Social Knowledge, Skills and Values)	Explain five causes, consequences and preventive measures on child forced marriage.	Explain four causes, consequences and preventive measures on child forced marriage.	Explain three causes, consequences and preventive measures on child forced marriage.	Explain two causes, consequences and preventive measures on child forced marriage.	Explain one cause, consequence and preventive measure on child forced marriage.

Resources

- Weblink: <https://www.youtube.com/watch?v=bZ9P7QoaLtA>,
- Social Studies Class V: Provisional Edition 2024

Topic 9.4 Substance abuse

Learning objectives

1. Explain substance abuse.
2. Discuss causes and suggest ways to mitigate substance abuse.

Learning experiences

- Brainstorm on substance abuse.
- **Refer to topic 9.4 Substance abuse in the textbook.**
- Discuss in groups on the causes, consequences and suggest measures to reduce substance abuse.
- Carry out **Learning Activity 9.4 Finding consequences of chewing doma and tobacco** and **follow-up questions** under **Learning Activity 9.4.**

Assessment

Assess lessons learnt using the rubrics below or can use any other related assessment tools.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Substance abuse (Social Knowledge, Skills and Values)	suggest five measures to reduce substance abuse	suggest four measures to reduce substance abuse	suggest three measures to reduce substance abuse	suggest two measures to reduce substance abuse	suggest one measure to reduce substance abuse.

Resources

- Weblink: <https://www.youtube.com/watch?v=bZ9P7QoaLtA>,
- Social Studies Class V: Provisional Edition 2024

Chapter 10: People and the Environment

Core concept

The core concept of "people and the environment" refers to the harmonious relationship between human beings and the natural world. It emphasizes how people impact their surroundings and how the environment, in turn, affects human life. This interaction can be both positive and negative and is influenced by factors like culture, technology, economics, and social structures.

Topic 10.1: Human activities

Competency

Exhibit habits of environmental conservation to promote sustainable living.

Learning objectives

1. Explain the causes of environmental degradation.
2. Differentiate degradable and non-degradable wastes.
3. Discuss effective ways to reduce degradation of the environment.
4. Identify types of pollution and their impacts.

Learning experiences

- Teacher shows the following videos:
<https://timesofindia.indiatimes.com/readersblog/pracin-jain-academy/environmental-degradation-what-why-28138/>
<https://www.youtube.com/watch?v=JfYwb9hKtnE>
https://www.youtube.com/watch?v=51R3Z1rr_pw (Industries)
https://www.youtube.com/watch?v=NYjv2F_wXtQ (Agriculture)
<https://www.youtube.com/watch?v=V0IQ3ljl40> (reduce environmental degradation)
- Investigate the causes of environmental degradation by human activities after watching the videos.
- Carry out **Learning Activity 10.1 Exploring impact of agriculture and road.**
- Carry out **Follow-up questions** under **Learning Activity 10.1** in the textbook.

Assessment

Assess the impacts of human activities on environmental degradation in the locality and in the country/region.

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Impacts of human activities on the environment. (S.K)	List five human activities that impact the environment.	List four human activities that impact the environment.	List three human activities that impact the environment.	List two human activities that impact the environment.	List one human activity that impacts the environment.

Resources

- Weblinks:
<https://timesofindia.indiatimes.com/readersblog/pracin-jain-academy/environmental-degradation-what-why-28138/>
<https://www.youtube.com/watch?v=JfYwb9hKtnE>
https://www.youtube.com/watch?v=51R3Z1rr_pw (Industries)
https://www.youtube.com/watch?v=NYjv2F_wXtQ (Agriculture)
<https://www.youtube.com/watch?v=V0IQ3ljl40>
- Social Studies Class V: Provisional Edition 2024

Topic 10. 2: Conservation of the Environment

Learning objective

1. Discuss ways to conserve the environment to improve the conditions of living beings.

Learning experiences

- Visit weblinks:
<https://www.youtube.com/watch?v=-HE8HnoXbBs>
<https://www.youtube.com/watch?v=XQoImcUJdag>
<https://www.youtube.com/watch?v=GbY8joL66Ak>
- Read topic **10.4 Conservation of the Environment** in the textbook.
- Go around the school campus/village/ area and collect wastes that you see.
- Sort out degradable and non-degradable wastes to dispose properly.
- Discuss ways to dispose of the wastes.
- Design posters to conserve the environment. or **Learning Activity 10.4 Conserving environment**
- Carry out **follow-up questions** under **Learning Activity 10.4** in the textbook.

Assessment

A suggestive rubric to assess learning is given below:

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Conservation of environment (Social Skills)	List five ways to conserve the environment.	List four ways to conserve the environment.	List three ways to conserve the environment.	List two ways to conserve the environment.	List one way to conserve the environment.
Commitment to conserve the environment (Social Values)	Make five commitments to conserve environment	Make four commitments to conserve environment	Make three commitments to conserve environment	Make two commitments to conserve environment	Make two commitments to conserve environment

Resources

- Weblinks:
<https://www.youtube.com/watch?v=-HE8HnoXbBs>
<https://www.youtube.com/watch?v=XQoImcUJdag>
<https://www.youtube.com/watch?v=GbY8joL66Ak>
- Social Studies Class V: Provisional Edition 2024

Chapter 11: Hazard and Disaster

Core concept

The world is continuing to remain at risk due to hazards and disasters such as Windstorm, flood and landslide. They cause lots of damage to lives and properties. The risk is further increased by the impact of human activities and climate change.

The internal and external forces such as the movement of the Earth, heavy rainfall and extreme weather conditions are some causes of hazards and disasters. These are the natural causes but people can also reduce the impacts through careful planning and proper use of resources.

Topic 11.1: Windstorm

Competency

Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters at home and in the community.

Learning objectives

1. Identify potential hazards at home and in the community.
2. Suggest safety measures to manage disasters.
3. Explain a windstorm.
4. Assess potential damages caused by the windstorm.
5. Discuss strategies for managing the effects of windstorm.

Learning experiences

- Learners watch the video on [windstorms](#) to understand the concept of windstorm.
- Learners further watch another video on [wind, storm and breeze](#) to supplement the concept.
- Learners watch video on [tips for reducing windstorm](#)
- Read topic **11.1 Windstorm** in the textbook
- Carry out **Learning Activity 11.1 Exploring ways to reduce the impact of windstorms.**
- Carry out **follow-up questions** under **Learning Activity 11.1.**

Assessment

Assess lessons learnt using the rubric below or Use any tools that are feasible to carry out the tasks.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Windstorm (Social Knowledge, Skills and Values)	Explain five causes, consequences and ways to manage windstorms.	Explain four causes, consequences and ways to manage windstorms.	Explain three causes, consequences and ways to manage windstorms.	Explain two causes, consequences and ways to manage windstorms.	Explain one cause, consequence and ways to manage windstorms.

