National School Curriculum

SOCIAL STUDIES CURRICULUM FRAMEWORK

Classes IV-VI

ཤེས་རིག

"The new vision for our education system must encompass the drive to create enlightened citizenship that is as much local as it is trans-local. This can only strengthen the quality of our democracy and secure our sovereignty. Each of our children must embody the fine blend and balance of our native grit and intellect with acquired knowledge and skills to survive and prosper as individuals and as members of our national community."

- His Majesty Jigme Khesar Namgyel Wangchuck
Royal Kasho on Education Reform, 2021

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CENTER FOR SCHOOL CURRICULUM DEVELOPMENT
Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan

Acknowledgements

Foreword

COVID-19 has brought unforgiving times for public education, with risks of fragmentation due to accessibility and connectivity. Continuity of education and learnings 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 potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about 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 find purpose and be better able to participate in social and political life.

The National School Curriculum is an attempt to transform education from the teaching of "what" to learning of "how" towards empowering learners with the transversal skills and prepare 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 curriculum framework is a road map to learner's learning as it outlines the bigger purpose of, and array of learning experiences in the discourse of social studies in classes IV to VI. This study is 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 Namgyal
Director

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SECTION 1
INTRODUCTION

1   Introduction

1.1   Background

The Social Studies curriculum for classes IV-VI in Bhutan was developed and piloted in 28 selected Primary and Junior High Schools in 1992. The second edition came out in 2002. In late 2009, facts and figures, maps, pictures, diagrams, and language were updated and corrected through a series of meetings and consultations.

Writer's workshop involving teachers, officials from Bhutan Council for School Examinations and Assessment (BCSEA), and Education Monitoring Support Services Division (EMSSD) carried out a review of the Social Studies Curriculum as a part of periodic review in 2010. Further, in 2012, textbooks for class IV-VI were reviewed and updated.

In 2015, the erstwhile Royal Education Council (REC) initiated the drafting of the first Social Studies Curriculum Framework based on the curriculum development cycle. This was further reinforced by the recommendations from the National Education School Curriculum Conference (2016) and feedback from different stakeholders.

In 2020, REC with support from the Ministry of Education initiated the drafting of Prioritised Curriculum Framework and Adapted Curriculum Framework during pandemic (COVID-19). These adjusted curricula were to keep learners engaged and continue learning at homes. In 2021, despite the ongoing COVID-19 pandemic, the Government aspired for an interrupted education for our children. Therefore, the New Normal Curriculum Framework now renamed as National School Curriculum was drafted for implementation from 2022.

1.2   Rationale

Social Studies is one of the important components of our school curriculum. The study on Social Studies is all about relationships, interaction and interdependence between human beings and the nature around them. It is intended to provide civic competence through scientific and historical knowledge, skills and attitudes required of learners to be able to assume roles of good citizens in the fast changing society.

Learners are provided opportunities to apply inquiry skills through hands-on experiences such as exploration, observation, investigation, survey, measurement and field trip that help them understand and live successfully in a rapidly changing world. They are expected to acquire critical thinking, problem solving and decision making skills which allow them to become responsible citizens. These skills lend opportunities to open learners' minds to their own communities, country and the world through closer observations of natural and human-made environments. Learners look at the causes and effects of things that occur or appear in everyday life and understand the values of their existence. Values such as honesty, team-spirit, respect, care, responsibility and respecting the rights of others are Instilled in the young minds.

The purpose of Social Studies is to help learners develop the ability to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world. It is designed to promote transversal skills and competencies through integration of different disciplines in the Social Studies curriculum. It also provides civic competence through scientific and historical knowledge, skills and attitudes required of learners to be able to assume roles of good citizens in a fast changing society.

SECTION 2
GOALS

1   Goals

The main goals of learning Social Studies are to promote civic and social competences in young minds, and foster the values of interconnectedness, interdependence and coexistence, inspired by intricacies of human values of *Tha dhamtsi ley judrey.* Thus, Social Studies is to:

i.   Develop in learners the knowledge and understanding of interaction and interdependence amongst all living things and with the natural world. They are fundamental to the wellbeing of people in the society, and of the environment; empower them to use intellectual skills to think reasonably, rationally, logically and reflectively in making decisions of their actions in their daily lives.

ii.   Foster civic virtue and social competences, inspired by intricacies of human values of *Tha dhamtsi ley judrey*, through the acquisition of knowledge and understanding of democratic principles, forms of local governments, importance of civic participation and practices of rights and duties of every citizen at all levels of the society.

iii. Provide learners the concepts of diverse economic activities, transportation, communication and interdependence of these activities with the natural world, and understand how they influence the lifestyle of different societies through the generations, and empower learners to be responsible and productive citizens.

iv.   Facilitate learners to draw moral values of how history and culture has shaped the present society and nation and the world at large under the influence of significant contributions of legendary people through the time scale of good and harsh times in human history.

v.   Engage learners in exploration of social phenomena through collection and analysis of information about people, communities, and societies by using questions or hypotheses; examine and clarify their own values and those of others in relation to issues in the society by reflecting on the nature of social justice, welfare of others, acceptance of cultural diversity, and respect for the environment.

vi.   Engender socially active youths through the context-based acquisition of knowledge and skills, and continuously connect information, ideas, issues to make generalisation about the society leveraged on digital technology, as a daily habits of every learner.

vii. Prepare learners with the twenty-first century critical essential competencies encompassing critical thinking, collaboration, creativity and communication skills for problem solving incorporating suitable technologies of the modern world. These competencies are further elaborated with citizenship and cultural sensitivity in accepting diversity among people and nations.

SECTION 3
KEY COMPETENCIES

3.   Key competencies

Key competencies encompass knowledge, skills, values and attitudes that translate into action. It supports a learner to live, learn, work, and contribute as an active member in a community by being confident, connected, actively involved, and lifelong learners. Therefore, competency is generally perceived as the ability of learners to relate and apply knowledge, skills and values in solving problems in diverse situations. Spirituality and values, thinking about thinking, self-management, relating to others and collaboration are the chosen key competencies for social studies education.

A successful learner makes best use of the competencies in his or her daily life. Over time, the learners get motivated to use the competencies contextually as they progress with the development of the competencies. Learners demonstrate the qualities of socially responsible and productive individuals.

3.1   Spirituality and Values

Learners lead a virtuous life for the wellbeing and happiness of self, others, environment, and societies. Their virtuousness in life is exhibited through compassionate thought, speech, and actions. People's spirituality and shared values strengthen the nation's unique identity and also contribute to the health and sustenance of the environment.

Learners behave altruistically with simplicity for promoting harmonious life of self and others, and act with moral and citizenry responsibilities. Their actions and behaviours are informed by spiritual and cultural belief systems. Towards this, learning experiences in social studies are contextualised to the learner's immediate social, emotional, cultural, economic, political and natural world environment through place based education approach which upholds the inquiry and discovery based learning.

3.2   Thinking about thinking

Thinking about thinking refers to metacognition which involves the ability to control the thinking process through various strategies, such as organizing, monitoring and adapting. It is considered a critical component of successful learning that involves self-regulation, self-reflection of strengths, weaknesses and the type of strategies created. It is also about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.

Learners are competent in understanding one's own learning, reflective on one's own behaviours in making decisions, shaping actions and constructing new knowledge. In cognizance of the novelty of the purpose of the subject, the content and learning experiences are designed based on the concepts of emotional intelligence. Wherein, learners explore and reflect to understand about themselves and how their actions influence the social dynamic in school and at home.

3.3   Language, symbols, and texts

Languages, symbols, and texts are tools to represent and communicate knowledge and information, experiences and ideas. The use of language, symbols and texts in Social Studies is essential to make meaning of bigger contextual concepts at local, national and global level.

