

EDUCATION IN EMERGENCY

Curriculum Implementation Guidelines



**Royal Education Council
Paro**

March 2020

INTRODUCTION

With the reported case of COVID19 on 5th March 2020, conforming to the National Preparedness and Response Plan, the government announced closure of schools and institutes in Thimphu, Paro and Punakha for two weeks with effect from March 6, 2020. The duration was keeping with the health advisory, which states that people who would have contracted infection from the primary source would develop full-blown infection. Parents were advised to closely monitor the health of their children. Should there be any concern, parents are asked to contact health officials.

As Government monitors the COVID-19 situation within the country and beyond, though the spread of virus is under control in the country, the global development is disconcerting. Therefore, all schools and educational institutes across the country will remain closed starting from March 18, 2020, until further order from the government.

The closure of schools for longer duration is detrimental to our student's continuity of education and learning. Conformation to Education in Emergency Contingency Plan of the Ministry of Education, the Royal Education Council has developed the Curriculum Implementation guideline for Education in Emergency to ensure that our children do not lose instructional hours for achieving some of the key desired learning outcomes for the academic year, 2020. As an alternative to formal mode of delivery, instructions on key learning areas are delivered remotely through the use of broadcast and social media. This mode of lesson delivery may appear to pose inconveniences to assess students' learning. In this juncture, lesson developers and presenters are reminded to make lessons interactive and experiential learning, and pose competency based or thought provoking questions during or at the end of every lesson. Students submit responses to these questions to their respective subjects teachers for assessment and grading their work.

The guideline is envisaged to provide suggestive prioritized learning areas, delivery modes and strategies, and inform lesson developers and presenters of the support mechanism at REC in order to provide access to learning for children during the emergency.

Education in Emergency
REC

CURRICULUM IMPLEMENTATION GUIDELINES

RATIONALE

In the event that schools have to be closed down for a longer time due to COVID-19 outbreak in the country, the Royal Education Council has developed a curriculum implementation guideline to continue providing education to our children. This is to ensure that our children do not lose instructional hours for achieving the desired learning outcomes for the academic year, 2020.

The guideline provides prioritized learning areas, delivery modes and strategies, and support mechanisms in order to provide access to learning during emergency.

OBJECTIVES

The Guidelines are developed to fulfill the following objectives:

1. Provide a platform for students to access and avail educational services remotely through the use of mainstream and social media.
2. Provide guidelines on the learning areas, tools, and support mechanism from the relevant agencies such as MoE, REC, BCSEA, V-ToB, etc.
3. Facilitate students the continuity in learning in achieving the desired learning outcome for the academic year, 2020, particularly students attending high stake examinations.
4. Engage students productively at home and minimize people-people contact to prevent the spread of virus.

LEARNING AREAS & MODE OF DELIVERY

The different Learning Areas consist of the following. Some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject.

Key stage	Subjects
I	Dzongkha, English, Mathematics
II	Dzongkha, English, Mathematics
III	Dzongkha, English, Mathematics, General Science, Social Sciences
IV	Dzongkha, English, Mathematics, Functional Science, Social Sciences
V	English, Dzongkha compulsory for all
	Science: Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT
	Commerce: Accountancy, Commerce, B. Mathematics
	Arts: History, Geography, Economics, Media Studies, Rigzhung

During emergency, lessons are delivered through the use of television, radio and other social media in key stages and theme based approach. Lessons are delivered through BBS1 and BBS2 supplemented with Google classroom, Youtube, Wechats and other social media. The suggested broadcast timetable is provided.

There are students who are dealt with 'pull out' and 'push in' strategies alongside the adaptation and modification in curriculum delivery. Therefore, lessons for Wangsel and Muenseling institutes' students are delivered by using tools appropriate for them. Further, lessons for Takste Rigzhung School are de-

livered through Google Classroom, YouTube, WeChat and other means on exception.

Suggested Broadcasting Timetable for BBS 1 and BBS 2.

Day	Key Stage											
	Session I	Session II	Session III	Session IV	Session V	Session VI	Session VII	Session VIII	Session IX	Session X	Session XI	Session XII
Mon	Key – I Eng	Key – I Dzo	Key – I Maths	Key II Eng	Key II Dzo	Key-II Maths	Key-III Science	Key-III Social Science	Key-III Eng	Key-III Dzo	Key-III Maths	Key-IV Eng
Tue	Key – IV Maths	Key – IV Dzo	Key – IV Science	Key IV S. Science	Key V Eng	Key-V Dzo	Key-V Maths	Key-V Physics	Key-V Chem	Key-V Bio	Key-V His	Key V Geo
Wed	Key – V Acc	Key – V Com	Key – V Eco	Key -V ES	Key -V MS	Key-V Dzo	Key-V Maths	Key-V Physics	Key-V Chem	Key-V Bio	Key-V His	Key V Geo
Thu	Key – V Acc	Key – V Com	Key – V Eco	Key -V ES	Key -V MS	Key-IV Eng	Key – IV Maths	Key – IV Dzo	Key – IV Science	Key IV S. Science	Key V Eng	Key-V Dzo
Fri	Key-V Maths	Key-V Physics	K-V Chem	Key-V Bio	Key-V His	Key -V Geog	Key – V Acc	Key – V Com	Key – V Eco	Key -V ES	Key -V MS	Key- V Maths

Note:

Key Stage I: Classes PP-3

Key Stage II: Classes 4-6

Key Stage III: Classes 7-8

Key Stage IV: Classes 9-10

Key Stage V: Classes 11-12

Note:

1. Mathematics is inclusive of both Business Mathematics and Mathematics.
2. Broadcasting of lessons are suggested as follows:
 - a. BBS 1 : 10.00 AM to 3.00 PM (5 hours)
 - b. BBS 2 : 4.00 PM to 9.00 PM (5 hours)
3. More broadcasting time has been dedicated to Key Stages IV and V due to high stakes examinations.
4. The lessons for younger children (Key Stages I and II) be preferably aired before 7.00 PM.
5. Both BBS 1 and BBS 2 shall follow the same timetable to air lessons.
6. Refer the respective curriculum frameworks while preparing the lesson.

གནས་ཤིང་།	ལྷོ་ཕྱོད་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།	སློབ་སྦྱོར་ཐབས་ལམ།	ལས་འཁུར་འབབ།
<p>གནས་ཤིང་གསུམ་པ། བདུན་པ་ལས་བརྒྱད་པ།</p> <p>འབྲི་ཚུམ་ནང་ལས་ འབྲེལ་བཤད། ལོ་ རྒྱུས། རྒྱུད་སྐྱེལ། འཆར་སྤང་འབྲི་ཚུམ་ཚུ་ གི་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྐབ་ཀྱི་སྤྱད་བ།</p> <p>སྤྱོད་ཚུམ་ནང་ལས་ ཞབས་ཁྲ་དང་ སློ་བེ། ཚུང་མོ། དཔེ་གཏམ། ལ་བཤད། གསལ་ བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་སྤྱད་བ།</p> <p>སྤྱད་དང་གཏམ་རྒྱུད་ལས་ དངོས་སྤྱད་དང་ འཆར་སྤྱད་གི་ ཚུམ་རིག་གཞི་བཞག་ཐོག་ ལས་ འབྲི་ལྷག་ཉན་སྐབ་ཀྱི་སྤྱད་བ།</p> <p>ཡིག་སྐྱོར་དོན་ཚན་ཚུ་ལས་ སྤོར་རྗེས་ཡང་ འཇུག་གི་དོན་འཛིན་དང། བརྗེ་བཤད་ཀྱི་ རིགས། ཚིག་མཚམས། བརྗེ་མཚམས། དོན་མཚམས། འབྲེལ་སྒྲ། མིང་གི་བྱུང་ ཚིག། དང་སྒྲ། ད་སྒྲ། བྱེད་སྒྲ། ལྷག་ བཅས། འབྲེལ་ཚིག། མིང་དང་བྱེད་ཚིག་ལུ་ ཞེས་སྤྱད་བ། བྱེད་ཚིག་དུས་གསུམ་ཡིག་ ལྷོ་བ། བརྗེ་དཔེ་དཔེ་བ། དེ་སྒྲ་ལྷོ་སྒྲ། རྒྱུ་སྤྱད། བསྐྱེད་ཡིག། སྤྱི་སྒྲ། གང་ཟེག་ དང་པ་དང་གཉིས་པའི་དོན་འཛིན། མིང་ ཚིག་བརྗེ་དཔེ་རྣམ་གཞག་གི་དོན་ཚན་ཚུ་ གཞི་བཞག་ཐོག་ལས་ བྱི་ལྷོ་སྤྱད་བ།</p> <p>ཡིག་འགྲུལ་དོན་ཚན་ཚུ་ལས་ ལྷོ་ཡིག་དང་ གཏང་ཡིག་བྱི་ལྷོ་སྤྱད་བ།</p>	<p>རྒྱུད་བསྐྱེགས་སློབ་སྦྱོར།</p> <p>ཕམ་ལུ་ ཨ་ལོ་འི་ རྒྱུ་སྐྱོར་གྱི་ལམ་ སྤོར་བྱིན་ལོ།</p> <p>སློབ་སྐྱོར་ལས་དོན་ ཕམ་ཚུ་ལུ་བཟམ་ ལོ།</p> <p>ཁྱིམ་ནང་ལྷག་ལོ་འི་ མཁོ་ཆས་དོས་ འཛིན་འབད་དེ་ལྷག་བཅུག་ལོ།</p> <p>སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ ལས་ ཁྱིམ་ལུ་དེ་བྱིན་ལོ།</p> <p>དྲི་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེ་བ་ ལྷག་བཅུག་ལོ།</p> <p>ཡིག་བཅོའི་སྐྱོར་བ། WeChat, Facebook, YouTube, Goo- gle ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ ཆས་ཚུ་ བཅོ་སྤྱོད་བཟམ་ལོ།</p> <p>དཔེ་རྒྱུ་ འབྲི་ཚུམ་འབྲི་ཐངས། རྒྱུད་ འབྲི་ཐངས་དང་ལྷག་ཐངས། ལྷོ་ཡིག་ འབྲི་ཐངས། ཡི་གུ་འི་སྐྱོར་བ་ཤེས་ཐབས་ ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཅོ་སྤྱོད་ བཟམ་ཐོག་ལས་ ལྷོ་བ་བཅུག་ལོ་བཟུམ།</p> <p>ཡོངས་འབྲེལ་ཐོག་ལས་ དག་ཐོག་དང་ ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དཔེ་ ཞིབ་འབད་ལོ།</p>	<p>ཚུམ་རིག་མ་འདྲམ་གསུམ་གྱི་ སློབ་ལས་ དོ་སྤོད་དང་བྱུད་རྣམ་ དཔེ་ཚུ་གི་མཐོང་ཐོས་མཁོ་ཆས་ བཅོ་སྤྱོད་ལོ།</p> <p>ཡིག་སྐྱོར་གྱི་དོན་ཚན་ཚུ་གི་སློབ་ ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་ སློབ་སྦྱོར།</p> <p>ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ ཀྱི་སློབ་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྦྱོར་ཚུ་འབད་དགོ་ལོ་ལོ་ མས།</p>	