Resources

- Weblinks:
<https://marketbusinessnews.com/financial-glossary/windstorm-definition-meaning/>
https://www.youtube.com/watch?v=nJV_wVVU05Y
<https://www.tciteam.com/tips-for-reducing-wind-storm-damage/>
<https://www.directenergy.com/learning-center/prevent-wind-damage-storm-home>
<https://www.mowhs.gov.bt/wp-content/uploads/2017/07/Windstorm-Resilient-Roofing-System.compressed.pdf>
- Social Studies Class V: Provisional Edition 2024

Topic 11.2: Flood

Learning objective(s)

1. Explain a flood.
2. Assess the damages caused by flood.
3. Discuss the measures to manage the effects of flood.

Learning experiences

- Learners recall the incidence of a flood and explain the damage caused by flood in the locality/area and gather information on measures taken to minimize the impacts of flood.
- learners refer to the links provided to curate the information.
<https://www.youtube.com/watch?v=9hQZCiZ21fk>
<https://www.youtube.com/watch?v=udRNUBHbE0o>

https://www.youtube.com/watch?v=Qe350nm_odA
<https://www.youtube.com/watch?v=4PXj7bOD7IY>
<https://www.earthnetworks.com/flooding/#flood-cause-effect>
<https://www.youtube.com/watch?v=PvJuocemHS4>

- Learners read the topic **11.2 The Flood** in the textbook.
- Learners refer to **Table 11.1 Some measures during flood**.
- Discuss the causes, consequences and measures to manage the flood.

Assessment

Assess lessons learnt using the rubric below or Use any tools that are feasible to carry out the tasks.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Flood (Social Knowledge, Skills and Values)	Explain five causes, consequences and ways to manage floods.	Explain four causes, consequences and ways to manage floods.	Explain three causes, consequences and ways to manage floods.	Explain two causes, consequences and ways to manage floods.	Explain one cause, consequence and ways to manage floods.

Resources

- Weblinks:
<https://www.youtube.com/watch?v=9hQZCiZ21fk>
<https://www.youtube.com/watch?v=udRNUBHbE0o>
https://www.youtube.com/watch?v=Qe350nm_odA
<https://www.youtube.com/watch?v=4PXj7bOD7IY>
<https://www.earthnetworks.com/flooding/#flood-cause-effect>
<https://www.youtube.com/watch?v=PvJuocemHS4>
- Social Studies Class V: Provisional Edition 2024

Topic 11.3: Landslide

Learning objectives

1. Explain a landslide.
2. Assess potential damages caused by the landslide.
3. Discuss measures to manage the effects of landslides.

Learning experiences

- Discuss on causes and impacts of landslide and how to reduce landslide
- Refer to topic **11.3 Landslides** in the textbook to learn about landslides.
- Visit weblinks:

<https://www.youtube.com/watch?v=N-gXK72VMWs&pbjreload=101>

<https://www.youtube.com/watch?v=RCxvbosa4fU>

<https://www.livescience.com/32373-what-is-a-landslide.html>

- Carry out **Learning Activity 11.2 Identifying ways to reduce landslides** and **Follow-up Questions** under **Learning activity 11.2** in the textbook.

Assessment

Assess lessons learnt using the rubric below or Use any tools that are feasible to carry out the tasks.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Landslides (Social Knowledge, Skills and Values)	Explain five causes, consequences and ways to manage Landslides.	Explain four causes, consequences and ways to manage Landslides.	Explain three causes, consequences and ways to manage Landslides.	Explain two causes, consequences and ways to manage Landslides.	Explain one cause, consequence and ways to manage Landslides.

Resources

- Weblinks:
<https://www.youtube.com/watch?v=N-gXK72VMWs&pbjreload=101>
<https://www.youtube.com/watch?v=RCxvbosa4fU>
<https://www.livescience.com/32373-what-is-a-landslide.html>
- Social Studies Class V: Provisional Edition 2024

Strand IV – Economy and Living

Chapter 12: Money and Banks

Core concept

There are various kinds of goods and services either imported, exported or produced in the country. Bhutan produces goods and services for consumption as well as to sell to other people and buy from other countries which Bhutan cannot produce. This kind of selling and buying leads to exchange of goods and services. It contributes to the health of the country's economy. Every country has its own money called currency. Money is important for buying goods and services. People save and borrow money from the banks. The uses of money, how and why to save money are important aspects of economic knowledge.

Topic 12.1: Good and services

Competency

Analyse the importance of earning, spending and saving money in fostering an understanding of sustainable consumption of goods and services.

Learning objective(s)

1. Explain the meaning of goods and services.
2. List the goods and services produced in Bhutan.
3. Analyse the importance of producing our own goods and services.

Learning experiences

- Ask learners to watch the videos on [Goods and Services](#) , [Goods & Services](#) and take note.
- Learners read the article on [Goods and services](#) share their understanding of goods and services with the class.
- Do Learning Activity 12.1: **Exploring goods and services** and Follow-up Questions from the textbook.
- Learners use the worksheet [worksheet 1](#) to sort out the goods and services produced in Bhutan
- Learners place each good and service consumed, sold, bought from other people or countries and fill in the [Worksheet 2](#).

Assessment

A suggestive rubric to assess learning is given below:

Learners visit the link:[good and services](#) to assess their learning.

Parameter	Exceeding	Advancing	Meeting	Approaching	Beginning
Goods and Services (Social Knowledge)	Describe goods and services with five examples each	Describe goods and services with four examples each	Describe goods and services with three examples each	Describe goods and services with two examples each	Describe goods and services with one example each

Resources

- Weblinks:
<https://www.youtube.com/watch?v=W6rx-fxJeVs>
https://www.youtube.com/watch?v=Yxibq_vskRA
http://accioneduca.org/admin/archivos/clases/material/goods-and-services_1564084956.pdf
- Social Studies Class V: Reprint Edition 2024

Topic 12.2: Money

Learning objective

1. Explain the concept of money and its uses

Learning experiences

- Learners watch videos from a links
[What is Money?](#)
<https://www.youtube.com/watch?v=FpMB0Qhnp7E> and then find the responses to explain the concept of money and its uses
- Further learners explore on concept of money from the link
<https://marketbusinessnews.com/financial-glossary/money/>

Assessment

A suggestive rubric to assess learning is given below:

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Concept of money (Social Knowledge)	Explain concept of money with explicit explanation and clarity	Explain concept of money with clarity	Explain the concept of money with some clarity.	Explain the concept of money without clarity.	Unable to explain the concept of money.
Uses of money (Social Skill)	Tell five or more uses of money	Tell four uses of money	Tell three uses of money	Tell two uses of money	Tell one uses of money

Resources

- Weblinks:
https://www.youtube.com/watch?v=V4OcBnOe_Sc
<https://www.youtube.com/watch?v=FpMB0Qhnp7E>
<https://marketbusinessnews.com/financial-glossary/money/>
- Social Studies Class V: Reprint Edition 2024

Topic 12.3: Saving Money

Learning objectives

1. Explain saving and ways to save money.
2. Discuss the importance of earning, spending and saving money.

Learning experiences

- Explore for the information on what is saving and sources to save money.
- Refer textbook "Saving Money"
- Visit weblinks:
https://www.youtube.com/watch?v=a5UMk5H0P_A
<https://www.youtube.com/watch?v=kVHUg2uAkhs>
- Learners watch the [video](#) on saving and on ways of saving.
- Learners prepare PowerPoint on saving and purposes of saving for presentation to the class.
- Learners discuss the importance of earning, spending and saving money with their face partner.

