

Education in Emergency  
ADAPTED CURRICULUM  
FOR  
SPECIAL AND INCLUSIVE EDUCATION  
May 2020



**Ministry of Education  
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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.

ISBN: .....

## FOREWORD

The detection of the first COVID-19 case on 5<sup>th</sup> 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 emergency situations, children with disabilities are affected the most and they are deprived of their learning, nutrition supplements and care owing to the adverse circumstances. Therefore, the need to have an appropriate curriculum to facilitate the continuity of their learning has been recognized. In line with the principle of 'no child is left behind', an adapted curriculum on special and inclusive education has been developed for the learners with special needs.

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 has been developed.

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.

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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) advises 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 can 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.

Recognizing the individual learning needs of children with disabilities, currently 770 students are enrolled in 20 schools with SEN Programme including two special institutes to provide education suitable for learners with disabilities. In line with the EiE mainstream curriculum, a separate adapted curriculum for children with disabilities has been developed to facilitate learning for learners with

special educational needs as per their performances. It is also to help promote learners to next grade as per Assessment, Examination, Promotion and Transition (AEPT) guidelines.

This guideline is to inform all stakeholders on the “Adapted Curriculum” of the Second Phase Education in Emergency for children with disabilities. Towards attending the diverse needs of learners, teachers are expected to make necessary adaptations to suit individual learning needs.

## **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 including children with disabilities 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 with disabilities 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 Mainstream Adapted Curriculum*

Key Stage	Class	Learning Areas	Subjects
I	PP-III	Literacy & Numeracy	Dzongkha, English, Mathematics
II	IV-VI	Literacy & Numeracy	Dzongkha, English, Mathematics
III	VII-VIII	Theme Based	Dzongkha, English, Mathematics, General Science, Social Sciences
IV	IX-X	Theme Based	Dzongkha, English, Mathematics, Functional Science, Social Sciences
V	XI-XII	Theme Based	<p><b>Compulsory to all:</b> English, Dzongkha.</p> <p><b>Science:</b> Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT</p> <p><b>Commerce:</b> Accountancy, Commerce, B. Mathematics</p> <p><b>Arts:</b> History, Geography, Economics, Media Studies, Rigzhung</p>

The theme-based learning areas are detailed in the mainstream Adapted Curriculum syllabus which will be followed by students with disabilities who can cope with the mainstream curriculum. For the cohort of children who cannot cope with the mainstream curriculum, a separate adapted curriculum shall be followed.

### 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 mainstream 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:

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

The focus of the mainstream 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. Mainstream 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
		<b>Science:</b> Mathematics, Physics, Chemistry, Biology, Environmental Science, and ICT
		<b>Commerce:</b> Accountancy, Commerce, B. Mathematics, TVET, AgFS
		<b>Arts:</b> History, Geography, Economics, Media Studies, <i>Rigzhung</i>

## 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	Class PP – 9 & 11 Prioritized Curriculum	Regular class with safety and precautionary measures	Regular on prioritized curriculum

		the same time	Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	(CFA, Tests, year-end examinations)
	Situation 2	If schools open in a phased manner	Class PP – 9 & 11 Adapted Curriculum	<b>Open:</b> Regular class with safety and precautionary measures <b>Closed:</b> (A) CI PP-3: BBS, Social media (WeChat / WhatsApp/ Telegram), Radio, SIM (B) CI 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) CI 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: <ul style="list-style-type: none"> <li>• Follow Ministry of Health's protocol and preventive measures.</li> <li>• Follow WASH advisory.</li> </ul>				

	<ul style="list-style-type: none"> <li>• No mid-term examinations.</li> <li>• No trail examinations.</li> <li>• No co-curricular and extra-curricular activities.</li> <li>• Mid-term break to be used as instructional days.</li> <li>• Use Saturdays to adjust instructional days.</li> <li>• Strengthen psychosocial support including help-centres.</li> </ul>
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### **CRITERIA FOR SEN CURRICULUM ADAPTATION**

The curriculum adaptation for Special and Inclusive Education was based on the following guiding criteria.

1. Topics in each subject were selected which had emphasis on fundamental key concepts.
2. Common themes were selected through which a few topics or chapters covered under one or two lessons.
3. Careful focus considerations were made on the development of competencies of learners on the selected themes rather than emphasizing too much on the academic knowledge.
4. Progress & Coherence were maintained.
5. Topics and themes were selected with the intension to create scope for students to take responsibility for their learning by engaging them to explore for specifics and examples of the concepts.

### **EDUCATION IN EMERGENCY FOR SPECIAL AND INCLUSIVE EDUCATION**

Learners who are able to cope with the mainstream curriculum in the schools with SEN programme shall follow the mainstream AC or PC depending on the emerging situations. However, the other cohort of learners shall follow the adapted curriculum designed for the specific institutes in the second phase of EiE as shown in figure 1.

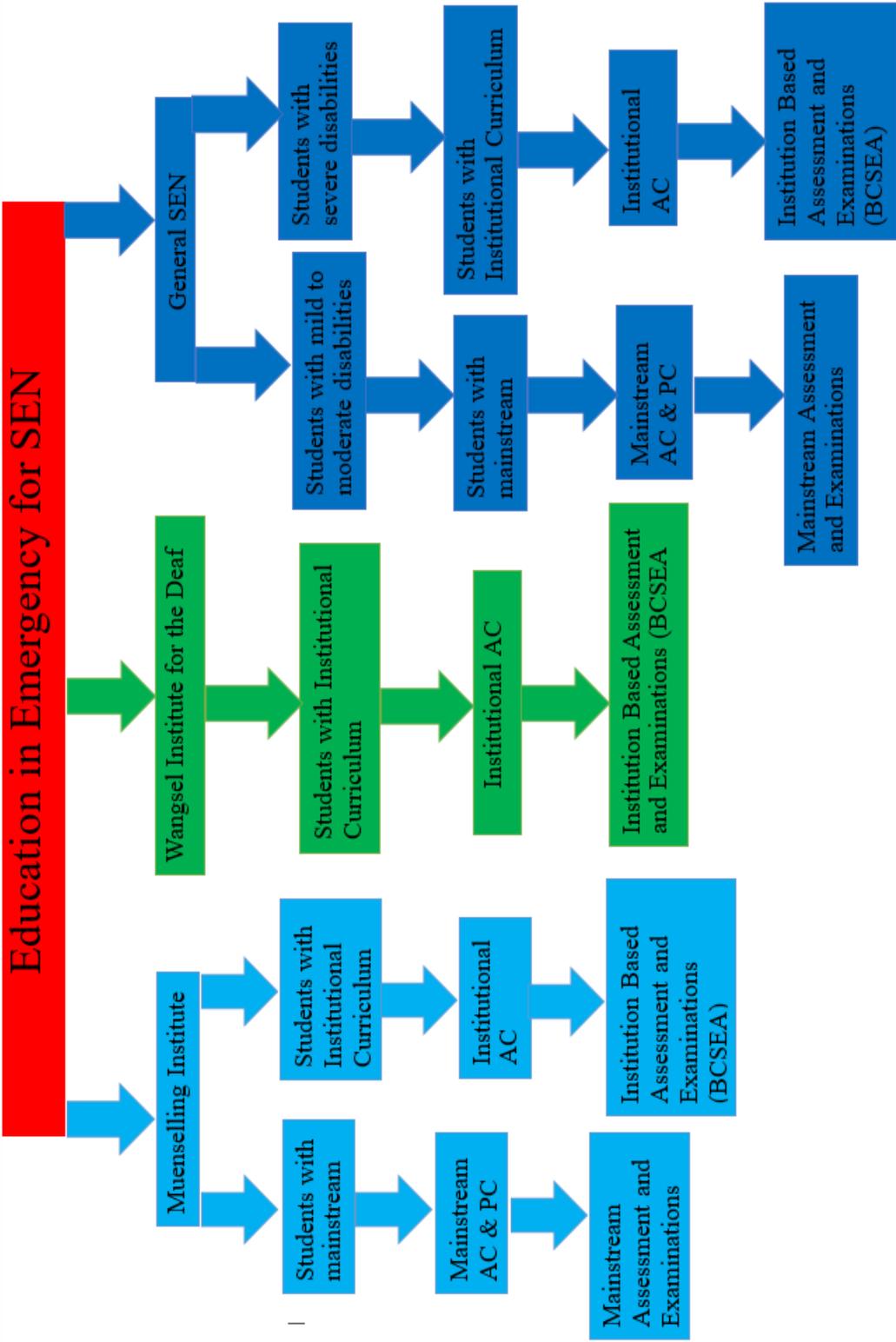


FIGURE 1 Curriculum Structure for SEN

### **A. MUENSELLING INSTITUTE, KHALING**

The institute provides education for children with vision impairment. There are two cohorts of children with different performing abilities. Based on their performing abilities, learners either follow mainstream AC/PC or specially adapted curriculum. This document only contains the specially adapted curriculum for Muenselling Institute.

### **B. WANGSEL INSTITUTE FOR THE DEAF, PARO**

The institute provides education for children with Deafness. The institute has its own standalone curriculum developed for the Deaf. This document only contains the specially adapted curriculum for Wangsel Institute for the Deaf.

### **C. SCHOOLS WITH SEN PROGRAMME**

The schools with SEN programme provide education for children with disabilities. Depending on the degree of severity of disability, learners are categorized into Mild to moderate and Severe Disabilities to enable them access appropriate quality education services.

- I. Mild to Moderate Disabilities: Children with mild to moderate disabilities can cope with mainstream curriculum with appropriate adaptation and modification. Therefore, this category of learners shall follow mainstream AC or PC in the EiE.
- II. Severe Disabilities: Children with severe disabilities are not able to cope with the mainstream curriculum. In the second phase EiE they shall follow the specially designed Adapted Curriculum.

## **MONITORING & EVALUATIONS**

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:

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

Therefore, the following mechanism may be implemented in earnest.

- i. Provide gadget or alternative means to students who cannot afford and those who are in remote places.

- ii. Make provision in making data affordable for students.
- iii. Stakeholders like REC, MoE and BCSEA continuously monitor the quality, relevancy and efficacy of resources and activities in EiE, and update accordingly.
- iv. Constitute two levels of EiE curriculum delivery and implementation and monitoring:

**Central Level – MoE, REC, BCSEA:**

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

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

- a. Constitute a small professional forum to oversee and design support mechanism to ensure that all students have access to EiE resources and services.
- b. Monitor the professional capacity and integrity of teachers in implementation of EiE curriculum and emergency contingency plans and programs.
- c. Identify teacher’s needs and provide PD on the specific areas.
- d. Periodically share the report on the status of EiE curriculum implementation, success and challenges. Accordingly, relevant stakeholders provide interventions.
- e. 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

FOR

SPECIAL AND INCLUSIVE EDUCATION

(All Key Stages)

## A. MUENSELLING INSTITUTE

- I. Children with vision impairment who can cope with the mainstream curriculum Classes PP-XII shall follow the mainstream AC or PC of the EiE. In addition, Classes PP-VI based in Muenselling Institute are provided Activities for Daily Living (ADL), Orientation and Mobility (O &M) and Music Education which may further require situational adaptations and modifications.

### Orientation and Mobility

#### Class PP

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive activities
Daily Living Skills	Mobility Technique	<b>Sighted Guide Techniques</b>	Learn basic sighted guide techniques	<ol style="list-style-type: none"> <li>1. Introduction by the guide</li> <li>2. Making a contact</li> <li>3. Grip</li> <li>4. Stance</li> <li>5. While Approaching Narrow places</li> <li>6. Passing through door ways</li> <li>7. Ascending and Descending Stairs</li> <li>8. Being Helped to a chair</li> <li>9. Changing sides</li> </ol>
		<b>Walking Alone</b>	Learn skills to walk alone	<b>Protective Technique:</b> <ol style="list-style-type: none"> <li>1. Upper hand and Forearm Technique</li> <li>2. Lower hand and Forearm Techniques</li> </ol>
		<b>Cane techniques</b>	Learn simple cane techniques	<ol style="list-style-type: none"> <li>1. Parts of mobility canes</li> <li>2. Holding the cane</li> <li>3. Using the cane</li> </ol>
		<b>Familiarization</b>	Familiarize with the orientation in and around the classroom and hostel	Room familiarization (classroom/hostel)
		<b>Independent Movement</b>	Learn basic independent movement skills	Within the Institute campus

**Class I**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive activities</b>
<b>Daily Living Skills</b>	<b>Mobility Technique</b>	<b>Sighted Guide Techniques</b>	Learn basic sighted guide techniques	<ol style="list-style-type: none"> <li>1. While Approaching Narrow places</li> <li>2. Passing through door ways</li> <li>3. Ascending and Descending Stairs</li> <li>4. Being Helped to a chair</li> <li>5. Changing sides</li> <li>6. Turning around (about turn – 180 degrees)</li> </ol>
		<b>Walking Alone</b>	Learn skills to walk alone	<b>Protective Technique:</b> <ol style="list-style-type: none"> <li>1. Upper hand and Forearm Technique</li> <li>2. Lower hand and Forearm Technique</li> <li>3. Trailing</li> </ol>
		<b>Cane techniques</b>	Learn simple cane techniques	<b>Techniques of canes:</b> <ol style="list-style-type: none"> <li>1. Touch technique</li> <li>2. Two point touch technique (Shore lining)</li> </ol>
		<b>Familiarization</b>	Familiarize with the orientation in and around the classroom and hostel	Room familiarization (class room/hostel)
		<b>Independent Movement</b>	Learn basic independent movement skills	Up to the Khaling LSS

**Class II**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive activities</b>
<b>Daily Living Skills</b>	<b>Mobility Techniques</b>	<b>Sighted Guide Techniques</b>	Learn sighted guide techniques	<ol style="list-style-type: none"> <li>1. Passing through door ways</li> <li>2. Ascending and Descending Stairs</li> <li>3. Being Helped to a chair</li> <li>4. Changing sides</li> <li>5. Turning around (about turn – 180 degrees)</li> <li>6. Talking (ask for directional help)</li> <li>7. Kerbs</li> </ol>
		<b>Walking Alone</b>	Learn skills to walk alone	<b>Protective Technique:</b> <ol style="list-style-type: none"> <li>1. Trailing</li> <li>2. Locating dropped objects</li> </ol>
		<b>Cane techniques</b>	Learn cane techniques	<b>Techniques of canes:</b> <ol style="list-style-type: none"> <li>1. Touch technique</li> <li>2. Two point touch technique (Shore lining)</li> <li>3. Diagonal Technique</li> </ol>
		<b>Familiarization</b>	Familiarize with the orientation in and around the classroom, hostel and dining hall	Room familiarization (Classroom/hostel/dining hall)
		<b>Independent Movement</b>	Learn independent movement skills	Up to the market area.

**Class III**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive activities</b>
<b>Daily Living Skills</b>	<b>Mobility Techniques</b>	<b>Sighted Guide Techniques</b>	Learn advanced sighted guide techniques	<ol style="list-style-type: none"> <li>1. Ascending and Descending Stairs</li> <li>2. Being Helped to a chair</li> <li>3. Changing sides</li> <li>4. Turning around (about turn – 180 degrees)</li> <li>5. Talking (seek directional help)</li> <li>6. Kerbs</li> <li>7. Giving Directions</li> </ol>
		<b>Walking Alone</b>	Demonstrate skills to walk alone	<ol style="list-style-type: none"> <li>1. Using landmarks indoor</li> <li>2. Locating dropped objects</li> </ol>
		<b>Cane techniques</b>	Learn advanced cane techniques	<b>Techniques of canes:</b> <ol style="list-style-type: none"> <li>1. Two point touch technique (Shore lining)</li> <li>2. Diagonal Technique</li> <li>3. Three point touch</li> </ol>
		<b>Familiarization</b>	Familiarize with the orientation in and around the classroom, hostel, dining hall and kitchen	Room familiarization (classroom/hostel/kitchen/dining hall etc.)
		<b>Independent Movement</b>	Exhibit independent movement skills	Up to BHU and Handloom Weaving Centre

**Class IV**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive activities</b>
<b>Daily Living Skills</b>	<b>Mobility Techniques</b>	<b>Sighted Guide Techniques</b>	Learn advanced sighted guide techniques	<ol style="list-style-type: none"> <li>1. Being Helped to a chair</li> <li>2. Changing sides</li> <li>3. Turning around (about turn – 180 degrees)</li> <li>4. Eating</li> <li>5. Talking</li> <li>6. Kerbs</li> <li>7. Giving Directions</li> <li>8. Guiding</li> <li>9. Getting into a car</li> </ol>
		<b>Walking Alone</b>	Exhibit skills to walk alone	<b>Protective Technique:</b> <ol style="list-style-type: none"> <li>1. Using landmarks indoor</li> <li>2. Direction taking</li> </ol>
		<b>Cane techniques</b>	Learn advanced cane techniques	<ol style="list-style-type: none"> <li>1. Diagonal Technique</li> <li>2. Three point touch technique</li> <li>3. Contacting Objects and Investigating</li> </ol>
		<b>Places familiarization</b>	Familiarize with the orientation in and around local community	<ol style="list-style-type: none"> <li>1. Schools (KLSS &amp; JSHSS)</li> <li>2. Market</li> <li>3. Few rural places (nearby)</li> </ol>
		<b>Independent Movement</b>	Demonstrate independent movement skills	To few rural places (nearby).

Class V

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive activities
Daily Living Skills	Mobility Techniques	<b>Sighted Guide Techniques</b>	Learn advanced sighted guide techniques	<ol style="list-style-type: none"> <li>1. Changing sides</li> <li>2. Turning around (about turn – 180 degrees)</li> <li>3. Talking (seek directional help)</li> <li>4. Kerbs</li> <li>5. Giving Directions</li> <li>6. Guiding</li> <li>7. Getting into a car</li> <li>8. Verbalization Skills</li> </ol>
		<b>Walking Alone</b>	Exhibit skills to walk alone	<b>Protective Technique:</b> <ol style="list-style-type: none"> <li>1. Using landmarks indoor</li> <li>2. Direction taking</li> </ol>
		<b>Cane techniques</b>	Learn advanced cane techniques	<ol style="list-style-type: none"> <li>1. Diagonal Technique</li> <li>2. Three point touch</li> <li>3. Contacting Objects and Investigating</li> </ol>
		<b>General Mobility</b>	Demonstrate general mobility skills	<ol style="list-style-type: none"> <li>1. Crossing of roads</li> <li>2. Encountering of animals, people, vehicle etc.</li> <li>3. Climbing and descending from various vehicles.</li> <li>4. Training in running, jumping, climbing, crawling, throwing, catching etc.</li> <li>5. Moving across the fields using walk</li> </ol>
		<b>Independent Movement</b>	Demonstrate advanced independent movement skills	To the nearby villages.

**Class VI**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive activities</b>
<b>Daily Living Skills</b>	<b>Mobility Techniques</b>	<b>Sighted Guide Techniques</b>	Learn advanced sighted guide techniques	<ol style="list-style-type: none"> <li>1. Changing sides</li> <li>2. Turning around (about turn – 180 degrees)</li> <li>3. Talking (seek directional help)</li> <li>4. Kerbs</li> <li>5. Giving Directions</li> <li>6. Guiding</li> <li>7. Getting into a car</li> <li>8. Verbalization Skills</li> </ol>
		<b>Walking Alone</b>	Exhibit advanced skills to walk alone	<b>Protective Technique:</b> <ol style="list-style-type: none"> <li>1. Using landmarks indoor</li> <li>2. Direction taking</li> </ol>
		<b>Cane techniques</b>	Learn advanced cane techniques	<ol style="list-style-type: none"> <li>1. Diagonal Technique</li> <li>2. Three point touch</li> <li>3. Contacting Objects and Investigating</li> </ol>
		<b>General Mobility</b>	Demonstrate general mobility skills	<ol style="list-style-type: none"> <li>1. Crossing of roads</li> <li>2. Encountering of animals, people, vehicle etc.</li> <li>3. Climbing and descending from various vehicles.</li> <li>4. Training in running, jumping, climbing, crawling, throwing, catching etc.</li> <li>5. Moving across the fields using walkways.</li> </ol>
		<b>General Familiarization of places</b>	Familiarise with offices and public places	<ol style="list-style-type: none"> <li>1. Neighbourhood.</li> <li>2. Local administration office</li> <li>3. Bus stop, post office etc.</li> <li>4. Schools, playgrounds etc.</li> <li>5. Temple and other public places.</li> </ol>
		<b>Independent Movement</b>	Make independent movement to local places	Move independently

## ACTIVITIES FOR DAILY LIVING

Class PP

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
Daily Living Skills	Personal Care	<b>1. Za-Cha-Drosum (Hygiene, Grooming &amp; Social Graces)</b> <b>2. Toilet Activities</b>	1. Practice basic hygiene 2. Practise grooming 3. Practice simple social graces 4. Use washroom	<b>Hygiene</b> <ol style="list-style-type: none"> <li>washing face</li> <li>brushing teeth (manage tooth paste)</li> <li>bathing</li> <li>washing/care of hands and feet</li> <li>cleaning of ears</li> <li>nail cutting</li> <li>personal hygiene etc</li> </ol> <b>Grooming</b> <ol style="list-style-type: none"> <li>combing and care of hair</li> <li>dressing and undressing (gho/kira)</li> <li>using facial cream</li> <li>using hair oil</li> </ol> <b>Social Graces</b> <ol style="list-style-type: none"> <li>wearing footwear</li> <li>table manners, eating habits with fingers, spoon etc.</li> <li>wearing footwear</li> <li>postures while sitting, standing and talking</li> <li>gait</li> </ol> <b>Toilet Activities</b> <ol style="list-style-type: none"> <li>Proper use of latrine/toilet/wash room</li> <li>Sitting posture while using squatting and western style toilets</li> <li>Flushing of water etc</li> </ol>

Class I

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
<b>Daily Living Skills</b>	<b>Personal Care</b>	<b>1. Za-Cha-Drosum (Hygiene, Grooming &amp; Social Graces)</b> <b>2. Toilet Activities</b>	<ol style="list-style-type: none"> <li>1. Practice basic hygiene</li> <li>2. Practise grooming</li> <li>3. Practice simple social graces</li> <li>4. Use washroom</li> </ol>	<p><b>Hygiene</b></p> <ol style="list-style-type: none"> <li>1. washing face</li> <li>2. brushing teeth (manage tooth paste)</li> <li>3. bathing</li> <li>4. washing/care of hands and feet</li> <li>5. cleaning of ears</li> <li>6. nail cutting</li> <li>7. personal hygiene etc</li> </ol> <p><b>Grooming</b></p> <ol style="list-style-type: none"> <li>1. combing and care of hair</li> <li>2. dressing and undressing (gho/kira)</li> <li>3. using facial cream</li> <li>4. using hair oil</li> </ol> <p><b>Social Graces</b></p> <ol style="list-style-type: none"> <li>1. wearing footwear</li> <li>2. table manners, eating habits with fingers, spoon etc.</li> <li>3. wearing footwear</li> <li>4. postures while sitting, standing and talking</li> <li>5. gait</li> </ol> <p><b>Toilet Activities</b></p> <ol style="list-style-type: none"> <li>1. Proper use of latrine/toilet/wash room</li> <li>2. Sitting posture while using squatting and western style toilets</li> <li>3. Flushing of water etc.</li> </ol>

**Class II**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive Activities</b>
<b>Daily Living Skills</b>	<b>Personal Care</b>	<b>1. Za-Cha-Drosum (Hygiene, Grooming &amp; Social Graces)</b> <b>2. Toilet Activities</b>	<ol style="list-style-type: none"> <li>1. Practice basic hygiene</li> <li>2. Practise grooming</li> <li>3. Practice simple social graces</li> <li>4. Use washroom</li> </ol>	<b>Hygiene</b> <ol style="list-style-type: none"> <li>1. washing face</li> <li>2. brushing teeth (manage tooth paste)</li> <li>3. bathing</li> <li>4. washing/care of hands and feet</li> <li>5. cleaning of ears</li> <li>6. nail cutting</li> <li>7. personal hygiene etc</li> </ol> <b>Grooming</b> <ol style="list-style-type: none"> <li>1. combing and care of hair</li> <li>2. dressing and undressing(gho/kira)</li> <li>3. using facial cream using hair oil</li> <li>4. wearing footwear</li> <li>5. polishing and maintaining of shoes</li> </ol> <b>Social Graces</b> <ol style="list-style-type: none"> <li>1. table manners, eating habits with fingers, spoon etc.</li> <li>2. postures while sitting, standing and talking</li> <li>3. gait</li> <li>4. style and mode of dressing</li> <li>5. gestures</li> </ol> <b>Toilet Activities</b> <ol style="list-style-type: none"> <li>1. Proper use of latrine/toilet/wash room</li> <li>2. Sitting posture while using squatting and western style toilets</li> <li>3. Flushing of water etc.</li> </ol>

