Education in Emergency

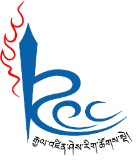
ADAPTED CURRICULUM

&

PRIORITIZED CURRICULUM

KEY STAGE 3: Classes VII - VIII

May 2020



**Ministry of Education**

**Royal Education Council**

**Bhutan Council for School Examinations and Assessment**

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**Acknowledgment**

This curriculum resource is a joint effort of the Ministry of Education (MoE), Royal Education Council (REC) and the Bhutan Council for School Examinations and Assessment (BCSEA) towards facilitating the continuity of learning of our students under the emergency of COVID 19 virus pandemic.

This venture would not have materialized without the participation and contribution of various key players in the field of education. We commend the voluntary contribution of teachers from different schools in terms of their professional input in outlining and sequencing of curriculum content and learning objectives.

In this hour of emergency, we are thankful to our development partners like UNICEF, HELVETES, Save the Children for their continued support both professionally and financially. The education fraternity remains hopeful that our students gain the optimum benefit from the generous gesture and help us take education to greater heights in realising the national purpose of education.

Above all, the wisdom and blessing of the Government has been the impetus, which proved vital in rolling out numerous EiE programs and activities. Without the full support of policy makers and professionals in the country, there is little hope that the EiE outcomes are translated and materialized to fruition.

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# FOREWORD

The detection of the first COVID-19 case on 5th March 2020 resulted in closure of schools and institutes in the proximal zone of Paro, Thimphu and Punakha. Subsequently, in compliance to the executive order of the Government, all schools and educational institutes in the country were closed from March 18, 2020 until the further notice.

The prolonged closure of schools is a great concern because it affects students’ education and achievement of the expected learning outcomes for all key stages. It also poses unprecedented risk to safety, wellbeing and the developmental growth of students. Other secondary effects include increased anxiety and restlessness when they are removed from the routine and structured activities. Students are deprived of the nutrition supplements, which may cause nutritional imbalance, and there is also likelihood of children indulging in socially undesirable activities, teenage pregnancy and early marriage. Consequently, it has the potential to reverse the gains made in access to education and learning at risk because of the prolonged closure of schools.

Understanding the priority to facilitate the continuity of learnings, the Ministry of Education in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out Education in Emergency (EiE). They include adaptation and prioritization of school curricula in making educational facilities and services accessible for all students. Diverse means of curriculum delivery are explored and deployed – broadcast media (TV & Radio), introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children’s learning and engagement, and use of print in Self Instructional Materials (SIM) for curriculum delivery.

In-spite of the initiatives, owing to evolving COVID 19 pandemic in the regional and global scenario and the priority of the Government to help students progress to higher grade, guidelines on Assessment and Examinations for EiE curriculum is imperative. Assessment and examinations are crucial in ensuring the continuity of learning and preparing students to progress to higher grades through alternative forms of assessment and examinations.

Through this communique, Ministry of Education wishes to inform teachers, parents and students of the educational adjustment and modification in curricula, assessment and examinations, and instructions in helping students continue their education.

(Karma Tshering) (Kinga Dakpa)

**Director General Director General Department of School Education Royal Education Council**

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**SCHOOL CURRICULUM FOR EDUCATION IN EMERGENCY**

# RATIONALE

The pandemic spread of COVID19 virus is ravaging every corner of the world indiscriminately with huge losses of lives. Understanding has been developed that senior citizens and people with low immunity system are vulnerable and pose the risk of contracting the effects. The World Health Organization (WHO) advices a few simple ways of dealing with the pandemic, which include social distancing, hand washing and use of hand sanitizer. Based on the risk of contracting the novel COVID virus and the impending danger to lives of youths, by the decree of executive order of the Government, all schools remain closed until further notice. However, the current scenario of rate and pace of spread of the virus does not appear that it be contained any time sooner.

The prolonged closure of schools is continuing to impact students’ education and achieving the expected learning outcomes for all key stages. Inevitably, this affects the progression of students to the next higher grade. Though the easiest way is to compel students to repeat in the same grade in the following year, the strategy is costly for the nation in all fronts, including financial expenses and learners’ developmental progression, and may create generation gap in career opportunities.

According to INEE (2004), Education in emergencies, and during chronic crises and early reconstruction efforts, can be both life-saving and life-sustaining. It can save lives by protecting against exploitation and harm and by disseminating key survival messages on issues such as landmine safety or HIV/AIDS prevention. It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents. Education in emergencies also helps to heal the pain of bad experiences, build skills, and support conflict resolution and peace building. The emphasis is achieving the minimum standards of learning for Education in Emergencies to attain the minimum level of educational access and provision in emergencies.

In order to facilitate students to continue learning and progress to higher grade despite being locked down, initially the “Adapted Curriculum” was embarked as short-term emergency contingency intervention. However, the unabated emergency has inspired to initiate the development of another alternative curriculum in the form of “Prioritized Curriculum”. Therefore, in the Second Phase EiE, depending on the unfolding scenario of COVID 19 pandemic, both “Adapted Curriculum” and “Prioritized Curriculum” are implemented in order to facilitate students to cope and progress to higher studies. Its design, development and delivery are informed by the wider educational principles and ideologies of developmental appropriateness, national values, coherence and the generic nature of the spiral curriculum.

This guideline is to inform all stakeholders on the “Prioritized Curriculum” of the Second Phase Education Emergency to facilitate students to continue learning and progress to higher grade with adequate competencies and understanding to cope with the higher learning.

# INTRODUCTION

Following the COVID-19 pandemic, continuity of education and learnings has been severely affected as a result of nationwide closure of schools. Given that timely contingency planning is crucial to minimize disruption to our education systems, the Ministry in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out Education in Emergency (EiE). This broadly includes the adaptation of school curriculum for EiE, introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children’s learning and engagement, use of print and broadcast media (TV & Radio) for curriculum delivery. This also includes adaptation and modification of school curriculum for children with disabilities, Rigshung students and ECCD children, and NFE learners.

The lessons using the broadcast media has been rolled out across the nation through Bhutan Broadcasting Service (BBS) TV since March 27, 2020. These lessons broadcasted is being continuously reviewed and improved based on observation and feedback from various stakeholders.

## EDUCATION IN EMERGENCY CURRICULLUM

Countries around the world adopt different means and forms of making education accessible for all, of which adapted curriculum is commonly used. In our context, depending on the unfolding scenario of COVID 19 pandemic, both “Adapted Curriculum” and “Prioritized Curriculum” are implemented in order to facilitate students to cope and progress to higher studies.

In order to support these children in continuing their education, the Ministry in collaboration with REC has initiated the development and printing of Self Instructional Materials (SIM) from March 25, 2020. As of date, the printing and distribution of first package of SIM print materials for all key stages are completed and distributed to Dzongkhags/Thromdes from April 25, to begin the lessons from May 2, 2020. Additional support particularly for key stage I (PP-class III) will be provided through radio lessons. In the first package, 29 lessons (BBS Radio-19, Kuzoo FM-10) have been recorded, and will be aired on May 02, 2020 as well. Recording for all the SIM packages and the second phase of SIM lesson recording started from April 22, 2020.

**Objectives**

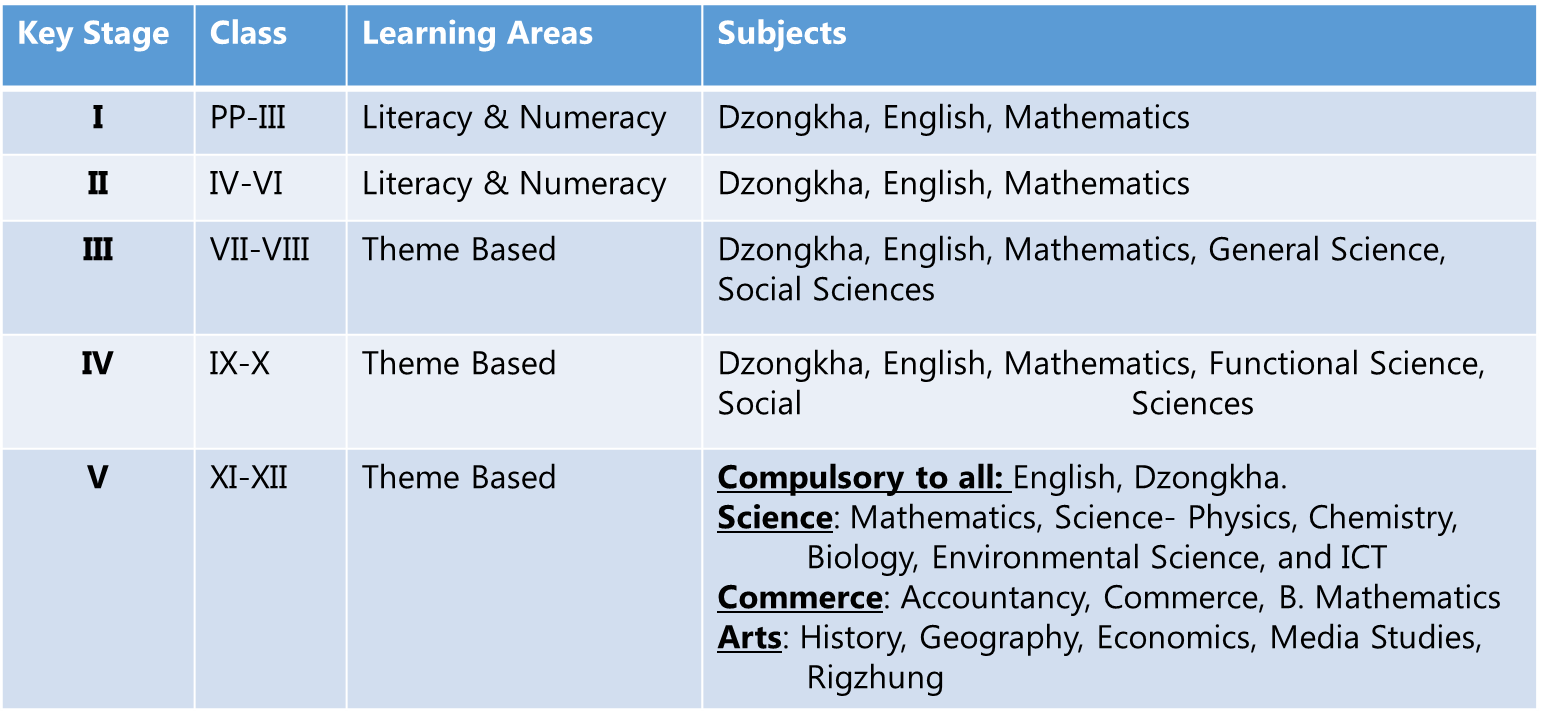
The two forms of school curricula for Education in Emergency are developed to fulfil the following objectives:

1. Emphasise the learning of the essential concepts fundamental in the development of academic and social competencies.
2. Provide access and avail educational services remotely for students to learn and develop understanding of fundamental concepts and ideas on subjects and competencies to cope with higher learning with mainstream and social media.
3. Engage students productively at home and minimize people-people contact to prevent the spread of virus.
4. Create greater clarity of what teachers should teach and students should learn.
5. Encourage teachers to embrace effective instructional practices by reducing the pressure on covering the vast teaching contents.
6. Ensure the psychosocial wellbeing of students in emergency.

### ADAPTED CURRICULUM

In the emergency, it is not feasible to deliver the regular annual curricular contents. The adapted curriculum is based on literacy and numeracy at key stage I and II, and theme-based curriculum for key stage III, IV and V. The most essential learning concepts aligned with the learning outcomes or objectives are selected for all classes. For theme-based curriculum, some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject. The Adapted Curriculum delivered under various key stages are as under (Table 1):

*Table 1. Learning areas in Adapted Curriculum*



The theme-based learning areas are detailed in the Adapted Curriculum syllabus.

### PRIORITIZED CURRICULUM

In the events of emergency of any form, access to learning is generally facilitated through an adapted curriculum, wherein the regular curriculum is modified with emphasis on development of fundamental concepts and skills in general education, life skills and psycho-social wellbeing. The choice of the curriculum is also guided by the national priority to identify and select the most essential learning concepts and outcomes fundamental for students’ continuity of learning and development. In this process, the R.E.A.L Model of prioritization of learning standards (Many, Tom W. & Horrell, Ted., 2014) or outcomes is widely used around the world. Its intention provides insight in the process of curriculum prioritization in our current emergency setting.

The REAL model consists of the following four key areas:

**Readiness:** The ‘R’ stands for Readiness. This standard provides students with essential knowledge and skills necessary for success in the next class, course or grade level.

**Endurance:** The ‘E’ represents Endurance. This standard provides students with knowledge and skills that are useful beyond a single test or unit of study.

**Assessed:** The ‘A’ represents Assessed. This standard will be assessed on upcoming state and national examinations.

**Leverage:** The ‘L’ corresponds to Leverage. This standard will provide students with the knowledge and skills that will be of value in multiple disciplines.

Based on the REAL model, a set of curriculum prioritization criteria was established in selecting the learning contents for our schools in Education in Emergency.

**Criteria for Curriculum Prioritization**

The Prioritized Curriculum in our context shall be used for all classes PP to XII depending on the evolving situations; if all schools remain closed or if schools open in phases based on the risk level zones, it shall target classes X and XII, while other classes implement adapted curriculum. If all schools open by June, all classes shall use it. The prioritized curriculum for both the scenario is illustrated in Table 2, and the adjusted assessment and examinations shall be administered for promotion.

By drawing lessons from the national priority and the wider world, the Prioritized Curriculum in EiE is informed by the following criteria:

1. Emphasize on fundamental key concepts with limited scope on elaborative areas.
2. Select common themes through which a few topics or chapters under one or two lessons.
3. Focus on the development of competencies on the selected themes rather than emphasizing on the academic knowledge and examples.
4. Create scope for students to take responsibility for their learning by engaging them to explore for specifics and examples of the concepts.
5. Engage students to explore further on the concepts through interactive learning activities.

The focus of the prioritized curriculum is on the development of competencies on the selected themes rather than emphasizing on the academic knowledge and examples. The arrangement of learning topics is informed by the principle of spiral curriculum, progression and coherence of conceptual understanding. However, due to limitation of instructional days for the 2020 academic year, the prioritized curriculum covers about 65% of the regular syllabus of the academic year. It is based on the premise that out of the annual 850 instructional hours, there is a remaining instructional hours of only 500 hours. This also includes the time needed for psychosocial wellbeing and practice of health procedures essential for students’ safety. The prioritized curriculum shall be implemented from June 2020, regardless of schools being reopened or closed.

Considering the limited time available to cover the 2020 academic syllabus, the prioritized curriculum shall emphasize on the development of understanding and competencies of fundamental concepts and ideas in all the subjects in each grade.

*Table 2. Prioritized Curriculum*

|  |  |  |
| --- | --- | --- |
| Key stage | Class | Subjects |
| I | PP - 3 | Dzongkha, English, Mathematics, HPE & Values, ICT, Arts Education |
| II | 4 - 6 | Dzongkha, English, Mathematics, Science, Social Studies, HPE & Values, ICT, Arts Education |
| III | 7 - 8 | Dzongkha, English, Mathematics, General Science, Geography, History, ICT |
| IV | 9-10 | Dzongkha, English, Mathematics, Biology, Physics, Chemistry, Environmental Science, Agriculture for Food Security, TVET, Geography, History and Civics, ICT, Economics. |
| V | 11 | English, Dzongkha compulsory for all |
|  | **Science**: Mathematics, Physics, Chemistry, Biology, Environmental Science, and ICT |
|  | **Commerce**: Accountancy, Commerce, B. Mathematics, TVET, AgFS |
|  | **Arts**: History, Geography, Economics, Media Studies, *Rigzhung* |

### DELIVERY OF THE CURRICULUM

The Strategic Plan for Curriculum and Assessment for EiE Phase 2 in Table 3 illustrates the mode of delivery of the Prioritized Curriculum.

*Table 3. Strategic Plan for Curriculum and Assessment for EiE*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scenario & Situation** | | | **Curriculum** | **Mode** | **Assessment** |
| Scenario I | Situation 1 | If all schools open at the same time | Class PP – 9 & 11  Prioritized Curriculum | Regular class with safety and precautionary measures | Regular on prioritized curriculum  (CFA, Tests, year-end examinations) |
| Class 10 & 12  Prioritized Curriculum | Regular class with safety and precautionary measures |
| Situation 2 | If schools open in a phased manner | Class PP – 9 & 11  Adapted Curriculum | **Open**: Regular class with safety and precautionary measures  **Closed**:  (A) Cl PP-3: BBS, Social media (WeChat / WhatsApp/ Telegram), Radio, SIM  (B) Cl 4 -9 & 11: BBS, SIM, Google classroom | Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern |
| Class 10 & 12  Prioritized Curriculum | Regular class with safety and precautionary measures | Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum |
|  | |  | | | | |
| Scenario II | All schools closed | | Class PP – 9 & 11  Adapted Curriculum | A) PP-3: BBS, Social media (WeChat / WhatsApp / Telegram), Radio, SIM  (B) Cl 4 -9 & 11: BBS, SIM, Google classroom | Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern |
| Class 10 & 12  Prioritized Curriculum | Regular class in quarantine mode. | Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum |
| NOTE: | For effective curriculum delivery as well as to provide support for psycho-social wellbeing:   * Follow Ministry of Health's protocol and preventive measures. * Follow WASH advisory. * No mid-term examinations. * No trail examinations. * No co-curricular and extra-curricular activities. * Mid-term break to be used as instructional days. * Use Saturdays to adjust instructional days. * Strengthen psychosocial support including help-centres. | | | | | |

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 shall also follow the prioritized curriculum, but delivered by using tools and techniques appropriate for their students. The Takste *Rigzhung* School shall also use tools and techniques appropriate for their students, which may include Google classroom, YouTube, WeChat and other means.

# MONITORING & EVALUTIONS

The implementation of curriculum in the Education in Emergency is unprecedented and poses diverse challenges and opportunities as well. Some of the perceived challenges may include the following:

1. Equity and equality to access educational programs for students is immensely affected by geographical location, affordability and connectivity.
2. Educational background of parents and guidance is making students responsible for their learning.
3. Professional capacity and integrity of teachers in keeping track of students’ learning through remote learning mode may affect students’ performance.
4. The quality and accuracy of lessons influence the quality of students’ engagement and the learning.

Therefore, the following mechanism may be implemented in earnest.

1. Provide gadget or alternative means to students who cannot afford and those who are in remote places.
2. Make provision in making data affordable for students.
3. Stakeholders like REC, MoE and BCSEA continuously monitor the quality, relevancy and efficacy of resources and activities in EiE, and update accordingly.
4. Constitute two levels of EiE curriculum delivery and implementation and monitoring:

## Central Level – MoE, REC, BCSEA:

1. Design, develop and disseminate the plans and activities on EiE and EiE curriculum in collaboration with relevant stakeholders.
2. Facilitate the accessibility of EiE through the provision of necessary gadget and accessories for students and teachers.
3. Educate teachers and parents on EiE curriculum and its delivery.
4. Encourage parents to participate in their children’s learning – guidance and monitoring.

## Local Level - *Dzongkhags* & *Thromdhes*:

1. Constitute a small professional forum to oversee and design support mechanism to ensure that all students have access to EiE resources and services.
2. Monitor the professional capacity and integrity of teachers in implementation of EiE curriculum and emergency contingency plans and programs.
3. Identify teacher’s needs and provide PD on the specific areas.
4. Periodically share the report on the status of EiE curriculum implementation, success and challenges. Accordingly, relevant stakeholders provide interventions.
5. Take ownership of EiE in their respective *Dzongkhags* and *Thromdhes*.

The information contained in this guidebook is not prescriptive. The Prioritized Curriculum syllabus has been developed collaboratively by stakeholders, Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment and have evolved out of emergency. The guidebook provides guidance on how Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment may respond and establish education programmes in emergency settings.