གནས་ཤིང་ལོ་	ལྷན་སྐྱེས་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།	སློབ་སྦྱོར་ཐབས་ལམ།	ལས་ཤིང་འོས་འབབ།
<p>གནས་ཤིང་བཞི་པ། དགུ་པ་དང་བཅུ་པ།</p> <p>འབྲི་ཚུལ་ཚུ་ལས་ལྷན་སྐྱེས་འབད་དང་ལོ་རྒྱུས། རྒྱུ་རྒྱུ་ལ། འཆར་སྤྲོད་འབྲི་ཚུལ་ཚུ་གི་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྐབ་ཀྱི་སྤྱད་བཟུང་།</p> <p>སྤྱན་ཚུལ་ལས་ལྷན་སྐྱེས་འབད་དང་སློབ་ཤིང་། བསྐྱབ་ བྱ། ཚུང་མོ། དེ་ལྟེ་གཏམ། ལ་བཤད། གསལ་ བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སྐབ་ཀྱི་ སྤྱད་བཟུང་།</p> <p>སྤྱད། དེ་ལོ་སྤྱད། འཆར་སྤྲོད་གི་ ཚུལ་ཤིང་། གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྐབ་ཀྱི་ སྤྱད་བཟུང་།</p> <p>རྒྱུ་སྤྱུ་ལྷག་ལེན་ཀྱི་དོན་ཚན་ཐོག་ལས་ རྒྱུ་སྤྱུ་རྒྱུ་ལྷག་ཀྱི་ལྷག་ལེན་ལོ་བུ་ལུ་ གཞི་བཞག་ཐོག་ལས་ བཤད་པའི་ཚུལ་ཀྱི་བཅུ་ མཐོང་དང་ ཚུལ་སྤྱད་ཀྱི་མིང་ཚིག་ཡིག་སྤྱེ་ ལྷན་སྐྱེས་འབད་ནི།</p> <p>ཡིག་སྤྱུ་ཀྱི་དོན་ཚན་ཚུ་ལས་ ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས། འབྲེལ་ཚིག། དེ་སྤྱི། འབྲེལ་ཚིག། བརྗོད་པའི་དེ་ལྟེ་བ། རྒྱུ་ ཡིག་དོ་སྤྱོད། རྒྱུ་ལེན་ལས་ཚིག་དང་སྤྱོད་ ཚིག། བེ་སྤྱི། བཤད་ཚིག་ཀྱི་སྤྱི། རྒྱུ་དེ་ བཤད། འདྲི་ཚིག། རྒྱུ་ཡིག་གི་དགོས་པ་དང་ ཕན་ཐོག་སྤྱི། བཤད་སྤྱི། བཤད་ཡི་གི་ཚིག་སྤྱི། མིང་ཚིག་བརྗོད་པའི་རྒྱུ་གཞི་གི་ དོན་ཚན་ གཞི་བཞག་ཐོག་ལས་ བེ་འདྲི་སྤྱད་བཟུང་།</p> <p>ཡིག་འབྲུལ་ཚུ་ལས་ ལྷན་སྐྱེས་ གཏང་ཡིག། བཤད་ལྷན། ལྷན་སྐྱེས་སྤྱི། ལྷན་ གསོལ། རིན་ཐོག་ ལས་ཤིང་། རྒྱུ་སྤྱི། ལྷན་ཚོད། ལྷན་སྐྱེས་ བཤད་ཡིག། བཤད་ཚོད། འབད་གན་རྒྱ་ཚུ་ གཞི་བཞག་ཐོག་ལས་ འབྲི་ ལྷག་ཉན་སྐབ་ཀྱི་སྤྱད་བཟུང་།</p>	<p>རྒྱུ་སྤྱུ་ལྷག་སྤྱི་སྤྱི། ཤེས་ཡོན་ཚན་ཀྱི་ཕམ་ཚུ་ལུ་ ལྷན་ཚན་ དང་འབྲེལ་བའི་ ལྷན་སྤྱུ་ལས་དོན་ཚུ་ ཕམ་ཚུ་ལུ་བཤད་བྱིན་ཏེ་ ལྷན་སྤྱུ་ལས་ བཅུག་ནི། ལྷན་དཔོན་ཚུ་གིས་ ཡོངས་ འབྲེལ་ཐོག་ལས་ ལྷན་སྤྱི་ལེན་ནི།</p> <p>རྒྱུ་སྤྱུ་ལྷག་ལེན་ཀྱི་ ལྷན་སྤྱི་ མཐོང་ཐོས་མཁོ་ཚུ་བཅོ་སྤྱི། ལྷན་ནི།</p> <p>རྒྱུ་སྤྱི་དཔོན་དེ་བཤད་ གང་མང་ ཡོངས་ འབྲེལ་ཐོག་ལས་ འབྲེལ་ཚུ་གསལ་བཅོ་ནི།</p> <p>ལྷན་ལེན་ལྷན་ནི་ དོན་ཚན་མཁོ་ཚུ་ དོས་འཛིན་འབད་དེ་ ལྷན་བཅུག་ནི།</p> <p>དེ་བཤད་དེ་ དེ་ལེན་འབྲེལ་ཐབས་ལུ་ ལྷན་དེ་བཤད་བཅུག་ནི།</p> <p>ཡིག་བཅོའི་སྤྱུ་བཤད། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཚུ་ བཅོ་སྤྱི་བཤད་ནི།</p> <p>དཔོན་ལུ། འབྲི་ཚུལ་འབྲི་ཐབས། ལྷན་ འབྲི་ཐབས་དང་ལྷན་ཐབས། ལྷན་ཡིག་འབྲི་ ཐབས། ཡི་གུ་ལྷན་སྤྱུ་བཤད་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཚུ་ བཅོ་སྤྱི་བཤད་ ཐོག་ལས་ ལྷན་བཅུག་ནི་བཅུག།</p> <p>ཡོངས་འབྲེལ་ཐོག་ལས་ བཤད་ཐོག་དང་ ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དེ་ལྟེ་ལེབ་ འབད་ནི།</p>	<p>ཚུལ་ཤིང་ལོ་ལྷན་སྐྱེས་ལྷན་སྐྱེས་ ཀྱི་སྤྱི་ལས་ དོ་སྤྱོད་དང་ ལྷན་སྤྱི་ལེན་ཚུ་གི་སྤྱི་སྤྱི་ སྤྱི་ལས་ལེན་ནི།</p> <p>ཡིག་སྤྱུ་ཀྱི་དོན་ཚན་ཚུ་གི་ སྤྱི་ལས་ གོ་དོན་གསལ་ བཤད་ཀྱི་སྤྱི་སྤྱི།</p> <p>ཡིག་འབྲུལ་ཀྱི་དོན་ཚན་ གཉིས་ཀྱི་སྤྱི་ལས་ འབྲི་ ཐབས་ཀྱི་སྤྱི་སྤྱི་ཚུ་འབད་ དགོ་ནི་ལེན་ལས།</p>	

ENGLISH

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
I (PP - III)	Literacy Skills – Phonemic awareness » Alphabet sounds » Blending and segmenting	Use SSP package supplied during CFA Workshop to adapt, develop materials teach sounds. These can also be shared on social media platforms like Wechat	Phonemic awareness is the foundational literacy skill.
	Read Aloud	Conduct Read-Aloud sessions using the Readers. Video tape of Read-Alouds using the Readers for respective classes and share	Build vocabulary and develop reading skill.
	Writing	Use the Workbooks to develop assignments on writing. Example: 1. Picture matching 2. Picture to word matching. 3. Fill in the blanks 4. Sentence completion, 5. Simple picture description.	These activities can also be used as extended activities or follow-up on the Read-aloud sessions.
	Letter formation, esp. for PP.	Share letter formation guide and share with the parents (Use SSP package for practice and progression – start with s,a,t,p,i,n)	Parents should let children practice and share the children's work with the teachers.
	Personal letter writing (class III)	Explain, with a demo, the format and features of a personal letter – ask students to practice.	Parents should guide
II (IV – VI)	Writing » Book reviews » Summaries » Folk-tales	Identify appropriate topics from the text and ask students to read and carry out writing tasks.	
	Creative writing (realistic fiction)	Give as many topics as possible and ask children to choose and write on one topic every fortnight. Teachers should share the features of realistic fiction.	Encourage children to first share paragraphs, instead of the whole written work. This way, it will be easier to monitor and guide. Wherever possible, parents should help children.
	Reading	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding.	Let children video/audio-tape their readings of stories, essays and poems and share with the teacher and friends for comments and feedback.
	Listening and Speaking	Share the Resources (Audio/video) on Listening provided by REC and design questions to build/assess listening skills.	