Assessment

A suggestive rubric to assess learning is given below:

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Knowledge	Mention five financial organisations to save money	Mention four financial organisations to save money	Mention three financial organisations to save money	Mention two financial organisations to save money	Mention less than one financial organisations to save money
Purpose of saving (Social Values)	List five purposes of saving money	List four purposes of saving money	List three purposes of saving money	List two purposes of saving money	List one purposes of saving money

Resources

- Weblinks:
https://www.youtube.com/watch?v=a5UMk5H0P_A
<https://www.youtube.com/watch?v=kVHUg2uAkhs>
<https://www.youtube.com/watch?v=wXHQjSckPzc>
- Social Studies Class V: Reprint Edition 2024

Topic 12.4: Banks

Learning objectives

1. Identify banking institutions.
2. Explain the purposes of banks.
3. Evaluate the benefits of banking in an economy.
4. Explain the emerging currency and ways of transaction.
5. Prepare monthly family budget (estimation).

Learning experiences

- Use the links given for curating information on what is bank, purpose of bank and the benefit of banking in the economy or refer to the textbook.
- Visit web links given below:
<https://www.youtube.com/watch?v=S90pcbG6gsc>
<https://www.youtube.com/watch?v=NnF1WXECfxc>
<https://marketbusinessnews.com/financial-glossary/bank/>
- Learners watch a video on the [function of the bank](#).
- Learners complete the [worksheet](#) and share with their friends.
- Learners discuss with their parents/teachers about the benefits of banks in the economy. Write down some benefits of banking.

- Learners watch the video on roles of [commercial banks in the development of the economy](#) and write down roles of commercial banks and present to the class.
- Learners watch videos on “[what is budget](#)” and “[Tips to create budget](#)”.
- Learners explain the budget and list down steps to create a budget.
- Learners create a monthly budget for their family by referring to the steps mentioned in the video.
- Learners discuss the follow up questions and test yourself in their group.

Assessment

A suggestive rubric to assess learning is given below:

Parameters	Exceeding	Advancing	Meeting	Approaching	Beginning
Benefits of banking in economy (Social Values)	Give five benefits of banking	Give four benefits of banking	Give three benefits of banking	Give two benefits of banking	Give one benefit of banking.
Ways of saving (Social Values)	Identify five ways of saving	Identify four ways of saving	Identify three ways of saving	Identify two ways of saving	Identify one way of saving

Resources

- Weblinks:
 - <https://www.youtube.com/watch?v=S90pcbG6gsc>
 - <https://www.youtube.com/watch?v=NnF1WXECfxc>
 - <https://marketbusinessnews.com/financial-glossary/bank/>
 - <https://www.youtube.com/watch?v=sbvAAezbCKU>
 - <https://www.yourarticlelibrary.com/banking/commercial-banks/4-ways-in-which-the-banking-system-helps-in-economic-growth/37851>
- Social Studies Class V: Reprint Edition 2024

CLASS-VI

Strand I – My World

Core concept: 1. The Earth

The Solar System consists of the Sun, planets, satellites and other smaller heavenly bodies such as shooting stars and meteorites. All these heavenly bodies are combined to become the universe.

The planets in the Solar System can be located in accordance to the distance from the Sun. The Earth is one of the planets in our Solar System on which we live. It is important to learn about the existence of the Earth, its life supporting characteristics, spheres and its movements.

Competency

Explain the Earth's motions and the interactions between its spheres that sustain life.

Topic 1.1 The Solar System

Learning objectives

- i. Define Solar System.
- ii. Draw the Solar System locating planets in accordance to the distance from the Sun.

Learning experiences

- A teacher introduces the Solar System using the link: [The Solar System](#).
- Explore information about “The Solar System” to understand the concept of the Solar System.
- Learners in the teams share their understanding of the Solar System.
- Learners define the Solar System in their own words.
- Refer web link: [How to draw the Solar System](#) and draw the Solar System using the skills learnt from the video.
- Refer web link: [Planet song](#).

Assessment

A suggestive rubric is given below to assess the learning:

Parameter	Exceeding	Meeting	Approaching	Beginning
Listing names of Planets. (Social Knowledge)	List eight planets and other celestial bodies.	List eight planets.	List five planets.	List three planets.

Resources

- Weblinks:
 - a. [The Solar System](#)
 - b. [How to draw the Solar System](#)
 - c. [Planet song](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 1.2 The Earth

Learning objective(s)

1. Explain the Earth.
2. Examine the unique characteristics of planet Earth which support life.

Learning experiences

- Teachers and learners read the information about “The Earth”.
- Visit web-links for more information:
 - a. [What is Earth?](#)
 - b. [Our Earth](#)
 - c. [Our unique Earth](#)
- Learners explain the Earth in their own words.
- Discuss what conditions make Earth a unique planet and share with the class.

Assessment

Let children answer the following questions.

1. Why is it not possible to see other planets?
2. What would happen if the Earth moves closer to the Sun?
3. What would happen if the Earth moves farther away from the Sun?

Resources

- Weblinks:
 - a. [What is Earth?](#)
 - a. [Our Earth](#)
 - b. [Our unique Earth](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 1.3 The spheres of the Earth

Learning objective(s)

1. Explain the spheres of the Earth and their interaction to support life.
2. Illustrate the spheres of the Earth.

Learning experiences

- Read the topic “The Spheres of the Earth” to analyse the roles of the four spheres of the Earth which support life on the Earth.
- Use the links:
 - a. [Domains of the Earth](#)
 - b. [Spheres of the Earth.](#)
 - c. [Earth's interconnected cycles](#)
- Ask learners to carry out Learning Activity 1.2.
- Let learners illustrate the spheres of the Earth.

Assessment

A suggestive rubric is given below for assessing the learning.

Parameter	Exceeding	Meeting	Approaching	Beginning
Spheres of earth and its importance (Social Values)	Explain four spheres of earth and their importance with four examples each.	Explains three spheres of earth and their importance with three examples each.	Explains two spheres of earth and their importance with two examples each.	Explains one sphere of earth its importance without examples

Resources

- Weblink:
 - a. [Domains of the Earth](#)
 - b. [Spheres of the Earth.](#)
 - c. [Earth's interconnected cycles](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 1.4 Motions of the Earth

Learning objective(s)

- i. Differentiate between rotation and revolution.
- ii. Explain the motions of the Earth and its impacts on human lives.

Learning experiences

- Visit web links:
 - a. [Motions of the Earth](#)
 - b. [The Earth, its movement and forms](#)
 - c. [Earth's Rotation and Revolution](#)
- Read information about “Motions of the Earth”.
- Learners take note about the motions of the Earth and how it impacts human lives.
- Share with friends.
- Learners carry out Learning activity 1.3 in groups.

