

National School Curriculum

ENGLISH CURRICULUM FRAMEWORK

Classes PP-XII



Department of Curriculum and Professional Development
Ministry of Education
Royal Government of Bhutan



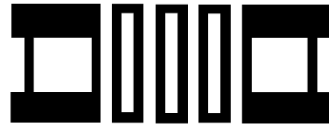
“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and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

1. Mr. Amber Rai, Curriculum Developer, Secondary English, DCPD, MoE
2. Mr. Sangay Tshering, Curriculum Developer, Primary English, DCPD, MoE
3. Ms. Dechen Wangmo, Teacher, Punakha CS, Punakha
4. Ms. Hema Rai, Teacher, Tshaphel LSS, Haa
5. Ms. Kinley Wangmo, Teacher, Drukgeygang CS
6. Ms. Pema Lham, Teacher, Thinleygang PS, Punakha
7. Ms. Pema Tshomo, Teacher, Bajo HSS, Wangdue Phodrang
8. Ms. Tshering Choden, Teacher, Wangdue PS, Wangdue Phodrang
9. Mr. Kinga Wangdi, Teacher, Jakhar HSS, Bumthang
10. Mr. Lobzang Nima, Teacher, Dangchu PS, Wangdue Phodrang
11. Mr. Pema Tenzin, Teacher, Taktse CS, Trongsa

Advisers

1. Mr. Tashi Namgyal, Director, DCPD, MoE
2. Mr. Kinga Dakpa, Director General, Royal Education Council
3. Mr. Wangpo Tenzin, Specialist & Dean, DCPD, MoE

Foreword

Education, in all its intents and purposes, is a dynamic institution that should cater to the needs of the society in terms of resourceful and productive human resource development. Ever since the advent of modern education in Bhutan, education has served the country well by producing citizens who can not only run the government and business institutions but also are able to articulate in complex situations even with the community outside the country with ease and clarity. This has become possible mainly through English which is the international language.

With the growth of the Bhutanese intelligentsia and the concept of global village, among others, Bhutanese citizens have started to enter the international job market. As English continues to be the international language of science, trade, technology, and international relations, it has become essential for our citizens to possess the necessary competencies in English to find meaningful engagement and success anywhere in the world. Therefore, our education must prepare our children to be 'nationally rooted and globally competent' citizens.

It is often said that the curriculum is the heart of education. In keeping with this belief, the Department of Curriculum and Professional Development (DCPD), while fulfilling its primary mandate, endeavours to continuously gauge the country's human resource needs while designing the curricula in tandem with the changing demands of the society. To that end, the new curriculum is based on the goals and guiding principles of curriculum as provided in the National School Curriculum Framework (2020), and the need to revamp the contents and pedagogical approaches to suit the changing demands. The major shift in this reformed English curriculum is the huge emphasis placed on the acquisition of language competencies relating to the core domains of listening, speaking, reading, and writing by the learners. So, only 65% of the previous curriculum content has been retained across all classes. This is not to say that literature does not form any part of the Curriculum. Exemplary literature, both fiction and non-fiction, from around the world has been included through which learners will have the opportunities to gain insights into, and practice, values, ethics, themes, and higher cognitive skills of analysing, evaluating, and synthesising.

Another shift in the curriculum framework is the call for the teachers to use technology to enhance teaching for better learner learning experiences and outcomes. Technology can be used to learn language, and language skills can be used to explore technological application to become its judicious consumers. The primary objective for this calling, however, is to prepare them with virtual and blended teaching-learning approaches to ensure uninterrupted curriculum implementation even during severe disruptions and emergencies in the nation.

The framework outlines competency-based exit Standards at each of the five Key Stages on each of the four Strands of Listening and Speaking, Reading & Literature, Writing and Language and Grammar. Following the key-stage wise Competency-based Standards are the class-wise Competencies followed by class-wise Learning Objectives for each strand. These should help the teachers, parents, policy makers and other stakeholders to assess learning in terms of their knowledge, skills, values, behaviour, and attitude.

The framework also outlines adequate and proportionate time for teachers to implement each of the Strands. In doing so, the learners are provided with the opportunity to practice language skills in a systematic and consistent manner. The aim of English curriculum is to make each learner communicate with eloquence and receive the communication of others with respect and clarity. It is hoped that our teachers would implement the English curriculum as intended so that our learners acquire the knowledge and competencies to become independent life-long learners and realise their full potentials to become contributing citizens of the nation.

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Tashi Delek

Tashi Namgyal
Director

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SECTION 1

INTRODUCTION

Background
Rationale

1. INTRODUCTION

1.1 Background

Like any developmental activities, the advent of the English language to Bhutan was a matter of choice. When the veil of self-imposed isolation was lifted, Bhutan looked beyond its borders and began to prepare itself to modernise and join the community of nations. Which language to use to interact with the international community was one of the many decisions that had to be made.

English was the most advantageous language to assist Bhutan in the articulation of its identity and the elevation of its profile in the many organizations to which it would belong. That choice has served Bhutan well, as it has undertaken to become a full charter member of the United Nations and has established bi-lateral and multi-lateral relations with other countries. English has enhanced its capacity to participate more effectively and purposefully in the global community.

The flexibility, versatility, and richness of English allow it to be used in a variety of circumstances and to be used by the Bhutanese people to meet their own goals. As envisioned by the successive monarchs, Bhutan has been able to access and share in the knowledge and wisdom of the different peoples of the world in the diverse spheres of human endeavour. The discoveries of science and mathematics, medicine, and information technology, much of which uses English as the language of publication, are now available to Bhutan.

The cultural and intellectual resources of the English-speaking world and the formulations of philosophy, jurisprudence, and economics, to mention a few, have been opened to the Bhutanese people directly. In return, Bhutan has been able to share with the international community its rich cultural and spiritual heritage and, in the ensuing dialogues, enrich the intellectual resources of the world.

1.2 Rationale

The need for people in Bhutan to be competent in English has led to the decision to use English as the language of instruction for many of the subjects taught in school. Along with Dzongkha, it is one of the official languages of communication. Likely, it will continue to play this partner role with Dzongkha in the foreseeable future. As English remains the common language and the lingua franca of the internet, of science and technology and of world trade, proficiency in English and the development of 21st Century competencies become prerequisite for our learners to become productive citizens.

To be contributing citizens and globally competent individuals, learners need to develop skills and value dispositions to communicate and collaborate effectively and sensitively in English in various scenarios. Learners also need to be discerning readers who possess broad world views, while staying rooted to the Bhutanese ethos, by staying well informed and self-directed. For this, learners need to develop skill to process and evaluate information closely, critically, and judiciously according to purpose, audience culture and context. Further, learners need to be equipped with skills to be creative inquirers who can explore and evaluate real-world issues through multiple perspectives by gathering and synthesising information from various sources to create knowledge and solutions.

The need to revise the curriculum have been necessitated mainly by three factors: to align the curriculum to the educational vision and philosophy laid out in the National School Curriculum Framework (2020), address the recommendations made by the study report *Evaluation of the School (PP – XII) English Curriculum (2017)*, and to realign the contents and pedagogy to facilitate uninterrupted curriculum implementation even during times of national disruptions.

One of the findings of the survey of the previous curriculum was that it was 'bulky'. To this end, the new curriculum has been rationalized and reduced to 65% of the previous curriculum across all classes. As a result, the new curriculum emphasises the practice and learning of core language competencies. Further, the curriculum also needed some space to address the multidimensional nature of 'literacy'. With diverse modes of communication burgeoning through emerging communication technologies, learners need to be multiliterate. Teaching the skills of viewing and representing, through which learners can create texts using multimodal sources should be given a place in the revised curriculum.

All in all, every learner has the potential to learn and achieve high standards of knowledge, skills, behaviour, and attitude. The learners should be given every opportunity to grow up to their full potential and be a part of a well-educated citizenry who shall promote the best interest of the country.

SECTION 2

GOALS

2. GOALS

Taking cognizance of the need for our learners to be “nationally rooted and globally competent” the English curriculum has three broad goals in terms of behavioural, social and cognitive competencies. As learners explore and learn using a variety of resources available in today’s digital age, they should stay connected to the Bhutanese ethos while possessing:

- i. Bhutanese values and ethics as the moral compass, and character as the foundation for learning and behaviour to remain nationally rooted,
- ii. 21st Century Skills to be globally competent, and
- iii. social and emotional competencies to cope with diverse situations and circumstances.

To achieve the above broad goals, and help learners grow up to be productive life-long learners who contribute towards nation building, the English curriculum aspires to equip learners with the skills to be:

- **Effective communicators:** learners should possess the humane character trait and skills to listen actively to different perspectives and communicate with confidence and emphasis for various purposes and at different contexts. They should be able to appreciate the Bhutanese cultural values while being aware of, and sensitive towards diverse cultures.
- **Discerning readers:** learners should be able to analyze information critically and evaluate them before using for various purposes and contexts. This skill should enable them to be self-directed learners by staying well informed on diverse views on various issues.
- **Creative inquirers:** learners should explore multiple perspectives from various sources on real-world and realistic issues to synthesise them to create solutions or arrive at new perspectives.

SECTION 3

KEY COMPETENCIES

Spirituality and Values
Language
Transversal Competencies
Enterprising and Industrious
Sustainable Living
Health and Wellbeing
Digital Competence

3. KEY COMPETENCIES

The Organization for Economic Cooperation and Development (OECD) defines competency as "... more than just knowledge and skills. It involves the ability to solve complex situations by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context".

As unique as Bhutan is, its education system aspires to inculcate in the learners a set of competencies that will strengthen its uniqueness while gaining or having a competitive edge in the global community. The National School Curriculum Framework (NSCF) identifies seven key competencies that the learners are expected to acquire and demonstrate as they graduate through the school system. The English curriculum through its contents and delivery, aims at the development and acquisition of the following seven key competencies in the learners.

Spirituality and Values

People's spirituality and shared values strengthen the nation's unique identity and contribute to the health and sustenance of the immediate environment and the nation at large. Values of respect, resilience, integrity, and responsibility, among others help the learners live in harmony with others and contribute in achieving individual and shared goals. The English curriculum should consist of carefully selected texts that explicitly deal with spirituality and values. Through their reading, learners will reflect on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of values; the possibilities of human achievement; and find directions and models for their own aspirations. Teachers are also expected to demonstrate spirituality and values through their actions in and outside the classroom.

Language

The learners' levels of proficiency to understand and use language determine their learning in both comprehension and skill acquisition levels. But for the Dzongkha, English remains the medium of instruction for all other subjects. This is reason enough for learners to acquire a proficient level of language skills in English. The English curriculum, through an effective implementation of its Strands shall provide opportunities to the learners to acquire proficient level of skills. They should be discerning readers who can 'read the lines, between the lines and beyond the lines', and be effective writers and effective communicators.

Transversal Competencies

The transversal competencies are skills that are transferable to different learning areas and contexts. These competencies are over and above the content related to any specific subject which can be used in other areas. Acquisition of transversal skills will make the learners manage their own learning, maintain social and interpersonal relations and communication thereby making them independent learners and productive citizens. The English curriculum seeks to promote the following transversal skills:

- **Information literacy:** With scores of media platforms, the world is flooded with information. However, all information is neither useful nor factual. Therefore, consumers of information should possess the

skills to locate, discern, and evaluate the information before using them effectively. The curriculum, through the contents and various implementation activities like scanning, skimming, summarization and essay writing shall promote information literacy skills for making the learners informed consumers.

- **Communication and collaboration:** Communication and collaboration is the primary tool for learning language. Basically, it supports learning and working with others, such as listening and expressing opinions and ideas, interacting and collaborating, and developing social and cultural understanding.
- **Creativity and innovation:** The English curriculum promote creativity by requiring learners to produce written works in different genres. Learners also read some of the best pieces of literature and use the ideas, themes and structures therein, among others, in innovative ways to explore further to grow as readers and writers.
- **Digital literacy:** English Language as mentioned earlier is the language of the internet. Digital literacy means having the skills one needs to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices. As English is the language of the internet, learners must possess adequate digital literacy to access authentic information. Where relevant and appropriate, digital literacy topics will be integrated in the curriculum.

Enterprising and Industrious

The English curriculum shall consist of texts that will enable the learners to participate in various classroom activities to acquire values of hard work and determination. The pedagogical approaches shall call for learners' commitment and resilience to confront realistic challenges and to address them with divergent thinking, professionalism, fortitude, and grit. It will empower learners to be creative, opportunity oriented, proactive, and innovative in order to seize apt opportunities in different areas of their interest and expertise to transition smoothly to the world of work with dignity of labour, entrepreneurial skills, and leadership qualities.

Thus, the learners can apply entrepreneurial thought and action both academically as well as in real world settings. With such competencies, they can exhibit the value of diligence to be successful in one's endeavour besides enhancing their potential to create business opportunities and broadening their scope further to contribute to national economy, thereby setting a culture of hard work and entrepreneurship.

Sustainable Living

Learners who understand sustainable living concepts, values, skills, and attitudes will commit to sustainable living practices in all aspects of their lives. They will also have a global understanding of the concepts of interdependence and shared responsibilities for the globe in creating a more sustainable future, environmental integrity, economic viability for present and future generations. Being an effective communicator and having linguistic skills provide opportunities to compete at the global level.

Language serves as means to sustaining our living in this culturally diverse society. The curriculum will contain texts that will engage and motivate learners to learn about conservation and promotion of natural environment. Learners will be encouraged to treat with respect and manage their resources (man-made

and natural resources) wisely. Thus, the values, knowledge, skills, and attitudes they develop through this key competency will help learners to lead a contented and a quality life without jeopardizing the life of future generations.

Health and Wellbeing

The curriculum, particularly the Reading and Literature strand, shall consist of carefully selected texts that will deal with the themes like health and wellbeing. Through these texts, learners should gain insights into the importance of living healthy lives. Further, the ensuing learning activities related to the texts shall enable learners to explore ways through which people can live physically, mentally, and emotionally healthy lives.

Digital Competence

Skills under digital competence, for the English curriculum, include the ability to search, collect and process information from digital resources and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the validity and authenticity of the links. Learners should have skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services. Learners should also be able to use internet to support critical thinking, creativity, and innovation.

Having competency in language is essential in understanding how the digital technologies work and influence our daily activities. Language learning enables learners with critical skills such as communication, reading, writing and listening that will help them to better understand and analyze the digital content and use them sensibly. Today, the digital contents are mostly published in English and they are widely available. Learning English and being competent in using communication skills is crucial to deconstruct the digital contents and use positively. On the other hand, the competency that the learners have availed by studying the literature enables them to read a wide variety of contents on digital technologies thereby allowing them to look at these contents critically and make wise decision while using them. Therefore, it is imperative that the learner need to be competent in language skills and read widely to understand the advancing technological world and be digitally competent member of the society.

Language teaching will connect themes and texts meaningfully and appropriately to talk about technology in the classroom. Teachers will make judicious selection of texts with a variety of themes on Bhutanese, Asian, contemporary, and international topics and perspectives which will broaden learners' worldviews and enable them to make connections to real-world issues. Issues of culture can also be examined through texts. In the selection and use of texts, teachers need to bear in mind the text purposes that differentiate them. For the 21st Century, technology will be a key resource in providing equitable access to digital networked sources of information to develop, complement and augment language learning both within and outside the classroom.

SECTION 4

GUIDING PRINCIPLES

Values

Gross National Happiness (GNH)

Inclusiveness

Future focused, dynamic, and relevant

Learner-centered and developmentally appropriate

Language entails an integration of skills

Multiliteracies enhance language learning

Meaningful language learning and language teaching

Theories of language teaching

4. GUIDING PRINCIPLES

Guiding principles are national and educational philosophical beliefs and values that guide curriculum development, implementation and assessment. These principles serve as a binding factor to glue together the various aspects of the curriculum and the national aspiration while attempting to link the past with the present and the future.

In line with the guiding principles identified in the NSCF, the following principles form the bedrock of the English curriculum:

Values

The Bhutanese values and cultural heritage are the bedrock of our unique identity. One of the reasons that the outside world recognizes Bhutan as a unique country is because of our values and cultural heritage. The English curriculum, through its contents and implementation, shall focus on imparting and acquisition of values that make learners positive individuals, loyal and patriotic Bhutanese, and responsible and productive global citizens.

Gross National Happiness (GNH)

The principles of Gross National Happiness are the umbrella under which Bhutan progresses – they form the very basis of the Bhutanese way of life. As such, the curriculum shall revolve around the GNH principles.

Inclusiveness

Inclusive education is understood as the process of addressing the diverse needs of all the learners by removing/reducing the learning barriers to and within the learning environment. As far as possible, the curriculum should contain texts that caters to diverse perspectives, educational needs and experiences. Further, the teachers, during the implementation process should value and respect different pace of learning, diverse opinions and perspectives.

Future focused, dynamic, and relevant

Education process is usually understood as preparing the future citizens. With this premise, the English curriculum shall be dynamic in nature so that it retains its relevancy not only for the present but also for the near foreseeable future. One of the ways in which the curriculum addresses this is by focusing on imparting language use competencies. Once learners achieve adequate level of competency, they become self-directed learners and cultivate enduring habit of life-long learning.

Learner-centered and developmentally appropriate

To state the obvious, the curriculum is for the learners, so it is only logical that the learners should be at the heart of the curriculum and the teaching-learning processes. The contents, concepts and skills in the curriculum should be appropriate and relevant to the learners' needs and cognitive development. Learner-centered approach should be further addressed through:

- **Spiral progression:** Skills, grammatical terms, structures and various types of texts should be taught, revised and revisited at increasing levels to progress from the foundational level to higher levels of language use.
- **Learning-focused interaction:** Teaching-learning processes or the classroom should provide a rich and responsive environment for communication. In such an environment the learners are actively engaged in interaction and collaboration.
- **Contextualization:** Learning tasks and activities should be designed for learners to learn language skills through meaningful contexts that the learners can relate to.
- **Construction:** Learning tasks and activities will be designed for learners to reflect and respond to ideas and information. Learners will be provided with sufficient scaffolding so that they will be able to reach their cognitive, affective, and psychomotor potentials to become independent learners who are good consumers and constructors of meaning.

Language entails an integration of skills

Since language is a means of making and generating meaning, and of communication, it necessarily entails integration of skills though they are often taught systematically and explicitly. Integration involves teaching the receptive skills, productive skills, grammar, and vocabulary in an integrated way, with one set of skills building on another, using texts from relevant print, non-print, and digital sources, to provide different perspectives and meaningful connections to make and create meanings.

Multiliteracies enhance language learning

With the proliferation of diverse modes of communication through emerging communication technologies, the term 'literacy' is acquiring a multidimensional nature. To incorporate the expanded notion of literacy, viewing and representing should be emphasized to make and create meaning using multimodal sources and perspectives. Teachers teach multiliteracies by drawing attention to the changing nature of texts, their corresponding text functions, and their different semiotic modes.

Meaningful language learning and language teaching

Meaningful language learning is characterized by attributes such as active, constructive, authentic and cooperative. Learners are motivated when they have the opportunity to engage in activities that they feel are useful in their lives. When tasks make sense to and interest learners on a personal level, they are able to relate to them in depth, both cognitively and affectively.

Therefore, teaching and learning process should focus not only on frontal teaching but also on learning by doing. Activities that enable learners to be involved cognitively and affectively in the learning process are a crucial element in learning English. Teachers need to provide learners with thought-provoking learning

opportunities in order to promote effective language learning. Through meaningful learning of English, learners will not only advance faster in acquisition of the language but also progress in overall world knowledge, clarification of values and development of multiple intelligences (Gardner, 2000).

Theories of language teaching

Though there are many theories of language teaching and acquisition, the English curriculum framework is based mainly on the four theories of language acquisition namely, the Behaviourist, Constructivism, Cognitive and Social interaction. The reason for relying on the four theories is that the principles of one theory address the limitation of another. Therefore, the instructional approaches and the learning experiences designed in the curriculum are to be anchored on the principles espoused by one of the four theories.

SECTION 5

Curriculum Structure and Organization

Strands

Key Stages

Key Stage-wise Competency-based Standards

Class-wise Competencies

Learning Objectives

5. CURRICULUM STRUCTURE AND ORGANIZATION

5.1 Strands

The study of English is organized into four Strands based on the modes of discourse through which learners learn to use language as presented by James Moffet in *Teaching the Universe of Discourse* (1983), a widely read and cited book on language teaching and learning. Though the curriculum contains these distinct Strands, they are language skills to be taught through inter-related and integrated content and contexts.

The four Strands of the curriculum are:

i. Listening and Speaking

It is by listening when a learner first receives language input as he or she listens to expert speakers, and then, after a long period of trial and error, produces his or her own ideas in the language which he or she hears spoken around him or her. It is with this skill that the learner first learns both to give and receive, to shape and modify messages, so that they more precisely reflect his or her thinking and help him or her communicate that thinking more accurately.

Through this strand, learners will acquire skills to make them listen with empathy allowing them to share both messages and feelings, honour the thoughts of others and accept their contributions to a cause. Learners should be taught to listen well to grasp new ideas and perceptions, words, and structures. A good listener will also learn from good speakers on the use of rhetoric and gestures, among others, to convey meanings emphatically. To speak is an art which we all practice.

Therefore, the curriculum should provide ample opportunities for classroom activities where learners can practice listening and speaking skills. As learners acquire the desired skills, they will develop the confidence in themselves to speak with ease and clarity. With this, they will be able to make meaningful contributions to the common good as individuals in the work place, members of family, and citizens in the communities.

ii. Reading & Literature

Reading is making meaning with text in an interactive process that engages the reader, the writer, and the text in a dialogue about the subject of the piece.

We use reading for a variety of purposes, like shopping, reading mail, getting information on topics of interest, and getting instructions on how to do things or put things together. We also read to learn the ideas of others on more abstract issues like political thought or religious beliefs. The intellectual engagement of the reader depends mostly on the purpose; that is why we read at different levels of “reading the lines, in between the lines and beyond the lines”. For all these, the reader will have to use appropriate strategies and skills to garner and analyse information from the texts.

This strand consists of literary texts (fiction and non-fiction and poetry) through which learners are to be taught how to read, while at the same time exposing them to some of the best literature available in English.