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
III (VII – VIII)	<p>Writing</p> <ul style="list-style-type: none"> » reports » summaries » fantasy » narrative essay 	<p>Explain the features of each genre of writing.</p> <p>Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback</p>	<p>Focus on narrative writing. In the beginning ask children to submit paragraphs instead of the whole essay. This way, it will be easier for the teacher to monitor and guide.</p>
	Reading	<p>Select the most appropriate texts (Short stories, essays and poems)</p> <p>Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts.</p> <p>Ask students to read a certain number of stories, essays and poems from the textbook periodically.</p> <p>Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding.</p> <p>Students should also keep a record of other books and texts they read in the form of reviews.</p>	<p>The ‘certain’ number of texts to be read is to be decided by individual teachers depending on to the extent that students are able to achieve the objectives stated in the Reading & Literature strand.</p>
	Grammar	<p>Refer the objectives and develop lessons accordingly.</p>	<p>Develop exercise and activities for the students to complete and submit for feedback</p>
		<p>Use the audio-visual grammar lesson provided by REC, or other available resources and assign practice questions.</p>	
	Listening and Speaking	<p>Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video.</p>	<p>Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.</p>

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
IV (IX – X)	Reading & Literature	<p>Select the most appropriate texts (Short stories, essays and poems)</p> <p>Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts.</p> <p>Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding.</p> <p>Ask students to maintain a record of the books/texts read in the form of reviews(Reading portfolio). This is to be used for awarding CA.</p>	
		<p>Design a schedule/timetable to assign students to read a certain portion of the novel.</p> <p>Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed.</p>	
	Writing » Descriptive » Expository	Refer the resource package provided by REC and share essay writing guides and sample essays	
		<p>Share the features of each genre of writing.</p> <p>Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback. (Writing Portfolio)</p>	<p>In the beginning ask students to submit just the introductory paragraph so that teachers can guide and comment on the thesis statement. Use the best written work of individual students for awarding the CA mark</p>
	Language and Grammar	Download relevant grammar lessons as per the objectives and share with students.	
		Design grammar activities and questions for students to carry out and complete periodically	
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video. Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.	
		Ask students to audio/video tape their speeches and submit.	Use these to assess their speaking, and award CA accordingly.

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
		<p>Ask students to prepare speeches and record their deliver.</p> <p>Let them share their speeches with others and the teacher for feedback and comments.</p>	
V (XI - XII)	Reading & Literature.	<p>Select the most appropriate texts (Short stories, essays and poems)</p> <p>Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts.</p> <p>Ask students to read a certain number of stories, essays and poems from the textbook periodically.</p> <p>Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding.</p>	Refer the objectives and focus on the genres stated therein.
		<p>Use the resources on The Merchant of Venice provided by the REC during the orientation workshop to develop lessons.</p> <p>Ask students to answer the questions given in the package.</p> <ul style="list-style-type: none"> » Prepare a schedule for students to read a certain portion weekly/ fortnightly. » Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed. 	<p>The teacher may design additional questions on the Merchant of Venice and other texts.</p> <ul style="list-style-type: none"> » Ask students to video/audio tape their renderings of famous dialogues and share with the teacher and friends.
	<p>Writing</p> <ul style="list-style-type: none"> » Reports » Summaries » Stories » Persuasive essay » Argumentative essay. 	Refer the resource package provided by REC and share essay writing guides and sample essays	
		<p>Explain the features of each genre of writing.</p> <p>Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback</p>	In the beginning ask students to submit just the introductory paragraph of their essay. They should develop their writing further only after getting the 'go-ahead' from the teacher.

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video. Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.	
		Ask students to prepare speeches and record their deliver. Let them share their speeches with others and the teacher for feedback and comments.	
	Language and grammar	Select appropriate grammar exercises and activities from the book periodically and ask students to complete them and submit for correction and feedback.	
		Video-tape teaching crucial topics and share.	
		Download relevant grammar lessons and share with students.	

MATHEMATICS

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
I (PP - III)	Numbers and Operations	BBS1 & BBS2	<ul style="list-style-type: none"> » Representing Numbers » Counting and identifying set to five and numeral writing from 1-1000 » Use place value chart » Meaning of subtraction and addition » Division as repeated subtraction » Adding and Subtracting 2-digit numbers using various ways » Using varieties of strategies to add » Calculating change
	Sorting and Patterns		<ul style="list-style-type: none"> » Describing object » Describing repeating number pattern » Creating pattern » Apply patterns to problem based on number, geometry and measurement.
	Measurement		<ul style="list-style-type: none"> » Measuring and Comparing with non-standard and standard units » Introducing and measuring length, volume, and capacity » Days, weeks, months and seasons
	Geometry		<ul style="list-style-type: none"> » Identifying, describing and comparing 3-D shape » Identifying, describing and comparing 2-D shape » Name and explore geometric shapes according to attributes » Polygon, combining polygon
	Data Management and Probability		<ul style="list-style-type: none"> » Collecting and organizing data » Interpreting and Creating bar graph with scale » Using probability language
II (IV - VI)	Numbers and Operations	BBS1 & BBS2	<ul style="list-style-type: none"> » Place Value: whole numbers to 5 and 7 digits » Compare & Order Whole Numbers to 5-digits » Mixed Numbers: modeling, use division meaning to change an improper fraction to a mixed number » Renaming: simple fractions to decimals » Ratio: part to part, part to whole » Integers: negative and positive » Addition & Subtraction: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation) » Multiplication & Division: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation) and as well using various strategies. » Multiplication Properties and Facts » Addition & Subtraction: simple fractions with common denominators » Addition & Subtraction: simple fractions - various denominators <p>Assessment:</p> <ul style="list-style-type: none"> » Assign through Google Classroom » Solve question assigned and submit response

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
	Sorting and patterning		<ul style="list-style-type: none"> » Open Sentences: patterns in addition, subtraction, multiplication & division » Computation patterns \square, \div: how a change in either factor affects the computation » Whole Numbers & Decimals: relationship in computation » Equivalent Fractions: multiplicative relationship » Equivalent Ratios: change in one term affects the other term » Area/Perimeter: changing rectangle dimensions » SI Measurement: pattern in changing units » Volume Patterns: explore
	Measurement		<ul style="list-style-type: none"> » Estimate and measure in mm, cm, dm, m, km » Volume: estimate & measure » Volume & Capacity: solve simple problems » Volume & Capacity: relationships » Area: estimate & measure (square cm - symbols) » Constant Area - Different Perimeters » Area: irregular shapes - estimate & measure » Area (of a Triangle): relate to area of a parallelogram » Perimeter: polygons » Perimeter & Area: rectangles & squares » Angles: (meaning) amount of turn » Angles: estimate, measure and draw
	Geometry		<ul style="list-style-type: none"> » Orthographic Drawings: make and interpret shapes » Quadrilaterals: sort by properties & make generalizations (concretely) » Cross Sections: 3-D shapes (cones, cylinders, prisms, pyramids) » Quadrilaterals: sort by attributes » Prisms, Pyramids, Cones, Cylinders » Nets: draw for rectangular prisms & cubes » Slides, Flips, turns (half, quarter): predict & confirm results for 2-D shape » Translations & Reflections: generalize & apply » Rotations: $1/4$, $1/2$, $3/4$ turns: predict & investigate » Reflective Symmetry: generalize for properties of various quadrilaterals » Rotational Symmetry properties: squares & rectangles » Planes of Symmetry: 3-D shapes » Perpendicular lines / segments » Bisectors: of angle, segments » Congruence: polygons » Similarity: name, describe & represent <p>Assessment:</p> <ul style="list-style-type: none"> » Assign through Google Classroom. » Solve question assigned and submit response.

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
	Data Management and Probability		<ul style="list-style-type: none"> » Collect, Organize & Describe Data: real world issues » Evaluate Data: choose appropriate samples » Bar & Double Bar Graphs: construct and interpret » Mean, Median, Mode: concepts » Simple Outcomes: more / less likely » Predict Probability: near 0, near 1, near $\frac{1}{2}$ » Describe Probability » Theoretical Probability: determine » Ex Experiments: predict & record results (concrete materials) <p>Assessment:</p> <ul style="list-style-type: none"> » Assign through Google Classroom. » Solve question assigned and submit response.
	Data Management and Probability		<ul style="list-style-type: none"> » Collect, Organize & Describe Data: real world issues » Evaluate Data: choose appropriate samples » Bar & Double Bar Graphs: construct and interpret » Mean, Median, Mode: concepts » Simple Outcomes: more / less likely » Predict Probability: near 0, near 1, near $\frac{1}{2}$ » Describe Probability » Theoretical Probability: determine » Ex Experiments: predict & record results (concrete materials)
III (VII –VIII)	Numbers and Operations	BBS1 and BBS 2	<ul style="list-style-type: none"> » Positive and negative exponents » Problems related to proportions » Problems related to percent » Problem related to mark up, SI and commission. » Problems related to square root » Multiplying and dividing integers » Adding and subtracting fractions » Multiplying and dividing fractions » Operation with rational numbers
	Geometry and Measurement		<ul style="list-style-type: none"> » Pythagoras theorem and its application in measurement and geometry » Area of a circle and associated problems » Tangrams and making rectangle/square/right-angled triangle using 3, 4, 5 and 7 shapes » Volume and Surface Area of a Rectangular Prism » Isometric Drawings and Orthographic Drawings » Transformations - Dilatations » and Combining Transformations
	Data Management and Probability		<ul style="list-style-type: none"> » Difference between theoretical and experimental probability » Random sampling » Complementary events and simulation » Representing data using circle graphs, box and whisker plots » Scatter plots to express relation between two variables <p>Assessment:</p> <ul style="list-style-type: none"> » Assign through Google Classroom. » Solve question assigned and submit response.