**Class III**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive Activities</b>
<b>Daily Living Skills</b>	<b>Personal Care</b>	<b>1. Za-Cha-Drosum (Hygiene, Grooming &amp; Social Graces)</b> <b>2. Toilet Activities</b>	<ol style="list-style-type: none"> <li>1. Practice basic hygiene</li> <li>2. Practise grooming</li> <li>3. Practice simple social graces</li> <li>4. Use washroom</li> </ol>	<p><b>Hygiene</b></p> <ol style="list-style-type: none"> <li>1. washing face</li> <li>2. brushing teeth (manage tooth paste)</li> <li>3. bathing</li> <li>4. washing/care of hands and feet</li> <li>5. cleaning of ears</li> <li>6. nail cutting</li> <li>7. personal hygiene etc</li> </ol> <p><b>Grooming</b></p> <ol style="list-style-type: none"> <li>1. combing and care of hair</li> <li>2. dressing and undressing (gho/kira)</li> <li>3. shaving, using facial cream</li> <li>4. using hair oil</li> <li>5. skin care, applying cosmetics</li> <li>6. female grooming and hygiene</li> <li>7. polishing and maintaining of shoes</li> </ol> <p><b>Social Graces</b></p> <ol style="list-style-type: none"> <li>1. table manners, eating habits with fingers, spoon etc.</li> <li>2. postures while sitting, standing and talking</li> <li>3. gait</li> <li>4. style and mode of dressing</li> <li>5. gestures</li> <li>6. social manners, etiquette, courtesy</li> <li>7. socializing, art of conversation</li> </ol> <p><b>Toilet Activities</b></p> <ol style="list-style-type: none"> <li>1. Proper use of latrine/toilet/wash room</li> </ol>

				<ol style="list-style-type: none"> <li>2. Sitting posture while using squatting and western styles toilets</li> <li>3. Flushing of water etc.</li> </ol>
	<b>Cooking Skills</b>	<b>Pre-cooking preparatory Procedure</b>	Orient on kitchen items and groceries	<p><b><i>Orientation of</i></b></p> <ol style="list-style-type: none"> <li>1. kitchen equipment, utensils, knives</li> <li>2. special adaptations</li> <li>3. grains, pulses, vegetables, flour, spices and provisions</li> <li>4. different parts of stove, fuel, fire place</li> <li>5. gas lighter, matchbox etc.</li> </ol>
	<b>Gardening</b>	<b>Plant care</b>	Take care of a potted plant	Growing plant in a pot and learn how to take care

Class IV

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
Daily Living Skills	Personal Care	Za-cha-drosum (Social Graces)	Practice social graces	<b>Social Graces</b> <ol style="list-style-type: none"> <li>1. table manners, eating habits with fingers, spoon etc.</li> <li>2. postures while sitting, standing and talking</li> <li>3. gait</li> <li>4. style and mode of dressing</li> <li>5. gestures</li> <li>6. social manners, etiquette, courtesy</li> <li>7. socializing, art of conversation</li> </ol>
	Cooking Skills	Pre-cooking preparatory Procedure	<ol style="list-style-type: none"> <li>1. Orient on kitchen items and groceries</li> <li>2. Practice cooking preparatory skills</li> </ol>	<b>a. Orientation of</b> <ol style="list-style-type: none"> <li>1. kitchen equipment, utensils, knives</li> <li>2. special adaptations</li> <li>3. grains, pulses, vegetables, flour, spices and provisions</li> <li>4. different parts of stove, fuel, fire place</li> <li>5. gas lighter, matchbox etc.</li> </ol> <b>b. Preparatory Operations</b> <ol style="list-style-type: none"> <li>1. labelling containers with stuffs like sugar, milk powder, tealeaf, spices etc.</li> <li>2. cutting, slicing, peeling, pouring</li> <li>3. grinding, mixing, kneading</li> <li>4. washing, cleaning, soaking, scrubbing</li> <li>5. sieving, filtering, straining</li> <li>6. rolling bread and roasting (<i>roti</i> making)</li> <li>7. boiling, frying</li> <li>8. making fire, lighting stove or cooking gas</li> <li>9. operation and care of stove/gas stove</li> <li>10. steaming and pressure-cooking</li> </ol>

	<b>Manners of serving food</b>	<b>Serving food</b>	Practice serving food and water	<b>Serving Food</b> <ol style="list-style-type: none"> <li>1. taking out food in serving bowls</li> <li>2. setting dining table or arranging on floor</li> <li>3. putting food on dining table/floor</li> <li>4. following clock-wise method of putting food in plates</li> <li>5. serving water</li> <li>6. removing bowls, plates and cleaning table</li> </ol>
	<b>Home Management</b>	<b>House Keeping Skills</b>	<ol style="list-style-type: none"> <li>1. Learn to clean and care home</li> <li>2. Learn ways to care furniture</li> <li>3. Practice laundry techniques</li> <li>4. Practice skills for washing utensils</li> <li>5. Practice bed-making skills</li> </ol>	<b>a. Cleaning</b> <ol style="list-style-type: none"> <li>1. sweeping, dusting</li> <li>2. washing, scrubbing, mopping floor</li> </ol> <b>b. Care of Furniture</b> <ol style="list-style-type: none"> <li>1. dusting</li> <li>2. wiping of tabletops</li> <li>3. keeping furniture at fixed locations</li> <li>4. hanging curtains</li> </ol> <b>c. Laundry</b> <ol style="list-style-type: none"> <li>1. sorting, washing, drying</li> <li>2. folding, ironing, proper stacking</li> <li>3. mending, stitching, buttoning</li> </ol> <b>d. Washing Utensils</b> <ol style="list-style-type: none"> <li>1. sequence in scrubbing and washing</li> <li>2. use of cleaning powder and scrubber</li> <li>3. disposing off waste</li> <li>4. drying utensils</li> <li>5. replacing utensils at pre-determined locations</li> <li>6. special care of crockery</li> </ol> <b>e. Bed-making</b>

				<ol style="list-style-type: none"> <li>1. location of cots</li> <li>2. adjusting of mattresses</li> <li>3. spreading of bedspreads</li> <li>4. positioning of pillows, blankets and bed-sheets</li> </ol>
	<b>Gardening</b>	<b>Vegetable gardening</b>	<ol style="list-style-type: none"> <li>1. Make a vegetable garden</li> <li>2. Grow vegetables</li> <li>3. Construct a mini-green house</li> </ol>	<ol style="list-style-type: none"> <li>1. Making a vegetable garden</li> <li>2. Growing one or two chosen vegetables</li> <li>3. Construction of mini-green house</li> </ol>

Class V

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive activities
Daily Living Skills	Cooking	Pre-cooking preparatory procedure	Practice pre-cooking skills	<b>Preparatory Operations</b> <ol style="list-style-type: none"> <li>labelling containers with stuffs like sugar, milk powder, tealeaf, spices etc.</li> <li>cutting, slicing, peeling, pouring</li> <li>grinding, mixing, kneading</li> <li>washing, cleaning, soaking, scrubbing</li> <li>sieving, filtering, straining</li> <li>rolling bread and roasting (<i>roti</i> making)</li> <li>boiling, frying</li> <li>making fire, lighting stove or cooking gas</li> <li>operation and care of stove/gas stove</li> <li>steaming and pressure-cooking</li> </ol>
	Manners for serving food	Serving food	Exhibit skills for serving food and water	<ol style="list-style-type: none"> <li>taking out food in serving bowls</li> <li>setting dining table or arranging on floor</li> <li>putting food on dining table/floor</li> <li>following clock-wise method of putting food in plates</li> <li>serving water</li> <li>removing bowls, plates and cleaning table</li> </ol>
	Home Management	House Skills	House Keeping	<ol style="list-style-type: none"> <li>Learn to clean and care home</li> <li>Learn ways to care furniture</li> <li>Practice laundry techniques</li> <li>Practice skills for</li> </ol>

			<p>washing utensils</p> <p>5. Practice bed-making skills</p>	<ol style="list-style-type: none"> <li>1. sorting, washing, drying</li> <li>2. folding, ironing, proper stacking</li> <li>3. mending, stitching, buttoning</li> </ol> <p><b>d. Washing Utensils</b></p> <ol style="list-style-type: none"> <li>1. sequence in scrubbing and washing</li> <li>2. use of cleaning powder and scrubber</li> <li>3. disposing off waste</li> <li>4. drying utensils</li> <li>5. replacing utensils at pre-determined locations</li> <li>6. special care of crockery</li> </ol> <p><b>e. Bed-making</b></p> <ol style="list-style-type: none"> <li>1. location of cots</li> <li>2. adjusting of mattresses</li> <li>3. spreading of bedspreads</li> <li>4. positioning of pillows, blankets and bed-sheets</li> </ol>
	<b>Home Management</b>	<b>Home Economics</b>	<ol style="list-style-type: none"> <li>1. Demonstrate money identification and management skills</li> <li>2. Demonstrate basic shopping techniques</li> </ol>	<p><b>a. Money Management</b></p> <ol style="list-style-type: none"> <li>1. currency identification, coin counting</li> <li>2. safe keeping of money</li> <li>3. budgeting for the month</li> <li>4. simple account keeping</li> <li>5. savings and investment</li> </ol> <p><b>b. Shopping Techniques</b></p> <ol style="list-style-type: none"> <li>1. quality of products</li> <li>2. types of shops and their location</li> <li>3. system, period and frequency of buying</li> <li>4. benefits of bulk buying</li> <li>5. consumer rights and responsibilities</li> <li>6. sequence in stacking of items in the bag</li> </ol>

	<b>Home appliances</b>	<b>1. Using appliances</b> <b>2. Home care</b>	1. Explore the uses of different home appliances 2. Exhibit home care skills	<i>a. Using Appliances</i> <ol style="list-style-type: none"> <li>1. electric switches, plugs, fan regulators, electric heaters</li> <li>2. telephone, fax, Xerox, computers</li> <li>3. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc</li> <li>4. mp3 player, radio, television</li> <li>5. shaver</li> </ol> <i>d. Care of the Home</i> <ol style="list-style-type: none"> <li>1. sweeping and mopping floors</li> <li>2. proper placing of furniture, TV, other appliances etc.</li> <li>3. keeping doors and windows properly closed or opened to avoid protruding shutters</li> <li>4. Keeping movement areas free of obstructions</li> </ol>
	<b>Gardening</b>	<b>Vegetable gardening</b>	<ol style="list-style-type: none"> <li>1. Make a vegetable garden</li> <li>2. Grow vegetables</li> <li>3. Construct a mini-green house</li> </ol>	<ol style="list-style-type: none"> <li>1. Making a vegetable garden</li> <li>2. Growing one or two chosen vegetables</li> <li>3. Construction of mini-green house</li> </ol>

Class VI

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
Daily Living Skills	Home Management	Home Economics	<ol style="list-style-type: none"> <li>Demonstrate money identification and management skills</li> <li>Demonstrate basic shopping techniques</li> </ol>	<p><b>a. Money Management</b></p> <ol style="list-style-type: none"> <li>currency identification, coin counting</li> <li>safe keeping of money</li> <li>budgeting for the month</li> <li>simple account keeping</li> <li>savings and investment</li> </ol> <p><b>b. Shopping Techniques</b></p> <ol style="list-style-type: none"> <li>quality of products</li> <li>types of shops and their location</li> <li>system, period and frequency of buying</li> <li>benefits of bulk buying</li> <li>consumer rights and responsibilities</li> <li>sequence in stacking of items in the bag</li> </ol>
			<ol style="list-style-type: none"> <li>Use basic home appliances as appropriate</li> <li>Demonstrate home care skills</li> </ol>	<p><b>a. Using Appliances</b></p> <ol style="list-style-type: none"> <li>electric switches, plugs, fan regulators, electric heaters</li> <li>telephone, fax, Xerox, computers</li> <li>refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc</li> <li>mp3 player, radio, television</li> <li>shaver</li> </ol> <p><b>b. Care of the Home</b></p> <ol style="list-style-type: none"> <li>sweeping and mopping floors</li> <li>proper placing of furniture, TV, other appliances etc.</li> <li>keeping doors and windows properly closed or opened to avoid protruding shutters</li> <li>Keeping movement areas free of obstructions.</li> </ol>
	First Aid	First Aid	Use first aid tools	<b>Use the following:</b>

				<ol style="list-style-type: none"> <li>1. Bandage</li> <li>2. Cotton Swab</li> <li>3. Scissors</li> <li>4. Band-aid</li> <li>5. Apply of simple medicine</li> </ol>
	<b>Cooking</b>	<b>Cooking practical</b>	Demonstrate skills in preparing local dishes	<ol style="list-style-type: none"> <li>1. Preparing Tea/Suja/coffee</li> <li>2. Preparing rice</li> <li>3. Prepare puri/roti</li> <li>4. Prepare aludam</li> <li>5. Preparing Dhal</li> <li>6. Preparing vegetable curry</li> <li>7. Preparing jaju</li> <li>8. Preparing kewa-datsi</li> <li>9. Preparing ema-datsi</li> <li>10. Prepare shamu datsi</li> <li>11. Preparing one or two meat item</li> <li>12. Boiling/ frying eggs (making omelette)</li> <li>13. Preparing porridge (thukpa)</li> <li>14. Preparing of Desi</li> <li>15. Prepare simple ezay</li> <li>16. Prepare lasi</li> <li>17. Prepare cookies/khabzey</li> </ol>
	<b>Gardening</b>	<b>Vegetable gardening</b>	<ol style="list-style-type: none"> <li>1. Make a vegetable garden</li> <li>2. Grow vegetables</li> <li>3. Construct a mini-green house</li> </ol>	<ol style="list-style-type: none"> <li>1. Making vegetable garden</li> <li>2. Growing vegetables</li> <li>3. Construction of mini-green house</li> </ol>

## TRADITIONAL SONGS AND MUSIC

Class PP

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive activities
Community Cultural Values	Traditional Music	Introduction to instruments	<ol style="list-style-type: none"> <li>1. Identify musical instruments.</li> <li>2. Listen and Identify sounds produced by musical instruments.</li> <li>3. Listen and identify sounds of different animals and objects.</li> <li>4. Hold musical instruments in proper position.</li> <li>5. Sing nursery rhymes.</li> <li>6. Differentiate sounds produced by different instruments</li> </ol>	<ol style="list-style-type: none"> <li>1. Name music goddess.</li> <li>2. Singing National anthem</li> <li>3. Singing nursery rhymes</li> <li>4. Exploring parts of dranyen</li> <li>5. Identifying flute and learn to hold it</li> <li>6. Identifying chiwang and learn to hold it</li> <li>7. Listening and identifying 10 animal sounds</li> <li>8. Listening and identifying the notations dho rey mi fa so la thi on dranyen, yangehcn, chiwang and lim</li> <li>9. Listening to sound of chiwang and dranyen</li> </ol>

Class I

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
<b>Community Cultural Values</b>	<b>Traditional Music</b>	<b>Introduction to instruments</b>	<ol style="list-style-type: none"> <li>1. Identify parts of musical instruments.</li> <li>2. Differentiate various notes.</li> <li>3. Introduce basic notations for songs.</li> <li>4. Play flute freely to develop finger dexterity.</li> <li>5. Play notations.</li> <li>6. Sing rhymes.</li> <li>7. Distinguish types of flute and their origins.</li> <li>8. Value and care instruments.</li> <li>9. Flute notations of songs.</li> <li>10. Express historical background of flutes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Singing rhymes of class PP</li> <li>2. Listening to the notations</li> <li>3. Identifying the parts of flute</li> <li>4. Playing random flute notations</li> <li>5. Identifying parts of chiwang</li> <li>6. Identifying parts of dranyen</li> <li>7. Listening to the notations of flute</li> <li>8. Listening to the flute notations of songs</li> <li>9. Identifying parts of yangchen</li> <li>10. Playing flute notations of dho rey mi fa so la thi</li> <li>11. simple notations for rhyme in flute</li> <li>12. learning new nursery rhymes</li> <li>13. history and caring techniques of flutes</li> <li>14. differences among flute (theory)</li> </ol>

**Class II**

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
<b>Community Cultural Values</b>	<b>Traditional Music</b>	<b>Traditional songs and musical instruments</b>	<ol style="list-style-type: none"> <li>1. Express mood through fluting.</li> <li>2. Develop additional skills in fluting.</li> <li>3. Develop skills of playing Yangchen.</li> <li>4. Read notations</li> <li>5. Experiment types of beats.</li> <li>6. Explore notations through beats.</li> <li>7. Practice voice modulation.</li> <li>8. Study the history of Yangchen.</li> <li>9. Introduce boedra.</li> <li>10. Describe differences between flute and yangchen.</li> <li>11. Play notations using yangchen.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice of voice modulation</li> <li>2. Introduction to first boedra</li> <li>3. Positioning of yangchen</li> <li>4. Holding yangchen sticks</li> <li>5. Playing flute to express mood</li> <li>6. Verbal notations for songs</li> <li>7. Developing skills for playing yangchen</li> <li>8. Exploring notations of yangchen by self</li> <li>9. Singing first and second boedra with yangchen</li> <li>10. Exploring types of beats in yangchen</li> <li>11. Singing third boedra song with voice modulation</li> <li>12. Caring yangchen</li> <li>13. Applying third boedra notations in yangchen</li> </ol>

**Class III**

<b>Strand</b>	<b>Theme/Chapter</b>	<b>Topic (s)</b>	<b>Learning Objectives</b>	<b>Suggestive Activities</b>
<b>Community Cultural Values</b>	<b>Traditional Music</b>	<b>Traditional songs and musical instruments</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the skills in the use of flute and yangchen.</li> <li>2. Manipulate musical notations of yangchen.</li> <li>3. Develop skills of playing dranyen.</li> <li>4. Play notations using dranyen.</li> <li>5. Practice types of beats in dranyen.</li> <li>6. Sing boedra.</li> <li>7. Reinforce voice modulation</li> <li>8. Study the history of dranyen.</li> <li>9. Introduce chungdra.</li> <li>10. Sing with musical instruments.</li> <li>11. Evaluate their record of musical notations.</li> <li>12. Describe the history and importance of dranyen.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice of voice modulation</li> <li>2. Introduce first boedra</li> <li>3. Playing flute</li> <li>4. Singing first boedra with flute and yangchen</li> <li>5. Writing first boedra (CI-II) notations</li> <li>6. Introducing second and third boedra (sing in notations)</li> <li>7. writing second and third boedra notations</li> <li>8. Singing second and third boedra with flute and yangchen as per notations and voice modulation</li> <li>9. Introduction to chungdra</li> <li>10. History of dranyen</li> <li>11. Developing skills for playing dranyen</li> <li>12. Manipulating notations</li> </ol>

**Class IV**

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
<p><b>Community Cultural Values</b></p>	<p><b>Traditional Music</b></p>	<p><b>Traditional songs and musical instruments</b></p>	<ol style="list-style-type: none"> <li>1. Emphasize use of dranyen, yangchen and flute.</li> <li>2. Document musical notations and songs.</li> <li>3. Develop additional skills in playing dranyen.</li> <li>4. Develop skills of playing chiwang.</li> <li>5. Compose simple tunes.</li> <li>6. Create inventory interludes.</li> <li>7. Practice new methods, techniques and skills using different instruments to incorporate orchestra.</li> <li>8. Compose music using instruments.</li> <li>9. Sing chungdra with dranyen.</li> <li>10. Orchestra</li> <li>11. Voice modulation.</li> <li>12. Study the history of chiwang.</li> <li>13. Identify how different songs reflect culture, customs, and historical events.</li> <li>14. Perform songs using instruments.</li> <li>15. Critic music by hypothesizing about mood and theme.</li> <li>16. Evaluate how music plays a role in expressing the different emotions, mood, and stages of the human life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn first chungdra</li> <li>2. History of chiwang including parts and care</li> <li>3. Developing skills of playing chiwang</li> <li>4. Playing dranyen by self and sing together</li> <li>5. Writing notations for simple tune</li> <li>6. Composing a simple song and tune</li> <li>7. Writing notations for the new song</li> <li>8. Learn second chungdra</li> <li>9. Listen and critic a short song</li> <li>10. Composing interlude</li> <li>11. Listening and imitating voice modulations</li> <li>12. Play and sing song with chiwang by self</li> <li>13. Singing chungdra with voice modulation</li> <li>14. Orchestra</li> <li>15. Singing chungdra with dranyen</li> <li>16. Composing a simple music</li> <li>17. Music and relation to life, history, culture, mood and emotions etc.</li> </ol>

Class V

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
<b>Community Cultural Values</b>	<b>Traditional Music</b>	<b>Traditional songs and musical instruments</b>	<ol style="list-style-type: none"> <li>1. Apply musical skills in compositions.</li> <li>2. Exhibit increased attention to details and complexity than in earlier years.</li> <li>3. Perceive songs and music from various media for their music compositions.</li> <li>4. Demonstrate the beginning skills in instrument tuning.</li> <li>5. Communicate their impressions about self, families and the wider community through music.</li> <li>6. Compose music by working collaboratively with others.</li> <li>7. Exhibit proper body posture for performance.</li> <li>8. Sing boedra and chungdra.</li> <li>9. Sing boedra rigsar.</li> <li>10. Orchestra</li> <li>11. Practice voice modulation</li> <li>12. Learn the importance of boedra and chungdra.</li> <li>13. Communicate values and ethics through original work.</li> <li>14. Convey what they perceive in the environment in the form of songs and music.</li> <li>15. Evaluate music by speculating about mood and themes.</li> <li>16. Record their compositions along with notations in their musical portfolios.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice of voice modulation</li> <li>2. History of boedra and chungdra</li> <li>3. Tuning chiwang</li> <li>4. Practice performance body posture</li> <li>5. Writing notations for their composition</li> <li>6. Importance of boedra and chungdra</li> <li>7. Tuning dranyen</li> <li>8. Playing dranyen by self and singing boedra</li> <li>9. Communicate impressions through music.</li> <li>10. Speculating mood and themes of songs and music.</li> <li>11. Tuning yangchen</li> <li>12. Playing yangchen by self and singing boedra</li> <li>13. Playing chiwang by self and singing boedra</li> <li>14. Conveying what they perceive in environment through songs.</li> <li>15. Perception of songs for new compositions.</li> <li>16. Playing dranyen by self and singing chungdra</li> <li>17. Playing dranyen by self and singing boedra rigsar</li> <li>18. Composing song in group</li> <li>19. Writing notations for their composition</li> <li>20. Orchestra (new methods and techniques)</li> <li>21. Music and relation to life, history, culture, mood and emotions etc</li> <li>22. Maintaining portfolios</li> </ol>

Class VI

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive Activities
<b>Community Cultural Values</b>	<b>Traditional Music</b>	<b>Traditional songs and musical instruments</b>	<ol style="list-style-type: none"> <li>1. Demonstrate their ability through performance.</li> <li>2. Create the same music piece or theme by using different instruments.</li> <li>3. Record ideas derived from the immediate environment and knowledge as beginnings for original music compositions.</li> <li>4. Synchronize instruments through tuning.</li> <li>5. Create awareness on copy right.</li> <li>6. Compose songs and music encompassing themes such as environmental, personal, and social issues.</li> <li>7. Explore additional musical instruments.</li> <li>8. Play boedra, chungdra, boedra rigsar and rigsar in instruments.</li> <li>9. Vocal modulation.</li> <li>10. Study the history of music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice of voice modulation.</li> <li>2. Study the history of music</li> <li>3. Synchronize tuning of chiwang with yangchen</li> <li>4. Practice performance body posture</li> <li>5. Recording notations from others' compositions</li> <li>6. Singing boedra with instruments.</li> <li>7. Synchronize tuning of Dranyen with yangchen</li> <li>8. Playing boedra in instruments</li> <li>9. Synchronize tuning of Dranyen with flute</li> <li>10. Playing chungdra in instruments</li> <li>11. Maintain portfolio of notations</li> <li>12. Singing boedra rigsar with instruments.</li> <li>13. Synchronize tuning of yangchen with flute</li> <li>14. Playing boedra rigsar in instruments</li> <li>15. Maintaining portfolio of notations</li> <li>16. Creating same music with other instruments</li> <li>17. Singing rigsar with instruments.</li> <li>18. Playing rigsar in instruments</li> <li>19. Copy right and plagiarism</li> <li>20. Orchestra (new methods and techniques)</li> <li>21. Composing songs and music</li> </ol>

**II.** Children who follow separate institute based curriculum (for all key stages I-V): *Refer the specially adapted syllabus outlined for the schools with SEN programme.*

## B. WANGSEL INSTITUTE FOR THE DEAF

- I. Standalone curriculum: Deaf students, in the absence of listening and speaking skills need to be taught almost on one to one and class by class basis through the main communication of using sign language. Therefore, the adapted curriculum is presented according to grade levels.