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Education in Emergency

# ADAPTED CURRICULUM

KEY STAGE 3: Classes VII – VIII

## DZONGKHA

|  |  |  |  |
| --- | --- | --- | --- |
| **གནས་རིམ།**  **Key stage** | **ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།**  **Learning area** | **སློབ་སྟོན་ཐབས་ལམ།**  **Strategy** | **ལས་རིམ་གྱི་འོས་འབབ།**  **scope** |
| **གནས་རིམ་དང་པ།**  **བློ་གསར་གསུམ་པ་ཚུན།** | ཡི་གུའི་སྔོན་སྦྱང་། གསལ་བྱེད་སུམ་ཅུ། དབྱངས་བཞི། མགོ་ཅན་འདོགས་ཅན། གྱངས་ཁ་༡༠༠ ཚུན་ ཨང་ཡིག་དང་ ཨང་ཡིག་ཡིག་གཟུགས་ནང་བྲི་ནི། ཉེ་འབྲེལ་མིང་ཚིག་འབྲི་ལྷག། སྦྱོར་ཀློག་ཚིག་སྡུད། རང་དང་ཆ་རོགས་ བཟའ་ཚང་དང་སློབ་གྲྭ་ གཡུས་དང་མཐའ་འཁོར་ཚུ་གི་སྐོར་ལས་ བཤད་པ་ཐུང་ཀུ་རེ་རྐྱབ་ནི། དཔེ་དེབ་ལྷག་ཐངས། | རྒྱང་བསྒྲགས་ཐོག་ལས་ སློབ་སྟོན་འབད་ནི།  ཕམ་ཤེས་ཡོན་ཡོད་མི་ཚུ་ལུ་ ཁྱིམ་ནང་ལྷབ་ནིའི་ མཁོ་ཆས་བཟོ་ཡོད་མི་ཚུ་བཀྲམ་ནི་དང།  སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་བཀྲམ་སྟེ་ རང་སོའི་ཨ་ལོ་ཚུ་ལུ་ རྒྱབ་སྐྱོར་འབད་བཅུག་ནི།  སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལཱ་རེ་བྱིན་ཏེ་ རིག་ཐོག་དང་ངག་ཐོག་དབྱེ་ཞིབ་འབད་ནི།  སྤྲོ་གླུའི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ཕབ་ལེན་འབད་དེ་ ཉན་ཐོག་ལས་ ཉེ་འབྲེལ་མིང་ཚིག་ལྷབ་བཅུག་ནི།  WeChat, Facebook, YouTube, google ཚུ་གི་ཐོག་ལུ་ ཡི་གུའི་བཀལ་ཐངས། རྗོད་སྒྲ་ལ་སོགས་པའི་ མཐོང་ཐོས་མཁོ་ཆས་ ཐུང་ཀུ་རེ་བཟོ་སྟེ་བཀྲམ་ནི།  ལྷག་དེབ་ལྷག་ཐངས་ཀྱི་དཔེ་སྟོན་མཐོང་ཐོས་ཐོག་ལས་བཟོ་སྟེ་བཀྲམ་ནི།  ཁྱིམ་ནང་ ཡིག་བཟོའི་སྦྱོང་དེབ་ཀ་ལས་ང་ཚུན་ཡོད་མི་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ ཡིག་བཟོ་ལྷབ་བཅུག་ནི།་dzongkha for kidsགི་མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ ཕབ་ལེན་འབད་དེ་ལྷབ་བཅུག་ནི། | དབྱངས་གསལ་གྱི་ ཡིག་བཟོའི་ བཀལ་ཐངས་དང་ རྗོད་སྒྲའི་སློབ་སྟོན།  ཨང་ཡིག་དང་ ཡིག་གཟུགས་ཀྱི་ བཀལ་ཐངས་དང་ རྗོད་སྒྲའི་སློབ་སྟོན།  མིང་གཞི་ལུ་ སྔོན་རྗེས་ཀྱི་འཇུག་ཚུལ་གྱི་སློབ་སྟོན།    ཉེ་འབྲེལ་མིང་ཚིག་ལྷབ་སྦྱང་གི་སློབ་སྟོན།  ལྷག་དེབ་ལྷག་ཐངས་ཚུ་གི་སྐོར་ སློབ་སྟོན་ཚུ་ འབད་དགོཔ་འདུག |
| **གནས་རིམ།** | **ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།** | **སློབ་སྟོན་ཐབས་ལམ།** | **ལས་རིམ་གྱི་འོས་འབབ་** |
| **གནས་རིམ་གཉིས་པ།**  **བཞི་པ་ལས་དྲུག་པ།** | **འབྲི་རྩོམ**་ལས་ འགྲེལ་བཤད་དང་ ལོ་རྒྱུས་འབྲི་རྩོམ་ཚུ་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། | རྒྱང་བསྒྲགས་ནང་ལས་སློབ་སྟོན།  ཕམ་ལུ་ ཨ་ལོའི་ རྒྱབ་སྐྱོར་གྱི་ལམ་སྟོན་བྱིན་ནི།  སློབ་སྦྱོང་ལས་དོན་ ཕམ་ཚུ་ལུ་བཀྲམ་ནི། ཁྱིམ་ནང་ལྷག་ནིའི་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྷག་བཅུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལཱ་རེ་བྱིན་ནི། དྲི་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཅུག་ནི། ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube, google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྲུང་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྦྱོར་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི་བཟུམ།  ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི། | རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ཁྱད་རྣམ་དཔེ་ཚུ་གི་སྐོར་སློབ་སྟོན་འབད་ནི།  ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན།  ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨིན་མས། |
| **སྙན་རྩོམ་**ནང་ལས་ ཞབས་ཁྲ་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **སྲུང་དང་གཏམ་རྒྱུད་**ལས་ དངོས་སྲུང་་དང་ འཆར་སྲུང་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **ཡིག་སྦྱོར་**ལས་ ལོག་ཡིག་མཐུག་ཡིག། ཚག་ཤད། མིང་ཚབ། ལ་དོན་གྱི་ཕྲད། མིང་ཚབ། མིང་གི་ཁྱད་ཚིག།འབྱུང་ཁུངས། མིང་མཐའ། བྱ་ཚིག་གི་ཚིག་གྲོགས། འབྲེལ་སྒྲ། སྒྲུབ་ཚིག། དགག་ཚིག། བྱ་བའི་ཁྱད་ཚིག། ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་གཅད་ཐངས་ཚུ་གི་ལྷབ་སྦྱང་འབད་དེ་ བྲི་ནིའི་རིག་རྩལ་ལྷབ་བཅུག་ནི། |
| **ཡིག་འགྲུལ་**ལས་ ཞུ་ཡིག་དང་ གཏང་ཡིག་གཞི་བཞག་གི་འབྲི་ལྷག་སྦྱང་བ། |
| **གནས་རིམ།** | **ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།** | **སློབ་སྟོན་ཐབས་ལམ།** | **ལས་རིམ་འོས་འབབ།** |
| **གནས་རིམ་གསུམ་པ།**  **བདུན་པ་ལས་བརྒྱད་པ།** | **འབྲི་རྩོམ**་ནང་ལས་ འགྲེལ་བཤད། ལོ་རྒྱུས། རྒྱུད་སྐུལ། འཆར་སྣང་འབྲི་རྩོམ་ཚུ་གི་ཐོག་ལས འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། | རྒྱང་བསྒྲགས་སློབ་སྟོན།  ཕམ་ལུ་ ཨ་ལོའི་ རྒྱབ་སྐྱོར་གྱི་ལམ་སྟོན་བྱིན་ནི།  སློབ་སྦྱོང་ལས་དོན་ ཕམ་ཚུ་ལུ་བཀྲམ་ནི།  ཁྱིམ་ནང་ལྷག་ནིའི་ མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ལྷག་བཅུག་ནི།  སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལཱ་རེ་བྱིན་ནི།  དྲི་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཅུག་ནི།  ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ནི།  དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྲུང་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྦྱོར་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི་བཟུམ།  ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི། | རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ཁྱད་རྣམ་དཔེ་ཚུ་གི་མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་སྟོན་ནི།  ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱྀ་སློབ་སྟོན།  ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨིན་མས། |
| **སྙན་རྩོམ་**ནང་ལས་ ཞབས་ཁྲ་དང་ བློ་ཟེ། རྩང་མོ། དཔྱེ་གཏམ། ཁ་བཤད། གསལ་བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་སྦྱང་བ། |
| **སྲུང་དང་གཏམ་རྒྱུད་**ལས་ དངོས་སྲུང་་དང་ འཆར་སྲུང་གི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **ཡིག་སྦྱོར་**དོན་ཚན་ཚུ་ལས་ སྔོན་རྗེས་ཡང་འཇུག་གི་ངོས་འཛིན་དང་། བརྡ་བཤད་ཀྱི་རིགས། ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས། འབྲེལ་སྒྲ། མིང་གི་ཁྱད་ཚིག། དང་སྒྲ། ད་སྒྲ། བྱེད་སྒྲ། ལྷག་བཅས། འབྲེལ་ཚིག། མིང་དང་བྱ་ཚིག་ལུ་ཞེ་ས་སྦྱར་བ། བྱ་ཚིག་དུས་གསུམ་ཡིག་སྡེབ། བརྗོད་པའི་དབྱེ་བ། དེ་སྒྲ་ནེ་སྒྲ། རྒྱན་སྡུད། བསྡུ་ཡིག། སྤྱི་སྒྲ། གང་ཟག་དང་པ་དང་གཉིས་པའི་ངོས་འཛིན། མིང་ཚིག་བརྗོད་པའི་རྣམ་གཞག་གི་དོན་ཚན་ཚུ་ གཞི་བཞག་ཐོག་ལས་ བྲི་ནིའི་སྦྱང་བ། |
| **ཡིག་འགྲུལ**་དོན་ཚན་ཚུ་ལས་ ཞུ་ཡིག་དང་ གཏང་ཡིག་བྲི་ནིའི་སྦྱང་བ། |
| **གནས་རིམ།** | **ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།** | **སློབ་སྟོན་ཐབས་ལམ།** | **ལས་རིམ་འོས་འབབ།** |
| **གནས་རིམ་བཞི་པ།**  **དགུ་པ་དང་བཅུ་པ།** | **འབྲི་རྩོམ**་ཚུ་ལས་ འགྲེལ་བཤད་དང་ ལོ་རྒྱུས། རྒྱུད་སྐུལ། འཆར་སྣང་འབྲི་རྩོམ་ཚུ་གི་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། | རྒྱང་བསྒྲགས་སློབ་སྟོན།  ཤེས་ཡོན་ཅན་གྱི་ཕམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་ ཕམ་ཚུ་ལུ་བཤད་བྱིན་ཏེ་ རྒྱབ་སྐྱོར་འབད་བཅུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལཱ་རེ་བྱིན་ནི།  རྒྱལ་སྲས་ལག་ལེན་གྱི་ སློབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་ སྟོན་ནི།  རྒྱབ་རྟེན་དཔེ་དེབ་ གང་མང་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་བཟོ་ནི།  ཁྱིམ་ནང་ལྷག་ནིའི་ དོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྷག་བཅུག་ནི།  དྲི་བ་བཀོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཅུག་ནི།  ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ནི།  དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྲུང་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས། ཡི་གུའི་སྦྱོར་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི་བཟུམ།  ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི། | རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ཁྱད་རྣམ་དཔེ་ཚུ་གི་སྐོར་སློབ་སྟོན་འབད་ནི།  ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན།  ཡིག་འགྲུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨིན་མས། |
| **སྙན་རྩོམ་**ལས་ ཞབས་ཁྲ་དང་ བློ་ཟེ། བསླབ་བྱ། རྩང་མོ། དཔྱེ་གཏམ། ཁ་བཤད། གསལ་བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **སྲུང་།** དངོས་སྲུང་། འཆར་སྲུང་གི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **རྒྱལ་སྲས་ལག་ལེན་གྱི་**དོན་ཚན་ཐོག་ལས་ རྒྱལ་སྲས་རྣམས་ཀྱི་ལག་་ལེན་སོ་བདུན་ལུ་ གཞི་བཞག་ཐོག་ལས་ ནང་པའི་ཆོས་ཀྱི་བརྩི་མཐོང་དང་ ཆོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྡེབ་ ལྷབ་སྦྱང་འབད་ནི། |
| **ཡིག་སྦྱོར་གྱི་དོན་ཚན་**ཚུ་ལས་ ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས། འབྲེལ་ཚིག། ད་སྒྲ། འབྲེལ་ཚིག། བརྗོད་པའི་དབྱེ་བ། སྐད་ཡིག་ངོ་སྤྲོད། བྱེད་མེད་ལས་ཚིག་དང་སྨོན་ཚིག། ནི་སྒྲ། ན་དང་ཅིན་གྱི་སྒྲ། རྣམ་དབྱེ་བརྒྱད། འདྲི་ཚིག། སྐད་ཡིག་གི་དགོས་པ་དང་ཕན་ཐོགས། བདག་སྒྲ། ཅི་དང་ཡི་གི་ཚིག་ཕྲད། མིང་ཚིག་བརྗོད་པའི་རྣམ་གཞག་གི་ དོན་ཚན་གཞི་བཞག་ཐོག་ལས་ བྲི་ནིའི་སྦྱང་བ། |
| **ཡིག་འགྲུལ**་ཚུ་ལས་ ཞུ་ཡིག། གཏང་ཡིག། བཀའ་རྒྱ། ཁྱབ་བསྒྲགས། སྙན་ཞུ། སྙན་གསོལ། ཟིན་བྲིས། ལས་རིམ། གྲོས་གཞི། གྲོས་ཆོད། ཞུ་ཡིག། བཤེར་ཡིག། ངག་བརྗོད། འབའ་གན་རྒྱ་ཚུ་ གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **གནས་རིམ།** | **ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།** | **སློབ་སྟོན་ཐབས་ལམ།** | **འོས་འབབ།** |
| **གནས་རིམ་ལྔ་པ།**  **༡༡ པ་དང་༡༢ པ།** | **འབྲི་རྩོམ**་ཚུ་ལས་ རྩོད་གླེང་དང་ རྒྱས་བཤད་ འབྲི་རྩོམ་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། | **རྒྱང་བསྒྲགས་སློབ་སྟོན།**  རྒྱལ་སྲས་ལག་ལེན་གྱི་ སློབ་སྟོན་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་སྟོན་ནི།  ཁྱིམ་ནང་ལྷག་ནིའི་ དོན་ཚན་མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ ལྷག་བཅུག་ནི།  རྒྱབ་རྟེན་དཔེ་དེབ་ གང་མང་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་བཟོ་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཁྱིམ་ལཱ་རེ་བྱིན་ནི།  དྲི་བ་བཀོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཅུག་ནི།  ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྲུང་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ཐངས།  ཤེས་ཡོན་ཅན་གྱི་ ཕམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་ ཕམ་ཚུ་ལུ་བཤད་བྱིན་ཏེ་ རྒྱབ་སྐྱོར་འབད་བཅུག་ནི།  ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ཐོག་དང་ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི། | རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ཁྱད་རྣམ་དཔེ་ཚུ་གི་སྐོར་སློབ་སྟོན།  ཡིག་སྦྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་སློབ་སྟོན།  ཡིག་འགྲུལ་གྱི་ དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨིན་མས། |
| **སྙན་རྩོམ་**ཚུ་ལས་ ཞབས་ཁྲ། བློ་ཟེ། རྩང་མོ། དཔྱེ་གཏམ། ཁ་བཤད། གསལ་བཤད་ལ་སོགས་པའི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **སྲུང་།** དངོས་སྲུང་ འཆར་སྲུང་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སླབ་ཀྱི་སྦྱང་བ། |
| **བཤེས་སྤྲིངས**་ཐོག་ལས་ ནང་པའི་ཆོས་ཀྱི་བརྩི་མཐོང་དང་ ཆོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྡེབ་ལྷབ་སྦྱང་འབད་ནི། |
| **ཡིག་སྦྱོར་**གྱི་དོན་ཚན་ཚུ་ལས་ བྱ་ཚིག་དུས་གསུམ་གྱི་ཡིག་སྡེབ། རྣམ་དབྱེ་བརྒྱད་ཀྱི་དབྱེ་བ། སྐད་ཡིག་གི་འབྱུང་ཁུངས། སླར་བསྡུ། ཆོས་སྐད་དང་རྫོང་ཁའི་རྗོད་སྒྲ་དང་ཡིག་སྡེབ་ཁྱད་པར། རྗོད་སྒྲ་ཕྱོགས་མཚུངས་ཡིག་སྡེབ་ཁྱད་པར། བདག་གཞན་དུས་གསུམ། བྱ་བྱེད་ལས་གསུམ། ཡི་གུ་ཕོ་མོའི་དབྱེ་བཤད། སྐད་ཡིག་གི་ཁྱད་རྣམ་དང་སྒྲུབ་ཚུལ། མཚུངས་གསལ། ཐེ་ཚོམ། མིང་ཚིག་བརྗོད་པའི་རྣམ་གཞག། ཆོས་སྐད་དང་རྫོང་ཁའི་ཕྲད་རྣམ་དབྱེ་ཚུ་གི་ཐོག་ལས་ བྲི་ནིའི་རིག་རྩལ་འཐོབ་ཐབས་ཀྱི་སྦྱང་བ། |
| ཡིག་འགྲུལ་གྱི་དོན་ཚན་ཚུ་ལས་ ཞུ་ཡིག། གཏང་ཡིག། འཕྲིན་ཡིག། སྙན་ཞུ། སྙན་གསོལ། གྲོས་གཞི། གྲོས་ཆོད། ཞུ་ཡིག། བཤེར་ཡིག། ངག་བརྗོད། འབའ་གན་རྒྱ་ཚུ་ བྲི་ནིའི་སྦྱང་བ། |
| **ལྷབ་སྦྱང་འབད་ཐངས་དང་ དབྱེ་ཞིབ་ཐབས་ལམ།** | བློ་གསར་ལས་ ༡༢པ་ཚུན་གྱི་སློབ་ཕྲུག་ཚུ་གིས་ རྫོང་ཁ་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ གློག་རིག་མཁོ་ཆས་ཚུ་གི་ཐོག་ལས་དང་ རང་གིས་འབད་ སྤྲོ་བ་བསྐྱེད་དེ་ལྷབ་དགོཔ་དང་། རང་གི་ཕམ་དང་སྤུན་ཆ་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོཔ་ཨིན།  དེ་སྦེ་ལྷབ་སྦྱང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང་། ནང་རྡོག་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྟོན་ཏེ་ ཤེས་མ་ཤེས་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྟོན་ནི་དང་། མཐའ་མཇུག་གི་ཆོས་རྒྱུགས་དེ་ཡང་ ལས་འགུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་google ཚུ་གི་ཐོག་ལས་ དུས་ཐོག་ལུ་ ཆོས་རྒྱུགས་ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན། | | |

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| **Key Stages** | **Learning Areas** | **Strategies** | **Remarks/Scope** |
| Key Stage 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 |
| Key stage 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 stage III (VII – VIII) | Writing  -reports  -summaries  -fantasy  -narrative essay | Explain the features of each genre of writing.  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 | 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. |
| 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. Teachers should adjust their prompts and questions according to the level of understanding.  Students should also keep a record of other books and texts they read in the form of reviews. | 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. |
| Grammar | -Refer the objectives and develop lessons accordingly. | Develop exercise and activities for the students to complete and submit for feedback |
| Use the audio-visual grammar lesson provided by REC, or other available resources and assign practice questions. |  |
|  | 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. |
| Key Stage IV (IX – X) | Reading & Literature | 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. Teachers should adjust their prompts and questions according to the level of understanding.  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. | Refer the objectives and focus on the genre stated therein.  -Use the records to award CA. |
| Design a schedule/timetable to assign students to read a certain portion of the novel.  Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed. |  |
| Writing  -Descriptive  -Expository | Refer the resource package provided by REC and share essay writing guides and sample essays |  |
| Share the features of each genre of writing.  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) | 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 |
| 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. |
|  | -Ask students to prepare speeches and record their deliver.  Let them share their speeches with others and the teacher for feedback and comments. |  |
| Key stage V (XI-XII) | Reading & Literature. | 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. Teachers should adjust their prompts and questions according to the level of understanding. | Refer the objectives and focus on the genres stated therein. |
|  | Use the resources on *The Merchant of Venice* provided by the REC during the orientation workshop to develop lessons.  Ask students to answer the questions given in the package.  -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. | The teacher may design additional questions on the Merchant of Venice and other texts.  -Ask students to video/audio tape their renderings of famous dialogues and share with the teacher and friends. |
| Writing  -reports  -summaries  -Stories  -Persuasive essay  -Argumentative essay. | Refer the resource package provided by REC and share essay writing guides and sample essays |  |
| Explain the features of each genre of writing.  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 | 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. |
| 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. |  |