Through literature, learners should develop the skills to shift the focus from the surface knowledge of the text to comprehend what has been read at more profound levels, to delight in possible interpretations, to analyse how the writer achieves the cogency of the piece, and ultimately, the evaluation of the beauty and the validity of what has been said. It must be reiterated that the content of literature is important, and to that end, care must be taken while selecting excellent literary pieces; however, they should play a secondary role to the advancement of skills necessary for proficiency in English presented as goals, Competencies, and Learning Objectives under each of the four Strands.

iii. Writing

There are different kinds of writing - the personal, the transactional and the creative or poetic; and there is a myriad reason for engaging in it. Whatever the type or the purpose of writing, the writer should be able to put in words that exactly express their thoughts and feelings. This requires skills. Learners need to practice so that they develop their abilities and their skills in the different kinds and purposes of writing.

The curriculum presents the Writing Process model that should provide opportunity and time for learners to practice writing in a variety of forms in a consistent manner. The Writing Process calls for teachers to teach writing skills explicitly and in the classroom. It also uses writing as a way of thinking and learning. Therefore, the implementation of the Writing Process necessitates the teacher to model the process of writing in the classroom.

iv. Language and Grammar

When proficiency in English is seen as a necessity in both academic and professional life, then the proper study of English that entails study of grammar and conventions of usage is equally, if not more, necessary, particularly in the Bhutanese context.

The learning of grammar includes learning the form, meaning and use of grammatical structures which promotes learners' understanding of what they hear or read, and enables them to convey meaning appropriately in speaking and writing. This grammatical knowledge helps learners to achieve the Standards in each of the four Strands.

In the Bhutanese context, learners need direct teaching of grammar, pronunciation, and syntax in a consistent, thorough, and interactive manner and in context to the other three Strands of the curriculum. The teaching and learning of grammar should be focused on its functionality and usage rather than for mere understanding of grammatical terminologies, definitions, and lengthy explanations of abstract grammatical concepts. The learners are expected to apply and exhibit the knowledge, skills, and values they have acquired through this strand in their reading, writing, and speaking.

The areas of grammar study have been outlined as competencies and objectives for each class and Key Stage which should be taught in a progressive manner.

5.2 Key Stages

As in other subjects, the school education (PP – XII) of the learner has been divided into five Key Stages. Exit Standards at each Key Stage outline what the learners are expected to know and do in each of the four Strands of the curriculum. The Standards are then followed by Competencies in the four Strands for each class. Finally, the Learning Objectives capture the specific goals of teaching and learning for each class under each genre. So, the Standards, Competencies and the Learning Objectives together, serve as the guiding star for curriculum implementation and assessment process.

In the early primary years, teaching and learning English is for the development of conversational fluency, cognitive and academic proficiency, and reading and writing skills in the language. With grade progression, English literature becomes an increasingly important component of the Reading & Literature strand. The Strands are studied in inter-related and integrated fashion. As learners make progress between Strands, they become effective verbal, visual and textual communicators. They use their superior and previously learned language skills to enhance their knowledge and understanding of all the other ELAs, both in breadth and depth.

Key Stage I (Classes PP - III)

In Key Stage I, the Listening and Speaking strand forms the major portion of the curriculum as this strand builds the foundation for the acquisition of other skills. For this reason, most of the curriculum instruction time for this stage is devoted to listening and speaking. When learners exit this stage, they should be able to tell simple stories in their own words and describe pictures in simple words, phrases and sentences.

In Reading and Literature, children will be introduced to familiar words in print forms. They should build vocabularies. Teachers will use readers that are age and content-appropriate to read to the learners. At this stage, Reading & Literature allow learners to develop concepts of language and print, develop reading skills and strategies and respond to text at their level. When they exit this stage, children should be able to recognize, read in context and understand a minimum of 200 words (high frequency and vocabulary words). They should also be able to read and identify the main idea of a short text.

In Writing strand, creating and fostering impulse to write should be emphasized followed by developing confidence and competence to write independently. As learners exit this stage, they should be able to write simple sentences correctly and enjoy writing as a creative process.

At this stage, the focus of grammar teaching is on building the foundation for language acquisition and developing fluency rather than language accuracy. However, learners will be able to know and identify concepts such as naming, describing and action words.

Key Stage II (Classes IV - VI)

The learners in this Key Stage should be able to listen to and speak with each other as members of a group, in group discussions and deliver longer speeches to the class on topics of their choice. In Reading and Literature, learners should be able to distinguish points of view in stories and non-fiction and read for explicit and implicit meanings. In Writing, learners should be able to write journals, simple book reviews, leave application and folktales. Learners will use the Writing Process to write independently and maintain a writing portfolio. When learners exit Key-stage II, they should be able to write reports and realistic fictions, explanations and summaries.

In Language and Grammar, the learners will know the parts of speech and their functions. They will also know and use compound tenses: present perfect and past perfect and direct and indirect speech.

Key Stage III (Classes VII - VIII)

At this Key Stage, the learners should be able to demonstrate skills such as talking about the books that they have read and delivering speeches of their own. They should also be able to participate in debates and argue cases.

In Reading and Literature, learners should be able to read and identify the features of the modern lyric and the traditional ballad and recognize the music in poetry achieved by rhyme and rhythm, alliteration, and assonance. At this stage, learners should be able to use writing as a way of thinking and learning, and write for a range of purposes and audiences using a variety of forms encountered in their reading including explanations, summaries, resume, reports, fantasy and narrative essay.

Learners will continue to use the Writing Process and add at least five pieces to their portfolio making choices based on the elements of good writing. In Language and Grammar, learners will be able to use wide variety of grammatical structures including simple, compound and complex sentences, phrasal verbs correctly. They will also be able to distinguish among the moods – indicative, imperative, interrogative, subjunctive and use them correctly in their writing.

Key Stage IV (Classes IX - X)

The learners should be able to demonstrate skills such as using the conditional forms properly to express possibilities and probabilities in their speech. Learners should be able to speak in correct sentences and use idiomatic expressions appropriately in their speeches. Learners should also be able to listen to oral presentations and ask appropriate questions or provide supportive comments about the presentations.

By the end of stage IV, learners should be able to evaluate the point of view of the writer and respond personally and critically to fiction and non-fiction texts. They must show an understanding of the structural features of the different text and talk and write about some of major classical and modern writers, including Bhutanese authors, and their works. Learners should read about 40 pieces of fiction and non-fiction texts and maintain a reading portfolio.

When learners exit Key-stage IV, they should be able to write for a variety of purposes and audiences using a wider variety of forms to include descriptive and expository essays, letters of application and resumes.

Key Stage V (Classes XI -XII)

In Key Stage V, learners should have developed complex listening and speaking skills such as speaking clearly and grammatically correct English in personal and public situations. They should also be able to listen to others, distinguish their message, tone, and intention and respond appropriately. Further they should have developed a repertoire of structures, rhetorical devices and internalized those through careful and constant listening and use.

At this stage, learners should know and use appropriate reading strategies for making meaning with a variety of texts - fiction and non-fiction for critical reviews. Through their reading, learners should have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibilities of human achievement; and have found directions and models for their own aspiration.

In Writing, learners should be able to demonstrate a range of writing skills including the following:

- know the purposes and structures of the texts they are studying in Reading & Literature and use them as examples in their writing.
- recognize and apply in their writing, the features of short stories and argumentative essays.
- explore personal, cultural and national values in their writing.
- maintain writing portfolio that shows the best examples of personal, transactional and poetic writings.

Upon exiting Key-stage V, learners should be able to demonstrate the understanding and application of grammar in their daily life. The learners should have a sound knowledge of grammar and sentence structure and use rich vocabulary in their speech and writing. They should know the basic features of the English language, display a facility with the use of the various modes of speech– indicative, subjunctive, interrogative, imperative and conditional structures, and discuss how humans acquire language and the purposes that language serves in human interaction.

5.3 Key Stage-wise Competency-based Standards

The Standards are statements of what the public can expect learners to know and be able to do in English when they graduate from each Key Stage of the school system. The learners are expected to demonstrate a set standard under each of the strand for each Key Stage. The following are the Standards for each Key Stage.

Key Stage I (Classes PP – III)

Listening and Speaking

1. Listen and speak to interact in familiar situations for a variety of purposes and develop thinking skills.
2. Listen and respond appropriately to demonstrate comprehension for a variety of purposes.
3. Use speaking skills to present information, ideas, and feelings.
4. Recognize pattern of language and structure in oral text.
5. Develop early oral literacy skills to communicate effectively.

Reading and Literature

1. Read appropriate texts with purpose to improve fluency and comprehension.
2. View and demonstrate comprehension of visual texts.
3. Show an understanding of how print is organized, read and how it conveys meaning.
4. Apply skills and strategy of effective readers before, during and after reading.
5. Use phonemes and phonemic awareness to decode unknown words.

Writing

1. Write and represent for a variety of purposes.
2. Exhibit the use of effective skills and strategies before, during and after writing and representing.
3. Use some features and conventions of language to express meaning through writing and representing.
4. Use multimodal sources to write and represent.
5. Show an understanding of signs and symbols by representing them in writing.

Language and Grammar

1. Acquire adequate vocabulary for language skills acquisition.
2. Use knowledge of grammar for the purposeful use of language at the word, phrase, and sentence levels.

Key Stage II (Classes IV – VI)

Listening and Speaking

1. Interact in various contexts for a variety of purpose and audience using listening and speaking skills.
2. Respond appropriately to a range of grade- appropriate texts using listening and speaking skills.
3. Use the conventions of speech that show respect and sensitivity to others.
4. Use the skills and strategies of effective speakers when expressing and presenting ideas, information, and experiences.
5. Develop an understanding of the structures and patterns of language in oral texts.

Reading and Literature

1. Decode unfamiliar texts using knowledge of word patterns.
2. Read fluently and comprehend a range of grade appropriate prose, poetry and essays independently.
3. Comprehend visual texts with specialized features through viewing (e.g., films, posters, advertisements, photographs, illustrations, diagrams, maps and other authentic texts).
4. Use a variety of strategies before, during and after reading and viewing to enhance comprehension, construct and confirm meaning of texts in different media and technologies.
5. Appreciate the emotive effects of poetry/figurative language.
6. Read some of the appropriate literary works from Bhutan and other countries.

Writing

1. Create a variety of texts and representations for a range of purposes and audiences.
2. Use ICT skills to explore, create texts, and communicate with others.
3. Use writing strategies to express thoughts.
4. Use the features and conventions of language to express meaning through writing and representing.
5. Analyse semiotics and represent them in writing.
6. Use writing to develop critical thinking skills – review, analysis, hypothesis, recollection summary and evaluation.
7. Use the Writing Process to plan, draft, redraft, edit and publish their own works.
8. Produce a portfolio of their own writings containing samples of their best work.

Language and Grammar

1. Develop to strengthen vocabulary through reading and viewing, listening and speaking, writing and representing.
2. Demonstrate the command of the conventions of English Grammar and usage when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Key Stage III (Classes VII - VIII)

Listening and Speaking

1. Listen to and demonstrate comprehension by responding appropriately to a range of grade-appropriate spoken and audio texts.
2. Engage in listening and speaking to explore, express and respond to texts creatively, interpretively, and critically.
3. Use the skills and strategies of effective speakers and listeners when expressing and presenting ideas, information, and experiences.
4. Use the conventions of speech that show respect and sensitivity to others.

Reading and Literature

1. Read fluently and demonstrate comprehension of grade – appropriate texts with challenging themes and vocabulary from a variety of texts (fiction and non-fiction).
2. View and demonstrate comprehension of visual texts with complex ideas and specialized features (e.g., websites, reference books, magazines).
3. Use a variety of strategies to construct and confirm meaning, and evaluate texts in different media and technologies.
4. Understand and derive meaning from the structures and features of a range of texts.
5. Read academic articles to garner information and ideas.
6. Analyse how an author’s choices of text structure create effects such as mystery, tension, and surprise.
7. Read relevant major literary works from Bhutan and other countries to reflect on the cultural and fundamental values like Truth, Goodness and Beauty.

Writing

1. Use writing as a way of learning taking time to explore, clarify and reflect on their thought, feelings, experiences, and relationships to create increasingly varied and complex texts and representations.
2. Use ICT to explore, gather and organize texts in ways appropriate to the mode of delivery, purpose, and audience.
3. Use a variety of strategies to generate ideas appropriate to a range of writing and representing tasks.
4. Use the features and conventions of a variety of texts to create meaning with accuracy, clarity, and coherence.
5. Use writing to develop critical thinking skills – review, analysis, hypothesis, recollection summary and evaluation.
6. Use the Writing Process to plan, draft, redraft, edit and publish their own works.
7. Produce a portfolio of their own writings containing samples of their best work.

Language and Grammar

1. Demonstrate the command of the conventions of English grammar and usage when writing or speaking.
2. Build rich vocabulary that support the development of listening, reading, viewing, writing and representatio

Key Stage IV (Classes IX - X)

Listening and Speaking

1. Present findings and supporting evidences clearly and logically demonstrating command of formal English.
2. Listen and follow the speaker's line of reasoning to critique the appropriateness of purpose, audience, and task.
3. Express confidently about personal feelings and opinions using appropriate language.
4. Use the conventions of speech that show respect and sensitivity to others.

Reading and Literature

1. Read different texts to confirm one's own beliefs, points of view and to critique.
2. View and apply the process of reading to analyze text in different media.
3. Analyze two or more texts that address similar themes or topics to build knowledge and to compare the approaches the writers take.
4. Apply knowledge of language to understand how language functions in different contexts when reading.
5. Demonstrate the ability of understanding implied meaning of texts – use of figurative language, word relationships, nuances, and word meanings.
6. Analyse how an author's choices of text structure create effects such as mystery, tension, and surprise.
7. Read different genres of level appropriate literature from Bhutan and other countries to gain insights into the cultural and fundamental values like Truth, Goodness and Beauty.

Writing

1. Write in a variety of forms for a variety of purposes and audiences.
2. Analyze writings critically, using knowledge of composition, written expression, sentence formation, and mechanics.
3. Use writing to develop critical thinking skills – review, analysis, hypothesis, recollection, summary, and evaluation.
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
5. Use standard referencing format in producing academic writings.
6. Use technology, including the internet to produce and publish individual or shared writing projects.
7. Use the Writing Process to plan, draft, redraft, edit and publish their own works.
8. Produce a portfolio of their own writings containing samples of their best work.

Language and Grammar

1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
2. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
3. Use appropriate language to suit the purpose, audience, context, and culture.

Key Stage V (Classes XI - XII)

Listening and Speaking

1. Speak in public at different kinds of functions using appropriate conventional forms of address.
2. Know discourse structures and rhetorical devices used in good speeches and use them in their own.
3. Explain their position on, and understanding of, complex issues.
4. Listen to others and distinguish their message, tone, and intention, and respond appropriately.
5. Develop a repertoire of structures, rhetorical devices and internalise those through careful and constant listening and use.
6. Use the conventions of speech that show respect and sensitivity to others.

Reading and Literature

1. Read and comprehend complex text types independently and proficiently.
2. Interpret words and phrases as they are used in a text including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
3. Analyse a particular point of view or cultural experience reflected in a work of literature drawing on a wide range of world literature.
4. Identify and analyze the steps in their own reading process to broaden their critical understanding and metacognition.
5. Analyse how an author's choices of text structure create effects such as mystery, tension, and surprise.
6. Study different genres of literature independently and reflect on the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibilities of human achievement; and find directions and models for one's own aspirations.

Writing

1. Use appropriate and varied transitions to link major sections of a text to create cohesion and clarity on the relationships among ideas and concepts.
2. Communicate in coherent and grammatically correct writing in a wide range of forms – personal, transactional, poetic.
3. Use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, and experiences.
4. Take notes from meetings, one's own readings and other sources, and use those to construct an accurate report of proceedings or research findings.
5. Use standard referencing format in academic writing.
6. Use writing to develop critical thinking skills – review, analysis, hypothesis, recollection summary and evaluation.
7. Use the Writing Process to plan, draft, redraft, edit and publish their own works.
8. Produce a portfolio of their own writings containing samples of their best work.

Language and Grammar

1. Demonstrate a sound knowledge of grammar when writing or speaking.
2. Use rich vocabularies in their speech and writing.
3. Use various modes of speech in speaking and writing to indicate different moods and tones.
4. Discuss how humans acquire language.
5. Discuss the purpose that language serves in human interaction.

5.4 Class-wise Competencies

Competency refers to the learners' ability to solve complex situations by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. The following are the class-wise Competencies for each of the four Strands.

Listening and Speaking

Class PP

1. Speak in words and phrases to express their immediate needs and interests.
2. Follow classroom instructions for learning and demonstrating desired behaviour.
3. Verbalize the alphabet sounds correctly to pronounce simple words clearly.
4. Develop vocabulary to convey simple messages clearly and correctly.

Class I

1. Respond to compliments and follow instructions appropriately to show propriety and respect.
2. Use the knowledge of blending to pronounce new words.
3. Participate in simple and short routine conversations on familiar topics to build on interpersonal communication skills.
4. Express ideas and concern using short phrases and sentences.

Class II

1. Apply the knowledge of blending to pronounce the words correctly.
2. Show control of basic grammar in speech to narrate simple events in sequence.
3. Use adequate vocabulary to converse about everyday events and experiences.
4. Exhibit proper behaviour in different situations while listening and speaking to show propriety and respect.

Class III

1. Use the knowledge of blending to pronounce new words correctly.
2. Use newly acquired vocabularies in different contexts to show an understanding of form and meaning.
3. Participate in conversation about familiar situations with friends and teachers to build on interpersonal communication skills.
4. Retell short stories and recite simple poems to improve comprehension and expression.
5. Use the conventions of speech to deliver short speeches on topics of their choice.

Class IV

1. Listen and respond to the speaker with comments and questions to show empathy.
2. Use the knowledge of grammar and vocabulary to speak fluently and accurately.
3. Employ listening and speaking skills to talk appropriately on an increasing range of context.
4. Retell a piece of literature they have read to improve comprehension and expression.

Class V

1. Ask questions and provide feedback to respond in formal and informal situations.
2. Use appropriate vocabulary and expressions while speaking to express feelings and opinions.
3. Speak fluently and confidently at length in different contexts to convey messages with clarity.

Class VI

1. Listen and speak in a wide range of context to demonstrate the ability to respond appropriately.
2. Take an active part in discussions to show understanding of ideas and sensitivity to others.
3. Use the knowledge of grammar and vocabulary to convey messages clearly.
4. Talk about books they have liked and read to demonstrate their ability to review and analyse.

Class VII

1. Use speech to share information, experiences, and opinions clearly.
2. Show control of common sentence structures to deliver speeches.
3. Respond to information and opinions presented by peers with sensitivity to support each other's language development.
4. Demonstrate the knowledge of adequate vocabulary to speak in formal and informal situations.
5. Talk about books they have liked and read to demonstrate their ability to review and analyse.

Class VIII

1. Adopt appropriate skills and strategies to talk in different circumstances.
2. Use vocabulary precisely and organize their talk to communicate clearly.
3. Listen to and evaluate the ideas and opinions of others to enhance critical thinking skills.
4. Exhibit positive tone, behaviour and attitude while arguing and debating to acknowledge and respect diverse views.
5. Use conventional patterns and forms of address while speaking in public to develop cultural awareness and sensitivity.

Class IX

1. Explain their position on and understanding of complex issues to discuss and debate with vigour.
2. Listen perceptively and provide feedback to contribute to the development of discussions.
3. Demonstrate an apt use of vocabulary while speaking to convey message succinctly.
4. Participate in a variety of contexts, public or otherwise, using appropriate intonation and emphasis to communicate emphatically.
5. Talk about popular writers and their works, including Bhutanese writers to acknowledge their contribution to language and literature and draw inspiration.

Class X

1. Talk about popular writers and their works, including Bhutanese writers to acknowledge their contribution to language and literature and draw inspiration.
2. Adopt different strategies depending on the purpose, topic, and audience to speak in different occasions.
3. Exhibit moral values and ethics in speech to demonstrate civility and intellectual maturity.
4. Participate in a range of collaborative discussions to promote higher order thinking.
5. Listen and respond to a range of spoken texts, presentations, and instructions to understand variety and purpose of communication.

Class XI

1. Exhibit positive listening and speaking behaviour and attitude to demonstrate civility and intellectual maturity.
2. Apply listening and speaking skills and strategies in a variety of contexts to communicate effectively in real life situations.
3. Evaluate speaker's tone, point of view and attitude on various issues to respond thoughtfully to diverse perspectives.
4. Analyse different kinds of speeches and use them as models to become persuasive speakers.

Class XII

1. Demonstrate values and ethics when listening and speaking to display social and cultural maturity.
2. Use figurative language and rhetorical devices correctly in speeches to argue succinctly and emphatically.
3. Use negotiation skills to resolve conflicts diplomatically.
4. Use appropriate communication skills to convey ideas effectively according to purpose, topic and audience.
5. Listen reflectively to evaluate the effectiveness of speeches.
6. Evaluate a speaker's point of view based on evidence and reasoning to compare with one's own and build repertoire as speakers.

Reading and Literature

Class PP

1. Show how print is organized to build the foundation for reading.
2. Use the knowledge of blending to read.
3. Follow the teacher or peers to read in chorus.
4. View simple non-continuous texts to make meaning independently.
5. Respond to simple punctuation marks to read correctly.

Class I

1. Use phonemic awareness to read and pronounce words correctly.
2. View and read the text using visual cues for improved comprehension.
3. Read and talk about events and characters in stories to make simple inferences about them to show understanding.
4. Read aloud their own writing and talk about it.
5. Read new texts independently.

Class II

1. Use knowledge of phonemic awareness to decode unfamiliar words.
2. Read a range of texts and talk about their purpose and audience.
3. Read texts and express their opinions (likes & dislikes).
4. Read aloud with accuracy, fluency, and expression to improve reading skills.
5. Read a variety of texts to improve comprehension.

Class III

1. Use knowledge of phonemic awareness to read unfamiliar words.
2. Respond to various texts showing the understanding of the main point and expressing their preferences and opinions.
3. Read different genres of texts and begin to make links between them.
4. Use a variety of strategies to read texts independently.