Assessment

A Suggestive rubric for assessment is here:

Parameter	Exceeding	Meeting	Approaching	Beginning
Movements of earth and its effects (Social Knowledge)	Explain rotation and revolution clearly.	Explain rotation and revolution with some clarity.	Explain rotation and revolution of earth without clarity.	Cannot explain rotation and revolution at all.
Importance of the Earth (Social Knowledge)	Explain four importance effects of the motions of the Earth	Explain three importance effects of the motions of the Earth	Explain two importance effects of the motions of the Earth	Explain one importance effect of the motions of the Earth
Drawings (<i>Rotation causing day and night</i>) (Social Skills)	Appropriate diagram with six correct labelling and colouring	Appropriate diagram with four correct labelling	Appropriate diagram with three correct labelling	Appropriate diagram with two correct labelling

Resources

- Weblinks:
 - [Motions of the Earth](#)
 - [The Earth. its movement and forms](#)
 - [Earth's Rotation and Revolution](#)
 - Social Studies Class VI: Provisional Edition 2021
-

Core concept: 2. Our Country's Climate

Bhutan is a small country yet it experiences a wide range of climatic conditions. It is because of the high altitude variation of the country. The altitude ranges from 200 metres in the south to over 7000 metres in the north. The variation in the climatic condition affects the way people live, eat and dress.

Competency

Apply the understanding of our country's climatic conditions and their effects to make immediate responses to the situations.

Topic 2.1 Climate and its factors

Learning objective(s)

- Differentiate between weather and climate with examples.
- Discuss factors affecting the climate of Bhutan.

Learning experiences

- Read information about "Climate and Factors Affecting Climate" in the textbook.
- Visit web links:
 - [Factor influencing climate](#)
 - [Difference between weather and climate](#)
 - [Weather and Climate](#)
 - [Elements of weather and climate](#)
- Provide a factor each to the group and discuss it.
- Let children prepare a presentation on the factor and present it to the class.
- Learners differentiate between weather and climate as learnt from the videos.

Assessment

Teachers may frame some questions related to the content and let learners carry out the activity given in the text. Design an assessment tool that is appropriate.

Resources

- Weblink:
 - a. [Factor influencing climate](#)
 - b. [Difference between weather and climate](#)
 - c. [Weather and Climate](#)
 - d. [Elements of weather and climate](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 2.2 Climatic Zones of Bhutan

Learning objective(s)

- i. Explain climatic zones of Bhutan.
- ii. Locate the climatic zones of Bhutan in the outline map.

Learning experiences

- Read the topic “Climatic Zones” in the textbook. Let them transfer the information in the table.

Climatic Zone	Altitude	Temperature	Rainfall	Places

- Carry out the “Learning Activity 2.1” given in the textbook.
- A teacher provides an outline map of Bhutan.

Assessment

The teachers may use the rubrics for the two activities (Information transfer and map work)

Parameter	Exceeding	Meeting	Approaching	Beginning
Climate Zones (Information Transfer)	Filled information on all 4 climatic zones clearly	Filled information on 3 climatic zones	Filled information on 2 climatic zones	Filled information on only 1 climatic zone
Map work	Used different patterns/colours to show all zones distinctly	Used different patterns/colours to show all zones	Used different patterns/colours to show the zones but not clearly	Tried to use different patterns/colours to show zones

Provide following questions to the children.

1. Which climatic zone covers the maximum area of Bhutan?
2. Which zone would you choose for settlement? Why?

Resources

- Weblink:[Climate and vegetation zone](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 2.3 Climate and People

Learning objective(s)

i. Describe the influence of climate on people's way of living.

Learning experiences

- Visit weblink: [Effect of climate on human life](#) to understand the interdependence between climate and people.
- Read text under topic 2.4 "Climate and People".
- Explore how climate affects: houses people live in, clothes people wear, crop farmers grow, animals people raise, and food people eat.
- Learners share their findings with the class.

Assessment

- Develop a checklist and assess "Test Yourself" activity of chapter 2 in the textbook.

Resources

- Weblink:[Effect of climate on human life](#)
- Social Studies Class VI: Provisional Edition 2024

Core concept: 3. Population

Population is an important resource for the country. Population varies from place to place according to time that impacts the economy of the country. In the past, population was not an issue in the world. There was a harmonious relationship between people and the environment using the available resources judiciously. With development, the population has been rapidly changing and has become a concern for society.

Competency

Analyse the factors affecting population change and distribution to describe the impacts on the environment.

Topic 3.1 Population

Learning objective(s)

i. Define population.

Learning experiences

Read the topic “Population” in the text and carry out Learning Activity 3.1 to find out the population of the school.

Assessment

Answer the following questions and use a checklist to assess learning:

1. Why is it important for learners and teachers to know the population of school?
2. Why has the population of the school changed?

Resources

- Look for relevant information sources (School Statistics Board)
- Social Studies Class VI: Provisional Edition 2021

Topic 3.2 Population change

Learning objective(s)

- i. Explain factors affecting population change.
- ii. Analyse the factors that contribute to uneven population distribution.

Learning experiences

- Visit weblink: [Factors that affect population size](#).
- Discuss how these factors influence families and communities, focusing on decision-making around health, family planning, and migration.
- Emphasize the role of health services (maternal care, family planning) in influencing population trends.
- Discuss how family decision-making impacts birth rates and migration patterns.
- Read the information on “Population Change” in the textbook to understand about population change.
- Read the passage on population distribution and find out the reasons for uneven population distribution.

Assessment

A suggestive Anecdotal form is given below for assessment. Teachers may design appropriate tools for assessment.

Name:				
Date	What do I want learner to know or do	Teacher's Observation	Teacher's intervention (if any)	Remarks
Dd/mm /yy	Define population			
	Explain the factors (birth rate, death rate, migration) of population change.			

Questions

1. What is the natural change in population?
2. Why are there more people in some areas and fewer in other places?

Resources

- Weblink: [Factors that affect population size](#).
- Social Studies Class VI: Provisional Edition 2021

Topic 3.3 Impact of Population on the Environment

Learning objective(s)

- i. Analyse the impact of population on the environment.
- ii. Explain ways to reduce human impacts on the environment.

Learning experiences

- Visit weblinks:
 - a. [How population growth impacts the planet](#)
 - b. [Human impacts](#)
- Read “Impacts of Population on the Environment” in the textbook.
- Discuss the following activities in groups:
 - a. What they observed in the videos.
 - b. How population growth affects land, water and air resources.
 - c. How individual and family decisions (like consumption habits) impact the planet.
 - d. Emphasize how collective responsibility across genders and roles is essential for sustainable living.

Assessment

A Suggestive anecdotal form for assessment is given here:

Name:				
Date	What do I want learner to know or do	Teacher's Observation	Teacher's intervention (if any)	Remarks
	Explain the impacts of population on environment			
	Exhibit the understanding of the ways to reduce human impacts on environment			
	How water pollution affects the environment?			
	Which human activity is a serious issue on the environment?			

Learners carry out the learning activity 3.2 and Test Yourself questions from the textbook.