1. MATHEMATICS

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| **Key Stage** | **Theme/Topic** | **Pedagogy/Strategy/Tools** | **Remarks/Scope** |
| I (PP-III) | Numbers and  Operations | BBS1 & BBS2 | * 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 | BBS1 & BBS2 | * Describing object * Describing repeating number pattern * Creating pattern * Apply patterns to problem based on number, geometry and measurement. |
| Measurement | BBS1 & BBS2 | * Measuring and Comparing with non-standard and standard units * Introducing and measuring length, volume, and capacity * Days, weeks, months and seasons |
| Geometry | BBS1 & BBS2 | * 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 | BBS1 & BBS2 | * Collecting and organizing data * Interpreting and Creating bar graph with scale * Using probability language |
| Key Stage II (IV-VI) | Numbers and  Operations | BBS1 & BBS2 | * 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   **Assessment:**  Assign through Google Classroom  Solve question assigned and submit response |
| Sorting and patterning | BBS1 & BBS2 | * Open Sentences: patterns in addition, subtraction, multiplication & division * Computation patterns , ÷: 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 | BBS1 & BBS2 | * 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 | BBS1 & BBS2 | * 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   **Assessment**:  Assign through Google Classroom.  Solve question assigned and submit response. |
| Data Management and Probability | BBS1 & BBS2 | * 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 ½ * Describe Probability * Theoretical Probability: determine * Ex Experiments: predict & record results (concrete materials)   **Assessment**:  Assign through Google Classroom.  Solve question assigned and submit response. |
| Data Management and Probability | BBS1 & BBS2 | * 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 ½ * Describe Probability * Theoretical Probability: determine * Ex Experiments: predict & record results (concrete materials) |
| Key Stage III  (VII –VIII) | **Numbers and Operations** | BBS1 and BBS 2 | * 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** |  | * 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** | BBS 1 and BBS 2 | * 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   **Assessment**:  Assign through Google Classroom.  Solve question assigned and submit response. |
| **Patterns and Algebra** |  | * Solving Linear Equations * Describing relationship * Linear Polynomial   **Assessment**:  Assign through Google Classroom.  Solve question assigned and submit response. |
| Key Stage IV  (IX- X) | **Numbers and Operations** | BBS1 and BBS 2 | ***Matrices***   * Concept of Matrix * Adding, Subtracting Matrices and Multiplying Matrices   ***Networks***   * Concept of networks * Solving network problems   ***Financial Mathematics***   * Making purchasing decisions * Simple and compound interest * Taxation |
| **Geometry and Measurement** |  | ***Symmetry***   * 2-D and 3-D Reflectional Symmetry   ***Constructions***   * Perpendiculars and Bisectors * Medians and Altitudes   ***Efficient design***   * 2-D Efficiency and 3-D Efficiency   ***Defining Trigonometric Ratios***   * The Sine, Cosine, and Tangent Ratios * Trigonometric Identities   ***Applying Trigonometric Ratios***   * Calculating Side Lengths and Angles * Angles of Elevation and Angles of Depression * Areas of Polygon |
| **Data Management and Probability** | BBS 1 and BBS 2 | ***Data Involving One Variable***   * Histograms and Stem and Leaf Plots * Histograms and Box and Whisker Plots * Data Distribution   ***Data Involving Two Variables***   * Correlation and Lines of Best Fit * Non-Linear Data and Curves of Best Fit   ***Probability***   * Dependent and Independent Events * Calculating Probabilities |
| **Patterns and Algebra** |  | ***Linear Functions and Relations***   * Linear Functions * Applications of Linear Functions * Graphs of Linear Inequalities * Solving Systems of Linear Equations using comparison, substitution and elimination strategies   ***Graphing Functions***   * Graphs of Quadratic Functions in * Transforming Quadratic Function Graphs   ***Solving Non- Linear Equations***   * Solving Quadratic Equations by Factoring |
| Key Stage V  (XI – XII) | **Algebra** | BBS1 and BBS 2 | ***Binomial Theorem***   * Binomial expansion for positive integral indices; use of Pascal's triangle; and the binomial theorem, * i.e. (x + y)n = nC0xn + nC1xn-1y + … + nCnyn * Binomial theorem for the expansion of binomial expressions having negative or fractional indices   ***Remainder and Factor Theorem***   * Meaning of Rational Integral Function * Remainder Theorem and Factor Theorem   ***Quadratic Equations and Functions***   * 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   ***Determinants of order 2 and 3***   * 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   ***Matrices of order m x n, where m, n3***   * 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   **Assessment:**   * 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** |  | **Angles and Arc lengths**   * Angles: Convention of signs of angles; Magnitude of an angle; * Measures of angles; Circular measures * The relation S = rθ, where θ is in radians; Relation between radians and degrees * Arc length and area of a sector of a circle   **Trigonometric Functions**   * 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)   **Properties of Triangles**   * Sine Rule (including ambiguous case for triangles) and Cosine Rule * Projection formula * Napier's Formula for the area of a triangle (Proof and use)   **Compound and Multiple Angles**   * Addition and Subtraction formulas:   Sin (A B); Cos (A B); Tan (A 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   * Product to sums or differences:   e.g. 2 SinA CosB = Sin (A + B) + Sin (A - B) etc   * Conditional identities (involving angles of triangles)   **Inverse Trigonometric functions**   * Meaning of inverse trigonometric functions   (Sin-1x, Cos-1x, Tan-1x, Cot-1x, Cosec-1x, Sec-1x)   * Principal values (use of graphs in explanation) * Properties of inverse trigonometric functions (without proof)   **Assessment:**  They can make models and submit/reach to a designated place so that teachers can collect and assess |
| Key Stage V  (XI – XII) | **Calculus** | BBS1 and BBS 2  BBS1 and BBS 2 | ***Functions***   * 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 Sinx, Cosx, and Tanx   ***Limits and Continuity***   * 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   ***Differentiation***   * 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 * Logarithmic differentiation * 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   ***Integration***   * Indefinite integral: integration as the inverse of differentiation; * Anti-derivatives of polynomials and functions like (ax + b)n , Sin(x), Cos(x), Sec2(x), Cosec2(x) * Integration by simple substitution for simple polynomial functions and simple trigonometric functions * Standard method of integration of 1/x, ex, Tan x, Cot x, Sec x, Cosec x, (ax + b)n, where nQ * Integration using substitution, using partial fractions and by parts * Integrals of the type Sin2x dx, Sin3x dx, Cos2x dx, Cos3x dx,   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   ***Differential Equations***   * 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; , where P and Q are functions of x only * Solution of differential equations of second order   **Assessment:**   * 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 Stage V  (XI – XII) | **Co-ordinate Geometry** | BBS1 and BBS 2  BBS1 and BBS 2 | **Points and their coordinates in 2-Dimensions**   * 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   **The Straight line**   * 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 L1 and L2 is of the form L1 + KL2 = 0, where K R   **Pairs of Straight Lines**   * General equation of a family of lines passing through the intersection of two lines L1 and L2: L1 + kL2 = 0, kR; 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   **Conics**   * 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.   **Equations of Circles**   * 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   **Theorems on Circles**   * 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   **Points and their co-ordinates in 3-Dimensions**   * 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   **Plane**   * 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 though 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   **Assessment:**   * 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 Stage V  (XI – XII) | **Data management and probability** | BBS1 and BBS 2 | **Measures of Central Tendency**   * Mean, Median, Mode; finding by direct methods, formulas, and graphs   **Dispersion**   * Range: Quartiles, inter quartiles * Standard deviation - by direct method, short cut method and step deviation method; the meaning of Standard deviation should be emphasized   **Measures of dispersion**   * 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   **Correlations**   * 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   **Probability**   * 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.   **Assessment:**  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 |

1. SCIENCE

**(General Science, Physics, Chemistry, Biology and Environmental Science)**

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| **Key Stage** | **Topics/Theme** | **Pedagogy/Strategies/Tools** | **Remark/Scope** |
| **3 (VII-VIII)** | **Life Processes** | **BBS-I and BBS- II**   * 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).   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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** | **BBS-I and BBS- II**  **Strategies:**   * Interactive Lecturing * Cooperative learning * Peer teaching * Blended learning * Mobile learning * Ubiquitous learning * Collaborative work through google drive, google classroom, slack etc.   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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** | **BBS-I and BBS- II**  Pedagogy and Strategies:   * Interactive Lecturing * Cooperative learning * Peer teaching * Collaborative work through google drive, google classroom, slack etc.   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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. |
| **4 (IX-X)** | **Life Process** | **BBS-I and BBS- II**   * 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.   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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** | **BBS-I and BBS- II**  Google classroom, video tutorial, WeChat, etc.  **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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** | Pedagogy and Strategies:  **BBS-I and BBS- II**   * Interactive Lecturing * Cooperative learning * Peer teaching * Collaborative work through google drive, google classroom, slack etc.   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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. |
| **5( XI and XII)** | **Life Process** | **BBS-I and BBS- II**   * **Strategies:** * Interactive Lecturing * Cooperative learning * Peer teaching * Blended learning * Mobile learning * Ubiquitous learning * Collaborative work through google drive, google classroom, slack etc.   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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, Biston betularia). * 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. |
| **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 Ka and Kb, 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 |
| **Physical Processes**  • | Strategies:  **BBS-I and BBS- II**   * Interactive Lecturing * Cooperative learning * Peer teaching * Collaborative work through google drive, google classroom, slack etc.   **Assessment**   * Use worksheet. * Assign through Google Classroom. * Solve questions assigned and submit response. | * 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 vmax  = (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.***

1. ENVIRONMENTAL SCIENCE

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| **Key Stage** | **Themes/Topics** | | **Pedagogy/Strategies/Tools** | **Remarks / scope** |
| **5**  **Key Stage** | **System in Nature**  **Chapter** | **Ecosystem – Structure and functions** | * 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 | * Spheres of the Earth * Biomes and Ecosystem Biodiversity and Endemism * Bhutan’s rich biodiversity and ecosystem services |
| **Balance in Nature** | * Use Google Classroom. * Use e-library. * Maintain journal.   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Energy Flow in an Ecosystem * Biogeochemical cycles * Disturbances and ecological succession. |
| **5**  **Key Stage** | **Environmental Issues and Concern** | **People and Environment** | * Use YouTube lesson   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Dependency on Natural Resources * Interdependency of humans and environment Land degradation |
| **Natural resource degradation** | * Maintain journal regarding the natural resources degradation. * Refer newspapers and write feedbacks and opinion.   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Natural Resources and its Exploitation Ecological Footprint |
| **Pollution** | * Use Webinar session   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Natural Resources and its Exploitation * Health Hazards of Toxic Substances * Understanding Climate Change |
| **Climate Change Disaster and Environment** | * Use webinar session. * Use online quiz for assessment.   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Climate Change * Phenology and Climate Change * **Disaster and its Reduction** |
| **5**  **Key Stage** | **Natural Resource Management** | **Disaster and Environment** | * Use Google Classroom. * Maintain journal   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Hazards and Disasters * Disaster reduction * Hazards and Disasters |
| **Biodiversity and Measurement**  **Land use and management** | * Use webinar session (Zoom app).   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Measuring Biodiversity Management-Land and water * Water conservation techniques * Water conservation for irrigation |
| **Biodiversity Conservation** | * Digital story telling. * Question and answer   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Conservation of Biodiversity * Biodiversity Conservation (Protected Areas) and Poverty Alleviation |
| **Water and Land Management & Energy Resources** | * Use Environmental Profile * Maintain journal of energy uses at home.   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Land Waste Management * Entrepreneurship and Waste Management * Methods to conserve energy |
| **Energy Conservation** | * Use Webinar session * Quiz   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Energy Management and Efficiency Energy Efficiency and Technology. * Energy Efficient ways and devices |
| **5**  **Key Stage** | **Sustainable Development** | **Environment and Development** | * Use Google Classroom * Share YouTube links.   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * Development * Green Economy |
| **Sustainable Development** | * Use webinar. * Maintain journal.   Assessment with thought provoking summary 1- 2 questions  BBS1/BBS2 | * GNH and Sustainable Development Sustainable Development * Relationship - Development and Environment |

1. SOCIAL SCIENCES

**(History, Geography and Economics)**

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| **Key Stage** | **Themes** | **Topics** | **Pedagogy/Strategy/tools** | **Remarks/Scope** |
| I (PP-III) | 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 |
| II (IV-VI) |
| III (VII-VIII) | 1. 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. |
| 1. 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 |
| 1. Government, Civil Society and Media in Bhutan | State and Government | BBS I &II  YouTube, google classroom  (1-2 thought provoking and competency questions to assess student learning) | Forms of Government  Constitution and Citizens |
| 1. 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 |
| 1. 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 |
| 1. 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) | 1. 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 |
| 1. 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 |
| 1. 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 |
| 1. 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 |
| 1. 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 |
| 1. 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) | 1. 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 |
| 1. 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 |
| 1. Government, Civil Society and Media in Bhutan | Bhutanese Government System | BBS I &II  YouTube, google classroom  (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 |
| 1. The Earth and its people | Climate and its impact | BBS I &II  YouTube, google classroom  (2-3 thought provoking and competency based questions to assess student learning) | World climate, climate types and zones, impact of climate change |
| 1. Bhutan as a Nation-State and Importance of Monarch | Institution of Monarchy- Role of Monarch in Democratic Constitutional monarchy | BBS I &II  YouTube, google classroom  (2-3 thought provoking and competency based questions to assess student learning) | Role of Monarch in Democratic Constitutional monarchy  Bhutan and international Organisations |
| 1. Economic sectors | Role of economic sectors for the economy | BBS I &II  YouTube, google classroom 2-3 thought provoking and competency based questions to assess student learning) | National Income, Bhutanese economy. |

1. ACCOUNTANCY

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| **Key Stages** | **Topics** | **Strategies/tools** | **Remarks/Scopes** |
| V (XI-XII) | Accounting Theory | BBS I & BSS II | * 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 | * 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 | * 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 | * 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 | * Elements of financial statement * Prepare financial statement   **Eg. Assessment:** Solve a practical problem |
| **Costing** | BBS I & BSS II | * 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. |

1. COMMERCE

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| **Key Stages** | **Topics** | **Strategies/tools** | **Remarks/scope** |
| V(XI-XII) | **Business, Trade and Commerce** | BBS I and II | * Classification of human activities   + Business   + Employment   + Profession * Classification of business   + Industry   + Commerce * Commerce and its branches * Purpose of business organisations * Types of business organisation   + Soles proprietorship   + Partnership   + Company * Cooperatives * Concepts of trade * Types of trade   **Eg. Assessment:** a) Identify different types of trades in your locality  b) Why trade is essential for our livelihood? |
| **Financing** | * Types of finance for the business * Sources of business finance * Services of commercial banks   **Eg. Assessment:** a) Identify different banks offering finance to business in the country  b) Think of a situation where there is no bank in the country |
| **Management and Communication** | * Meaning of management * Functions of management * Need for effective business communication * Different modes of business communication * Principle of effective business communication * Barriers to communication   **Eg. Assessment:** Considering your house as business entity, relate management household with business organisation. |
| **Marketing** | * Concepts of marketing * Importance of marketing for business * Different medium for marketing   **Eg. Assessment:** Identify different marketing carried for a product around your place and design a marketing strategy for a product |

1. MEDIA STUDIES

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| **Key satge** | **Topics/Themes** | **Pedagogy/Strategy/ Tools** | **Scope/Remarks** |
| **Key Stage 5** | **Media and Information Literacy** | * 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. * Audio materials shall be delivered through sound cloud or other social media group * Print materials shall be delivered through appropriate social media: email, Facebook, * Group Discussion amongst the students for exchange of ideas would be encouraged through appropriate social media: WeChat group, WhatsApp group, telegram group  1. **Assessments**   Assignments such as; write-ups, textual analysis, etc. would be assigned and evaluated through Google Classroom.  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. | * Evolution of Media * Types of Media * Information and information Literacy |
| **Understanding Media Messages and Information** | * What is Media Literacy? * Importance of Media Literacy * Nature of Media Messages |
| **Media and Language** | * Basic Persuasion Techniques * Key Questions to Look at Media * Visual Literacy * Film Language |
| **Representation in Media and Information** | * Who Should Media Represent? * Determining News Values * Analyzing Representation * Methods and Technology Media Adopt |
| **Traditional Media and New Media** | * 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** | * Principles of Journalism * Research Ethics verses Media Ownership * Process of New Publication |
| **Media and Global Village** | * Global Economy and Media Ownership * Technology Convergence and Media Conglomerates |

***Note: All the lessons will be planned based on the curriculum framework.***

1. RIGZHUNG

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| **གནས་རིམ།** | **ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཙོ་ཅན།** | **སློབ་སྟོན་ཐབས་ལམ།** |
| **སློབ་རིམ་༡༡ པ་དང་།**  **སློབ་རིམ་༡༢པ།** | **སྤྱོད་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་ཕྲུག་གི་གནས་ཚད་དང་འཁྲིལ་ཏེ་ བརྗོད་དོན་གལ་ཅན་ཚུ་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།) | སྤྱོད་འཇུག་གི་སློབ་སྟོན་ སྒྲ་གཟུང་འབད་དེ་བཀྲམ་ནི། སྔོན་མ་ལས་ བླམ་སློབ་དཔོན་ཚུ་གིས་ ཆོས་བཤད་གནང་ཡོད་མི་ཚུ་ཡང་ བསྡུ་སྒྲིག་འབད་དེ་ བཀྲམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི། |
| **སྙན་ངག།**  **སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྟོན་དགོཔ།**  རང་བཞིན་བརྗོད་པ་ མཚུངས་གསལ་ དཔེ་རྒྱན་གསུམ།  **སློབ་རིམ་༡༢ པའི་ནང་སྟོན་དགོཔ།**  དཔེ་རྒྱན་བསྐྱར་ཞིབ་དང་ གཟུགས་ཅན་གྱི་རྒྱན།  (སློབ་ཕྲུག་གི་གནས་ཚད་དང་འཁྲིལ་ཏེ་ འབད་ཚུགས་པའི་ རྒྱན་ལེགས་ཤོམ་ཚུ་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།) | སྙན་ངག་གི་སློབ་སྟོན་ སྒྲ་གཟུང་འབད་དེ་བཀྲམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི། སྙན་ངག་དང་འབྲེལ་བའི་ རྒྱབ་རྟེན་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་དང་ ཡོངས་འབྲེལ་ཁ་བྱང་ཚུ་ སྟོན་བྱིན་ནི། |
| **མངོན་བརྗོད།**  **སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྟོན་དགོཔ།**  མཐོ་རིས་སྡེ་ཚན་ལས་ ས་འོག་གི་སྡེ་ཚན་ཚུན།  **སློབ་རིམ་༡༢ པའི་ནང་སྟོན་དགོཔ།**  ས་གཞིའི་སྡེ་ཚན་ལས་ མཇུག་བྱང་ཚུན།  (སློབ་ཕྲུག་གི་གནས་ཚད་དང་འཁྲིལ་ཏེ་ དོན་ཚན་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྟོན་ནི།) | མངོན་བརྗོད་ཀྱི་བཤད་པ་ སྒྲ་གཟུང་འབད་དེ་བཀྲམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི། རང་གིས་ལྷག་སྟེ་ ཧ་གོ་ཚུགས་པའི་ཆོས་ཚན་ཨིནམ་ལས་ དེ་སྦེ་ལྷབ་དགོ་པའི་ལམ་སྟོན་མཐོང་ཐོས་ཅིག་བཟོ་ནི། |
| **ལྷབ་སྦྱང་འབད་ཐངས་དང་ དབྱེ་ཞིབ་ཐབས་ལམ།** | སློབ་ཕྲུག་ཚུ་གིས་ རིག་གཞུང་གདམ་ཁའི་ཆོས་ཚན་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ གློག་རིག་མཁོ་ཆས་ཚུ་གི་ཐོག་ལས་དང་ རང་གིས་འབད་ སྤྲོ་བ་བསྐྱེད་དེ་ལྷབ་དགོཔ་དང་། རང་གི་ཕམ་དང་སྤུན་ཆ་ ཤེས་མི་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོཔ་ཨིན།  དེ་སྦེ་ལྷབ་སྦྱང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང་། ནང་རྡོག་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྟོན་ཏེ་ ཤེས་མ་ཤེས་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྟོན་ནི་དང་། མཐའ་མཇུག་གི་ཆོས་རྒྱུགས་དེ་ཡང་ ལས་འགུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་google ཚུ་གི་ཐོག་ལས་ དུས་ཐོག་ལུ་ ཆོས་རྒྱུགས་ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན། | |