Learner's competency in using language, symbols, and texts can interpret and use words, numbers, images, and technologies (ICT) in a wide range of contexts. They recognise how choices of language, symbols, and texts motivate people and influence the ways in which they communicate.

3.4   Self-management

Self-management means being able to manage the daily tasks to adapt and live well in any situation. This competency leads to self-motivation which creates a provision to see themselves as capable learners. It makes individuals enterprising, resourceful, reliable, and resilient.

Learners set personal goals, make plans, manage projects, and set high standards to work out strategies for meeting challenges. They also know when to lead, when to follow, and how to act independently for the personal health and wellbeing of self and others. This is facilitated with the engagement of learners in diverse learning experiences either in groups, pairs or individually. The open source learning and promotion of learning anytime, anywhere, learners are stimulated to manage their studies in school and at home.

3.5   Relating to others

Relating to others in Social Studies includes the ability of the learners to listen actively, respect different points of view, negotiate, and share ideas with a diverse range of people in a variety of contexts. Learners who can relate well with others are opened to new learning and able to play diverse roles in different situations by making appropriate choices of words and actions.

By working together effectively, learners can draw new approaches, ideas, and better ways of thinking contributing to sustainable and harmonious living.

3.6   Collaboration

Collaboration in Social Studies is about active participation of learners in group activities, be it in the school setting, at local, national or global level to meet a common interest of the society. This competency emphasizes the capacity building of a learner to contribute actively as a group member towards fulfilling a shared goal and creating opportunities for others in the group. It is also instrumental in learning, work, celebration and recreation. Learners participate and contribute in different settings with the diverse group of people to foster the sense of ownership, competition, cooperation, belongingness and confidence. They realize the importance of contributing to the quality and sustainability of social, cultural, physical, and economic environments can be achieved through collaborative efforts by balancing the rights, roles and responsibilities.

3.7   Industrious and enterprising

Social Studies have provisions for the learners to take on project works, field trips, surveys and interviews as part of learning experiences. This magnifies the fortitude of confidence and empowers learners to be brave in venturing to avenues of exploratory experiences which are desirable in today's world. Learners tend to be even more enterprising when learners are competent in understanding what informed decisions are, and how it matters in addressing social issues and problems. With their achievements, the learners celebrate and get motivated to commit arduously towards meeting the outcomes of learning experiences. Learners nurture resilience in their blood to be wholly persuasive and industrious with an enhanced tone of energy in doing things.

3.8 Digital competence

Digital competence refers to the confidence and critical usage of a range of digital technologies for information, communication and basic problem-solving in all aspects of life.

Digital competence consists of technical skills to use digital technologies, abilities to use digital technologies in a meaningful way for working, studying and for everyday life in general, ability to critically evaluate digital technologies, and motivation to participate in the digital culture.

In Social Studies, digital competence is developed through the use of computers and devices for a wide range of learning activities. Learners use word processor, spreadsheet, powerpoint and access search engines to retrieve reliable information for learning. While accessing information and resources, learners are aware of the potential risk of using the internet and be responsible for the safe use of devices. Through the meaningful and effective deployment of digital technologies by engaging learners in interactive learning engagement, games and diverse apps, learners develop critical thinking and problem solving, creativity and innovation in accelerating their studies and for their wellbeing.

SECTION 4
GUIDING PRINCIPLES

4.   Guiding principles

Guiding principles are a set of assumptions and principles that define the extent and the intent of the subject as a means of fostering the science of constructing the knowledge of Social Studies. The learning experiences in Social Studies are developed and shall be taught guided by the following principles. They encompass the pedagogical and cognitive aspects of the subject.

4.1   Culture and values

Cultural values are the core principles and ideas upon which an entire community exists grounded on social elements such as customs which are traditions and rituals; values which are beliefs; and culture which is all of a group's guiding values, essentially influenced by religions, ethnicity, and ethical beliefs.

Bhutan is a nation of many ethnic groups with diverse cultures influenced by religion, language, dress, types of food consumed, marriage, and housing. The status of cultural values of the country has become a matter of concern with the changing time, the social and cultural practices and values that bound the diverse society of Bhutan, is being endangered by emerging social trends, conflicting the social and cultural practices that society cherished throughout the generations.

Therefore, the development of social studies curriculum underpins the social and cultural practices in context to the learners' community.

4.2   Fostering GNH through Social Studies

Social Studies as a field of study that seeks to unify the diverse subjects of history, politics, sociology, economics, and geography contributes towards understanding of one's society. The foundational aim of social studies is to promote civic competence and understanding of sustainable development, good governance, environment conservation, and promotion and appreciation of cultural and social values of diverse societies as the ultimate means towards achieving peace and prosperity in the society and at the larger global context.

Therefore, the Social Studies curriculum framework ensures the integration of Gross National Happiness values in the curriculum through various teaching and learning approaches, and learning experiences.

4.3   Inclusiveness

Every child is a unique individual with personal potential and traits. Learning is a process by which learners grow and continuously develop physically, socially and emotionally. Learners start developing their own personal beliefs, concepts and skills about the environment and the world. Different schools of thought of learning espouse that learners learn efficiently with provision to engage in doing social sciences that help them correct their misconceptions about the world.

Underscoring the ideology that different individual has different style of learning and that engagement of learners in diverse learning experiences help them to develop cognitively and foster positive social values and skills, the Social Studies Curriculum Framework informs and mandates that the Social Studies textbooks and other teaching and learning materials be developed contextualised to learners' immediate social, cultural and natural environment. Ample opportunities of exploration and reasoning on social issues are critical in helping learners develop knowledge and skills of social sciences.

4.4   Community involvement

It is evident that the communities are the custodians of the local culture and environment, and possess wide knowledge about the local history, culture and tradition and environment that had been passed on through many generations. While taking into account the historical perspectives of the society, a focused study on the current social set up and government system helps learners develop comprehensive social and cultural

understanding and values, vital to uphold social harmony and build cooperation within the society and with the international world.

Communities also play a major role in local environmental conservation. Therefore, the study in social sciences needs to engage learners in experiencing social and cultural practices of diverse local communities. This also serves as the platform for learners to apply social knowledge and skills to a wider context and perspectives. Learners explore ways to contribute to their society to make a positive difference and participate in the governing of the society. They understand the importance of rights and duties starting from the smaller community such as family to the wider community.

4.5   Future-focused, dynamic and relevant

Learners start developing their own personal beliefs, concepts and skills about the environment and the world. Learning Social Studies enables learners to become responsible and patriotic citizens. Further, Social Studies is relevant to the learners' lives both current and future. The Social Studies curriculum also focuses to lay the fundamental foundations for embracing higher education and for their livelihood. Every learner shall receive the opportunity to cultivate sustained life-long learning habits.

4.6   Developmental appropriateness

Human development research indicates that there are universal, predictable sequences of growth and change occurring in children during the first nine months. Thus, each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. For any form of learning to take place, understanding the learners' level of cognitive, social, emotional and physical development is crucial.

Right after birth, a child makes attempts to interact with the environment by crying when uncomfortable, hungry or sick. As the child grows, he/she is able to process more complex ideas and makes sense of the world around him/her. This indicates that complex learning in the child progresses with the cognitive and physical developmental stages.

Children's play is a primary vehicle for an indicator of their mental growth. Play enables children to progress along the developmental sequence from the sensorimotor intelligence of infancy to preoperational thoughts and concrete operational thinking. With growth, the child develops the ability to process more complex information and the sense of self-identity. The child gradually develops the affinity for abstract and logical thinking, ability to articulate information and take one's own decisions.

Therefore, the Social Studies Curriculum Framework emphasises on the organization of the learning experiences in conformity to the globally accepted child developmental trends.