Resources

- Weblinks:
 - a. [How population growth impacts the planet](#)
 - b. [Human impacts](#)
- Social Studies Class VI: Provisional Edition 2021

Strand II – History, Civics and Culture

Core concept: 4. Culture and Tradition

Every country has its own culture and tradition which are distinct from other countries. Bhutan has its unique culture and tradition. Bhutan also has many sacred places which are located in different regions. These sacred places are related to the historical significance of the present and the past faiths and beliefs. It is important to promote and preserve tradition and cultural values so that you know where you belong. It is the identity of the country.

Competency

Analyse local culture and tradition to understand cultural diversity for harmonious coexistence.

Topic 4.1 Culture and Tradition

Learning objective(s)

- i. Explain culture and tradition.
- ii. Distinguish between tangible and intangible culture with examples.
- iii. Describe important aspects of Bhutanese culture.

Learning experiences

- Let learners discuss the concept of culture and tradition
- Read the topic “Culture and Tradition” in the textbook.
- Visit weblinks:
 - a. [Important Aspects of Culture of Bhutan](#)
 - b. [Our culture and tradition](#)

Assessment

- Organize a quiz about culture and tradition and use a checklist to assess the quiz.
- Provide a project on any one aspect of Bhutanese culture. (Social beliefs, dress, festivals, songs and dances, games, arts etc.)
- Use project work rubrics for assessment.

Resources

- Weblinks:
 - a. [Important Aspects of Culture of Bhutan](#)
 - b. [Our culture and tradition](#)
- Social Studies Class VI: Provisional Edition 2024

Topic 4.2 Preservation and Promotion of culture and Tradition

Learning objective(s)

- i. Justify the importance of preserving and promoting culture and tradition.
- ii. Investigate the local activities which attempt to preserve and promote our culture and tradition.

Learning experiences

- Read the text on “Preservation and Promotion of Culture and Tradition” in the textbook.
- Learners investigate/explore the importance of preserving and promoting culture and tradition.
- Learners investigate the local activities which attempt to preserve and promote our culture and tradition
- Learners write/express how they would preserve and promote the culture and tradition of our country.
- Learners list down activities conducted in the school that help promote the culture and tradition.

Assessment

Conduct a class test with reference to the checklist and carry out assessment using the checklist.

Teachers may explore other means of assessment.

	Criteria			
	Social Knowledge	S. Skills	Social Values	Teacher's feedback
Name	Explains culture and tradition	Mentions ways to preserve and promote tradition and culture	States the importance of tradition and culture for national sovereignty	
Sonam				
Pema				

Resources

- Social Studies Class VI: Provisional Edition 2021
- Any other relevant materials

Topic 4.3 Sacred places of Worship

Learning objective(s)

i. Explain the significance of spiritual values of the sacred places, *lhakhangs* and monasteries.

Learning experiences

- Let learners share about the sacred places they have visited.
- Learners explain the significant spiritual values of sacred places and explore ways to preserve it with reference to *Aja Ney*, *Chumphu Ney*, and *Gomphu Kora*.
- Read text under topic 4.3 “Sacred Places of Bhutan” in the textbook.
- Carry out [Quiz](#)
- Visit weblinks:
 - a. [Aja Nye](#).
 - b. [Chumbu Nye](#)
 - c. [Gomphu Kora](#)

Assessment

Let learners carry out Learning Activity 4.2 “Exploring Nyes in Bhutan”
Use Table 4.1 for carrying out the Learning Activity 4.2.

Suggestive rubric to assess Learning Activity 4.2.

Parameters	Question	Exceeding	Meeting	Approaching	Beginning
Inquiry	Where is the nye? Who discovered it? What sacred relics are found in the nye?	Answer all the eight questions correctly	Answer seven questions correctly including at least one each from individual parameter	Answer six questions correctly including at least one each from individual parameter	Answer any five questions correctly
Value exploration	Why is it important? What do people think about it? How is it beneficial for the local community?				
Social Decision making	What do people do to conserve the nye? How can we promote the nye?				

Resources

- Weblinks:
 - a. [Aja Nye](#).
 - b. [Chumbu Nye](#)
 - c. [Gomphu Kora](#)
 - Social Studies Class VI: Provisional Edition 2021
-

Core concept: 5. The Government

In the world, there are many forms of government like monarchy, democracy, republic, aristocracy and communist and dictatorship. The form of government in Bhutan is Democratic Constitutional Monarchy. It looks after all matters of the country. The government is constituted of three branches: Executive, Legislative and Judiciary with their own functions.

Competency

Examine the structure of the government and its roles in safeguarding sovereignty and promoting the welfare of the people.

Topic 5.1 Government

Learning objective(s)

- i. Explain the government and its roles.

Learning experiences

- Learners discuss the concept of government and explore how government is formed.
- Visit web link: [What is the government?](#) and write their understanding on it.
- Read text under topic 5.1 “Government” in the textbook.
- Further, Visit weblinks:
 - [Purpose of Government](#).
 - [Functions of government](#).

Assessment

Let learners write at least three functions of government and show it to the teacher. Develop a checklist for assessment.

Resources

- Weblinks:

- a. [What is the government?](#)
 - b. [Purpose of Government.](#)
 - c. [Functions of government.](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 5.2 Branches of Government

Learning objective(s)

- i. Identify the *kabneys* and *rachus* worn by His Majesty the King, Ministers, Secretaries, Commissioners and Members of Parliament.
- ii. Describe the branches of government.

Learning experiences

- Visit web links:
 - a. [Types of ceremonial scarves in Bhutan](#)
 - b. [Different local government in Bhutan](#)
- Let learners draw an organisational structure of the three branches of government.
- Learners explore to identify *kabney/Rachu* worn by His Majesty the King, Ministers, Secretaries, Commissioners and Members of Parliament and prepare a picture dictionary.
- Read text under topic “Branches of Government” in the textbook.
- Carry out [Quiz](#) to check learners' understanding.

Assessment

Use suggestive rubric to assess the project work.

Parameters	Exceeding	Meeting	Approaching	Beginning
Concept of government (Knowledge)	Explain government with three branches	Explain government with two branches	Explain government with one branch	Explain government
Formation of government (knowledge)	Explain the formation of government with four functions	Explain the formation of government with three functions	Explain the formation of government with two functions	Explain the formation of government with one function
<i>Kabneys/Rachus</i> (Skills)	Identify and clearly draw with colours <i>kabneys/rachus</i> worn by His Majesty the King, Ministers, Secretaries, Commissioners and MPs.	Identify and draw <i>kabney</i> worn by His Majesty the King and any other four	Identify and draw <i>kabney</i> worn by His Majesty the King, and any other three	Identify and draw <i>kabney</i> worn by His Majesty the King and any other two

Resource

- Weblinks:
 - a. [Types of ceremonial scarves in Bhutan.](#)
 - b. [Different local government in Bhutan.](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 5.3 Democracy and its principles

Learning objective(s)

- i. Interpret the selected fundamental rights.
- ii. Apply the fundamental rights in daily lives.

Learning experiences

- Teacher divides students into groups.
- Learners refer to the fundamental rights provided in the textbook.
- Groups make their presentation to the class about the fundamental rights.

Assessment

Use suggestive rubric to assess the project work.