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
	Patterns and Algebra		<ul style="list-style-type: none"> » Solving Linear Equations » Describing relationship » Linear Polynomial <p>Assessment:</p> <ul style="list-style-type: none"> » Assign through Google Classroom. » Solve question assigned and submit response.
IV (IX- X)	Numbers and Operations	BBS1 and BBS 2	<p>Matrices</p> <ul style="list-style-type: none"> » Concept of Matrix » Adding, Subtracting Matrices and Multiplying Matrices <p>Networks</p> <ul style="list-style-type: none"> » Concept of networks » Solving network problems <p>Financial Mathematics</p> <ul style="list-style-type: none"> » Making purchasing decisions » Simple and compound interest » Taxation
	Geometry and Measurement		<p>Symmetry</p> <ul style="list-style-type: none"> » 2-D and 3-D Reflectional Symmetry <p>Constructions</p> <ul style="list-style-type: none"> » Perpendiculars and Bisectors » Medians and Altitudes <p>Efficient design</p> <ul style="list-style-type: none"> » 2-D Efficiency and 3-D Efficiency <p>Defining Trigonometric Ratios</p> <ul style="list-style-type: none"> » The Sine, Cosine, and Tangent Ratios » Trigonometric Identities <p>Applying Trigonometric Ratios</p> <ul style="list-style-type: none"> » Calculating Side Lengths and Angles » Angles of Elevation and Angles of Depression » Areas of Polygon
	Data Management and Probability		<p>Data Involving One Variable</p> <ul style="list-style-type: none"> » Histograms and Stem and Leaf Plots » Histograms and Box and Whisker Plots » Data Distribution <p>Data Involving Two Variables</p> <ul style="list-style-type: none"> » Correlation and Lines of Best Fit » Non-Linear Data and Curves of Best Fit <p>Probability</p> <ul style="list-style-type: none"> » Dependent and Independent Events » Calculating Probabilities
	Patterns and Algebra		<p>Linear Functions and Relations</p> <ul style="list-style-type: none"> » Linear Functions » Applications of Linear Functions » Graphs of Linear Inequalities » Solving Systems of Linear Equations using comparison, substitution and elimination strategies <p>Graphing Functions</p> <ul style="list-style-type: none"> » Graphs of Quadratic Functions in » Transforming Quadratic Function Graphs <p>Solving Non- Linear Equations</p> <ul style="list-style-type: none"> » Solving Quadratic Equations by Factoring

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
V (XI – XII)	Algebra	BBS1 and BBS 2	<p>Binomial Theorem</p> <ul style="list-style-type: none"> » Binomial expansion for positive integral indices; use of Pascal's triangle; and the binomial theorem, » i.e. $(x + y)^n = {}^nC_0x^n + {}^nC_1x^{n-1}y + \dots + {}^nC_ny^n$ » Binomial theorem for the expansion of binomial expressions having negative or fractional indices <p>Remainder and Factor Theorem</p> <ul style="list-style-type: none"> » Meaning of Rational Integral Function » Remainder Theorem and Factor Theorem <p>Quadratic Equations and Functions</p> <ul style="list-style-type: none"> » Solution of Quadratic equations by factorization and use of their graphs/sketches, and formula method » Nature of roots – real, complex roots, equal roots » Sum and Product of roots » Forming quadratic equations with given roots and related data
V (XI – XII)	Algebra	BBS1 and BBS 2	<p>Determinants of order 2 and 3</p> <ul style="list-style-type: none"> » Minors and Co-factors of a determinant » Expansion of a determinant » Properties of a determinant and their use in the evaluation of a determinant » Product of determinants (without proof); » Conditions for consistency of 3 equations in two variables » Solution of simultaneous equations in 2 or 3 variables using Cramer's rule <p>Matrices of order $m \times n$, where $m, n \leq 3$</p> <ul style="list-style-type: none"> » Types of Matrices » Operations: Addition/Subtraction (Compatibility); Multiplication by a scalar; Multiplication of two matrices (Compatibility) » Adjoint and inverse of a matrix » Application of Matrix multiplication » Use of matrices to solve simultaneous linear equations in 2 or 3 unknowns <p>Assessment:</p> <ul style="list-style-type: none"> » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess
	Trigonometry		<p>Angles and Arc lengths</p> <ul style="list-style-type: none"> » Angles: Convention of signs of angles; Magnitude of an angle; » Measures of angles; Circular measures » The relation $S = r\theta$, where θ is in radians; Relation between radians and degrees » Arc length and area of a sector of a circle

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			<p>Trigonometric Functions</p> <ul style="list-style-type: none"> » Trigonometric ratios; Relationship between trigonometric ratios » Proving simple trigonometric identities » Signs and limits of trigonometric ratios » Trigonometric ratios of standard angles and allied angles » Periods of trigonometric functions » Graphs of simple trigonometric functions (only sketches) » Practical problems based on angle of elevation and depression (in 2 - D) <p>Properties of Triangles</p> <ul style="list-style-type: none"> » Sine Rule (including ambiguous case for triangles) and Cosine Rule » Projection formula » Napier's Formula for the area of a triangle (Proof and use) <p>Compound and Multiple Angles</p> <ul style="list-style-type: none"> » Addition and Subtraction formulas: » $\sin(A \pm B)$; $\cos(A \pm B)$; $\tan(A \pm B)$; $\tan(A + B + C)$, etc » Double angle, triple angle, half angle and one third angle formula as special cases » Sums and differences as products: » e.g. $\sin C + \sin D = 2 \sin \frac{(C+D)}{2} \cos \frac{(C-D)}{2}$ » Product to sums or differences: » e.g. $2 \sin A \cos B = \sin(A + B) + \sin(A - B)$ etc » Conditional identities (involving angles of triangles)
			<p>Inverse Trigonometric functions</p> <ul style="list-style-type: none"> » Meaning of inverse trigonometric functions » $(\sin^{-1}x, \cos^{-1}x, \tan^{-1}x, \cot^{-1}x, \operatorname{cosec}^{-1}x, \operatorname{sec}^{-1}x)$ » Principal values (use of graphs in explanation) » Properties of inverse trigonometric functions (without proof) <p>Assessment:</p> <ul style="list-style-type: none"> » They can make models and submit/reach to a designated place so that teachers can collect and assess
V (XI – XII)	Calculus	BBS1 and BBS 2	<p>Functions</p> <ul style="list-style-type: none"> » Concept of real valued functions; Domain and Range; » Classification of functions; Inverse functions; » Sketch of graphs of exponential functions, logarithmic functions, step functions, and simple trigonometric functions like $\sin x$, $\cos x$, and $\tan x$ <p>Limits and Continuity</p> <ul style="list-style-type: none"> » Notion and meaning of limits; » Fundamental theorems on limits; » Limits of algebraic and trigonometric functions » Continuity of a function at a point $x = a$, and continuity of a function in a range

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			<p>Differentiation</p> <ul style="list-style-type: none"> » Meaning and geometrical interpretation of derivatives; » Differentiation from first principle; » Derivative of simple algebraic and trigonometric functions and their formulae; » Derivative of sums, differences, products and quotients of functions; » Derivatives of trigonometric, logarithmic, and exponential functions » Derivatives of composite, absolute value, implicit and parametric functions » Interchange of independent and dependent variables » Differentiating function with respect to another function <p>Logarithmic differentiation</p> <ul style="list-style-type: none"> » Successive differentiation up to 2nd order » Maxima and Minima and application of maxima and minima to practical problems » Application of derivatives: Equation of tangent and normal; Approximation; Rate measure; » Derivatives of inverse trigonometric functions reducible to simple form by substitution
			<p>Integration</p> <ul style="list-style-type: none"> » Indefinite integral: integration as the inverse of differentiation; » Anti-derivatives of polynomials and functions like $(ax + b)^n$, $\sin(x)$, $\cos(x)$, $\sec^2(x)$, $\operatorname{cosec}^2(x)$ » Integration by simple substitution for simple polynomial functions and simple trigonometric functions » Standard method of integration of $1/x$, e^x, $\tan x$, $\cot x$, $\sec x$, $\operatorname{cosec} x$, $(ax + b)^n$, where $n \in \mathbb{Q}$ » Integration using substitution, using partial fractions and by parts » Integrals of the type $\sin 2x \, dx$, $\sin 3x \, dx$, $\cos 2x \, dx$, $\cos 3x \, dx$, » $\int f'(x)[f(x)]^n \, dx$ » Definite integral as a limit of sum » Properties of Definite Integrals » Application of definite integrals - area of a curve included between x or y axis, volume of revolution about the x-axis or y-axis or about a line