4.7   Social skills

Social skills refer to understanding people and knowing how to relate to others and the world around them. The social skills and strategies enable learners to apply knowledge proficiently in a variety of contexts to enhance learners' abilities to make decisions and to develop them into competent, knowledgeable, and self-directed citizens. Skills like communication skills, interpersonal relationship skills, creative thinking, critical thinking and team spirit are robustly used in the study of learners' immediate surroundings and beyond.

The application of the acquired knowledge facilitates the development of positive values and attitudes for the subject in learners and helps them become responsible and productive citizens.

4.8   Interdisciplinary nature

Social Studies is grounded on the concepts and principles of Anthropology, Archaeology, Economics, Geography, History, and Political Science, Religion, with appropriate content from the Humanities, Mathematics and Natural Sciences. This aspect helps learners to form the foundation of subject matters which are studied in higher grades; they learn these concepts in greater depth in different subjects such as Geography, History and Civics, Economics, Sciences, Mathematics and Environmental Science.

The subject is taught and studied in context to learners' immediate social, cultural and natural world. Its primary purpose being to help young people develop the ability to make informed and reasoned decisions for the public good and wellbeing as citizens of spiritually and culturally diverse, democratic society in the fast developing world.

Social Studies extends opportunities to learning history, civics and culture where religion, spiritual beliefs, national symbols, democracy, government system and other elements of culture and traditions are considered for learning with paramount importance.

For better understanding of economy and living, economic and non-economic activities, goods and services, transportation and communication are the concepts framed for learning Economics through Social Studies.

Learning about pollution and environmental conservation, and waste management are some features of science education inserted in learning Social Studies. This area instills the sense of belongingness and responsibility that resources management is the onus of every citizen.

Map reading skills, landforms, vegetation, rivers, forests and weather are associated with embracing Geography components through Social Studies. It helps learners explore the geographical location and attributes of our country.

Mathematical knowledge and ideas are incorporated in activities like survey, project, cost estimation and constructing models of landforms, weather instruments, etc.

Thus, the teaching and learning materials of the Social Studies curriculum are developed underpinning the fundamental concepts drawn from different subject areas and life skill themes.

4.9   Effective Pedagogy

Learning occurs most effectively when teachers and learners strive together for a common goal. They are motivated to assist one another. Providing assistance is the means of enhancing teaching and learning processes, wherein teachers create a conducive classroom environment in which learners are actively engaged and are supported to learn. Activities should also involve an approach that requires learners to think and be critical in a more inquiry led approach. Teachers need to work to build learners' beliefs in their own capacities for learning successfully and their understanding of the relationship between effort and success.

The effective pedagogy promotes the well-being of learners, teachers and the school community. It also improves learners' and teachers' confidence and contributes to their sense of purpose for being at school; thereby, building community confidence in the quality of teaching and learning. Therefore, the Social Studies curriculum framework ensures the incorporation of effective pedagogy in the curriculum, considering the 21st century transformative pedagogies, which are more inclusive and gender sensitive.

4.10   Integration of ICT

Information and communication technology (ICT) is indispensable for the development and comfort of people as means and ends in the 21st century education. It is used in classrooms for enriching the teaching and learning processes, thereby, making teaching more appealing to diverse learners. Over the time, ICT has been considered as the means to learning all subjects with greater impacts. As a tool, learners use it for data computation, data analysis, recording and communicating their understanding and opinion to the outside world.

To achieve the desired outcomes with the utilization of technology, the teaching of social studies courses must focus not only on making teachers competent at using the technology for lesson preparation but at the same time promote strategies that enable the integration of ICT in improving their teaching and learning strategies in Social Studies learning. Through consistent use of ICT for learning, learners inculcate affinity for ICT and develop their ICT capacity. Social Studies is no different from other subjects and hence mandates integration ICT in the subject as means of teaching and ends of learning.

SECTION 5
Curriculum Structure and organisation

5. Curriculum Structure and organisation

5.1 Strands

A strand is a broad theme consistent and progressive thread running through a course irrespective of its subject content. The strands are designed to help in planning the curriculum by focusing on what the learner is expected to achieve through the course, and how the learning experiences are organised to achieve the desired outcomes in coherence and progression. The strands are supported by chapters, topics, learning objectives in order to define the learning experiences for learners.

The Social Studies Framework for classes IV to VI comprises five strands (Themes) – My World (Strand 1), History, Civics and Culture (Strand 2), Human Wellbeing and the Environment (Strand 3), Living and Economy (Strand 4), and Process Strand (Strand 5). While the first four strands relate to content that provide conceptual understanding of the subject, the fifth strand is a process strand which embeds the development of essential social skills. Therefore, the fifth strand is not to be taught as a separate theme, rather practiced integrated through the delivery of content strands.

5.1.1 My World

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

This strand helps learners 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 competencies to be responsible citizens.

5.1.2 History, Civics and Culture

In Social Studies, History, Civics and Culture is about brief historical perspectives of our country, including various names our country has been associated with. This strand promotes the understanding of historical legends, and inculcates the sense of respect and pride to be a Bhutanese. It inspires learners to be a responsible social being with a sense of unique national and cultural identity.

This strand helps learners to develop the ability to apply Civic virtues in the school and community settings. Learners explore ways to contribute to their society to make a positive difference and participate in the governing of the society. They understand the importance of rights and duties starting from the smaller community such as family to the wider community.

5.1.3 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 among people influenced by their attitude to the virtue of respect, care and love for each other in a happy society. However, modernization in the world is resulting in various social concerns like suicides, alcoholism, substance abuse, domestic and gang *violence* that affect a wide spectrum of individuals within the 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 analyse various issues in the society through case study, field work, investigation and project work.

5.1.4 Living and Economy

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 such as 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. Human activities like 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. This strand engages learners in analysis of causes and consequences of people's choices of needs and wants in their everyday life.

5.1.5 Process Strand

The process strand, though not intended to be taught as a separate content topic, is crucial in articulation of content strands to unify the conceptual knowledge and ideas of social sciences and foster the development of social skills. The three elements of process strand- Inquiry (information collection), value exploration and social decision making, embed all the essential skills relevant to the study of Social Studies.

The three processes are entwined across the content strands vertically through the grades. The process strand mandates that learners engage in collecting and analysing information about people, groups, communities, and societies by using questions or hypotheses. Learners examine the information and clarify their own values and those of others in relation to issues in society by closely reflecting about the nature of social justice, the welfare of others, acceptance of cultural diversity, and respect for the environment. The social decision making process stimulates learners to apply their knowledge and skills of social sciences in guiding them to propose actions towards addressing a wide range of issues and problems in the society. Learners select strategies on the basis of criteria formulated, and continuously reflect on their ideas and evaluate their thinking and their actions.

5.2 Key Stages

A key stage consists of two or more grades with a cohort of children, generally, who are mentally, socially and physically at the similar developmental stages. This arrangement facilitates the organization of learning experiences based on the Bruner's idea of spiral curriculum, wherein learning content progresses from concrete to abstraction, simple to complex, local to regional and global. Each key stage describes the desired competencies learners are expected to master at the end of the stage. Social Studies education is offered at key stage II (Classes IV-VI) only.

5.3 Key Stage Competency-based Standards

Competency based standards in Social Studies emphasise on what learners are expected to know, be able to do and apply it in solving the social problems in diverse situations.

Strand I- My World

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

ii. Design models of landforms to explain their shape and structure.

iii. Apply the understanding of climatic conditions and their effects to make immediate responses to the situations.

iv. Explore the benefits of forest to promote healthy and sustainable living.

v. Analyse the sources and importance of water to understand ways of conserving water.

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

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

viii. Examine the movements of the earth to understand its types and impact on life.

ix. Compare the planets in the solar system to explain its components and effects on the planets.

Strand II-History, Civics and Culture

i. Examine the need for culture, tradition, national symbols, events and holidays to appreciate them as the national identity and sovereignty.

ii. Explain local government to understand the importance of its role in the development of the community.

iii. Analyse various religious convictions, and understand how it impacts ways of living in Bhutan.