Education in Emergency

# PRIORITIZED CURRICULUM

KEY STAGE 1: Classes VII - VIII

1. DZongkha

ཆོས་ཚན། རྫོང་ཁ། སློབ་རིམ། བདུན་པ།

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| གནས་ཚད། | དབྱེ་བ། | SCOPE | | ལྗིད་ཚད། |
| སློབ་ཚན་/དོན་ཚན། | ལས་དོན། |
| ལྷག་རྩོམ། | སྲུང་། | ༢ པ། མ་འོངས་པའི་མེ་ལོང་། | ༡. འགྲེལ་བཤད། ལོ་རྒྱུས། འཆར་སྣང་འབྲི་རྩོམ་ཚུ་ དབྱེ་དཔྱད་འབད་དེ་ འབྲི་ལྷག་འབད་ཚུགས་དགོ།  ༢. ལྷག་ཐངས་ཀྱི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ ལྷག་ཚུགས་དགོ།  ༣. བློ་ཟེ། རྩང་མོ། དཔྱེ་གཏམ་/ལུང་འདྲེན། ཁ་བཤད། གསལ་བཤད་ཚུ་ལས་ སྙན་རྩོམ་གྱི་ཡོན་ཏན་ལེན་སྦེ་ འབྲི་ལྷག་འབད་ཚུགས་དགོ།  ༤. སབ་ཁྲ་དང་། ཐིག་སྒྲོམ། ཐིག་ཁྲམ། ཤད་ཁྲམ། པར་ཁྲམ། སྒོར་ཁྲམ་ཚུ་ལུ་བལྟ་སྟེ་ བརྡ་སྒྱུར་ འབད་ ཚུགས་དགོ།  ༥. མིང་ཚིག་བརྗོད་པའི་ དབྱེ་བ་ཚུ་ངོས་འཛིན་འབད་དེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།  ༦. ལྷག་བཅས་སྦེ་དང་ བྱ་ཚིག་ འབད་ ཀྱི་འཇུག་ཚུལ་ལག་ལེན་འཐབ་ཚུགས་དགོ  ༧. ཞེ་ས་དང་ ཕལ་སྐད་ དབྱེ་བ་ཚུ་ ཕྱེས་ཏེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།  ༨. བྱ་ཚིག་དུས་གསུམ་གྱི་དབྱེ་བ་ཚུ་ ཚིག་གྲོགས་ལུ་བལྟ་སྟེ་ ཕྱེ་ཚུགས་དགོ།  ༩. རྒྱན་སྡུད་ཀྱི་ཕྲད་ལུ་ བྱ་ཚིག་དུས་གསུམ་གྱི་འཐོབ་ལམ་ ཤེས་ཚུགས་དགོ།  ༡༠. ཚིག་མཛོད་ ལག་ལེན་འཐབ་སྟེ་ མིང་ཚིག་གི་ གོ་དོན་ཚུ་ ཧ་ གོ་ཚུགས་དགོ།  ༡༡. དྲུག་པ་ནང་ལྷབ་མི་ མིང་ཚིག་གུ་ གསར་འཐེབ་ཉུང་ཤོས་༢༠༠ བཀལ་ཏེ་ སྡོམ་༨༠༠ ལྷག་སྟེ་ ཧ་ གོ་ ཚུགས་དགོ། | ༢༠ |
| ༤ པ། ནད་པའི་ཕན་སེམས། |
| ༦ པ། ཤིང་དང་འདྲ་བའི་ཉོན་མོངས་པ། |
| འབྲི་རྩོམ། | ༧ པ། བྱམས་སེམས། (འགྲེལ་བཤད་) | ༢༠ |
| ༢ པ། ལཱ་གཡོག་གི་གདམ་ཁ། (ལོ་རྒྱུས་) |
| ༣ པ། གཙང་ཆབ་སྔོན་མོ། (འཆར་སྣང་) |
| ༥ པ། རྨི་ལམ། (འཆར་སྣང་) |
| སྙན་རྩོམ། | ༤ པ། དྲིན་ལན། (བློ་ཟེ་) | ༡༥ |
| ༢ པ། དགུང་སྟོན་མཐོན་པོ། (ཞབས་ཁྲ་) |
| ༦ པ། ལས་རིམ་འགོ་འདྲེན། (གསལ་བཤད་) |
| ༦ པ། སྙིང་རུས། (དཔྱེ་གཏམ་/ལུང་འདྲེན་) |
| བྲི་ནི། | ཡིག་འགྲུལ། | གཏང་ཡིག། | ༡. ཞུ་ཡིག་དང་ གཏང་ཡིག་ཚུ་ བྲི་ཚུགས་དགོ། | ༡༠ |
| ཞུ་ཡིག། |  |

ཆོས་ཚན། རྫོང་ཁ། སློབ་རིམ། བརྒྱད་པ།

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| གནས་ཚད། | དབྱེ་བ། | SCOPE | | ལྗིད་ཚད། |
| སློབ་ཚན་/དོན་ཚན། | ལས་དོན། |
| ལྷག་རྩོམ། | སྲུང་། | ༢ པ། སེམས་ཀྱི་ནད་གཞི། | ༡. འགྲེལ་བཤད། ལོ་རྒྱུས། འཆར་སྣང་། རྒྱུད་སྐུལ་འབྲི་རྩོམ་ཚུ་ དབྱེ་དཔྱད་འབད་དེ་ འབྲི་ལྷག་འབད་ཚུགས་དགོ།  ༢. སྲུང་དང་རྩོམ་རིག་ཚུ་ལྷག་སྟེ་ དེ་ནང་གི་གནད་དོན་བཟང་ངན་ཚུ་ དབྱེ་བ་ཕྱེས་ཏེ་ སྤང་བླང་ འབད་ཚུགས་དགོ།  ༣. ཞབས་ཁྲ། བློ་ཟེ། དཔྱེ་གཏམ་/ལུང་འདྲེན། གསལ་བཤད་ཚུ་ལས་ སྙན་རྩོམ་གྱི་ཡོན་ཏན་ལེན་སྦེ་ འབྲི་ལྷག་འབད་ཚུགས་དགོ།  ༤. ངག་ཐོག་དང་ཡིག་ཐོག་གི་ བརྡ་དོན་སྤྲོད་ལེན་ནང་ སྒྲ་གཏམ་དང་ སྐོར་གཏམ་ དཔྱེ་གཏམ་ ཞེ་ས་དང་ ཕལ་སྐད་ཀྱི་དབྱེ་བ་ཕྱེས་ཏེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།  ༥. སབ་ཁྲ་དང་ཐིག་སྒྲོམ་ ཐིག་ཁྲམ་ཤད་ཁྲམ་པར་ཁྲམ་སྒོར་ཁྲམ་ཚུ་ལུ་བལྟ་སྟེ་ བརྡ་སྒྱུར་ འབད་ཚུགས་དགོ།  ༦. འདྲི་ཤོག་དང་ བཀོད་ཤོག་ བཀང་ནི་དང་ ཐོ་ཡིག་ཚུ་ བཀོད་ཚུགས་དགོ།  ༧. རྩོམ་འབྲི་འབད་བའི་སྐབས་ འཆར་གཞི་བཟོ་ནི་ ཟིན་བྲིས་བཀོད་ནི་ བསྐྱར་ཞིབ་འབད་ནི་ ཞུན་དག་རྐྱབ་ཐངས་ཚུ་གི་ རིག་རྩལ་ འཐོབ་ཚུགས་དགོ།  ༨. ཚིགས་བཅད་ཀྱི་དབྱེ་བ་ཚུ་ ཤེས་ཚུགས་དགོ།  ༩. བྱ་ཚིག་ཚུ་ལུ་ དུས་གསུམ་གྱི་དབྱེ་བ་ ངོས་འཛིན་འབད་དེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།  ༡༠. ན་དང་ནི་ བྱ་ཚིག་དང་འཁྲིལ་ཏེ་སྦྱོར་ཚུལ་ ལག་ལེན་འཐབ་ཚུགས་དགོ།  ༡༡. ད་སྒྲ་ ངོས་འཛིན་འབད་དེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།  ༡༢. ཚིག་མཚམས་ བརྗོད་མཚམས་ དོན་མཚམས་ དབྱེ་བ་ཕྱེས་ཏེ་ ལག་ལེན་ འཐབ་ཚུགས་དགོ།  ༡༣. ཚིག་མཛོད་ ལག་ལེན་འཐབ་སྟེ་ མིང་ཚིག་གི་གོ་དོན་ འཚོལ་ཚུགས་དགོ། | ༢༠ |
| ༤ པ། དེད་དཔོན་མཛའ་བོའི་བུ་མོ། |
| ༦ པ། ཆང་། |
| འབྲི་རྩོམ། | ༢ པ། དགེ་བ་བཅུ། (འགྲེལ་བཤད་) | ༢༠ |
| ༢ པ། ནགས་ཚལ། (ལོ་རྒྱུས་) |
| ༣ པ། རང་སེམས། (འཆར་སྣང་) |
| ༣ པ། ཕུགས་ཀྱི་བདེ་བ། (རྒྱུད་སྐུལ་) |
| ༧ པ། རྒྱུ་དང་འབྲས་བུ། (རྒྱུད་སྐུལ་) |
| སྙན་རྩོམ། | ༤ པ། བསླབ་བྱ། (བློ་ཟེ་) | ༡༥ |
| ༣ པ། དགུང་སངས་མཐོན་པོ། (ཞབས་ཁྲ་) |
| ༧ པ། ནང་རང་གིས་བལྟ་རུང་། (ཞབས་ཁྲ་) |
| ༢ པ། སྙན་ཞུ། (གསལ་བཤད་) |
| ༤ པ། བརྟེན་དགོཔ། (དཔྱེ་གཏམ་/ལུང་འདྲེན་) |
| བྲི་ནི། | ཡིག་འགྲུལ། | གཏང་ཡིག། (ཕམ་སྤུན་ཆ་དང་ཆ་རོགས་) | འབྲེལ་ཡོད་ གནད་དོན་ཚུ་གི་སྐོར་ལས་ ཞུ་ཡིག་ གཏང་ཡིག་ཚུ་ བྲི་ཚུགས་དགོ། | ༡༠ |
| ཞུ་ཡིག། (ཞུ་ཡིག། དབུ་འཛིན། མཛོད་གཉེར། རྒཔོ་) |  |

1. English

**Subject: English Class: VII**

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| **STRAND** | **CHAPTER/THEME** | **SCOPE** | | **Weighting** |
| **TOPICS** | **LEARNING OBJECTIVES** |
| **Reading & Literature** | Who Am I? - Self | Unfolding Bud – Naoshi Koriyama (Poem) | 1. Recognise denotative and connotative meanings of words in texts. 2. Identify the features of the modern lyric. 3. Recognise the music in poetry achieved by rhyme and rhythm, alliteration, and assonance. 4. Read poetry and discuss the emotions evoked in the reader by the language of poems. 5. Build vocabulary and use pronunciation skills to pronounce new words clearly. 6. Read the various meanings of a text which figurative language makes possible. 7. Recognise the difference between literal and figurative language in the texts. | **Short Story: 20**  **Essay: 20**  **Poetry: 10** |
|  | The Girl Who Couldn’t See Herself- Leena Dhingra (Short Story). | 1. Recognise denotative and connotative meanings of words in texts. 2. Make text to life connections 3. Build vocabulary and use pronunciation skills to pronounce new words clearly. 4. Recognise the difference between literal and figurative language in the texts. 5. 5) Read the various meanings of a text which figurative language makes possible. |
| My World: Relationship & Family | To My Son – Helen F. Porter (Poem) | 1. Recognise denotative and connotative meanings of words in texts. 2. Identify the features of the modern lyric. 3. Build vocabulary and use pronunciation skills to pronounce new words clearly. 4. Read the various meanings of a text which figurative language makes possible. 5. Recognise the difference between literal and figurative language in the texts. |
|  | Somebody’s Son – Richard Pindell (Short story). | 1. Recognise denotative and connotative meanings of words in texts. 2. Make text to life connections 3. Build vocabulary and use pronunciation skills to pronounce new words clearly. 4. Recognise the difference between literal and figurative language in the texts. 5. Read the various meanings of a text which figurative language makes possible. |  |
| Our Community: What Matters In My World | Untrodden World of Lhops. John M. Chiramal (Essay) | 1. Make text to life connections. 2. Build vocabulary and use pronunciation skills to pronounce new words clearly. |
| One Day a Stranger Came –Naomi Wakan (S.Story) | 1. Recognise denotative and connotative meanings of words in texts. 2. Make text to life connections 3. Build vocabulary and use pronunciation skills to pronounce new words clearly. 4. Recognise the difference between literal and figurative language in the texts.   5) Read the various meanings of a text which figurative language makes possible. |
|  | Our Global Community: Living Together | Tell the World: A Young Environmentalist Speaks Out. – Severn C. Suzuki ( Non-fiction- Speech | 1. Make text to life connections 2. Build vocabulary and use pronunciation skills to pronounce new words clearly. |
|  |  | The Cherry Tree –Ruskin Bond (S.Story) | 1. Recognise denotative and connotative meanings of words in texts. 2. Make text to life connections 3. Build vocabulary and use pronunciation skills to pronounce new words clearly. 4. Recognise the difference between literal and figurative language in the texts.   5) Read the various meanings of a text which figurative |
| Writing: |  | Paragraph writing | 1. Use the writing strategies developed in earlier classes. 2. Spell correctly the words they are using. 3. Use punctuation marks introduced in earlier classes including exclamation. 4. Write coherent paragraphs using simple, compound and complex sentences. | 30 |
|  |  | Narrative Essay | 1. Write for a range of purposes and audiences using a variety of forms encountered in their reading 2. Use writing as a way of thinking and learning. |
|  |  | Letter Writing | 1. Write for a variety of purposes and audiences 2. Use punctuation marks introduced in earlier classes including exclamation. |
| Language and Grammar: |  | 1. Possessive pronouns 2. Question Tags 3. Active and passive voice 4. Direct and indirect speeches 5. Prefixes and suffixes 6. Preposition | 1. Use the knowledge of grammar learned in earlier classes. 2. Use possessive pronouns appropriately. 3. Use question tags correctly. 4. Use active and passive voice. 5. Change from direct to indirect speech and vice-versa correctly. 6. Show how the meanings of words are changed by adding prefixes and suffixes to root words. 7. Use phrasal verbs correctly. | 20 |
| Listening and Speaking  (CA) |  | 1. Book talk 2. Role-play   3) Mock sessions  4) Listen and act.  5) Deliver speech.  6) Group discussion. | 1. Talk about their written texts and the ideas of the books that they have read. 2. Speak using correct question tag. 3. Organise and participate in meetings. 4. Listen to and speak appropriately in group discussions. 5. Take cues from the listeners who have not understood what was said and restate for clarification. 6. Deliver speeches on topics of their choice. | 10(CA) |

**Subject: English Class: VIII**

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| **Skills/Strands** | **Chapter/Theme** | **SCOPE** | | **Weighting** |
| **Topics** | **Objectives** |
| Reading & Literature | Who Am I? - Self | Stopping by the Woods On a Snowy Evening. – Robert Frost (Poem) | 1. Recognize the denotative and connotative effects of the words in the text. 2. Recognize the emotive effects of words 3. Appreciate the beauty of language by identifying the uses of imagery and cadence. | Short Story: 20  Essay: 20  Poetry: 10 |
| Which Way? Karleen Bradford ( S.Story) | 1. Identify the features of a variety of texts and use them to support reading 2. Read text and make personal connections. 3. Build their vocabulary and use pronunciation skills to pronounce new words clearly. |
| My World: Relationships. | The Nest  Robert Zacks (S.Story) | 1. Appreciate ‘big’ ideas expressed in literature- for example, forgiveness, loyalty and love. 2. Build vocabulary and use pronunciation skills to pronounce new words. |
| Our Community | My Land is Fair for Any Eyes to See – Jesse Stuart (Poem) | 1. Identify and discuss the use of free verse in modern poetry. 2. Appreciate the beauty of language by identifying the apt uses of symbolism, imagery, allusion, and cadence. 3. Appreciate ‘big’ ideas expressed in literature – for example, forgiveness, loyalty. 4. Read texts and make personal connections |
| Things That Matter: Values and Ethics | Prayer Flags Blowing in the Wind : Gustasp Irani (Essay) | 1. Read texts and make personal connections. 2. Build their vocabulary and use pronunciation skills to pronounce new words clearly. |
| The Red Sweater- Mark Hager (S.Story) | 1. Recognize the emotive effects of words 2. Read texts and make personal connections. 3. Build their vocabulary and use pronunciation skills to pronounce new words clearly. 4. Read texts and make personal connections. |
|  | Gandhi and the Salt March: Gerald Gold (Non-fiction) | 1. Employ features of biographies of worthy personalities to make meaning in reading. |
| Our World: Nature and Environment | Whose Garden was This: Tom Paxton (Poem) | 1. Identify and discuss the use of free verse in modern poetry. 2. Recognise the denotative and connotative effects of words in the texts they read. 3. Recognise the emotive effect of words in the texts they read. 4. Appreciate the beauty of language by identifying the apt uses of symbolism, imagery, 5. allusion, and cadence. |
| Reaching Beyond: Courage and Heroism | In the Jaws of the Alligator: P.C. Arnoult (S. Story) | 1. Read texts and make personal connections. 2. Appreciate ‘big’ ideas expressed in literature- for example, forgiveness, loyalty and love. |
| Media & Communication | On Television: Roald Dahl (narrative poem) | 1. Recognize the emotive effects of words 2. Read texts and make personal connections. |
| Writing |  | Paragraph Writing | 1. Use Punctuation and paragraphing to organise ideas. | 30 |
|  | Narrative Essay | 1. Write for a variety of purposes and audience using a wider variety of forms encountered in their reading to include narrative essays. |
|  |  | Letter Writing | 1. Write for a variety of purposes and audiences using a wider variety of forms. 2. Use punctuation and paragraphing to organize ideas. |
| Language and Grammar |  | 1. Relative pronouns 2. Coordinators 3. Continuous form. 4. Use of phrase in compound and complex sentences 5. Moods and their usage 6. Phrasal verbs. | 1. Use the knowledge of grammar learned in earlier classes. 2. Use relative pronouns appropriately. 3. Use some conjunction coordinators and correlatives (either… or; neither… nor; not   only… but also) correctly.   1. Use the continuous forms of the compound tenses (present perfect, past perfect and future perfect). 2. Use phrases (adjectival, adverbial, and participial) in complex sentences correctly. 3. Distinguish among the moods – indicative, imperative, interrogative, subjunctive. 4. Use additional phrasal verbs correctly. | 20% |
| Listening and Speaking |  | 1. Extempore speech. 2. Give Book talk. 3. Participate in debate 4. Deliver Speech 5. Engage in Interview 6. Participate in discussions | 1. Respond to books that they have read and talk about them. 2. Respond effectively to talks delivered at normal speed. 3. Use elements of famous speeches when preparing and delivering speeches of their own. 4. Deliver extempore speeches well. 5. Speak with clear pronunciation.   6) Argue and debate with vigour, but maintain respect for and sensitivity to the opinion of others. | 10% (CA) |