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			<p>Differential Equations</p> <ul style="list-style-type: none"> » Meaning. Order and Degree of differential equation; » Solution of differential equation of 1st order and 1st degree » Variable separable » Homogenous equations and equations reducible to homogenous form; $dy/dx+Py = Q$, where P and Q are functions of x only » Solution of differential equations of second order $(d^2y)/(dx^2) = f(x)$ <p>Assessment:</p> <ul style="list-style-type: none"> » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
V (XI – XII)	Co-ordinate Geometry	BBS1 and BBS 2	<p>Points and their coordinates in 2-Dimensions</p> <ul style="list-style-type: none"> » Cartesian system of coordinates » Distance formula, Section formula » Centroid of a triangle, In-center of a triangle » Area of a triangle using its three vertices, Area of a quadrilateral » Slope or gradient of a line » Angle between two lines » Conditions of perpendicularity and parallelism of two lines <p>The Straight line</p> <ul style="list-style-type: none"> » Various forms of equation of lines: point slope form; two points form; intercept form; perpendicular/normal form; » general equation of a line; slope/gradient; » distance of a point from a line; distance between parallel lines; » Angles between two lines; » equations of lines bisecting the angle between the lines; Identical Lines » Family of lines: » Lines parallel to $ax + by + c = 0$ are of the form $ay + bx + k = 0$; » Lines perpendicular to $ax + by + c = 0$ are of the form $ay - bx + k = 0$; » Any line through the intersection of two lines L_1 and L_2 is of the form $L_1 + KL_2 = 0$, where $K \in \mathbb{R}$ <p>Pairs of Straight Lines</p> <ul style="list-style-type: none"> » General equation of a family of lines passing through the intersection of two lines L_1 and L_2: $L_1 + kL_2 = 0$, $k \in \mathbb{R}$; finding k using additional condition » General equation of second degree in x and y representing a pair of lines » Conditions for general second degree equation to represent a pair of straight lines; Conditions for two lines to be perpendicular or parallel » Point of intersection and angle between two lines represented by a second degree equation in x and y » Equation of the bisector of the angle between a pair of given straight lines <p>Conics</p> <ul style="list-style-type: none"> » As a section of a cone » Definition and understanding of Foci, Directrix, Latus Rectum » Recognition of Equation of a Circle, Parabola, Ellipse and Hyperbola in standard form » Finding the equation for a conic when focus, directrix, and eccentricity or related data are given » Finding basic information like foci, directrix, etc from a given equation.

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			<p>Equations of Circles</p> <ul style="list-style-type: none"> » Equation of a circle in: Standard form; diameter form; general form; parametric form » Find the centre and the radius of a circle from given equation » Finding the equation of a circle, given 3 non-collinear points; and given other sufficient data <p>Theorems on Circles</p> <ul style="list-style-type: none"> » Theorems on chords of a circle » Theorems on arcs and angles » Theorems on angles in alternate segment » Theorems on congruent arc and chords » Theorems on tangent lines and circles <p>Points and their co-ordinates in 3-Dimensions</p> <ul style="list-style-type: none"> » Distance between two points; Section and mid-point formulas; » Direction cosines and direction ratios of a line; » Angle between two lines; » Conditions for lines to be parallel or perpendicular <p>Plane</p> <ul style="list-style-type: none"> » General equation of a plane, as $ax + by + c = 0$, where a, b, c are direction ratios of the normal to the plane » Equation of a plane: One-point form; Normal form; Intercept form » Distance of a point from a plane » Angle between two planes, and angle between a line and a plane » Equation of a plane through the intersection of two planes » Finding the equation of a plane given a point and direction cosine/ratios of the normal and other sufficient data <p>Assessment:</p> <ul style="list-style-type: none"> » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
V (XI – XII)	Data management and probability	BBS1 and BBS 2	<p>Measures of Central Tendency</p> <ul style="list-style-type: none"> » Mean, Median, Mode; finding by direct methods, formulas, and graphs <p>Dispersion</p> <ul style="list-style-type: none"> » Range: Quartiles, inter quartiles » Standard deviation - by direct method, short cut method and step deviation method; the meaning of Standard deviation should be emphasized <p>Measures of dispersion</p> <ul style="list-style-type: none"> » Meaning of dispersion; quartile deviation; standard deviation, coefficient of variation; Mean deviation from the mean or median » Combined mean and standard deviation of two groups only <p>Correlations</p> <ul style="list-style-type: none"> » Definition and meaning of correlations coefficient » Use of scatter diagram and Line of best fit » Calculation of coefficient of correlation by Karl Pearson's method for ungroup data » Calculation of rank correlation coefficient by Spearman's method, for both repeating and non-repeating data » Calculation of regression coefficient and the two lines of regression by the method of least squares; use of lines of regression for prediction <p>Probability</p> <ul style="list-style-type: none"> » Random experiment and their outcomes » Events: sure events, impossible events, mutually exclusive events, independent and dependent events » Definition of probability of an event » Laws of probability: addition and multiplication laws; conditional probability. <p>Assessment:</p> <ul style="list-style-type: none"> » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess

SCIENCE

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
III (VII - VIII)	Life Processes	<p>BBS-I and BBS- II</p> <ul style="list-style-type: none"> » Use webinar session (Zoom app). » Conduct live teaching through the zoom app. » Record lesson through the feature available in Zoom app. » Share the video through other social media (Whatsapp, Wechat, You tube that students are accessible). <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Cell, tissues, organs, organ system and organism » Process and parts of digestive system. » Respiratory organs, process of breathing and respiration » Photosynthesis, factors affecting photosynthesis » Asexual and sexual reproduction in plants and animals.
	Materials and their Properties	<p>BBS-I and BBS- II</p> <p>Strategies:</p> <ul style="list-style-type: none"> » Interactive Lecturing » Cooperative learning » Peer teaching » Blended learning » Mobile learning » Ubiquitous learning » Collaborative work through google drive, google classroom, slack etc <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Elements of atomic numbers from 1 to 30 with names and symbols, metals and non-metals. » Atomic structure, mass number, atomic number, isotopes and arrangement of atoms during chemical reaction. » Homogenous and heterogeneous mixture and their separation technique. » Acids and bases in the fruits and food items. » Reactions of metals and bases (including metal carbonates) with common acids (word equations and chemical equations.)
	Physical Processes	<p>BBS-I and BBS- II</p> <p>Pedagogy and Strategies:</p> <ul style="list-style-type: none"> » Interactive Lecturing » Cooperative learning » Peer teaching » Collaborative work through google drive, google classroom, slack etc <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. 	<ul style="list-style-type: none"> » Turning force, its application to levers and relate it to the working of simple machines » Relationship between force, area and pressure and its application in people's daily life » Density, relative density, and relate it to everyday life » Work, energy and power, and relationship between work, force and distance. » Current, voltage and resistance calculation using Ohm's Law, common electrostatic phenomena, direct current (d.c.) and alternating current (a.c.). » Formation of an image by spherical mirrors and lenses, prove that the white light is a composite light.

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
IV (IX - X)	Life Process	<p>BBS-I and BBS- II</p> <ul style="list-style-type: none"> » Web-based ICT tool such as Phet, Virtual Lab, MyPhysicsLab, Physics Classroom » Use webinar session (Zoom app). » Conduct live teaching through the zoom app. » Record lesson through the feature available in Zoom app. » Share the video through other social media (Whatsapp, Wechat, Youtube that students are accessible). » Maintain journal of lesson learnt. » Use webinar session. » Use Edcite database to assign the task and grade. » Maintain journal. <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Mitosis and meiosis. » Composition and functions of blood, structure and function of heart and blood vessels, structures and functions of the nervous system. » Insulin, adrenalin and sex hormones. » Functions of plant hormones in the control of plant's growth and development. » Structure and function of DNA. » Interdependence, adaptation, competition and predation the distribution and relative abundance of organisms in a habitat » Organisation interactions (Predation, Competition, Parasitism, Commensalism) » Levels of biodiversity and Importance of biodiversity » Concept and principles of Sustainable development
	Materials and their Properties	<p>BBS-I and BBS- II</p> <ul style="list-style-type: none"> » Google classroom, video tutorial, wechat, etc <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Boyle's Law, Charles' law and simple calculations based on the laws » Covalent bond, ionic bond and metallic bond » Alkane, alkene and alkyne » Carbon cycle and nitrogen cycle and their significance » Periodic table and periodicity
	Physical Processes	<p>Pedagogy and Strategies:</p> <p>BBS-I and BBS- II</p> <ul style="list-style-type: none"> » Interactive Lecturing » Cooperative learning » Peer teaching » Collaborative work through google drive, google classroom, slack etc <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Speed, velocity, acceleration, terminal velocity and laws of motion. » Principle of moments to solve problems involving forces acting in two dimensions. » Density of irregular solids by Archimedes' principle. » Application of Pascal law » Work, power and the efficiency of a machine(simple calculation) » Ohm's Law and simple calculations. » Working of electric motor and generators » Current and flow of electrons » Electromagnetic spectrum, reflection, refraction and diffraction of electromagnetic spectrum.