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

Strand III-Human Wellbeing and the Environment

i. Analyze impacts of pollution, pros and cons of hydropower and urbanization to understand balance development and environmental conservation by adopting sustainable practices.

ii. Investigate social issues in the community to understand its causes to find better means for safe living.

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

Strand IV-Economy and Living

i. Explore different economic activities to generate income that contributes towards sustainable development.

ii. Examine the importance of non-economic activities in promoting harmonious living.

iii. Explain the importance of transport and communication in promoting socio-economic wellbeing of the community.

iv. Analyse the importance of earning, spending and saving money for sustainable consumption of goods and services.

Strand V-Process

   i.   Use 4Cs (critical thinking, creativity, collaboration and communication skills) in productive learning of Social Studies.

  ii.   Analyse informational data to make informed decisions and solve problems in the society.

5.4 Class-wise Competencies

Competency refers to the learners' ability to solve complex situations by using knowledge, skills and values in a particular context. The following are the class-wise competencies under each strand.

Class IV Competencies:

Strand I: My World

- Analyse the roles of each family member at home and in the society for happy living.
- Explore different landforms used for human activities and their symbols to make geographical representations.
- Analyse the effects of weather on human activities and the use of weather instruments to make informed decisions.
- Examine the benefits of forests to encourage conservation in the locality.

Strand II: History, Civics and Culture

- Examine the historical significance of different names of Bhutan.
- Examine the influences of spiritual leaders to understand the importance of spiritual practices for the promotion of community wellbeing.
- Investigate the roles and responsibilities of local leaders to understand their contributions to the community.

Strand III: Human wellbeing and the Environment

- Investigate social problems and suggest possible solutions for the wellbeing of the community.
- Explore the different types of pollution to identify effective ways to reduce the environmental impacts.
- Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters.

Strand IV: Economy and Living

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

Class V Competencies:

Strand I: My World

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

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

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

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

Strand II: History, Civics and Culture

- Describe the life history of Zhabdrung Ngawang Namgyal and his contributions towards promoting culture and unity.
- Recognise and value the importance of national symbols, events and holidays to foster a sense of Bhutanese identity.
- Discuss the importance of places of worship to develop love and compassion.
- Examine the roles and responsibilities of local government and dzongkhag administration to understand their effort for the development of the community.

Strand III: Human wellbeing and the Environment

- Analyse the factors influencing individual, family and community wellbeing to make informed decisions in lives.
- Exhibit habits of environmental conservation to promote sustainable living.
- Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters at home and in the community.

Strand IV: Economy and Living

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

Class VI Competencies:

Strand I: My World

- Explain the Earth's motions and the interactions between its spheres that sustain life.
- Apply the understanding of our country's climatic conditions and their effects to make immediate responses to the situations.
- Analyse the factors affecting population change and distribution to describe the impacts on the environment.

Strand II: History, Civics and Culture

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

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

Strand III: Human Wellbeing and the Environment

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

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

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

Stand IV: Economy and Living

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

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

5.5 Learning Objectives

The Learning Objectives serve as indicators of achievement at each class level in reference to the Competencies and the Standards. The Learning Objectives encompass knowledge, skills and values for each class level. Teachers should identify additional concepts/topics and essential skills that best fits the teaching and learning activities.

Class IV

Learning Objectives	Core Concepts/Topics	Essential Skills
1. Differentiate between a house and a home. 2. Explain the importance of home for people. 3. Suggest ways to take care of a home for safe and healthy living. 4. Explain a family. 5. Construct a family tree to explain the family relationship. 6. Explain the roles of family members to support learners' decision-making. 7. Explain a village. 8. Explain the factors that make a village safe for living.	**Our Home** 1.1 My home 1.2 Importance of home 1.3 My family 1.4 Role of a family 1.5 My village	Critical thinking, problem solving skills
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	**Landforms** 2.1 Landforms 2.2 Types of Landforms 2.3 Landforms and symbols	Creative thinking

local people. 5. Represent different landforms using symbols.		
1. Explain weather. 2. Describe the types of weather that impact life and human activities. 3. Design models of weather instruments. 4. Use weather instruments to read the weather conditions to make informed decisions for human activities. 5. Explore traditional ways to predict weather conditions.	**Weather** 3.1 Weather 3.2 Weather instruments 3.3 Use of weather Instrument 3.4 Traditional knowledge on weather.	Decision making, innovative thinking
1. Explain the forest. 2. Explain types of forest in Bhutan. 3. Discuss the importance of forests in Bhutan. 4. Suggest ways to conserve forest.	**Forest** 4.1 Forest 4.2 Types of forest 4.3 Importance of forest	Problem solving skills
1. Explain the concept of history. 2. Give reasons for different names given to Bhutan in the past.	**Our Country** 5.1 Our country 5.2 Different names given to our country.	Analyse the reasons for different names given to Bhutan.
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. 6. Describe Guru Rinpoche's visit to Bhutan.	**Lord Buddha and Guru Rinpoche** 6.1 Lord Buddha 6.2 Teaching of Lord Buddha 6.3 Guru Rinpoche 6.4 Teaching of Guru Rin	Critically think how teachings have changed the life of the people.
1. Explain the composition of local government. 2. Discuss the objectives of local government. 3. Explain the formation of *Gewog Tshogde* and its importance. 4. Discuss the roles and responsibilities of *Gup, Mangmi,* and *Tshogpa.* 5. Analyse the contributions made by local leaders to the communities.	**Local Government** 7.1 Local Government 7.2 *Gewog Tshogde*	Discuss how the local government is formed with roles and responsibilities.
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. 4. Explain the importance of health and hygiene. 5. Recommend measures to maintain personal health and hygiene for personal safety.	**People and Social Well- being** 8.1 Social Well-being 8.2 Health and Hygiene	Analytical skills and problem solving skills to keep oneself safe and healthy.
1. Describe the term environment and its importance. 2. Explain pollution and its impacts. 3. Segregate different types of waste for proper disposal. 4. Identify human activities that cause environmental pollution. 5. Discuss the importance of environmental conservation. 6. Suggest various conservation measures.	**People and the Environment** 9.1 The Environment 9.2 Pollution and its types 9.3 Waste and its types 9.4 Human activities 9.5 Conservation of environment	Analytical skills and problem solving skills
1. Explain hazards and disasters that affect lives. 2. Identify types of hazards and disasters. 3. Describe causes and consequences of fire, earthquake and road accidents. 4. Discuss the measures to manage the effect of fire,	**Hazard and Disaster** 10.1 Hazard and Disaster 10.2 Types of hazards and disaster	Prepare to safeguard oneself and find solutions to protect

	earthquake and road accidents.		
1.	Explain the concept of Earning.	**Earning a Living**	Identify jobs according to
2.	Differentiate between needs and wants with examples.	11.1 Earning	skills and requirements.
3.	Identify types of work to choose jobs that match the skill.	11.2 Needs and Wants 11.3 Types of work	
4.	Differentiate skilled from unskilled workers.		