### Key Stage: 1 (Class Preparatory – III)

SN	Subject	Topics to be covered in the year 2020								
		March	April	May	June	July	Aug	Sept	Oct	Nov
1	BSL for Communication	Sign name for one of the pupils. And the teacher's sign name	1. <b>Vegetables</b> Chilli, tomato, onion, beans, broccoli, asparagus, potato, garlic use the taught signs in daily at home	1. <b>Classroom objects</b> Book, table, chair, pencil, eraser, paper 2. <b>Clothes</b> Kira, tego, wonju, gho, socks, gloves, jacket 3. <b>Verb</b> Eat, sleep, play, walk, talk use the signs at home with parents	1. <b>Domestic Animals</b> Cat, dog, cow, hen, sheep, horse, goat, pig 2. <b>Wild animals</b> Wild boar, bear, ,rabbit, elephant, rein deer, deer 3. <b>Fruits</b> Lych ee ,mango, peach, strawberry, sugarcane, walnut 4. <b>family</b> Father, mother, son	1. <b>emotions</b> Happy, sad, scared, crying  2. <b>colours</b> Red, yellow, orange, white, purple, brown, grey, pink, black, green, blue	1. <b>Weather</b> Sunny, Cloudy, ,windy, hot, cold, snowy, rainy  2. <b>Dzongkag</b> Paro, Trongsa, Chukha, Thimphu	1. <b>Household items</b> Plate, spoon, mug, rice cooker, curry cooker, boiler 2. <b>food</b> Curry, rice, vegetables,	1. <b>Days of the week</b>  2. <b>Month</b>	1. <b>Money</b> Nu.5, nu.10, nu. 20  <b>Revision</b>
2	English	BSL for communication class	BSL for communication class	BSL for communication class	BSL for communication class	BSL for communication class	1. Alphabet Sign alphabets	1. preposition In, on, under	1. matching One to one	1. writing alphabets

							Prewriting like tracing			
3	Math	BSL for communication class	1. sorting Size, colours 2. same and different concept	1. Quantity More/less 2. counting to 5	2. counting Object to 10. Be able to say how many or show when number is shown	3. writing the number to 10				

**Class PP**

SN	Subject	Topics to be covered in 2020							
		Mar-April	May	June	July	August	Sept	October	Nov
1	English	Free drawing & colouring Hand Coordination Work Book A p. 1,2 Printing Book p. 1,2	Pre writing Letters of the Alphabets Printing book p. 3,4 Workbook A p. 3,4	Colours (red, blue, green white, yellow, black & Orange) Text: School Work book p. 21,22,24 Printing Book p. 13-15	Preposition (in, on, under) Classroom objects Workbook p. 20,25,26,27 Printing Book p. 16-18	Names of foods & drinks Sentence construction (this is ....) Workbook A p. 28-33 Workbook B p. 23 Printing Book p. 19-21	Text: I like family members Workbook A p. 23 Workbook B p. 1,2,3,27 Printing Book p. 26-28	Clothes (Comparative adjectives Describing objects Workbook B p. 8-11 Printing Book p. 29-31 Parts of plants (root, leaf, stem & flower)	Describing animals/objects Workbook p. 12-15 Printing Book p. 32-34 Revision
2	Maths	Sorting & Patterns Sorting objects, Describing Attributes Workbook pg 1-4	Sorting & Patterns Sorting objects, repeating patterns, workbook p. 5-9	Numbers 1-10 Comparing small quantities Numeral writing 1-10 Creating sets	2D shapes Introducing 2D shapes (circle, rectangle & triangle) Drawing the 2D shapes Locating 2D shapes in the environment Work book p. 75-78 Length (workbook p. 30 -34 -	3D shapes Introducing 3 D shapes Describing sphere & Cone Locating 3 D shapes in the environment Work book p. 35-45 Repeating Patterns, Copying ,repeating patterns, extending repeating patterns, creating repeating patterns Work book	Mass & Capacity Heavy/light/heavier/lighter/heaviest/lightest/  Ordinal numbers 1 <sup>st</sup> -5 <sup>th</sup> Writing the ordinal numbers	Ordinal numbers 6 <sup>th</sup> – 10 <sup>th</sup>  Writing the ordinal numbers  Halves Big halves & small halves  Colouring the half	Writing number words 1-10  Collecting ,organizing & creating simple graph  Revision

						p. 66-70			
3	BSL	<p><b>Colours</b> (red, blue, green, yellow, black, white &amp; pink)</p> <p><b>Fruits</b> (apple, banana, watermelon, grapes, orange)</p> <p><b>BSL alphabets</b></p>	<p><b>Vegetables</b> (ginger, garlic, radish, fern, spinach)</p> <p><b>Household Items</b> (TV, bed, sofa)</p> <p><b>Weather</b> (rainy, snow, cloudy, sunny)</p> <p><b>Clothes</b> (gho, kera, kira, socks, lagey, wonju, shoes, underwear &amp; vest)</p>	<p><b>Body Parts</b> (eyes, nose, mouth, ears, teeth, head, hair, tongue, arm, hand, leg, feet, stomach, finger, thumb &amp; toes)</p> <p><b>Clothes</b> (shirt, skirt, half pants, jackets, sweaters, gloves, slippers, school uniforms)</p> <p><b>BSL alphabets</b></p>	<p><b>Fruits</b> (pear, peach, plum, walnut, apricot, strawberries, cucumber)</p> <p><b>Classroom objects</b>(book, pencil, pen, table, chair, window, door, chalk, bin, duster, shelf, green board, scissors, slate, eraser, ruler, bag, crayons, cupboard, paper)</p> <p><b>Domestic Animals</b> (dog, cat, cow, ox, horse, calf ,pig, donkey, hen, rat, goat, sheep)</p>	<p><b>Vegetables</b>(onion,tomato,potato,chilli,cabbage,cauliflower,carrot,beans,pumpkin)</p> <p><b>Foods &amp; drinks</b> (rice, curry bread, biscuits, butter, salt oil, cheese, meat, egg, fish, water, tea, suja, milk, sugar, dhal, porridge, juice, momo, cake, jam, pickle, chicken, beef, pork)</p> <p><b>Wild animals</b> (tiger ,bear, monkey, wild boar, squirrel, snake, pheasant, deer ,leopard)</p>	<p><b>Birds</b> (pigeon, crow, sparrow)</p> <p><b>Common insects</b> (butterfly, mosquito, ant, flea, louse, lice, bee, spider, leech)</p> <p><b>Toiletries</b> (toothbrush, toothpaste, soap shampoo, bucket, toilet paper, hard broom, geyser, mop)</p>	<p><b>Safety</b> (disaster, earthquake, fire, flood)</p> <p>Natural environment in and around school(stick,stone ,grass,tree,flower, mountain,sky,sun ,moon,star,stream ,rock)</p> <p><b>Dzongkhag</b> (Paro, Taksang, Wangsel, Airport ,Hospital ,BHU, market</p> <p>Thimphu, JDWNRH, Changlimithang, national memorial chorten, Buddha Point)</p>	<p><b>Household Items</b> (plate, cup, spoon, knife, Rice cooker, curry cooker, water boiler, dustbin, broom, dust collector)</p> <p><b>Time &amp; Weather (Days of the week, Months)</b></p> <p><b>Revision</b></p>

**Class I**

SN	Sub	Topics to be covered in the year 2020								
		March	April	May	June	July	Aug	Sept	Oct	Nov
1	English	Revision of PP high frequency words. Classroom objects: (book, pencil, eraser, shelf, dustbin, crayon, pen, chair, table, green board, chalk, duster)	Greetings and courtesy Days of the week. Letters formation (small letters). Word that matches with each Alphabet: (Eg. A - apple, B - bag).	Letter formation. (big letters) Alphabets in sequence (both big and small letters) Parts of the body. (head, eye, ear, mouth, arm, hand, finger, neck, chest, stomach, thigh, leg, ankle, heel, calf)	Classroom instructions. (pick up, come, sit, stand, take, read, write, copy, arrange, close, open, draw, say, ask, sweep listen, walk, talk, colour). Prepositions (on, in, under, beside, behind, in front of, between, near, far).	Colours: (red, white, blue, green, yellow, purple, pink) Weather: (sunny, cloudy, windy, rainy) Personal information: (Eg. What is your name? My name is.... How old are you? I am ...years old. Where do you live? I live in....)	Ask information about others: (what is his/her name? His/ Her name is.... Where is he/she from? He/she is from...) Daily Activities: (wake up, brush teeth, wash face, get dressed, eat, go to school, play games, read, write).	People's everyday work and habits: (My mother cooks every day. She cleans the house) Places around the children. (Eg. Office - The principal works in the office.)	Clothes: (name of the clothes and tell what children like to wear when they go to school/dzong, market/picnic. Use picture cues to tell what children wear on different days. Occupation and services: (Eg. Carpenter - This is a carpenter. He makes chairs.)	Domestic animals' homes and foods. (dog - It lives in kennel. It eats bones.) Express Purpose: (classroom objects and body parts: (Eg. Pencil - I use pencil to write. )
2	Maths	Revision of class PP topic: Number (0 - 10) Number Names (0 - 10)	Numbers up to 30) 1. Write Numbers in correct sequence. 2. Fill in the missing numbers. 3. Count the drawn cubes	Numbers up to 30) 1. Read and use calendars. 2. Number words: (Zero - Twenty)	Number words: 1. Write Twenty One - Thirty with correct spellings. 2. Match the Numbers with number words.	Compare numbers to 5 and 10. -more, less and same. Sorting: -Circle Odd one. Patterning:	Patterning: -Make a pattern by drawing any shapes or anything children wish. -Create simple repeated	3-D shapes: - Names: sphere, cylinder and cone. -Physical aspects of 3-D shapes. -Locate 3-D shapes in the environment.	2-D shapes: -Names: circle, square, triangle, rectangle. -Match the 2-D shapes. -Draw 2-D shapes by joining dots.	Length and Mass: - Long, longer, short, shorter. Heavy, heavier, light, lighter.

			and write the number correctly.	1. Rewrite the number words. 2. Match the Numbers with number words.	3. Ordinal Numbers: (1 <sup>st</sup> , 2 <sup>nd</sup> , ...20 <sup>th</sup> ) 1. Provide the meaning of ordinal numbers with illustration. 2. Put correct ordinal numbers in the empty circles.	-circle the part that repeats. -Copy and Extend the patterns.	number patterns. -Create growing number patterns.	-Match 3-D shapes. -Draw 3-D shapes.	-Locate 2-D shapes in the environment.	Data and probability: -Collect simple data. -Create picture graphs. -Create bar graphs.
3	BSL	1. Greetings, name signs. Good morning, good afternoon, good evening, Kuzuzang pola, Good night, 2. Courtesies: Please, Thank you. Sorry.	1. Family members: father, mother, brother, sister, uncle, aunt, grandfather, grandmother. 2. Jobs: teacher, farmer, doctor, shopkeeper, nurse, cook, weaver, soldier, driver, tailor, police, tourist guide.	Body parts: head, eye, eyelash, nose, hair, ear, mouth, teeth, tongue, neck, shoulder, chest, stomach, finger, hand, elbow, ankle, leg, calf, lip, thigh, foot, toe, arm. 2. Domestic Animal: cow, calf, donkey, cock, cat, dog, pig,	1. Fruits: grapes, pineapple, watermelon, jackfruit, sugarcane, walnut, lemon, pear, mango, nuts, orange, apple, banana, cardamom, coconut, lime, papaya, plum, pomegranate. 2. Vegetables: cauliflower, cabbage, chilli, coriander, fern, beans, bitter gourd, pumpkin, spinach, radish, potato,	1. Insects: bee, spider, housefly, leech, caterpillar, grasshopper, louse. 2. Food: rice, butter, jam, pickle, cake, porridge, zaw, bread, curry, fried rice, cheese, noodles, biscuits, dhal, ice-cream, momo. 3. Drinks: suja, tea, water, juice, milk.	1. Feelings: angry, happy, sad, afraid, love, care, tired, cold, hot, sick, pain. 2. Hygiene and Sanitation: wash hands, brush teeth, cut nails, comb, wear clean clothes, Eat good food, take bath, wash face, change under wears. Wash socks.	1. Money Denomination: Notes, coin, Nu, 1, Nu. 5, Nu. 10, Nu. 20, Nu. 50, Nu. 100. Nu. 500, Nu. 1000. 2. Clothes: Gho, kira, kera, tego, wonju, lagay, shirt, pants, skirt, half pants, jacket, sweater, gloves, socks, shoes, underwear, slippers, school uniform, bra, belt, hat, scarf, boots,	1. Toiletries: toothbrush, toothpaste, soap, shampoo, comb, towel, mirror, cream. 2. people in the School: principal, teacher, matron, instructor, warden, librarian, staff, captain, caretaker, sweeper, office assistant, painter, carpenter, carver, tailor, barber, baker,	1. Describing words: tall, short, fat, thin, big, small, long, short, beautiful, ugly, handsome, clean, dirty, young, old, new, old, heavy, light, thick, thin, full, empty, round, flat, smooth, rough, slow, fast. 2. Transport: car, bus, taxi,

				<p>goat, hen, sheep, ox.</p> <p>3. Wild animals: tiger, bear, boar, deer, fox, leopard, elephant, lion, monkey, wolf.</p>	<p>brinjal, carrot, garlic, ginger, mushroom, onion, squash, turnip.</p> <p>3. Birds: pigeon, crow, sparrow, black-necked crane.</p> <p>4. Insects: butterfly, mosquito, ant, flea, cockroach, dragonfly, snail, tick.</p>	<p>4: Household Items: plate, mug, cup, glass, basket, knife, pot, bottle, spoon, bucket, lock, key, hard broom, fork, stove, ladle, TV, remote control, rice cooker, lighter, curry cooker, soft broom, dustbin, gas cylinder, water filter.</p>	<p>3. Different rooms in the house: kitchen, bedroom, dining hall, store, alter.</p> <p>4. Safety: Disaster, Earthquake, fire, flood, landslide, Electric current.</p>	<p>sneakers, converse.</p> <p>3. Colours: red, blue, green, yellow, white, purple, orange, pink, grey, brown, black.</p>	<p>store in-charge.</p> <p>3. Natural Environment: stick, stone, grass, tree, flower, mountain, sky, sun, moon, star, stream, rock, river, hill, plant, garden, fence, ground, forest, rock.</p>	<p>bicycle, Hilux, plane, helicopter, truck, tipper, excavator, dozer, power tiller, scooter, ambulance, train, ship, motor bike.</p>
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**Class II**

SN	Subject	Topics to be covered in the year 2020								
		March	April	May	June	July	August	Sept	Oct	Nov
1	English	<p>Unit four: Theme - Animals Reader: Occupation</p> <p>Expand their bank of known words to read simple texts -Recognize new word using meaning Use the writing strategies developed in class PP Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit four: Theme - Animals Reader: Twelve Animals of Bhutan Expand their bank of known words to read simple texts. Recognize new word using meaning -Use the writing strategies developed in class PP -Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words</p>	<p>Unit four: Theme- Animals Reader :The elephant’s trunk Expand their bank of known words to read simple texts. Recognize new word using meaning- Use the writing strategies developed in class PP Shape letters accurately -Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit five: Theme- Animals Reader : The elephants trunk Expand their bank of known words to read simple texts. -Recognize new word using meaning- Use the writing strategies developed in class PP Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit five: Theme- Animals Reader: What am I? Expand their bank of known words to read simple texts. -Recognize new word using meaning Use the writing strategies developed in class PP Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit five: Theme- Animals Reader: At the market. Expand their bank of known words to read simple texts- Use the writing strategies developed in class PP Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit six: Theme- Animals Reader : Water Expand their bank of known words to read simple texts. Recognize new word using meaning Use the writing strategies developed in class PP- Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit six: Theme- Animals Reader: Water Expand their bank of known words to read simple texts- Recognize new word using meaning Use the writing strategies developed in class PP- Shape letters accurately- Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories.</p>	<p>Unit six: Theme- Animals Reader : Momo and the leopard -Expand their bank of known words to read simple texts- Recognize new word using meaning Use the writing strategies developed in class PP Shape letters accurately Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories</p>

			to write their stories.							
2.	<b>Maths</b>	Numbers up to 100	Sorting and patterning Repeating patterns Translating patterns	Introduction to addition Introduction to subtraction	2D shapes Identify 2 D- shapes Describe 2 D- shapes Locating 2 D shapes in the surrounding environment	3D shapes Identify 3- D shapes Describe 3 D shapes Locating 3- D shapes in the surrounding environment	Length and area Mass, capacity and time -Estimate measure and compare and predict length, mass, capacity, area	Mass, capacity and time Data and probability	Read and write time from an analogue clock to the hour.	-Collect simple data Organize simple data Create representational picture graphs
3.	<b>BSL</b>	Activities of winter/summer vacation.  Personal experience.  Family members.  Personal information.  Daily routine  Body Parts  Hygiene and sanitation.	Feelings.  Etiquette.  Gaining attention  Domestic animals and their purpose.  Animals and benefits.  Birds	Fruits, vegetables and crops  Body parts of a bird  Common insects and diseases.	Name of food and drink.  House items  Celebration  Money denomination  Clothes  Colours Describe things related with colours.	Classroom rules/manners  Time and weather  Sequencing of school activities  School activities  Classroom objects Singular/Plural(-s)  Prepositions Classroom objects- possession Information about friends and teachers.	Shapes  BSL hand alphabet  Numbers 0-200 Describe people and animals  Gardening tools 8 core values  Safety People and places in community	Natural environment in and around school  Transportation and traffic safety rules  Transportation	Thimphu	Kings of Bhutan -National Symbols -Revision

### Class III

SN	Subject	Topics to be covered in the year 2020								
		March	April	May	June	July	August	Sept	Oct	Nov
1	BSL	-winter activities -personal information -daily routine	-family -jobs -number names	jobs ,food ,domestic animal ,wild animal, Insects	-insects -fruits -vegetables -birds	-household items -body parts -cloths -parts of plants	-transport (bus, truck, taxi, aeroplane, boat, ship) -name of places -weather	-sickness -healthy food -junk food -safety	-twenty dzongkhags -money denomination -animal & benefits	-royal family -national symbols
2	Eng	Family members  Themselves	Family  Jobs	Four seasons Twelve months  Colours Days of the week	Singular & plural, Preposition Pictures name (work book p. 14,12,13)	Word building, punctuation workbook page 15,19,22,23	Descriptive writings  building words	Practice, sentence writing (workbook page 16,27),  Read and draw workbook page 29	Word building page 39' write the names of animals p. 40 Follow instructions read, draw and colour workbook page 55	Write simple personal letter  Read the text and answer the question
3	Maths	Calendar Number -counting on number lines -comparing numbers	Numbers 0-200 Number names 1-100 Counting objectives	-2D shapes -one digit addition	- adding in column -two digit addition -one digit subtraction	-2digit subtraction -3D shapes	-fraction -even and odd numbers	-adding with regrouping - subtracting with regrouping	-describing 3 digit number as ones, tens, hundreds -comparing 2digit and 2 digit number	-interpreting bar graph Creating bar graph

4	Dzo	<p>ཨ་ལོ་རང་སོའི་  ལྷོང་དེབ་ནང་  ཐོག་མ་འདྲམ་  ཚུ་འཐེན་ནི་  དང་ཡི་གུ་གྲི་ནི་  གི་ཚོན་ལྷུང་།</p>	<p>ཨ་ལོ་རང་  སོའི་ལྷོང་  དེབ་ནང་  ཡོད་མི་  དབྱིབས་མ་  འདྲམ་ཚུ་ལྷུ་  བསོད་ཚུ་  དང་འབྲིལ་  ཚོན་གཏང་  ནི།</p>	<p>མིང་ཚོག་  དང་  འབྲིལ་ཡི་  གྲུ་འབྲི་  ཐངས་  དང་ལག་  བར་  འབད་  ཐངས་ལོ་  དོན། དེ་  ཡང་ལ།  ད། ཆ། ཡ།  ལ། ལ།  སོགས་  ཤིས་ནི།</p>	<p>གསལ་བྱེད་  ༩༠ དང་  གསལ་བྱེད་  གྲུང་མིང་  ཚོག་ཡིག་  འབྲུ་ཨ་  འབད་མི་  དཔེར་ན་  མར། ཕམ།  སོགས་གྲི་ལོ་  དོན་དང་  འབྲི་ཐངས་  ལྷོན་ནི།</p>	<p>གསལ་བྱེད་  རྒྱུང་པའི་རྫོང་  ཚོག་ལྷུང་གུ་  ནང་ རྫོང་  ལྷོ རྫོང་  དང་གོ་དོན་  བཤད་ནི་  དཔེར་ན་  ལམ་དང་དང་  ལག། བ་དང་  ར། ལ་སོགས་  ལ།</p>	<p>དབྱུངས་བཞི་  རོ་ལྷོད་དང་  དབྱུངས་  གསལ་ལས་  རྒྱུབ་པའི་མིང་  ཚོག་འཇམ་  དོང་དོ་དང་  འབྲིལ་པར་གྲི་  ནི་ དཔེར་ན་  ཨའི། གུར།  དཔོན། ཨོ་མ།  ལ་སོགས་ལ།</p>	<p>དབྱུང་གསལ་  ལས་རྒྱུབ་པའི་  རྫོང་ཚོག་ལྷུང་  གུ་ རྫོག་  མདུ་ ལྷག་ལྷ།  འོག་ལྷ། རང་ན།  དཔེར་ན་ ཟམ་  གུ་མི་འདུག། ཚུ་  ནང་ཉ་འདུག།  ལ་སོགས་ལ་ཚུ་  ལྷག་རྩེ་པར་གྲི་  ནི།</p>	<p>དབྱུང་གསལ་ལས་  རྒྱུབ་པའི་རྫོང་ཚོག་  ལྷུང་གུ་རང་ལྷོབས་  གྲིས་བཟོ་ཚུགས་ནི།  དཔེར་ན་འདི་ཨ་  པ་ཨོན། འདི་ཨའི་  ཨོན། འོང་དེ་གི་  ཕམ་ཨོན་སོགས་གྲི་  ནི།</p>	<p>ཨང་གྲངས་༠་  ལས་༥༠་ཚུན་  ཚོད་འབྲི་ཐངས་  དང་གོ་དོན་ཉ་  གོ་ཚུགས་ནི་ དེ་  ལས་གྲངས་ལ་  རྒྱུབ་ཚུགས་ནི།</p>
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**Key Stage: 2 (Class: IV-VI)**

**Class IV**

SN	Subject	Topics to be covered in 2020							
		April	May	June	July	August	Sept	Oct	Nov
1	Eng	Handwriting -Reading Comprehension	Text(Body book) -Question words (Wh questions) -Moral story (The fox and the stork) Grammar (Noun)	Grammar(Pronoun) -Verbs(Doing words) -Use of have – has	Prepositions Punctuation(Question mark, full stop, comma, exclamation mark)	Reading Comprehension Synonyms(Examples)	Reading comprehension Contractions -Meaning -Example of contractions	Prepositions	Sentence building -Meaning of sentence -Examples of sentence
2	Maths	Number names -Renaming numbers	Multiplication tables. -Basic operation and related terms. - Multiplication( Different ways of multiplying)	Multiplication(different ways of multiplying) -Number patterns -Extending number patterns	Representing numbers(place value, base ten block , expanded)	Shapes(2D and 3D shapes) -Edge, vertices, sides -Symmetry	Word problems -Addition word problem -Subtraction word problem	Word Problems -Multiplication word problem -Division word problem	Measurement - measurement of length, mass, capacity and area.
3	BSL	Classroom Objects	Dzongkhags  Airports in Bhutan Signing short phrases. Vocational tools	Vocational tools Government National Identity Time	BSL hand shape	5 parameters of sign language Hand shape Location Movement Palm orientation Facial expression Finger spelling(Receptive) 3 letter word 4 letter word	BSL hand shape	BSL hand shape	Signing phrases and sentences

						5 letter word			
4	Dzo.	གསལ་བྱེད་འོ་རྟགས་ དང་འདྲིན་བཀལ་ ཐངས།	ཨང་ཡིག་གི་འོ་རྟགས་ ལྟར་བ།	ཨང་ཡིག་འདྲི་ཐངས།	གསལ་བྱེད་རྒྱུ་པའི་མིང་ ཚོ།	དབྱེད་ས་གསལ་ལས་ཀྱི་ པའི་མིང།	མགོ་ཚན་ལས་ཀྱི་ པའི་མིང།	འདྲིན་ཚན་ལས་ཀྱི་ པའི་མིང།	ཚུགས་འདྲིན་ལས་ ཀྱི་པའི་མིང།
5	Sci.	Sorting materials  Transparent, opaque ,light and heavy.	Natural and human made.  Meaning of natural and human made. Examples of natural and human made floating and sinking	Meaning of floating and sinking  Objects that float and sink	Degradable and non-degradable  Define degradable and non-degradable  Examples of degradable and non degradable	Matter  Define matter  Some examples of solid, liquid and gas	soluble and insoluble substances  Define soluble and insoluble  Examples of soluble and insoluble	Living and non living  Define living and non living  Examples of living and non living	Force  Define force  Examples of force.
6.	S/Studies	Weather  Define weather  Different weather	Weather instruments  Landforms	Define landforms  Landforms and symbols	Forest  Define forest  Types of forest  Importance of forest	Our country  Different names in the past.	Local government  Meaning of local government and gewog.  Roles of Gup, Mangmi and Tshogpa	Work people do.  Types of work	Work people do  Types of work