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
V (XI - XII)	Life Process	<p>BBS-I and BBS- II</p> <p>Strategies:</p> <ul style="list-style-type: none"> » Interactive Lecturing » Cooperative learning » Peer teaching » Blended learning » Mobile learning » Ubiquitous learning » Collaborative work through google drive, google class-room, slack etc <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Biomolecules (carbohydrates, proteins, fats, and DNA and RNA). » Structure of the mammalian heart; and explain the main substances transported by the circulatory system. » Antagonistic skeletal muscles on the joints and the sliding filament model of muscular contraction » Transmission of nerve impulse through myelinated neuron. » Negative and positive feedback mechanisms of hormonal action. » Structure and function of the mammalian brain and spinal cord. » Formation of urine in the kidney, including ultrafiltration in the renal capsule and selective re-absorption in the proximal convoluted tubule. » Immune response, the roles of the body's primary defense against pathogens » Photosynthesis as a process, in which, light energy is used to produce complex organic molecules in the two-stage process in the chloroplasts. » Semi-conservative mechanism of DNA replication and production of messenger RNA in transcription » Genetic mutation and its importance. » Role of mitosis and meiosis. » Process of fertilization to form embryo and the process of implantation. » Pollination and the mechanism to ensure the cross pollination, and describe the double fertilization and the structural changes which occur after fertilisation. » Solving the puzzles of monohybrid and dihybrid crosses, incomplete dominance, codominance and multiple alleles » Gene cloning via genetic engineering (fragments of DNA can be produced by the conversion of mRNA to cDNA, using reverse transcriptase) and PCR. » Process of carrying out genetic fingerprinting and its application. » Selection or forces of natural selection: stabilizing (sickle-cell anaemia in malarial countries), directional (antibiotic resistance in bacteria) or disruptive (the two morphs of the peppered moth, <i>Biston betularia</i>). » Factors that contribute to speciation and the differences between sympatric speciation and allopatric speciation. » Role of gene banks; impacts of unsustainable cropping practices, overgrazing, deforestation and intensive farming, including the use of fertilizers, and herbicides.

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
	Materials and their Properties	BBS-I and BBS- II » Google classroom, video tutorial. Wechat, etc Assessment » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» s, p, d and f orbitals and block elements » Coordinate bonding » Shape of the molecules based on the concept of hybridisation » Electronegativity and Polar molecules » Homologous series and IUPAC nomenclature » Isomerism » Addition and substitution and with reference to alkanes , alkenes and alkynes » Oxidation of primary, secondary and tertiary alcohols » Substitution and elimination reactions in haloalkanes » Structure and nomenclature of aromatic compounds(benzene and their derivatives) » Electrophilic substitution reaction in aromatic compounds » Formaldehyde, acetaldehyde and benzaldehyde and their simple properties » Carboxylic acid, the derivatives of the acids and their simple properties » Amines and amino acids » First and second law of Thermodynamics , entropy and enthalpy » Collision Theory and factors affecting the rate of chemical reactions » Lechatlier 's principle with reference to chemical equilibrium » Ideal and non -ideal solution, vapour pressure and Raoult's law » Bronsted and Lowry concept of acid and base, strength of acid and base in terms of K_a and K_b , pH and buffer solution and the mechanism of buffer, » Redox reaction and electrochemical cells » Radioactive decay and half life » Importance of mass spectrometry and chromatography

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
	Physical Processes	<p>Strategies:</p> <p>BBS-I and BBS- II</p> <ul style="list-style-type: none"> » Interactive Lecturing » Cooperative learning » Peer teaching » Collaborative work through google drive, google classroom, slack etc <p>Assessment</p> <ul style="list-style-type: none"> » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response. 	<ul style="list-style-type: none"> » Resultant forces and components of two coplanar vectors by using a vector triangle » Derivation of kinematics equations for acceleration in a straight line » Basic concept of projectile motion » Newton's three laws of motion and relate to everyday phenomena, » Fluid resistance and surface tension in capillary tubes » Bernoulli's principle and Stoke's Law » Poisson's ratio for the expansion of materials under stress » Hooke's law and the force constant. » Equation of potential energy and kinetic energy to prove the law of conservation of energy. » Centripetal acceleration and centripetal force, » Equation $v_{max} = (2rf) A$ for calculating the maximum speed of simple harmonic oscillator, total energy, kinetic energy and the potential energy of a system. » Mean translational kinetic energy of an atom of an ideal gas » Gravitational potential and the escape velocity of a body. » Coulomb's law and electrical charge. » Capacitors in series and in parallel circuits » Force on current conductor placed in a magnetic field » Magnetic flux (B), Faraday's and Lenz's law » Electric current, potential difference and resistance and Kirchhoff's laws » Types of semiconductors. » Reflective index and image due to refraction and reflection. » Huygen's Principle » Principle of superposition, constructive and destructive interference » Diffraction and polarization. » Communication systems » Photon model of electromagnetic radiation. » Electron diffraction to determine the structures of crystalline » Hydrogen emission spectrum » Quark model of hadron. » Spontaneous and random nature of radioactive decay » Einstein's mass –energy and binding energy » Kepler's law and Newtonian gravitation. » Astrophysical plasma.

Note: Refer the science curriculum framework while preparing the lesson.

ENVIRONMENTAL SCIENCE

Key Stages	Themes/Topics	Pedagogy/Strategies/Tools	Remarks/Scope
V (XI-XII)	System in Nature Chapter		
	Ecosystem – Structure and functions	<ul style="list-style-type: none"> » Use webinar session (Zoom app). » Share the video through other social media (Whatsapp, Wechat, Youtube that students are accessible). » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Spheres of the Earth » Biomes and Ecosystem Biodiversity and Endemism » Bhutan's rich biodiversity and ecosystem services
	Balance in Nature	<ul style="list-style-type: none"> » Use Google Classroom. » Use e-library. » Maintain journal. » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Energy Flow in an Ecosystem » Biogeochemical cycles » Disturbances and ecological succession.
Environmental Issues and Concern			
	People and Environment	<ul style="list-style-type: none"> » Use Youtube lesson » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Dependency on Natural Resources » Interdependency of humans and environment Land degradation
	Natural resource degradation	<ul style="list-style-type: none"> » Maintain journal regarding the natural resources degradation. » Refer newspapers and write feedbacks and opinion. » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Natural Resources and its Exploitation Ecological Footprint
	Pollution	<ul style="list-style-type: none"> » Use Webinar session » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Natural Resources and its Exploitation » Health Hazards of Toxic Substances » Understanding Climate Change
	Climate Change Disaster and Environment	<ul style="list-style-type: none"> » Use webinar session. » Use online quiz for assessment. » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Climate Change » Phenology and Climate Change » Disaster and its Reduction
Natural Resource Management			
	Disaster and Environment	<ul style="list-style-type: none"> » Use Google Classroom. » Maintain journal » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Hazards and Disasters » Disaster reduction » Hazards and Disasters

Key Stages	Themes/Topics	Pedagogy/Strategies/Tools	Remarks/Scope
	Biodiversity and Measurement Land use and management	<ul style="list-style-type: none"> » Use webinar session (Zoom app). » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Measuring Biodiversity Management-Land and water » Water conservation techniques » Water conservation for irrigation
	Biodiversity Conservation	<ul style="list-style-type: none"> » Digital story telling. » Question and answer » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Conservation of Biodiversity » Biodiversity Conservation (Protected Areas) and Poverty Alleviation
	Water and Land Management & Energy Resources	<ul style="list-style-type: none"> » Use Environmental Profile » Maintain journal of energy uses at home. » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Land Waste Management » Entrepreneurship and Waste Management » Methods to conserve energy
	Energy Conservation	<ul style="list-style-type: none"> » Use Webinar session » Quiz » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Energy Management and Efficiency Energy Efficiency and Technology. » Energy Efficient ways and devices
	Sustainable Development		
	Environment and Development	<ul style="list-style-type: none"> » Use Google Classroom » Share Youtube links. » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » Development » Green Economy
	Sustainable Development	<ul style="list-style-type: none"> » Use webinar. » Maintain journal. » Assessment with thought provoking summary 1- 2 questions BBS1/BBS2	<ul style="list-style-type: none"> » GNH and Sustainable Development Sustainable Development » Relationship - Development and Environment

SOCIAL SCIENCES

(History, Geography and Economics)

Key Stage	Themes	Topics	Pedagogy/Strategy/ tools	Remarks/Scope
I (PP-III) II (IV-VI)	Key stage I and II to be focused on literacy and numeracy	Key stage I and II to be focused on literacy and numeracy	NA	In key stage I and II, focus will be on literacy and numeracy subjects
III (VII-VIII)	Resources and Sustainable development	Population and its importance	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Death rate, birth rate, natural change, causes of change and impact of change.
	Spatial interaction	Trade, Transport and Communication	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Concept of trade, transport and communications
	Government, Civil Society and Media in Bhutan	State and Government	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Forms of Government Constitution and Citizens
	The Earth and its people	Settlement and its evolution	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Types, patterns of settlement and classification
	Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy	BBS I & II Youtube, google classroom (1-2 thought provoking competency based questions to assess student learning)	Zhabdrung and Chhoesid system (Making a Nation-State) Institution of Monarchy and the successive Druk Gyalpos
	Economic sectors	Economic sectors	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Sectors of economy
IV (IX-X)	Resources and Sustainable development	GNH, Economic Growth and Development	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Population and economy, economic growth

Key Stage	Themes	Topics	Pedagogy/Strategy/ tools	Remarks/Scope
	Spatial interaction	Trade, Transport and Communication	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Concept of trade, domestic and international trade, balance of payment, development of communication and transport in Bhutan, impact of trade, transport and communications
	Government, Civil Society and Media in Bhutan	Bhutanese Government System, world development since 1945 (Role of UN)	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	The Legislature, The Executive, The Judiciary, the Constitutional Bodies and Local Government) World development since 1945 – Important topic in World History
	The Earth and its people	Climate and its impact	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Factors affecting climate, winds, climatic zones of Bhutan, climate change, climate change and environmental problems
	Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Institution of Monarchy and the successive Druk Gyalpos
	Economic sectors	Role of economic sectors for the economy	BBS I & II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Introduction to Economics, Understanding economy, Factor earning, Public finance,
V (XI-XII)	Resources and Sustainable development	GNH, Economic Growth and Development	BBS I & II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Bhutanese economy, Money and Banking, Public finance, development planning
	Spatial interaction	Trade, Transport and Communication	BBS I & II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Means of transport and communication, impact of transport and communications

Key Stage	Themes	Topics	Pedagogy/Strategy/ tools	Remarks/Scope
	Government, Civil Society and Media in Bhutan	Bhutanese Government System	BBS I &II Youtube, google class-room (2-3 thought provoking and competency based questions to assess student learning)	Society, State and Nation Forms of government Constitution Role of the Monarch in a Democratic Constitutional Monarchy
	The Earth and its people	Climate and its impact	BBS I &II Youtube, google class-room (2-3 thought provoking and competency based questions to assess student learning)	World climate, climate types and zones, impact of climate change
	Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy- Role of Monarch in Democratic Constitutional monarchy	BBS I &II Youtube, google class-room (2-3 thought provoking and competency based questions to assess student learning)	Role of Monarch in Democratic Constitutional monarchy Bhutan and international Organisations
	Economic sectors	Role of economic sectors for the economy	BBS I &II Youtube, google class-room 2-3 thought provoking and competency based questions to assess student learning)	National Income, Bhutanese economy.