Resources

- Social Studies Class VI: Provisional Edition 2021

Strand III – Human Wellbeing and the Environment

Core concept: 6. People and the Society

A society is a group of people who live together in an area. People interact and help each other to promote welfare and wellbeing of the people. The interaction also results in social problems that affect life in the society. Therefore, it is important to understand and investigate the social problems in the locality and find out possible solutions to minimize the issues.

Competency:

Investigate causes of social problems in the community and recommend possible solutions for safe living.

Topic 6.1 Social Problems

Learning objective(s)

- i. Explain corruption, domestic violence, suicide, cyber bullying, child trafficking and abortion.
- ii. Investigate the causes and consequences of the social problems in the community.
- iii. Provide possible solutions to minimise the social problems.

Learning experiences

- Develop questionnaires for the interview to gather information on Causes of Social Problems (Corruption, Domestic Violence, Suicide, Cyber Bullying, Child Trafficking and Abortion) and accordingly suggest solution for each.
- Interview elderly people in the locality/area to investigate the causes of social problems
- After the interview, learners can visit the weblinks:
 - a. [Corruption](#)
 - b. [How to stop corruption?](#)
 - c. [Domestic violence](#)
 - d. [What is domestic violence \(video\)?](#)
 - e. [What is domestic violence \(Reading materials\)](#)
 - f. [Domestic violence \(video\)](#)

- Let learners present their findings from the interview.
- Learners explore more about “Social Problems”.
- Visit web link:[What is suicide?](#) and carry out Learning Activity 6.3.
- Visit weblinks:
 - a. [Cyberbullying](#)
 - b. [Five internet safety tips for kids](#)
- Carry out Learning Activity 6.4.
- Explore about child trafficking in google and carry out Learning Activity 6.5.
- Visit web link:[What is abortion?](#)
- Let children discuss in teams about ways to reduce abortions.
- Children carry out the learning activities provided in the textbook.

Assessment

Share parameters of the rubric to learners so that they are aware of it.

Parameter/Criteria	Exceeding	Meeting	Approaching	Beginning
Domestic violence, its causes, consequences and preventive measures. (Social Knowledge, Skills and Values)	Explain domestic violence, list four causes, six consequences and three preventive measures.	Explain domestic violence, list three causes, five consequences and two preventive measures.	Explain domestic violence, list two causes, four consequences and one preventive measure.	Explain domestic violence, list one cause, two consequences and one preventive measure.
Suicide, its causes, consequences and preventive measures.	Explain suicide, List four causes, three consequences and five preventive measures.	Explain suicide, List three causes, two consequences and four preventive measures.	Explain suicide, List two causes, one consequence and three preventive measures.	Explain suicide, List one cause, one consequence and one preventive measure.
Cyber bullying, its causes, consequences and preventive measures.	Explain cyber bullying, List five causes, nine consequences and three preventive measures.	Explain cyber bullying, List four causes, eight consequences and two preventive measures.	Explain cyber bullying, List three causes, six consequences and one preventive measure.	Explain cyber bullying, List one cause, three consequences and one preventive measure.

Resources

- Weblinks:
 - [Corruption](#)
 - [How to stop corruption?](#)
 - [Domestic violence](#)
 - [What is domestic violence \(video\)?](#)
 - [What is domestic violence \(Reading materials\)](#)
 - [Domestic violence \(video\)](#)
 - [What is suicide?](#)
 - [Cyberbullying](#)
 - [Five internet safety tips for kids](#)
 - [What is abortion?](#)
 - Social Studies Class VI: Provisional Edition 2021
-

Core concept 7. People and the Environment

Environment is the main source of resources for all living beings. It provides air, food, water, shelter, and other essential needs. The environment in its natural state is clean and stable. However, due to increasing human activities, the stability of the ecosystem is disturbed. This results in environmental degradation, pollution and loss of lives, which affect the health and wellbeing of living things.

Competency:

Evaluate the pros and cons of hydropower and urbanization for maintaining balance between development and environmental conservation.

Topic 7.1 Hydropower

Learning objective(s)

- Discuss advantages and disadvantages of hydropower.
- Explain preventive measures to minimise the impacts of hydropower on the environment.

Learning experiences

Visit web-links:

- [What is hydropower?.](#)
 - [Benefits of hydropower \(article\).](#)
 - [Pros and cons of hydroelectricity.](#)
- Read the text under topic “Hydropower” in the textbook.

- Let children write about the impacts of hydropower on the environment and preventive measures.
- Carry out Learning Activity 7.1 in the textbook.

Assessment

Here is a Suggestive rubric for assessment:

Parameter	Exceeding	Meeting	Approaching	Beginning
Hydropower (Knowledge, skills and values)	Discuss hydropower, its four impacts on environment and four preventive measures	Discuss hydropower, its three impacts on environment and three preventive measures	Discuss hydropower, its two impacts on environment and two preventive measures	Discuss hydropower, its impact on environment and a preventive measure.

Resources

- Weblinks:
 - [What is hydropower?](#)
 - [Benefits of hydropower \(article\)](#)
 - [Pros and cons of hydroelectricity](#)
- Social Studies Class VI: Provisional Edition 2021

Topic 7.2 Urbanisation

Learning objective(s)

- Explain the pros and cons of the lifestyle in both urban and rural settings.
- Discuss measures to reduce rural-urban migration.

Learning experiences

- Visit weblinks:
 - [What is Urbanisation?](#)
 - [Effects of Urbanisation](#)
 - [Advantages and disadvantages of living in a city](#)
 - [Difference between urban and rural](#)
- Carry out Learning Activity 7.2 and its follow-up questions.

Assessment

Assess children's learning based on the following suggestive rubric for assessment:

Parameter	Exceeding	Meeting	Approaching	Beginning
Urbanization (Knowledge, skills and values)	Describe urbanization, list four impacts and four preventive measures	Describe urbanization, list three impacts and three preventive measures	Describe urbanization, list two impacts and two preventive measures	Describe urbanization, list an impact and a preventive measure.

Resources

- Weblinks:
 - a. What is Urbanisation?
 - b. Effects of Urbanisation
 - c. Advantages and disadvantages of living in a city
 - d. Difference between urban and rural
- Social Studies Class VI: Provisional Edition 2021

Topic 7.3 Climate Change

Learning objective(s)

- i. Define climate change.
- ii. Explain the causes of climate change and its effects on humans.
- iii. Suggest ways to reduce the impact of human activities on climate change.

Learning experiences

- Use the links to discuss the concept of climate change, causes, consequences and solutions.
 - a. Causes and effects of climate change
 - b. Climate change and global warming
- Read text under topic "Climate Change" in the textbook.
- Carry out Learning Activity 7.3 and its follow-up questions.

Assessment

Assess children's learning based on the following suggestive rubric for assessment:

Parameter	Exceeding	Meeting	Approaching	Beginning
List causes, consequences and preventive measures.	List four causes, four consequences and four preventive measures.	List three causes, three consequences and three preventive measures.	List two causes, two consequences and two preventive measures.	List one cause, one consequence and one preventive measure.