**Class: V**

SN	Subject	Topics to be covered in the year 2020								
		March	April	May	June	July	Aug	Sept	Oct	Nov
1	Mathematics	Represent three digit numbers using base ten blocks	Writing numbers in expanded form. Comparing numbers .	Addition and subtraction of three digit numbers with and without regrouping	Multiplication of two digit numbers by one digit numbers. Division as sharing and grouping.	write numbers using dzongkha and roman numerals.  Recognising and describe a representing drawing of sharing pattern.	Compare length and mass using long and short and heavy and light. Read and write the time using logs.	Draw , name and identify different fractions.  Read, write and understand ordinal numbers in words as well as symbols.	Write numbers in expanded form.  Comparing numbers. Add and subtract 4 digit numbers with and without regrouping.	Multiplication of 2 digit numbers. Division as sharing and grouping. Read, write draw and classify 2D and 3D shapes.
2	Dzongkha	ཤིང་འབྲས་ཚུ་གི་མིང་དང་པར་གྱི་ལོ།	ཤིང་འབྲས་ཚུ་གི་མིང་དང་པར་གྱི་ལོ།	ཤིང་འབྲས་ཚུ་གི་མིང་དང་པར་གྱི་ལོ།	ཤིང་འབྲས་དང་ཚོད་སེ་ཚུ་གི་མིང་དང་པར་གྱི་ལོ།	༡. ཇའ་ཡིག། ༢. རྫོང་པ་ལུང་ཀུ་མི་ལོ། ༣. ས་གནས་དང་ཚོད་སེ། ཤིང་འབྲས་ཚུ་གི་མིང་གི་ལོ་རྒྱུང་བ།	༡. པར་ལུ་བཟུ་སྤེ་དྲི་བ་འཇམ་སངས་གི་ལན་གྱི་ལོ། ༢. ཉེ་འབྲེལ་གྱི་མིང་ཚོགས། ༣. གནམ་གཤིས། ༤. བཤད་པ་ལུང་ཀུ་མི་ལོ།	༡. གྲུག་ཤད་ལསག་དམ་འབྲུ་འབད་དེ་ས་རྫོང་བསྟུབ་ལོ། ༢. འགལ་མིང་དང་མིང་དང་ཇའ་མིང་དང་པར་སོགས་མཐུན་ཚུ།	༡. ལྷོ་བ་འཇམ་སངས། ༢. ཞེ་ས་དང་པལ་ཚོགས། ༣. རྫོང་ཁག་༢༠ རོས་འཛོལ། ༤. ཏུས་བཞི།	༡. རང་གི་རོ་སྤོད། ༢. མིང་རོས་འཛོལ། ༣. ལྷག་ལོ་ལོ་སྤོད་བ། ༤. གོ་དོན་ལེན་ཐངས།

3	English	Naming alphabets (A-Z) 2. Writing 5 names from each alphabets .	1. Dzongkhags 2. Drawing the map of Bhutan 3. Provide some questions to check their understanding	Provide a short story and moral 2. provide some questions 3. join google classroom	1. types of plants 2. gains/fruits/climbers/shrubs 3. provide video clips on various plants	1. climate 2. types of crops/fruits/vegetables grown on different climatic zones	1. food chain 2. example of food chain 3. provide picture of the simple food chain 4. ask to make one food chain of their own	1. some birds of Bhutan 2. reading a short story books 3. questions and answers 4. worksheet to be provided	1. Animals and their babies 2. pictures 3. spellings
4	Social studies	Bhutan Map	Drawing all the things that you see in the kitchen and write the word , Drawing twelve animals on the Bhutanese Calendar and writing the answers My village	Continents and oceans, Where is Bhutan ? ( Text Book pg. 32) , Sources of rivers, Importance of rivers, Map showing river system in Bhutan ( p. 36,37)	Our Dzongkhags, Domestic animals(pg. 70), food crops and cash crops (pg. 71), Transportation in Bhutan (pg. 76)	National flag, national dress, national day	National Anthem, national flower, tree, game and language	Money , Ways of saving types of banks.	goods and Services, trade , Define population
5	Bhutanese Sign Language	10 ministries , prepositions.	Domestic animals, shapes, 3D and social media, Royal family, 20 dzongkhags	Google classroom, weather, submit how to google classroom, Neighboring countries.	Air pollution, Land pollution, Sound pollution, Water pollution, Natural Environment	Waste management in Bhutan, Classroom objects, Singular/ plurals, Respect, Biodiversity.	Wangsel Institute for the Deaf, Deaf history in Bhutan, Drak Tso, Other countries deaf people.	Substances abuse, Greener way Thimphu, Je Khenpo, Ocean (sea animals)	Cons + Pros, Cultivation + harvest, substance abuse

6	Science	1. Every day materials 2. Sorting materials	1. Three states of matter 2. Change of matter	1. Sources of electricity 2. Uses of electricity	1. White light    2. Reflection of light	1. Uses of magnet 2. Types of magnets	1. Lifecycle (butterfly, cow, etc.) 2. Three forms of energy	1. Function of root, leaves, flower 2. Plant (parts and functions)	1. Structure of flower 2. Function of flower
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**Class: VI**

SN	Subject	Topics to be covered in the year 2020							
		Mar-April	May	June	July	Aug	Sept	Oct	Nov
1	Mathematics	Represent 4 digit numbers using base ten blocks Writing numbers in expanded form Comparing numbers	Addition and subtraction of four digit numbers with and without regrouping.	Multiplication of 2 digit numbers by one digit numbers. Division as sharing and grouping	Write numbers using Dzongkha and Roman numerals. Recognize and describe a repeating, growing, or shrinking pattern.	Compare length and mass using long and short and heavy and light. Read and write the time using analogues	Draw, name and identify different fractions. Read, write and understand ordinal numbers in words as well as symbols.	Writing numbers in expanded form. Comparing numbers Add and subtract 4 digit numbers with and without regrouping	Multiplication of 2 digit numbers by one digit numbers. Division as sharing and grouping Read, write, draw and identify various 2D and 3D shapes.
2	English	Important terminologies and preventive measures of covid-19 pandemic Noun: Able to identify noun. And classify noun as subject and object	Verb: able to identify simple verbs and be able to understand that every sentence has a verb .	Subject verb agreement: use the earlier learned lessons of noun and verb in understanding simple subject-verb agreements.	Preposition: Understanding simple prepositions	Adjectives: understanding adjectives and writing simple sentences using adjectives to describe.	Adverb: using the concept of adjectives and recognizing the adverbs. Using adverbs to describe their daily routine.	Interjection: able to recognize that interjection words are meant to express certain emotions directly. And able to correctly use certain commonly used interjections.	Story: setting and character. Sign and be able to write simple stories with setting and character.

3	Social studies	<b>Population</b> Importance of population Birth rate and death rate	<b>Our Home</b> Importance of home Importance of school.	<b>Family</b> Importance of family. Family tree	<b>Solar system</b> Importance of solar system Planets, Our earth.	<b>Zhabdrung Ngawang Namgyel</b> Religious unification  Administrative system and codification of laws  Creation of unique national identity	<b>Seasons in Bhutan</b> Altitude Factors affecting the seasons in Bhutan	<b>River systems in Bhutan.</b> Sources and course of rivers in Bhutan.  Patterns of river system.  Land features made by the rivers	<b>Use and management of natural resources</b> Use of water resources Use of forest resources
4	Bhutanese Sign Language	<b>Classroom objects:</b> Names and signs of classroom objects. Plural and singular of different classroom objects. <b>Prepositions</b> Teach prepositions using classroom objects.	<b>Continents and Dzongkhags:</b> Names and signs of 7 continents and 20 Dzongkhags Locate 7 continents and 20 Dzongkhags on the world map and Bhutan map.	<b>Places around the school:</b> Read, write and sign the names of different places around the school. <b>Vocational tools:</b> Read, write and learn the sign of different vocational tools.	<b>Eight core values:</b> Write, understand and implement eight core values in their daily life.	<b>Verbs:</b> Teach about 20 to 30 new verbs using action and names. Ask children to make their own sentence using the new verbs they learned and make small videos of their sentence.	<b>Politics:</b> Name and sign the names of different political parties in Bhutan.  10 different ministries  identify ministers for different ministries.	<b>King:</b> Read and write the names of 5 kings of Bhutan and the royal families.	<b>Animals:</b> Read, write and sign the names of different domestic animals. Draw, describe and make video of any one domestic animal they like.

5	Science	<b>Elements, atoms and molecules.</b> Explain the formation of element and molecules <b>Matters:</b> Identifying and listing three states of matter Listing examples of 3 states of matter at home	<b>Plants:</b> Parts of plants and the food <b>Sense organs:</b> Read , match and write the names of four things that children can feel, see, taste and smell.	<b>Everyday materials:</b> Classify things into different groups as given in Table 1.1. TB Page:2 List ten things that you find at home. ii. Write down their uses. TB Page: 3	<b>Floating and sinking:</b> Definition of floating and sinking Experiment to observe whether objects float or sink in water. TB page 8	<b>Living and non living things:</b> Characteristics of living and non living things. TB Page 99. Defining and listing examples of living and non living things.	<b>Food:</b> Listing examples of different food groups like pulse, grains, fruits, milk products, meat, vegetables. TB page	<b>Types of food:</b> List different foods that - gives us energy - helps us grow - protects us from diseases TB page 140.	<b>Green Plants:</b> Effects of light, air, temperature, water on plants. <b>Flower:</b> Drawing and labelling the parts of flower. Experimenting and listing the necessary conditions for growth of flower.
6	ཚོང་ལ།	གསལ་བྱེད་རྒྱུ་ སའི་ཡིག་འབྲུ་ གའབད་མི་མིང་ ཚོག་སྟེ་བར་ སྤྱི་ནི། དཔེ་རྩ་ ་ ལ། ད། མ། ཡ། ར། ལ། ས། ར། ལ། ས། ར། ལ།	རྒྱུ་ལྟེ་ལག་ལེན་ འཐབ་སྟེ་ཡོད་པའི་རྒྱུ་ ཚོག་ལྟེ་ལྟེ་སྟེ་བར་ སྤྱི་ནི། དཔེ་རྩ་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ ལྟེ་སྟེ་ལག་ལེན་ རྩ་བའི་སྤྱི་དང་ ཚོང་སྟེ་ལག་ལེན་ རྩ་བའི་སྤྱི་དང་	རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་	འ་རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་	འགལ་མིང་གི་མིང་ཚོག་ འཇམ་རྩོད་རྩོད་ལྟེ་སྟེ་ དཔེ་རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་ རྩ་བའི་སྤྱི་དང་	དུས་རྒྱུན་ལག་ལེན་འཐབ་ མི་མིང་ཚོག་ལྟེ་སྟེ་ དང་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་	རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་	རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་ རྩོད་པལ་ཚོག་ལྟེ་སྟེ་

### Key Stage: 3 ( Class VII-VIII )

#### Class VII

SN	Subject	Topics to be covered in 2020								
		March	April	May	June	July	Aug	Sept	Oct	Nov
1	English	Important terminologies and preventive measures of covid-19 pandemic	Noun: Able to identify noun. And classify noun as subject and object	Verb: able to identify simple verbs and be able to understand that every sentence has a verb.	Subject verb agreement: use the earlier learned lessons of noun and verb in understanding simple subject-verb agreements.	Preposition: Understanding simple prepositions and the use of preposition in phrasal verbs	Adjectives: understanding adjectives and writing simple sentences using adjectives to describe.	Adverb: using the concept of adjectives and recognizing the adverbs. Using adverbs to describe their daily routine.	Interjection: able to recognize that interjection words are meant to express certain emotions directly. And able to correctly use certain commonly used interjections.	Story: setting, character, theme and conflict. Sign and be able to write simple stories with setting, character, theme and conflict in it.
2	S/Studies	Earths and its people	Weather 1.Importances of Weather 2.types of weather	River 1.Importance of river systems 2.Your village and its importance of river nearby.	Zhabdrung Ngawang Namgyal 1.Its brief history 2.law of Bhutan	Trade, Transport and Communication 1.concept of trade, transport and communications 2.its importance	Government 1.Types of Government 2.branches of government	Atmosphere 1.Importance of atmosphere 2.layer of atmospheres	constitution 1.Importance of features of Constitutions 2.Citizens and voting	settlements 1.Patterns of settlements 2.Evolution of settlements
3	Mathematics	Whole Number Place Value: Recognize the value of each digit to 4-5 places	Whole Number Place Value: Recognize the value of each digit to 4-5 places.	Whole Number Place Value: Write in expanded forms. Rename numbers to 4-5	Whole Number Place Value: Read and write in Numbers and Words. Compare 4-5 digit numbers Order 3 and more numbers. Order numbers	Numeration, Addition and Subtraction : Adding mentally. Additions of 4-5 digit Numbers	Multiplications and Divisions Facts: Meaning of multiplication . Multiplying 4-5 digit Numbers by 2-3 digit	Fractions: Renaming Fractions. Types of Fractions. Comparing and ordering Fractions. Modelling	Fractions: Addition and subtraction of Fractions. Multiplication and division of Fractions.  Decimals: Decimal Place	Decimal: Use of decimal in Money, Length and Weight. Relating Fractions and Decimals. Addition and subtraction of

			Read numbers to millions	digit in several ways using Place value chart. Write number in different ways.		with and without regrouping. Subtracting Mentally. Subtractions of 4-5 digit Numbers	Numbers. Meaning of Division. Dividing 4-5 digit Numbers by multiples of Ten and 2 digit Number.	Mixed numbers.	Value. Comparing and ordering Decimals	Decimals. Multiplying a decimal by a whole Number
4	Science	Foods and Drinks	1. types of food 2. Foods we eat	1. Personal hygiene 2. coronavirus 2019	1. structure of female reproductive system 2. function of uterus, ovary, fallopian tube, vagina	1. structure and functions of human skeleton 2. structure of the respiratory system 3. functions of parts of respiratory system	1. structure of nervous system 2. function of sensory and motor nerves 3. parts of a green plant	1. functions of root, leaves, flower. 2. definition and equation of photosynthesis 3. nutrients of green plant	1. structure of a bean seed. 2. food chain and food levels 3. habitats of animals	1. properties of solid, liquid and gas 2. names and uses of metals and non metals
5	BSL	Important signs to learn during the pandemic .	Zhabdrung Ngawang Namgyel: Early life. Reincarnation and coming to Bhutan National gifts from Zhabdrung.	4th King: Birth and prophecy. King at a young age. Simple life. GNH.	Economics: Imports of goods (rice , meat, vegetables, fruits, clothes, electric appliances, stationery, grocery items, vehicles, etc). Export Goods (apples, electricity, oranges, potatoes,	Preservation and Promotion or Culture. Good Governance . Travelling Abroad: Passport (official/Personal). Visa. Money Exchange.	Financial Literacy: Banking system. Different Banks in Bhutan. Different types of account. Deposit/Withdrawal/transfer/exchange/loan . ATM.	Sex Education: Teenage pregnancy. Safe sex. Contraception methods. Substance Abuse. Effects of abusing drugs.	Assistive technology for the Deaf: Cochlear Implant. Vibrating device/watch. Hearing Aids. Video signing using smart phones.	People in History of Deaf Education: Teaching Methods in Deaf Education. Bi-lingual Approach. Medium of instruction. Reading and writing in English and

					cordycep to Hongkong, Japan, SEA countries.  GNH: Four pillars of GNH. Sustainable and equitable socio economic development. Conservation of Environment.	Filling of Immigration forms. Allowed or not allowed items on board.	Filling of forms to open new bank account.			Dzongkha language.
6	ཚོང་ཁ།	གསལ་བྱེད་ འདེན་ བཀའ་ཐངས།	གསལ་བྱེད་རིང་ ལྷུང་གི་དབྱེ་བ།	སློབ་ཁང་ཅ་ཆས་ ཀྱི་མིང་སྟེང་།	ཡང་དང་ཡིག་ གཟུགས།	ནང་མི་ཉེ་ཚན་གྱི་ སློབ་ཁལ།	སློབ་མེད་སེམས་ ཅན་གྱི་སློབ།	རི་ཁའི་སེམས་ ཅན་གྱི་སློབ།	ཚོང་སློབ་སློབ།	གིང་འབྲས་སློབ།

## Class VIII

SN	Subject	Topics to be covered in the year 2020								
		March	April	May	June	July	August	Sept	Oct	Nov
1	English	.Introduction 2.Describing themselves 3.Describing their homes 4.Describing their families	.Alphabets with drawing and words 2.Prepositions	Find the words from the hidden pictures(prepositions)	Reading a short story -fill in the blank -shorts questions and answer	Give a short story with a moral -Trs provide few questions to check their understanding	Poem -Synonyms -Antonyms -Rhymes -Ask their Understanding	Ask children to write their own poem - Teachers show them the differences between poems and stories	letter writing -personal (format, features) ask students to write one personal letter	provide a video on the climate change provide questions one
2	Maths	Whole Number Place Value Recognize the value of each digit to 5-6 places -Read numbers to millions	Whole Number Place Value -Recognize the value of each digit to 5-6 places -Read numbers to millions	Whole Number Place Value Write in expanded forms. -Rename numbers to 5-6 digit in several ways using Place value chart. -Write number in different ways.	Whole Number Place Value -Read and write in Numbers and Words. -Compare 5-6 digit numbers -Order 3 and more numbers -Order numbers	Numeration, Addition and Subtraction -Addition Facts (Adding mentally -Additions of 5-6 digit Numbers with and without regrouping. -Subtractions of 5-6 digit Numbers	Multiplications and Divisions Facts -Meaning of multiplication - Multiplying 5-6 digit Number by 2-3 digit Numbers. -Meaning of Division -Dividing 5-6 digit Numbers by multiples of Ten and 2 digit Number	Fractions -Renaming Fractions -Types of Fractions -Comparing and ordering Fractions -Modelling Mixed numbers	Fractions -Addition and subtraction of Fractions. - Multiplication and division of Fractions  Decimals -Decimal Place Value - Comparing and ordering Decimals	Decimal -Use of decimal in Money, Length and Weight. -Relating Fractions and Decimals. -Addition and subtraction of Decimals Multiplying a decimal by a whole Number

3	BSL	<p>BSL Hand Alphabet</p> <p>Spell six to seven letter words.</p> <p>5 Parameters in Signs</p>	<p>Continents Meaning of Continent</p> <p>Names of continent. Asia Australia Europe North America South America Africa Antarctica International Relationship -Meaning of international relationship -Number of AVI and JICA volunteers and their names who worked at WI.</p>	<p>Economics</p> <p>Imports of goods (rice , meat, vegetables, fruits, clothes, electric appliances, stationery, grocery items, vehicles, etc)</p> <p>Export goods (apples, electricity, oranges, potatoes, cordycep to Hongkong, Japan, SEA countries. GNH</p> <p>Four pillars of GNH -Sustainable and equitable socio economic development.</p> <p>Conservation of Environment</p>	<p>Preservation and Promotion or Culture</p> <p>Good Governance</p> <p>Travelling Abroad -Passport (official/Personal) -Visa -Money Exchange -Filling of Immigration forms. -Allowed or not allowed items on board.</p>	<p>Financial Literacy</p> <p>Banking system</p> <p>Different Banks in Bhutan</p> <p>Different types of account</p> <p>Deposit/ Withdraw/transfer/exchange/ loan -ATM -Filling of forms to open new bank account.</p>	<p>Sex Education</p> <p>Teenage pregnancy</p> <p>Safe sex</p> <p>Contraception methods.</p> <p>Substance Abuse</p> <p>Effects of abusing drugs.</p>	<p>Core Values</p> <p>Respect</p> <p>Integrity</p> <p>Punctuality</p> <p>Responsibilities / Duties</p> <p>Resilience Pride</p> <p>Achievement</p>	<p>People in History of Deaf Education</p> <p>Teaching Methods in Deaf Education -Bi-lingual Approach -Medium of instruction -Reading and writing in English and Dzongkha language</p>	<p>Assistive technology for the Deaf</p> <p>Cochlear Implant</p> <p>Vibrating device/watch</p> <p>Hearing Aids Video signing using smart phones.</p>
4	ཚོང་ལ།	ཡ་བཏགས་འདྲིན་བཀལ་ཐངས་དང་མིང་ཚོག་གྲུབ་ཚུལ།	ར་བཏགས་འདྲིན་བཀལ་ཐངས་དང་མིང་ཚོག་གྲུབ་ཚུལ།	ལ་བཏགས་འདྲིན་བཀལ་ཐངས་དང་མིང་ཚོག་གྲུབ་ཚུལ།	ཨང་དང་ཨང་ཡིག་གི་སྐྱུང་བ།	གོ་གནས་ཀྱི་མིང་དང་བཤད་པ་བྲི་ཅི།	བྱིས་ནང་གི་ཅ་ལ་མིང་དང་པར་བྲི་ཅི།	སོ་ནམ་ལག་ཆ་གི་པར་དང་མིང།	པལ་ཚོག་དང་ཞེ་ཚོག་སྐོར་ལས།	འགལ་མིང།

5	S/Studies	<b>Population</b> (Death rate , birth rate, natural change , causes of change and impact of change.)	<b>Population</b> 1-Importance of Population 2.population changes answer its results	<b>Weather</b> 1.Weather and climate 2.Factors affecting the climate and weather	<b>Season</b> 1.season and its types 2.Factors affecting the changes the season	<b>Media</b> 1.Types of media 2.Importances of media 3.Youth role in Media	<b>Institution of Monarchy</b> 1.Zhabdrung and Choesi system (Making a Nation-State) Institution of Monarchy and the successive Druk Gyalpos	<b>The Earth and its people</b> 1.Importances of Earth 2.Types, patterns of settlement	<b>Government</b> 1.Civil Society and Media in Bhutan 2.Role of Civil Servant in Media	<b>Economic sectors</b> 1.Importances of Economy 2.Types of Economic Sectors
6	Science	Types of food	Types of food  Why we need all types of food	Personal health and hygiene  Causes, symptoms and preventions of common diseases	Symptoms and preventive measures of novel coronavirus  Structure of plant and animal cell. 3.function of part of animal and plant cell	Structure of digestive system  Functions of main parts of the digestive system 3. Revision	Structure and function of biceps and triceps muscles  Draw a green plant	Function of root, leaves, flower Define feeding levels with examples  Ways to protect future generations.	Definition and examples of physical and chemical change Concept of work and power	Separation a. filtration  Process of distillation Revision

**Key Stage: 4 ( Class IX-X)**

**Class IX**

SN	Subject	Topics to be covered in the year 2020								
		March	April	May	June	July	August	Sept	Oct	Nov
1	Science	structure of animal cell	1.animal cell parts and functions 2.structure and function of parts of plant cell	1.personal health and hygiene 2. common diseases	1.structure of human heart. 2.function of veins and arteries	1.structure of nervous system 2. structure and function of neuron.	1. structure of breathing system 2. function of nose, lungs, diaphragm, wind pipe	1. Phases of menstrual cycle 2. structure of menstrual cycle	1. process of fractional distillation 2. Nitrogen cycle	1. carbon cycle and its functions 2. Names and uses of six novel gases
2	BSL	Facts about Sign Language	1.continent 2,Asia	1. 5 Parameters (1) 2.Parameter(2) 3.Comprehensions(COVID-19) 4.Comprehension	1. World Federation of the Deaf (WFD) -Aims and Objectives -Member Countries -Former and Present President 2. Deaf Education in the world -When? -Who? -Where? -How? 3. Deaf Education in Bhutan -When? -Who? -Where? -How? 3.National Policy for Persons with	1. Deaf rights -Language 2. Deaf rights -Education 3.Deaf rights -Information access 4. Describing Picture -Signs -Adjectives (size / numbers / colours / shapes) -Classifiers -Prepositions -List buoys	1.Deaf culture -Visual perception -Gaining attention 2. Deaf culture -Touching -Facial expression 3. The differences between Deaf culture and hearing culture -Visual (Deaf) -Sound (hearing) 4. Information Accessibility for the Deaf	1. Sex Education -Human Development -Sexual Orientation and Gender 2. Sex education -Puberty -Pregnancy -Birth control / Safe sex 3. Sex education -STDs 4. Natural Environment -Global Warming -what? -causes -Impacts -Prevention	1. Deaf communities in Bhutan 2. DPAB -Aims and objectives -Activities to support PWDs -Support to Wangsel 3 Initialised signs -What?	1. AVI -What? -Why? -Support to Wangsel 2. Tourism in Bhutan -What? -When it was started? -Why? Rules for the tourism companies. 3. Airport Custom Rules -Items allowed and not allowed -Weight allowed 4. Storytelling (Expressive skill)

					Disabilities (in Bhutan) -When it was endorsed? Clause 15.1- Access		-Different ways of accessing information (Pictorial, Interpreters, Caption, Written, Signage)			
3	English		Comprehension story short stories Grammar has/have	Grammar Regular Verbs Past Tense Past Tense Irregular Verbs	Synonyms and Antonyms Kinds of Adjectives -Sentence Writing using Adjectives Story Punctuations-3 types Full Stop Comma Question Mark	Short Descriptive Writing Describing the Pictures Prepositions Sentence Writing Descriptive Writing Describing Places	Descriptive Writing Official Letter Leave Letter Letter Writing Personal Letter	Exercises on Comparisons Exercises on Question Tags -3 degrees of Comparisons Question Tags Rules for using Question Tags	Comprehension =story News Paper Comprehending News Paper Comprehending Poem - Comprehending	Simple Sentences Leave Letter Grammar -Verbs Letter Writing - Friendly Letter
4	Maths	Whole Number Place Value  Recognize the value of each digit to 6-7 places	Whole Number Place Value  Recognize the value of each digit to 6- 7 places  Read numbers to millions	Whole Number Place Value  Write in expanded forms.  Rename numbers to 6-7 digit in several ways using Place value chart.  Write number in different ways.	Whole Number Place Value  Read and write in Numbers and Words.  Compare 6-7 digit numbers  Order 3 and more numbers  Order numbers	Numeration, Addition and Subtraction  Addition Facts (Adding mentally)  Additions of 6-7 digit  Numbers with and without regrouping.  Subtractions of 6-7 digit Numbers	Multiplications and Divisions Facts  Meaning of multiplication  Multiplying 6-7 digit Number by 2-3 digit  Numbers. Meaning of	Fractions  Renaming Fractions  Types of Fractions  Comparing and ordering Fractions  Modelling Mixed numbers	Fractions  Addition and subtraction of fractions.  Multiplication and division of Fractions  Decimals  Decimal Place Value  Comparing and ordering Decimals	Decimal Use of decimal in Money, Length and Weight. Relating Fractions and Decimals. Addition and subtraction of Decimals  Multiplying a decimal by a whole number.