Class IV

1. Read various texts by using their features to make meaning independently.
2. Use appropriate strategies to develop reading fluency.
3. Use the conventions of grammar to read and comprehend written texts.
4. Read texts to infer meanings at different levels of understanding.
5. Explore and use different sources to find meanings of unfamiliar words and phrases.

Class V

1. Use strategies like comparison and contrast between texts to develop their responses to the literature they read.
2. Identify literary devices and explain their function in a text to broaden their understanding.
3. Use the elements of different genres of literature to infer meanings at different levels.
4. Read texts to confirm their understanding of themes like friendship, love, relationships, loyalty, courage, and cooperation.
5. Transfer information from one form of text to another to show the understanding of the content.

Grade VI

1. Read a range of texts using a variety of strategies to make meaning including an understanding of the key features of various forms.
2. Extract essential information from the text and other sources using strategies like inference and deduction where appropriate to build on comprehension and analysis skills.
3. Identify figurative language and understand the meaning to appreciate the beauty they add to a text.
4. Relate themselves and their ideas to the characters and ideas they encounter in the literature they read.

Class VII

1. Read texts to interpret significant ideas, events, themes, and characters.
2. Use the strategies like comparison and contrast to develop their responses to the literature they read.
3. Refer to relevant ideas and information in the texts to support their explanations.
4. Read texts to analyse and appreciate the effect of poetic language.
5. Read texts to compare and contrast themselves and their ideas with and the people and ideas they encounter in the literature.

Class VIII

1. Read a range of texts using a variety of strategies to make meaning including an understanding of the key features of various forms.
2. Select and use essential points using inference and deduction where appropriate to respond to the text by identifying themes and characters and selecting sentences and relevant information from the text to support their views.
3. Locate and use information from other sources- similar texts that they have studied, newspaper reports, reference texts- to support their views.
4. Discuss how figurative language adds layers of meaning to a text to enhance their interpretive and analytical skills.
5. Analyse, evaluate, and appreciate appropriate texts by focusing on implied meaning to develop higher-order thinking and critical judgment.

Class IX

1. Read and discuss a range of texts identifying layers of meaning and commenting on their significance.
2. Respond to texts referring to aspects of language, themes, and the structures of the various forms to justify their views and opinions.
3. Refer to a variety of sources to gather evidences and use them to strengthen their literary skills.
4. Identify the elements in a piece of literature which create a sense of beauty and harmony that affect their lives.
5. Discuss and relate to one's own life the profound ideas expressed in literature – the notions of right and wrong, justice and injustice, forgiveness and revenge, life, and death.

Class X

1. Read a wide range of texts with accuracy and fluency using reading strategies to enhance comprehension.
2. Articulate personal and critical responses to the literature they are reading to show an understanding of thematic, structural, and linguistic features.
3. Synthesize a range of appropriate information from various sources to support their views and opinions.
4. Demonstrate knowledge of major writers and their works to broaden their knowledge and choice of literature.
5. Recognise the effects that the writer is striving to achieve when she/he alters the standard form, plays with points of view, and builds image patterns to deepen the understanding of the text.
6. Draw upon the feelings of characters in a story or play, or the speaker in a poem or an essay to make text to life connections.
7. Evaluate the great ideas expressed in the literature to draw inspiration from them.

Class XI

1. Read a wide range of texts with accuracy and fluency to make meaning at various levels of cognition.
2. Evaluate how authors achieve their effects using linguistic, structural, and presentational devices and apply them to read new texts.
3. Select and analyse information from a variety of texts to influence and persuade the audience.
4. Demonstrate an increased familiarity with major writers and their works to enhance literary skills.
5. Read literature as a reflection of life to gain insights into various human conditions.
6. Identify statements from facts and beliefs by evaluating the accuracy of information in the text.

Class XII

1. Select and analyse evidences from diverse texts to support their line of argument.
2. Evaluate alternative interpretations and opinions of texts and make cross references where appropriate.
3. Demonstrate a superior level of familiarity with major writers and their works and use them as models to grow as writers.
4. Develop ideas from the texts referring in detail to aspects of language, structure and presentation and use them to strengthen literary skills.
5. Exhibit a heightened sense of beauty and harmony developed through reading to enrich their lives.
6. Discuss statements from facts and beliefs by evaluating the accuracy of information in the text.

Writing

Class PP

1. Use pictures to represent writings.
2. Shape letters of the alphabet correctly to demonstrate the acquisition of fine motor skills.
3. Write words legibly to show text orientation.
4. Write simple common words using the knowledge of sounds and attempt writing other words.

Class I

1. Develop a comfortable and efficient pencil grip to write smoothly.
2. Use the knowledge of segmenting to write new words.
3. Compose simple sentences to express their thoughts and ideas.
4. Use basic punctuations correctly to show an understanding of their functions.
5. Write in variety of forms – continuous and non-continuous texts to communicate ideas.

Class II

1. Form letters correctly and consistently to show mastery over the knowledge of the alphabet.
2. Use conventions of language to express meaning through writing and representing.
3. Use the structures of familiar text types to develop writing skills.
4. Co-create texts to share written ideas.

Class III

1. Handwrite words that are consistent in size and proportion with uniform spacing between words to show mastery over the concept of letters and word formation.
2. Write and represent using multimodal sources to demonstrate knowledge of spelling patterns, growing vocabulary, language, and representation skills.
3. Write and represent for variety of purpose to communicate effectively.
4. Write in different genres to demonstrate the understanding of their structures.

Class IV

1. Use a range of sentence structures and punctuation accurately to convey meaning and create effects.
2. Use the Writing Process to develop as writers.
3. Maintain writing portfolios containing their best pieces of writing to reflect on their progression as a writer.
4. Select and develop content and use register and language appropriate to genre, purpose, and audience to practise writing skills.
5. Use handwriting and IT effectively, making appropriate choices of presentation to prepare writing for publication.
6. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Class V

1. Create texts using the Writing Process to express thoughts for a range of purpose and audience.
2. Write, represent, and create various texts using digital tools to improve writing skills.
3. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
4. Select and develop content and use register and language appropriate to genre, purpose, and audience to practise writing skills.
5. Use handwriting and IT effectively, making appropriate choices of presentation to prepare writing for publication.

Class VI

1. Explore ideas using various sources, including ICT, and create texts to strengthen writing.
2. Create and write a variety of text for a range of purpose and audience
3. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
4. Select and develop content and use register and language appropriate to genre, purpose, and audience to practise writing skills.
5. Use handwriting and IT effectively, making appropriate choices of presentation to publish some of the best pieces.

Class VII

1. Use apt vocabulary and sentence structures to exhibit writing proficiency.
2. Write coherent paragraphs that have unity and coherence and a clear topic sentence to demonstrate the knowledge of how a paragraph is organised.
3. Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.
4. Use a range of sentence structures and paragraph organization to create different effects and moods.
5. Use writing as a way of learning and thinking to continue to grow as writers.
6. Use handwriting and IT effectively, making appropriate choices of presentation to share and publish the best pieces.

Class VIII

1. Employ a range of sentence structures accurately to achieve the desired effect and mood.
2. Use more complex structures and vocabulary to make writing succinct and emphatic.
3. Apply the knowledge of effective writing to evaluate one's own writing and the writing of others.
4. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
5. Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.
6. Write in a wide range of forms – fiction and non-fiction to enrich the repertoire of writing skills.
7. Use handwriting and IT effectively, making appropriate choices of presentation to share and publish.

Class IX

1. Use increasingly complex grammatical features, rhetorical devices, and vocabulary correctly to sharpen the efficacy of writing.
2. Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.
3. Write in a wide range of forms to enrich the repertoire of writing skills and styles.
4. Apply the knowledge of effective writing to evaluate one's own writing and the writing of others.
5. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
6. Use handwriting and IT effectively, making appropriate choices of presentation to share and publish to a wider audience.

Class X

1. Use increasingly complex grammatical features, rhetorical devices, and vocabulary correctly to make fine distinctions and achieve emphasis.
2. Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.
3. Write in a wide range of forms to enrich the repertoire of writing skills and styles.
4. Apply the knowledge of effective writing to evaluate one's own writing and the writing of others.
5. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
6. Use handwriting, ICT and referencing skills effectively, making appropriate choices of presentation to share and publish to a wider audience.

Class XI

1. Write fiction and nonfiction to show understanding and control of their elements and techniques.
2. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
3. Use handwriting and IT effectively, making appropriate choices of presentation to share and publish to a wider audience.
4. Use the Writing Process including internationally accepted referencing rules to produce a refined piece of academic text.
5. Apply knowledge of appropriate organizing structures and language features to create a variety of increasingly sophisticated texts for different purposes.
6. Apply spelling skills and learner strategies for writing accurately and consistently in internationally accepted English to become lifelong writers and learners.
7. Create texts and representations that respond, evaluate, and persuade by following internationally accepted models to grow as emphatic writers and communicators.

Class XII

1. Write fiction and nonfiction to show understanding and superior control of their elements and techniques.
2. Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.
3. Use handwriting and IT effectively, making appropriate choices of presentation to share and publish to a wider audience with pride and confidence.
4. Use the Writing Process including internationally accepted referencing rules to produce a refined piece of academic text.
5. Apply knowledge of appropriate organizing structures and language features to create a variety of increasingly sophisticated texts for different purposes.
6. Use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, and experiences to become independent lifelong learners.
7. Create texts and representations that respond, evaluate, and argue by following internationally accepted models to grow as emphatic writers and communicators.
8. Use writing as a tool to develop critical thinking skills-review, analysis, hypothesis, recollection, summary.

Language and Grammar

Class PP

1. Acquire adequate vocabulary to name familiar objects and pictures correctly.
2. Use simple sentences correctly to convey and receive messages.
3. Use tenses correctly to relate action and time.

Class I

1. Build vocabulary to describe familiar objects, actions, and events.
2. Use conventions of basic grammar to speak, write and represent in their everyday activities.

Class II

1. Use the knowledge of grammar to use language purposefully at words and phrase levels.
2. Build vocabulary to name objects and events to talk about abstract ideas.

Class III

1. Build vocabulary to describe objects, events, actions, and abstract ideas.
2. Use the knowledge of grammar to use language purposefully at word, phrase, and sentence levels.

Class IV

1. Use complex sentence structures like periodic and interrogative sentences to show growing ability of language use.
2. Use word order accurately to express thoughts and ideas.
3. Talk about complex topics and abstract ideas using adequate vocabulary.

Class V

1. Write different types of sentences to illustrate the relationship between words and their functions.
2. Apply grammatical knowledge at the word, phrase, and sentence levels to convey ideas accurately in different social contexts.
3. Use contexts as a clue to determine the meaning of words, phrases, and sentences.

Class VI

1. Use formal and informal language to suit the purpose and audience.
2. Consult reference material, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases.
3. Use knowledge of key concepts in grammar to write and speak accurately.

Class VII

1. Use affixes with root words in speeches and writings to illustrate how meanings change.
2. Use appropriate voices to suite the context and emphasis.
3. Write different types of sentences correctly to show the relations between words and their functions.
4. Employ the knowledge of English grammar and its usage while writing or speaking.

Class VIII

1. Use grammatical conventions to include the use of modal auxiliaries to indicate a shift from indicative to subjunctive mood.
2. Show how clauses are written to form complex sentences.
3. Use the conditional forms correctly to express possibilities.
4. Use the relationship between particular words (synonyms, antonyms, and homographs) to better understand each of the words.
5. Employ idiomatic expressions and phrasal verbs correctly to make language emphatic.

Class IX

1. Employ adequate grammar skills and vocabulary to present thoughts and feeling proficiently.
2. Use appropriate strategies to cope with unknown words and complex sentence structures and discourse to arrive at a meaning.
3. Use cohesive devices and grammatical structures to create links across different clauses, sentences, and paragraphs.
4. Distinguish between literal and figurative language and use them in communication to add layers of meaning.
5. Address recurring language errors to develop greater control in the use of language for speaking, writing, and representing.

Class X

1. Express emotional reactions to what was asserted or expressed in a text by noting the functions of statements as they unfold.
2. Apply knowledge of grammar to express emotional reactions to what was asserted or expressed in a text by noting the functions of statements as they unfold.
3. Use enough vocabulary to talk or write about abstract ideas of love, truth, and beauty.
4. Demonstrate and interpret figurative language in context to analyse their role in the text.
5. Use grammatical conventions with accuracy to speak confidently in public.
6. Use syntactical patterns with accuracy to add variety to texts.
7. Make conscious choice of language and vocabulary to express concrete and abstract ideas.

Class XI

1. Vary the forms of construction to show that different meanings are conveyed in different contexts.
2. Use the basic features of the English language to discuss how humans acquire language.
3. Discuss the purposes that language serves in human interaction to gain further insights into the nature of human language.
4. Apply knowledge of language features in different types to reproduce in other forms including hybrid text.
5. Use language purposefully to achieve the desired effect on the audience.

Class XII

1. Apply the knowledge of language to understand how language functions in different context to make effective choices for meaning and style, and to communicate effectively.
2. Exhibit a high degree of linguistic competence and develop skills in manipulating the linguistic system to express the intended message spontaneously and flexibly.
3. Use a variety of diction and syntax structures correctly for a wide range of purpose.
4. Utilise genres-specific or subject-specific features of language to refine the skills needed to interpret and appreciate language independently for lifelong learning.
5. Discuss the purposes, features of human language and theories of language acquisition to inquire into the different levels of language study.

5.5 Learning Objectives

The Learning Objectives will serve as indicators of achievement at each class level in reference to the Competencies and the Standards. These objectives are inter-related and it will not normally be possible or desirable to assess them in isolation. 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.

Listening & Speaking

Class PP

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use words of greetings and courtesies to show respect and deference.	Vocabularies related to greetings and courtesies, respect	Language and literary skills: <ul style="list-style-type: none"> oral and communication skills listening to understand comprehending responding to speakers reading text pronunciation producing sounds of the alphabet phonemic awareness choral reading/singing matching words/pictures identifying words Social, behavioural, and affective skills: <ul style="list-style-type: none"> paying attention being receptive following instruction/direction making eye contact sharing with friends teamwork being polite respecting Note: Teachers should identify additional appropriate skills based on
2	Use vocabulary related to their immediate environment to include talk about on topics such as families, friendship, and love.	Familiar vocabularies, family, friendship, love	
3	Follow classroom instructions.	Classroom instructions	
4	Respond to compliments.	Complimentary words and phrases	
5	Listen to and verbalize the alphabet sounds correctly.	Alphabet and their sounds	
6	Name the letters of the alphabet correctly.	Letter of alphabet	
7	Pronounce simple CVC words correctly using the knowledge of phonemes.	Phonemic awareness (CVC words)	
8	Listen to nursery rhymes, songs, and stories from a variety of sources for enjoyment.	Nursery rhymes, songs, and stories	
9	Sing nursery rhymes and songs.	Nursery rhymes, songs	
10	Understand phrases and simple sentences.	Phrases and simple sentences	
11	Speak in simple sentences, including the use of demonstrative pronouns: <i>this, that, these, and those</i> and use adjectives, comparatives like <i>bigger, taller, and shorter</i> .	Simple sentences, demonstrative pronouns, comparative adjectives	
12	Describe common objects and favourite persons in simple words, phrases, and sentences.	Common objects, words, phrases, and sentences, family, friends	

13	Respond to simple questions about matters of immediate interest.	Interrogative sentences	the lesson plans and learning activities.
14	Listen to and understand simple stories and make text to life connections to include topics such as love, friendship, and family.	Stories, fables, fairy tales, family, friendship, love,	
15	Use simple language structures from the texts they have read in their daily conversation with friends, teachers, and family.	Language structures	
16	Enjoy listening to and speaking English.		

Class I

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in class PP.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> oral and communication skills listening to understand comprehending responding to speakers reading text pronunciation producing sounds of the alphabet phonemic awareness choral reading/singing questioning matching words/pictures identifying words <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> paying attention being receptive following instruction/direction making eye contact sharing with friends teamwork being polite respecting <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Initiate words of greeting and expand words of courtesy appropriately to show respect and deference.	Vocabularies related to greetings and courtesies, respect	
3	Follow and give simple instructions.	Common classroom Instructions	
4	Give and respond to compliments.	Complimentary words and phrases	
5	Pronounce simple words using the knowledge of phonemes.	Phonemic awareness (CCVC words)	
6	Listen to, tell simple stories, and sing rhymes and songs from a variety of sources.	Simple stories, rhymes, and songs	
7	Listen attentively and take turn to respond to others when they speak about matters of immediate interest.	My favourite animal, my hobby, favourite food, favourite days, family, and friends	
8	Use simple language structures from the texts they have read in their daily conversation with friends, teachers, and family members.	Sentence structures, friends, family members, teachers, and school	
9	Speak about subjects beyond their classroom environment including talk about families, friendship, and love.	Home, market, family, friendship, love, playground	
10	Use new words to express their ideas and concerns.	Vocabularies, phrases	
11	Ask, and respond to simple questions politely.	Interrogative, politeness	
12	Engage in short dialogues and discussions with their teacher and classmates.	Common objects, words, phrases, and sentences	
13	Enjoy listening to and speaking English.		

Class II

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> oral and communication skills listening to understand comprehending responding to speakers reading text pronunciation intonation producing sounds of the alphabet phonemic awareness choral reading/singing questioning & answering story telling/narration describing matching words/pictures identifying words <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> paying attention being receptive following instruction giving instructions making eye contact sharing with friends teamwork being polite respecting participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Follow and give classroom instructions accurately.	Classroom instructions	
3	Give and respond to compliments and invitations.	Complimentary words and invitations	
4	Pronounce words containing double and triple consonants, diagraphs, and short and long vowels correctly using the knowledge of phonemes.	Phonemic awareness, word building	
5	Listen to and sing rhymes and songs from a variety of sources.	Nursery rhymes and songs	
6	Tell simple stories in their own words including on topics such as the needs and roles of each family member.	Storytelling, book talk, story chain, needs and roles in the family	
7	Describe pictures in simple words, phrases and sentences with appropriate expressions and intonation.	Picture description, picture walk, predicting	
8	Use proper word order in simple sentences and questions.	Sequencing sentences	
9	Use new vocabulary appropriately.	Vocabularies, word building	
10	Use singular and plural forms and simple tenses correctly.	Simple tenses, singular and plural	
11	Participate in longer conversations and dialogues to include topics such as talking about what they like about their friends.	Talk with classmates, interview, friends, trust, respect, sharing, love	
12	Use simple statements, questions, commands, and requests.	Reporting events,	
13	Answer questions and explain further when asked.	Question and answer	
14	Talk in simple sentences about good touch and bad touch with examples.	Sentences, body parts, gender awareness	
14	Narrate simple events in sequence using sequence adverbs like 'first, then, next etc.	Adverbs, author's chair, predicting	
15	Enjoy listening to and speaking English.		

Class III

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • oral and communication skills • listening to understand • comprehending • responding to speakers • reading text • pronunciation • intonation • producing sounds of the alphabet • phonemic awareness • choral reading/singing • questioning & answering • story telling/narration • describing • matching words/pictures • identifying words <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Follow and give directions in grammatically correct sentences.	Classroom instructions	
3	Give and respond to invitations and compliments.	Invitation and compliments	
4	Pronounce words containing double and triple consonants, diagraphs, and short and long vowels correctly using the knowledge of phonemes.	Phonic cues, short and long vowel sound	
5	Listen to fables and other topics of interest.	Fables	
6	Show a clear understanding of word order in simple sentences and questions.	Words sequencing	
7	Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.	Discussion, role play, picture talk, book talk	
8	Explain plans, ideas, answer questions and explain further when asked.	Answering questions, dialogue	
9	Use clear pronunciation, polite expressions, intonation, and gestures to share feelings and ideas when speaking about matters of immediate interest.	Text to life connection, information transfer	
10	Use newly acquired vocabulary appropriately.	Vocabulary	
11	Deliver short speeches, tell simple stories, and recite short poems.	Deliver speech, storytelling, poem recitation, retell story	
12	Talk in correct sentences about family values that they care about and different types of love.	Family values such as being together, family bonds, love	
13	Enjoy listening to and speaking English.		
14	Talk in simple sentences about good touch and bad touch with examples.	Sentences, body parts, gender awareness	

Class IV

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • listening to understand • speaking to communicate clearly. • comprehending • responding to speakers • reading text • pronunciation • intonation • choral reading • questioning & answering • story telling/narration • describing • identifying words <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Initiate and carry-on conversations and discussions on familiar topics such as gender stereotype roles within the family and the community.	Discussion, prediction, dialogue, gender stereotypes, family	
3	Listen with empathy and respect during discussions and respond with relevant comments and questions.	Empathy, respond and question	
4	Speak using correct question tag.	Dialogue, question tag	
5	Listen and respond to folktales, poems, and other topics of interest.	Respond to various text: folktales, poetry	
6	Narrate events, stories, and experiences briefly to include what good things they learn from their parents and elders.	Book talk, sharing experiences, family support and values	
7	Enjoy, appreciate, and retell a piece of literature that they have listened to or read.	Retelling story, role play	
8	Deliver simple speeches with fluency and confidence.	Speech delivery, sharing feelings and imagination	
9	Adapt the pace, loudness, and voice intonation appropriately when performing or reading aloud.	Communication strategies	
10	Identify and respond appropriately to both the intent and the tone of speaker's message.	Read text to respond to the tone and intent of the speaker's message	
11	Enjoy listening to and speaking English.	English Language	

Class V

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • listening to understand • speaking to communicate clearly. • comprehending • responding to speakers • reading text • pronunciation • intonation • choral reading • questioning & answering • story telling/narration • describing • identifying words <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Respond to books that they have read and talk about them.	Book talk	
3	Speak using correct question tag.	Dialogue, conversation	
4	Engage in longer dialogues and conversations.	Discussion, question, and answer	
5	Listen to explanations and take notes.	Listening with empathy and taking notes	
6	Shape and organize ideas clearly when speaking.	Reader's theatre, Prediction	
7	Use appropriate gestures and intonations when speaking or reading aloud.	Speak using appropriate gestures and intonation	
8	Deliver short speeches on topics of their choice to include family and the different roles of each member, love, family support, values, and responsibilities.	Speech writing, delivery, family, gender role, family values	
9	Retell a piece of literature that they have listened to or read.	Retelling text they have listened to or read	
10	Understand and give directions properly.	Giving direction	
11	Respond to different speakers with questions and supportive comments in formal and informal contexts.	Identify and distinguish main ideas, giving comments and feedback	
12	Use appropriate vocabulary to talk about concrete and abstract ideas.	Vocabulary Abstract and concrete ideas	
13	Identify and respond appropriately to both the message and the tone of a speaker.	Identify speaker's tone and purpose	
14	Enjoy listening to and speaking English.		