ACCOUNTANCY

Key Stages	Topics	Strategies/tools	Remarks/Scopes
V (XI-XII)	Accounting Theory	BBS I & BSS II	<ul style="list-style-type: none"> » Identification of stakeholders in business » Underlying assumptions and convention used in preparation of financial statement » Qualitative characteristics of useful financial information » Elements of financial statement » Meaning and purposed of AS » Eg. Assessment: Study a financial statement of a company and validate it quality.
	Accounting Equation	BBS I & BSS II	<ul style="list-style-type: none"> » Identification of accounts in a transaction and prepare equation » Relate accounting equation with financial statement » Eg. Assessment: Solve a practical problem from the textbook
	Journal, Ledger and Trial balance	BBS I & BSS II	<ul style="list-style-type: none"> » Vouchers » Categorise of accounts » Dual concepts » Pass journal entries » Prepare ledger and trial balance » Eg. Assessment: Solve a practical problem from the textbook
	Accounting for PPE	BBS I & BSS II	<ul style="list-style-type: none"> » Recognition criteria for PPE » Depreciation » Prepare depreciation schedule » Eg. Assessment: Make a visit around your place and identify different items of PPE.
	Financial Statements	BBS I & BSS II	<ul style="list-style-type: none"> » Elements of financial statement » Prepare financial statement » Eg. Assessment: Solve a practical problem
	Costing	BBS I & BSS II	<ul style="list-style-type: none"> » Classify the elements of cost- material cost, labour cost and overheads. » Prepare cost sheet. » Eg. Assessment: Make a visit to a construction place in your area and identify different cost involved.

COMMERCE

Key Stages	Topics	Strategies/tools	Remarks/scope
V (XI - XII)	Business, Trade and Commerce	BBS I and II	<ul style="list-style-type: none"> » Classification of human activities <ul style="list-style-type: none"> • Business • Employment • Profession » Classification of business <ul style="list-style-type: none"> • Industry • Commerce » Commerce and its branches » Purpose of business organisations » Types of business organisation <ul style="list-style-type: none"> • Soles proprietorship • Partnership • Company » Cooperatives » Concepts of trade » Types of trade <p>Eg. Assessment:</p> <ul style="list-style-type: none"> » Identify different types of trades in your locality » Why trade is essential for our livelihood?
	Financing		<ul style="list-style-type: none"> » Types of finance for the business » Sources of business finance » Services of commercial banks <p>Eg. Assessment:</p> <ul style="list-style-type: none"> » Identify different banks offering finance to business in the country » Think of a situation where there is no bank in the country
	Management and Communication		<ul style="list-style-type: none"> » Meaning of management » Functions of management » Need for effective business communication » Different modes of business communication » Principle of effective business communication » Barriers to communication <p>Eg. Assessment:</p> <ul style="list-style-type: none"> » Considering your house as business entity, relate management household with business organisation.
	Marketing		<ul style="list-style-type: none"> » Concepts of marketing » Importance of marketing for business » Different medium for marketing <p>Eg. Assessment:</p> <ul style="list-style-type: none"> » Identify different marketing carried for a product around your place and design a marketing strategy for a product

MEDIA STUDIES

Key satge	Topics/Themes	Pedagogy/Strategy/ Tools	Scope/Remarks
V (XI - XII)	Media and Informa- tion Literacy	<ul style="list-style-type: none"> » Lessons on the identified learning areas would be aired through BBS » Tutorial clip (Video) would be delivered through Youtube play list or any other social media group. 	<ul style="list-style-type: none"> » Evolution of Media » Types of Media » Information and information Literacy
	Understanding Media Messages and Information	<ul style="list-style-type: none"> » Audio materials shall be delivered through sound cloud or other social media group » Print materials shall be delivered through appropriate social media: email, facebook, 	<ul style="list-style-type: none"> » What is Media Literacy? » Importance of Media Literacy » Nature of Media Messages
	Media and Language	<ul style="list-style-type: none"> » Group Discussion amongst the students for exchange of ideas would be encouraged through appropriate social media: wechat group, whatsapp group, telegram group 	<ul style="list-style-type: none"> » Basic Persuasion Techniques » Key Questions to Look at Media » Visual Literacy » Film Language
	Representation in Media and Information	<p>Assessments</p> <ul style="list-style-type: none"> » Assignments such as; write-ups, textual analysis, etc would be assigned and evaluated through Google Classroom. 	<ul style="list-style-type: none"> » Who Should Media Represent? » Determining News Values » Analyzing Representation » Methods and Technology Media Adopt
	Traditional Media and New Media	<ul style="list-style-type: none"> » Questions & Answer would be conducted at the end of learning areas to check students' understanding using Google Classroom » Online quiz questions would be used for students' self-assessment through internet tool like google form. 	<ul style="list-style-type: none"> » TM and NM – Collaboration for Success » Digital as New Media » Use of NM Technologies in Society » New Media World and Citizenship Orientation » Uses of Multimedia Tools
	Journalist Code of Ethics and Research Ethics		<ul style="list-style-type: none"> » Principles of Journalism » Research Ethics verses Media Ownership » Process of New Publication
	Media and Global Village		<ul style="list-style-type: none"> » Global Economy and Media Ownership » Technology Convergence and Media Conglomerates

RIGZHUNG

གནས་ཤིང་།	སློབ་སྦྱོར་འབད་དགོ་པའི་དོན་ཚན་གཙོ་བོ་ཅན།	སློབ་སྦྱོར་ཐབས་ལམ།
<p>སློབ་རིམ་༡༡ པ་ དང། སློབ་རིམ་༡༢པ།</p>	<p>སློབ་འཇུག། སློབ་རིམ་༡༡ པའི་ནང་ལུ་ ལེའུ་༡ པ་ལས་ ལེའུ་༤ པ་ ཚུན། སློབ་རིམ་༡༢ པའི་ནང་ལུ་ ལེའུ་༥ པ་ལས་ ལེའུ་༧ པ་ ཚུན། (སློབ་སྐྱུག་གི་གནས་ཚད་དང་འབྲེལ་ཏེ་ བརྗོད་ དོན་གལ་ཅན་ཚུ་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་ མི་ལས་སློབ་ནི།)</p>	<p>སློབ་འཇུག་གི་སློབ་སྦྱོར་ གྲྭ་གཟུང་འབད་དེ་བཟུམ་ནི། སློབ་མ་ལས་ གྲམ་སློབ་དཔོན་ཚུ་གིས་ ཚེས་བཤད་ གནང་ཡོད་མི་ཚུ་ཡང་ བསྐྱེད་འབད་དེ་ བཟུམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྡེ་བཟུམ་ ཐོག་ལས་ ལྷབ་བཟུག་ནི།</p>
	<p>སློབ་འཇུག། སློབ་རིམ་༡༡ པའི་ནང་ལུ་སློབ་དགོ་པ། རང་བཞིན་བརྗོད་པ་ མཚུངས་གསལ་ དཔེ་རྒྱན་གསུམ། སློབ་རིམ་༡༢ པའི་ནང་སློབ་དགོ་པ། དཔེ་རྒྱན་བསྐྱར་ཞིབ་དང་ གཞུགས་ཅན་གྱི་རྒྱན། (སློབ་སྐྱུག་གི་གནས་ཚད་དང་འབྲེལ་ཏེ་ འབད་ཚུགས་པའི་ རྒྱན་ལེགས་ཤོམ་ཚུ་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ ཡོད་མི་ལས་སློབ་ནི།)</p>	<p>སློབ་འཇུག་གི་སློབ་སྦྱོར་ གྲྭ་གཟུང་འབད་དེ་བཟུམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྡེ་བཟུམ་ ཐོག་ལས་ ལྷབ་བཟུག་ནི། སློབ་འཇུག་དང་འབྲེལ་བའི་ རྒྱབ་རྟེན་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགས་པ་ དང་ ཡོངས་འབྲེལ་ཁ་བྱང་ཚུ་ སློབ་བྱིན་ནི།</p>
	<p>མངོན་བརྗོད། སློབ་རིམ་༡༡ པའི་ནང་ལུ་སློབ་དགོ་པ། མཐོ་རིས་སྡེ་ཚན་ལས་ ས་འོག་གི་སྡེ་ཚན་ཚུན། སློབ་རིམ་༡༢ པའི་ནང་སློབ་དགོ་པ། ས་གཞིའི་སྡེ་ཚན་ལས་ མཇུག་བྱང་ཚུན། (སློབ་སྐྱུག་གི་གནས་ཚད་དང་འབྲེལ་ཏེ་ དོན་ཚན་གདམ་ འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སློབ་ནི།)</p>	<p>མངོན་བརྗོད་ཀྱི་བཤད་པ་ གྲྭ་གཟུང་འབད་དེ་བཟུམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྡེ་བཟུམ་ ཐོག་ལས་ ལྷབ་བཟུག་ནི། རང་གིས་སྐྱུག་སྡེ་ ཉ་གོ་ ཚུགས་པའི་ཚེས་ཚན་ཨིན་མ་ལས་ དེ་སྡེ་སྐྱབ་དགོ་པའི་ ལས་སློབ་མཐོང་ཐོས་ཅིག་བཟོ་ནི།</p>