Resources

- Weblinks:
 - a. [Causes and effects of climate change](#)
 - b. [Climate change and global warming](#)
- Social Studies Class VI: Provisional Edition 2021

Core concept: 8. Hazard and Disaster

An object or situation, or behavior that has the potential to cause injury, damage properties, or the environment is called hazard. Some examples of hazards are wet floors, heavy objects at a height, violence and harassment. A sudden accident that causes great damage or loss of life is called disaster. Flood hit places; plane crash and volcanic eruption are some examples of disaster.

In the absence of proper management of hazards and disasters, there can be lots of destruction and loss of life in the environment. Lightning and glacier lake outburst floods are types of hazards and disasters. They cause lots of damage to lives and properties. In order to prepare and reduce the impacts of hazards and disasters, it is important to understand their causes and impacts on human lives and the environment and ways to reduce them.

Competency:

Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters in the community.

Topic 8.1 Types of Hazard and Disaster

Learning objective(s)

- i. Differentiate between hazard and disaster with examples.
- ii. Discuss the causes and consequences of lightning and glacier lake outburst flood.
- iii. Discuss the measures to manage the impacts of lightning and glacier lake outburst flood.

Learning experiences

- Group discussion: Plan for group discussion to gather information on what is lightning, glacier lake outburst flood to minimize their impacts.
- Read text 8.1 “A. Lightning”.
- Visit weblinks:
 - a. [Lightning and Thunder](#)
 - b. [What causes thunder and lightning?](#)
 - c. [Impacts of lightning to the people](#)
 - d. [How to avoid being struck by lightning?](#)
- Carry out Learning Activity 8.1.
- Read text under 8.2 “Glacier Lake Outburst Flood”
- Visit weblinks:
 - a. [Impacts of glacial lake outburst](#)
 - b. [Himalayan glacial causes flood](#)
 - c. [Bhutan GLOF](#)
 - d. [Bhutan: Silent Tsunami](#)
- Carry out Learning Activity 8.2 in the textbook.
- Carry out “Test Yourself” activity.

Assessment

Share the rubric to learners that their discussion will be assessed based on this rubric.

Parameters	Exceeding	Meeting	Approaching	Beginning
Lightning, Glacier outburst flood, and its consequences. (Knowledge)	Explain lightning and glacier outburst flood with three impacts	Explain lightning and glacier outburst flood with two impacts	Explain lightning and glacier outburst flood with an impact	Explain lightning and glacier outburst flood
Causes of lightning and glacier outburst flood (Knowledge)	State four causes of glacier outburst flood and cause of lightning	State three causes of glacier outburst flood and one cause of lightning	State two causes of glacier outburst flood and one	State one causes of glacier outburst flood and one cause of lightning.

			cause of lightning	
Safety measures during lightning and glacier outburst flood (values)	Advocate five ways to reduce impacts of lightning and glacier outburst.	Advocate four ways to reduce impacts of lightning and glacier outburst.	Advocate three ways to reduce impacts of lightning and glacier outburst.	Advocate two ways to reduce impacts of lightning and glacier outburst.

Resources

- Weblinks:
 - a. [Lightning and Thunder](#)
 - b. [What causes thunder and lightning?](#)
 - c. [Impacts of lightning to the people](#)
 - d. [How to avoid being struck by lightning?](#)
 - e. [Impacts of glacial lake outburst](#)
 - f. [Himalayan glacial causes flood](#)
 - g. [Bhutan GLOF](#)
 - h. [Bhutan: Silent Tsunami](#)
 - i. [Causes of lightning \(reading material\)](#)
 - j. [GLOF \(Reading material\)](#)
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Strand IV – Economy and Living

Core concept: 9. Transportation and Communication

Transport and communication are important for the development of a country. Development of transportation and communication has made life easy and comfortable. Finding new ways to improve transport and communication systems have given due attention for the growth of the economy and improve welfare for the community.

Competency:

Analyse the modes of transportation and means of communication to promote economic and social wellbeing of the community.

Topic 9.1 Transportation

Learning objective(s)

- i. Describe different modes of transport.
- ii. Compare and contrast the past and modern modes of transportation.

Learning experiences

- Visit weblinks:
 - a. [Transport and Communication](#)
 - b. [Modes of transportation](#)
 - c. [Modes of transport](#)
- Read text under topic 9.1 “Transportation” in the textbook.
- Carry out Learning Activity 9.1 in the textbook.
- Carry out “Test Yourself”.

Assessment

A suggestive rubric for assessment is given here:

Assessment Domain/Criteria	Descriptors			
	Exceeding	Meeting	Approaching	Beginning
Knowledge: Concept of Transportation	Explain concept of transportation clearly with three types	Explain concept of transportation clearly with two types	Explain concept of transportation clearly with one type	Explain vague concept of transportation

Values: Importance of transportation	Explain how development in transportation systems has improved the lives of people with four comparisons between past and present systems	Explain how development in transportation systems has improved the lives of people with three comparisons between past and present systems	Explain how development in transportation systems has improved the lives of people with two comparisons between past and present systems	Explain how development in transportation systems has improved the lives of people with one comparisons between past and present systems
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Resources

- Weblinks:
 - a. [Transport and Communication](#)
 - b. [Modes of transportation](#)
 - c. [Modes of transport](#)
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Topic 9.2 Communication

Learning objective(s)

- i. Categorise electronic and non-electronic means of communication
- ii. Compare and contrast the past and modern means of communication.

Learning experiences

- Presentation: Ask an individual/in a group to make a presentation using MS ppt.
- Read text under topic 9.2 “Communication”.
- Visit weblinks:
 - a. [What is communication?](#)
 - b. [Past and present communication](#)
 - c. [Means of communication](#)
- Carry out Learning Activity 9.2 in the textbook.
- Carry out “Test Yourself”.

Assessment

A suggestive rubric for assessment is here:

Assessment Domain/Criteria	Descriptors			
	Exceeding	Meeting	Approaching	Beginning
Skills: Means of communication	Tell four electronic or non-electronic means of communication to explain the concept of communication	Tell three electronic or non-electronic means of communication to explain the concept of communication	Tell two electronic or non-electronic means of communication to explain the concept of communication	Tell one electronic or non-electronic means of communication to explain the concept of communication
Values: Importance of communication	Explain how development in communication systems has improved the lives of people with four comparisons between past and present systems	Explain how development in communication systems has improved the lives of people with three comparisons between past and present systems	Explain how development in communication systems has improved the lives of people with two comparisons between past and present systems	Explain how development in communication systems has improved the lives of people with one comparison between past and present systems

Resources

- Weblinks:
 - a. [Transport and communication \(Reading material\)](#)
 - b. [What is communication?](#)
 - c. [Past and present communication](#)
 - d. [Means of communication](#)
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Core concept: 10. Income

Different activities are carried out for living. Activities are related to production, distribution, manufacture and exchange of goods and services. These activities help in generating income for the people. There are other activities which do not help to earn income but are important for living.

We have to understand that those non-economic activities are also equally important like economic activities for sustainable living. While talking about import and export, the focus should be on growing crops and rearing animals for our own self-sustainability.

Competency:

Examine the local economy and identify ways to improve the livelihood of the community for sustainable practices.

Topic 10.1 Sources of Income

Learning objective(s)

- i. Identify types of income.
- ii. Explore sources of income for economic activities in the community.