Class VI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • listening to understand • speaking to communicate clearly. • comprehending • responding to speakers • reading text • pronunciation • intonation • producing sounds of choral reading/singing • questioning & answering • story telling/narration • describing • identifying words <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Talk with their classmates about the books they have read and compositions they have written.	Comprehension, analysis, evaluation (book talk)	
3	Speak using correct question tag.	Discussion, dialogue	
4	Listen to auditory texts and carry out assigned tasks.	Cloze texts, multiple choice questions, short answer questions	
5	Listen to and speak with each other as members of a group.	Discussion, express their response	
6	Use a variety of vocabulary, expression, and tone of voice to engage the listener.	Express opinion, vocabulary	
7	Deliver longer speeches on topics of their choice to include family and the different roles, love, family support, values, and responsibilities.	Speech delivery, family, gender role, family values	
8	Talk about abstract ideas, such as goodness and beauty, loyalty, understanding of friendship and love, and truth.	Abstract ideas, friendship, love, truth, loyalty, goodness, and beauty	
9	Make language choices to adapt their talk for different audiences and purposes.	Debate, role-play	
10	Speak regularly using correct pronunciation.	Discussion and oral presentation	
11	Evaluate what is heard and give reasons for agreement or disagreement.	Evaluation, argument, persuasion	
12	Enjoy listening to and speaking English.		

Class VII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Articulating one's thoughts and ideas coherently • Use question tags correctly and appropriately • Use content and context specific language • Use conditionals to explore ideas and possibilities <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Appropriate conduct and behaviour to suite different contexts • Cooperation and Collaboration • Appreciate roles and contributions of others <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Talk about the texts they have written and the ideas of the books that they have read from various sources.	Transferring thoughts and ideas into oral form	
3	Speak using correct question tags and correct pronunciation.	Use of question tags for confirmation and assertion	
4	Organize and participate in meetings and debates on relevant topics including gender stereotypes and gender inequality.	The use of language in formal and informal settings, gender, inequality	
5	Listen to and speak in collaborative discussions using words of appreciation and acknowledgement where necessary.	Use listening for learning	
6	Use spoken language to develop understanding through speculation and exploration of ideas.	Use of oral language as a learning tool	
7	Take cues from the listeners who have not understood what was said and restate for clarification.	Use of non-verbal language for communication	
8	Enhance listening and speaking skills using multimedia tools.	Multiliteracy	
9	Deliver speeches on topics of their choice such as family and the different roles of each member, love, family support, values, and responsibilities.	Transferring thoughts and ideas into oral form – regular class speeches, family, gender role, family values	
10	Communicate effectively in practical and social situations.	Use of apt words to suit different situations	

Class VIII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Share views and opinions on the ideas contained in the books read Deliver effective speech by using the elements of good speeches Use the book review process and skills Use on one to one, one to group and whole class situations Teacher led classroom discussions Practice speaking skills Speaking skills Teacher led classroom discussions and practice Observe live speeches and videos on the internet Shift to search online for newly acquired vocabulary and use <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Demonstrate respect sensitivity to the feelings and opinions of others <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Respond to books and materials from other sources that they have read and talk about them.	Read and speak about books they read.	
3	Speak using correct question tags and correct pronunciation.	Speak in formal and informal situations.	
4	Asks relevant questions for clarification or to find out others' ideas.	Use informal situations to speak.	
5	Use elements of good speeches when preparing and delivering speeches.	Deliver speeches with content and precision.	
6	Use rhetorical devices correctly.	Rhetorical devices and their usage	
7	Deliver extempore speeches effectively on familiar topics including friendship and its influence on one's positive/negative growth.	Deliver speeches with content and precision, influence of friendship.	
8	Argue and debate with vigour, but maintain respect for and sensitivity to the feelings and opinions of others.	Use speaking skills and techniques while debating.	
9	Demonstrate positive behaviour and attitudes while listening and speaking.	Maintaining positive behaviour.	
10	Use dictionary and other resources to learn the syllabic construction of new words to help pronounce words correctly.	Use of language while speaking.	
11	Participate in panel discussion to talk on familiar topics such as their roles in the family and how it is different from what their siblings do.	Use of language, family member roles,	

Class IX

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Adopt appropriate speaking strategies while speaking to suite purpose, topic, and audience • Conduct and participate in interviews • Use idiomatic expressions in their speech • Use language to express imagination and possibilities <p>Social, behavioural, and affective skills.</p> <ul style="list-style-type: none"> • Conduct appropriately and use formal language according to context. • Acknowledge and respect the views others' views. <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Talk about major classical and modern writers and their works including Bhutanese writers.	Use major literary works to speak about them.	
3	Speak with correct pronunciation.	Importance of fluency while speaking	
4	Speak using correct question tag.	Use of question tags	
5	Speak effectively by adopting different strategies depending on purpose, topic, and audience.	Use speaking skills	
6	Use the conditional forms properly to express possibilities and probabilities in their speech.	Use conditional forms of speech properly	
7	Discuss and debate on pertinent issues including healthy and unhealthy sexual relationship using ideas derived from multimodal texts.	Use various sources to practice debating, healthy and unhealthy sexual relationship	
8	Conduct interviews to collect specific information on assigned topics or topics of their choice including different ways to express love and affection as one matures.	Use interviewing skills, changing concept of love.	
9	Participate actively in meetings by following the established norms.	Participate in formal situations	
10	Use idiomatic expressions appropriately in their speech.	Build a rich bank of expressions while speaking	
11	Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say.	Use a variety of platforms to understand views and express them appropriately	
12	Evaluate what is heard and give reasons for agreement or disagreement on familiar topics such as cultural and social taboos and stigma.	Evaluation, argument, persuasion, cultural taboos and stigmas and discrimination	

Class X

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Adopt appropriate Listening and speaking skills and strategies to suite purpose, contexts, and audience • Speak fluently with correct stress and intonation • Ask relevant and appropriate questions for clarification and information • Use question tags correctly for assertion and confirmation <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Demonstrate appropriate conduct and protocols to suite different contexts and occasions • Cooperation and Collaboration • Show respect and appreciation for the roles and contributions of others <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Talk about major classical and modern writers and their works including Bhutanese writers.	Awareness and knowledge about major authors/writers	
3	Speak using correct question tag.	When and how to use question tags	
4	Speak with correct pronunciation.	Correct stress and unstressed syllables while pronouncing words correctly	
5	Speak effectively by adopting different strategies depending on purpose, topic, and audience.	Language use is influenced by purpose and audience	
6	Use the appropriate protocols, including Bhutanese when introducing a speaker and addressing the chairperson at a meeting.	Concepts of formal and informal language.	
7	Express spontaneously, fluently, and precisely in more complex situations of social interactions.	Fluency and precise use of language	
8	Ask questions and provide supportive comments after listening to oral presentations.	Active listening	
9	Explain explicit and implicit meanings in texts.	Oral presentations of denotative and connotative meanings of texts read	
10	Make oral presentation of a text read on its content, message, and purpose.	Express opinions	
11	Initiate and participate effectively in a range of collaborative discussions to include laws and policies concerning gender equality, sexual abuse, abortion, human rights.	Exchange or share ideas, laws and policies on gender equality, abortion, human rights	
12	Enjoy listening to and speaking English.	Listen and speak for learning and pleasure	

Class XI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Organize and deliver talks effectively Conduct and collaborate group and panel discussions Evaluate person's speech using criteria for effective speaking Speak at different levels of cognition – literal, interpretive, and evaluative <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Demonstrate appropriate conduct and protocols to suite different contexts and occasions Cooperation and collaboration Show respect and appreciation for the roles and contributions of others <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Talk about major classical and modern writers and their works including Bhutanese writers.	Awareness and knowledge about major authors/writers	
3	Speak using correct question tag.	When and how to use question tags	
4	Speak with correct pronunciation.	Correct stress and unstressed syllables while pronouncing words	
5	Speak well-structured sentences on complex subjects, showing control over organization patterns, connectors, and cohesive devices.	Organise talks for clarity and cohesion	
6	Organize and participate effectively in a range of collaborative conversation including panel discussion on diverse issues, building on others' ideas, and expressing their own ideas.	Protocols on group and panel discussions	
7	Use public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, pace, tone, intonation, gestures, and closure to speak effectively in different contexts.	Conventions of public speaking	
8	Listen to and gather information from different kinds of oral texts including literature on social and cultural norms about sexuality and sexual behaviour and how they influence personal beliefs.	Active listening, sexuality and sexual behaviour, personal beliefs	
9	Speak accurately and critically at the literal, interpretive and evaluative levels.	Speaking for critical and evaluate purposes	
10	Evaluate speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.	Criteria for effective speaking	
11	Speak effectively by adopting different strategies depending on purpose, topic, and audience.	Different strategies of speaking according to purpose, topic, and audience	
12	Analyse different kinds of speeches and use them as models for their own.	Criteria for effective speaking	
13	Enjoy listening to and speaking English.	Listen and speak for learning and pleasure	

Class XII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the listening and speaking skills developed in earlier classes.	Building on prior knowledge, concepts, and skills	Language and literacy skills: <ul style="list-style-type: none"> Listen to talks and respond critically, constructively and to challenge ideas Vary speaking strategies to suite purpose, topic, and audience Listen and speak to agree, argue, and elicit others' points of view Speak correctly and fluently, pronouncing words accurately
2	Speak using correct question tag.	When and how to use question tags	
3	Speak with correct pronunciation.	Stressed and unstressed syllables of words	
4	Talk about major classical and modern writers and their works including Bhutanese writers.	Awareness and knowledge of major writers and authors	
5	Listen to complex information and respond critically, constructively, and cogently in order to clarify points and challenge ideas.	Higher order listening skills	
6	Adopt different strategies to convey ideas effectively according to purpose, topic, and audience.	Strategies for effective speaking	Social, behavioural, and affective skills: <ul style="list-style-type: none"> Cooperate and collaborate Acknowledge and respect differing points of view Resolve conflicts diplomatically Adopt and use appropriate protocols of public speaking while delivering speeches
7	Take active part in group discussion showing ability to agree, argue, summarize, and elicit the views of others and present one's own ideas.	Discuss and collaborate	
8	Use language accurately and effectively for social, academic, and professional purposes.	Use of oral language to suite purpose and audience	
9	Use negotiation skills to resolve conflicts diplomatically that arise among members of groups.	Negotiation and diplomacy	
10	Deliver speeches incorporating literary quotations, allusions, and imagery.	Use of quotations, allusions, and imagery.	
11	Enjoy listening to and speaking English in earlier classes.	Listen and speak for learning and pleasure	Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.
12	Use compare and contrast skills to discuss the changing social and cultural norms that positively and negatively influence sexual behaviours and sexual health	Compare and contrast, social and cultural norms, sexual behaviour	

Reading and Literature

Class PP

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Hold a book to show how it is organized.	Concept of book	Language and literary skills: <ul style="list-style-type: none"> • reading • listening • decoding • comprehending • responding to speakers • identifying letters • viewing pictures • responding • making text to life connection • pronunciation • intonation • phonemic awareness • blending and segmenting • reading strategies • questioning & answering • story telling/narration • describing • matching words Social, behavioural, and affective skills: <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.
2	Show that a book tells a story or gives information.	Retelling story	
3	Recognize that a word is a unit of print with empty space on either side.	Word is a group of letters	
4	Relate the spoken word to the written word.	Communication	
5	Identify upper-case and lower-case letters of the alphabet and their respective sounds and names.	Uppercase and lowercase alphabet, alphabet sounds and names	
6	Use phonemes (letter sounds) to read new words and pronounce them correctly.	Blending and segmenting	
7	Use knowledge of language structures to predict and to read text.	Language structure	
8	View and use pictures to make meaning from the text.	Decode the meaning of the text using the pictures	
9	Respond to full stops and question marks when reading aloud.	Basic punctuation	
10	View and follow the rhythm of rhymes, songs, and poems.	Rhymes, songs, and poems	
11	Recognize, read in context, and understand a minimum of 100 high frequency words.	Vocabulary	
12	Make text to life connections.	Talk about the text	
13	Read at least 10 texts.	Sustained reading	
14	Dictate ideas and sentences to the teacher in the composition of group stories.	Picture talk, book talk, retell	
15	Follow the stories they hear and say what they like about them.	Talk about the book	
16	View and read simple texts aloud independently.	Read aloud	
17	Enjoy viewing and reading as a learning activity.	View and read texts	

Class I

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the reading strategies and skills developed in class PP.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • reading aloud • listening • decoding • comprehending • responding to speakers • identifying letters • viewing pictures • responding • making text to life connection • pronunciation • intonation • phonemic awareness • blending and segmenting • reading strategies • questioning & answering • story telling/narration • describing • matching items • use visual cues to read <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read aloud from grade level texts with increasing fluency.	Read aloud	
3	Expand their bank of known words to read simple texts.	Use vocabulary to read texts	
4	Use growing knowledge of phonemes including segmenting and blending to read words and to pronounce them correctly.	Pronounce the words by blending and segmenting	
5	Recognize and use meaning, structure and visual cues to read new text.	Read new texts using visual cues and structure	
6	Understand that a sentence expresses a complete thought.	Sentences	
7	View illustrations and make predictions about the text.	View and make prediction	
8	Identify simple rhyming words.	Rhymes	
9	Attend to punctuation (full stop, question mark).	Basic punctuation	
10	Select and read grade appropriate and high interest text from print and non-print sources.	Read text from print and non-print sources	
11	Make personal connections with texts they are reading.	Text to life connection	
12	Answer questions about guided reading selections.	Question and answer	
13	View and read stories, poems, nursery rhymes and songs that introduce them to people, objects, and events beyond their immediate environment.	View and read various texts	
14	Read and recommend books to their classmates.	Talk about the book	
15	Retell stories in their own words.	Retelling stories	
16	Recognize, read, and understand a minimum of 150 words (high frequency and vocabulary) in context.	Vocabularies	
17	Enjoy viewing and reading as a learning activity.	View and read to understand the text	
18	Read at least 10 texts.	Sustained reading	

Class II

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the reading strategies developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • reading aloud • listening • decoding • comprehending • responding to speakers • identifying letters • viewing pictures • responding • making text to life connection • pronunciation • intonation • phonemic awareness • blending and segmenting • reading strategies • questioning & answering • story telling/narration • describing • matching items • use visual cues to read • maintain reading log • finding meaning <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read aloud from grade level texts with increasing fluency and accuracy.	Read aloud	
3	Use their knowledge of sentence structure to cluster words into meaningful units in their reading.	Sentence structure	
4	Use growing knowledge of phonemic awareness including blending and segmenting to read words and pronounce them clearly.	Phonemic awareness, Pronounce new words	
5	Use their knowledge of punctuation – full stop, question mark, and comma.	Punctuation	
6	Identify paragraphs in simple texts.	Paragraphs	
7	Read and view different texts for different purposes: stories, poems, songs, informational text, and non-continuous text.	Read and view different texts	
8	Answer questions about guided reading selection.	Answer and question	
9	Identify end rhymes in poetry.	Poem (rhymes)	
10	Identify literary devices like simile.	Literary devices	
11	Recognize, read in context, and understand a minimum of 200 words (high frequency and vocabulary words).	High frequency words	
12	Select texts and develop a list of the stories and poems that they like.	Reading log	
13	Locate and report on information from the text.	Information transfer	
14	Make inter textual (text to text) and personal connections with the ideas, events, and people that they encounter in their reading.	Text to text and text to life connection	
15	Listen to, read, and talk about texts.	Talk about the texts read	
16	Enjoy viewing and reading as a learning activity.	View and read to comprehend	
17	Read at least 15 texts.	Sustained reading	

Class III

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the reading strategies developed in earlier classes.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • reading aloud • listening • decoding • comprehending • responding to speakers • identifying letters • viewing • responding • making connection • pronunciation • intonation • phonemic awareness • blending and segmenting • reading strategies • questioning & answering • story telling/narration • describing • matching items • use visual cues to read • maintain reading log • finding meaning • differentiate texts • participate in role-play • scanning and skimming text <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use growing knowledge of phonemic awareness including blending and segmenting to read words and pronounce them clearly.	Phonemic awareness, Pronounce new words	
3	Identify the main idea of a short text.	Talk about the text	
4	Discuss the meaning of unfamiliar words encountered in reading through contextual cues.	Decode meaning through contextual cues	
5	Answer competency-based questions about guided reading selections.	Answer and questions	
6	Scan and skim through the text to find specific information and words.	Reading skills	
7	Note how text is organized in paragraphs and chapters.	Talk about the organization of the text	
8	Identify growing knowledge of literary devices in poetry.	Literary device	
9	Read plays, scripts, and dialogue with awareness of different voices.	Role-play and dialogue	
10	Differentiate between prose and poems.	Talk about prose and poems	
11	Employ the features of personal /formal letters to help them make meaning in their reading-	Format of personal/formal letter	
12	Employ the features of fables and use them to make meaning in their reading.	Fables	
13	Recognize, read in context, and understand a minimum of 300 words (high frequency and vocabulary words).	Vocabularies	
14	Express opinions on the ideas, people, and events that they encounter in their reading.	Book talk	
15	Enjoy reading to gain information and for pleasure.	Read	
16	Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.	Picture Dictionary	
17	Read independently at least 20 pieces of literature: stories, poems, songs, informational texts, and non-continuous texts.	Sustained reading	

Class IV

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the reading strategies and skills developed in earlier classes to comprehend the texts.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • reading strategies • listening • decoding • comprehending • responding to speakers • reading text • identifying vocabularies • viewing pictures • responding • making text to life connection • pronunciation • intonation • phonemic awareness • questioning & answering • story telling/narration • describing • use visual cues to read • maintain reading log • finding meaning • participate in role-play • scanning and skimming text <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read aloud with fluency and expression.	Read aloud	
3	Read stories and poems about subjects outside their personal experience.	Read various texts	
4	Identify the elements of short stories including folktales and use them to make meaning in their reading.	Elements of short story and folktales	
5	Read non-fiction texts – descriptions of the natural world and explanations of natural phenomena – for knowledge and information.	Read nonfiction texts	
6	Recognize the difference between fact and opinion in the texts they read.	Differentiate between facts and opinion	
7	Identify the rhythm in poetry.	Poetry, rhyming words	
8	Identify simile and metaphor.	Figure of speech	
9	Use contextual cues to understand the meaning of the words in the text.	Decode the meaning of words using contextual cues	
10	Read text to understand how lexical and grammatical items are used in context.	Lexical and grammatical structure	
11	Recognize, read in context, and understand a minimum of 500 words (high frequency words).	Vocabulary	
12	Use phonemic skills to pronounce unfamiliar words correctly.	Phonemic awareness	
13	Use the dictionary and other sources to find meanings of words and other information.	Dictionary use	
14	Recognize the function of quotation marks in reading.	Direct and indirect speech	
15	Read texts for explicit and implicit meaning.	Read various texts	
16	Read and view widely, least 25, for pleasure to demonstrate independent reading and learning in content area.	Sustained reading	

Class V

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • reading strategies • listening • decoding • comprehending • responding to speakers • reading text • viewing pictures • responding • making text to life connection • pronunciation • intonation • phonemic awareness • questioning & answering • story telling/narration • describing • use visual cues to read • maintain reading log • finding meaning • participate in role-play • scanning and skimming text <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read fiction and non-fiction texts for explicit and implicit meanings, particularly texts dealing with themes of friendship, cooperation, loyalty, and courage, among others.	Various texts	
3	Identify the elements of short stories including folktales and use them to make meaning in their reading.	Elements of short story and folktales	
4	Employ the features of fiction texts, such as adventure stories to help them make meaning in their reading.	Features of fiction	
5	Employ textual features such as subtitles, diagrams, charts, and graphs to help them make meaning with non-fiction texts.	Textual features	
6	Recognize the difference between fact and opinion in the texts they read.	Differentiate between fact and opinion	
7	Read text to understand how lexical and grammatical items are used in context.	Lexical and grammatical structure	
8	Identify figurative language in a text – simile, metaphor, and personification.	Figure of speech	
9	Make text to life connections.	Book talk, text talk	
10	Recognize reasonable predictions of future events with given content.	Prediction	
11	Build vocabulary and use pronunciation (phonemic) skills to pronounce words correctly.	Vocabulary	
12	Use the dictionary and other sources to find variant meanings of words and gain deeper understanding.	Word meaning	
13	Read various kinds of formal writing – business letters, applications, and invitations and know their different purposes.	Types of letters	
14	Listen to, read, and talk about texts of their choice for extended periods of time.	Talk about the book, discussion	
15	Read and view widely, least 30 pieces of literature, for pleasure to demonstrate independent reading and learning.	View and read different text for implicit and explicit meaning.	