							Division Dividing 6- 7 digit  Numbers by multiples of Ten and 2 digit Number			
5	རྫོང་ལ།	ས་མགོ་འདྲེན་ བཀལ་ ཐངས་དང་ མིང་ཚོག་ གྲུབ་ཚུལ་ཞོར།	ལ་མགོ་འདྲེན་བཀལ་ ཐངས་དང་མིང་ཚོག་ གྲུབ་ཚུལ་ཞོར།	ས་མགོ་འདྲེན་བཀལ་ ཐངས་དང་མིང་ཚོག་ གྲུབ་ཚུལ་ཞོར།	མ་ཐུར་ལས་གྲུབ་ པའི་མིང་ཚོག་ ཚོལ་ཏེ་འབྲི་ནི།	ཕྱོན་འཇུག་ཕྱོར་ ཚུལ་གྱི་མིང་ཚོག་།	རྗེས་འཇུག་ཕྱོར་ ཚུལ་གྱི་མིང་ཚོག་།	འགྲེལ་བཤད་ འབྲི་རྩོམ་འབྲི་ ཐངས།	མིང་དང་བྱ་ཚོག་གི་ ལྷན་པར་ལྟེ་ནི།	གྲུང་ཐུང་ཀུ་རེ་ འབྲི་ཐངས།
6	S/studies	Earth  Difference between rotation and revolution	1. Earths and its people 2.population	1.Dzong 2.Importance of dzong 3.Your Dzongkhag/ Village	1.Law of Bhutan 2.Types of judiciary 3.Types of court 4.Difference between national assembly and national council	1.States and government 2.forms of government	1.Democrac y 2.Role of government 3.Role of media and people	1.Climate and its impact 2.Factors affecting the climate 3.climates and its environmental problems	1.Role of economic sectors for the economy 2.National Income, Bhutanese economy	1.Pollution 2.types of pollution 3.prevention and protection of pollution.

**Class X**

SN	Subject	Topics to be covered in 2020						
		May	June	July	Aug	Sept	Oct	Nov
1.	Dzo.	གཏང་ཡིག་གི་ནི།	ལྷ་ཡིག་གི་ནི། པར་གྱི་བཤད་པ་གི་ནི།	མིང་ཚིག་གསར་འབྲེལ། ཡིག་སྒྲིབ། དྲི་བ་དྲི་ལན་འཇམ་མཚམ་ལྟེ།	སྤང་བྱུང་ལྷ། འབྲི་ཚིམ་ འཇམ་མཚམ།	ཚིམ་རིག་མ་འདྲམ། འགལ་མིང་དང་ རྣམ་གྲངས། བྱ་ཚིག་མིང་ ཡང་ཚིམ་འཇམ་མཚམ་ལྟེ།	འགྲེལ་བཤད་འབྲི་ཐངས། བྱ་ཚིག་ལག་ལེན་འཐབ་ ཐངས།	རྣམ་རིག་དང་ཚིམ་རིག་གི་ དོ་སློབ།
2.	Eng.	Punctuations-3 types Full Stop Comma Question Mark	Kinds of Adjectives -Sentence Writing using Adjectives Story Synonyms and Antonyms	Kinds of Adjectives -Sentence Writing using Adjectives  Describing the Pictures Prepositions Sentence Short Descriptive Writing	Letter Writing  Personal Letter Official Letter Writing Leave Letter Descriptive Writing	Question Tags  Rules for using Question Tags Exercises on Question Tags. -3 degrees of Comparisons Exercises on Comparisons	Comprehension =story Poem - Comprehending  News Paper Comprehending	Letter Writing -Friendly Letter Grammar -Verbs Simple Sentences
3.	Science	1.Causes symptoms and prevention of common diseases	1.Process of photosynthesis 2.Raw materials and product of photosynthesis	1.Phases:asexual Reproduction implants 2.Structure of microscope	1.Functions and Parts of microscope 2.Structure and parts of kidney	1.Names and function of six sense organs 2. Sources and transfer of Energy	1. Draw and define Circuit 2.Calculation of current using formula	1.Draw the types of bacteria, Virus and fungus

4.	Math	Whole Number Place Value Read and write in Numbers and Words.	Compare 7-8 digit numbers Order 3 and more numbers Order numbers	Numeration, Addition and Subtraction Addition Facts (Adding mentally) Additions of 7-8 digit Numbers with and without regrouping. Subtractions of 7-8 digit Numbers	Multiplications and Divisions Facts Meaning of multiplication Multiplying 7-8 digit Number by 2-3 digit Numbers. Meaning of Division Dividing 7-8 digit Numbers by multiples of Ten and 2 digit Number	Fractions Renaming Fractions Types of Fractions Comparing and ordering Fractions Modelling Mixed numbers	Fractions Addition and subtraction of Fractions. Multiplication and division of Fractions Decimals Decimal Place Value Comparing and ordering Decimals	Decimal Use of decimal in Money, Length and Weight. Relating Fractions and Decimals. Addition and subtraction of Decimals Multiplying a decimal by a whole Number
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5.	BSL	<p>1. Finger spelling</p> <p>2. Import What? Why? From where?</p> <p>3. Export What? Why? To where?</p>	<p>1.National Policy,for Persons with Disabilities (in Bhutan)</p> <p>When it was endorsed? Clause 15 Access</p>	<p>1.WHO ( Mission, Vision</p> <p>-Support to Bhutan</p> <p>2. Deaf Education in Other Countries ,When? Where? -Who? -How?</p> <p>3. Describing Picture Signs</p> <p>-Adjectives (size / numbers / colors / shapes) - Classifiers</p> <p>-Prepositions List boys</p>	<p>1. DPAB ,Objectives ,Goals</p> <p>-Provide support in what areas</p> <p>2. Natural Environment (Acid Rain) How it is formed? -Impact</p> <p>3. UNICEF Mission and Vision</p> <p>-What support it provides to our Institute? 4. Deaf communities In Bhutan -How Many Communities? Where are these communities? Objectives of coming together as a community</p>	<p>1. Airport, Custom Rules Items allowed and not allowed</p> <p>-Weight allowed</p> <p>2. Draktsho When? Who?</p> <p>-Areas that they focus for development / collaboration</p> <p>3. Continent (Australia)</p> <p>-No of countries, Population</p> <p>-capital City Prime Minister</p> <p>Indigenous, People Art and Craft 4. Job opportunity for the Deaf</p> <p>-In the world In Bhutan</p>	<p>1. Story telling (Expressive skill)</p> <p>2.BBS Aims Objective When established</p> <p>3. JICA Aims and Objectives Services supported in Bhutan and Wangsel in particular</p>	<p>Comprehension</p> <p>Receptive</p> <p>2. Initialized Signs</p> <p>-What? -Why?</p> <p>3. SELWA</p> <p>-Aims -Objectives -Activities</p>
6.	Social studies	1.Our Kings	1.Zhabdrung Ngawang Namgyal	<p>GNH</p> <p>1.Economic Growth and Development</p> <p>2.population and Economic Growth</p>	<p>Government</p> <p>1.Our Bhutan Government systems</p> <p>2.Types Of Government</p>	<p>Law of Bhutan</p> <p>1.constitutional Kingdom Of Bhutan</p> <p>2.the Legislature, The Executive, The Judiciary</p>	<p>Climate</p> <p>1.factors affecting climate, winds, climatic zones of Bhutan,</p> <p>2. climate change,</p> <p>3.climate change and environmental problems</p>	<p>Economy</p> <p>1.Role of Economic Sectors</p> <p>2.Understanding the economy systems</p> <p>3.Public Finance</p>

**Key Stage: 5 (Class XI)**

**Class XI**

SN	Subject	March	April	May	June	July	Aug	Sept	Oct	Nov
1	Wood carving	Drawing tiger(TAG), Lion (SANG)	Drawing lion(SANG), Garuda (CHUNG)	Drawing Garuda (CHUNG), Druk (DRAGON)	Drawing Druk (DRAGON), Ja Tshering, Tashi Taggay Bum Zuk	Drawing Tshe prata, Re da chakor	Drawing Re da chaykhor, Tashi zaygay(	Drawing of tashi zaygay,	Drawing of deyyen nga	Drawing of norzin patra
2	Tailoring		Introduction of sawing machine.  Introduce about tailoring equipment.  Maintenance about the machines.  How to maintain the working area .	Different types of hand stitching.  Drawing of the patterns of tego, wonju, men's tego's on it's measurement.  Pattern of the hand bags.  Introduce altar sets.	Different types of kira and gho patterns.  Patterns of the different types of bags and purses.  Explanation about Zorig Day.  Colour combination of the thread and materials.	Way of the cutting of the women's tego.  Way of the cutting of the wonju.  Way of the cutting of men's tego.	Process of the thread through sewing machine.  How to use oil in the machine.  Ways of the stitching of the women's tego.  Ways of the stitching of the wonju.  Ways of the stitching of the men's tego. Kira.	Colour combination of the alter sets.  Introduce about Thangka/Kuthang.  Drawing and it's measurement on the Thangkhas sizes.	Process of the Thangka making.  Ways of the cutting and measurement of the Thangka.  Ways of the stitching of the Thangka.	Types of the stitching like bags, purses wallet, laptop bag, etc.

3	ལྷ་འབྲི།	བཀོས་རྟགས་ བརྒྱད་ལས་ གདུགས་རྒྱད་པ། གདུགས་དར་ དབྱེད་ཅན། གསེར་ཉ་ རྗེ་བུ་ ཅན། གསེར་ཉ་རྒྱ་རིས་ ཅན།	བུམ་པ་དར་དབྱེད་ ཅན། མེ་ཉི་ག་ཡོངས་ རྫོགས། དཔལ་བེུ་རྒྱད་པ། དཔལ་བེུ་དར་ དབྱེད་ཅན།	གདུང་དཀར་དར་ དབྱེད་ཅན། རྒྱལ་མཚན་ཡོངས་ རྫོགས། འཁོར་ལོ་ཡོངས་ རྫོགས།	རྗོར་བུ་ཆ་བདུན་ལས་ བསི་ལི་ར་ལ། སྒང་ཆེན་མཆེན་དར་ དབྱེད་ཅན། བྱུ་བུ་ཤིང་དར་དབྱེད་ ཅན། སྐང་སྐ།	རྒྱལ་པོའི་སྐྱེན་རྒྱན་ དར་དབྱེད་ཅན། བཅུ་ལྔ་མོའི་སྐྱེན་ རྒྱན་དར་དབྱེད་ ཅན། གསེར་གྱི་སྐེབ་ཤིང་ དར་དབྱེད་ཅན། རྗོར་བུ་ཆ་བདུན་ཆ་ ཚོང་།	བཀོས་རྫས་བརྒྱད་ ལས་མེ་ལོང་དར་ དབྱེད་ཅན། མེ་ལོང་པ་ཉ་ཅན། ཞོ་ཡོངས་རྫོགས། རྩ་དུར་བ་ཡོངས་ རྫོགས།	བེལ་བ་ཡོངས་རྫོགས། ལྷི་མང་ཡོངས་རྫོགས། གདུང་དཀར་དར་དབྱེད་ ཅན། ལི་ཁྲི་ཡོངས་རྫོགས།	ཡུངས་དཀར་ཡོངས་ རྫོགས། རྫས་བརྒྱད་ཡོངས་ རྫོགས། འདོད་ཡོན་ལ་ལས་མེ་ མོང་། སྐྱེ་བེ་ལོ་ཡོངས་ རྫོགས།	རྗོར་བུ་མོ་ཡོངས་ རྫོགས། འདོད་ལོ་མོ་ཡོངས་ རྫོགས། རྗེ་བུ་ལོ་མོ་ ཡོངས་རྫོགས། འདོད་ཡོན་ལ་ཆ་ ཚོང་།
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**C. SCHOOLS WITH SEN PROGRAMME**

- I. Children with mainstream curriculum Classes PP-XII shall follow the mainstream AC or PC of the EiE.
- II. Children who follow separate specially adapted institute based curriculum (as detailed below from Key Stages I to V), which may further require situational adaptations.

**Key stage I**

Strand	Theme/ Chapter	Topic (s)	Learning Objectives	Suggestive activities
Literacy and Numeracy Skills	རྫོང་ལ།	སྐྱུར་བྱ་ཡི་གུའི་རྣམ་གཞག། ༡. གསལ་བྱེད། ༢. གསལ་བྱེད་གྱི་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༣. དབྱེད་སྐྱེད། ༤. དབྱེད་སྐྱེད་གསལ་བྱེད་མིང་ཚིག་། ༥. རྫོང་ལ་གྱི་སྐྱེད་སྐྱོང་གཞན་གསལ་བྱེད་། ༦. རྫོང་ལ་གྱི་མིང་ཚིག་།	༡. གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༢. གསལ་བྱེད་གྱི་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༣. དབྱེད་སྐྱེད་ལྟར་མིང་ཚིག་། ༤. དབྱེད་སྐྱེད་གསལ་བྱེད་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༥. རྫོང་ལ་གྱི་སྐྱེད་སྐྱོང་གཞན་གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༦. རྫོང་ལ་གྱི་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༧. དབྱེད་སྐྱེད་གསལ་བྱེད་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༨. རྫོང་ལ་གྱི་སྐྱེད་སྐྱོང་གཞན་གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༩. རྫོང་ལ་གྱི་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༡༠. རྫོང་ལ་གྱི་སྐྱེད་སྐྱོང་གཞན་གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༡༡. རྫོང་ལ་གྱི་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༡༢. རྫོང་ལ་གྱི་སྐྱེད་སྐྱོང་གཞན་གསལ་བྱེད་ལྟར་མིང་ཚིག་།	༡. གསལ་བྱེད། གཞན་གསལ་བྱེད་ལྟར་མིང་ཚིག་ལྟར་མིང་ཚིག་། ༢. གསལ་བྱེད་གྱི་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༣. དབྱེད་སྐྱེད། གསལ་བྱེད་ལྟར་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༤. དབྱེད་སྐྱེད་གསལ་བྱེད་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་། ༥. རྫོང་ལ་གྱི་སྐྱེད་སྐྱོང་གཞན་གསལ་བྱེད་ལྟར་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་། གསལ་བྱེད་ལྟར་མིང་ཚིག་།

		<p>པ. དབྱངས་གསལ་རྗེས་ འཇུག་སྦྱོར་རྒྱུ་ལ།</p> <p>༤. འདོགས་ཅན་གྱི་མིང་ ཚིག།</p> <p>༩. ཡ་བཏགས།</p> <p>༡༠. ཡ་བཏགས་ཀྱི་ མིང་ཚིག།</p> <p>༡༡. ར་བཏགས།</p> <p>༡༢. ར་བཏགས་ཀྱི་ མིང་ཚིག།</p> <p>༡༣. ལ་བཏགས།</p> <p>༡༤. ལ་བཏགས་ཀྱི་ མིང་ཚིག།</p> <p>༡༥. ར་མགོ།</p> <p>༡༦. ར་མགོ་འི་མིང་ ཚིག།</p>	<p>༡༣. ལ་བཏགས་ལྟ་བུ་ནི།</p> <p>༡༤. ལ་བཏགས་ཀྱི་མིང་ཚིག་ལྟ་བུ་ནི།</p> <p>༡༥. ར་མགོ་ལྟ་བུ་ནི།</p> <p>༡༦. ར་མགོ་འི་མིང་ཚིག་ལྟ་བུ་ནི།</p>	<p>༦. རྗེས་འཇུག་གི་མིང་ཚིག། ལམ། ལབ། གང། ཆང། ཐང། ཐབ། དར། རྟ། རྟང། པར། བལ། མར། ཚང། ཚོག། ཞལ། ཟམ་པ། ཟམ། ལམ། ཤར། ལང། ངང་ལག། ར་ལང། རྟན་ རྟན། པ་ལང། མལ་ཆ། ཅང་ཅོ། ཅན་དན།</p> <p>པ. དབྱངས་གསལ་རྗེས་འཇུག་སྦྱོར་རྒྱུ་ལ།</p> <p>ཀོག། ཀོང་མོགས།</p> <p>༤. འདོགས་ཅན་གྱི་མིང་ཚིག། གུར། གོན། རྩམ། ཚོས། ཉིམ། ཉིང། ཐིག། ཐོག། དོམ། དོང། རུང། རོར། རུབ། བེག། བུང། ལུར། འོད། ཡོད། རུལ། རེད། ཚོན། ལོམ། ལུག། ཤིང། ཤེལ། སོན། རུམ། ཉིང། ཉོད། ལོམ། ཀ་ཀུར། ཀོང་ ཅོ། ལུར་ཆ། ལབ་ཉོ། ཅོག་ཅོ། རྩང་ཀུ། ཉོག་ཅོ། རྩང་ཀུ། སེན་ མོ། རུས་མོ། རྩང་ཉ། བད་ཅོ། མེ་ཉོག། ཚོལ་ལུ། ལུག་པ། ཉོག་ཀ། ལེན་ཉ། རོབ་རོབ།</p> <p>༩. ཡ་བཏགས།</p> <p>ཀྱ་ རྩ་ ཀྱ་ རྩ་ རྩ་ རྩ་ རྩ།</p> <p>༡༠. ཡ་བཏགས་ཀྱི་མིང་ཚིག། རྩམ། རྩང། རྩག། རྩང། རྩོ། བྱ། རྩམ། རྩོག་མོ། རྩི་ཤང། རྩམ་ལ། རྩང་ལོག།</p> <p>༡༡. ར་བཏགས།</p>
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		.		<p>ཀ་ ཁ་ ག་ ན་ ལ་ ཌྷཎ་ ཏ་ ཉ་ མོགས།</p> <p>༡༢. ར་བཏགས་ཀྱི་མིང་ཚིག་། ལག་ གཡ་ རྩལ་ སྤང་། བག་ སྤང་ སྤམ་ གང་གི་ པ་ལྟ་ རྩལ་ མོལ།</p> <p>༡༣. ལ་བཏགས།</p> <p>མ་ མེ་ མེ་ མེ་ མེ་ མེ།</p> <p>༡༤. ལ་བཏགས་ཀྱི་མིང་ཚིག་། ལྷ་ ལྷ་ ལྷང་། ལྷོག་ ལྷམ། ལྷུང་ ལྷལ་ ལྷད་ཀོང་། ལྷ་པ་ ལྷ་པ་ ལྷ་ལ་ ལྷོ།</p> <p>༡༥. ར་མཐོ།</p> <p>ཀ་ ཁ་ ར་ ལ་ སྟ་ ཏ་ ཉ་ མ་ ཏ་ མ་ ཏ་ མོགས།</p> <p>༡༦. ར་མཐོའི་མིང་ཚིག་། ཀ་ ད། ཏ། ཀང་། ལྱལ་ ཅ། མ། ཚོང་། མོད། དཔ་ཏོ། རོ་ཅུག།</p> <p>སློབ་སློབ་མཐོ་ཆས། གྱིབ་ཀྱི་ཡིག་གཞུགས། མགྲོགས་ཡིག་ གསལ་བྱེད་སྤུམ་ཅུའི་ཤོག་ལྷམ། གསལ་བྱེད་སྤུམ་ཅུའི་མིང་གི་ ཤོག་ལྷམ། ཚན་གཅིག་། ལགས་མེའི་ཕྱེད་ཆས། རྩོ་མི་ལོ་ཕྱེད་ ཆས། ཤོག་ལྷམ་ཤོག་གངས་༥ འབད་མི། ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། ཚོང་ལ་དང་མཐའ་འཁོར་གྱི་མིང་ཚིག་གཞི་འགྲུམ། སློབ་གསར་ ཨང་དེབ་༡-༡༠ ལྷོ། ཡིག་བཞེའི་སློབ་དེབ། ཀ། ཡ་</p>
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				<p>བཏགས། ར་བཏགས། ལ་བཏགས་གྱི་ཤོག་ཁམ། ར་མགོ། ལ་མགོ། ས་མགོ་འཛིན་ཁམ། ཚན་གཅིག། དབྱིབས་དང་ ཚོས་གཞི་ཤོག་ཁམ། ཚན་གཅིག། ཉིམ་དང་ལྷན་པ། ཀུན་བཟང་ དང་བདེ་ཆེན། སློ་ཚེ་ལེ་མས་ཅན། ཤིང་འབྲས་རིགས། ཚོད་སྲེ་ རིགས།</p> <p>ཕྱིམ་ལ་མེ་ཏོག་འཚོལ་མི། སློའི་བྱིལ་བྱ་ཉིང་ཉིང།</p>
		<p>མིག་སྤྱང་གི་ཚིག།          རྒྱ་གནས་རིམ་དང་པ་          ལས་བརྒྱུག་ཉིས་ཚུན།</p>	<ol style="list-style-type: none"> <li>༡. འགྲོ་འདུག་ཉལ་གསུམ་གྱི་ཚིག་ལྟ་བུ་ལོ།</li> <li>༢. ཚོར་ལུགས་གྱི་ཚིག་ཚུ་ལྟ་བུ་ལོ།</li> <li>༣. ཚོག་སྤང་ལྟ་བུ་ལོ།</li> <li>༤. ལྷན་ཚིག་ལྟ་བུ་ལོ།</li> </ol>	<p><b>འགྲོ་འདུག་ཉལ་གསུམ་གྱི་ཚིག།</b></p> <p>ཤོག། སྤོད། ལོང། སོང་/འགྲོ། ཉལ། རིས། གིས། བཟ། འཇུ། བཟའ། འཇུང། འཇིབ། འཇོན། འཇུ། བཞག། གཏང། ཚོག། བཏུབ། དགོ། ལང། (ལང་/མི་ལང་) སོགས།</p> <p><b>ཚོར་ལུགས་གྱི་ཚིག་ཚུ།</b></p> <p>དགའ། སློ། སློ། ཅིག། སྤུག། སྤྱིད། སྤུ། དབྱུགས་འགམ། སོགས།</p> <p><b>ཚོག་སྤང་གིས། གཟའ། ལོ། ལྷ། ཚོས།</b></p> <p>ཆར། ཉིམ། ས་སྤུག། སེར་མ། ལམ། ལྷང། མིག་དམར། ལྷག་པ། ལྷར་བྱ། པ་སངས། སྤོན་པ། ཉིམ། ལྷ་བ་སོགས།</p> <p><b>ཚོག་སྤང།</b></p>

				<p>ནི། འོང། གོ། འོ། དེས། ཡི་རུག། དམ། མས། བས། ན། ལ། ལ། ལས།</p> <p><b>ལྷན་ཚོགས།</b></p> <p>ལེ་ག། རྒྱགས་ཚད། ཨ་ཅི། ལྷམ་ལྷམ། ལྷོང་མ། ནང་ན། ལྷི་</p> <p>ལར། ལྷ་བར། ལྷོ་ལོགས་ལར། ལོག་ལར། འོག་ལ། ལྷུག་</p> <p>ལྷ། ལོགས། ལྷེ་ལྷེ་ལྷི་ལིང་ཚོགས།</p>
	<b>English</b>	<p><b>Listening and Speaking</b></p> <ol style="list-style-type: none"> <li>1. Greetings and Courtesies</li> <li>2. Names</li> <li>3. Classroom objects</li> <li>4. Knowing about oneself</li> <li>5. Good Habits</li> <li>6. Asking permission</li> <li>7. Classroom instructions</li> <li>8. Campus tour (explore environment)</li> <li>9. High frequency word</li> <li>10. Days of the week</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to and use words of greeting and courtesy.</li> <li>2. Use vocabulary related to their immediate environment.</li> <li>3. Explore about self</li> <li>4. Follow classroom instructions.</li> <li>5. Listen to and sing songs and nursery rhymes.</li> <li>6. Understand and show appropriate behaviour when listening and speaking.</li> <li>7. Understand phrases and simple sentences.</li> <li>8. Speak in simple sentences</li> <li>9. Identify and use high frequency words</li> <li>10. Explore campus</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities suggested in the Class PP Teacher’s Guide (as per the ability of the individual learners)</li> <li>2. Use appropriate activities suggested in Class PP workbooks</li> <li>3. Verbally respond to the call of names</li> <li>4. Identifying oneself with introduction including relevant information.</li> <li>5. Expressing likes and dislikes</li> <li>6. Seeking help in polite manners</li> <li>7. Good habits as a means for healthy living</li> <li>8. Weather</li> <li>9. Fruits and vegetables</li> <li>10. Exploring surrounding</li> <li>11. Other relevant activities</li> </ol>

		11. Name of Months 12. Weather 13. Fruits 14. Vegetables 15. Family		
		<b>Reading &amp; Literature</b> 1. Selected readers <b>PP</b> and Nursery rhymes from <b>PP-I</b> 2. Book concept - Dechen and Dorji 3. Read Aloud 4. guided reading 5. Choral reading	1. Follow the rhythm of rhymes, songs and poems. 2. Show that a book tells a story or gives information. 3. Read simple texts aloud. 4. Follow the stories they hear and say what they like about them. 5. Initiate words of greeting and expand words of courtesy appropriately. 6. Follow and give simple instructions. 7. Ask, and respond to, simple questions with proper intonation 8. Pronounce familiar and new words clearly.	1. Use activities suggested in the Class PP and I Teacher’s Guide 2. Appropriate readers from class PP and nursery rhymes from class PP-I to the level of the individual learners. 3. Teachers should model read aloud 4. Reading aloud the text..... 5. Guided reading of the text....or reader.... 6. Other relevant activities
		<b>Writing</b> 1. Free Drawing and Colouring 2. Pre-writing (Shapes and directions) 3. Letter formation – lowercase	1. Use drawings to represent the stories they make up and the stories they hear. 2. Shape letters clearly. 3. Recognize capital (upper case) and small (lower case) letters 4. Label parts of their drawings. 5. Enjoy writing as a creative activity.	1. Use activities suggested in the Teacher’s Guide (Class PP) 2. Use appropriate Workbooks of Class PP 3. Children draw and colour as per their ability to develop motor skills and hold pencil. 4. Learning shapes and direction 5. Formation of lower-case letters by tracing 6. Colouring and matching activity (Class PP) 7. Other relevant activities

		4. Drawing pictures		
	<b>Mathematics</b>	<b>1. Numbers 1 to 100</b> <b>2. Number formation from 1 to 100</b>	1. Learn numbers from 1 to 100 by counting 2. Identify, name and describe attributes of things 3. Learn formation of numbers from 1 to 100 4. Identify, name Get familiar with the days of the week and months of the year	1. Devise ways of collecting and counting the given number of objects like pebbles, pencil, etc. from her/his immediate environment and expresses the number as per her/his understanding. (Refer Teachers Guide for more activities) 2. Counting with rhymes 3. Numeral writing in air, sand, pencil, etc. 4. Name of common objects, colour, etc. 5. Using number line 6. Knowing names of days of week and months in a year by using calendar
<b>Daily living skills</b>	<b>Personal Care</b>	<b>1. Za-Cha-Drosum (Hygiene, Grooming &amp; Social Graces)</b> <b>2. Toilet Activities</b>	1. Follow timing for different daily activities 2. Practice basic hygiene 3. Practise grooming 4. Practice simple social graces 5. Use washroom	<b>Hygiene</b> 1. washing face 2. brushing teeth (manage tooth paste) 3. bathing 4. washing/care of hands and feet 5. cleaning of ears 6. nail cutting 7. personal hygiene etc.  <b>Grooming</b> 5. combing and care of hair 6. dressing and undressing (gho/kira) 7. using facial cream 8. using hair oil  <b>Social Graces</b> 6. wearing footwear 7. table manners, eating habits with fingers, spoon etc.