Class V

Learning Objectives	Core Concepts/Topics	Essential Skills
1. Discuss the formation of the Earth. 2. Explain the shape of the Earth. 3. Identify lines of latitudes and longitudes and their importance. 4. Locate continents and oceans on the outline map of the world.	**The Earth** 1.1 The Earth 1.2 Latitude and longitude 1.3 Continents and oceans	Analyse the shape and its movement
1. Locate Bhutan on the outline map of Asia. 2. Locate 20 *Dzongkhags* on the outline map of Bhutan. 3. Explain the physical zones of Bhutan. 4. Draw an outline map of *Bhutan to* locate physical zones of Bhutan. 5. Locate neighbouring countries of Bhutan on the outline map of South Asia. 6. Discuss the importance of neighbouring countries.	**Our Country** 2.1 Location of Bhutan 2.2 Physical Zones of Bhutan 2.3 Neighbouring countries of Bhutan	Detail out the location and zones of Bhutan that affects the people' lives
1. Explain the river and its parts. 2. Identify the sources of rivers. 3. Describe the features of the river at various stages. 4. Describe five major rivers of Bhutan. 5. Locate the five important rivers on the outline map of Bhutan. 6. Discuss the benefits of rivers in the development of the country. 7. Suggest ways to conserve and minimise river pollution.	**Rivers** 3.1 Rivers 3.2 stages of Rivers 3.3 Major rivers of Bhutan 3.4 Importance of Rivers	Investigate the river systems and their benefits.
1. Discuss the concept of community forests and its benefits. 2. Suggest ways to protect community forests. 3. Identify the protected areas of Bhutan. 4. Discuss the benefits of protected areas. 5. Analyse the traditional ways of protecting forests.	**Forests** 4.1 Community Forests 4.2 Importance of forests 4.3 Protected Areas 4.4 Traditional Beliefs	Survey to preserve and conserve the forests

1. Narrate the life history of Zhadrung Ngawang Namgyal. 2. Compare and contrast the status of Bhutan before and after Zhabdrung's arrival. 3. Discuss significant contributions of Zhabdrung Ngawang Namgyal*.*	**Zhabdrung Ngawang Namgyal** 5.1 Zhabdrung Ngawang Namgyal and his Contributions.	Examine how people's lives have been changed.
1. Explain the importance of National Symbols. 2. Suggest ways to preserve and promote National Symbols. 3. Discuss the values of important events and holidays.	**National Symbols** 6.1 National Symbols 6.2 Holidays	Justify the importance of national symbols and events.
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.	**Sacred places of worship** 7.1 Lhakhangs 7.2 Monasteries	Develop love and compassion
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.* 4. Discuss roles and responsibilities of different sectors in the *dzongkhag* administration. 5. Explain *Thromde Tshogde* and its functions. 6. Discuss role and responsibilities of *thromde* members. 7. Draw the *kabneys* of local government members with the correct features.	**Local Government** 8.1 *Dzongkhag Tshogdu* 8.2 *Dzongkhag* Administration *8.3 Thromde Tshogde*	Understand the functioning of the local government**.**
1. Identify forms of child abuse. 2. Identify good and bad touches to raise awareness on gender. 3. Share experiences about physical development during puberty. 4. Differentiate between sex and gender. 5. Explain the causes and consequences of child forced marriage and teenage pregnancy. 6. Discuss ways to prevent child forced marriage and teenage pregnancy. 7. Explain substance abuse. 8. Discuss causes and suggest ways to mitigate substance abuse.	**People and the Society** 9.1 Child Abuse 9.2 Puberty 9.3 Teenage pregnancy/child forced marriage 9.4 Substance Abuse	Identify social problems to solve and mitigate them

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. 5. Discuss ways to conserve the environment to improve the conditions of living beings.	**People and the Environment** 10.1 Human Activities 10.2 Impacts of pollution. 10.3 Waste Management 10.4 Conservation of the Environment	Make informed decision making.
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. 6. Explain a flood. 7. Assess potential damages caused by the flood. 8. Discuss measures to manage the effects of flood. 9. Explain a landslide. 10. Assess potential damages caused by the landslide. 11. Discuss measures to manage the effects of landslides.	**Hazard and Disaster** 11.1 Windstorm 11.2 Flood 11.3 Landslide	Manage the impacts of hazards and disasters.
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. 4. Explain the concept of money and its uses. 5. Explain saving and ways to save money. 6. Discuss the importance of earning, spending and saving money. 7. Identify banking institutions. 8. Explain the purposes of banks. 9. Evaluate the benefits of banking in an economy. 10. Explain the emerging currency and ways of transaction. 11. Prepare monthly family budget (estimation).	**Money and Banks** 12.1 Goods and services 12.2 Money 12.3 Saving Money 12.4 Banks	Analyse importance of life

Class VI

Learning Objectives	Core Concepts/Topics)	Essential Skills
1. Define Solar System. 2. Draw the Solar System locating planets in accordance to the distance from the sun. 3. Explain the Earth. 4. Examine the unique characteristics of planet Earth which support life. 5. Explain the spheres of the Earth and their interaction to support life. 6. Illustrate the spheres of the Earth. 7. Differentiate between rotation and revolution. 8. Explain the motions of the Earth and its impacts on human lives.	**The Earth** 1.1 The Solar System 1.2 The Earth 1.3 The Spheres of the Earth 1.4 Motions of the Earth	Explore what exists around the Earth that favour life on the Earth.
1. Differentiate between weather and climate with examples. 2. Discuss factors affecting the climate of Bhutan. 3. Explain climatic zones of Bhutan. 4. Locate the climatic zones of Bhutan in the outline map. 5. Describe the influence of climate on people's way of living.	**Our Country's Climate** 2.1 Climate 2.2 Factors affecting climate 2.3 Climatic zones of Bhutan 2.4 Climate and the people	Explore climatic conditions that lead to different lifestyles in Bhutan.
1. Define population. 2. Explain factors affecting population change. 3. Analyse the factors that contribute to uneven population distribution. 4. Analyse the impact of population on the environment. 5. Explain ways to reduce human impacts on the environment.	**Population** 3.1 Population 3.2 Factors affecting Population Change 3.3 Population Distribution 3.4 Impacts of Population on the Environment	Explain the impacts of population change
1. Explain culture and tradition. 2. Distinguish between tangible and intangible culture with examples. 3. Describe important aspects of Bhutanese culture. 4. Justify the importance of preserving and promoting culture and tradition. 5. Investigate the local activities which attempt to preserve and promote our culture and tradition. 6. Explain the significance of spiritual values of the sacred places, *lhakhangs* and monasteries.	**Culture and Tradition** 4.1 Culture and Tradition 4.2 Preservation and Promotion of culture and Tradition 4.3 Sacred places of worship.	Examine the importance of preserving and promoting culture and tradition.
1. Explain the government and its roles. 2. Identify the *kabneys* and *rachus* worn by His Majesty the King, Ministers, Secretaries, Commissioners and Members of Parliament. 3. Describe the branches of government. 4. Interpret the selected fundamental rights. 5. Apply the fundamental rights in daily lives.	**Government** 5.1 The Government 5.2 Branches of Government 5.3 Democracy and its Principles	Discuss how government is formed and identify the ranks**.**
1. Explain corruption, domestic violence, suicide, cyber bullying, child trafficking, and abortion. 2. Investigate the causes and consequences of the social problems in the community. 3. Provide possible solutions to minimise the social problems.	**People and the Society** 6.1 Social Problems (Corruption Domestic Violence, suicide, Cyber bullying, Child-trafficking, abortion)	Suggest ways to solve the social problems for security and sovereignty.
1. Discuss advantages and disadvantages of hydropower. 2. Explain preventive measures to minimise the	**People and the Environment** 7.1 Hydropower	Discuss hydropower as a main source of income and

impacts of hydropower on the environment.	7.2 Urbanisation 7.3 Climate change	people's lifestyles as a result of power
3. Explain the pros and cons of the lifestyle in both urban and rural settings. 4. Discuss measures to reduce rural-urban migration. 5. Define climate change. 6. Explain the causes of climate change and its effects on humans. 7. Suggest ways to reduce the impact of human activities on climate change.		
1. Differentiate between hazard and disaster with examples. 2. Discuss the causes and consequences of lightning and glacier lake outburst flood. 3. Discuss the measures to manage the impacts of lightning and glacier lake outburst flood.	**Hazard and Disaster** 8.1 Lightning 8.2 Glacier Lake Outburst Flood	Examine how to keep oneself safe during hazards and disasters.
1. Describe different modes of transport. 2. Compare and contrast the past and modern modes of transportation. 3. Categorise electronic and non-electronic means of communication 4. Compare and contrast the past and modern means of communication	**Transportation and Communication** 9.1 Transportation 9.2 Communication	Discuss the modes of transportation and communication which led to trade and generation of income.
1. Identify types of income. 2. Explore sources of income for economic activities in the community. 3. Classify economic activities into primary, secondary and tertiary. 4. Explain the importance of non-economic activities. 5. Explain export and import trade. 6. Discuss the benefits of trading.	**Income** 10.1 Sources of Income 10.2 Economic Activities 10.3 Non-Economic Activities 10.4 Trade	Discuss the significance of economic and non-economic activities. Explain the importance of trade.