Class VI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.	Building on prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • reading strategies • listening • decoding • comprehending • responding to speakers • reading text • identifying letters • responding • making text to life connection • pronunciation • intonation • phonemic awareness • questioning & answering • story telling/narration • describing • use visual cues to read • maintain reading log • finding meaning • participate in role-play • scanning and skimming text <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read and distinguish text written from different voices and points of view.	Point of view	
3	Read and differentiate fiction and non-fiction texts.	Fiction and non-fiction texts	
4	Read texts for explicit and implicit meaning.	Inferring meanings	
5	Employ the features of realistic fiction to help them make meaning in their reading.	Features of realistic fiction	
6	Identify the elements of short stories – setting, characters, plot, and theme.	Elements of short story	
7	Recognize the difference between fact and opinion in texts.	Difference between fact and opinion	
8	Read various kinds of formal writings-business letters, reports, and applications- and know their different purposes.	Types of letters	
9	Make text to life connections.	Book talk, comprehension, discussion, reader's theatre, role play	
10	Identify figurative language in texts – simile, metaphor, personification, and onomatopoeia.	Figure of speech	
11	Read text to understand how lexical and grammatical items are used in context	Lexical and grammatical structure	
12	Build vocabulary and use phonemic skills to pronounce new words correctly.	Vocabulary	
13	Use the dictionary and other sources to find variant meanings of words and gain deeper understanding.	Dictionary use	
14	Read and view widely, at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in content area.	Sustained reading	

Class VII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.	Building on prior knowledge, concepts, and skills	<p>Language and literacy Skills.</p> <ul style="list-style-type: none"> Identify, infer, and analyse the contents of a text Use features of texts (lyrics and ballads) to enhance comprehension Use of precise words to convey meanings aptly. Infer meanings at different levels of understanding – literal and figurative Analyse the emotive effects of poetry Read critically to analyse and use information from non-fiction texts for further learning Use the knowledge of the use of appropriate language and format for formal written communication Use skimming and scanning skills to gather required information quickly Use critical reading strategies to enhance knowledge of language Use reading process to grow as readers for life-long learning <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> internalizing and making text-to-life connections Empathy <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Recognize denotative and connotative meanings of words in texts.	The different levels of meanings that words carry at different contexts.	
3	Employ the features of biography of worthy personalities to make meaning in their reading	Biography as a separate genre of literature	
4	Identify the features of the modern lyric and traditional ballad.	Lyrics and ballads specific types of poems	
5	Recognize the music in poetry achieved by rhyme, rhythm, and alliteration.	Definition of rhyme, rhythm, and alliteration	
6	Read poetry and discuss the emotions evoked in the reader by the language of poems.	Understanding poems at different levels of meaning	
7	Build vocabulary and use pronunciation skills to pronounce new words correctly.	Words and their correct pronunciation	
8	Read and recognize the difference between literal and figurative language in the texts.	Language can be used to convey different meanings from what is stated	
9	Make text to life connections.	Internalizing what is read	
10	Read critically about issues in the national and international community (non-fiction texts, newspapers, magazines, and technology assisted sources) and discuss how these issues relate to them.	Summarization and Information transfer	
11	Use the dictionary and other sources to find the meaning and use of idiomatic expressions.	Using multimedia for learning	
12	Read various kinds of formal writing – business letters, reports, applications, and invitations and know their different purposes.	Understanding the different types and formats for formal communications	
13	Apply skimming and scanning techniques where appropriate to gather information.	Applying skimming and scanning skills	
14	Apply close and critical reading and viewing skills to enhance their understanding of how lexical and grammatical items are used in context.	Using different reading strategies	
15	Read and view widely, at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in content area.	Sustained reading	

Class VIII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Analyse texts to comprehend meanings at different levels of understanding Use words in a variety of contexts to bring out multiple meanings Identify figurative language and use them in their writing and speech Read critically to examine lexical and grammatical structures used in texts Pronounce unfamiliar words correctly by referring to the phonetic transcriptions in the dictionary and other resources <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Demonstrate empathy, appreciation of love, loyalty, and forgiveness. Emulate exemplary behaviour, conduct and language encountered in their reading in different contexts <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Identify features of a variety of texts and use them to support their reading.	Distinguish and differentiate features of a variety of texts	
3	Recognize the denotative and connotative effects of words in the texts they read.	Identify use of words with multiple meanings and effect	
4	Recognize the emotive effect of words in the texts they read.	Distinguish literal and figurative meanings	
5	Appreciate the beauty of language by identifying the uses of symbolism, imagery, allusion, and cadence.	Use of some advanced figurative tools and language	
6	Identify and discuss the use of free verse in different kinds of modern poetry.	Free verse poetry as the modern form of genre.	
7	Read texts and make personal connections.	Let children choose their genre according to taste and likes.	
8	Appreciate 'big' ideas expressed in literature – for example, forgiveness, loyalty, friendship, and love.	Inculcate the ideas of forgiveness, love, and loyalty	
9	Use the dictionary and other resources to understand phonetic transcriptions and syllabic structure of words to help with reading and pronunciation.	Use of awareness and basic transcription	
10	Build their vocabulary in context, and use pronunciation skills to pronounce new words correctly.	Use of newly acquired vocabulary and speak with acceptable pronunciation	
11	Evaluate the main idea(s) of texts read and generate their own understanding.	Identify multiple themes	
12	Employ the features of fantasy stories to help them make meaning in their reading.	Identify fiction and fantasy elements in their reading	
13	Apply close and critical reading and viewing skills to enhance their understanding of how lexical and grammatical items are used in context.	Identifying lexical and grammatical items in language used	
14	Read and view widely, at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in content area.	Sustained reading	

Class IX

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.	Building on prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Read critically to evaluate texts at personal level • Analyse the efficacy of lexical and sentence structures used in the texts • Confirm or challenge the ideas encountered while reading • Skim and scan to gather needed information quickly • Use the features of different genres of literature to enhance the understanding and comprehension of texts • Make inter-textual connections to analyse, evaluate and synthesise information, themes, and values <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Express views on issues like right and wrong, justice and injustice and universal values • Use exemplary characters, - their behaviour and conduct encountered in reading as models <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read and articulate personal and critical responses to fiction and non-fiction texts.	Read fiction as well as nonfiction texts	
3	Talk and write about major classical and modern writers, including Bhutanese writers, and their works.	Read a variety of texts including books from Bhutan	
4	Use the features of literary texts to help them understand the ideas they encounter in the texts they are reading.	Identify different genres of literature	
5	Read, understand, and engage with the ideas expressed by different authors in different forms of texts.	Read for a range of purposes and contexts	
6	Apply close and critical reading, and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.	Identifying lexical and grammatical items in language used	
7	Analyse text to generate ideas and express them by connecting to other texts and situations.	Use of Analysing, synthesizing and evaluation skills	
8	Evaluate the point of view of the writer on issues like right and wrong, justice and injustice, gender stereotypes, national and universal values in literature.	Distinguish right wrong and other universal values, gender stereotypes	
9	Evaluate the effect of the use of relevant literary devices in a text.	Distinguish literary devices used in a text	
10	Build vocabulary and use the pronunciation skills to pronounce new words correctly.	Identify the use of newly acquired vocabulary	
11	Engage in sustained reading and viewing for pleasure, personal development, and learning.	Make reading fun beyond classroom	
12	Read and view widely, at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in content area.	Sustained reading	

Class X

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Apply critical reading strategies to assess lexical and sentence structures in texts Analyse and evaluate different points of view and arrive at personal conclusion Use various sources to authenticate information <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Demonstrate empathy in conduct and speech Acknowledge and appreciate diversity of cultural traditions, beliefs, and practices <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read and articulate their understanding of experiences such as separation, love, compassion, loss, and spirituality using situations encountered in literature to support their positions.	Empathy and appreciation, love	
3	Apply close and critical reading and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.	Lexical and language structures in various texts and formats	
4	Analyse author's purpose and the style of writing to influence different audiences.	Styles of writing to suite purpose and audience	
5	Analyse and evaluate various sources of information for validity and accuracy.	Triangulation to validate information	
6	Compare and contrast different cultural values, traditions, and beliefs, using situations encountered in the literature they are reading.	Cultural values, traditions, and beliefs	
7	Evaluate the effect of the use of relevant literary devices in a text.	Literary devices and their usage	
8	Respond personally and critically to fiction and non-fiction texts showing an understanding of the structural features of the different texts.	Structural features of different texts	
9	Build vocabulary and use the pronunciation skills to pronounce new words correctly.	Pronunciation of new words	
10	Read, talk, and write about some of major classical and modern writers, including Bhutanese authors, and their works.	Major writers, including Bhutanese authors	
11	Engage in sustained reading and viewing for pleasure, personal development, and learning.	Reading for pleasure and life-long learning	
12	Read at least 40 pieces of fiction and non-fiction texts.	Sustained reading	

Class XI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Justify points of view with relevant supporting points Use the knowledge of the features of different kinds of texts to enhance comprehension and analysis Analyse structures and presentation styles to evaluate the efficacy to match the purpose Analyse non-fiction and non-continuous texts to gather information <p>Social, behavioural, and affective skills.</p> <ul style="list-style-type: none"> Internalise and practice ethics and values encountered in reading. Appreciate the beauty of language achieved using various literary devices Value and practice one's own cultural beliefs and practices while acknowledging and appreciating diversity Demonstrate understanding of the concepts of love, spirituality, tolerance, and patriotism Appreciate the beauty created by literature <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Read fiction and non-fiction texts with fluency and confidence using the features and purposes of different kinds of texts as a strategy for making meaning.	Different genres of literature have different features	
3	Apply close and critical reading and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.	Critical reading strategies	
4	Analyse how authors achieve their effects using linguistic, structural, and presentational devices – points of view, figurative language, flashback, parallel argument, symbols, and image patterns - and use this information to help make meaning with the text.	Linguistic features and rhetorical devices to achieve desired effects on the audience	
5	Analyse author's purpose and evaluate the style of writing to persuade an intended audience.	Persuasive techniques	
6	Select and analyse information from a variety of texts to support their points of view.	Analyse information	
7	Evaluate the effect of the use of relevant literary devices in a text.	Literal and figurative language	
8	Assess their own values in the light of what they encounter in the literature they study to enrich their personal, cultural, and national beliefs.	Diversity in cultural values, beliefs, and practices	
9	Compare and contrast different cultural values, traditions, and beliefs, using situations encountered in the literature they are reading.	Make text-to-life connections for personal growth.	
10	Distinguish the best pieces of literature and make choices for their personal collection.	Differentiate the quality of literary texts.	
11	Come to a new understanding of the human condition through their readings – the notions of spirituality, love, understanding, impermanence, tolerance, and patriotism.	Internalizing values for emotional maturity.	
12	Read to develop language skills and understand literature for an appreciation of both national and universal culture.	Universal values and good practices	
13	Talk about Bhutanese writers as well as major classical and modern writers and their works.	National and international literary status	
14	Demonstrate a sense of beauty and harmony through reading literature.	Heightened aesthetic sense.	
15	Build vocabulary through reading.	Vocabulary	
16	Engage in sustained reading and viewing for pleasure, personal development, and learning.	Reading for pleasure and life-long learning.	
17	Distinguish American and British English.	Differences in the British and American English	
18	Read at least 40 pieces of fiction and non-fiction texts.	Sustained reading	

Class XII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use reading strategies and skills developed in earlier classes to achieve various reading goals.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Justify points of view with relevant supporting points Use the knowledge of the features of different kinds of texts to enhance comprehension and analysis Analyse structures and presentation styles to evaluate the efficacy to match the purpose Analyse non-fiction and non-continuous texts to gather information Evaluate the textual structure and use of diction in a text <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Internalise and practice ethics and values encountered in reading. Appreciate the beauty of language achieved using various literary devices Value and practice one's own cultural beliefs and practices while acknowledging and appreciating diversity Demonstrate understanding of the concepts of love, spirituality, tolerance, and patriotism Appreciate the beauty created by literature. Evaluate and appreciate the contributions of literature in human civilization Make text-to-life connections for personal growth <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Understand the aspects of the human conditions encountered in their readings such as perception on gender roles, understanding of love, impermanence and aging, self-knowledge and language and culture.	Empathy and emotional growth, gender roles, love	
3	Apply close and critical reading, and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.	Analyse the efficacy of lexical and grammatical structures used in texts	
4	Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.	Contribution of literature to the intellectual growth of individuals, communities, gender, and nation	
5	Connect own background knowledge to recognize and analyse personal biases brought to a text with an emphasis on gender and national origin.	Existence of biases/prejudices based on gender, ethnicity, faiths etc	
6	Identify and analyse a range of issues encountered in a variety of texts.	Issues and themes	
7	Challenge or defend use of writer's diction and style.	Employment of specific structure and diction	
8	Assess their own values in the light of what they encounter in the literature they study.	Awareness of one's own values vis-à-vis those encountered in literature	
9	Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate.	Multiple meanings of literary texts	
10	Demonstrate a greater level of familiarity with Bhutanese writers as well as major classical and modern writers.	Awareness of major writers	
11	Distinguish the best pieces of literature and make choices for their personal collection.	Criteria of good literature	
12	Read and evaluate across the curriculum a variety of texts for practical purposes such as advertisements, manuals, job and career descriptions, applications, catalogues, memos, etc.	Practical reading and application in real life situations	
12	Analyse and evaluate the validity of an author's argument.	Critical reading	
13	Demonstrate a heightened sense of beauty and harmony through reading literature.	Aesthetic reading	
14	Talk about some of major classical and modern writers, including Bhutanese authors, and their works.	Awareness of major writers	
15	Acquire and enhance understanding of new vocabulary by making connections to related ideas and other words.	Growth of vocabulary	
16	Engage in sustained reading and viewing for pleasure, personal development, and learning.	Reading for life-long learning	
17	Read at least 40 pieces of fiction and non-fiction texts.	Grow as readers	

Writing

Class PP

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Adopt appropriate writing posture and efficient pencil grip.	Appropriate writing posture	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • letter formation • encoding • writing shapes/letters • listening • drawing • labelling • reading strategies • decoding • transcription • pencil grips • dictation • sounding words • phonemic awareness and early writing • spelling • handwriting <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Form small (lower case) and capital (upper case) letters correctly.	Alphabet upper case and lower case	
3	Write following left to right and top to bottom orientation.	Text orientation	
4	Label parts of their drawings.	Labelling	
5	Use drawings to represent the stories they make up or hear.	Illustrate to represent stories	
6	Match letters to their corresponding sounds (i.e., the alphabetic principle).	Matching	
7	Use knowledge of phonemes to write CVC (consonant-vowel-consonant) words correctly.	Phonemic awareness, word formation	
8	Use some known words to accompany the drawings in their stories.	Retell stories, drawing	
9	Dictate sentences to their teacher to accompany the action in their drawings.	Concept map	
10	Contribute ideas to the writing of group stories which the teacher writes down for the class.	Contribute ideas	
11	Write simple sentences with capital letters and full stops correctly.	Simple sentence, basic punctuation	
12	Leave space between words in their writing.	Spacing	
13	Write a minimum of 50 new words independently.	Write new words	
14	Enjoy writing as a creative activity.	Creative writing	

Class I

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in Class PP.	Building on to prior knowledge, concepts, and skills	Language and literary skills: <ul style="list-style-type: none"> • letter formation • encoding • writing shapes/letters • listening • drawing • labelling • reading strategies • decoding • transcription • pencil grips • dictation • sounding words • phonemic awareness and early writing • spelling • handwriting Social, behavioural, and affective skills: <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.
2	Ensure consistency in the size and proportion of letters and the spacing of words.	Letter consistency and proper spacing of words	
3	Use full stops, question marks and capital letters appropriately.	Basic punctuation	
4	Use more detailed drawings to represent the stories they make up and hear.	Use illustrations to represent stories	
5	Write three- four letter short vowel words, high frequency, and sight words correctly.	Vocabulary	
6	Use knowledge of phonemes to form words when writing independently.	Phonemic awareness	
7	Write one-sentence answers correctly to simple questions.	Question and answer	
8	Describe pictures in a few sentences.	Describing	
9	Fill up a simple book review format.	Book review	
10	Read what they have written and make corrections related to mechanics.	Writing mechanics	
11	Use margins to help format their writing.	Writing format	
12	Contribute ideas and suggestions for the use of mechanics during the writing of group stories.	Engage in writing group stories	
13	Share at least two pieces of their writing with their classmates and their teacher.	Portfolio	
14	Enjoy writing as a creative activity.	Creative writing	

Class II

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	Language and literary skills: <ul style="list-style-type: none"> • encoding • writing shapes/letters • listening • drawing • labelling • reading strategies • decoding • transcribing • dictation • sounding words • phonemic awareness and early writing • spelling • handwriting Social, behavioural, and affective skills: <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.
2	Write clearly and legibly.	Writing mechanics	
3	Communicate meaning to a greater extent using words and sentences with a lesser dependence on drawing to carry the story.	Vocabulary, sentences	
4	Use growing knowledge of phonemes (including vowel sounds) and spelling patterns to enhance their writing.	Phonemic awareness	
5	Write sentences guided by pictures or objects.	Sentence structure	
6	Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas, and apostrophes.	Basic punctuation	
7	Use margins, dates, and titles to help format their writing.	Writing format	
8	Initiate ideas and make suggestions for the use of mechanics during the writing of group stories.	Engage in writing group stories	
9	Share at least three pieces of writing with their classmates and their teacher.	Portfolio	
10	Write simple book reviews, journal.	Format of book review	
11	Enjoy writing as a creative activity.	Creative writing	

Class III

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing strategies developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • writing • listening • drawing • labelling • reading strategies • decoding • transcribing • dictation • sounding words • phonemic awareness • spelling • handwriting • communication <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Write with speed, fluency, and legibility.	Writing mechanics	
3	Communicate meaning in their stories through words and sentences and use drawings to illustrate the story.	Vocabulary	
4	Use their growing knowledge of phonemes, high frequency words, and spelling patterns to improve their writing.	Phonemic awareness	
5	Develop their ideas into simple paragraphs to include ideas on how family members take care of each other.	Paragraph writing, family members, love, and care	
6	Write compositions based on picture sequences and stories about their families.	Describing, composition, family	
7	Write simple descriptions of characters and settings of the stories they have read.	Book review	
8	Write a simple personal and formal letter.	Letter writing	
9	Write texts in which they explain simple procedures and processes.	The Writing Process	
10	Apply knowledge of grammatical rules at word and phrase levels in their writing.	Grammatical structure	
11	Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas, and simple tenses.	Punctuation mark	
12	Revise their own work for content and simple mechanics.	The Writing Process	
13	Share at least four pieces of writing with their classmates and their teacher.	Portfolio	
14	Enjoy writing as a creative activity.	Creative writing	

Class IV

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • writing coherent paragraphs • listening • drawing • reading strategies • decoding • transcribing • sounding words • phonemic awareness • spelling • communicating • dictionary usage • using The Writing Process • organizing ideas in writing <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use punctuation – full stops, question marks, commas, quotation marks, apostrophes, and exclamation marks.	Punctuation	
3	Use the process of writing – planning, drafting, revising, editing, and publishing.	The Writing Process	
4	Present their final drafts in an appropriate format.	Portfolio	
5	Write detailed compositions based on picture sequence.	Essay writing	
6	Write with a clear beginning, middle and end to organize ideas using a variety of forms to include simple book reviews, leave application, folktales, summaries, and explanations.	Write effective and coherent paragraph	
7	Distinguish between the conventions of spoken and written language.	Distinguish between spoken and written language	
8	Use dictionary and other sources to learn the meanings of words and write them correctly.	Dictionary use	
9	Use knowledge of phonics, high frequency words, vocabularies, and spelling patterns to move towards conventional spelling in their writing.	Phonemic awareness	
10	Use simple figures of speech like similes and metaphors in their writing.	Figures of speech	
11	Choose at least five pieces of writing to place in their portfolios.	Portfolio	
12	Enjoy writing as a creative activity.	Creative writing	

Class V

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • writing coherent paragraphs • listening • reading strategies • decoding • transcribing • sounding words • phonemic awareness • spelling • handwriting • communicating • dictionary usage • using the Writing Process • organizing ideas in writing <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use spelling strategies, dictionary, and other sources to enhance the mechanics of their writing.	Writing mechanics	
3	Use punctuation – full stops, question marks, commas, quotation marks, apostrophes, and exclamation marks.	Punctuation mark	
4	Use the Writing Process to make their writing more effective.	The Writing Process	
5	Use simple figures of speech like similes, metaphors, and personifications in their writing.	Figure of speech	
6	Develop ideas more effectively in longer paragraphs in which they use both simple and compound sentences.	Write effective and coherent paragraph	
7	Write with a clear beginning, middle and end to organize ideas using a variety of forms to include simple book reviews, leave application, folktales, summaries, invitations, explanations, and adventure stories.	Develop coherent content and support with relevant details	
8	Recognize the elements of good writing.	Appreciate good writing	
9	Add at least 5 pieces (including reflections on how family values have guided them to make better person) to the portfolio of their best writing making choices based on the elements of good writing.	Portfolio, family value and influence	
10	Enjoy writing by participating in a community of writers.	Write to participate in a community of writers	

Class VI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • writing coherent paragraphs • listening • composing • reading strategies • decoding • transcribing • sounding words • phonemic awareness • spelling • handwriting • communicating • dictionary usage • using the Writing Process • organizing ideas in writing <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use punctuation marks, including the use of the apostrophe for omission (contractions) and possession.	Punctuation mark	
3	Use spelling strategies, dictionary, and other sources to enhance the mechanics of their writing.	Writing mechanics	
4	Write simple poems using the poems from the text as examples.	Free verse poetry	
5	Write a coherent paragraph using simple, compound, and complex sentences.	Coherent and effective paragraph	
6	Enhance the effectiveness of their writing with the use of figurative language – simile, metaphor, personification, and onomatopoeia.	Figure of speech	
7	Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports, and realistic fictions.	Effective writing	
8	Add at least 5 pieces to the portfolio of their best writing making choices based on the elements of good writing.	Portfolio	
9	Evaluate one's own and other's writing.	The Writing Process, reflection	
10	Continue to enjoy writing by participating in a community of writers.	Write to participate in a community of writers	

Class VII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Enhance writing skills by using precise words correctly Write paragraphs that have unity and cohesion, and with a clear topic sentence Use the steps of the Writing Process to grow as writers Write to express ideas beyond the literal level Use writing skills as a way of learning and growing <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Use appropriate language to suite different contexts and purposes Cooperation and collaboration <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use the dictionary and other resources to learn the meaning of words and how to spell and use them correctly.	Concepts of how the dictionary and other sources organize information and data	
3	Write coherent paragraphs using simple, compound, and complex sentences.	Paragraph consists of one main idea, and how that main idea is elaborated in the rest of the paragraph	
4	Apply the Writing Process to refine their writing and progress towards becoming independent writers.	The steps in the Writing Process	
5	Take notes to prepare reports and summaries, and complete information transfer correctly.	Distil the main points from supporting details	
6	Use figurative language – simile, metaphor, onomatopoeia, and personification – to enhance the effectiveness of their writing.	Language can be manipulated to convey different meanings	
7	Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, resume, reports, fantasy, and narrative essays.	Language is context and purpose specific	
8	Exhibit appropriate use and control of grammar, sentence and paragraph structures, diction, and syntax in their writing.	Effective writing depends on the correct use of diction, syntax, and sentence structures	
9	Use writing as a way of thinking and learning.	Putting down thoughts and ideas into words leads to new paths of discovery	
10	Add at least 5 pieces to their portfolio making choices based on the elements of good writing.	Use the elements of good writing to asses writing and grow as writers	