1. Mathematics

**Subject: MATHEMATICS Class VII**

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| **STRAND** | **CHAPTER** | **SCOPE** | | **WEIGHTING** | |
| **TOPIC/SUBTOPIC** | **LEARNING OBJECTIVES** |
| **UNIT 1 NUMBERS** | Chapter 1 Whole Numbers and Decimals | **1.1.1** EXPLORE: Divisibility by 3 and 9 | At the end of the lesson the students will be able to:   * Explore divisibility test for 3 and 9 and find LCM and GCF of two or more than two numbers * Write down a number in the form of power, expanded, standard and exponential forms * Multiply and divide decimals and also able to perform order of operation. | 10% | |
| **1.1.2** Divisibility Tests |
| **1.1.3** Lowest Common Multiple |
| 1.1.4 Greatest Common Factor |
| Chapter 2 Powers | **1.2.1** Introducing Powers |
| **1.2.2** Expanded, Standard, and Exponential Forms |
| Chapter 3 Decimal Operations | **1.3.1** Multiplying Decimals |
| **1.3.2** Dividing Decimals |
| **1.3.4** Order of Operations |
| **UNIT 2 FRACTIONS** | Chapter 1 Fraction Addition and Subtraction | **2.1.1** Comparing and Ordering Fractions | At the end of the lesson the students will be able to:   * Compare, add and subtract two or more than two fractions * At the end of the lesson the students will be able to multiply and divide two or more than two fractions * At the end of the lesson the students will be able to convert a fraction into decimal number | 8% | |
| **2.1.2** Adding Fractions Using Models |
| **2.1.3** Adding Fractions and Mixed Numbers Symbolically |
| **2.1.4** Subtracting Fractions and Mixed Numbers |
| **Chapter 2 Fraction Multiplication and Division** | **2.2.1** Multiplying a Fraction by a Whole Number |
| **2.2.2** Dividing a Fraction by a Whole Number |
| **Chapter 3 Relating Fractions and Decimals** | **2.3.1** Naming Fractions and Mixed Numbers as Decimals |
| **UNIT 3 RATIO, RATE, AND PERCENT** | **Chapter 1 Ratio and Rate** | **3.1.1** Solving Ratio Problems | At the end of the lesson the students will be able to:   * solve ratio and rate problems * At the end of the lesson the students will be able to find the relation between ratio, rate and decimal and will be able to estimate and calculate percents | 9% | |
| **3.1.2** Solving Rate Problems |
| **Chapter 2 Percent** | **3.2.1** Percent as a Special Ratio |
| **3.2.2** Relating Percents, Fractions, and Decimals |
| **3.2.3** Estimating and Calculating Percents |
| **UNIT 4 GEOMETRY AND MEASUREMENT** | **Chapter 1 Angle Relationships** | **4.1.1** EXPLORE: Angles in a Triangle | At the end of the lesson the students will be able to:   * classify different types of triangles and construct the angle bisector. * At the end of the lesson the students will be able to translate, reflect and rotate object and will be able to trace the image. * At the end of the lesson the students will be able to calculate volume of rectangular prism, area of composite shape and circumference of a circle | 9% | |
| CONNECTIONS: Angle Measurement Units |
| **4.1.2** Drawing and Classifying Triangles |
| **4.1.3** Constructing and Bisecting Angles |
| **Chapter 2 Transformations** | **4.2.1** Translations |
| **4.2.2** Reflections |
| **4.2.3** Rotations |
| **Chapter 3 3-D and 2-D Measurement** | **4.3.1** Measurement Units |
| **4.3.2** Volume of a Rectangular Prism |
| **4.3.3** Area of a Composite Shape |
| **4.3.5** Circumference of a Circle |
| **UNIT 5 INTEGERS** | **Chapter 1 Representing Integers** | **5.1.1** Integer Models | At the end of the lesson the students will be able to:   * compare and order integers * add and subtract two or more integers | | 9% |
| **5.1.2** Comparing and Ordering Integers |
| **Chapter 2 Adding and Subtracting Integers** | **5.2.1** Adding Integers Using the Zero Property |
| **5.2.2** Adding Integers that are Far from Zero |
| **5.2.3** Subtracting Integers Using Counters |
| **5.2.4** Subtracting Integers Using a Number Line |
| **UNIT 6 ALGEBRA** | **Chapter 1 Patterns and Relationships** | **6.1.1** Using Variables to Describe Pattern Rules | At the end of the lesson the students will be able to:   * describe pattern rule and simplify and evaluate expressions * solve linear equations * graph a relation and interpret it | | 10% |
| **6.1.2** Creating and Evaluating Expressions |
| **6.1.3** Simplifying Expressions |
| **Chapter 2 Solving Equations** | **6.2.1** Solving Equations Using Models |
| **6.2.3** Solving Equations Using Inverse Operations |
| **Chapter 3 Graphical Representations** | **6.3.1** Graphing a Relationship |
| **6.3.2** Examining a Straight Line Graph |
| **UNIT 7 PROBABILITY AND DATA** | **Chapter 1 Probability** | **7.1.1** Determining Theoretical Probability | At the end of the lesson the students will be able to:   * calculate theoretical probability * create circle graph and histogram from a given set of data * calculate mean, median, mode and range from a set of given data | | 10% |
| **7.1.3** Matching Events and Probabilities |
| **Chapter 2 Collecting Data** |  |
| **Chapter 3 Graphing Data** | **7.3.1** Circle Graphs |
| **7.3.2** Histograms |
| **Chapter 4 Describing and Analysing Data** | **7.4.1** Mean, Median, Mode, and Range |

**Subject: MATHEMATICS Class: VIII**

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| **STRAND** | **CHAPTER** | **SCOPE** | | **WEIGHTING** |
| **TOPIC/SUBTOPIC** | **LEARNING OBJECTIVES** |
| **UNIT 1 NUMBERS** | Chapter 1 Powers | **1.1.1** Negative Exponents | At the end of the lesson the students will be able to   * write a number in powers of negative exponent and report a number in scientific notation * identify perfect square numbers and estimate and calculate square roots | 9% |
| **1.1.2** Scientific Notation |
| Chapter 2 Square Roots | **1.2.1** Perfect Squares |
| **1.2.3** Interpreting Square Roots |
| **1.2.4** Estimating and Calculating Square Roots |
| **UNIT 2 PROPORTION AND PERCENT** | Chapter 1 Proportions | **2.1.1** Solving Proportions | At the end of the lesson the students will be able to:   * solve proportion and percent problems * solve simple problems on mark up, discount, simple interest and commission | 8% |
| **2.2.1** Percents Greater Than 100% |
| Chapter 2 Percent | **2.2.2** Solving Percent Problems |
| **2.2.3** Fractional Percents |
| Chapter 3 Consumer Problems | **2.3.1** Mark-Up and Discount Consumer Problems |
| **2.3.2** Simple Interest and Commission |
| **UNIT 3 INTEGERS** | Chapter 1 Multiplying Integers | **3.1.1** Multiplying Integers Using Counters and Patterns | At the end of the lesson the students will be able to:   * multiply two or more integers * divide two or more integers | 9% |
| **3.1.2** Multiplying Integers Using a Number Line |
| Chapter 2 Dividing Integers | **3.2.1** Dividing Integers Using Models and Patterns |
| **3.2.3** Order of Operations with Integers |
| **UNIT 4 FRACTIONS AND RATIONAL NUMBERS** | Chapter 1 Adding and Subtracting Fractions | 4.1.1Adding and Subtracting Fractions Mentally | At the end of the lesson the students will be able to:   * add and subtract two or more fractions * to multiply and divide two or more fractions * to identify the rational numbers and apply order of operations | 10% |
| 4.1.2 Adding and Subtracting Fractions Symbolically |
| Chapter 2 Multiplying and Dividing Fractions | 4.2.2 Multiplying Fractions |
| 4.2.3 Multiplying Mixed Numbers |
| 4.2.4 Dividing Fractions With a Common Denominator |
| 4.2.6 Dividing Mixed Numbers |
| Chapter 3 Rational Numbers | 4.3.1 Introducing Rational Numbers |
| 4.3.2 Operations with Rational Numbers |
| 4.3.3 Order of Operations |
| **UNIT 5 MEASUREMENT** | Chapter 1 The Pythagorean Theorem | 5.1.1 The Pythagorean Theorem | At the end of the lesson the students will be able to:   * apply Pythagorean theorem to solve simple problems in right angled triangles * to use formula and calculate area of circle * calculate the volume and surface area of rectangular prism | 8% |
| 5.1.2 Applying the Pythagorean Theorem |
| Chapter 2 Linear and Area Relationships | 5.2.1 Area and Perimeter Relationships |
| 5.2.4 The Formula for the Area of a Circle |
| 5.2.5 Applying Area Formulas |
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| Chapter 3 Volume and Surface Area | 5.3.1 Volume of a Rectangular Prism |
| 5.3.2 Surface Area of a Rectangular Prism |
| **UNIT 6 PROBABILITY AND DATA** | Chapter 1 Probability | 6.1.1 Complementary Events | At the end of the lesson the students will be able to:   * solve simple problems on complementary events * create circle graph and box and whisker plot from a given set of data * create a scatter plot to represent a relation | 7% |
|  |
|  |
| Chapter 2 One-Variable Data | 6.2.3 Circle Graphs |
| 6.2.4 Box and Whisker Plots |
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| Chapter 3 Two-Variable Data | 6.3.2 Using a Scatter Plot to Represent a Relationship |
| **UNIT 7 ALGEBRA** | Chapter 1 Describing Relationships | 7.1.2 Describing Relationships and Patterns | At the end of the lesson the students will be able to:   * describe relationship and pattern and calculate the slope of a straight line * create an equation and use it to solve the equation * add and subtract two or more polynomials | 7% |
| 7.1.4 Slope |
|  |
| Chapter 2 Solving Linear Equations | 7.2.2 Using an Equation to Solve a Problem |
|  |
| Chapter 3 Linear Polynomials | 7.3.1 Adding Polynomials |
| 7.3.2 Subtracting Polynomials |
| **UNIT 8 GEOMETRY** | Chapter 1 Representing Objects |  | At the end of the lesson the students will be able to:   * apply dilatations in solving simple transformation problems * solve simple problems on angles in a polygon and angles with parallel and intersecting lines | 7% |
|  |
| Chapter 2 Transformations | 8.2.1 Dilatations |
| 8.2.2 Combining Transformations |
| Chapter 3 Angle Relationships | 8.3.2 Angles in Polygons |
| 8.3.3 Angles with Parallel Line and Intersecting Lines |

1. General Science

**Subject: General Science Class: VII**

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| --- | --- | --- | --- | --- |
| **Chapter** | | **Scope** | | **weighting** |
| **Topics/subtopics** | **Learning objectives** |
| Life Processes | 1.Cells | 1. Introduction to cell  * Introduction * Shape and size of cells * Activity 2.2. Preparing temporary slide  1. What is inside a cell  * Structure of an animal cell * Structure of a plant cell * Activity 1.3. Comparing animal and plant cell. | * Describe that all living organisms are made up of cells. * Explain the basic structures of an animal cell and a plant cell as seen under a microscope. * Label different parts of an animal cell and plant cell. * Describe the similarities and differences between animal cell and plant cell. | 4 % |
| 2.Human as Organism | 1.Food and Nutrients   * Introduction to food and nutrients. * Carbohydrates * Fats * Proteins * Minerals * Table 2.4. Minerals in food. * Vitamins * Table 2.5. Vitamins in food. * Water * Roughage   2. The human skeleton   * Introduction to human skeleton * The human skeleton is divided into two main parts……   4.The human reproductive system   * Introduction to human reproductive system * The male reproductive system * The female reproductive system * Menstrual cycle * Fertilisation   6.Health and Disease   * Communicable disease * Disease caused by bacteria * Disease caused by viruses * Disease caused by protozoa * Disease caused by parasitic worms * Disease caused by fungi * Disease caused by mites * Non-communicable disease | Nutrition   * Explain that humans need a balanced diet that contains carbohydrates, proteins, fats, minerals, vitamins, fibre and water in the right proportions in order to be healthy. * List key food sources for carbohydrates, proteins, fats, minerals and vitamins.   Movement   * Identify the key structures of the human skeleton. * State the functions of the key structures of the human skeleton.   Reproduction   * Draw a labelled diagram of male and female reproductive systems in humans. * Describe male and female reproductive systems in humans. * Describe the physical changes that take place during puberty. * Describe the basic stages of the menstrual cycle.   Health   * List some common diseases, their effects and their prevention. * Explain the importance of personal hygiene. | 6 % |
| 3.Green Plants | 1. Green plants   * Introduction to green plants * Photosynthesis * Activity 3.1. Photosynthesis * Importance of photosynthesis   2. Nutrients for plants   * Introduction to Nutrients for plants * Macronutrients * Primary Nutrients * Secondary Nutrients * Micronutrients   3.Respiration in plants   * Introduction to respiration in plants * Types of respiration: Aerobic and anaerobic respiration   4. Germination   * Introduction to germination * Types of germination * Conditions required for germination | Nutrition   * Outline that plants need carbon dioxide, water and light for photosynthesis and to produce food and oxygen. * State the word equation for photosynthesis. * Explain the importance of nitrogen and phosphorus for growth of plant.   Respiration   * Explain that plants carry out aerobic and anaerobic respiration during the day and night.   Reproduction   * Explain germination and the types of germination. | 6 % |
| 4.Living Things and their Environment | 1. Adaptation and Variation   * Introduction to Living Things and their Environment * Adaptation * Activity 4.1. Identifying adaptive features * Variation * Activity 4.2. Understanding variations   2.Ecosystem and its components   * Introduction to ecosystem and its components * Food chains * Food web * Activity 4.5. Identifying feeding relationships * Balance in nature | Adaptation   * Explain that different habitats support a diversity of plants and animals. * Explain variation within a species caused by environmental factors.   Ecosystems   * Define the term ecosystem * Identify a few local ecosystems   Feeding and relationships   * Identify food chains in a food web in an ecosystem. * Represent food chains in a quantitative way using pyramids of numbers in an ecosystem. | 4 % |
| Materials and their properties | 5.Classifying Materials | 1.Particle theory of matter   * Introduction to particle theory of matter * Statements of particle theory * Table 5.2. matter and their characteristics * Inter-conversion of matter * Gas pressure * Diffusion   2.Elements are their symbols   * What is an element * Table 5.3 First 30 elements * Atomic structure   3.Metals and non-metals   * Properties of metals * Properties of non-metals | Solids, liquids and gases   * Explain, using the particle theory, the properties of solids, liquids and gases * Explain the changes of state, gas pressure and diffusion using the particle theory.   Elements, compounds and atomic structure   * Explain that the elements are represented in the Periodic Table by symbols and that elements are made of atoms. * Classify elements as metals and non-metals according to their physical properties such as appearance, physical state at room temperature, electrical and thermal conductivity. | 4 % |
| 6. Patterns in chemistry | 2. Acid, Base and Indicator   * Classification of acid * Table 6.9. mineral acids and their formula * Uses of acids (some examples) * Bases * Uses of base ( Some examples) * Indicators * Application of pH | Acids and bases   * List the names of common acids found in fruits and other food items e.g. citric acid in oranges. * Investigate to classify solutions as acids and bases using indicators. * Measure the acidity or basicity of a solution by using the universal indicator. | 6 % |
| 7.Materials and Change | 3.Solutions   * Introduction to solutions * Solubility | * Define solute, solvent, solution (saturated and unsaturated) and solubility. | 6 % |
| 7.Separating Mixture | 1. Mixture and its type   * Introduction * Homogenous mixture * Heterogenous mixture | Separating mixtures   * Classify different types of mixtures as homogenous or heterogeneous. | 5 % |
| Physical Processes | 9.Work and Energy | 1. Distance and displacement   * Introduction * Distance * Activity 9.1. Investigating the difference between distance and displacement   2.Work done   * Concept of work * Activity 9.2. Investigating work done   3.Sources of energy   * Introduction to sources of energy * Common sources of energy   4.Fossil fuel formation | Work, power and energy   * Define work and its unit of measurement. * Calculate work using work = force x displacement with examples in a variety of situations.   Energy   * Identify a variety of energy sources available locally, nationally and internationally including oil, gas, coal, biomass, food, wind, water, waves and batteries. * Classify energy sources as renewable or non-renewable sources. * Describe formation of fossil fuels as an example that the sun is the ultimate source of most of the   Earth’s energy resources. | 4 % |
| 10.Forces and Motion | 1.Linear motion   * Introduction * Speed and average speed * Speed * Balanced and unbalanced force   2.Rotational motion   * Introduction to concept of rotational motion   3.Simple machines   * Mechanical advantage of simple machines * Velocity ratio of simple machines * Efficiency of simple machines * Levers * Pulleys * Activity 10.4 Experiencing tension * Single fixed pulley * Single movable pulley * Combination of pulley * Gears: Teach only the concept and need not teach gear ratio and speed.   4.Density   * Introduction to concept * Activity 10.6 Understanding density * Relative density | Force and linear motion   * Calculate the average speed of an object comparing the total distance travelled to the total time elapsed. * Describe variation of speed of an object along the path travelled. * Describe the effects of unbalanced and balanced forces to predict the direction of movement of objects.   Force and rotation   * Describe with examples, that forces can cause objects to turn about a pivot. * Explain levers and the principle of levers. * Explain that levers confer mechanical advantages. * Describe the application of principle of lever to simple machines in everyday life including the musculoskeletal system. * Describe that pulleys and gears multiply force, change speed and increase the efficiency. * Define density and relative density. | 5 % |
| 11.Electricity and Magnetism | 1. Electric Circuits   * Introduction to electric circuits * Electric current and voltage * Role of resistance in the flow of current * Transformation of electrical energy * Table 11.6. Transformation of electrical energy   2.Static electricity   * Introduction to static electricity * Attraction and repulsion of charged body * Activity 11.6. Moving electrons from one body to another * Lightning * Effects of electrostatic phenomena * Application of electrostatic phenomena   3. Magnetism   * Molecular theory of magnetism * Activity 11.9. Investigating the particle arrangement in a magnet * Activity 11.10. Investigating attraction of a magnetic substance by a magnet * Magnetisation | Circuits   * Explain the types of electrical circuits at home. * Construct series and parallel circuits. * Draw using symbols, the parts of the electrical circuits with battery, bulb and switch. * Measure current and voltage in series and parallel circuits. * Explain the distribution of voltage and current in parallel circuits. * Describe the role of resistance in current flow. * State the uses of electrostatic electricity.   Magnetism   * Explain the molecular theory of magnetism. * Investigate the attraction of certain materials by the magnets. * Explain magnetic effect and magnetic field. * Investigate ways of increasing the power of a temporary magnet. * Differentiate between a bar magnet and an electromagnet. | 6 % |
| 12.Light and Sound | 1. Propagation of light   * Introduction to light and sound   2. Reflection of light   * Regular reflection and irregular reflection * Terms used in the reflection of light * Laws of reflection * Reflection through plane mirror   3.Spherical mirrors   * Teach the terms used in spherical mirrors and one example of image formation in concave and convex mirror. The detail is not required as it will be learnt in higher classes. * Uses of concave and convex mirrors   4.Production and Propagation of sound   * Introduction to production and propagation of sound * Sound wave * Wave patterns * Range of audibility * Uses of ultrasonic and infrasonic sound   5.Sound and Environment   * Introduction to the concept * Effects of loud sound | * State that light travels in straight lines with a finite speed in a uniform medium. * Describe the reflection of light at a plane surface – Laws of reflection of light. * Demonstrate the formation of an image by spherical mirrors with examples of its applications.   Sound and hearing   * Explain that sound cannot travel in a vacuum, but requires a medium such as air or material, whereas light can travel in a vacuum. * Explain that sound travels much slower than light. * Compare sounds using wave patterns (graphically). * Describe that animals can hear sounds over a range of frequencies. * Explain that loud sounds and noise pollution can cause damages to the ear. * Identify the ways to reduce sound pollution in our locality. * Describe that sound can cause avalanches or landslides. | 6 % |
| 13.The Earth and Beyond | 1. Formation of solar system   * Introduction to the concept * Explain the concept of solar system focusing on  1. Sun 2. Planets  * Eclipses * Lunar eclipses * Solar eclipse | The Earth and beyond   * Describe the solar system. * Explain the causes of solar eclipse and lunar eclipse. | 3 % |
| Total | |  |  | 65% |