SECTION 6

TEACHING AND LEARNING APPROACHES

6.   Teaching and learning approaches

Teaching and learning approaches in Social Studies refer to pedagogies to accelerate the effective learning and the development of competencies in learners. In its broadest sense, to build interdisciplinary and cross-curricular skills, concepts, knowledge and values within and across the disciplines; and promote creative and critical thinking skills, collaboration and cooperation for active engagement of the learners in the learning processes.

Following are the recommended effective teaching and learning processes stated in NSCF (2020):

6.1   Competency-based learning

Competency-based learning is an approach to learning that places focus on the learner's demonstration of desired learning outcomes as central to the learning process. Through competency-based learning, the learner moves to the next level or area of learning as he or she successfully demonstrates the mastery of the competencies set for that particular learning; meaning the learner has to achieve the learning outcomes by any means.

Social Studies being a blend of various disciplines, strives to make learners to be competent holistically exhibiting all indispensable skills as a result of learning experiences. Social Studies performance tasks entail imparting concepts, skills and values contributing to imperative behavioural changes in terms of critical thinking, creativity, collaboration and communication through rich hands-on learning experiences presented systematically. So, teachers teaching this subject must rely on the fulfilment of the competencies given in the framework. Learners know what, why, how and where to apply their learning experiences based on newer world situations. Generally, the learners acquire crucial skills to provide possible solutions to solve social problems.

6.2   Place-based education

Place-Based Education (PBE) is an approach that connects learning and communities to increase learner engagement, academic outcomes, and community impact. PBE emphasises on "hands-on, real-world learning experiences" and gives learners opportunities to connect to the culture, ecology, and economy of local places. The PBE concept is explained through ten principles – community as classroom, interdisciplinary learning, design thinking, connections, enquiry-based learning, real-world challenges, partnerships, learner-centered, content rich, and local to global. In the Bhutanese context, a place can relate to the ecology, economy, culture, and governance system of a place.

PBE as a learning approach is very much relevant for Social Studies. Social Studies involves learners in multi-dimensional activities consisting of visiting places, interviewing people, carrying out project work, designing models using local materials, surveying in the locality, conducting simple research for studying real world problems to suggest possible solutions. It can be organized in a natural setting inside or outside of a classroom. Wherever feasible, learning is contextualized based on the natural setting or local environment to facilitate realistic learning experiences which have lifelong effects.

6.3   Reflective practices (Where am I going? How do I get there?)

Reflective practice is a cyclic repetitive process which is crucial for improving the effectiveness of teaching and enhancing the delivery of quality learning experiences. Reflective practice is like researching the effectiveness of one's own teaching styles. A teacher who engages in reflective teaching teaches a lesson, assesses the efficacy of the lesson taught through post self-reflection, peer observation, and learner's feedback (class

participation, reaction, performance, etc.) to venture into new ways of teaching to improve quality learning. The teachers think critically about their teaching and consider looking at evidence of effective teaching.

So, reflective practice paves ways for professional growth since it acts as an important tool in practice-based professional learning settings where professionals purposefully learn from the reflections of their own professional experiences. It paves clear-cut ways for professional development and improvement. This practice in long run makes the teacher professionally sound and it boosts self-confidence in teaching learners to attain achievements as expected

6.4   Blended learning

Blended learning is a contemporary approach of learning in which integration of conventional face-to-face learning with online and offline e-learning involves modern education friendly technologies. The features of blended learning are face-to-face lessons alongside web-based lessons, webinars, video lessons, simulations, mobile learning which are either online or offline. Integration of ICT into learning is an aspect of blended learning which motivates learner's engagement in social studies enhancing their productive learning of the subject. With the use of ICT, learners access teaching-learning materials such as audio-visual materials, fact-sheets and figures, social studies-oriented writings and other important information making learners independent and lifelong learners. Blended learning improves learners' problem-solving, communication, decision-making and basic research skills.

Teachers assume the role of a facilitator providing adequate opportunities for the learners to access and explore multiple online and offline stored informational resources. Online learning platforms like Google Classrooms can be created by the teachers for facilitating online learning sessions. Blogs, Wikis, and other social media discussion forums and platforms can also be used for productive learning purposes as per the demand and requirement of the learning experiences.

6.5   Differentiated and inclusive instruction

Differentiated instruction is a teaching-learning approach which attempts to cater to the diverse learning needs of the learners where every learner is treated as an individual with specific learning needs. The learners are journeying towards achieving the same outcome. Individual differences in learning styles can be addressed with this approach since every learner is included in the instructional strategies. Differentiated instructional approach is seen as a combination of multiple instructional strategies. This presents a fair and just learning experience to all the learners in the class to meet their learning goals.

Appropriate adaptation and modification of content, modification of delivery mode and style, and alternate assessment may be put into practice during the teaching and learning process.

In order to do this, teachers consider mainly three points about learning, among others.

- It should be linked to the learners' background and to their prior experiences, interests, potential and capacities,
- Learning becomes meaningful when it is aligned with learners' ability (e.g., learning that is oriented towards developing general capabilities and solving the practical problems of everyday life) and
- Learning is enhanced by the active involvement of the learners in the selection and organization of learning experiences and making them aware of their importance and also enabling them to assess their own learning outcomes.

6.6   21st Century pedagogy

In the 21st century, everything changes globally at a greater pace. To survive in the present society, 21st century pedagogy geared towards equipping learners to cope with the newer trends of lifestyles in an ever-changing world is germane. The needs and demands of the learners today have significantly altered with

changing time and lifestyle, compared to the past generations to be competent and worthy value laden individuals in the society.

The 21st century pedagogy empowers learners with innovative experiences in developing solutions for problems using interdisciplinary approaches in the context of real world situations through collaboration, communication, critical thinking, and creativity. Learning experiences should focus on project-based learning where learners apply the skills to synthesise informational data to make inferences and hypothetical statements about pertinent and prevalent issues and problems.

It accelerates building Information fluency, media fluency, and technological fluency with the stress on incorporating suitable technologies including enabling digital technologies in addressing the real world problems and to make the world sustainable and safe living environment. Concerted efforts through collaboration and effective communication play a vital role for achieving the competencies. With this, the learners develop higher order thinking skills which are necessary softer assets in the current world.

Teachers provide clear transparent learning outcomes with relevant performance tasks, and monitor and guide the learners with timely appropriate feedback. The learners should also be encouraged for self and peer assessment to improve their learning. The 21st pedagogy also helps teachers to do self- review and peer review for professional development.

6.7 Individualised learning, learner-centred and lifelong learning

Individualized Education Plan (IEP) is basically an important tool that is inevitable for facilitating a learner-centered learning. Individualized learning takes place where a learning plan is drawn for a particular learner. It is planned through the learner's perspective considering his or her ability, interest and scope of learning. This is applicable to all sorts of learners.

Although the curriculum proposes disseminating conceptual knowledge, skills and competencies, the roles of teachers and learners also need to be redefined; learners must take the lead role in learning opposed to that of conventional methods of teaching learning. Teachers assume the role of facilitators helping the learners take their learning forward as independent learners. One technique a teacher can deploy is to make learners learn how to learn. Teachers observe, while learners do, and interfere in learning when absolutely necessary only.