Class VIII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Use of new vocabulary in various and varied situations • Use writing strategies to organize ideas and thought • Practice the Writing Process to make meanings in their writing • Use note taking and summarizing skills to highlight main points • Use the Writing Process to grow as writers <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Demonstrate appropriate social etiquette in writing for different contexts. <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use the thesaurus, dictionary, and other resources for vocabulary development.	Use various resources to acquire vocabulary	
3	Spell correctly the words they use.	Use of correct words	
4	Use punctuation and paragraphing to organize ideas.	Use punctuations and paragraphing to write about ideas in different paragraphs	
5	Use a range of sentence structures in their writing to achieve the desired effect.	Use different structures to make multiple meanings	
6	Use figurative language including hyperbole and alliteration effectively.	Use hyperbole and alliteration effectively	
7	Take notes to prepare reports and summaries.	Use of information transfer to make meanings	
8	Write for a variety of purposes and audiences using wider variety of forms encountered in their reading to include narrative essays.	Read and use narrative techniques in their writing	
9	Use the Writing Process to refine their writing and progress towards becoming independent writers.	Use the Writing Process effectively	
10	Use criteria of good writing to evaluate their writing and the writing of others.	Use checklist to bring out a good essay and pieces	
11	Distinguish best pieces of their writing and add at least 5 pieces to their portfolio.	Maintain portfolio with best of their writings	
12	Enjoy writing by participating in a community of writers.	Participate in writing situations	

Class IX

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing skills developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Use connectors to achieve emphasis and cohesion in writing • Write effectively using rhetorical devices • Write explanations to transfer information from non-continuous texts • Assess the writings of self and others' using the mechanics and criteria of good writing <p>Social, behavioural, and affective skill:</p> <ul style="list-style-type: none"> • Demonstrate appropriate social etiquette in writing for different contexts and purposes <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Continue using the Writing Process to refine the writing to become an independent writer.	Use the Writing Process repeatedly	
4	Use discourse markers like “however”, “therefore”, “further” to achieve cohesion in their writing.	Use of discourse markers to bring out a desired effect in their writing	
5	Maintain purpose and sense of audience in a piece of writing.	Develop a sense of audience for whom the piece is written	
6	Use rhetorical devices, including antithesis and hyperbole, in their writing.	Use of rhetorical devices correctly	
7	Write down explanations to elaborate the contents of non-continuous texts.	Use of information transfer for better understanding of texts they encounter	
8	Show appropriate usage and control of grammar, sentence and paragraph structures, diction, and syntax in their writing task.	Use of grammar and its control in their writing	
9	Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include memoirs, minutes of meetings and descriptive essays.	Use techniques of descriptive writings	
10	Distinguish the best pieces of their writing and add them to their portfolio.	Maintain portfolio with best of their writings	
11	Evaluate the mechanics and contents in the writings of self and others.	Use of criteria and checklist to evaluate ones and other writing	
12	Enjoy writing by participating in a community of writers.	Participate in writing situations.	

Class X

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing strategies developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literary skills:</p> <ul style="list-style-type: none"> Enhance writing skills and grow as writers Use annotation and summarization to sift main ideas Use of discourse marker achieve cohesion Appropriate use of language to suit different context and purposes Express ideas and meanings beautifully and beyond the literal level to evoke emotions Use of writing skills as a way of learning and growing <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Cooperation and collaboration to achieve collective goals Sharing, acknowledgement and appreciation Aesthetic beauty and emotional appreciation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Continue using the Writing Process to refine the writing and become an independent writer.	Continue to grow as writers	
3	Take notes at meetings and prepare minutes accurately.	Distil the main points from supporting details	
4	Use discourse markers including “in addition”, “furthermore” and “moreover” to achieve cohesion in their writing.	Use of discourse marker to signpost discourse and achieve cohesion	
5	Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.	Language is context and purpose specific	
6	Write reports on assigned or self-selected topics including explanation of graphic and pictorial information to include issues of healthy and unhealthy sexual relationship.	Language is context and purpose specific, healthy, and unhealthy sexual relationship	
7	Use rhetorical devices, including irony and euphemism, in the organization of their writing.	Language can be manipulated to convey different meanings	
8	Distinguish the best pieces of their writing (including essays on different types of needs of children and what parents do to fulfil them) and add them to their portfolio or share using ICT and appropriate format.	Use the elements of good writing to assess writing and grow as writers, children’s need, and parents sacrifice	
9	Acknowledge sources in their writing using widely accepted referencing style.	Referencing styles	
10	Enjoy writing by participating in a community of writers.	Putting down thoughts and ideas into words leads to new paths of discovery	

Class XI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing strategies developed in earlier classes.	Building on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Use the steps of the Writing Process to refine writing Use appropriate texts of the Reading & Literature strand as models for structure Use a variety of sources to gather and validate information Use conventions of formal and academic writings Evaluate the strength of writing in terms of the use of rhetorical devices, narrative techniques, and overall effects Interpret and evaluate themes Write short stories employing the features Write persuasively following the features of persuasive essay <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Acknowledge and respect conflicting views and opinions Appreciate and affirm national values and culture Appreciate and promote aesthetic beauty <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Continue using the Writing Process to refine the writing and become an independent writer.	The Writing Process	
3	Know the purposes and structures of the texts they are studying in Reading & Literature and use them in their writing.	Structure of writing to suite the purpose	
4	Use variety of print and electronic sources to gather information for writing research papers and other compositions including topics like the merits and demerits of marriage and parenthood.	Multimodal resources to gather information, marriage, and parenthood	
5	Use non-continuous texts to gather information for their writing.	Information transfer	
6	Show an understanding and control of the conventions of academic writing.	Mechanics of writing	
7	Use discourse markers including those that show comparison, contrast, and the progress of time.	Achieving unity and cohesion in writing	
8	Use rhetorical devices including allusion and imagery, for effect and in the organization of their writing.	Figurative language	
9	Use widely accepted documentation and referencing rules wherever applicable.	Citation and documentation	
10	Exhibit a comprehensive understanding of the significant ideas in literary works or passages.	Literary works as sources of ideas	
11	Show an understanding of the author's use of stylistic devices and an appreciation of the effects created in their writing.	Narrative devices and their effects on conveying meanings	
12	Interpret themes from the texts and use them in developing ideas for their writing.	Interpretation and application	
13	Explore personal, cultural, and national beliefs in their writing.	Writing for exploration of ideas and learning	

14	Write a short story in which they show control of the elements of the short story form.	Elements of a short story	
15	Write a variety of business and work-related documents, including letters, memos, and emails, meeting minutes, speaker introductions, reports, and résumés, in which they show understanding and control of the elements of the respective forms of writing.	Different types of non-fictions writing and their formats	
16	Write persuasive essays in which they show understanding and control of its elements on various topics including gender bias, gender equality, impact of social, cultural, and religious norms on sexual behaviour.	Persuasive writing, gender bias, gender equality, impact of social, cultural, and religious norms on sexual behaviour	
17	Distinguish the best pieces of their writing and add them to their portfolio.	Criteria of good and effective writing	
18	Participate regularly in a community of writers.	Writing for life-long learning	

Class XII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the writing strategies developed in earlier classes.	Build on to prior knowledge, concepts, and skills	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Employ the writing strategies and the steps of the Writing Process to refine writing Write using the mechanics, forms, and conventions of writing for a wide range of purpose, including academic writing Transform information from non-continuous text with clarity Write stories and poetry to explore creativity Argue effectively to convince readers <p>Social, behavioural, and affective skills.</p> <ul style="list-style-type: none"> Explore personal, national, and cultural values Show due acknowledgement and respect to conflicting views and ideas Sense of belongingness and pride for one's culture and country <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Continue using the Writing Process to refine the writing and become an independent writer.	The Writing Process model to refine writing	
3	Show an understanding and control of the conventions of academic writing.	How academic writing differs from other types of writing	
4	Use appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations in their writing.	Different forms of writing, referencing	
5	Use discourse markers including those that show addition, summarization, and results.	How to achieve unity, cohesion, and emphasis in writing	
6	Use rhetorical devices including allusion and imagery, to enhance the effect of writing.	Writing beyond the literal levels	
7	Use widely accepted documentation and referencing rules wherever applicable.	Correct referencing and citations	
8	Explore personal, cultural, and national values in their writing including the changing values and attitudes related to adolescent behaviour and sexuality.	Personal and national pride, adolescent behaviour, and sexuality	
9	Apply the purposes and structures of the texts they are studying in Reading & Literature in their writing.	Concept of good and effective writing	
10	Elaborate on the information contained in the non-continuous texts.	Information transfer Different text-types	
11	Write lyric poetry in the modern idiom, which uses contemporary ideas of language, cadence, and image.	Modern versus traditional poetry	
12	Write a short story in which they show control of the elements of the short story form.	The short story and its elements	
13	Write a variety of business and work-related documents, including letters, memos, and emails, meeting minutes, speaker introductions, reports, and résumés, in which they show understanding and control of the elements of the respective forms of writing.	Types of writing and their formats to suit various purposes	
14	Write an argumentative essay in which they show understanding and control of its elements on various topics including divorce, domestic violence and right to privacy.	Argumentation, divorce, domestic violence and right to privacy	
15	Complete and present their portfolio containing their best examples of personal, transactional, and poetic writing.	Writing portfolio to grow as writers	
16	Participate regularly in a community of writers.	Writing for life-long learning	

Language and Grammar

Language and grammar will not be taught formally until Class IV. The decision is based on the understanding that learners need to develop and practice language before they begin to analyse it. At the lower primary level (PP-III), knowledge of grammar is to be seen mainly as a process of discovering usage and functions of items through exposure to spoken and written inputs. However, for teachers and evaluators, the following items may provide a framework of reference.

- nouns, pronouns, adjectives,
- verbs: *is, am, are, has, have*
- tense forms (simple present and present continuous, simple past and past continuous)
- expressing future (will and be going to)
- articles
- this, that, these, those (as determiners and empty subjects)
- question words
- an, or, but
- punctuation marks (full stop, comma, question mark)
- possessive adjectives
- prepositions

It is important to point out that at the primary level, grammar is basically internalized and it must be seen as an integral part of the Listening and Speaking strand. Teachers should assist learners to learn and use the grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practised orally. As learners progress through the Key Stage II, the curriculum recommends direct teaching of grammar, but the learning should be focused on its functionality and practical usage in everyday life. Finally, every effort should be made to ensure that learners use their knowledge and skills of grammar effectively in speaking, writing and in various other situations.

Class PP

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Identify use proper and common noun (naming words): <i>classroom objects, common objects, names of animal and places.</i>	Proper and common noun	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • listening • drawing • labelling • reading comprehension • decoding • transcribing • sounding words • phonemic awareness and early writing • spelling • handwriting • speak clearly <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use the most frequently occurring prepositions: (e.g., <i>to, from, in, out, on, off, for, of, by, with, under</i>)	Prepositions	
3	Use articles <i>a, an</i> and <i>the</i> correctly.	Articles	
4	Use pronouns: <i>he, she, I, we, they, and it.</i>	Pronoun	
5	Use demonstrative pronoun: <i>this and that, these, and those.</i>	Demonstrative pronoun	
6	Form regular singular and plural nouns by adding /s/ or /es/ (e.g., <i>cat, cats, go, goes</i>).	Singular and plural nouns	
7	Use adjectives (describing words): <i>big, small, fat, thin, tall, short ...</i>	Adjective	
8	Use comparative adjectives: <i>bigger, taller, shorter ...</i>	Comparative adjective	
9	Use verb (action words): <i>read, write...</i>	Verbs	
10	Use auxiliary verbs: <i>is, am, are...</i>	Verb 'to be', auxiliary verbs	
11	Use present continuous tense of verb: <i>reading, writing, drawing ...</i>	Tenses	
12	Use possessive 's' as in <i>Dorji's dog.</i>	Possessive noun	
13	Use possessive adjective: <i>his, her, my ...</i>	Possessive adjective	
14	Use quantifiers: <i>some, few, all ...</i>	Qualifiers	
15	Use punctuation: capitalization, full stop and spacing.	Punctuation	
16	Use phrases and simple sentence.	Phrases and simple sentence	
17	Use subject-verb agreement correctly.	Subject verb agreement	
18	Understand and use question words: <i>what, which, how, who, when, where, why.</i>	Wh words (question words)	

Class I

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use proper, common noun (naming words) and collective nouns: <i>classroom objects, common objects, names of animal, places, bunch, packet, bundle etc.</i>	Proper and common noun	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • listening • speaking • drawing • labelling • reading • comprehension • decoding • transcribing • sounding words • phonemic awareness and early writing • spelling • handwriting <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use preposition: <i>on, in, under, in front of, near, beside, behind ...</i>	Preposition	
3	Use articles: <i>a, an and the.</i>	Articles	
4	Use personal, possessive, and indefinite pronouns: <i>I, me, they, them, their, anyone, anyone, everything, it.</i>	Pronouns	
5	Use demonstrative pronoun: <i>This and That, these, and those.</i>	Demonstrative pronoun	
6	Use singular and plural nouns correctly.	Singular and plural noun	
7	Use adjectives (describing words): <i>big, small, fat, thin, tall, short ...</i>	Adjectives	
8	Use comparative adjectives: <i>bigger, taller, shorter...</i>	Comparative adjectives	
9	Use verb (action words): <i>read, write, run...</i>	Verb	
10	Use auxiliary verbs: <i>is, am, are, can...</i>	Auxiliary verb	
11	Use verbs to convey a sense of past, present, and future.	Tenses	
12	Use possessive 's' as in <i>Dorji's dog.</i>	Possessive noun	
13	Use frequently occurring adjectives.	Adjectives	
14	Use quantifier: <i>some, few, all, many, more, a lot...</i>	Quantifier	
15	Use punctuation marks: <i>capitalization, comma, question mark and full stop.</i>	Punctuation	
16	Use phrases and simple sentence.	Phrases and simple sentences	
17	Use subject-verb agreement correctly.	Subject verb agreement	
18	Use question words: <i>what, which, how, who, when, where, why.</i>	Wh words (question words)	
19	Use adverb: <i>slowly...</i>	Adverb	
20	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Conjunctions	

Class II

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use proper and common noun (naming words): <i>classroom objects, common objects, names of animal and places.</i>	Proper and common noun	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • listening • speaking • drawing • labelling • reading • comprehension • decoding • transcribing • sounding words • phonemic awareness and early writing • spelling <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use preposition: <i>on, in, under, in front of, near, beside, behind, inside, outside, after ...</i>	Preposition	
3	Use articles: <i>a, an and the</i> (usage).	Articles	
4	Use personal, possessive, and indefinite pronouns: <i>I, me, they, them, their, anyone, everyone, everything, it.</i>	Pronouns	
5	Use demonstrative pronoun: <i>this and that, these, and those.</i>	Demonstrative pronoun	
6	Use singular and plural nouns.	Singular and plural nouns	
7	Use adjectives (describing words): <i>big, small, fat, thin, tall short ...</i>	Adjective	
8	Use comparative and superlative adjectives: <i>bigger, taller, shorter... biggest, tallest, shortest...</i>	Comparative and superlative	
9	Use verb (action words): <i>read, write...</i>	Verb	
10	Use auxiliary verbs: <i>is, am, are, can, must, must not, will, should ...</i>	Auxiliary Verb	
11	Use present continuous tense of verb and present, past tense (irregular verb and noun) and future tense: <i>reading, writing, drawing... and play - played.</i>	Tenses	
12	Use possessive 's': <i>Dorji's dog.</i>	Possessive noun	
13	Use possessive adjective: <i>his, her, my and their...</i>	Possessive adjective	
14	Use quantifier: <i>some, few, all, many, more, less, a lot, any...</i>	Quantifiers	
15	Use punctuation: <i>capitalization, comma, question mark and full stop.</i>	Punctuation	
16	Construct compound sentences, negative and positive statement.	Compound sentences	
17	Use subject-verb agreement correctly.	Subject verb agreement	
18	Use pronoun determiner: <i>other, another, what after, neither, both, none, all of them, ...</i>	Pronoun	
19	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Conjunction	
20	Use root words, prefix, suffix	Prefix and suffix	
21	Use sequence adverb: <i>first, then, next, after that, finally...</i>	Adverb	
22	Use adverbs of frequency: <i>sometimes, never, always, every ...</i>	Adverb	
23	Use question words: <i>what, which, how, who, when, where</i>	Question words	
24	Use adverb: <i>slowly, nicely...</i>	Adverb	

Class III

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use proper, common noun (naming words) and collective nouns: <i>classroom objects, common objects, names of animal, places, herd, flock, pride.</i>	Proper and common noun	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • encoding • listening • speaking • labelling • reading • comprehension • decoding • transcribing • sounding words • phonemic awareness • writing • spelling <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • paying attention • being receptive • following instruction • giving instructions • making eye contact • sharing with friends • teamwork • being polite • respecting • participation <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Tell abstract noun: <i>beauty, childhood, peace, happiness, sadness...</i>	Abstract noun	
3	Use collective nouns.	Collective noun	
4	Use preposition: <i>on, in, under, in front of, near, beside, behind, inside, outside, after ...</i>	Preposition	
5	Use articles: <i>a, an and the.</i>	Articles	
6	Use personal, possessive, and indefinite pronouns: <i>I, me, they, them, their, anyone, anyone, everything, it.</i>	Pronouns	
7	Use demonstrative pronoun: <i>this and that, these, and those.</i>	Demonstrative pronoun	
8	use singular and plural nouns.	Noun	
9	Use adjectives (describing words): <i>big, small, fat, thin, tall short ...</i>	Adjectives	
10	Use comparative and superlative adjectives: <i>bigger, taller, shorter... biggest, tallest, shortest...</i>	Comparative and superlative	
11	Use verb (action words): <i>read, write...</i>	Verbs	
12	Use auxiliary Verbs: <i>is, am, are, can, must, must not, will, would ...</i>	Auxiliary verb	
13	Use present continuous tense of verb and present, past tense and future tense (irregular verb and noun): <i>reading, writing, drawing... and play-played.</i>	Tenses	
14	Use possessive 's' as in ' <i>Dorji's dog.</i> '	Possessive noun	
15	Use possessive adjective: <i>his, her, my and their.</i>	Possessive adjective	
16	Use quantifiers: <i>some, few, all, many, more, less, a lot, any...</i>	Quantifier	
17	Use punctuation marks: <i>capitalization, comma, question mark and full stop.</i>	Punctuation	
18	Construct simple, compound, and complex sentences.	Types of sentences	
19	Use subject-verb agreement correctly.	Subject verb agreement	
20	Use pronoun determiners: <i>other, another, what after, neither, both, none, all of them ...</i>	Pronoun(determiners)	
21	Use coordinating and subordinating conjunctions.	Conjunctions	
22	Use root words, prefix, and suffix.	Prefix and suffix	
23	Use sequence adverb: <i>first, then, next, after that, finally...</i>	Adverb	
24	Use adverbs of frequency: <i>sometimes, never, always, every.</i>	Adverb	
25	Use question words: <i>what, which, how, who, when, where ...</i>	Question words	
26	Use adverb: <i>slowly...</i>	Adverb	

Class IV

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in the earlier classes.	Previous knowledge	<p>Language and literary skills:</p> <ul style="list-style-type: none"> • coherent paragraph • vocabulary • accurate sentence structure • communicate effectively • effective statement • accurate grammatical structure • evaluate learning • decoding and encoding • transcribing • reading comprehension • spelling <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • respect • time management • Participation • provide instruction • giving instruction • working collaboratively <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Identify some parts of speech- (common and proper noun, regular and irregular verb, adjective and preposition).	Parts of speech	
3	Use definite and indefinite articles correctly.	Articles	
4	Use the singular and plural forms of nouns correctly.	Types of nouns	
5	Use capital letters at the beginning of sentences and for proper nouns.	Capitalization	
6	Use punctuation marks (full stop, question mark, exclamation mark, and comma) in their writing.	Punctuation mark	
7	Use subject – verb agreement correctly in simple-present- past- future- sentences.	Subject verb agreement	
8	Use contractions (for omitted letters).	Contraction	
9	Use question tags correctly.	Question tags	
10	Use alphabetical order to find meanings of words in the dictionary and other sources.	Dictionary use	
11	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Relative pronouns	
12	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Tenses	
13	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Modal auxiliaries	
14	Form and use prepositional phrases.	Prepositional phrases	
15	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Sentences, fragments, and run-ons	
16	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Words often confused	

Class V

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in the earlier classes.	Previous knowledge	<p>Language and literary skills:</p> <ul style="list-style-type: none"> coherent paragraph vocabulary accurate sentence structure communicate effectively effective statement accurate grammatical structure evaluate learning decoding and encoding transcribing reading comprehension spelling sequence information <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> respect time management participation giving instruction working collaboratively <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use the functions of parts of speech: concrete and collective nouns, adverb of manners and adjective of quantities.	Parts of speech	
3	Use the infinitive, simple past and past participle of regular verbs.	Forms of regular verbs	
4	Use the degrees of comparison (positive, comparative, and superlative) of adjectives.	Degree of comparison	
5	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Pronouns cases	
6	Use additional contractions (for omitted letters) correctly.	Contractions	
7	Use question tags correctly.	Question tags	
8	Use word order (article – subject – verb – adjective – object) in longer sentences correctly.	Word order in sentences	
9	Form and use the progressive/continuous forms of tenses (<i>continuous present, continuous past, continuous future</i>).	Continuous tenses	
10	Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>).	Perfect tenses	
11	Use verb tense to convey various times, sequences, states, and conditions.	Use of tenses	
12	Use direct and indirect speech.	Direct and indirect speech	
13	Construct compound sentences correctly.	Compound sentences	
14	Use the abbreviations and grammar labels in the dictionary and other sources to find out more about words and their meanings.	Abbreviation, dictionary use	
15	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Function of conjunctions, prepositions, and interjections	
16	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	correlative conjunctions	
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Fragments and run-ons	