				8. wearing footwear 9. postures while sitting, standing and talking 10. gait  <b>Toilet Activities</b> 4. Proper use of latrine/toilet/wash room 5. Posture while using squatting and western style toilets 6. Flushing of water etc.
<b>Community Cultural Values</b>	<b>Tradition and Culture</b>	<b>Preserving culture</b>	11. Listen and sing national anthem 12. Practice how to prostrate 13. Learn how to receive blessings 14. Learn and practice to wear kabney/rachu and sit 15. Learn to recite simple prayers 16. Attend local festivals	15. Listen and sing national anthem 16. Prostration 17. Learn how to receive blessings 18. Wearing kabney/rachu and sitting 19. Recitation of simple prayers 20. Attending local festivals
<b>Creative Arts</b>	<b>Arts Education</b>	<b>Drawing</b> 1. Big Arm Movement 2. Lines 3. Joining the dots	1. Draw lines freely by using Big Arm Movement technique as instructed 2. Realize that scribbling on the walls or other properties is a bad habit. 3. Draw short-straight lines by tracing over the dotted lines. 4. Demonstrate finesse in drawing lines. 5. Connect the numbered dots in sequence to create images.	Refer Class PP Teacher Manual for Arts Education
		<b>Painting</b>	1. Identify the colour of the object given in the workbook.	Refer Class PP Teacher Manual for Arts Education

		<ol style="list-style-type: none"> <li>1. Observe and Colour</li> <li>2. Trace and colour</li> <li>3. Rubbing</li> <li>4. ( frottage)</li> <li>5. Cotton printing</li> <li>6. Finger print</li> <li>7. Vegetable or Fruit Printing</li> <li>8. Colour work</li> </ol>	<ol style="list-style-type: none"> <li>2. Colour the outline of the object with appropriate colour as shown in the workbook.</li> <li>3. Trace over the dotted lines.</li> <li>4. Apply colours within he traced line.</li> <li>5. Rub over materials to capture different textures.</li> <li>6. Make prints using cotton within given outline shape.</li> <li>7. Make prints using finger(s).</li> <li>8. Use finger prints to create forms and shapes.</li> <li>9. Make vegetable or fruit prints in the given outline.</li> <li>10. Dispose the used vegetables in the proper place (degradable).</li> <li>11. Identify primary colours (Red, Blue, Yellow)</li> <li>12. Colour the pictures given in the workbook.</li> </ol>	
		<p><b>Craft</b></p> <ol style="list-style-type: none"> <li>1. Leaf printing</li> <li>2. Paper plane</li> <li>3. Paper fan</li> <li>4. Cut and paste (Tiger)</li> <li>5. Tear paste.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make prints using fallen leaves.</li> <li>2. Fold paper to make paper plane using paper or waste paper.</li> <li>3. Fold paper to make paper fan</li> <li>4. Develop basic paper crafting skills.</li> </ol>	<p>Refer Class PP Teacher Manual for Arts Education</p>

		<ul style="list-style-type: none"> <li>6. Nature collage</li> <li>7. Tracing</li> <li>8. Me and MY Family</li> <li>9. Read and Colour</li> </ul>	<ul style="list-style-type: none"> <li>5. Paste given paper strips within the outline of tiger.</li> <li>6. Tear and paste paper (old magazine or newspaper) to create a collage.</li> <li>7. Manage their own waste.</li> <li>8. Create collage using locally available natural materials</li> <li>9. Learn about their immediate environment.</li> <li>10. Trace objects which are available with pencil or colour pencil</li> <li>11. Draw a picture of themselves with their families</li> <li>12. Colour their family picture</li> <li>13. Read and colour within the given outline accordingly</li> <li>14. Learn simple Bhutanese motif (Sew Meto).</li> </ul>	
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			<p>པ. ཡང་འཇུག་ཡོད་མི། མདོངས། བཏགས། དགོངས། འགྲངས་སོགས།</p> <p>༥. ཡང་འཇུག་གི་མིང་ཚིག། གངས་རི། ལྷན་སྡོད་ས། ཁབས། མཚམས་ཁང། སེམས་ཅན་སོགས།</p> <p>༧. བཅུགས་འདོགས་ཡོད་མི་མིང་ཚིག། བསྐྱོགས། ལྷོགས། ལྷུ་པ། བསྐྱབས། ལྷུ་མ། ལྷ། ལྷོ།</p> <p>༡༠. དང་སྒྲ། ཤིང་དང་མེ་ཉོག། ལྷོད་དང་ད། བོ་དང་དཀྱི་ར་སོགས་ འབྲེལ་ཡོད་མིང་ཚིག་ཚུ་དང་ རྫོང་ཚིག་སྲུང་བ།</p> <p>༡༡. འབྲེལ་སྒྲ། བོ་ཀྱི་ཀྱི་སོགས།</p> <p>༡༢. དེ་གི་བོ། མོ་གི་སྐད། ལྷུ་པོ་གི་སྐད་སོགས་ མིང་ཚབ་དང་། ལྷོན་ཆས། གཞུགས་ཀྱི་ཆ་ཤས། མཐའ་འཁོར་ཅ་དོས་ཚུ་གི་ཐོག་ རྫོང་ཚིག་ལྷུ་སྲུང་།</p> <p>སྒྲོབ་སྒྲོན་མཁོ་ཆས། ལུ་སྒྲོ་ལྷ་དཀར། ཀ་ཀུ་ཅུ་དང་སྒྲོ་ ཚང་ཚུ། བཅུགས་འདོགས་པར་ཚིག་ཤོག་ཁམ། ཉེ་ འབྲེལ་མིང་ཚིག་རབ་འབྲེད། རྫོང་ཁ་དང་མཐའ་འཁོར་</p>
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				<p>གྱི་མིང་ཚིག་གཞི་འགྲུམ། ཡིག་བཟོའི་སྐྱོང་དེབ། ལ།  སློབ་རིམ་དང་པའི་ཨང་དེབ། བུམ་དང་གྱི་འུ་ཅུང་།  ཡུལ་ཚིག་བརྒྱུད། སྐྱོར་གྲོག་ཚིག་སྤྱད། དེབ་༢ པ།  སྐོ་ལོ་སེམས་ཅན། གྱི་འུ་ཅུང་ནལ་གཟན་ལ། ཡིག་  བཟོའི་སྐྱོང་དེབ། ལ། སློབ་རིམ་དང་པའི་ཨང་དེབ། ལ་  དོག་དང་བཟོ་དབྱིབས་ཀྱི་ཤོག་ཁམ། ལྷག་དེབ། སློབ་  སྤྱུག་ལེགས་ཤོམ། ཨལ་གཡང་ལུ་བཀྲ་ཤིས། ལྷོ་ཚང་  ལྷ་དང་མི་རྒོད། ཨ་ལོའི་སློ་གྲུ། ཤོག་ཁམ་ཤོག་  གངས་ཀྱི་འབད་མི། ཡིག་བཟོའི་སྐྱོང་དེབ། ལ།  རི་དྲགས་སེམས་ཅན། གཟུགས་ཀྱི་ཆ་ཤས།</p>
<b>English</b>	<p><b>Listening and Speaking</b></p> <ol style="list-style-type: none"> <li>1. Body parts</li> <li>2. Family terms and relationships</li> <li>3. Seasons</li> <li>4. Parts of plants</li> <li>5. Animals</li> <li>6. Domestic animals</li> <li>7. Occupation</li> <li>8. Work</li> <li>9. Picture identification</li> <li>10. Asking permission</li> </ol>	<ol style="list-style-type: none"> <li>1. Use vocabulary related to their immediate environment (family terms, parts of plant etc.)</li> <li>2. Learn to value healthy relationships</li> <li>3. Listen to and sing songs and nursery rhymes.</li> <li>4. Understand phrases and simple sentences.</li> <li>5. Speak in simple sentences</li> <li>6. Use the listening and speaking skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities suggested in Class II and II Teacher’s Guide</li> <li>2. Use appropriate suggested activities form Workbooks for PP, I and II</li> </ol> <ol style="list-style-type: none"> <li>1. Valuing healthy relationships for happiness (controlling anger, trying to negotiate, making polite refusal etc.) (refer Guide Book for Teachers: Comprehensive School Health Programme)</li> <li>3. Other relevant activities</li> </ol>	

		<p>11. High frequency word</p> <p>12. Basic grammar rules</p> <p>13. Simple conversation</p>	<p>developed in earlier classes.</p> <p>7. Follow and give classroom instructions accurately.</p> <p>8. Use proper word order in simple sentences and questions.</p> <p>9. Use new vocabulary appropriately.</p> <p>10. Engage in longer dialogues.</p> <p>11. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.</p> <p>12. Speak with clear pronunciation.</p> <p>13. Use newly acquired vocabulary appropriately.</p> <p>14. Deliver very short speeches.</p> <p>15. Enjoy listening to and speaking English</p>	
		<p><b>Reading &amp; Literature</b> Selected nursery rhymes <b>class II-III</b> and readers from Class I (Use Anthology book)</p>	<p>1. Follow the rhythm of rhymes, songs and poems.</p> <p>2. Read simple texts aloud.</p>	<p>1. Use activities suggested in the Class II Teacher's Guide</p> <p>2. Appropriate readers and nursery rhymes from class I and II</p> <p>3. Use appropriate Workbooks of Classes PP-II</p>

		<ul style="list-style-type: none"> <li>-Read aloud</li> <li>- guided reading</li> <li>- Choral reading</li> </ul>	<ol style="list-style-type: none"> <li>3. Follow the stories they hear and say what they like about them.</li> <li>4. Initiate words of greeting and expand words of courtesy appropriately.</li> <li>5. Follow and give simple instructions.</li> <li>6. Ask, and respond to, simple questions with proper intonation</li> <li>7. Pronounce familiar and new words clearly.</li> </ol>	<ol style="list-style-type: none"> <li>4. Reading aloud the text...</li> <li>5. Guided and choral reading of the text... or reader...</li> <li>6. Other relevant activities</li> </ol>
		<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Name of fruits, domestic animals, vegetables, family members and other common things</li> </ol>	<ol style="list-style-type: none"> <li>1. Shape letters accurately.</li> <li>2. Use capital and small letters appropriately.</li> <li>3. Use more detailed drawings to represent the stories they make up and hear.</li> <li>4. Use full stops and question marks appropriately at the end of sentences.</li> <li>5. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.</li> <li>6. Write a sentence or sentences guided by pictures or objects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use appropriate Workbooks (Classes PP, I and II)</li> <li>2. Use activities suggested in the Teacher's Guide (Classes PP, I &amp; II)</li> </ol>

			<ul style="list-style-type: none"> <li>7. Enjoy listening to and speaking English</li> <li>8. Read what they have written and make corrections related to mechanics.</li> </ul>	
	<b>Mathematics</b>	<ul style="list-style-type: none"> <li><b>1. The four operational signs</b></li> <li><b>2. Time and money</b></li> <li><b>3. Comparison</b></li> <li><b>4. Ascending and Descending order</b></li> </ul>	<ul style="list-style-type: none"> <li>1. Learn numbers up to 1000</li> <li>2. Compare smaller numbers to 1000</li> <li>3. Learn addition of single digits</li> <li>4. Learn subtraction of one digits</li> <li>5. Identify basic 3-D shapes and patterns</li> <li>6. Identify basic 2-D shapes and patterns</li> <li>7. Idea of length and distance</li> <li>8. Understand the concept of time: seconds, minutes and hours</li> <li>9. Identifies currency notes and coins</li> <li>10. Compare object on the basis of heavy, light, etc.</li> <li>11. Get familiar with seasons</li> <li>12. Learn to arrange numbers</li> <li>13. Learn two digits addition</li> </ul>	<ul style="list-style-type: none"> <li>1. Use different strategies to add, subtract, multiply and divide depending on needs of students</li> <li>2. Use different algorithms to add and subtract</li> <li>3. Apply operation in day today life situation</li> <li>4. Able to associate 3D shape like cone, sphere, etc. with common shape like book, bottle, etc.</li> <li>5. Apply the concept of 2-D shapes</li> <li>6. Measuring length and distance using non-standard and standard units</li> <li>7. Using analogue and digital clock for time</li> <li>8. Using dummy notes for teaching money concept</li> <li>9. Using non- standard and standard unit for comparing objects</li> <li>10. Season</li> <li>11. Measuring length</li> </ul>

			14. Learn two digits subtraction 15. Learn one digit multiplication 16. Learn one digit division	
<b>Daily living skills</b>	<b>Personal Care</b>	<b>1. Za-Cha-Drosum (Grooming &amp; Social Graces)</b> <b>2. Toilet Activities</b>	1. Follow timing for different daily activities 2. Practise grooming 3. Practice social graces 4. Use washroom properly	<b>Grooming</b> 1. combing and care of hair 2. dressing and undressing (gho/kira) 3. shaving, using facial cream 4. using hair oil 5. skin care, applying cosmetics 6. female grooming and hygiene 7. polishing and maintaining of shoes  <b>Social Graces</b> 1. table manners, eating habits with fingers, spoon etc. 2. postures while sitting, standing and talking 3. gait 4. style and mode of dressing 5. gestures 6. social manners, etiquette, courtesy 7. socializing, art of conversation  <b>Toilet Activities</b> 1. Proper use of latrine/toilet/wash room 2. Posture while using squatting and western style toilets 3. Flushing of water etc.
	<b>Cooking Skills</b>	<b>Kitchen items</b>	1. Orient on kitchen items and groceries 2. Prepare tea	<b>Orientation of</b> 1. kitchen equipment, utensils, knives 2. special adaptations

			3. Cook rice	3. grains, pulses, vegetables, flour, spices and provisions 4. different parts of stove, fuel, fire place 5. gas lighter, matchbox etc.  <b>Practical</b> 1. Making tea 2. Cooking rice/kharang 3. Boil water
<b>Community Cultural Values</b>	<b>Tradition and culture</b>	<b>Preserving culture</b>	1. Listen and sing national anthem 2. Practice how to prostrate 3. Learn how to receive blessings 4. Learn and practice to wear kabney/rachu and sit 5. Learn to recite simple prayers 6. Attend local festivals	1. Listen and sing national anthem 2. Prostration 3. Learn how to receive blessings 4. Wearing kabney/rachu and sitting 5. Recitation of simple prayers 6. Attending local festivals
<b>Creative Arts</b>	<b>Arts Education</b>	<b>Drawing</b> 1. Small Arm Movement 2. Lines 3. Curves 4. Tracing 5. Read, draw and colour 6. Stick Figure	1. Scribble on paper to practice small arm movement 2. Scribble full page with proper hand-eye coordination. 3. Draw straight lines by joining dots neatly. 4. Show hand-eye coordination while drawing lines. 5. Trace the dotted outline of curves	Refer Class I Teacher Manual for Arts Education

			<ol style="list-style-type: none"> <li>6. Create more curves as desired.</li> <li>7. Trace around the shapes of an object.</li> <li>8. Create the same outline of an object chosen by tracing.</li> <li>9. Read the instructions clearly in the work book.</li> <li>10. draw the picture as instructed</li> <li>11. Colour the picture.</li> <li>12. Replicate stick figure drawings.</li> <li>13. Draw a simple stick figure depicting various actions.</li> </ol>	
		<p><b>Painting</b></p> <ol style="list-style-type: none"> <li>1. Trace and colour</li> <li>2. Smudge picture</li> <li>3. Hand Prints</li> <li>4. Leaf and flower printing</li> <li>5. etching</li> <li>6. My Rainbow</li> <li>7. Colour mixing</li> <li>8. Block printing</li> <li>9. Thread Painting</li> </ol>	<ol style="list-style-type: none"> <li>1. Trace carefully over the given outlines to form an accurate image.</li> <li>2. Colour the picture within the traced lines.</li> <li>3. Create a smudge picture.</li> <li>4. Use the colour economically</li> <li>5. Interpret their smudge picture.</li> <li>6. Create an image using hand print.</li> <li>7. Use their hand to make various creative pictures.</li> </ol>	Refer Class I Teacher Manual for Arts Education

			<ol style="list-style-type: none"> <li>8. Make prints using leaves and flowers.</li> <li>9. Appreciate patterns of flower and leaf.</li> <li>10. Use colour Etching to create an image.</li> <li>11. Colour the rainbow as they have seen and remember.</li> <li>12. Copy and colour the rainbow as shown in the example.</li> <li>13. Name primary and secondary colours</li> <li>14. Paint the given outline image with different colours (primary and secondary)</li> <li>15. Talk about their painting and colour used</li> <li>16. Make prints by stamping blocks on the paper.</li> <li>17. Make different prints using blocks from other groups.</li> <li>18. Create their own thread painting after the teacher's demonstration.</li> <li>19. Develop fine motor skills</li> </ol>	
		<b>Craft</b> <ol style="list-style-type: none"> <li>1. Paper flower</li> <li>2. Paper Collage</li> </ol>	<ol style="list-style-type: none"> <li>1. Fold and cut papers in desired shape.</li> </ol>	Refer Class I Teacher Manual for Arts Education

		<ol style="list-style-type: none"> <li>3. Cut and paste</li> <li>4. (black necked crane)</li> <li>5. Tear Paste</li> </ol>	<ol style="list-style-type: none"> <li>2. Paste the cut-out shapes to make flowers.</li> <li>3. Use the paper economically.</li> <li>4. Create collage by pasting torn papers.</li> <li>5. Reuse waste papers</li> <li>6. Paste the cut-out papers on the given outline picture.</li> <li>7. Reuse waste papers</li> <li>8. Create collage by pasting torn papers.</li> <li>9. Reuse waste papers</li> </ol>	
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Key Stage III

Strand	Theme/Chapter	Topic (s)	Learning Objectives	Suggestive activities
Literacy and Numeracy Skills	རྗོན་ལམ།	<p>ཐད་ཀྱི་སྒྲིབ་པ།</p> <p>༡. ལ་དོན།</p> <p>༢. འབྲུང་ཁུངས།</p> <p>༣. འདྲི་ཚིག།</p> <p>༤. རྒྱན་སྒྲུབ།</p> <p>༥. བྱེད་སྒྲུབ།</p>	<p>༡. ལ་དོན་སྐོར་ལྟ་བུ་ཞེས་པའི་</p> <p>༢. འབྲུང་ཁུངས་སྐོར་ལས་ལྟ་བུ་ཞེས་པའི་</p> <p>༣. འདྲི་ཚིག་སྐོར་ལྟ་བུ་ཞེས་པའི་</p> <p>༤. རྒྱན་སྒྲུབ་སྐོར་ལྟ་བུ་ཞེས་པའི་</p> <p>༥. བྱེད་སྒྲུབ་སྐོར་ལྟ་བུ་ཞེས་པའི་</p>	<p>༡. ལ་དོན།</p> <p>མོ་ལུ་སྒྲོད། ང་ ལྷ་ལུ་ཡོད། ཅང་ཅང་སོང། ལྷམ་ལུ་</p> <p>ཕུལ་ སོགས། འབྲེལ་ཡོད་ཅད་དོན་གྱི་ མིང་ཚིག་</p> <p>ཚུད་པ་གཅིག་ཁར་ རྗོན་ཚིག་དང་ བཤད་པ་སྦྱང་</p> <p>བ།</p> <p>༢. འབྲུང་ཁུངས།</p> <p>སྒྲུ་ན་ཁ་ལས་ ཞི་ན། ཁོ་ལས་ ལེན་ཡི། ས་ལས་</p> <p>འོངས་ཡི། ལྷ་ལས་སོང་རྒྱལ་སོགས་ འབྲེལ་ཡོད་</p> <p>མིང་ཚིག་དང་སྦྱར་སྟེ་ བཤད་པ།</p> <p>༣. འདྲི་ཚིག།</p> <p>ག་སྟོ་? ག་ཅི་སྟོ་? ག་ཉེ་སྟོ་?</p> <p>༤. རྒྱན་སྒྲུབ།</p> <p>ཁོ་ཡང་ཞི་ན། བྱི་ར་བྱིས་ཡི། ཡོད་ར་ཡོད།</p> <p>༥. བྱེད་སྒྲུབ།</p> <p>གིས་ཀྱིས་ཀྱིས་སོགས།</p>

				<p>སློབ་སྟོན་མཁོ་ཆས། དབང་ལོ་དང་ཆ་རོགས།  སློབ་ཀྱི་ལ་བྱ་ཉིང་ཉིང། ཅོག་འཐད་པ་འཚོལ་མི། ཀ་  ལ་ལོ་འོ་སློ་ལྷ། ཤོག་ཁམ་ཤོག་གངས་ཀྱང་འབད་  མི། ཡིག་བཟོ་འོ་སློང་དེ། ང། ལོ་འཁོར་བཅུ་  གཉིས། མཚོད་ཆའི་མིང་གི་ཤོག་ཁམ། འབྲུག་གི་  རྒྱལ་དང། ཀ་ ལ་ལོ་འོ་སློ་ལྷ། ཤོག་ཁམ་  ཤོག་གངས་ཀྱང་འབད་མི། ཡིག་བཟོ་འོ་སློང་དེ།  ང། ལག་ཆའི་མིང་གི་ཤོག་ཁམ། ཚར་བཟོ་འོ་ཅ་  ལའི་མིང་གི་ཤོག་ཁམ།</p>
	<p><b>English</b></p>	<p><b>Listening and Speaking</b></p> <ol style="list-style-type: none"> <li>1. Family terms in sentences</li> <li>2. Reaction to living environment</li> <li>3. Listen to simple instructions.</li> <li>4. Listen to the words referring to classroom objects</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the listening and speaking skills developed in earlier classes.</li> <li>2. Develop positive emotions for boosting self esteem</li> <li>3. Follow and give directions in simple sentences.</li> <li>4. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.</li> <li>5. Speak with clear pronunciation.</li> <li>6. Use newly acquired vocabulary appropriately.</li> <li>7. Deliver very short speeches.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities suggested in the Teacher’s I, II and II Teacher’s Guide</li> <li>2. Use appropriate Workbooks (Classes PP, I and II)</li> <li>3. Positive emotions and self-esteem in our life.</li> <li>4. Express what makes friends and self, happy.</li> <li>5. Psychosocial problems and solutions (refer Guide Book for Teachers: Comprehensive School Health Programme for point 3, 4 &amp; 5)</li> <li>6. Other additional activities</li> </ol>

			8. Enjoy listening to and speaking English	
		<b>Reading &amp; Literature</b> Readers from Class II -Read aloud - guided reading - Choral reading	1. Follow the rhythm of rhymes, songs and poems. 2. Read simple texts aloud. 3. Follow the stories they hear and say what they like about them. 4. Initiate words of greeting and expand words of courtesy appropriately. 5. Follow and give simple instructions. 6. Ask, and respond to, simple questions with proper intonation 7. Pronounce familiar and new words clearly.	1. Use activities suggested in the Class I and II Teacher’s Guide 2. Appropriate readers II 3. Use appropriate Workbooks of Classes PP-II 4. Reading aloud the text... 5. Guided and choral reading of the text... or reader... 6. Other relevant activities
		<b>Writing</b> 1. Name of fruits, domestic animals, vegetables, family members and other common things	1. Write a sentence or sentences guided by pictures or objects. 2. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks. 3. Use the writing strategies developed in earlier classes. 4. Write clearly and legibly. 5. Read what they have written and make corrections related to mechanics.	<b>1.</b> Use appropriate Workbooks (Classes PP, I and II) <b>2.</b> Use activities suggested in the Teacher’s Guide (Classes PP, I & II)