**Subject: General Science Class: VIII**

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| **Strand** | **Chapter** | **Scope** | | **weighting** |
| **Topics/Subtopics** | **Objectives** |
| Life Processes | 1. Cells | 1. Cell parts and their functions 2. The organization in a multi- cellular organism | * Describe the functions of different parts of animal cell and plant cell. * Explain that cells can form tissues, and tissues can form organs, and organs form organ systems, and different organ systems make an organism.   1. C | 3% |
| 2. Human as organism | 1.Human digestive system   * Activity 2.1 what happens to the food we eat? * Muscles, Joints and movement   a. Muscles  B. Joints   1. The human respiratory system. 2. Gaseous exchange 3. Effect of smoking on lungs. 4. Respiration in human.   4. Fertilization and development of foetus.   1. Fertilization and implantation   5. Sense Organs.   1. The eye and its structure. 2. The ear and its structure. 3. The tongue 4. Nose 5. Skin   6. Environment, lifestyle and Health.   1. Environmental factors and health. 2. Life style and health. | * Label the key structures of the digestive system and state their function. * Explain the role of muscles and the principles of antagonistic muscle. * Describe different types of joints and their functions * Explain the role of lungs in the gaseous exchange. * Outline The effects of smoking on the lungs. * Compare aerobic respiration and anaerobic Respiration. * Explain fertilization in humans. * Describe the development of foetus in the uterus and the function of the placenta * Describe the basic structure and functions of the eye. * Describe the basic structure and functions of the ear. * Describe the basic structure and functions of the tongue. * Describe the basic structure and functions of the nose. * Describe the basic structure and functions of the skin. * Identify factors in our environment that are detrimental to our health. * Explain the importance of a healthy lifestyle in maintaining good health. | 8 % |
| 3. Green Plants | * Absorption by roots   Root system   * Organic and inorganic farming   Reproduction in plants.   1. Natural vegetative propagation | * Explain the absorption of water and minerals by root hairs. * Compare the effect of inorganic farming and organic farming on soil health. * Explain sexual and asexual reproduction in plants. * Discover the art of grafting and budding as a method of asexual reproduction. | 5% |
| 4. Living things and their Environment | * Adaptation and Survival.  1. Adaptation to habitat. 2. Natural Selection   2. Biodiversity   1. Importance of biodiversity. 2. Sustainable Development   3. Breeding | * Explain how organisms adapted their habitat for their survival. * Explain the role of predation in determining the size of population. * Explain Biodiversity and its importance. * Explain the importance of practicing sustainable development to protect the lives of future generations. * Explain the importance of selective breeding of cattle and crops to produce new varieties and its benefit on the economy. | 5% |
| Materials and their Properties | 5. Classifying Materials | * Atomic Structure * Isotopes * Elements and their symbols  1. Chemical Formula 2. Valency 3. Writing Chemical Formula | * Explain the composition of an atom with respect to proton, electron and neutrons. * Define the terms mass number and atomic number. * Define the term isotope and give examples of isotopes of elements. * Explain that the reactions of elements depend on the arrangement of electrons in their atoms. * Define the term valency with examples. * Represent compounds using chemical formulae. | 8% |
| 6. Materials and changes | * Solubility * Chemical reaction | * Explain the formation of saturated solutions. * Investigate the amount of solubility of solids(solutes)in different solvents. * Explain that mass is conserved when chemical reactions take place. | 4% |
| 7. Separating mixtures | * Mixture and their separation  1. Mixture and compound. 2. Separating Mixtures | * Differentiate between mixtures and compounds. * Investigate different techniques to separate mixtures. | 3% |
| 8.Pattern in Chemistry | Acid and base   * Chemical properties of acid. * Activity 8.2 Reaction between acids and metals. * Activity 8.3 Investigate the action of acid on carbonates and hydro carbonates. * Activity 8.4 Chemical properties of an acid * Activity 8.5 Chemical reaction of base   Neutralization   * Activity 8.7 Observing neutralization reaction * Application of neutralization reaction   Acid Rain   * Causes of acid Rain * Acid rain and chemical weathering * Acid rain and corrosion | * Explain the reaction of acid on metals * Investigate the reaction of acid on carbonates and hydro carbonates. * Investigate the properties of an acid * Write word equation and chemical equation for the reactions of metals and bases. * Carry out an investigation to observe the neutralization reaction. * List examples of everyday applications of neutralization reaction * Explain the causes of acid rain and its impact. * Explain how acid rain contributes to chemical weathering of rocks. * Explain the relation between acid rain and corrosion. | 6% |
| Physical Processes | 9. Forces and motion | Linear motion.   * Speed and velocity * Activity 9.1 Finding speed and velocity.   + - 1. Acceleration due to gravity       2. Effect of gravity on mass and weight.   Fluid Friction   * Activity 9.4 Streamlined body reduces friction.   Force and pressure   * Examples of pressure in our daily lives | * Differentiate between speed and velocity. * Describe the variation and effect of gravity due to change in places and altitudes. * Describe the effects of gravity on mass and weight. * Investigate the effects of friction due to fluids in moving objects. * Explain the applications of pressure in our daily lives. | 4% |
| 10. Work , power and energy | Energy   * Potential energy. * Activity 10.2 Comparing potential energy. * Kinetic Energy * Heat Energy * Heat transfer and temperature   (Conduction, convection and radiation).   * Dissipation of energy | * Calculate potential energy. * Calculate kinetic energy. * Differentiate between temperature and heat. * Explain the transfer of energy by conduction, convection and radiation. * Explain how dissipation of energy reduces the efficiency and availability of energy resources | 3% |
| 11. Electricity and magnetism | Circuits   * Potential difference and electric current. * Ohm’s Law * Energy transfer in battery * Activity 11.2 How does a cell exhaust   Main Electricity   * Domestic electric supply * Electrical Safety * Fuse * Electrical insulation * Electrical Heating for domestic purposes.   Magnetism   * Magnetisation * Bending light rays | * Define resistance, voltage and current with symbols * Describe the relationship between current and voltage. * State Ohm’sLaw. * Explain the transfer of energy in a battery and its exhaustion. * Explain the difference between direct current (d.c.) and alternating current (a.c.)in terms of source of electricity. * Explain the functions of the live, neutral and earth wires in the domestic mains supply circuit. * Explain the function fuse and insulation to provide safety. * Illustrate a variety of ways where electrical heating is used at home. * Explain natural magnets (lodestone) and horseshoe magnets. * Describe refraction of light through glass slab, prism and lenses. | 7% |
| 12. Light and sound | Dispersion of white light.  Colours   * How do we see things? * Colour filter   Sounds   * The loudness of sound * Frequency and pitch * How do we hear? * The speed of sound | * Explain the dispersion of white light to give a range of colours. * Explain the effect of colour filters on white light. * Explain the relationship between the loudness of the sound and the amplitude of the vibration causing it. * Explain the relationship between pitch and frequency. * Describe the conversion of sound vibrations into nerve impulses by the ear. * Explain that sound travels at different speeds in different mediums (solids, liquids and gases) | 7% |
| 13. The Earth and Beyond | * Visibility of heavenly objects. * The Planetary motion | * Explain that the Sun and other stars are sources of light. * Explain the visibility of planets and other bodies due to the reflected light from the Sun * Relate the movements of planets to their gravitational forces. | 2% |

1. Geography

**Subject: Geography Class: VII**

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| **Strand** | **Chapter #** | **Scope** | | **Weighting** |
| **Topics/Sub-topics** | **Learning Objectives** |
| Time and Space | 1.Map work | **South Asia**   * Physical Features (mountains, plains, plateaus, rivers, seas)   **Bhutan**   * Physical features (mountains/peaks, passes, and rivers) | Identify and locate various relief features, main countries, climatic and vegetation belts of Asia, physical features, distribution of agricultural products, minerals and population and chief cities of Asia and physical features, | **9** |
| 2. Nature and Scope of Geography | What is Geography? Why learn Geography? | Discuss nature and scope of geography. | **2** |
| 3. The Earth in the Solar System | Solar system, Rotation, Revolution | * Discuss the solar system * Explain the motions of the Earth | **3** |
| 3. Latitude and Longitude | Properties of map  Types of map  Latitude and longitude  Finding time | discuss essential properties of map  differentiate latitude and longitude  state the importance of latitude and longitude  locate features using latitude and longitude calculate time using longitude | **5** |
| Physical Environment | 1. River System | Drainage basin  Drainage pattern  Drainage basin and major rivers of Bhutan  Importance of rivers | * discuss the river systems   • locate major rivers on an outline map of Bhutan | **7** |
| 2.Landforms | Basic processes of land formation  Types of landforms | explain the basic processes of land formation  • describe different types of landforms | **7** |
| 4. Atmosphere | Structure of atmosphere  Significance of atmosphere | explain the structure of atmosphere and its significance | **6** |
| 5. Weather and Climate | Difference between weather and climate  Climate of Bhutan  Weather instruments and their uses | distinguish between weather and climate  • demonstrate the use of weather instruments | **7** |
| People and Environment | 1.Population | Change in population  Distribution of population | define human population  • explain death rate, birth rate and natural change  • draw a population density map of a given country/region | **8** |
| 2. Settlement | Types of settlement  Rural and urban settlement  Pattern of settlement | describe the concept and types of settlement  • explain the patterns of settlement | **4** |
| 5. Hazard and Disaster | Types of disasters  Natural disasters  Human induced disasters  Disasters preparedness tips | discuss potential hazards and disasters  • suggest measures to reduce disasters  • exhibit life-saving skills during disaster | **7** |
|  | **Total 100** | | | **65%** |

**Sub: Geography Class: VIII**

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| --- | --- | --- | --- | --- |
| **Strand** | **Chapter #** | **Scope** | | **Weighting** |
| **Topics/Sub-topics** | **Learning Objectives** |
| 1. Time and Space | 1.Map work | South Asia   * Physical Features (mountains, plains, plateaus, rivers, seas)   Bhutan   * Physical features (mountains/peaks, passes, and rivers) * Places and dzongs | Identify and locate various relief features, main countries, climatic and vegetation belts of south Asia, physical features, distribution of agricultural products, minerals and population and chief cities of south Asia and physical features. | 6 |
| 2. The Motions of the Earth | Characteristic of rotation and revolution n | * Describe rotation and revolution   • Explain the key characteristics of Earth’s motion | 5 |
| 3. Latitude and Longitude | Important latitude  Features of heat zones  Longitude and time calculation | Describe the importance of latitudes and longitudes  • Identify latitudes and longitudes of places on a map  • Calculate time and longitudes | 6 |
| 4. Map Reading and interpretation | Types of scales  Grid reference  Contour, relief features and profiles | Interpret and illustrate relief features from contour map  • Locate features on a map | 6 |
| 2. Physical Environment | 1. Rivers- major features | Work of a river  Stages of a river | Discuss stages of river  • Describe the landforms at different stages | 6 |
| 2. Earthquake and Volcano | Causes and effect of earthquake  Causes of volcano  stages of volcano | Discuss earthquake and volcano  • Describe the effects of earthquake and volcano  • Explain the stages of volcano | 6 |
| 3. The Atmosphere | Composition of atmosphere  Significance of atmosphere | Describe composition of the atmosphere  • Explain the significance of atmosphere | 0 |
| 4. Weather and Climate | Elements of weather and climate  Factors affecting climate | Discuss the elements of climate  • Explain the factors affecting climate | 0 |
| 5. Soil | Properties of soil  Soil profile  Types of soil | Describe basic soil properties  • Explain soil forming factors  • Classify soil types | 5 |
| 6. Natural Vegetation | Types of vegetation | Describe the types of vegetation  • Explain the sub-types of vegetation | 6 |
| 2. People and Environment | 1.Population Change | Population structure and composition  Factors affecting change in population  Population planning  Impacts of population change | Explain the causes of change in population  • Discuss the importance of addressing population change | 0 |
|  | 2. Settlement | Classification of settlement  Patterns of rural settlement | Classify patterns of settlement  • Illustrate patterns of settlement with examples | 0 |
|  | 3. The Environment | Components of environment  Energy flow in the eco system  Impacts of human activities  Conservation of environment | Describe the interrelationship that exist among the various components of the environment  • Discuss the importance of environmental conservation | 7 |
|  | 4. Natural Resources | Classification of natural resources  Conservation of natural resources | Classify the natural resources into renewable and non-renewable  • Describe the importance of natural resources | **6** |
|  | 5. Hazard and Disaster | Causes and effects of disaster  Disaster management cycle | Distinguish between hazard and disaster  • Differentiate natural hazard from human induced hazard  • Discuss causes and effects of disasters  • Suggest measures to mitigate disasters | **6** |
|  | Total 100 | | | **65%** |

1. Bhutan History & Civics

**Subject: Bhutan History & Civics Class: VII**

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| --- | --- | --- | --- | --- |
| **Strand** | **Chapter** | **Scope** | | **Weighting** |
| **Topic/sub-topics** | **Learning objectives** |
| Identity, Spirituality and Culture | Chapter: One  The Importance of Pema Linga in the History of Bhutan | Early Life  Discovery of Treasures  Saint, Architect, Artist and Sacred Dancer  Influence on the Political life of Bhutan | Discuss Pema Lingpa’s parental background and upbringing.  List the extraordinary characteristics of Pema Lingpa as a child and a young man.  Describe Pema Lingpa’s discovery of treasures.  Explain Terton Pema Lingpa’s contribution to the cultural and spiritual heritage of Bhutan.  Discuss the Pema Lingpa’s influence on the political life of Bhutan. | 15 |
| Governance and Peace | Chapter Two: Greatness of Zhabdrung Ngawang Namgyal | Early life of Zhabdrung Ngawang Namgyal  Religious Unification  Tibetan Invasions  Making a Nation State  Codification of Laws  Arts and Architecture  The Creation of Unique National Identity | Explain the early life of Zhabdrung Ngawang Namgyal.  Explain the circumstances in Tibet that led Zhabdrung Ngawang Namgyal’s departure from Tibet for Bhutan.  Describe the process of religious unification in western Bhutan  Describe the causes of Tibetan attacks during Zhabdrung’s era.  Explain the reasons leading to the making of Nation State by Zhabdrung Ngawang Namgyal.  Explain the importance of Laws codified by Zhabdrung Ngawang Namgyal.  Discuss Zhabdrung’s contribution in art and architecture of Bhutan.  Explain the importance of Dzongs built during Zhandrung Ngawang Namgyal’s Era.  Explain creation of national identity as the greatest achievement of Zhabdrung Ngawang Namgyal. | 15 |
| Governance and Peace | Chapter Three: The Chhoesi System and The First Four Desis | Chhoesi System  Structure of Chhoesi System  First four Desis: Umze Tenzin Drugyal (1651-1656)  La Nyoenpa Tenzin Drugdra ( 1656-1668)  Chhoegyal Minjur Tenpa (1668-1680)  Gyalse Tenzin Rabgye (1680-1694) | Explain the *Chhoe-sid* System established by Zhabdrung Ngawang Namgyal.  Describe the structure of Chhoesi System established by Zhabdrung Ngawang Namgyal.  Describe the contributions of the first four Desis. | 15 |
| Governance and Peace | Chapter Six: British India’s Interference the Case of the Assam Duars | The geographical features of the Duars.  Ownership of Assam Duars  Payment of Compensation  -Growing tension  The continuation of cross border raids.  The failure of Pemberton’s Mission | Explain the geographical features of the Duars.  Discuss the significance of Assam Duars to Bhutan.   * Explain the factors leading to the growth tension between Bhutan and British India.   Discuss the terms the Pemberton’s Mission.  Explain the reasons for the failure Pemberton Mission. | 7.5 |
| Governance and Peace | Chapter Seven: Civics: Forms of Government | Government  Types of Democratic Government  The Branches of the Government.  Constitutional Bodies  Defence | Differentiate the types of Democratic  Government.  Identify the branches of the Government.  Explain the specific functions of the branches of the Government.  Identify the types of Constitutional Bodies Constitutional Bodies.  Explain how Constitutional Bodies ensure Good Governance.  Identify the roles of the Armed Forces | 7.5 |
|  |  |  | **Total** | **60** |

**World History Class VII**

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| --- | --- | --- | --- | --- |
| **Standard** | **Chapter** | **Scope** | | **Weighting** |
| **Topic/ Subtopics** | **Objectives** |
| Historiography and Writing | Chapter 1  Understanding  History | Introduction  Concept of History  Characteristics of History  Importance of History  History in relation to other subject | Define History  Explain History as a perspective- based study  List Characteristics of History.  Explain the importance of learning History  Describe History in relation to other subjects. | 15 |
| Evolving Civilization | Chapter 2  Understanding  Civilisation | Introduction  Concept of Civilizations  Factors responsible for the rise of civilization  Characteristics of civilization  Scientific Inventions | Write the concept of civilization.  List the factors leading to the rise of a civilization.  Explain the characteristics of a civilization.  Relate the impacts of civilization to the advancement of scientific invention and technology. | 12.5 |
| Identity, Spirituality and Culture | Chapter 4  Understanding Culture | Introduction and Concept of culture.  Characteristics of Culture  Culture Diversity and its importance | Explain culture  Write the characteristics of culture.  Explain the reasons for diversity in culture. | 12.5 |
|  |  |  | Total | 100 |

**Subject: Bhutan History & Civics Class: VIII**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Chapter** | **Scope** | | **Weighting** |
| **Topic/sub-topics** | **Learning objectives** |
| Governance and Peace | Chapter Two: The Young Jigme Namgyel 1825-1865 | Jigme Namgyel’s Early Life  In service in Trongsa  Services rewarded  Struggle for power  Trongsa Poenlop  Trongsa Poenlop’s growing influence  Trongsa Peonlop retians his office | Explain the early life of Jigme Namgyal.  Discuss the services of Jigme Namgyel in Trongsa Dzong.  Describe the events  that led to the rise of  Jigme Namgyal (Darpoen, Zimpon to Trongsa Penlop)  Discuss the significance of the post of Trongsa Penlop to Jigme Namgyel. | 8 |
|  | Chapter Five: Jigme Namgyel and his times 1886-1926 | Jigme Namgyel becomes Desi  *The Paro Poenlop Rebels*  *Treachery in Paro and Wangduephodrang*  *Paro Poenlop Defeated*  *Punakha Dzongpoen Defeated*  *Wangduephodrang Dzongpoen Defeated*  *Jigme Namgyel* Continues to be most the powerful | Describe the political situation of the country before and after Jigme Namgyal’s rise to power.  Explain the role of Jigme Namgyel as Desi. | 8 |
|  | Chapter Six : Druk Gyalpo Ugyen Wangchuck 1862-1926 | His Early Life  Ascends to Paro Poenlop 1879  Struggle for Control of Trongsa Poenlop’s  Post  Becomes Trongsa Peonlop  Growing Power against background of plots  *Open revolt, 1885*  *Fighting Breaks out*  *Rebellion Put Down, 1885*  *End of Civil War*  Ugyen Wangchuck’s Diplomatic Skills  Foreign Relations Strengthened  Establishment of Hereditary Monarchy  Treaty of Punakha,1910  Internal Reforms | Describe the early life of His Majesty Druk Gyalpo Ugyen Wangchuck.  Explain the milestones in the rise of Ugyen Wangchuck as an important political figure such as Paro Poenlop, Trongsa Poenlop  Discuss the Battle of Changlimithang of 1885 and its significance as the last civil struggle in the History of Bhutan.  Explain Ugyen Wangchuck as a successful meditator in Younghusband Mission of 1904  Discuss the immediate circumstances leading to the establishment of Hereditary Monarchy.  State the significance of the Treaty of Punakha, 1910.  Highlight the contribution of His Majesty Druk Gyalpo Ugyen Wangchuck as the Founding Monarch. | 10 |
|  | Chapter Seven: Druk Gyalpo Jigme Wangchuck 1905-1952 | Early Life  Reforms  *Reduction of Number of officers*  *Control of Appointments*  *Tax Burden*  *The Royal House Hold*  *Religious Appointments*  *Military Established*  *Education Develops*  Reforms and Developments  Foreign Relations | Explain early life of Druk Gyalpo Jigme Wangchuck  Discuss the initiative undertaken by King Jigme Wangchuck to consolidate the stability of the nation.  Explain how Bhutan benefited from the policy of isolation. | 8 |
|  | Chapter Eight: Druk Gyalpo Jigme Dorji Wangchuck 1928-1972 | Early Life  The Country’s Position in the mid-20th Century  End of Isolation  Social and Economic Reforms  Constitutional Reforms  The Path to Development  Other Achievements  Father of Modern Bhutan | Explain the early life of His Majesty Druk Gyalpo Jigme Dorji Wangchuck.  Describe Bhutan’s relation with India and international community during the reign of His Majesty Druk Gyalpo Jigme DorjiWangchuck.  Explain the social reform that transformed the life of common people.  Explain the Third Druk Gyalpo as the Father of Modern Bhutan with focus on socio-economic and constitutional reforms.  Analyze the administrative and constitutional reforms as a step towards decentralization.  Asses the significance Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan’ | 9 |
|  | Chapter Nine : Druk Gyalpo Jigme Singye Wangchuck and Twenty Five years of Development | Early Life and Education  Planning for Development  Social Reforms  *Health*  *Education*  *Agriculture and Forestry*  *Media and Communication*  Economic Reforms  Administrative Reforms  Cultural and Religious Reforms  Foreign Relations  National Identity and Concept of One Nation One People  A Life in the Service of His Country and People | Explain the early life of His Majesty Druk Gyalpo Jigme Singye Wangchuck.  Explain the Social initiatives and the developmental changes brought during the reign of our Fourth Druk Gyalpo  Explain the major economic initiatives undertaken to raise the revenue and the living standard of people under the reign of His Majesty Jigme Singye Wangchuck.  Explain the Administrative and constitutional reforms initiated for people’s participation.  Explain the 4th Druk Gyalpo’s Foreign relations and its significance to the country.  Discuss the significance of 4th Druk Gyalpo’s initiative with reference to National Identity and the concept of One Nation One People. | 10 |
|  | Chapter Ten: Civics: Constitution and Citizen | Definition of Constitution  Important Features of the Constitution  Importance of the Constitution  Citizen  Voting | Define Constitution  Write the features of the constitution.  Write the importance of constitution.  Define citizen.  Write citizenship laws of Bhutan.  Explain why a citizen must vote. | 7 |
| **Total** | | | | **60** |