<p>སློབ་སྦྱང་འབད་ ཐངས་དང་ དབྱེ་ ཞིབ་ཐབས་ལམ།</p>	<p>སློབ་སྦྱང་ཚུ་གིས་ རིག་གཞུང་གདམ་ཁའི་ཚོས་ཚན་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་ འཕྲིན་ རྒྱུག་རིག་མཁོ་ཆས་ཚུ་གི་ཐོག་ལས་དང་ རང་གིས་འབད་ སློབ་བསྐྱེད་དེ་སློབ་དགོཔ་དང་ རང་གི་ཕམ་དང་ སྤུན་ཆ་ ཤེས་མི་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ སློབ་དགོཔ་ཨིན།</p> <p>དེ་སླེ་སློབ་སྦྱང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང་ རང་དོག་དབྱེ་ཞིབ་ཀྱི་ ཐབས་ལམ་ཚུ་ སློན་ཏེ་ ཤེས་མ་ཤེས་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སློན་ནི་དང་ མཐའ་མཚུག་གི་ཚོས་རྒྱུགས་ དེ་ཡང་ ལས་འགུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་google ཚུ་གི་ཐོག་ལས་ ཏུས་ཐོག་ལུ་ ཚོས་རྒྱུགས་ ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲམ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན།</p>
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དན་གསོ།

སློབ་སློན་གི་དོན་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྡེ་ ཡོངས་འབྲེལ་ཐོག་ལུ་ བཅུགས་དགོཔ་ཚུ་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེའི་ཁ་ཐུག་
 ལས་ གང་མང་བཟོ་སྐྱོན་འབད་ནི་དང་ རང་མེད་ཚོས་ཚན་སློབ་དཔོན་ཚུ་གིས་བཟོ་སྐྱོན་འབད་ནི། དེའི་ལྷན་ཐབས་ལུ་ རྫོང་ཁ་གོང་འཕེལ་
 ལྷན་ཚོགས་དང་ སློབ་དང་ཁས་བྲལ་ཅན་གྱི་ སློབ་དཔོན་ཚུ་གིས་ ཅི་ཤེས་གང་སྦྱོགས་ཐོག་ལས་ བཟོ་གནང་འོང་ ཨིན་རུང་ མཐོང་ཐོས་
 མཁོ་ཆས་ཚུ་ ག་སྡོད་མེན་པར་ སློབ་དང་སློབ་བ་ དོན་ཚན་གྱི་འོས་འབབ་ཚུ་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེའི་ཚ་གཞུང་འགོ་དཔོན་ཚུ་དང་།
 རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་ཀྱི་ རྒྱུན་ཡིག་འགོ་དཔོན་ཚུ་དང་ བསྐྱོན་ཐོས་ཐོག་ལས་ བཟོ་སྐྱོན་མཚན་གནང་ནི་ཨིན།

EDUCATION IN EMERGENCY FOR LEARNERS ON SEN PROGRAMME

Other than Muenselling Institute and Wangsel Institute, most of the students in the schools with Special Educational Needs Programme have mild to moderate disabilities. However, there are students also who are dealt with 'pull out' and 'push in' strategies alongside the adaptation and modification in curriculum delivery.

Hence, education in emergency shall be executed in the following manner.

General Schools with SEN Programme

Group A

Those learners who can cope with general curriculum shall follow the educational package like any other general school learners with adaptation and modification in the curricula materials to suit the learners accessing education from home.

Group B

Those learners who cannot cope with the general curriculum shall be offered Daily Living Skills.

Mode of delivery

The materials shall be presented via youtube or Google classroom where students and mentors can access using smart devices.

Muenselling Institute

Group A

For children who have vision problem, shall be offered adapted curriculum in accessible formats such as audio materials and high resolution print materials, which can also be listened to using a smart devices with Accessibility Talk Back features (Text to Speech).

Group B

Those learners who cannot cope with the general curriculum shall be offered Daily Living Skills.

Delivery mode

The materials shall be presented via youtube or Google classroom where students and mentors can access using smart devices.

Wangsel Institute

Wangsel Institute is a special institute which caters to Deaf and Hard of Hearing students. The Institute offers all subjects based on the curriculum framework developed for them according to their learning needs. The learning areas, strategies of presentation and assessment techniques are carefully selected from the curriculum considering the feasibility of implementation especially in regards to the availability of time and resources.

Therefore, Royal Education Council considers a separate Curriculum Implementation Plan for Wangsel Institute. The Curriculum Implementation Plan consists of key learning areas, pedagogies and techniques of assessment.

Bhutanese Sign Language

Key Stage I to II

Strands/ Key Learning Areas	Pedagogies/ Strategies	Remarks
Strand 1: Receptive Comprehend the concrete and abstract concepts of self, home, school, community, Dzongkhags and country through signs, phrases, sentences and discourses	Interaction through sign language Guided Writing	Core research team will need to sit and decide further to finalize.
Strand 2: Expressive / Productive Express and construct concrete and abstract concepts of self, home, school, community Dzongkhags and country through signs, phrases, sentences and discourses related to their knowledge and experiences.	Interaction through sign language Individual work	
Strand 3: Literacy through BSL Use BSL to enhance reading and writing at word, phrase and sentence level, make connection between BSL and written language (English / Dzongkha) and translate BSL into written language (English / Dzongkha).	Demonstration/ Alphabet cards Guided Writing	
Strand 4: Deaf culture Comprehend history of Deaf education and Deaf community. Learners are able to apply the knowledge and skills of assistive technology for Deaf people.	Demonstration Interaction Individual work	

Key Stage III to IV

Strands/ Key Learning Areas	Pedagogies/ Strategies	Remarks
Strand 1: Receptive Comprehend the concrete and abstract concepts of self, home, school, community and nation through signs, phrases, sentences and discourses.		
Strand 2: Expressive / Productive Express and construct concrete and abstract concepts of self, home, school, community and nation through signs, phrases, sentences and discourses related to their knowledge and experiences		

Strands/ Key Learning Areas	Pedagogies/ Strategies	Remarks
<p>Strand 3: Literacy through BSL Use BSL to enhance reading and writing at word, phrase, sentence and discourse levels, make connection between BSL and written language (English / Dzongkha) and translate BSL into written language (English / Dzongkha).</p>	<p>Question and answer Making family tree Guided writing Demonstration</p>	
<p>Strand 4: Deaf culture Understand sign language, Deaf rights, and advocacy and career opportunities for the Deaf.</p>		

ONLINE ASSESSMENT

In the process of delivering online lessons, 2 to 3 competency based or thought provoking questions are posed for students to assess their learning. The presenter must inform students about the assessment modality and instruct them to answer and submit responses to their respective subject teachers.

Assessment modality

Upon the completion of the lesson, students are required to answer the questions posed and email or share responses through social media forum to their respective subject teachers. This mandates the concerned subject teachers watch every lesson broadcast through BBS1 and BBS2. Based on the information, the subject teacher assesses students' learning through their responses. The subject teacher grades each and every responses of a student out of 10 marks based on the following suggested criteria.

Assessment criteria and marks

- Originality 2
- Critical thinking 3
- Time bound 2
- Content 3

Assessment descriptors

Originality (2)	Critical thinking (3)	Time bound (2)	Content (3)
The writer-up is student's own expression and language.	The write-up contains coherent and logically organized ideas justified in relationship with their daily life.	The assignment is submitted on the deadline given by the subject teacher.	The work explains concepts, ideas and application of the topic with appropriate examples

The teacher provides feedback and suggestion for improvement. The teacher is also required to maintain a records of each student for reference.

SUPPORT MECHANISM

The following support mechanisms are proposed for the effective implementation of curriculum in Education in Emergency.

1. The following focal persons can be consulted for any issues and concerns related to curriculum:
 - a. Social Sciences: Social Studies, Geography, Values Education, HPE, Economics, History – Mr Norbu Wangchuk, Curriculum Specialist
Contact: Email ID norbuwangchuk@rec.gov.bt; Mobile # 17641298
 - b. STEM: Mathematics, General Sciences, Biology, Physics, Chemistry, Environmental Science, & ICT – Mr Bhoj Raj Rai, Curriculum Specialist
Contact: Email ID bhojrajrai@rec.gov.bt; Mobile # 17642838
 - c. Language: Dzongkha, English & Rigzhung – Lop Dorji, Curriculum Developer
Contact: Email ID dorji@rec.gov.bt; Mobile # 17435998
 - d. TVET & Commercial Studies: Accountancy, Commerce, Agriculture for Food Security, TVET, Media Studies – Mr Kinley Namgyal, Curriculum Developer
Contact: Email ID kinleynamgyal@rec.gov.bt; Mobile # 17645310
 - e. SEN: Special Education needs – Karchung, Curriculum Developer
Contact: Email ID karchung@rec.gov.bt; Mobile # 17716722

Overall Education in Emergency Coordinator: Wangpo Tenzin, Curriculum Specialist & Dean, CDC
Contact: Email ID wangpotenzin@rec.gov.bt; Mobile # 17601736
2. Use REC Toll Free # 1850, Wechat, Facebook, Telegram, WatsApps, etc.
3. Focal persons maintain records of type of issues and concerns and responses provided to users.