It is important to maintain the environment safe for learning with learning support readily available, any time. The success of learning through achievement of competencies might depend on the learning desire of learners while the teachers serve as a source of learning inspiration. This benefits learners to take ownership of their learning and it has a rational impact on the learners to become lifelong learners.

6.8 Specific teaching-learning approaches

Following are the Social Studies specific teaching-learning approaches:

6.8.1 Social inquiry

Social inquiry or discovery method encourages divergent thinking, allowing learners to gather information by themselves through asking questions to examine social issues logically. This involves the identification of a problem, analysis of the informational data to arrive at a possible solution and using the solution to make generalisations. It takes care of higher orders of thinking.

6.8.2 Project method

Project method helps learners learn by actively engaging in real-world and personally meaningful projects. A project can be carried out individually or in groups to produce an end-product. Project method involves doing concrete things and it is self-motivated. Social Studies projects could cover a wide range of activities like writing a group story, interpreting and making maps, building up an album for an event, etc. The role of the teacher should be a guide to inspire the learners. e to complete.

Project method supports deep content knowledge as well as develops critical thinking, collaboration, creativity, and communication skills.

6.8.3 Demonstrations

Demonstration method is practical ways of teaching and learning. In this method a teacher or learner performs an activity with a step-by-step process using visuals such as models, flip charts, posters, PowerPoint, etc. This is vital to help learners establish a conceptual understanding when the learners are not able to establish relationships between theories and applications.

6.8.4 Field trips

A field trip is a visit to an area outside of the normal classroom where children can try new things, have different experiences, and learn valuable life lessons. Learners secure first-hand information of the real world outside the classroom through observations and investigations. Field trips could be organized within the school premises where learners examine and observe phenomena and events in and around learners. For instance, examining and observing different soils. Learning experiences from the field trips are rich and everlasting in memories since they are directly connected to real-life situations. Proper field trip preparation protocols should be followed mandatorily if field trips are to be organized out of the school campus.

6.8.5 Discussion method

Discussion method offers interaction one-to-one or among the learners in a group with occasional intervention by the teacher. Collaborative exchange of ideas and thoughts related to subject matter is initiated for understanding the matter for solving problems through learning to appreciate views for a collective decision. Learners are more active than the teacher when this method is used. There is a risk of discussion being dominated by one or two in the group, which necessitates intervention from teachers. Discussion methods boost reflective thinking, sense of respect and collaboration in learning.

6.8.6 Using model and objects

Models facilitate learners to visualise complex information about the physical world and places, and identify patterns and trends. To explain these patterns, learners create models that seek to explain the phenomenon being observed.

SECTION 7
Assessment and Reporting

7.   Assessment and Reporting

In Social Studies, **assessment** refers to the vigorous and intensive process of gathering, recording and interpreting learning progress of individual learners to ascertain the learning needs of the individual learners for redesigning the teaching and learning styles to enhance learning. It informs the missing link between the learning outcome, competency and content delivery creating room for teachers to improve their delivery methods.

In general assessment in social studies entails the following:

i.   Assessing the performance of learners based on cognitive, affective, and psychomotor domains using appropriate tools.
ii. Using various authentic assessment techniques such as project work, field trip, group discussion, Observation; and tools such as rubrics, checklists, anecdotal records, observation form, and any other relevant techniques and tools as deemed appropriate.
iii. Gathering, recording and interpreting factual assessment data in a fair and valid manner for reporting.
iv. Using assessment data for changing teaching strategies and content, giving meaningful feedback to learners and communicating to parents/guardians to facilitate and maintain learning progression.
v.   Using alternative assessment strategies in place of formal examinations.

7.1   Purpose of Assessment

The primary purposes of assessment are to enhance the learner's learning and teacher's quality of teaching through a certain form of measurement and evaluation. Basically, it serves for three purposes:

i.   For Learners: It diagnoses the learning weaknesses and strengths of the learners enabling the teacher to provide timely feedback for improving the learner's learning achievement. It is a key to boost a learner's enthusiasm in learning.
ii. For Teachers: It informs the teacher about the quality of his or her teaching making him or her realise if the teaching-learning process has fulfilled the learning objectives. This helps a teacher to redesign and improve his or her teaching and instructional strategies, and to monitor learning processes.
iii. For Reporting: Most importantly, assessment serves as evidence of the learner's learning to be reported to various stakeholders. Certification and grading of learners are reported as the evidence of what has been achieved by the individual learner.

7.2   Principles of Assessment

i.   Reliability

Reliability refers to the extent to which assessments are consistent. An assessment is reliable when assessors using the same criteria and marking scheme arrive at the same judgment about a given piece of work.

ii. Validity

Validity refers to credibility of an assessment. It ensures that assessment tasks and associated criteria effectively measure learners' attainment of the intended learning outcomes at an appropriate level.

iii. Relevancy

Relevancy is the appropriateness of assessment in relation to the content of curriculum. Assessment tasks should reflect the nature of the subject and ensure that learners develop a range of skills and capabilities.

iv. Transparency

Transparency refers to how clear the assessment expectations are for learners and stakeholders. Assessment should be clear, accurate, and fair. Timely information on assessment tasks and procedures should be made available to them.

v. Inclusive

It is an approach to an assessment to promote diverse learning needs without compromising the academic standards. Inclusive and equitable assessment should ensure that assessment tasks and procedures do not disadvantage any group or individual learner.

7.3   Types of Assessment

Generally, there are three types of educational assessment: Assessment for learning or formative assessment, Assessment of learning or summative assessment, and Assessment as learning or self-assessment in learning.

i.   Assessment *for* Learning (AFL)

Assessment for learning (AFL) is a Continuous **Assessment** that takes place during the teaching and learning process for instant feedback for improving a learner's learning performance. It happens more than once, rather than at the end. It acts as a vital tool for monitoring learner's progress and for identifying learners at risk. It presents clues for teachers to adjust their instructional strategies to improve the learner's learning. This motivates learners to become more engaged in the learning process and help them develop confidence in what they are expected to learn and to what standard.

The AFL is flexible in nature, in the sense that it can be adapted to suit the age and the ability of the learners involved in the assessment. It minimizes the gap between the learner's learning need and the outcome statement because learners realize where they are now, where they are supposed to go and how to get there. It has a long-term impact to be a lifelong learner

This continuous formative assessment aspect contributes towards the course end overall-grading of the learner.

ii.   Assessment *of* Learning

Assessment of learning or **Summative Assessment** is usually administered at the end of an assessment task or a unit or work or grading period to evaluate the learning performance of the learner by comparing his or her achievement against rest of the batch. The description of intended learning must be clearly stated for the learners. This summative assessment provides evidence of achievement to parents, teachers, administrators, learners themselves and other relevant stakeholders for reporting purposes. So, the outcome of this assessment results in statements or symbols on the performances of learners.

iii. **Assessment *as* Learning**

Assessment as learning happens when the learners take responsibility to reflect on their work on a regular basis, usually through self and peer assessment and decide about what next with their teachers. It creates opportunities for the learners to take ownership of their learning and monitor their future learning directions. Through this process learners are able to learn about themselves as learners and become aware of how they learn.

The role of the teacher is paramount here. Teachers should help learners set their own learning goals, develop clear criteria of good practices, and monitor them. Teachers can facilitate challenging opportunities with the conditions where learners feel safe and support is readily available. This elevates the level of confidence in learners and contributes towards improvement in their learning.