Learning experiences

- Learners discuss the different sources of earning.
- Let them share what the parents do to make a living.
- Learners visit a nearby local area and interview shopkeepers/villagers/different workers and explore different sources of income. (Learning activity 10.1)
- Visit weblinks:
 - a. [What is income?](#)
 - b. [Common sources of income](#)
- Explore information about income from google.

Assessment

Suggestive rubric for assessment:

Parameter	Exceeding	Meeting	Approaching	Beginning
Sources of income (Social Knowledge)	Identifies five sources of income	Identifies four sources of income	Identifies three sources of income	Identifies two sources of income

Resources

- Weblinks:
 - a. [What is income?](#)
 - b. [Common sources of income](#)
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Topic 10.2 Economic and non-economic activities

Learning objectives(s)

- i. Classify economic activities into primary, secondary and tertiary.
- ii. Explain the importance of non-economic activities.

Learning experiences

- Ask learners to gather information to make a presentation on economic and non-economic activities.
- Visit web link: [What is Economic activity?](#)
- Difference between economic and non-economic activities.
- Visit web link: [Economic and Non-economic activity](#)
- Read text under topic 10.2 “Economic Activity and Non-Economic Activities”
- Carry out Learning activity 10.2 and 10.3 in the textbook.

Assessment

A suggestive rubric for assessment is here:

Parameter	Exceeding	Meeting	Approaching	Beginning
Primary activity (Social Knowledge)	Define primary activity with six examples	Define primary with five examples	Define primary with four examples	Define primary with two examples
Secondary activity (Social Knowledge)	Define secondary activity with six examples	Define secondary activity with five examples	Define secondary activity with four examples	Define secondary activity with two examples
Tertiary activity (Social Knowledge)	Define tertiary activity with six examples	Define tertiary activity with five examples	Define tertiary activity with four examples	Define tertiary activity with two examples
Non-Economic activities (Social Knowledge)	Explain non-economic activities with five examples	Explain non-economic activities with four examples	Explain non-economic activities with three examples	Explain non-economic activities with two examples

Let learners discuss and write answers for the follow-up question for the learning activities.

Resources

- Weblinks:
 - a. [What is Economic activity?](#)
 - b. [Economic and Non-economic activity](#)
 - c. [Types of economic activities](#)
 - d. [Sectors of the Economic activities](#)
 - e. [Classification of economic activities](#)
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Topic 10.3 Trade

Learning objective(s)

- i. Explain export and import trade.
- ii. Discuss the benefits of trading.

Learning experiences

- i. Teacher divides learners into four groups and assigns each topic.
- ii. Instruct the groups to gather information using web-links and prepare to present it to the class.
 - What is trade? (Group 1)- Refer weblinks:
 - a. [What is trade \(definition?\)](#)
 - b. [What is trade?](#)
 - Import and Export (group 2)- Refer weblink: [Export-Import definition](#)
 - Advantages/disadvantage of trade (group 3 Refer weblinks:
 - a. [Export Import advantages and disadvantages](#)
 - b. [Advantages and disadvantages of international trade](#)
 - Barter system (Group 4)-Refer weblink:
 - a. [Barter system](#)
 - Read text under topic 10.3 “Trade” in the textbook.
 - Carry out Learning Activity 10.3 in the textbook.

Assessment

A suggestive rubric for assessment for assessment is here:

Parameter	Exceeding	Meeting	Approaching	Beginning
Trade (Social Knowledge)	Explain the concept of trade, import and export with four benefits	Explain the concept of trade, import and export with three benefits	Explain concept of trade, import and export with two benefits	Explain the concept of trade, import and export with one benefit
Barter System (Social Knowledge)	Explain barter system with four examples	Explain barter system with four examples	Explain barter system with four examples	Explain barter system with four examples
Ways to reduce import (Social values)	Share four ways to reduce import	Share three ways to reduce import	Share two ways to reduce import	Share one way to reduce import
	Share four advantages of trade	Share three advantages of trade	Share two advantages of trade	Share one advantage of trade
Collaboration (Social Skills)	Tell four goods and services Bhutanese could trade with other countries	Tell three goods and services Bhutanese could trade with other countries	Tell two goods and services Bhutanese could trade with other countries	Tell one goods or services Bhutanese could trade with other countries

Resources

- Weblinks:
 - a. [What is trade definition?](#)
 - b. [What is trade?](#)
 - c. [Export-Import definition](#)
 - d. [Export Import advantages and disadvantages](#)
 - e. [Advantages and disadvantages of international trade](#)
 - f. [Barter system](#)
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Annexure 1: Period allocation and weighting for Social Studies

- 4 periods of 40 minutes in a week = 160 minutes
- 160 minutes x 30 weeks in a year = 4800 minutes = 80 hours in an academic session
- The time for each topic is allotted as per the requirement of content and the weighting is worked out based on the time and the content. For assessment reporting purposes, 30% from summative assessment and 70% from continuous assessment should be considered.

Most of the period allocated is expected to be given for experimentation, exploration, discovery, investigation, observation, survey and interview out of the class, when necessary. Focus on Place Based Education (PBE) to provide hands-on experience for better learning of concepts, apply skills and inculcate values.

Period allocation and weighting for class IV

Sl.No.	Strand/Core concept/Topic	Time (Mins)	Weighting%
	Our Home		
1	Our Home	450	9
2	Landforms	350	7
3	Weather	500	11
4	Forest	400	8
	History, Civics and Culture		
5	Our country	400	8
6	Lord Buddha and Guru Rinpoche	425	9
7	Local Government	425	9
	Human Wellbeing and Environment		
8	People and Social Well-being	425	9
9	People and the Environment	425	9
10	Hazard and Disaster	350	7

	Living and Economy		
1 1	Work People do	350	7
1 2	Earning a living	300	7
	Total Time in Minutes/Weighting:	4800	100

Period allocation and weighting for class V

Sl.No.	Strand/Core concept/Topic	Time (Mins)	Weighting%
	Our Home		
1	The Earth	450	9
2	Our Country	350	7
3	Rivers	500	11
4	Forests	400	8
	History, Civics and Culture		
5	Zhabdrung Ngawang Namgyal	400	8
6	National Symbols	425	9
7	Local Government	425	9
	Human Wellbeing and Environment		
8	People and the Society	425	9
9	People and the Environment	425	9
1 0	Hazard and Disaster	350	7
	Living and Economy		
1 1	Goods and Services	350	7
1 2	Money and Banks	300	7
	Total Time in Minutes/Weighting:	4800	100

Period allocation for class VI

Chapter	Strand/Core concept/Topic	Time (Mins)	Weighting%
	Our Home		
1	The Earth	450	10
2	Our Country	450	10
3	Population	500	11
	History, Civics and Culture		
4	Culture and Tradition	400	8
5	Government	425	9
	Human Wellbeing and Environment		
6	People and the Society	425	9
7	People and the Environment	425	9
8	Hazard and Disaster	400	7
	Living and Economy		
9	Transportation and Communication	450	9
10	Income	450	9
	Total Time in Minutes/Weighting:	4800	100