			<ol style="list-style-type: none"> <li>6. Write and share at least three small pieces of writing with the teacher</li> <li>7. Enjoy writing as a creative activity.</li> </ol>	
	<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. <b>Number line</b></li> <li>2. <b>Comparison</b></li> <li>3. <b>Simple fraction</b></li> <li>4. <b>Time and cost estimation</b></li> <li>5. <b>Money</b></li> <li>6. <b>Mass and Capacity</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Learn three digits addition</li> <li>2. Learn three digits subtraction</li> <li>3. Learn two digits multiplication</li> <li>4. Learn two digits division</li> <li>5. Use simple number line for addition and subtraction</li> <li>6. Use comparison signs in three digit numbers</li> <li>7. Learn simple fractions and different types of fraction</li> <li>8. Calculate time estimate for assignment (breaking down into parts)</li> <li>9. Measuring mass using non-standard and standard</li> <li>10. Measuring capacity using non-standard and standard</li> <li>11. Basic shopping</li> </ol>	<ol style="list-style-type: none"> <li>1. Use different strategy to add, subtract, multiply and divide depending on needs of students</li> <li>2. Use different algorithms to add and subtract</li> <li>3. Apply operation in day today life situation</li> <li>4. Use number line for simple addition and subtraction</li> <li>5. Introduce to concept of simple fraction and different types of fraction</li> <li>6. Measuring mass using non-standard and standard units (basics)</li> <li>7. Basic conversion of times</li> <li>8. Basic concept of shopping</li> <li>9. Measuring capacity using non-standard and standard units (basics)</li> <li>10. Basic concept of shopping</li> </ol>
<b>Daily living skills</b>	<b>Personal Care</b>	<b>Za-cha-drosum (Social Graces)</b>	<ol style="list-style-type: none"> <li>1. Follow timing for different daily activities</li> <li>2. Practice social graces</li> </ol>	<ol style="list-style-type: none"> <li>1. table manners, eating habits with fingers, spoon etc.</li> <li>2. postures while sitting, standing and talking</li> <li>3. gait</li> <li>4. style and mode of dressing</li> <li>5. gestures</li> <li>6. social manners, etiquette, courtesy</li> <li>7. socializing, art of conversation</li> </ol>

	<b>Cooking Preparatory skills</b>	<b>Pre-Cooking preparatory procedure</b>	<ol style="list-style-type: none"> <li>1. Orient on kitchen items and groceries</li> <li>2. Practice cooking preparatory skills</li> <li>3. Practice serving food and water</li> </ol>	<p><b>a. Orientation of</b></p> <ol style="list-style-type: none"> <li>1. kitchen equipment, utensils, knives</li> <li>2. special adaptations</li> <li>3. grains, pulses, vegetables, flour, spices and provisions</li> <li>4. different parts of stove, fuel, fire place</li> <li>5. gas lighter, matchbox etc.</li> </ol> <p><b>b. Preparatory Operations</b></p> <ol style="list-style-type: none"> <li>1. cutting, slicing, peeling, pouring</li> <li>2. grinding, mixing, kneading</li> <li>3. washing, cleaning, soaking, scrubbing</li> <li>4. seiving, filtering, straining</li> <li>5. rolling bread and roasting (<i>roti</i> making)</li> <li>6. boiling, frying</li> <li>7. making fire, lighting stove or cooking gas</li> <li>8. operation and care of stove/gas stove</li> <li>9. steaming and pressure-cooking</li> </ol>
	<b>Manners for serving food</b>	<b>Serving food</b>	<ol style="list-style-type: none"> <li>1. Learn skills for serving food and water</li> </ol>	<p><b>Serving Food</b></p> <ol style="list-style-type: none"> <li>1. taking out food in serving bowls</li> <li>2. setting dining table or arranging on floor</li> <li>3. putting food on dining table/floor</li> <li>4. <i>following clock-wise method of putting food in plates</i></li> <li>5. serving water</li> </ol>

				6. removing bowls, plates and cleaning table
	<b>Cooking</b>	<b>Cooking practical</b>	<ol style="list-style-type: none"> <li>1. Prepare Tea/Suja</li> <li>2. Prepare simple dishes</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing Tea/Suja</li> <li>2. Preparing rice</li> <li>3. Preparing Dhal</li> <li>4. Prepare vegetable curry</li> <li>5. Prepare ezay</li> </ol>
	<b>Home management</b>	<b>House Keeping Skills</b>	<ol style="list-style-type: none"> <li>1. Learn to clean and care home</li> <li>2. Learn ways to care furniture</li> <li>3. Practice laundry techniques</li> <li>4. Practice skills for washing utensils</li> <li>5. Practice bed-making skills</li> </ol>	<p><b>a. Cleaning</b></p> <ol style="list-style-type: none"> <li>1. sweeping, dusting</li> <li>2. washing, scrubbing, mopping floor</li> </ol> <p><b>b. Care of Furniture</b></p> <ol style="list-style-type: none"> <li>1. Dusting</li> <li>2. wiping of tabletops</li> <li>3. keeping furniture at fixed locations</li> <li>4. hanging curtains</li> </ol> <p><b>c. Laundry</b></p> <ol style="list-style-type: none"> <li>1. sorting, washing, drying</li> <li>2. folding, ironing, proper stacking</li> <li>3. mending, stitching, buttoning</li> </ol> <p><b>d. Washing Utensils</b></p> <ol style="list-style-type: none"> <li>1. sequence in scrubbing and washing</li> <li>2. use of cleaning powder and scrubber</li> <li>3. disposing off waste</li> <li>4. drying utensils</li> <li>5. replacing utensils at pre-determined locations</li> <li>6. special care of crockery</li> </ol>

				<b>e. Bed-making</b> 1. location of cots 2. adjusting of mattresses 3. spreading of bedspreads 4. positioning of pillows, blankets and bed-sheets
	<b>Gardening</b>	<b>Vegetable gardening</b>	1. Make a vegetable garden 2. Grow one vegetable	1. making a vegetable garden 2. growing a chosen vegetable
<b>Community Cultural Values</b>	<b>Tradition and Culture</b>	<b>Preserving culture</b>	1. Listen and sing national anthem 2. Practice how to prostrate 3. Learn how to receive blessings 4. Learn and practice to wear kabney/rachu and sit 5. Learn to recite simple prayers 6. Attend local festivals	1. Listen and sing national anthem 2. Prostration 3. Learn how to receive blessings 4. Wearing kabney/rachu and sitting 5. Recitation of simple prayers 6. Attending local festivals
<b>Creative Arts</b>	<b>Arts Education</b>	<b>Drawing</b> 1. Straight lines 2. Different Curves 3. Drawing fruits 4. Drawing flowers 5. Drawing faces	1. Copy different straight lines in their workbook 2. Draw free - hand straight lines 3. Copy different curves 4. Draw similar images as shown in the workbook 5. Study real fruits or pictures of fruits displayed 6. Draw fruits closely resembling the image 7. Paint using similar colours 8. Name some common flowers found around 9. Draw some flowers of their choice 10. Colour the flowers accordingly	Refer Class II Teacher Manual for Arts Education

			<ul style="list-style-type: none"> <li>11. Read words describing different emotions</li> <li>12. Draw faces that depict emotions</li> </ul>	
		<b>Painting</b> <ul style="list-style-type: none"> <li>1. Cotton printing</li> <li>2. Figure painting</li> <li>3. Trace and colour</li> <li>4. Colour mixing</li> <li>5. Read and colour</li> <li>6. Drawing shapes and forms.</li> <li>7. Smudge picture</li> <li>8. Land scape</li> <li>9. Wax painting</li> </ul>	<ul style="list-style-type: none"> <li>1. Makes prints using cotton to create an art work</li> <li>2. Use different colours to make the image more attractive</li> <li>3. Paint the image using fingerprints within the outline of <i>syernya</i>.</li> <li>4. Use different colours of prints economically</li> <li>5. Trace carefully over the given outlines to form an accurate image.</li> <li>6. Colour the picture within the traced lines</li> <li>7. Identify primary and secondary colours</li> <li>8. Produce secondary colours by mixing primary colours</li> <li>9. Read the instruction and colour picture</li> <li>10. Use colour economically</li> <li>11. Identify the basic shapes</li> <li>12. Arrange these shapes to create an image</li> <li>13. Shade or colour the image</li> <li>14. Create a smudge picture</li> </ul>	Refer Class II Teacher Manual for Arts Education
		<b>Craft</b> <ul style="list-style-type: none"> <li>1. Cut Paste</li> <li>2. Tear and paste</li> </ul>	<ul style="list-style-type: none"> <li>1. Paste the cut out papers on the given outline picture (<i>Crane</i>)</li> <li>2. Reuse waste papers</li> </ul>	Refer Class II Teacher Manual for Arts Education

		<ul style="list-style-type: none"> <li>3. Seed collage</li> <li>4. Paper matClay work( 3D shape)</li> </ul>	<ul style="list-style-type: none"> <li>3. Create collage by pasting torn papers</li> <li>4. Reuse waste papers</li> <li>5. Create collage using different seeds and grains</li> <li>6. Arrange and paste seeds in a proper way to create a better pattern.</li> <li>7. build teamwork work</li> <li>8. Cut or tear paper strips</li> <li>9. Weave paper mat after teacher's demonstration</li> <li>10. Make good use of waste papers</li> <li>11. Make wild animals</li> <li>12. Colour the models</li> <li>13. Maintain cleanliness of the work area</li> </ul>	
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Key Stage IV

Strand	Theme/ Chapter	Topic(s)	Learning Objectives	Suggestive activities
Literacy and Numeracy Skills	རྫོང་ཁག	<p>ལྷག་རིག།</p> <ol style="list-style-type: none"> <li>༡. རྫོང་ཚིག།</li> <li>༢. རིགས་སྒྲེ་བཤད་སྐོར་ལྷབ་ནི།</li> <li>༣. ལོ་རྒྱུས་ཁྲི་ནི་སྐོར་ལྷབ་ནི།</li> </ol>	<ol style="list-style-type: none"> <li>༡. རྫོང་ཚིག་སྐོར་ལྷབ་ནི།</li> <li>༢. རིགས་སྒྲེ་བཤད་སྐོར་ལྷབ་ནི།</li> <li>༣. ལོ་རྒྱུས་ཁྲི་ནི་སྐོར་ལྷབ་ནི།</li> </ol>	<p>༡. རྫོང་ཚིག།</p> <p>ཅེ་ཅེ་གས་ཀྱི་དོ་སྐྱོད། མིང་ཚིག་ལག་ལེན་འཐབ་ནི། ལྷག་ཚིག་དང་ དགག་ཚིག་སོགས་ལག་ལེན་འཐབ་སྟེ་ རྫོང་ཚིག་གི་ནི།</p> <p>༢. བཤད་པ།</p> <p>བར་དང་ ཅེ་ལ་ལུ་བལྟ་སྟེ་ བཟོ་རྣམ་དང་། ལ་དོག་དཔྱིབས་ རྒྱུད་རྣམ་ཚུ་ལུ་བལྟ་སྟེ་ བཤད་པ་གི་ནི།</p> <p>༣. ལོ་རྒྱུས།</p> <p>གཅི་འབད་ཡི་ག་ དུན་རིང་ལུང་གཉིས་ཀྱི་ གནས་ཚུལ་སྟེ་གི།</p> <p>(དགུ་པ་དང་ བཅུ་པ་གཉིས་ཅོག་འཐད་པ་མེན་པར་ སྟོན་དཔོན་གྱིས་ དོན་ཚན་འདི་ལས་རིགས་བསྟེན་ཏེ་ མཐོ་དམ་འབྲེན་སྟེ་དགོ་)</p> <p>སྟོན་སྟེན་མཁོ་ཆས། ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད།</p> <p>སྟོན་རིམ་སྟོ་གསར་ལུ་ཤོག། འབྲུབ་གི་མིང་གི་ཤོག་ཁྲུལ།</p> <p>སྟོན་རིམ་༢ པའི་ཤོག་ཁྲུལ། ཉེ་འབྲེལ་མིང་ཚིག་རབ་</p>

				<p>འབྲེད། སློབ་མིའི་གཞི་རིག་གི་འཕེལ་རྒྱུ་དཔེ་རྒྱུ་སྒྲིག་འཛུགས་ཀྱི་འཕེལ་རྒྱུ་སྒྲིག་འཛུགས་ཀྱི་འཕེལ་རྒྱུ་སྒྲིག་འཛུགས་</p> <p>དགུ། (འཕེལ་རྒྱུ་སྒྲིག་འཛུགས་) སློབ་མིའི་གཞི་རིག་གི་འཕེལ་རྒྱུ་སྒྲིག་འཛུགས་</p>
	<b>English</b>	<p><b>Listening and Speaking</b></p> <ol style="list-style-type: none"> <li>1. Family – words for relationships</li> <li>2. Speak in simple sentences.</li> <li>3. Talk about classroom and family.</li> <li>4. Surviving in a community</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the listening and speaking skills developed in earlier classes.</li> <li>2. Follow and give directions in simple sentences.</li> <li>3. Learn social skills for survival in community</li> <li>4. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.</li> <li>5. Produce the long and short vowel sounds.</li> <li>6. Listen to fables and other topics of interest.</li> <li>7. Show a clear understanding of word order in simple sentences and questions.</li> <li>8. Speak with clear pronunciation.</li> <li>9. Use newly acquired vocabulary appropriately.</li> <li>10. Deliver very short speeches.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide</li> <li>2. Use appropriate Workbooks (Class PP, I and II)</li> <li>3. Coping and self-management skills through critical thinking and problem solving skills or decision making skills (refer Guide Book for Teachers: Comprehensive School Health Programme)</li> <li>4. Other relevant activities</li> </ol>

			11. Enjoy listening to and speaking English.	
		<b>Reading &amp; Literature</b>  <b>Selected readers from Class III</b> -Read aloud -Buddy reading - guided reading - Choral reading	1. Use the reading strategies developed in earlier classes. 2. Read aloud with fluency and expression. 3. Use a picture dictionary to introduce the structure of the dictionary and alphabetical order. 4. Identify the main idea of a short text. 5. Identify internal rhymes in poetry. 6. Employ the features of personal letters to help them make meaning in their reading. 7. Employ the features of fables and use them to make meaning in their reading.	1. Use activities suggested in the Teacher's I, II and III Teacher's Guide 2. Use appropriate Workbooks (Class PP, I and II) 3. Readers from class III 4. Other relevant activities
		<b>Writing</b> 1. Name of fruits, domestic animals, vegetables, family members and other common things in the environment.	1. Write words and phrases to show understanding of the environment. 2. Write simple sentences to demonstrate knowledge and understanding. 3. Write a sentence or sentences guided by pictures or objects.	1. Use activities suggested in the Teacher's I, II and III Teacher's Guide 2. Use appropriate Workbooks (Class PP, I and II)

			<ol style="list-style-type: none"> <li>4. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.</li> <li>5. Share at least three pieces of writing with their teacher.</li> <li>6. Enjoy writing as a creative activity.</li> <li>7. Read what they have written and make corrections related to mechanics.</li> </ol>	
	<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. <b>Comparison</b></li> <li>2. <b>Simple fraction</b></li> <li>3. <b>Time and cost</b></li> <li>4. <b>Money saving</b></li> <li>5. <b>Profit, Loss and Simple Interest</b></li> <li>6. <b>Mass and Capacity</b></li> <li>7. <b>Data and Probability</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Use comparison signs in three digit numbers</li> <li>2. Addition and subtraction of fraction</li> <li>3. Conversion of Time</li> <li>4. Money management (expenditure)</li> <li>5. Profit, Loss and Simple Interest</li> <li>6. Data management</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply operation in day today life situation</li> <li>2. Addition and subtraction of fraction</li> <li>3. Basic conversion of times</li> <li>4. Money management</li> <li>5. Simple ways to find profit and loss</li> <li>6. Calculate simple interest</li> <li>7. Managing simple data</li> <li>8. Applying probability in day today life</li> </ol>

<b>Daily living skills</b>	<b>Manners of serving food</b>	<b>Serving food</b>	1. Exhibit the skills for serving food and water	<b>a. Serving Food</b> <ol style="list-style-type: none"> <li>1. taking out food in serving bowls</li> <li>2. setting dining table or arranging on floor</li> <li>3. putting food on dining table/floor</li> <li>4. <i>following clock-wise method of putting food in plates (for MIK students)</i></li> <li>5. serving water</li> <li>6. removing bowls, plates and cleaning table</li> </ol>
	<b>Home Management</b>	<b>House Keeping Skills</b>	<ol style="list-style-type: none"> <li>1. Learn to clean and care home</li> <li>2. Learn ways to care furniture</li> <li>3. Practice laundry techniques</li> <li>4. Practice skills for washing utensils</li> <li>5. Practice bed-making skills</li> </ol>	<b>a. Cleaning</b> <ol style="list-style-type: none"> <li>1. sweeping, dusting</li> <li>2. washing, scrubbing, mopping floor</li> </ol> <b>b. Care of Furniture</b> <ol style="list-style-type: none"> <li>3. Dusting</li> <li>4. wiping of tabletops</li> <li>5. keeping furniture at fixed locations</li> <li>6. hanging curtains</li> </ol> <b>c. Laundry</b> <ol style="list-style-type: none"> <li>1. sorting, washing, drying</li> <li>2. folding, ironing, proper stacking</li> <li>3. mending, stitching, buttoning</li> </ol> <b>d. Washing Utensils</b> <ol style="list-style-type: none"> <li>1. sequence in scrubbing and washing</li> <li>2. use of cleaning powder and scrubber</li> <li>3. disposing off waste</li> <li>4. drying utensils</li> <li>5. replacing utensils at pre-determined locations</li> <li>6. special care of crockery</li> </ol>

				<p><b>e. Bed-making</b></p> <ol style="list-style-type: none"> <li>1. location of cots</li> <li>2. adjusting of mattresses</li> <li>3. spreading of bedspreads, positioning of pillows, blankets and bed-sheets</li> </ol>
<b>Home Economics</b>	<ol style="list-style-type: none"> <li>1. <b>Money Management</b></li> <li>2. <b>Shopping Techniques</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Learn money identification and management skills</li> <li>2. Learn basic shopping techniques</li> </ol>	<p><b>a. Money Management</b></p> <ol style="list-style-type: none"> <li>1. currency identification, coin counting</li> <li>2. safe keeping of money</li> <li>3. budgeting for the month</li> <li>4. simple account keeping</li> <li>5. savings and investment</li> </ol> <p><b>b. Shopping Techniques</b></p> <ol style="list-style-type: none"> <li>1. quality of products</li> <li>2. types of shops and their location</li> <li>3. system, period and frequency of buying</li> <li>4. benefits of bulk buying</li> <li>5. consumer rights and responsibilities</li> <li>6. sequence in stacking of items in the bag</li> </ol>	
<b>Home appliances</b>	<ol style="list-style-type: none"> <li>3. <b>Using appliances</b></li> <li>4. <b>Home care</b></li> </ol>	<ol style="list-style-type: none"> <li>3. Explore the uses of different home appliances</li> <li>4. Exhibit home care skills</li> </ol>	<p><b>a. Using Appliances</b></p> <ol style="list-style-type: none"> <li>1. electric switches, plugs, fan regulators, electric heaters</li> <li>2. telephone, fax, Xerox, computers</li> <li>3. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc.</li> <li>4. mp3 player, radio, television</li> <li>5. shaver</li> </ol> <p><b>b. Care of the Home</b></p> <ol style="list-style-type: none"> <li>1. sweeping and mopping floors</li> <li>2. proper placing of furniture, TV, other appliances etc.</li> </ol>	

				<ol style="list-style-type: none"> <li>3. keeping doors and windows properly closed or opened to avoid protruding shutters</li> <li>4. Keeping movement areas free of obstructions.</li> </ol>
	<b>First Aid</b>	<b>First Aid</b>	<ol style="list-style-type: none"> <li>1. Use basic first aid tools</li> </ol>	<p><b>Use the following tools:</b></p> <ol style="list-style-type: none"> <li>1. Bandage</li> <li>2. Cotton Swab</li> <li>3. Scissors</li> <li>4. Band-Aid</li> <li>5. Apply simple medicine</li> </ol>
	<b>Cooking</b>	<b>Cooking practical</b>	<ol style="list-style-type: none"> <li>1. Prepare local dishes</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing Tea/Suja</li> <li>2. Preparing rice</li> <li>3. Preparing Dhal/jaju</li> <li>4. Preparing vegetable curry/kewa datsi/ema datsi/shamu datsi</li> <li>5. Boiling/ frying eggs (making omelette)</li> <li>6. Preparing porridge (thukpa)</li> <li>7. Preparing of Desi</li> </ol>
	<b>Gardening</b>	<b>Vegetable gardening</b>	<ol style="list-style-type: none"> <li>1. Make a vegetable garden</li> <li>2. Grow one vegetable</li> </ol>	<ol style="list-style-type: none"> <li>1. making a vegetable garden</li> <li>2. growing one or two chosen vegetables</li> </ol>
<b>Community Cultural Values</b>	<b>Tradition and Culture</b>	<b>Preserving culture</b>	<ol style="list-style-type: none"> <li>1. Listen and sing national anthem</li> <li>2. Sing zhabten of His Majesty</li> <li>3. Practice how to prostrate</li> <li>4. Learn how to receive blessings</li> <li>5. Learn and practice to wear kabney/rachu and sit</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen and sing national anthem</li> <li>2. Sing zhabten of His Majesty</li> <li>3. Prostration</li> <li>4. Learn how to receive blessings</li> <li>5. Wearing kabney/rachu and sitting</li> <li>6. Recitation of simple prayers</li> <li>7. Attending local festivals</li> </ol>

			<ol style="list-style-type: none"> <li>6. Learn to recite simple prayers</li> <li>7. Attend local festivals</li> </ol>	
<b>Creative Arts</b>	<b>Arts Education</b>	<b>Drawing</b> <ol style="list-style-type: none"> <li>1. Draw and Colour</li> <li>2. Tone</li> <li>3. Object Drawing</li> <li>4. Sketching</li> <li>5. Memorable Moments</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw simple traditional flowers, leaves and buds</li> <li>2. Colour the drawn pictures</li> <li>3. Differentiate tones of pencils</li> <li>4. Draw objects using pencils showing different tones on the picture</li> <li>5. Sketch anything, they see around them</li> <li>6. Present their memorable moments in the form of art</li> </ol>	Refer Class III Teacher Manual for Arts Education
		<b>Painting</b> <ol style="list-style-type: none"> <li>1. Colour Mixing</li> <li>2. Straw Painting</li> <li>3. Symmetry colouring Using stencils to print</li> </ol>	<ol style="list-style-type: none"> <li>1. Reproduce the colour given in the workbooks by mixing two colours</li> <li>2. Identify primary and secondary colours</li> <li>3. Create using straw</li> <li>4. Look and colour to complete the picture</li> <li>5. Use stencils to create designs</li> </ol>	Refer Class III Teacher Manual for Arts Education
		<b>Craft</b> <ol style="list-style-type: none"> <li>1. Paper Lantern</li> <li>2. Paper Doilies</li> <li>3. Paper Bird</li> </ol>	<ol style="list-style-type: none"> <li>1. Create design using colour to make colourful paper lamps</li> </ol>	Refer Class III Teacher Manual for Arts Education

		<ol style="list-style-type: none"> <li>4. Paper Photo Frame</li> <li>5. Finger Puppet</li> <li>6. Mask</li> <li>7. Nature Printing</li> <li>8. Pencil Shaving</li> <li>9. 3D Collage</li> </ol>	<ol style="list-style-type: none"> <li>2. Make different kinds of paper doilies</li> <li>3. Make simple paper birds</li> <li>4. Make a simple paper photo frame</li> <li>5. Make puppets out of paper</li> <li>6. Make simple paper masks</li> <li>7. Create art using prints from vegetables</li> <li>8. Use pencil shavings to make collage</li> <li>9. Create 3D collage with used materials/ waste materials.</li> </ol>	
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Key Stage V

Strand	Theme/ Chapter	Topic (s)	Learning Objectives	Suggestive activities
Literacy and Numeracy Skills	རྫོང་ཁག	<p>ལྷག་རིག།</p> <p>༡. འགྲེལ་བཤད་སྐོར་ལྷབ་ནི།</p> <p>༢. ལོ་རྒྱུས།</p> <p>༣. མིང་ཚིག་གོ་དོན།</p> <p>༤. བསམ་འཆར།</p>	<p>༡. འགྲེལ་བཤད་སྐོར་ལྷབ་ནི།</p> <p>༢. ལོ་རྒྱུས་སྐོར་ལྷབ་ནི།</p> <p>༣. མིང་ཚིག་གོ་དོན་སྐོར་ལྷབ་ནི།</p> <p>༤. བསམ་འཆར་སྐོར་ལྷབ་ནི།</p>	<p>༡. འགྲེལ་བཤད།</p> <p>དབྱིབས་དང་གནས་སྐྱདས་ལུ་བསྟུ་སྟེ་བཤད་པ་གི་</p> <p>ནི། པར་གྱི་ཐོག་ལས་གི་ནི།</p> <p>༢. ལོ་རྒྱུས།</p> <p>འདས་པའི་ཉམས་ཚུངས་གཅི་བཟུམ་འབད་ཅུང་སྟོ་</p> <p>བ་ ལུ་ཁག་སོགས་སོགས་ཀྱི་གནས་སྐྱདས་བཟོ་</p> <p>སྟེ་གི་ནི།</p> <p>༣. མིང་ཚིག་གོ་དོན།</p> <p>པར་/རྫོང་ཚིག་བཟོ་ནི། མིང་ཚིག་གི་རྫོང་ཚིག་བཟོ་</p> <p>ནི་དང་། གོ་དོན་པར་གི་ནི།</p> <p>༤. བསམ་འཆར།</p> <p>བདེ་བ་དང་མ་བདེ་བའི་གནས་སྐྱདས་ཚུ་བཙུགས་ཏེ་</p> <p>བསམ་འཆར་གི་ནི། ང་སྟོ་མ་བཀྲེས་ཆི་ཡི། མགུ་</p> <p>ནམ་མས། བཟུམ་བཞོད་ནི།</p>