7.4 Assessment Techniques and Tools

There are various techniques and tools used in educational assessment. The following are suggestive ones for social studies assessment:

i. **Concept Maps**
A concept map is a diagram with hierarchical general concepts connected together in a directional manner to build a specific concept in its entirety.

ii. **Peer Reviews**
Peer review takes place when the learners review each other's written work and oral presentations.

iii. **Portfolios**
Portfolios are generally individualized reflective documentation of learner's efforts of their achievement in learning the course.

iv. **Rubrics**
A rubric clearly enumerates achievement criteria across all the components of any kind of learner's work, from written to oral to visual presentation. It can be used for overall grading as well.

v. **Anecdotal Records**
Anecdotal records are brief notes of direct observations that the teachers make to gather information about their strengths and weaknesses in terms of learning behaviours. This helps teachers to adjust their instructions.

vi. **Checklists**
A list of criteria that need to be fulfilled during a course of an assessment task.

vii. **Project works**
An extended time bound activity of learner's interest, related to the subject study matter approved by the teacher. It helps learners to synthesise simple research based informational data.

viii. **Field Trips**
Making visits outside of the regular classroom for fetching first-hand information through observation, discussion and interviews, etc.

ix. **Debates**
Debate is defending the motion or arguing against the motion on the selected topic of subject matter.

x.   Observations

Study the behaviour and skills of learners to gather information about learner's performance, and identify learning gaps towards improving their learning.

xi.   Exams

This is a summative method of collecting information about the learners' learning outcomes. This is generally based on test items administered through paper pencil mode.

7.5   Assessment Reporting

The reporting of the learner's progress and achievement should be planned periodically. The purpose of reporting is to provide evidence of achievement to parents, teachers, administrators, learners themselves and other relevant stakeholders. Recording and reporting system is subject to policy changes from time to time.

Teachers must ensure that the learners are graded based on the achievements which are inconsistencies with the competencies reflected in the curriculum framework. The grading is derived as a result of the cumulation of Continuous Assessment (70%) and Summative Assessment (30%) as per the Guidelines *(refer Annexure 1)*.

The reporting for Social Studies (Key Stage II) is based on the scores in accordance with the progress report format.

SECTION 8
ENABLING CONDITIONS

8.   Enabling conditions

Though not perceived as important, based on the assumption that any curriculum is worth the way how the lesson is delivered, a brief description of enabling conditions or prerequisites is imperative. The enabling conditions may be assumed as a set of necessary facilities and management needed for effective transaction of teaching and learning in social sciences.

The following are a few examples of conditions necessary for the effective delivery of lessons in Social Studies.

8.1   Teaching and learning materials

There should be a range of materials available so that all learners have access to information and ideas that enable them to meet the learning objectives. Teaching and learning materials provide opportunities for teachers to reinforce, challenge learners, and expand the learners' existing knowledge and skills. The materials facilitate challenging learners with a range of viewpoints and perspectives. Some examples of teaching and learning resources:

- Computers and internet
- Scientific equipment
- Geography equipment
- Chart paper and colour pens
- Reference books and charts

8.2   Support of school management

Social Studies is based on active engagement of learners through field trips, investigation of dynamics in the society, use of both primary and secondary sources of information, critical analysis of data and information, sharing and communicating their findings, etc. This calls for support and considerations from the school administration and management in providing necessary resources and making logistic arrangements, including time and technical support from other teachers and support staff in the school.

8.3   Professional capacity of teachers

Teachers are central to the teaching and learning process in classrooms. Besides the physical facilities, effective teaching and learning is dependent on the professional capacity of teachers.

Therefore, a Social Studies teacher shall:

- possess sound knowledge of Social Studies
- endeavour to update knowledge and skills of teaching;
- be innovative in designing and adopting effective teaching strategies and plan appropriate interventions for needy learners;
- demonstrate empathy for all learners, irrespective of individual differences amongst the learners.
- provide stimulating learning experiences for learners to facilitate them to engage in   exploration and construction of social knowledge as personal endeavour.
- use evidence based assessment for helping learners learn and perform towards achieving the intended learning objectives.

8.4   Community engagement and support

The Social Studies curriculum is contextualised to the learner's immediate environment, consisting of social, spiritual, cultural and physical world. The curriculum also believes that community is the source of knowledge, particularly for young learners. Doing social studies entails engaging learners to investigate the events and dynamics of society. Therefore, the Social Studies teacher engages in building healthy relations with the community by which the community renders support and facilitation in the effective teaching and learning of Social Studies.

8.5 Lesson planning

In planning the Social Studies lesson, the teacher needs to be mindful and accord important considerations for programmes, which may include:

- using a variety of teaching approaches;

- using a comparative approach;

- linking Social Studies with other curricular areas;

- establishing clear assessment criteria;

- using a variety of resources;

- meeting the needs of all learners and utilising their prior experiences;

- choosing a range of assessment methods.

It is envisaged that Social Studies is taught through rigorous engagement of learners in numerous local events and activities, including local festivals, economic activities, religious activities, and developmental activities.

SECTION 9
CROSS-CURRICULAR LINKAGES

Cross-curricular Linkages

Social Studies by nature is an interdisciplinary subject. It encompasses study of various subjects such as Geography, History, Economics, English, Sciences, Mathematics, Commerce, Accountancy and other Humanities. It is the foundation for learning other subjects at the higher classes.

The learners have ample opportunities to learn through integrated disciplinary approaches to imbibe knowledge, skills and values stemming from multi-subject facet elements encompassed in social studies which allow them to experiment in real life situations.

GLOSSARY

Transversal skills – is an ability or expertise which may be used in a variety of roles or occupations

GNH - Gross National Happiness

Strands - Strands represent major themes to show logical flow of learning, starting from the concepts to natural and human made concerns to management and sustainability

Key stage – any of the five fixed stages into which the national curriculum is divided, each having its own prescribed course of study. However, in this framework is classes IV-VI (key stage II)

Dzongkhag – District

Thromde - One form of Local Government

DCPD – Department of Curriculum and Professional Development

REC – Royal Education Council

MoE – Ministry of Education

BCSEA – Bhutan Council of School Examination and Assessment

EMSD- Education Monitoring Support Services Division

NSCF- National School Curriculum Framework

UNICEF- United Nations International Children's Emergency Fund

UNFPA- United Nations Population Fund
RENEW- Respect, Educate, Nurture and Empower Women

WHO- World Health Organisation

GPE- Global Partnership in Education

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Social Studies: Guidelines for Assessment of Competency-based Learning

Continuous Formative Assessment (CFA)

1. Continuous formative assessment consists of 50%.

2. Continuous Formative Assessment (CFA) is out of 50%, and should be divided into term I and term II (which comes to 25% in the first term and 25% in the second term).

3. Project work is the main part of CFA which is out of 20% each for both the terms. For project work, learners can investigate, experiment, interview, survey, go for field trips, explore, observe, and then examine and analyse to find solutions and submit a report.

4. Class activities such as quizzes, debates, discussions, extempore speeches are to be conducted and grades calculated for the first term(5%) and second term(5%) to make it 10%.

5. All CFAs, including class activities and project works shall be school-based, conducted and assessed by schools on a continuous basis as per the requirements of the respective subject.

Written Examinations (SA)

6. Written examinations are out of 50%.

7. Multiple choice, fill in the blanks, true and false, matching and short answer-questions are to be used.

8. In both the terms 25% of the learners' learning is to be tested through examinations and the same in the second term making a total of 50%.

9. Teachers can set questions out of 50% but should be converted to 25% in both the terms.

10. For assessment refer following table:

Term I			Term II			Total	Continuous assessment (CA) Weighting and Breakup for Each Term.
CA	Examination	Total	CA	Examination	Total	Grand Total	Term I: **My World:** Class Activity(2.5), Project Work (10) **History,Civics and Culture:** Class Activity(2.5), Project Work (10) **Term II:** **Human Wellbeing and environment:** Class Activity(2.5), Project Work (10) **Economy and Living:** Class Activity(2.5), Project Work (10)
25%	25%	50%	25%	25%	50%	100%	