**World History Class VIII**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Chapter** | **Scope** | | **Weighting** |
| **Topic Subtopics** | **Objectives** |
| Historiography and Writing | Chapter One:  History and its sources | -Introduction  Understanding Historiography.  Sources of History  Primary and secondary sources of history. | Identify the values of knowledge building through documentation and collection of sources.  Explain historiography and its importance in studying History.  Explain sources of history and their uses.  Define primary and secondary sources. | 15 |
| Evolving Civilization | Chapter Two:  The Stone Age | Introduction  -Human Evolution  Three periods of stone age :  Paleolithic  Mesolithic  Neolithic | Explain the biological evolution of human beings.  Describe the three periods of Stone Age and its features. | 12.5 |
| Identity, Spirituality and Culture | Chapter Four: Understanding  Religion. | Introduction  Major world religions;  *Buddhism*  *Christianity*  *Hinduism*  *Islam*  *Judaism*  Basic Characteristics of religion | Interpret religion in your own words.  Explain different types of religion.  Examine the basic characteristics of religion. | 12.5 |
| **Grand Total** | | | | **100** |

1. Health and Physical Education

**Subject: Health and Physical Education Class: VII**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Themes** | **Sub Themes** | **Learning Objectives** | **Weighting %** |
| Movement and Physical Activity | Movement and skills for active lifestyles and sports excellence | *Movement Skills for Physical Competency* | * Explain the technical concepts and importance of Locomotors, Stability, and Object control. | 40 |
| * Perform physical activities applying basic techniques of Locomotors, Stability, and Object control. |
| * Use basic techniques of Locomotors, Stability and Object control in performing simple aerobic exercise and target games |
| Fitness for health and quality life. | *Fitness and Active Lifestyle* | * Explain the importance of physical fitness for better health, active participation in educational and social activities. | 7 |
| * Perform physical fitness activities to promote cardiovascular endurance, muscle strength and endurance, flexibility, and body fat composition. |
| * Incorporate fitness activities to participate in regular recreational activities. |
| *BMI for Health and Wellbeing* | * Explain height and weight based on BMI to know about one’s growth and development. | 3 |
| * Calculate individual BMI using weight and height. |
| * Maintain a healthy BMI zone. |
| Body posture, safety, First Aid, and remedies for efficiency and wellbeing. | *Body Postures for Health and efficiency* | * Explain the concept of correct dynamic body postures in physical activities. | 5 |
| * Explain skills of maintaining correct body postures in dynamic physical activities for efficiency. |
| * Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries. |
| *Safety, first aid, and Injury Preventions* | * Explain the importance of safety measures in performing Locomotors, Stability, and Object control safely. | 5 |
| * Relate safety measures with Locomotors, Stability, and Object control to prevent injuries. |
| * Apply the concept of safety measures to prevent injury while performing aerobic exercise and target games. |
|  | *First Aid for supporting and saving lives* | * Explain lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, Fatigue |  |
| * Perform first aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, Fatigue |
| * Apply first aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, Fatigue |
| Personal and Interpersonal Development | Behaviour and life skills for social harmony. | *Wholistic Growth and Development* | * Explain infancy, childhood, adolescence, and adulthood concerning physical, social, and emotional wellbeing. | 5 |
| * Examine the factors influencing an individual's emotional and social development. (peer influence, media influence, cultural influence) |
| * Identify physical activities that promote and maintain social and emotional wellbeing. |
| *Teenage pregnancy and its Consequences* | * Explain factors leading to teenage pregnancy | 5 |
| * Introspect implications of teenage pregnancy on personal health, wellbeing, and education. |
| * Say no to things leading to teenage pregnancy. |
| *Discipline and Manners for Social Harmony* | * Explain the importance of code of conduct, social norms, promote self-responsibilities, and self-discipline for social harmony. | 5 |
| * Identify personal conducts and skills that contribute towards building personal and interpersonal relationships |
| * Follow rules and regulations to cooperate and complete team activities. |
| Health and Healthy Living | Water, sanitation, and hygiene for healthy living. | *WASH for Healthy Living* | * Explain the importance of water, sanitation, and hygiene (WASH) for personal health. | 10 |
| * Identify practices of maintaining personal hygiene and sanitation |
| * Take ownership of WASH facilities in school and at homes. |
| Nutrition choices and habits for longevity and sports excellence. | *Healthy Food Habits for Longevity* | * Explain nutrition concerning body functions, personal health, deficiency diseases, and non-communicable diseases | 10 |
| * Calculate the number of serves of the different food groups required for an individual per day. |
| * Practise food safety at home and school by developing food safety plans. |
| Healthy and ethical use of substances | *Health Impact of Substance* | * Explain the importance of safe use of medicines to promote personal health and its effects on personal health when misused. | 5 |
| * Identify the benefits and commonly misused substances and the effect on performance in physical activities |
| * Follow the advice of parents/teachers or medical persons for the consumption of any medicines to avoid health risks. |

**Subject: Health and Physical Education Class: VIII**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Themes** | **Sub Themes** | **Learning Objectives** | **Weighting %** |
| Movement and Physical Activity | Movement and skills for active lifestyles and sports excellence | *Movement Skills for physical competency* | * Explain the technical concepts and importance of Locomotors, Stability, and Object control. | 40 |
| * Perform physical activities applying basic techniques of Locomotors, Stability, and Object control. |
| * Use basic techniques of Locomotors, Stability and Object control in effectively performing simple aerobic exercise, target games, striking and fielding, net and wall and invasion. |
| Fitness for health and quality life. | *Fitness for Health and Wellbeing* | * Explain importance of physical fitness for leading active and productive life through habitual physical activities and physical efficiency. | 10 |
| * Perform physical fitness activities by preparing personal fitness routine to promote general fitness and health. |
| * Incorporate fitness activities in regular recreational activities using fitness routine to develop habits of active living. |
| * Explain weight and height (BMI) |
| * Calculate individual BMI using skill of measuring weight and height. |
| * Determine to maintain healthy BMI zone. |
| Body posture, safety, First Aid and remedies for efficiency and wellbeing. | *Body Postures for Health and efficiency* | * Explain the importance of correct body postures considering low and high risk, low and high intensity, environmental risk factors for effective body function. | 5 |
| * Correct individual body postures to assess the nature and intensity of the activity for safe participation. |
| * Use correct body postures in performing dynamic physical activities with efficiency. |
| *Safety and Injury Preventions* | * Explain the importance of safety measures in performing Locomotors, Stability and Object control safely. | 5 |
| * Relate safety measures with Locomotors, Stability and Object control to prevent injuries. |
| * Apply the concept of safety measures to prevent injury while performing aerobic exercise, target games, striking and fielding, net and wall and invasion. |
|  | *First Aid for supporting and saving life* | * Explain lodged foreign object (eyes/ears/nose/mouth, cramps, fatigue |  |
|  | * Perform first aid for lodged foreign object (eyes/ears/nose/mouth, cramps, fatigue |
|  | * Apply first aid for lodged foreign object (eyes/ears/nose/mouth, sprain, strain, cramps, fatigue |
| Personal and Interpersonal Development | Behaviour and life skills for social harmony. | *Wholistic Growth and Development* | * Explain factors affecting growth and development in relation to height and weight, happiness and sadness, cheerfulness, extrovert and introvert | 5 |
| * Examine the factors influencing individual's emotional and social development |
| * Identify physical activities that promote and maintain social and emotional wellbeing through aerobics and meditation. |
| * Maintain personal diary to maintain individual’s feelings and emotional state. |
| *Teenage Pregnancy and Its Consequences* | * Explain social and economic consequences of teenage pregnancy. | 5 |
| * Identify early signals that may lead to teenage pregnancy. |
| * Consult and get support from parents and teachers on the early signals on teenage pregnancy. |
| *Discipline and Manners for Social Harmony* | * Explain importance of code of conduct to promote self-responsibilities, social equity and decision making through effective communication and teamwork. | 5 |
| * Identify personal conducts and skills that contribute towards building friendly relationships using skills of listening and expressing ideas. |
| * Follow rules and regulations in all team work for cooperation and success. |
| Health and Healthy Living | Nutrition choices and habits for longevity and sports excellence. | *Healthy Food Habits for Longevity* | * Explain balanced diet in relation to serving sizes to enhance personal dietary habits (Food Groups and balanced diet, Servings sizes for different food groups). | 10 |
| * Describe nutrition in relation to body functions, personal health, deficiency diseases and non-communicable diseases |
| * Calculate approximately the number of serves of the different food groups required for an individual per day. (Reference Food and Dietary Guidelines for School Aged children (2019). |
| * Identify safe practices with food based on nutrition requirements to prevent nutrition deficiency and excess in themselves and others. |
| * Practise food safety balanced diet at home and school. |
| Water, sanitation and hygiene for healthy living. | *WASH for Healthy Living* | * Explain the importance of water, sanitation and hygiene (WASH) for personal heath. | 10 |
| * Identify ways to sustain water supply schemes and identify functionality of the WASH facilities in schools. |
| * Plan water conservation activities. |
| Healthy and ethical use of substances | *Health Impact of Substance* | * Explain the importance of safe use of medicines and impact of substance misuse on the individual, family and the society. | 5 |
| * Identify the benefits and negative impact of use of medicines |
| * Follow medical advice for consumption of any medicines |

1. ICT

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| --- | --- | --- | --- | --- | --- |
| **Subject: ICT (Coding component) CLASS: VII & VIII** | | | | | |
| **Strand** | **Chapter** | **Topics and Sub-topics** | **Learning Objectives** | **Weighting (%)** | **Period** |
| **D**  Coding  (Pyleap) | 1. Bright starry sky | * Programming * What is programming * Coordinate system * X-coordinate * Y-coordinate * Origin * Coordinate system | * Understand the concepts of programming and programming language. * Understand the coordinate representation and know the basic correspondence between the point and the position in the window. | 9 | 5 |
| 1. Dot to Dot | * Line segment object creation and drawing. * Line colour. | * Learn to create and draw segment object * Combined with coordinate knowledge to complete the task of connecting dots into a picture | 9 | 5 |
| 1. Magic Rainbow | * Circle object creation and drawing. | * Understand the meaning of the centre and radius of a circle * Learn the creation and application of circle objects. * Apply the characteristics of the circle to complete the drawing of rainbows and clouds. | 9 | 6 |
| 1. My school bus | * Rectangle object creation and drawing | * Understand the order in which the code runs * Learn the creation and application of circle objects, Understand and apply the attributes of rectangle object * Combined with the learned graphics to complete the drawing of the school bus | 9 | 6 |
| 1. Sunflower | * Oval object creation and drawing * Rotation of graphics * Comprehensive application of graphics. | * Learn the creation and application of oval objects. * Learn to use the rotation method of graphic objects to complete the rotation of graphics * Combined with the 9learned graphics to complete the drawing of the sunflower. * Combine with the learned graphics to * Complete the design and drawing of emoji. | 9 | 6 |
| 1. Windmill kingdom | * Polygon creation and drawing * Comprehensive application of graphics | * Learn the creation and application of polygon * Combined with the learned graphics to complete the drawing of the windmill | 8 | 6 |
| 1. Rotating windmill | * Principle and implementation of animation. | * Understand the attributes of objects and learn to define and modify object attributes * Understand the principles of animation, and learn and use animation functions * Complete the rotation effect of windmill with   animation function | 9 | 6 |
| 1. Sea voyage | * Comprehensive application of graphics * Optimize attributes operation * Animation realization | * Combined with the learned graphics to complete the drawing of the sailing ship * Review the animation principle and apply the animation function to complete the move animation. * Optimize the operation of attributes values to achieve the effect with fewer attributes | 9 | 6 |
|  | 1. Pet octopus | * Comprehensive application of graphics * Animation application | * Combined with the learned graphics to complete the drawing of the pet octopus * Use graphic rotation animation, attributes position movement animation, graphic size change and so on to complete pet animation. | 9 | 6 |
| **Total** | | | | **80** | **52** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject: ICT (Literacy component) CLASS: VII** | | | | | | | |
| **Strand** | **Chapter** | **Topics and Sub-topics** | **Learning Objectives** | **Weighting (%)** | | **Period** | |
| **A**  Technology Operation | 1. Making Presentation | **Project on Presentation**   * MS PowerPoint tools * Multimedia, Animation * Select a topic of interest. | * Design a presentation using MS PowerPoint on a topic of personal interest and present it to your class. | 10 | | 8 | |
| **B**  Communication and Collaboration | 1. Social Media | **Project on Social Media**   * Social media * Uses of social media * Join communities of learning groups | * Create or join an educational group on Facebook to discuss and share materials on topics for personal learning and growth. | 5 | | 6 | |
| **C**  Safety and Ethics | 1. Social media privacy and security | **Project on privacy and security**   * Protecting personal data. * Netiquettes * Benefits and risk of online services. | * Create a poster on the benefits and risk of using social media and other online services. * Share the awareness poster on the Facebook groups | 5 | | 6 | |
| **Total** | | | | | **20** | | **20** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject: ICT (Literacy component) CLASS: VIII** | | | | | | |
| **Strand** | **Chapter** | **Topics and Sub-topics** | **Learning Objectives** | **Weighting (%)** | **Period** |
| **A**  Technology Operation | 1. Working with audio | **Project of remixing music**   * Audacity program * Music remix * SoundCloud | * Create a remix music of songs using audio editing tool and share it online. | 10 | 8 |
| **B**  Communication and Collaboration | 1. Reliable information | **Project on information access from internet.**   * Online information * Copyright * Creative commons | * Design and follow a standard verification criterion to assess reliable information from the Internet | 5 | 6 |
| **C**  Safety and Ethics | 1. Preventing Malware | **Project on malware prevention**   * Malware * Types of malware * Antivirus * Ways to backup data. | * Formulate different methods of securing data from malware. | 5 | 6 |
| Total | | | | 20 | 20 |

ASSESSMENT AND EXAMINATIONS GUIDELINES

## RATIONALE

The prevailing COVID-19 pandemic, like any other unforeseen calamity, has caught the world unprepared. The current global infection rate of the disease and fatalities related to it is alarming, rendering the global situation volatile. This situation has directly affected the health of the global economy as it influences a myriad of international relations, amongst which, health and education are affected the most.

Every country is doing its best not only to tackle the problems brought about by the pandemic, but also to learn the lessons and prepare for similar scenarios in future. Nations can often compromise their priorities during an emergency such as this, however, Bhutan, as history stands proof, has always accorded the highest priority for the education sector.

His Majesty the King, at the 3rd Convocation of the Royal University of Bhutan:

*“if changing realities bring new ambitions and goals, it must also bring new plans and preparation. Most importantly, we have to ask ourselves, how do we build and nurture the people who will implement the plans and fulfil our goals? The answer lies in Education”.*

To state the obvious, the primary function of education is to prepare the youths for the succeeding generation. As such, the Ministry of Education, Royal Education Council and Bhutan Council for School Examinations and Assessment are committed in putting every means at their disposal in ensuring that every cohort of learners have access and quality of education required in acquiring the expected learning outcomes of the respective grades. Therefore, every possible avenue is explored to ensure that every student has access to learning to continue learning, and for measures to strengthen the system for the post COVID 19 pandemic, despite the dire situations as this.

With the schools closed down for a prolonged period due to the prevailing situation, the implementation of the regular curricula has not been feasible. Hence, schools have been directed to implement the adapted or prioritized curricula, and provisions for safety and psychosocial wellbeing of students are in operation.

The volatile evolving situation around the world calls for reorganization, adjustment and sacrifices of social services, facilities and national priorities. For the education sector, the prerogative is envisioning situation based learning areas, either adapted or prioritized curriculum, with a different set of objectives, modes, and techniques of assessment and examinations aligned with the standard learning outcomes for the academic year 2020.

## OBJECTIVES

The guidelines on Assessment & Examinations for Education in Emergency Curriculum has been developed through consultative approach amongst the professionals from the Ministry of Education, Royal Education Council and the Bhutan Council for School Examinations and Assessment with the following objectives.

1. Guide the schools and other relevant agencies on the conduct of assessment and examinations, both home and the board examinations.
2. Inform the stakeholders such as parents, students, education sector and tertiary education institutes about the changes in assessment and examinations, and provide monitoring and support services accordingly.
3. Provide directives on smooth promotion and certification for progression of students to higher learning grades despite the emergency.
4. Provide proper guidance and support for maintaining consistency of assessment modalities.
5. Facilitate continuous learning of students, including students with disabilities, so that they progress to higher grade with adequate competencies.

# ASSESSMENT AND EXAMINATIONS MODALITIES

**Overview of Strategic Plan for School Curriculum and Assessment for EiE Phase 2**

The EiE Phase 2 envisages that the continued learning is adherence to the following.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scenario & Situation** | | | **Curriculum** | **Mode** | **Assessment** |
| Scenario I | Situation 1 | If all schools open at the same time | Class PP – 9 & 11  Prioritized Curriculum | Regular class with safety and precautionary measures | Regular on prioritised curriculum  (CFA, Tests, year-end examinations) |
| Class 10 & 12  Prioritized Curriculum | Regular class with safety and precautionary measures |
| Situation 2 | If schools open in a phased manner | Class PP – 9 & 11  Adapted Curriculum | **Open**: Regular class with safety and precautionary measures  **Closed**:  (A) PP-3: BBS, Social media (Wechat / WhatsApp / Telegram), Radio, SIM  (B) Cl 4 -9 & 11: BBS, SIM, Google classroom | Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern |
| Class 10 & 12  Prioritized Curriculum | Regular class with safety and precautionary measures | Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum |
|  | |  | | | |
| Scenario II | All schools closed | | Class PP – 9 & 11  Adapted Curriculum | A) PP-3: BBS, Social media (Wechat / WhatsApp / Telegram), Radio, SIM  (B) Cl 4 -9 & 11: BBS, SIM, Google classroom | Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern |
| Class 10 & 12  Prioritized Curriculum | Regular class in quarantine mode. | Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum |
| NOTE: | For effective curriculum delivery as well as to provide support for psycho-social wellbeing:   * Follow Ministry of Health's protocol and preventive measures. * Follow WASH advisory. * No mid-term examinations. * No trail examinations. * No co-curricular and extra-curricular activities. * Mid-term break to be used as instructional days. * Use Saturdays to adjust instructional days. * Strengthen psychosocial support including help-centres. | | | | |

**School Zonation**

**High risk:** Class and examinations with preventive measures for classes X & XII based on prioritised curriculum, and online classes for other classes based on the adapted curriculum.

**Medium risk:** Class and examinations with preventive measures for classes X & XII based on prioritised curriculum, and alternative class for classes PP- IX & XI based on adapted curriculum (some schools will be closed and some will be opened).

**Low risk:** Schools will be opened and follow adapted curriculum for classes PP- IX & XI and prioritised curriculum for classes X and XII.

To ensure equity in availing educational opportunities and services during emergencies and crisis situations, such as COVID-19 pandemic, assessment and examinations are informed and based on the Adapted Curriculum and Prioritized Curriculum.

# SCENARIO I - Situation I

If all schools reopen from June 2020 onward, prioritized curriculum shall be offered for all classes. Both home and board examinations shall be conducted on the contents of the prioritized curriculum.

1. **Assessment Modalities**

**Modes & Strategies**

The following shall inform the conduct of assessment:

**1.1. Key Stage I – Classes PP - III**

1.1.1. Schools shall follow the modality of assessment as per the CFA guidelines for classes PP – III.

1.1.2. The classes PP – III teachers shall consolidate the progress of students and report to parents/guardian as follows:

* 1. For quarter I and II in August.
  2. For quarter III in mid-October.
  3. For quarter IV and overall consolidated progress report at the end of the academic session in mid-December.