Class VI

Sl No	Learning Objectives	Core Concept/Topic	Essential skills
1	Use the knowledge of grammar learned in earlier classes.	Previous knowledge	<p>Language and literary skills:</p> <ul style="list-style-type: none"> coherent paragraph vocabulary accurate sentence structure communicate effectively effective statement accurate grammatical structure evaluate learning decoding and encoding transcribing reading comprehension spelling infer ideas <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> respect time management participation giving instruction working collaboratively <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Show the functions of parts of speech: <i>abstract, countable, and uncountable nouns, possessive and demonstrative adjective, adverb of degree and frequency, possessive pronoun, and interjection.</i>	Parts of speech and its function	
3	Use the bare infinitive, simple past, and past participle of regular and irregular verbs.	Forms of regular and irregular verbs	
4	Use punctuations like hyphen, colon, semi colon, brackets to show the organization of a sentence.	Punctuation	
5	Use question tags correctly.	Question tags	
6	Use direct and indirect speech.	Direct and indirect speech	
7	Use the parts of speech and the articles in correct orders (article – subject – verb – adverb – article – adjective – object) in longer sentences.	Order of parts of speech, articles	
8	Construct complex sentences correctly.	Complex sentences	
9	Use the progressive/continuous forms of tenses (continuous present, continuous past, continuous future.	Tenses	
10	Use the appendices of the dictionary.	Dictionary use	
11	Use intensive pronouns (e.g., <i>myself, ourselves</i>).	Intensive pronouns	
12	Recognize and correct inappropriate shifts in pronoun number and person.	Pronoun usage	
13	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Pronouns proper case	
14	Use active and passive voice.	Active and passive vice	
15	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Fragments and run-ons	

Class VII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in earlier classes.	Previous grammar knowledge	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Decode the meanings of unfamiliar words by removing or adding suffixes and prefixes When and how to use possessive pronouns correctly When and how to use question tags effectively and correctly Use the knowledge of phrasal verbs to improve comprehension and writing skills Use ellipses and parenthesis correctly in writing Differentiate regular and irregular verbs and use the appropriate parts correctly Use a variety of sentences- simple, compound, and complex - in speech and writing Use dialogues in writing <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> Use appropriate language to suite different contexts and purposes Cooperation and collaboration <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Show how the meanings of words are changed by adding prefixes and suffixes to root words.	The root words change meaning when a prefix or suffix is added to it	
3	Use possessive pronouns correctly.	The correct use of possessive pronouns	
4	Use question tags correctly.	Question tags are usually used either for confirmation or assertion	
5	Use phrasal verbs that they come across in Reading & Literature.	Phrasal verbs carry different meanings from the combined meanings of the individual words	
6	Use additional punctuation marks (ellipses and parenthesis).	When and how are ellipses and parenthesis used	
7	Tell and use the parts of commonly used regular and irregular verbs.	All verbs do not follow the regular pattern of conjugation to form different tense	
8	Use the perfect form of tenses correctly. (present, past & future).	When and how to use the perfect tenses	
9	Use prepositions, determiners, and connectors correctly.	Use of precise words to convey positions and relationships	
10	Use adverbs of time and place where necessary.	Use of words to modify or qualify things	
11	Use simple, compound, and complex sentences.	Different types of sentences	
12	Use active and passive voice.	When and how to adopt different voices	
13	Change from direct to indirect speech and vice-versa correctly.	Use of the reported speech and dialogue	
14	Use the dictionary and other resources to enhance vocabulary and spelling.	Use of appropriate diction and correct spellings	
15	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Sentence types usage	
16	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Dangling modifier and misplaced modifier	

Class VIII

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in earlier classes.	Previous grammar knowledge	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Use who, which, whose, whom and that in speaking or writing • Interchange common words with their antonyms, synonyms, and homophone • use phrasal verbs in their writing and speech • Use tenses correctly in writing and speech. • Differentiate the moods and use them in appropriate situations • Use adverbs of manner and frequency correctly <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Use appropriate language to suite different contexts and purposes • Cooperation and collaboration <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use relative pronouns correctly.	Understand the usage of relative pronouns	
3	Use antonyms, synonyms, and homophones correctly.	Build on the vocabulary of antonyms, synonyms, and homophones	
4	Use phrasal verbs that they come across in their reading.	Acquire as many phrasal verbs as possible	
5	Use the perfect continuous forms of tenses. (present, past & future).	Study the forms of tenses	
6	Use some conjunction coordinators and correlatives like either-or; neither-nor; not only-but also.	Build on complex sentences with the use of conjunction coordinators and correlatives	
7	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Identify various moods	
8	Use adverbs of manner and frequency.	Separate the complex sentences using these adverbs	
9	Use adverbs and adjective modifiers for providing more details.	Use of specific information for precision	
10	Use quantifiers wherever appropriate. (Another, both, each, every, other, either, neither).	Use of quantifiers to make language rich and easier to use	
11	Use idiomatic expressions in appropriate contexts.	Build a rich bank of expressions while speaking and writing.	
12	Use the dictionary and other resources to enhance vocabulary and spelling.	Shift to modern learning sources through apps and internet	
13	Form and use verbs in the active and passive voice.	Active and Passive voice	
14	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Punctuation	
15	Use ellipsis to indicate omission.	Ellipsis	
16	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Dangling modifier and misplaced modifier	

Class IX

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in earlier classes.	Previous grammar knowledge	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • Use of phrases on nouns and prepositions • Use the modal auxiliaries to make a shift in the mood • Use of indefinite pronouns in writing and speaking • Interchange common words with their antonyms, synonyms, and homophones • Use of periodic sentences • giving the main idea at the end of a sentence • Use discourse markers correctly • use of phrasal verbs in their writing and speech • Use ellipses correctly in writing • Use conditionals their writing and speech • Use different types of clauses and sentences while writing • Achieve cohesion and emphasis by using parallel structures correctly <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Use appropriate language to suite different contexts and purposes • Cooperation and collaboration <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use verb phrases, noun phrases and clauses, and prepositional phrases appropriately.	Study the rule to construct more complex sentences	
3	Use modal auxiliaries (can, could, should, must, may and might) to indicate a shift in mood.	Study the effect of mood	
4	Use indefinite pronouns appropriately.	Understand/study the use of indefinite pronouns	
5	Use antonyms, synonyms, homonyms, and homophones correctly.	Build on the vocabulary of antonyms, synonyms, and homophones	
6	Use periodic sentences correctly.	Demonstrate use of periodic sentences	
7	Use a wider range of discourse markers correctly including “however”, “in so far as”, “therefore”, “henceforth”.	Distinguish written and spoken discourse markers	
8	Use additional phrasal verbs correctly.	Acquire as many phrasal verbs as possible	
9	Use conjunction coordinators and correlatives (hardly... when; scarcely... when; no sooner... than) correctly.	Build on complex sentences with the use of conjunction coordinators and correlatives	
10	Use the continuous forms of the compound tenses (present perfect, past perfect and future perfect).	Study the forms of tenses	
11	Use ellipsis to include: so, not, one, do/ did.	Demonstrate appropriate use of ellipses	
12	Use conditional clauses appropriately.	Study conditional clauses in relation to tenses.	
13	Use inversions and parallel structures correctly.	Study the basics on ‘and’ and ‘or’ in sentences	
14	Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.	Fragments, run-ons, dangling modifier, and misplaced modifier	

Class X

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in earlier classes.	The correct use of basic grammar rules	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • How and when to use gerunds and participles • Use the knowledge of phrasal verbs to improve comprehension and writing skills • Appropriate conduct and behaviour • How and when to use modal auxiliaries • The application makes texts easier to process • How and when to use punctuation marks • When and how are ellipses and parenthesis used • When and how are modifiers used <p>Social, behavioural, and affective skills:</p> <ul style="list-style-type: none"> • Use appropriate language to demonstrate due respect and courtesy <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use gerunds and participles appropriately.	Both present participles and gerunds end in – ing	
3	Use phrasal verbs appropriately.	Phrasal verbs carry different meanings from the combined meanings of the individual words	
4	Use appropriate language in formal and informal contexts.	The use of language in formal and informal settings	
5	Use modal auxiliaries in increasingly complex ways.	Modal auxiliaries	
6	Use complex parallel structures correctly.	The concept of how a balance within one or more sentence of similar phrases or clauses that have the same grammatical structure	
7	Use punctuations in various ways to manipulate the meaning of texts.	Essential signs to understand a sentence in correct way	
8	Use additional ellipsis to include: have, be, and do, contrasting tenses, question words, and agreement.	Use ellipses and parenthesis correctly in writing	
9	Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.	Fragments, run-ons, dangling modifier, and misplaced modifier	

Class XI

Sl No	Learning Objectives	Core Concepts/Topics	Essential Skills
1	Use the knowledge of grammar learned in earlier classes.	The correct use of basic grammar rules	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> Apply in their speech and writing Differentiate transitive and intransitive verbs and use them correctly Identify and infer the meanings of figurative language Enhance writing skills by using precise words correctly Why and how are inversions and parallel structures used How and when to use modals for persuasion and hedging How to make a contraction How and when to use modal auxiliaries Why do words become obsolete? Discuss whether language is innate or acquired <p>Social, behavioural, and affective skills: Use appropriate language to demonstrate due respect and courtesy</p> <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Know and use transitive and intransitive verbs appropriately.	The correct use of transitive and intransitive verbs	
3	Use literal and figurative language appropriately.	Language can be used to convey different meanings from what is stated	
4	Use the dictionary to find out the number of syllables in a word and the stress given to each syllable.	Concepts of how the dictionary and other sources organize information and data	
5	Use additional inversions and parallel structures correctly for effect.	The correct use of inversions and parallel structures	
6	Use modals for persuasive effect and hedging.	The concept of persuasion and hedging, and use of modal auxiliaries	
7	Use contractions of verb forms and modal auxiliaries for conveying a level of informality.	-Contractions are often made with auxiliary or helping verbs -Examples of verb contractions and modals	
8	Use modal <i>auxiliaries (be, do, have, aux verb: be, do, have, will, shall, should, can, could)</i> for conveying a polite tone.	The correct rules to follow to avoid mistakes with modal auxiliaries with examples	
9	Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.	Fragments, run-ons, dangling modifier, and misplaced modifier	
10	Discuss the origin of words (etymology) and how they become part of the language or how they become obsolete.	Nature of Language and word's journey into English	
11	Discuss the common theories of language acquisition and development, for example, language is innate versus language is acquired.	Importance of knowing the common theories of language acquisition	

Class XII

Sl No	Learning Objectives	Core Concepts /Topics	Essential Skills
1	Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.	The correct use of advanced grammar rules	<p>Language and literacy skills:</p> <ul style="list-style-type: none"> • How and when to apply grammar rules • How to determine diction and syntax • When and which connectives to use • How and when to use modals for argumentation and hedging • When and how to use rhetorical questions • Appropriate social behaviour and conduct • When and how to use or not use archaic words, derogative, slang and obsolete language • When and why is language used <p>Social, behavioural, and affective skills: Use appropriate language to demonstrate due respect and courtesy.</p> <p>Note: Teachers should identify additional appropriate skills based on the lesson plans and learning activities.</p>
2	Use variety of dictions and syntax structures correctly.	Types of diction and syntax with examples	
3	Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.	Fragments, run-ons, dangling modifier and misplaced modifier	
4	Use a range of connectors including that show reason and explaining, cause and effect, condition and choice, addition, and summarization	-The concept of joining one part of a text to another using a word -Writing	
5	Use modals for argumentative effect and hedging.	The concept of argumentation and hedging, and the use of modal auxiliaries.	
6	Use rhetorical questions where necessary.	-Effective communication tool during a speech -Engaging and persuading the audience to agree with the idea or issue of discussion	
7	Discuss some of the characteristic features of human language, for example, that it is diverse and has common features such as fixed word order and grammar; that it reflects the culture of people who use it; that it is a means of communication, and is a way to express creativity.	-The characteristic features of human language -Human language is unique to humans. It differs from animal communication.	
8	Distinguish archaic words, derogative, slang and obsolete language and know when to use them appropriately.	Archaic and obsolete: words no longer used in the contemporary society Derogative: expression of a low opinion; Slang: informal language words	
10	Discuss the purposes of language.	Language can be used to express one's feelings, to convey information, to persuade, to entertain and for poetic purposes	

SECTION 6

TEACHING AND LEARNING

APPROACH

Competency-Based Language Teaching (CBLT)

Place Based Education

Reflective Practices (where am I going? How do I reach there?)

Blended Learning

Differentiated and Inclusive Instruction

21st Century Pedagogy

Individualised Learning, Learner-Centred and Lifelong Learning

6. TEACHING AND LEARNING APPROACHES

Teaching and learning approaches refer to the use of a pedagogy that is most effective in teaching a skill or a concept. In its broadest sense, effective pedagogies should build inter-disciplinary and cross-curricular skills, concepts, knowledge, and values while facilitate integration of knowledge, skills, and values within and across the disciplines thereby promoting enduring understanding and deeper learning. Effective instructional pedagogies should build collaboration, cooperation, and shared learning, to promote active engagement of the learners in the learning process.

Taking reference from the National School Curriculum Framework (NSCF) 2020, the English curriculum recommends the following teaching and learning approaches.

Competency-Based Language Teaching (CBLT)

According to Richards and Rodgers (2001, p.141), Competency-Based Language Teaching (CBLT) focuses on what “learners are expected to do with the language”. Further, “Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching”. In Competency-Based Education (CBE) the focus is on the “outcomes or outputs of learning” Richards & Rodgers (2001, p.141).

The major basis of CBLT is the “functional and interactional perspective on the nature of language (Richards & Rodgers, 2001, p. 143) which means that language learning always needs to be connected to the social context it is used in. Therefore, language is seen as “a medium of interaction and communication between people” who want to achieve “specific goals and purposes” (Richards & Rodgers, 2001, p.143).

The English curriculum emphasises the learners to be competent in all the language skills (Strands in the curriculum) as a result of their learning experiences. The goal of teaching and learning in CBLT is to enable learners to use English to communicate effectively in social settings for participation and interaction. Therefore, teaching and learning experiences should be geared towards imparting knowledge, skills, and behaviour in learners. The task and lessons should be performance-based and efforts should be made to achieve them.

CBLT focuses on the practical understanding that a learner has of the subject, which is based on understanding of key concepts and the ability to apply knowledge for finding solutions to meaningful problems and the mastery of relevant skills. The curriculum has clearly outlined a set of Competencies under each Strand for all the class levels, so the teachers, while developing lesson plans, need to consider the desired competencies and use the most effective pedagogy to achieve the desired objectives. The activities or the tasks assigned are to be real-world that are in-line with the Competencies and Standards outlined in this curriculum and to any domain of life. Any task or performance-based activities should focus on what the learners can do with the language and certain behaviours instead of the theoretical knowledge of language.

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, place can relate to ecology, economy, culture, and governance system of a place.

PBE can be used as an approach to teach language in various context. The activities could be designed to involve learners in interviewing local people, visiting places in the locality, designing solution to problems, and using local goods. It is recommended that wherever possible, the teachers need to contextualize their lesson to the needs of locality and the learners’ immediate environment so that the teaching learning becomes meaningful and relevant.

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

The reflective practices suggested by the Cambridge International Education is provided below.

Reflective practice is ‘learning through and from experience towards gaining new insights of self and practice’ (Finlay, 2008). Reflection is a systematic reviewing process for all teachers which allows them to make links from one experience to the next, making sure their learners make maximum progress.

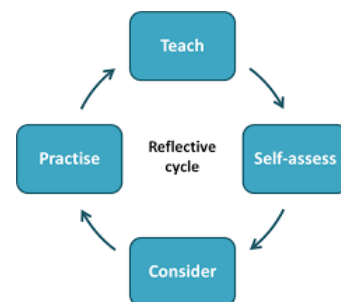
Reflection is a basic part of teaching and learning. It aims to make the teachers more aware of their own professional knowledge and action by ‘challenging assumptions of everyday practice and critically evaluating practitioners’ own responses to practice situations’ (Finlay, 2008). The reflective process encourages teachers to work with others as they share best practice and draw on others for support. Ultimately, reflection makes sure all learners learn more effectively as learning can be tailored to them.

The process of reflection is a cycle which needs to be repeated.

- Teach
- Self-assess the efficacy of teaching on learning
- Consider new ways of teaching which can improve the quality of learning
- Try these ideas in practice
- Repeat the process

Some of the benefits of Reflective Practices

- helps create confident teachers
- builds professional responsibility for student-learning and achievement.
- encourages innovation
- encourages engagement



<https://www.cambridge-community.org.uk>

Blended learning

Technology has become an increasingly important part of learners' lives beyond school. Using ICT within and outside the classroom help increase learners' understanding of complex concepts. It also encourages collaboration among peers and with their teachers. ICT should be integrated into curriculum as a teaching and learning tool to enhance deep and independent learning. The use of ICT as a teaching and learning tool enables learners' access to large quantities of information online.

Teaching approach such as blended learning can be effective and useful in different settings. Blended learning is learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning and applying them in an interactively meaningful learning environment. It is a mix of face-to-face and online learning. Blended learning comprises web-based lessons, webinars, video lessons, simulations, mobile learning and many more.

Teachers can use a range of available blended teaching and learning tools. teachers can take advantage of teaching through online platforms such as blogs, Wikis, and online discussion formats where learners can post and answer questions on these platforms to expand on the topics. Digital storytelling is another mode through which teachers and learners can create photo story and other interactive videos. Use of Flipped classroom, another approach, enhances teaching and learning. Learners can be assigned part of the lesson or task outside the classroom and apply the knowledge in the classroom. This way learning becomes more meaningful and learners take ownership of their learning.

The English curriculum presents teachers with opportunities and avenues to use technology to support their teaching for making language learning fun and meaningful. Schools and language teachers should make use of available digital tools and technology and continuously explore innovative ways to meet the demand of various situations that pose in delivery of lessons.

Differentiated and inclusive instruction

Differentiated curriculum instruction is a means by which teachers can address the differences in the learning abilities of learners so that their individual educational needs are met. This ensures that all learners in the class have the best chances of learning. Differentiation can be implemented through adapting suitable task, support and outcome.

Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. From the repertoire of pedagogical strategies and approaches the teachers have, they should select the most appropriate pedagogy that addresses learners' diversity and special needs in the learning process. In order to do this, teachers should 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.

21st Century pedagogy

In this ever-changing world, the needs of learners keep on changing. To meet the demands of the learners, teachers should employ effective pedagogies to enrich teaching learning experiences. Various strategies and approaches should be adopted to ensure meaningful learning sessions for learners. Effective pedagogical approaches are of critical importance in providing quality education. Employing effective pedagogical approaches helps learners achieve learning outcomes and realize their full educational potential. Quality pedagogy provides strong foundations for learning as it aids learners in developing advanced concepts and abilities. Since, teaching differs in styles from person to person, it is crucial for teachers to adopt or develop their own unique pedagogy that best fits their lesson and teaching.

Schools should explore ways to implement innovative ways of teaching that reflect a changing world. The 21st Century pedagogy, which aims to develop the skills and knowledge learners need to succeed in work and life, is a useful pedagogy teacher should apply in their teaching for competency-based approach learning. Teachers, while delivering their lessons, should teach learners how to find, interpret, and use information, rather than just presenting them. As the English curriculum aims to develop language skills and competencies in learners, it is paramount importance for teachers to apply 21st Century skills and implement innovative methodologies integrating technologies and inquiry-based learning so that the teaching learning becomes interactive and meaningful.

Individualised learning, learner-centred and lifelong learning

As the curriculum strives towards imparting and equipping learners with knowledge, skills and competencies, the role of the learners must also change. Learners will no longer be able to rely only on the teacher and the classroom to be the primary sources of information. Instead, learners should be an active participant in the course of the lessons and their education experiences. In the new setting of learning, the learner's role will be to integrate, produce, and extend knowledge (Jones et al., 1994). Learners take an active part in their own learning and work toward being independent learners.

In such classroom setting, teachers play an important role of stimuli to further learners' learning. As such, teachers have to make every effort as an active facilitator to enable learners achieve the competencies and meet the overall Standards envisioned in the curriculum. Curriculum should be adapted to meet the unique demands of every individual learner. Teaching learning activities should be designed from learner-centered perspectives so as to give learners the sense of possession of their learning. Further, conducive environment should be created for learners to find ways to motivate themselves and find ways to apply information to their own lives and to integrate it into the classroom. This way they take ownership of their learning and become a lifelong learner.

SECTION 7

ASSESSMENT AND REPORTING

Principles of Assessment
Types of Assessment
Recording and Reporting

7. Assessment and Reporting

The purpose of assessment and evaluation is to inform teaching and to encourage and promote learner's learning. It is necessary then for teachers to collect data in a variety of formats and examine the data to determine what it tells about learners learning as well as their own teaching. Teachers no longer rely on a single test or exam to determine the fate of learners. Instead, teachers use multiple sources of information collected in a variety of contexts over a period of time to evaluate learners' growth.

A balanced assessment and evaluation model consists of the teacher's anecdotal notes based on several observations, checklists, learner's inventories, conferences with the learners, portfolios and some teacher-made tests. In addition to these tools, teachers also use samples of learners work such as projects and presentations to provide evidence of learners learning. All of these assessment tools provide teachers with information to help evaluate learners' growth as well as provide them with valuable information about what they need to teach their learners.

In the English curriculum, the emphasis of teaching English language is to improve the language skills - reading, writing, listening and speaking along with and grammar and vocabulary of the learners. Therefore, a balanced assessment plan that assesses language skills and knowledge in a valid, reliable and holistic manner should be put in place.