			<p>བརྩ་གཅིག་པ་དང་བརྩ་གཉིས་པ་ ཅོག་འཐད་པ་མེན་པར་ གློབ་དཔོན་གྱིས་ དོན་ཚན་འདི་ལས་རིགས་བསྒྲེས་ཏེ་ མཐོ་དམར་བཟོ་སྟོན་དགོ།)</p> <p>གློབ་སྟོན་མཁོ་ཆས། གློབ་རིམ་༢ པའི་ལུ་ཤོག། གློབ་རིམ་༣ པའི་ཤོག་ཁྲམ། བྱིས་ནང་ཅ་ལའི་ཤོག་ཁྲམ། གོ་གནས་སོ་སོའི་ན་བཟའ་དང་བཀའ་ཞུ་འཕྲོག་ཐངས་དང་ཚོས་གཞིའི་རིགས། གློབ་རིམ་༣ པའི་ལུ་ཤོག། གློབ་རིམ་༣ པའི་ཤོག་ཁྲམ། བྱི་ལི་ལོ་རྒྱུ། (ཤོག་ཁྲམ) དབང་མོ་གི་ནང་མི་ཉེ་ཚོ། (ཤོག་ཁྲམ)</p>
<b>English</b>	<b>Listening and Speaking</b> 1. Listen to and talk about things in the school and the locality. 2. Speak on a chosen topic for at least 30 seconds (Speak to elaborate) 3. Deliver prepared Speeches	1. Speak in simple sentences to demonstrate their understanding and knowledge of given topics. 2. Prepare simple speeches about topics outside the immediate environment and deliver them to an audience 3. Respond to conversations appropriately showing understanding.	2. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide 3. Use appropriate Workbooks (Class PP, I and II) 4. Coping and self-management skills through critical thinking and problem solving skills or decision making skills 5. Importance of Peer-relationship 6. Work ethics and social manners (refer Guide Book for Teachers:

		<ol style="list-style-type: none"> <li>4. Listening to audio materials and responding.</li> <li>5. Participate actively in discussions.</li> <li>6. Survival in community</li> </ol>	<ol style="list-style-type: none"> <li>4. Exhibit social skills for working and living in a community</li> </ol>	<p>Comprehensive School Health Programme for point 3,4 &amp; 5)</p> <ol style="list-style-type: none"> <li>7.</li> <li>8. Other relevant activities</li> </ol>
		<p><b>Reading &amp; Literature</b></p> <ul style="list-style-type: none"> <li>-Independent reading</li> <li>-Read aloud</li> <li>- guided reading</li> <li>- Choral reading</li> </ul>	<ol style="list-style-type: none"> <li>1. Follow the rhythm of rhymes, songs and poems.</li> <li>2. Read simple texts aloud.</li> <li>3. Follow the stories they hear and say what they like about them.</li> <li>4. Initiate words of greeting and expand words of courtesy appropriately.</li> <li>5. Follow and give simple instructions.</li> <li>6. Ask, and respond to, simple questions with proper intonation</li> <li>7. Pronounce familiar and new words clearly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities suggested in the Teacher's I, II and II Teacher's Guide</li> <li>2. Use appropriate Workbooks (Class PP, I and II)</li> <li>3. Other relevant activities</li> <li>4. Stories and essays and poems appropriate to the learners' competencies.</li> </ol>
		<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write about things beyond the immediate environment.</li> <li>2. Paragraph writing</li> <li>3. Letter Writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a sentence or sentences guided by pictures or objects.</li> <li>2. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.</li> <li>3. Write simple letters</li> <li>4. Share at least three pieces of writing with their teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use activities suggested in the Teacher's I, II and III Teacher's Guide</li> <li>2. Use appropriate Workbooks (Class PP, I and II)</li> <li>3. Individual writing assignments on self-selected topics (suggestive topics such as career choice, future dreams, living harmoniously etc.)</li> </ol>

			<ol style="list-style-type: none"> <li>5. Enjoy writing as a creative activity.</li> <li>6. Read what they have written and make corrections related to mechanics.</li> </ol>	4. Writing activities in the class to provide individual attention.
	<b>Mathematics</b>	<b>Bank loans Business plan</b>	<ol style="list-style-type: none"> <li>1. Use mathematical knowledge to calculate the interests on different types of loan</li> <li>2. Develop a small business plan</li> <li>3. Interpret simple data in bar graph</li> </ol>	<ol style="list-style-type: none"> <li>1. Bank loans and interests on current scenario</li> <li>2. Develop a simple entrepreneurship plan</li> <li>3. Interpret simple data</li> </ol>
<b>Daily living skills</b>	<b>Home Economics</b>	<ol style="list-style-type: none"> <li>1. <b>Money Management</b></li> <li>2. <b>Shopping Techniques</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate money identification and management skills</li> <li>2. Demonstrate basic shopping techniques</li> </ol>	<p><b>a. Money Management</b></p> <ol style="list-style-type: none"> <li>1. currency identification, coin counting</li> <li>2. safe keeping of money</li> <li>3. budgeting for the month</li> <li>4. simple account keeping</li> <li>5. savings and investment</li> </ol> <p><b>b. Shopping Techniques</b></p> <ol style="list-style-type: none"> <li>1. quality of products</li> <li>2. types of shops and their location</li> <li>3. system, period and frequency of buying</li> <li>4. benefits of bulk buying</li> <li>5. consumer rights and responsibilities</li> <li>6. sequence in stacking of items in the bag</li> </ol>
	<b>Home appliances</b>	<ol style="list-style-type: none"> <li>1. <b>Using appliances</b></li> <li>2. <b>Home care</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Use different home appliances as appropriate</li> <li>2. Exhibit home care skills</li> </ol>	<p><b>a. Using Appliances</b></p> <ol style="list-style-type: none"> <li>1. electric switches, plugs, fan regulators, electric heaters</li> <li>2. telephone, fax, Xerox, computers</li> </ol>

				<ul style="list-style-type: none"> <li>3. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc</li> <li>4. mp3 player, radio, television</li> <li>5. shaver</li> </ul> <p><b>b. Care of the Home</b></p> <ul style="list-style-type: none"> <li>1. sweeping and mopping floors</li> <li>2. proper placing of furniture, TV, other appliances etc.</li> <li>3. keeping doors and windows properly closed or opened to avoid protruding shutters</li> <li>4. Keeping movement areas free of obstructions.</li> </ul>
	<b>First Aid</b>	<b>First Aid</b>	1. Use basic first aid tools	<p><b>Use the following tools:</b></p> <ul style="list-style-type: none"> <li>1. Bandage</li> <li>2. Cotton Swab</li> <li>3. Scissors</li> <li>4. Band-aid</li> <li>5. Apply simple medicine</li> </ul>
	<b>Cooking</b>	<b>Cooking practical</b>	1. Demonstrate skills in preparing local dishes	<ul style="list-style-type: none"> <li>18. Preparing Tea/Suja/coffee</li> <li>19. Preparing rice</li> <li>20. Prepare puri/roti</li> <li>21. Prepare aludam</li> <li>22. Preparing Dhal</li> <li>23. Preparing vegetable curry</li> <li>24. Preparing jaju</li> <li>25. Preparing kewa-datsi</li> <li>26. Preparing ema-datsi</li> <li>27. Prepare shamu datsi</li> <li>28. Preparing one or two meat item</li> </ul>

				<p>29. Boiling/ frying eggs (making omelette)</p> <p>30. Preparing porridge (thukpa)</p> <p>31. Preparing of Desi</p> <p>32. Prepare simple ezay</p> <p>33. Prepare lasi</p> <p>34. Prepare cookies/khabzey</p> <p><i>(Teacher should inform the students that most of the dishes are prepared based on personal or suggestive recipes in Bhutnese local homes)</i></p>
	<b>Gardening</b>	<b>Vegetable gardening</b>	<ol style="list-style-type: none"> <li>1. Make a vegetable garden</li> <li>2. Grow vegetables</li> </ol>	<ol style="list-style-type: none"> <li>1. making a vegetable garden</li> <li>2. growing vegetables</li> </ol>
<b>Community Cultural Values</b>	<b>Tradition and Culture</b>	<b>Preserving culture</b>	<ol style="list-style-type: none"> <li>1. Listen and sing national anthem</li> <li>2. Sing zhabten of His Majesty</li> <li>3. Practice how to prostrate</li> <li>4. Learn how to receive blessings</li> <li>5. Learn and practice to wear kabney/rachu and sit</li> <li>6. Learn to recite simple prayers</li> <li>7. Attend local festivals</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen and sing national anthem</li> <li>2. Sing zhabten of His Majesty</li> <li>3. Prostration</li> <li>4. Learn how to receive blessings</li> <li>5. Wearing kabney/rachu and sitting</li> <li>6. Recitation of simple prayers</li> <li>7. Attending local festivals</li> </ol>
<b>Creative Arts</b>	<b>Arts Education</b>	<b>Drawing</b> <ol style="list-style-type: none"> <li>1. Drawing facial parts.</li> <li>2. Sketching figures</li> <li>3. Drawing cartoon faces.</li> <li>4. Sketching</li> <li>5. ( land scape)</li> <li>6. Traditional drawing</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe and draw facial parts</li> <li>2. Sketch human figures</li> <li>3. Draw simple cartoon faces</li> <li>4. Observe the landscape of their choice and make a sketch</li> <li>5. Draw simple Bhutanese motifs( <i>Doe yen nga na</i>)</li> <li>6. Draw a portrait</li> <li>7. Make still life drawing</li> </ol>	Refer Class IV Teacher Manual for Arts Education

		<ul style="list-style-type: none"> <li>7. Portrait.</li> <li>8. Still life drawing</li> </ul>		
		<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>1. Multi-colour print</li> <li>2. Water colour technique</li> <li>3. Water colour painting</li> <li>4. Multi-Colour Spray painting</li> <li>5. Traditional painting</li> </ul>	<ul style="list-style-type: none"> <li>1. Make multi colour print using card board blocks</li> <li>2. Use basic skills in water colour</li> <li>3. Use water colour to paint objects that they have chosen from in or around the class</li> <li>4. Use natural colours to create light and dark effects in the pictures</li> <li>5. Create painting by spraying multiple colour</li> <li>6. Use white and black to create traditional effects</li> </ul>	Refer Class IV Teacher Manual for Arts Education
		<p><b>Craft</b></p> <ul style="list-style-type: none"> <li>1. Collage( mixed media)</li> <li>2. Paper frame</li> <li>3. Paper flower</li> <li>4. Paper bird</li> <li>5. Paper plate</li> <li>6. Pop Up Cards</li> <li>7. Grid drawing</li> </ul>	<ul style="list-style-type: none"> <li>1. Use mixed media in an image/object of their choice and create a collage</li> <li>2. Make paper frames</li> <li>3. Make a paper flower</li> <li>4. Make a paper bird</li> <li>5. Make a paper plate</li> <li>6. Make pop up cards</li> <li>7. Enlarge the drawing/ picture using the grid method</li> </ul>	Refer Class IV Teacher Manual for Arts Education

# **ASSESSMENT AND EXAMINATIONS GUIDELINES FOR SPECIAL AND INCLUSIVE EDUCATION**

## **1. Rationale**

Our education system consistently strives towards ensuring inclusion of every child to access quality education services for all children, including children with disabilities. The children with disabilities are provided education broadly through three different education settings such as;

1. Wangsel Institute for students with Deafness,
2. Muenseling Institute for students with vision impairment and,
3. Students in Schools with SEN Programme.

Currently, there are 740 students in 20 SEN Programme schools including the two special institutes.

In the wake of COVID-19 pandemic, schools and institutions across the country are closed as a part of vital measures to prevent the spread of the virus. In order to ensure continuation of education service delivery to students with Special Educational Needs (SEN), adapted and prioritised curriculum are being implemented in the special institutes and schools with SEN programmes. The same curriculum delivery modality will be continued based on the EiE framework developed by the REC for phase II depending on the situation till the end of 2020 academic session. To facilitate promotion of CWDs to next higher grades, development of appropriate assessment techniques is felt vital. Hence the EiE Assessment Framework for Special and Inclusive Education has been developed to gauge the learning outcome of CWD. This document is aimed at helping teachers assess the learning of students by ensuring that they all have a fair and equitable opportunity to demonstrate their learning and see their progress being valued by their teachers, schools and the national education system.

The EiE Assessment Framework for Special and Inclusive Education focuses mainly on assessing actual learning of students through effective assessment strategies. These guidelines are carefully developed to overcome the barriers in education for students with disabilities, ensuring equitable access and opportunity in learning so that they are able to demonstrate their learning in the most appropriate manner.

Teachers are encouraged to refer to AEPT Guidelines for Special and Inclusive education for detailed information where appropriate.

## **2. Objectives**

- i. To have a more appropriate, reliable and uniform assessment, examination and promotion system for students with disability.
- ii. To provide an equal opportunity for appropriate learning and smooth transition for students with disabilities through proper assessment and evaluation procedures.
- iii. Facilitate the continuity of learning of students with special educational needs.

### **3. Assessment Modes and Strategies**

The assessment strategies should be meaningful, motivational, engaging to guide students in their learning process. Although, assessment modality is time intensive, special consideration to make the assessment modality as appropriate as possible for CWDs to gauge the intended learning outcomes should be made. The assessment modality should have a multi-stage assessment procedure focusing on three domains such as cognitive, psychomotor and affective.

Those cohorts of students who follow mainstream curriculum, the assessment and examinations will be as per the AC/PC of EiE assessment and examination procedures.

#### **3.1 General assessment guideline for Wangsel Institute**

The institute at Paro provided general education services for children with hearing difficulties. The schools are recommended to implement the following general assessment guidelines.

##### **3.1.1. Continuous Formative Assessment**

- i. Teachers shall carry out assessment and keep progress records based on IEP of students.
- ii. They will use short questions which are modified and simplified according to children's abilities.
- iii. Use appropriately adapted and modified assessment techniques as per children's need. For example, use diagrams, signs, graphics and pictures.
- iv. Use visual images such as photographs, short clips or computer generated images.

##### **3.1.2. Summative Assessment**

- i. Schools shall conduct the summative assessment for both home and national level examination for promotion to the next grade or for transitioning to other institutes through one to one contact using appropriate gadgets.
- ii. External examiner from NIZC may be continued for vocational trade assessment.

#### **3.2. General assessment guidelines for Muenselling Institute**

The institute provides education services to students with vision impairment. It follows the national curriculum with some adaptation, although there are few exceptional cases.

### **3.2.1. Continuous Formative Assessment**

- i. The institute shall follow the general assessment criteria.
- ii. Progress records based on IEP where appropriate may be followed based on the children's learning abilities.
- iii. Use of appropriate adaptation and modification as per children's need such timing, use of assistive devices (furniture, equipment etc.), high resolution pictures, print font sizes, transcription of materials into Braille.
- iv. Recommended for audio-logical assessment for students' learning using rubric.

### **3.2.2. Summative Assessment**

- i. The institute shall conduct the summative assessment for both home and national level examination.
- ii. It shall provide materials in large print for assessment.

## **3.3. General Assessment Guidelines for SEN Programme Schools**

Students with Special Educational Needs receive educational services through the provision of SEN Programme school strategies. Hence, the SEN programme schools cater to mild to moderate and severe disabilities.

### **3.3.1. Mild to moderate**

3.3.1.1 Continuous Formative Assessment Students of mild to moderate disabilities general assessment criteria with some adaptation and modifications.

- i. Schools shall maintain progress records based on IEP to track children's learning abilities. Teachers should be encouraged to use short questions which are modified and simplified according to children's abilities.
- ii. They should use appropriately adapted and modified assessment tools as per children's needs. Adaptation processes involve giving responses accommodation through the use of smartphones, calculators, audio recorders, combining words and visuals, sounds and music, etc.
- iii. Teachers shall help CWDs to complete their assessment with their peers where applicable.
- iv. They should provide materials in large print for assessment where applicable.

### **3.3.1.2. Summative Assessment**

- i. Schools to facilitate participation of CWDs in national level examinations based on their abilities.
- ii. Provide materials in large print for assessment.

### **3.3.2. Severe Disabilities**

#### **3.3.2.1. Continuous Formative Assessment**

- i. Teachers shall assess children's work based on their IEP.
- ii. Progress records of individual CWD may be kept to track the progress of learning.
- iii. Teachers may ask short questions mainly modified and simplified according to children's abilities
- iv. Teachers shall use appropriately adapted and modified assessment tools as per children's performance focusing on life skills such as ADL and O&M. Therefore, teachers use audio-logical assessment tools to fill up the check list on ADL and O&M.

### **3.4. Special consideration during assessment and examination**

Considering the unique nature of CWDs, a special consideration during assessment may be explored. Some of the recommended tips include;

- 3.4.1. Teachers should ensure provision of preferential sitting, frequent breaks, allowing time extension, and providing space with minimal distraction.
- 3.4.2. It is also important to ensure the availability of assistive devices and other assessment and examination materials.
- 3.4.3. Mobile teachers to assess CWDs where appropriate.

### **3.5. Techniques & Tools**

The assessment and examination of CWDs shall be through different mediums until the schools and institutions reopen.

1. Google classrooms
2. WeChat
3. Messenger
4. Telegram

When schools and institutes reopen, the usual assessment and examination techniques and tools will be used to assess the learning outcome of students based on the EiE Curriculum.

### **3.6. Reporting & Recording: Certification, grading, recording**

The promotion of students to next higher grades shall be considered based on their progress records of continuous assessments and summative assessment.

- 3.6.1. The purpose of assessment for CWDs is for motivation, building self-esteem and for smooth transition.

- 3.6.2. The home examinations for classes PP to IX and XI will be conducted by schools and institutes based on students' abilities and interest and X and XII will be conducted by Board examinations.
- 3.6.3. In case of children with severe disability and Deafness, schools shall facilitate the participation of their children in their own schools for class X and XII examination and the certification arrangement with BCSEA.
- 3.6.4. Students shall be provided an option either to participate or not to participate in the Board Examination.

#### **4. MONITORING & EVALUATION**

##### **4.1. Role of MoE**

- i. The MoE shall ensure issuance of directives and guidelines on the modality of the assessment.

##### **4.2. Role of the DEO**

- i. DEOs and TEOs shall monitor the implementation of EiE Assessment and Examination Framework.  
They shall ensure timely report on the implementation procedures by their schools.

##### **4.3. Role of Principals**

- i. Principals ensure that assessment, examination and promotion as per the guidelines are carried out in their schools.
- ii. They shall provide periodical updates on the status of implementation to their DEOs/TEOs.
- iii. Principals shall submit final reports to their DEOs/TEOs and relevant agencies.

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1.	Mr. Pema Wangdi	Subject Coordinator
2.	Mrs. Renuka Chettri	Subject Coordinator
3.	Mrs. Sapna Subba	Subject Coordinator
4.	Mrs. Sharda Rai	Subject Coordinator
5.	Mr. Sherab Gyeltshen	Subject Coordinator
6.	Mrs. Kencho Dem	Subject Coordinator
7.	Mrs. Dorji Dema	Subject Coordinator
8.	Mr. Karma Jigme Lepcha	Subject Coordinator
9.	Mr. Kinley Dorji	Subject Coordinator
10.	Mr. Shriman Gurung	Subject Coordinator
11.	Mr. Loden Chozin	Subject Coordinator

<b>3. Teacher Volunteers</b>			
<b>Sl. No.</b>	<b>Subject</b>	<b>Name of Teacher</b>	<b>School</b>
1	Accountancy	Chandra Bdr. Pradhan	Dechencholing HSS, Thimphu
2		Pema Yoezer	Babesa HSS, Thimphu
3		Jaya Kumar	Utpal Academy, Paro
4	AgFS	Ugyen Choden	Utpal Jr., Paro
5		Sonam Rinchen	Utpal Jr., Paro
6	Arts	Tashi Wangmo	Woochu LSS, Paro
7	Biology	Mahindra Timsina	Dechencholing HSS, Thimphu
8		Tshering Lham	Shari HSS, Paro
9		Tshering Choden	Drukgyel CS, Paro
10		Suraj Mishra	Utpal Academy, Paro
11	Chemistry	Tshering Zangmo	Shari HSS, Paro
12		Mohan Chhetri	Drukgyel CS, Paro
13	Commerce	Tshering Dema	Motithang HSS, Thimphu
14		Dawa Tshering	Motithang HSS, Thimphu
15		Tshering Chezom	Utpal Academy, Paro
16	Dzongkha (Pry)	Sonam Jamtsho	Khangkhu MSS, Paro
17		Sangay Choden	Khangkhu MSS, Paro
18		Rinchen Tshering	Utpal Jr., Paro
19	Dzongkha (Rigzhung)	Tashi Tenzin	Debsi HSS, Thimphu
20		Tashi Tshering	Tashidingkha HSS, Punakha
21	Dzongkha (Sec)	Choki Gyeltshen	Drukgyel CS, Paro
22		Yeshe Lodey	Drukgyel CS, Paro
23		Kumbu Dorji	Utpal Academy, Paro
24	Economics	Deki Wangmo	Motithang HSS, Thimphu
25		Deki	Drukgyel CS, Paro
26		Karma Lhadon	Utpal Academy, Paro
27		Bikash Biswa	Utpal Academy, Paro
28	English(Pry.)	Sonam Wangmo	Doteng LSS, Paro

29		Ugyen Dema	Lango MSS, Paro
30		Dema Lepcha	Lango MSS, Paro
31	English(Sec.)	Tshering Choden	Utpal Jr., Paro
32		Chinchu Lhamu	Utpal Academy, Paro
33		Kinley Wangmo	Utpal Academy, Paro
34	Environment Science	Tashi Yangzom	Khasadrapchu MSS, Thimphu
35		Ugyen Wangmo Tenzin	Motithang HSS, Thimphu
36	ECCD & SEN	Tshewang Choden	Changangkha MSS, Thimphu
37		Kuenga Chhoegyel	Muenselling, Khaling
38		Dorji Wangdrup	Muenselling, Khaling
39	General Science	Tobgay	Wangbama CS, Thimphu
40	Geography	Karma	Shari HSS, Paro
41		Bhim Prasad Bhattarai	Karma Academy, Paro
42		Yogi Nidhi Gajmer	Utpal Academy, Paro
43	History	Thukten Tenzin	Chapcha MSS, Chukha
44		Sonam Zangmo	Wangbama CS, Thimphu
45		Sonam Penjor	Utpal Jr., Paro
46		Sonam Choden	Utpal Academy, Paro
47		Leingdron Tshomo	Utpal Academy, Paro
48	HPE	Jigme Tshewang	Woochu LSS, Paro
49		Zangmo	Wanakha CS, Paro
50		Pema Tshering	Gauphel LSS, Paro
51		Jigme Wangchuk	Drukgyel CS, Paro
52	IT	Joshna Rai	Utpal Academy, Paro
53	Maths (Pry)	Rinchen Wangmo	Phuntshopelri PS, Samtse
54		Karuna Pradhan	Utpal Jr., Paro
55		Dorji Wangmo	Utpal Jr., Paro
56		Bijai Kumar Rai	Utpal Jr., Paro
57	Maths (Sec)	Padam S. Mongar	Shari HSS, Paro
58		Sonam Choki	Shari HSS, Paro

59		Devi Charan Khatiwara	Shari HSS, Paro
60		Dadi Ram Adhikari	Utpal Academy, Paro
61		Kamal Gajmer	Utpal Academy, Paro
62	Physics	Sushmika Tamang	Motithang HSS, Thimphu
63		Phuntsho Choden	Dechencholing HSS, Thimphu
64		Sumitra Subba	Shari HSS, Paro
65	Social Studies	Norzang Wangmo	Khangkhu MSS, Paro
66		Bidhya Powdel Chhetri	Utpal Jr., Paro
67	Sign Language	Karma Tenzin	Wangsel Institute
68		Sushila Gurung	Wangsel Institute
69	Wangsel Institute	Thiney Dema	Wangsel Institute
70		Tshering Pem	Wangsel Institute
71		Thuji Wangmo	Wangsel Institute
72		Tshering Wangmo	Wangsel Institute
73		Pelden Wangchuk	Wangsel Institute
74		Dechen	Wangsel Institute
75		Norbu	Wangsel Institute
76		Dessang Dorji	Wangsel Institute
77		Rinchen Peldon	Wangsel Institute
78		Chencho Om	Wangsel Institute
79		Chencho Dem	Wangsel Institute
80		Lodey Gyeltshen	Wangsel Institute
81		Choki	Wangsel Institute
82		Dechen Tshering	Wangsel Institute
83		Kharka Bdr. Mongar	Wangsel Institute
84		Ms. Nidup	Wangsel Institute
85		Karma Tenzin	Wangsel Institute