**1.2. Key Stage II to V: Classes IV-XII**

1.2.1. Schools to conduct assessment on the prioritised curriculum

1.2.2. Owing to the lapse in term I, term II assessment shall be considered for promotion

1.2.3. For classes XI and XII, the cumulative marks of project work for Sciences, History, Environmental Science, Accountancy and Geography shall be considered as a part of CA.

1.2.4. For class X, CA marks for all subjects shall be converted into appropriate percentage by schools and submitted to BCSEA.

1.2.5. For class XII (BHSEC and LCSC), total internal marks in relevant subjects shall be converted into appropriate percentage by schools and submitted to BCSEA.

**Assessment Techniques and Tools**

The objectivity and reliability of the conduct of the assessment shall be guided by the following.

2.1. Class tests on the prioritized curriculum by using paper and pencil for content knowledge.

2.2. Practical work and project work assessed by using rubrics, checklist and rating scale for psychomotor and affective domains.

2.3. Continuous assessment for ongoing learning by using tools like rubrics, checklist, rating scale and other subject specific tools.

**Reporting & Recording**

3.1. Schools shall record and report of students’ performance based on the CFA guidelines for classes PP – III.

3.2. Teachers shall record and report on students based on the continuous assessment guidelines as outlined in respective subjects for classes IV to XII.

3.3. The aggregate scores attained by students at the end of the year in numerous assessment tasks shall contribute to promotion of students.

1. **Examinations Modes and Strategies**

## 1. Modes and Strategies

In this situation, both home and board examinations shall be conducted on the contents of the prioritized curriculum.

**1.1. Home Examinations**

The Home Examinations shall be informed by the following:

1.1.1 There shall be no formal examination for the Key Stage I vide letter number DSE/SPCD/ADM(1.1) /2020/209 dated 3rd March 2020. Students in the key stage I (classes PP-III) shall be promoted to the next higher level upon the fulfilment of pre-existing conditions set out in the CFA guidelines.

1.1.2. For key stages II to V, examinations shall be based on the prioritized curriculum.

1.1.3. The duration and weighting for home examinations should remain the same to ensure the validity and credibility of the results issued by schools.

1.1.4. The contents of the prioritized curriculum comprise about 65% of the regular curriculum content / learning outcomes to enable progression to the next higher level. This is based on the premise that the number of instructional days i.e., about 120 days, available for the delivery of subject contents, schools would still have about five months of contact teaching in addition to the online, TV classes, SIM and radio. It is also considering the time needed for counselling and health practices for safety of students.

1.1.5. Practical examinations for science, accountancy and computer studies shall be conducted based on the prioritized curriculum (65% content of the regular curriculum) learning outcomes.

1.1.6. There shall neither be midterm nor trial examinations conducted in order to make up for the lost instructional time.

**1.2. Board Examinations**

The Board Examinations shall be conducted for classes X and XII. This shall be based on the following.

1.2.1. The board examinations shall be convened as per the schedule provided by the BCSEA.

1.2.2. The board examinations or high-stake examinations shall be based on the prioritized curriculum.

1.2.3. The prioritized curriculum covers about 65% of the regular curriculum contents and learning outcomes deemed necessary to enable progression of students to the next higher level. This is based on the premise that the number of instructional days i.e., about 120 days, available for the delivery of subject contents, schools would still have about five months of contact teaching in addition to the online, TV classes, SIM and radio.

1.2.4. The duration and weighting for board examinations shall remain the same to ensure the validity and credibility of certification under the authority of BCSEA.

1.2.5. Practical examinations for BHSEC science, accountancy and computer studies shall be conducted based on the prioritized curriculum.

1.2.6. The overall result of the student and the certification shall be based on the aggregate of Internal / Continuous Assessment Marks submitted by schools and the Examination Marks.

## 2. Techniques and Tools

The objectivity and reliability of the conduct of the Home Examinations and Board Examinations shall be guided by the following:

2.1. Examinations and class test by using paper and pencil for content knowledge.

2.2. Practical work and project work assessed by using rubrics, checklist and rating scale for psychomotor and affective domains.

2.3. Continuous assessment for ongoing learning by using tools like rubrics, checklist, rating scale and other subject specific tools.

## 3. Reporting and Recording

**3.1. Home examinations**

3.1.1. Grading for subjects for classes PP to IX and XI by schools.

3.1.2. Grading for SUPW for classes VII to IX and XI by schools.

3.1.3. Progress report for students for classes PP to IX and XI by schools.

**3.2.** **Board examinations**

3.2.1. Continuous Assessment / Internal Marks for subjects for classes X and XII by schools.

3.2.2. Grading for SUPW for classes X and XII by schools.

3.2.3. Certification under the authority of BCSEA.

# SCENARIO I – Situation 2

If schools reopen in a phased manner based on the risk-level zonation (low, medium and high), adapted curriculum shall be offered to classes PP-IX and XI, and prioritized curriculum shall be offered to classes X and XII. Assessment and examinations shall be informed by the following guidelines.

1. **Assessment Modalities**

If schools open phase wise, assessment shall be conducted based on the contents of the prioritized curriculum for classes X and XII, and adapted curriculum for other classes.

1. **Assessment Modes and Strategies**
   1. **Key Stage I - V: Classes PP – IX & XI**
      1. Assessed through conventional test / short assignment / objective type question pattern.
      2. For unreached and non-responsive students, *Dzongkhags* and *Thromdes* to explore alternative ways of assessment, for instance delegating mobile teachers to ensure all students are assessed and supported.
      3. Based on the prioritized curriculum for classes X & XII, schools shall plan and assign tasks to students so that they are meaningfully engaged and authentic assessment is carried out for learning progression and promotion irrespective of the zones.
      4. The delivery of instructions can be as follows:

**Open**:

Regular class with safety and precautionary measures.

**Closed**:

(A) PP-3: BBS, Social media (WeChat/WhatsApp/ Telegram), Radio, SIM.

(B) Cl 4 -9 & 11: BBS, SIM, Google classroom.

* + 1. Schools shall use BBS lessons and google classroom (IV - IX & XI) for assigning tasks to students and keeping evidences of student learning based on adapted curriculum. Relevant trainings to support use of google classroom effectively shall be continuously provided.
    2. Based on the adapted curriculum for class PP-IX and XI, schools shall plan and assign tasks to students so that they are meaningfully engaged and appropriate assessment is carried out for learning progression and promotion for classes PP-IX & XI.

For those unreached through BBS and google classroom, support shall be provided through SIM (print materials), radio broadcast, and curated content.

* + 1. Teachers shall assess and provide feedback on the performance of students and maintain the records based on assignment submitted by students.
    2. Promotion of a student shall be based on the record of marks obtained through records maintained by respective subject teachers on the various tasks performed by students.
    3. The following modified weighting shall be used to assess and report on students’ performance:

Conventional Test / objective type question pattern - 40%; short assignment 60% in lieu of home examinations.

1. **Assessment Techniques and Tools**

The objectivity and reliability of the conduct of the assessment shall be guided by the following.

* 1. Continuous assessment for ongoing learning / internal marks for Board Examinations from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.
  2. Teachers use appropriate tools as described in the respective subjects

1. **Reporting & Recording**

Schools shall ensure that performance of children are recorded and reported based on the “Assessment and Examinations” protocols as dictated by the evolving situation.

* 1. Teachers to maintain e-Learning log book for delivery of lessons through online mode.
  2. Teachers of class IV-XII shall keep records on BBS lessons and Google Classroom and CFA grades generated from this platform.
  3. Principals and DEOs to keep the proper records of delivery of lessons.

1. **Examination Modalities & Strategies**
2. **Modes and Strategies**
   1. **Home Examinations**
      1. The adapted curriculum which is theme based is implemented in this situation.

Owing to social distancing priority, the formal examinations are not feasible on the adapted curriculum for classes PP-IX and XI

* + 1. Class PP – 9 & 11: Conventional test / objective type question pattern and short assignment are used for promotion of students. It is imperative for teachers to continue maintaining records of activities and assessments submitted by individual student.
  1. **Board Examinations**
     1. The board examinations shall be convened as per the schedule provided by the BCSEA. The examinations shall be preponed (mid-November) and the BCSE, BHSEC and LCSC XII examinations shall be held on alternate days
     2. The board examinations for classes X and XII shall be conducted on the prioritized curriculum by complying with the safety protocols set by the Ministry of Health.
     3. Practical examinations for relevant subjects shall not be conducted for class XII, as students do not have opportunity to get hands-on experience. Therefore, the theory papers for BHSEC science, accountancy and computer studies shall be assessed out of 100% weighting.
     4. The project works intended for board examinations for relevant subjects shall not be conducted.
     5. The SUPW grades for classes X and XII shall be based on classes IX and XI grades and on the current grades performance.
     6. The assessment for AgFS (class X) which is 100% from schools shall be based on the marks obtained in class IX.
     7. In absence of internal marks for class XII in AgFS, *Driglam* (LCSC) and *Luzhey* & *Nyencha* (LCSC) from schools, theory papers shall be assessed out of 100%.
     8. For class X, teachers concerned shall keep a record of individual student’s performance on their assignments/projects, which shall be used to generate marks for continuous assessment. These marks shall be submitted to BCSEA.
     9. For Media Studies (class XII), teachers concerned shall keep a record of individual student’s performance on their assignments/projects which should be used to generate marks for internal assessment. These marks shall be submitted to BCSEA.
     10. Board examinations shall be conducted in the centres identified by BCSEA in collaboration with *Dzongkhag* and *Thromde* Administration by complying with the safety protocols in a quarantine mode.
     11. Marking workshop shall be conducted by BCSEA complying with the safety protocols set by the Ministry of Health.

**2. Techniques and Tools**

The objectivity and reliability of the conduct of the Home Examinations and Board Examinations shall be guided by the following.

### 2.1. Home examinations

2.1.1. Continuous assessment / internal marks for Home Examinations shall be based from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.

2.1.2. Short assignments for all subjects in all classes in lieu of formal examinations shall be assigned and assessed. This shall be the basis for promotion.

2.1.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

### 2.2. Board examinations

2.2.1. Board examinations shall be conducted through paper and pencil test in a quarantined manner following the safety protocols set by the Ministry of Health.

2.2.2. Continuous assessment / internal marks for Board Examinations shall be based on records maintained using tools like rubrics, checklist, rating scale and other subject specific tools.

2.2.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

## 3. Reporting and Recording

## 3.1. Home examinations

3.1.1. Grading of subjects for classes PP to IX and XI by schools based on the CA and short assignments in lieu of summative examinations.

3.1.2. Progress report for students for classes PP to IX and XI shall be issued by schools.

## 3.2. Board examinations

3.2.1. Schools shall generate and submit internal / CA marks to BCSEA.

3.2.2. Grading for SUPW for classes X and XII based on classes IX and XI by schools.

3.2.3. Certification under the authority of BCSEA.

# SCENARIO II

If there is a national lockdown, all schools shall remain closed. Adapted curriculum shall be offered to classes PP-IX and XI, and prioritized curriculum shall be offered to classes X and XII. Assessment and examinations shall be informed by the following guidelines.

1. **Assessment Modalities**

If schools remain closed, assessment shall be conducted based on the contents of the prioritized curriculum for classes X and XII, and adapted curriculum for other classes.

## 1. Assessment Modes and Strategies

**1.1. Key Stage I: Classes PP – III**

1.1.1. The overall consolidated progress shall be reported at the end of the year using the result sheet format provided in the CFA guidebook.

1.1.2. For unreached and non-responsive students, *Dzongkhags* and *Thromdes* to explore alternative ways of assessment, for instance delegating mobile teachers to ensure all students are assessed and supported.

**1.2. Key Stage II – V: Classes IV –XII**

1.2.1. Schools shall use google classroom (IV -IX &XI) interactively for instruction, assigning tasks to students and keeping evidences of student learning based on adapted and prioritized curriculum. Relevant trainings to support use of google classroom effectively shall be continuously provided.

1.2.2. Based on the prioritized curriculum for classes X & XII, schools shall plan and assign tasks to students so that they are meaningfully engaged and authentic assessment shall be carried out for learning progression and promotion.

1.2.3. Based on the adapted curriculum for class PP-IX and XI, schools shall plan and assign tasks to students so that they are meaningfully engaged and appropriate assessment is carried out for learning progression and promotion for classes PP-IX & XI.

1.2.4. For those unreached through google classroom, support shall be provided through SIM (print materials); radio broadcast and curated content

1.2.5. Teachers shall assess and provide feedback on the performance of students and maintain the records based on assignment submitted by students.

1.2.6. Promotion of a student shall be based on the record of marks obtained through records maintained by respective subject teachers on the various tasks performed by students.

1.2.7. The following modified weighting shall be used to assess and report on students’ performance:

CA 40%, PW 60% in lieu of home examinations.

## 2. Assessment Techniques and Tools

The objectivity and reliability of the conduct of the assessment shall be guided by the following.

2.1. Continuous assessment for ongoing learning / internal marks for Board Examinations from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.

2.2. Teachers use appropriate tools as described in the respective subjects.

## 3. Reporting & Recording

Schools shall ensure that performance of children are recorded and reported based on the “Assessment and Examination” protocols dictated by the evolving situation.

3.1. Teachers to maintain e-Learning log book for delivery of lessons through online mode.

3.2. Teachers of class IV-XII shall keep records on BBS lessons and Google Classroom and CFA grades generated from this platform.

3.3. Principals and DEOs to keep the proper records of delivery of lessons.

1. **Examination Modalities & Strategies**

## 1. Modes and Strategies

### 1.1. Home Examinations

1.1.1. The adapted curriculum which is theme based is implemented in this situation.

1.1.2. For key stage I, the performance of students shall be based on instructions and assessment tasks provided through BBS lessons or other social media platforms (wechat, whatsapp, telegram etc). It is imperative for teachers to continue maintaining records of activities and assessments submitted by individual student.

1.1.3. Practical examinations for relevant subjects shall not be conducted for all levels as students do not have opportunity to get hands-on experience.

1.1.4. In lieu of home examinations, students carry out subject specific short assignment on innovative and creative ideas with write-up/essay/journal, assessed and validated based on the project work guidelines provided in respective subjects.

1.1.5. Conduct TVET theory class online and practical onsite by following quarantine protocols.

1.1.6. In lieu of home examinations for classes IV to IX and XI, promotions shall be based on the CA and short assignment

### 1.2. Board Examinations

1.2.1. The board examinations shall be convened as per the schedule provided by the BCSEA. The examinations shall be preponed (mid-November) and the BCSE, BHSEC and LCSC XII examinations will be held on alternate days

1.2.2. The board examinations for classes X and XII shall be conducted on the prioritized curriculum by complying with the safety protocols set by the Ministry of Health.

1.2.3. Practical examinations for relevant subjects shall not be conducted for class XII, as students do not have opportunity to get hands-on experience. Therefore, the theory papers for BHSEC science, accountancy and computer studies shall be assessed out of 100% weighting.

1.2.4. The project works intended for board examinations for relevant subjects shall not be conducted.

1.2.5. The SUPW grades for classes X and XII shall be based on classes IX and XI grades.

1.2.6. The assessment for AgFS (class X) which is 100% from schools shall be based on the marks obtained in class IX.

1.2.7. In absence of internal marks for class XII in AgFS, *Driglam* (LCSC) and *Luzhey* & *Nyencha* (LCSC) from schools, theory papers shall be assessed out of 100%.

1.2.8. For class X, teachers concerned shall keep a record of individual student’s performance on their assignments/projects, which shall be used to generate marks for continuous assessment. These marks shall be submitted to BCSEA.

1.2.9. For Media Studies (class XII), teachers concerned shall keep a record of individual student’s performance on their assignments/projects which should be used to generate marks for internal assessment. These marks shall be submitted to BCSEA.

1.2.10. Quarantine Board examinations shall be conducted in the centres identified by BCSEA in collaboration with *Dzongkhag* and *Thromde* Administration by complying with the safety protocols.

1.2.11. Marking workshop shall be conducted by BCSEA complying with the safety protocols set by the Ministry of Health.

## 2. Techniques and Tools

The objectivity and reliability of the conduct of the Home Examinations and Board Examinations shall be guided by the following.

## 2.1. Home examinations

2.1.1. Short assignments for all subjects in all classes in lieu of formal examinations shall be assigned and assessed. This shall be the basis for promotion.

2.1.2. Continuous assessment / internal marks for Home Examinations shall be based from online platform by using tools like rubrics, checklist, rating scale and other subject specific tools.

2.1.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

**2.2. Board examinations**

2.2.1. Board examinations shall be conducted through paper and pencil test in a quarantined manner following the safety protocols set by the Ministry of Health.

2.2.2. Continuous assessment / internal marks for Board Examinations shall be based on records maintained using tools like rubrics, checklist, rating scale and other subject specific tools.

2.2.3. Teachers use appropriate tools as described in the respective subjects for continuous assessment for ongoing learning.

### 3. Reporting and Recording

**3.1. Home examinations**

3.1.1. Grading of subjects for classes PP to IX and XI by schools based on the CA and alternative summative examinations by short assignment

3.1.2. Progress report for students for classes PP to IX and XI shall be issued by schools.

**3.2. Board examinations**

3.2.1. Schools shall generate and submit internal / CA marks to BCSEA

3.2.2. Grading for SUPW for classes X and XII based on classes IX and XI by schools.

3.2.3. Certification under the authority of BCSEA.

1. **MONITORING AND EVALUATION**
2. **Dzongkhag /Thromde Level**
   1. The respective CDEOs/CTEOs and school principals shall make necessary adjustment to ensure that online lessons and assessment and engagement of students and all students have access to educational services and opportunities.
   2. Localise the implementation of EiE curriculum and program and activities by instituting Dzongkhag Level Professional Forum (DLPF) coordinated by Teacher Resource Centres (TRC) to provide educational services.
   3. The DLPF shall monitor and make arrangement to provide necessary intervention on online lessons and assessment.
   4. For classes X and XII, respective *Dzongkhags* and *Thromdes* to identify boarding schools to accommodate students as boarders including day scholars and deliver prioritized curriculum in a quarantined manner.
   5. Board examinations shall be implemented for affected centres in the boarding schools identified by BCSEA in consultation with *Dzongkhags / Thromdes* in a quarantined mode.
3. **Ministry of Education**
   1. Based on the evolving situation, the MoE shall formulate policy guidelines, advisory notes and directives for information and effective implementation of EiE curriculum, programs and activities.
   2. Facilitate the development and dissemination of necessary inclusive EiE materials and resources for schools.
   3. Explore and provide necessary interventions in making the educational services and opportunities accessible for all students with especial consideration for special needs students.
   4. Convert video lessons to audio format for schools with SEN and other classes in relevant subjects.
4. **Royal Education Council**
   1. Design and develop EiE curriculum materials appropriate for all including learners with special needs.
   2. Design and disseminate appropriate assessment protocols for EiE curriculum and its implementation.
   3. Provide necessary interventions on curriculum implementation in schools. Questions on video lessons and SIM shall be strengthened and enhanced to ensure comprehensive coverage of three domains of learning objectives.
   4. For uniformity, it has been decided that:
5. If schools reopen before August, 2020, 65% of content will be prioritized for all classes. *Note: The annual instructional hours is 900, and the total remaining hours is about 550, which is nearly equivalent to 61.11%. Given that some forms of learning occurred in EiE Phase 1, it is rounded to 65%.*
6. Curriculum Developers for each subject shall identify the content areas are prioritized in consultation with BCSEA and subject teachers.

## Bhutan Council for School Examinations and Assessment

* 1. Adapt or formulate Examination Rules and Regulations and protocols for EiE curriculum based on the evolving situation.
  2. Make necessary adjustment and consideration to facilitate all students to participate in assessment and examinations.
  3. Inform the schools regarding assessment modality and conduct of examination and evaluation. Timetable for conduct of board examinations (classes X and XII) based on the evolving situation 1 and 2 shall be shared to all stakeholders.
  4. Validate and certify the results of Examinations of EiE curriculum.

## 5. Parents/Guardians

* 1. Guide children in engagement on EiE online programs and activities.
  2. Facilitate children in completing the assessment tasks and activities.
  3. Provide feedback on their children learning and the EiE curriculum materials and programs to the schools.

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