Principles of Assessment

In the English curriculum, assessment will mainly focus on the learners' ability to apply their skills and knowledge of English both meaningfully and accurately. It will also recognize activities and procedures on the basis of which teachers collect evidence to discover whether learners have acquired certain concrete knowledge and understanding of the subject taught or to what extent their concrete skill or ability has been formed or developed. Eventually assessment is vital to collect evidences to diagnose learning difficulties and deficits in order to provide necessary support to all learners. Based on these evidences the teacher can decide to change or modify his or her teaching approaches.

Assessment includes formative assessment and summative. Both traditional methods, such as tests, and alternative ones, such as performance-based assessment or portfolios may be used. As assessment, evaluation and reporting are important not only to the learners but also are equally important, if not more, to teachers, educators, policy makers and others, they should be based on the following principles:

1. Focus on learning and academic achievement

Use assessment practices that contribute to learners' learning. Where appropriate, it is important to separate behaviour issues (such as being late for class, handing in late assignments, or talking out of turn) from learning and achievement. Instead, encourage learners to do their best work and use performance tasks and class discussions as opportunities for them to display the new skills and understanding they are acquiring. Assessors (teachers) should be aware of different learning styles, paces of learning, and background cultures and provide opportunities for all learners to document their academic achievement.

2. Provide for equal opportunity

Ensure that learners assessment practices are inclusive of class, race, age, gender, sexual orientation, and disability. If a learner cannot make it to class, provide him or her with a make-up assignment that covers the same material. When forming study groups, ensure that all learners have the opportunity to participate. Practice affirmative action when necessary.

3. Assessment practices and the values of the discipline are congruent

Scholarship is important, and assessment, evaluation, and reporting should reflect the value that schools place on learning in every discipline. In other words, certain standards should be set, and educators should avoid learners' assessment practices that are based on improvement and/ or effort. Who wants to have an appendix removed by a surgeon who got A in anatomy for "trying real hard?" Also, avoid "extra credit." Extra credit diminishes the values of the course by implying there are great rewards for those who do more; it also reeks of inequity. Instead provide enrichment activities for everyone. Establish acceptable standards for civility and scholarship and teach to those standards.

4. Recognise limitations

All assessment practices will have limitations; they should be acknowledged as they arise and, when appropriate, spell them out in the syllabus. (For example, tell learners whether they will be penalized for not meeting deadlines.) This is valuable information to learners who may choose to take a different course or redesign their study strategies based on the acknowledged limitations.

5. Be Supportive of the relationships

Highly competitive assessment practices tend to adversely affect relationships. Teachers should promote co-operation and respect in the classroom. Suggest peer assessment and coaching for those with academic problems. When appropriate, involve the community as an educational resource and involve everyone in the discussions on the assessment, evaluation, and reporting. Be flexible at the level of principles, balancing the rights of the individual and the rights and interests of the rest of society, and communicate clearly the principles in which you are operating.

6. The learner as an active participant in the assessment process

Invite and value self-assessment and peer assessment and use them as evidences for determining levels of performance to decide next steps. Allow learners the opportunity to practice and redo their work until they meet the success criteria. Learners might be encouraged to share their work with each other during the first part of their class, allowing them to do a quick self- assessment. Then learners can decide whether they need to redo the assessment or it is truly their best work, ready for the scrutiny of the teacher. Share assessment criteria and rubrics for assessment with learners. This way they will not only know what is expected of them, but will also be able to tell the difference between a work that deserves "exceeding" from other levels of achievement.

7. Report learner's assessment in a consistent and meaningful way

The learners' performance and progress should be communicated to a wider audience (especially parents and guardians) both formally and informally. Be consistent with the assessment practices employed, and be meaningful to all who need to know. Reporting should be comprehensive and should convey an accurate assessment of learners' performance to all those who are concerned with the learners' future.

8. Competency-based assessment practice

Assessment practices should be competency-based, which include tasks, such as thematic projects and performance-based tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources. The Competencies for each strand and class level identified in the framework should be the benchmark for assessing the learners learning and their competence. Efforts have to be made to provide feedback and intervention to learners who struggle with the task so that they achieve the desired competencies level.

Types of Assessment

The schools and teachers should ensure to align assessment with the requirements and learning outcomes of the curriculum. Teachers are encouraged to use both the formative and summative purposes of assessment to inform and support teaching and learning at all times and to inform future practice. However, it should be noted that the formative and summative assessment are not separate constructs.

Assessment should be competency-based focusing on the learners' demonstrated mastery of performance objectives. The assessment is based on the learners' performance of specific behaviors instead of traditional paper-and-pencil-tests (Richards & Rodgers, 2001, p.146). The assessment should consider that "outcomes are public knowledge, known and agreed upon by both learner and teacher" (Richards & Rodgers, 2001, p.146). Therefore, the learners clearly know what behaviors and skills are expected of them.

The teacher should provide positive and constructive feedback in order to help the learners improve their skills. She/he needs to be aware of the learners' needs so that everybody feels welcome in class (Richards & Rodgers, 2001, p.146). The different competencies dealt with in class require specific instructions for the various learning activities. Thus, the teacher has to give clear orders and explanations to make sure that every learner understands the task they are going to deal with. But the teacher does not push the students because the instructions are not time-based; instead, the student's progress is most important (Richards & Rodgers, 2001, p.146). The following are the types of assessment that the teachers will use to assess learners' learning and progress.

1. Continuous Formative Assessment

The Continuous Formative Assessment (CFA) is an assessment of learner's learning that is carried out throughout the academic year involving a variety of organized, both formal and informal learning activities to facilitate quality teaching and learning in schools. There are different tools and techniques that teachers can use to assess and see whether learning has taken place or not. Learners' works are often marked to find out how much they have learnt and discovered their weak areas. Teachers may decide to take

appropriate actions whether to move with the next lesson or to conduct remedial lessons on the topics covered based on the information indicated through the formative assessment.

It is clear that the formative assessments are used to determine how well a learner is progressing along the path to competency. As such, the formative assessments must be frequent and specific because their goal is to assess progress and provide information about strengths and weaknesses, and they are not graded. In competency-based language learning, most of the assessments will be formative.

In brief the Continuous Formative Assessment (CFA) aims to:

- provide opportunities to both the teacher and the learner to reflect on the learning process and on the level of achievement,
- help teachers to find out what teaching methods and materials work best,
- help teachers pay attention to individual differences and learning styles of the learners,
- make learners realize how well they can do certain types of work and what they need to improve on,
- enable learners to see the connection between efforts and results,
- allow the learners to evaluate themselves and also in peer group,
- enable learners to take on multiple roles – as learners, helpers, evaluators and reviewers of the learning processes,
- enable learners to appreciate each other’s talents and accept the weaknesses, and
- develop and tap the higher-level thinking and problem-solving skills of learners.

The term “informal” is used here to indicate techniques that can easily be incorporated into classroom routines and learning activities. Informal assessment techniques can be used at any time without interfering with instructional time. Their results are indicative of the learner’s performance on the skill or subject of interest. Informal assessment seeks to identify the strengths and needs of individual learners without regard to grade or age norms.

Assessments, like activities, must be authentic considering the task, the context, and the evaluation criteria. Authentic tasks require the use of knowledge and skills to complete a task. Similarly, authentic assessments require the measurement of real-world tasks.

The English curriculum stresses that the CFA should be the major means of assessment practices for all Key Stages. Teachers should use appropriate assessment tools to assess learners’ progress. The performance of the learners should be analyzed, recorded, reported based on the assessment framework and protocols.

2. Continuous Summative Assessment

The Continuous Summative Assessment (CSA) consists of the school-based assessment on the Listening and Speaking Strand and Portfolios. In this, the assessment is carried out after a certain portion, such as themes, topics, or skill covered. However, unlike the CFA, here the teachers award marks based on the written works submitted or oral presentations made by each individual learner or in groups.

The Listening and Speaking Strand should be assessed through activities like: extempore speeches; listening skills exercises; debates; presentations and reports.

The assessment for the Listening and Speaking strand for both school-based and national examinations should be conducted through oral and other means of test using appropriate assessment tools. The marks/grade achieved by the individual learner should be recorded and contribute to the progress report. It is recommended that the assessment of the Listening and Speaking skills of learners appearing the national examinations should be conducted by competent external examiners to evaluate the Competencies identified in the curriculum framework using appropriate assessment tools. The marks obtained should be recorded and added to the final progress report.

The Portfolio assessment consists of Reading portfolio (record of reading and reading ability, journal writing, text talk or book talk) and Writing portfolio (best pieces of writing selected by learners and best pieces selected by the teacher) maintained for each learner in Reading & Literature and Writing Strands. The portfolios will serve as evidences of learners' achievements which will show how much of writings and readings learners have done over a period of time.

The grade/marks obtained through the Portfolios should be recorded to contribute to the progress report. Teacher should ensure that the learners maintain their Portfolios for academic purposes and are assessed using appropriate assessment tools. For transparency, authenticity and accountability, Portfolios of the learners appearing national examinations should be assessed using appropriate assessment tools and the grade/marks obtained should be recorded and contribute to the final progress report.

3. Written Examination

Written examination is conducted at the end of the term and at the end of the year to determine the level of learning outcomes achieved by the learners. The result is used by the teachers to grade learners for promotion and to report to parents and other stakeholders. The questions for the term examinations should be developed based on the competencies identified for each of the Strands. The test items should be competency-based, developed, and moderated using the Bloom's Taxonomy. The questions types and patterns for written examinations shall remain dynamic.

In the Reading and Literature strand, materials such as short stories, poetry, essays, informational texts, folktales, novel, and drama are used as vehicle to accomplish specific competencies and learning objectives outlined in the framework. That is why the teaching and learning of the contents under Reading and Literature should be used as means to impart knowledge, skills and values, and assessment should be strictly based on these areas. Depending on the length and the nature of the texts/materials, namely novel and drama could be studied spreading over two class levels. Hence, for both school-based and national examinations, the learners should be tested on their abilities and competencies in apply their knowledge and skills in any given context and situation. However, the test items should be developed based on the

Bloom's Taxonomy to assess the competencies spelled out in the framework instead on the mere content matter of the materials.

Congruently, the Language and Grammar and Writing Strands should be assessed in similar manner as it is done for the Reading and Literature. It should be noted that for these two Strands, the learners' previous knowledge, skills, and values of the previous classes could be included while developing test items for written examinations.

Recording and Reporting

The learners' learning for all the Key Stages, should be assessed formatively, and recorded based on the achievement levels.

The learners progress and achievement should be reported periodically. The purpose of reporting is to provide relevant information about a learner's progress to learners, parents, and other relevant stakeholders. Recording and reporting system is subject to policy changes from time to time. Since 2020, with the doing away of the written examinations at Key Stage I, CFA was instituted as the primary means of assessment to strengthen the assessment practices and facilitate competency-based learning. Hence, the recording and reporting for Key Stage I is based on the levels of achievement. (For details refer the Continuous Formative Assessment Guidebook, 2019).

The reporting for Key Stages II to V is based on the marks in accordance with the progress report format. Marks obtained from the formative assessment can be converted using appropriate conversions for summative purposes.

SECTION 8
ENABLING CONDITIONS

8. ENABLING CONDITIONS

The English curriculum is designed in keeping with the national education vision and aspirations. Thus, it outlines a set of desired Standards, Competencies and Learning Objectives that are encapsulated in the NSCF. The curriculum is intended for implementation by all schools in the country to maintain uniformity throughout. Having stated this, during implementation at school and teachers' level, the curriculum could be delivered in the way that best suits the need of the learners and the school. It is the responsibility of the school and the teachers to facilitate to make learning meaningful and relevant to the learners.

The role of the teacher should change from one of being an information-giver to that of a facilitator. Teachers should provide the materials, the activities, and the practice opportunities to their learners. The quality and authenticity of these materials are central to the success of the class. The teacher has to provide positive and constructive feedback in order to help the learners improve their skills. Teachers need to be aware of the learners' needs so that everybody feels welcome in the class.

It is recommended, where possible, the curriculum to be contextualized and localized, such as using PBE approach, to keep up with the ever-changing dimensions of learning environment. The goal which is non-negotiable, is to enable learners to meet the desired Competencies and Standards outlined in the curriculum.

The successful implementation of the curriculum as it is envisioned and intended will be dependent on various enabling conditions. It is the responsibility of all the key stakeholders to provide continuous support to teachers and schools in implementing the curriculum. The teachers, and the schools should, as far as possible, put in place all the required resources, policies, physical and psychosocial ambience, and other necessary conditions in order to create a conducive learning environment.

The following are recommendations to schools for implementing the English curriculum

1. Teaching English demands extensive inputs from the teachers. For effective facilitation of learners learning, teachers with specialization in teaching English should teach this subject.
2. In the primary level, building strong language foundation is the priority. Teachers specialized in teaching English should handle the subject exclusively. A teacher assistant is recommended where the learners in a class exceed the ideal number.
3. The acquisition of language skills is attained through the integration of all the four strands and achieving it requires consistent and systematic approach in teaching. Hence, schools should ensure that all the strands of the English curriculum are taught by a single teacher for any given class/grade.
4. The instructional hours for English subject should be spread out during the week. Double hours should take place no more than once a week, if at all. The detail of recommended time allocation is in the appendix.
5. The assessment of learners' progresses as indicated on report cards should reflect performance in the four Strands of language learning.

6. The use of technology needs to be an integral part of the teaching/learning process in the classroom, homework assignments and online lessons.
7. Schools should encourage extra-curricular activities in English, such as drama groups, writing competition, declamation, debates, extempore.
8. Language teachers should explore possibilities and opportunities to invite speakers, authors and people who have credible background in literary to give inspirational and motivational talks to learners.
9. English teachers should regularly meet and plan instruction and assessment together, coordinate language programs, develop appropriate teaching materials and discuss relevant issues regarding the teaching of English.
10. School should facilitate to provide an English teachers' resource room with professional literature, computers and additional materials.
11. English is not the sole responsibility of the English teachers alone. With the exception of Dzongkha subject, all other subject teachers should use English as medium of instruction to deliver lessons and during other activities. The school administration should ensure this is reflected in the school policy and duly followed.
12. Extensive reading (reading for pleasure) should be an integral part of English studies. The school should promote reading as a whole school approach. Various reading programmes and activities should be organized to instill reading habits.
13. The school should have library with collection of a wide range of age-appropriate reading materials, reference books, newspapers, magazines, and e-books. Computers with internet connectivity should be put in place to enable learners to browse e-books and other online resources.
14. The library timing should be arranged in ways that would allow maximum learner accessibility to the library. It is recommended that library be kept open during the recess periods and on weekends.
15. Schools should have a language laboratory to enable learners to practice and assess their speech in English language. The language laboratory will provide learners to model pronunciation, repeat, and record the same and listen their performance and compare with the model, and do self-assessment. The laboratory will also be used by English teachers to assess learners listening and speaking skills.
16. School should have clear policies and procedures that support for diverse learners learning.
17. Community linkages is crucial to engage the community and parents in the matters related to schools. School should advocate and involve the community and parents to support their children's education.

SECTION 9

CROSS-CURRICULAR LINKAGES

9. CROSS-CURRICULAR LINKAGES

The primary aim of the English curriculum is to equip learners with language skills to make them proficient users of English to communicate with eloquence and clarity, and to continue learning independently for the rest of their lives. As such the curriculum should consist of carefully selected teaching learning materials to be used as vehicles for taking learners to different worlds. Through stories, poems and essays in the curriculum, learners learn concepts regarding various cross-curricular themes and subjects.

As envisioned in the NSCF, the English curriculum includes teaching learning materials that not only serve the core function of providing opportunities to acquire literacy skills but also are appropriate for imparting other skills such as teamwork, time management, research work, innovation, and technology competence. The learners draw on different approaches and disciplines to acquire knowledge, gain motivation for self-learning and develop a deeper and more long-lasting understanding of concepts that they can apply in real-life situations.

With this flexibility in using various texts, the curriculum recommends incorporating and integrating various cross-curricular themes, topics, and concepts. The following are some of the cross-curricular themes and subjects that the curriculum could take into consideration:

- Comprehensive Sexuality Education
- Life Skills Education
- Entrepreneurship
- Financial Literacy
- Nutritional Education
- Media Literacy
- Citizenship Education

When incorporating cross-curricular subjects, themes, topics, and text, it should be noted that they should be used primarily to acquire literacy skills and develop language competency, while indirectly providing avenues for learners to gain knowledge and skills through such curricular areas.

When teaching these themes or concepts that have cross-curricular links, the English teachers should collaborate with teachers of other subjects and seek ways to better coordinate their lessons and develop learning and assessment materials. This way, learners see the connections of the acquired skills and concepts and they will be able to internalize the new concepts meaningfully.

GLOSSARY

GLOSSARY

Competencies	The ability to do something well or a skill that you need in a particular job or for a particular task.
Cohesive devices	Cohesive devices are words or phrases used to connect ideas between different parts of text.
Differentiation	Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.
Fluency	Reading fluency refers to the ability to read with speed, accuracy, and proper expression.
Linguistic skills	The capacity of individuals to understand and express themselves, both in written and oral form.
Hybrid text	A hybrid text is a single text with a dual purpose to integrate narrative and informational text. It presents important information about a specific topic using narrative text as the primary means of expression
Multimodal	Use of a variety of modes or methods such as linguistic, visual, gestural, audio, and spatial to convey meaning.
Reading portfolio	Reading portfolio is a collection of learner's records of reading and reading ability, journal writing, text talk or book talk.
Representing	The active process of applying skills and strategies to present facts, ideas and points of view through a variety of texts with linguistic, visual, gestural, audio and spatial semiotic features.
Semiotic modes	These different systems for meaning-making, or possible "channels" (e.g., speech, writing, images) through visual, verbal, written, gestural and musical resources for communication.
Technological resources	Intangibles resources such as intellectual properties, accumulated skills and experience, software license and patent. Machinery and materials
Writing portfolio	A writing portfolio is a collection of learner's writings (in print or electronic form) that's intended to demonstrate the writer's development over the course of one or more academic terms.

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APPENDIX

Appendix A: Criteria for the Selection of Teaching-Learning Materials

The following are the recommended selection criteria for the selection of curriculum texts and materials.

Reading and Literature

1. Texts should enable learners to explore Bhutanese culture, allow them to make text to life connections easily.
2. Texts should be gender sensitive offering to learners a wide range of experience from the perspectives of both males and females.
3. Texts should offer to learners the perspectives of young and old, experience with a wide a range of cultures in both historical and imaginary literature.
4. Texts should offer to learners a wide range of genre both fiction and non-fiction.
5. Texts should be written in the highest quality language available, language that represents the best of the genre.
6. Texts should present language and pictures that are in keeping with the values of the community.
7. Texts should be age appropriate in themes and language.
8. Texts should provide opportunities of active learning.
9. Texts should be well illustrated especially for the younger readers.
10. Texts should be of an appropriate length for school study.
11. Texts should present to learners a variety of themes including such themes as joy, happiness, family, and loyalty.
12. Texts should permit learners to experience in their reading a wide range of experiences in their reading.
13. Texts should offer a rich blend of traditional and contemporary literature.
14. Texts should allow for learners and teachers to make inter-textual connections easily.
15. Texts should support the objectives of the curriculum.

Listening & Speaking

1. Materials that provide examples of Bhutanese men and women speaking in a variety of situations.
2. Materials that show male and female speakers speaking for a variety of purposes (to inform, entertain, persuade).
3. Materials that show how speakers' emphasis, tone, and intonation to help with their message.
4. Materials that help learners learn the protocols of public speaking and listening.
5. Materials that allow learners to study strategies for conflict resolution and to practice mediation skills.

Writing

1. The texts should include models that illustrate features of different kinds of writing.
2. The texts should provide opportunities for learners to write in a variety of forms.
3. The texts should reflect values of Bhutanese culture as well as other cultures.
4. The texts should be appropriate for the class level at which they are used.
5. The texts should present process theory.
6. The texts should be written in contemporary language.
7. The texts should be models that are gender sensitive and reflect the experience of young and old.

Language and Grammar

1. Materials should be written in language that is appropriate for the age/class level at which it is used.
2. Materials should contain examples of the concepts of grammar at a level that is appropriate for the age/class level at which it is used.
3. Materials should contain information on the nature of language, theories of language acquisition as well as systems of grammar.
4. Materials should promote activity-based learning.

Appendix B: Time Allocation for English Curriculum

This document assumes a school year of 150 instructional days available for curriculum delivery excluding examinations days. Instructional days are the total number of days within which the curricular activities are conducted. Within these days, a maximum of 5.33 hours (320 minutes) is available for actual classroom instruction per day. This calculation is based on 8 periods a day of 40 minutes each.

The following is the class-wise recommended time allocation based on the above-mentioned conditions. The schools have the flexibility to adjust the time as per their number of periods. However, the allocated time for English curriculum and the Strands for each class level should be maintained as recommended.

Class PP - I

Total Time Allocated: 240 minutes per week

Sl No	Strands	Time (minutes)
1	Listening and Speaking	132
2	Reading and Literature	60
3	Writing	48

Note: The Language and Grammar Strand is integrated in other Strands.

Classes II - III

Total Time Allocated: 280 minutes per week

SI No	Strands	Time (minutes)
1	Listening and Speaking	140
2	Reading and Literature	72
3	Writing	48

Note: The Language and Grammar Strand is integrated in other Strands.

Classes IV - VI

Total Time Allocated: 280 minutes per week

SI No	Strands	Time (minutes)
1	Listening and Speaking	70
2	Reading and Literature	84
3	Writing	70
4	Language and Grammar	56

Classes VII - VIII

Total Time Allocated: 240 minutes per week

SI No	Strands	Time (minutes)
1	Listening and Speaking	48
2	Reading and Literature	84
3	Writing	60
4	Language and Grammar	48

Classes IX - X

Total Time Allocated: 200 minutes per week

SI No	Strands	Time (minutes)
1	Listening and Speaking	40
2	Reading and Literature	80
3	Writing	40
4	Language and Grammar	40

Classes XI - XII

Total Time Allocated: 240 minutes per week

SI No	Strands	Time (minutes)
1	Listening and Speaking	48
2	Reading and Literature	96
3	Writing	48
4	Language and Grammar	48