Innovative Learning: A Grade 8 Competency-Based Curriculum for Secondary Schools in Bangladesh

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Table of Contents

Introduction

Education is the key to national development. To ensure meaningful learning, the curriculum must align with the needs of students and society. In today's rapidly changing world, students require not just theoretical knowledge but also essential skills such as critical thinking, problem-solving, and adaptability to prepare for real-life challenges. Considering this, we are introducing **an Innovative Competency-Based Curriculum for Grade 8,** which emphasizes a practical and skill-based approach to learning.

This framework is designed based on well-established educational theories, including **Tyler's Behavioral Objectives Theory, Vygotsky's Social Constructivism Theory, Freire's Critical Pedagogy, Kilpatrick's Project Method** and so on. These theories ensure that learning will be student-centered, engaging, and interactive**.** Furthermore, we aim to align this initiative with Sustainable Development Goal 4 **(SDG 4)** – QUALITY EDUCATION, ensuring inclusive, equitable, and lifelong learning opportunities for all**.** By integrating the principles of SDG 4, this educational model focuses on accessibility, equity, and skill-based education, equipping students with the competencies needed for the future.

This learning system follows a **blended approach**, integrating both online and offline education to make learning more accessible and flexible. With the rapid advancement of technology, digital literacy is a core component, allowing students to explore knowledge beyond traditional textbooks. Instead of relying on memorization, the curriculum framework emphasizes creativity, communication, teamwork, and leadership skills**,** ensuring that students can think independently and apply their learning in real-life situations**.** Additionally, it promotes collaborative and experiential learning, where students engage in hands-on activities and real-world problem solving.

One of the key aspects of this framework is its alignment with societal and cultural values**.** While preparing students for a competitive global environment, it also ensures they remain connected to their national identity, traditions, and ethical responsibilities. We aim to build a modern, inclusive, and practical education system that not only supports individual growth but also contributes to the overall progress of the country by introducing this SDG 4-aligned learning framework.

So, we hope that through competency-based education, students will gain the necessary skills to become responsible, innovative, and capable citizens, which will ensure a brighter future for Bangladesh and beyond.

Background

Education is the backbone of a nation. But unfortunately, our education system is facing continuous challenges. Rapid and frequent changes in the curriculum is one of the biggest issues that make students to face difficulties in proper learning. The 2012 curriculum was mainly based on memorization, where students had to rely heavily on textbooks rather than developing practical knowledge and skills. This approach did not match the demands of a modern, digitalized world where creativity, problem-solving, and critical thinking are must. On the other hand, the *2021 curriculum* introduced an advanced competency-based framework, focusing more on skill development. But a government review found that the *2021 framework* "unfeasible for implementation," citing major issues in teacher preparedness, lack of clarity in content, and insufficient capacity within institutions. Teachers lacked adequate training to switch from rote-based teaching to continuous assessment methods, and classroom sizes in Bangladesh didn't support the student-centered learning intended by the new framework. Thus, the interim government switch back to the *2012 curriculum,* in 2024. Moreover, every country has its own rules, regulations, culture, and social structure, which must be considered while designing an education system. Without proper alignment with these factors, any new curriculum becomes challenging to apply effectively.

Bangladesh is rapidly evolving both socially and technologically. The increasing use of digital platforms in education, workplaces, and daily life requires the students to be technologically skilled from an early age. At the same time, our job market is shifting towards industries that demand creativity, communication skills, and practical problem-solving abilities rather than just theoretical knowledge. Additionally, due to globalization, students need to be aware of global trends along with deeply rooted in their own culture and values. The rapid urbanization and changing family structures have also impacted the way of students learning. It makes a sense in requiring a curriculum that is flexible, inclusive, and responsive to different learning environments.

To address these realities, we are proposing an **Innovative Competency-Based Curriculum for Grade 8** that aligns with the present national situation. This framework follows a blended learning approach to ensure accessibility and flexibility. It emphasizes digital literacy, ensuring that students are familiar with modern technology to explore new ideas and resources. Alongside academic knowledge, our curriculum focuses on developing critical thinking, creativity, and problem-solving skills to prepare students for future job markets. Additionally, it incorporates ethical values and cultural awareness so that students remain connected to their roots while adapting to global advancements. By introducing this model, we aim to create a learning system that is both modern and practical, ensuring that students gain the necessary skills to contribute to national development while **fulfilling the goals of SDG 4 (Quality Education).**

Vision

"To ensure effective teaching and meaningful learning, to equip students with essential skills and knowledge, and to cultivate a new generation of technologically educated, innovative, skilled, and socially compatible thinkers ready to face the challenges of the modern world."

This curriculum focuses on developing competent, innovative, and ethical citizens who can contribute to sustainable development. Shifting from rote memorization to competency-based learning, this framework enabling students to develop problem-solving skills, adaptability, and innovative thinking abilities to thrive in a rapidly changing world. It is inclusive and accessible, ensuring that every student receives equal educational opportunities without discrimination. Rooted in Bangladesh's culture, norms, ethics, and religious values, it strengthens the connection of the students to their identity while preparing them with skills for the modern era. With the integration of technical education and digital literacy, the curriculum prepares students for the evolving job market. We aim to bridge the gap between TRADITIONAL and DIGITAL education while upholding national identity and sustainability. The aim is not to prepare students only for exams but to enhance their analytical and creative thinking skills, enabling them to tackle real-life challenges

effectively. Besides, they will be prepared to face the complex world, ensuring they can compete and contribute beyond national boundaries with their innovations.

Through this curriculum, we envision an education system that will produce SKILLED, RESPONSIBLE, INNOVATIVE and FORWARD-THINKING individuals who can drive progress both within Bangladesh and beyond.

Mission

Achieving the vision requires some strategic features in the management of the education sector. An effective plan, coupled with proper implementation can ensure the realization of this vision. The mission to accomplish the vision of this framework is articulated below:

1. **Develop Competency-Based & Inquiry-Based Learning**: Foster analytical thinking and curiosity-driven exploration by moving beyond rote memorization. Maintain a balanced approach that integrates theoretical understanding with practical, hands-on activities, ensuring effective learning without overwhelming students.
2. **Enhance Critical Thinking & Global Awareness**: Equip students with reasoning skills and encourage participation in debates, Olympiads. Promote international knowledge to prepare students as informed, globally aware citizens.
3. **Guide Self-Discovery & Future Readiness**: Help students to identify their interests and strengths to make informed decisions about their educational and career pathways by own in a natural, stress-free manner.
4. **Ensure Inclusivity & Equal Access**: Provide education for all by integrating assistive tools for students with disabilities and offering financial support to underprivileged students. Foster a supportive learning environment for everyone.
5. **Prioritize Mental Well-Being & Physical Health**: Focus on mental and physical health through subjects like mindfulness, exercise, and emotional well-being. Promote practices such as stress management techniques and self-reflection to help students maintain a healthy mind and body.

6. **Implant Cultural, Ethical & Regional Values**: Encourage a sense of identity, responsibility, and ethical awareness by teaching Bangladeshi heritage, cultural traditions, and moral values.
7. **Promote Environmental Awareness**: Introduce climate education and sustainable practices through a mix of classroom learning, hands-on activities, and eco-friendly school projects. Teach both knowledge and practical skills to inspire sustainable living.
8. **Implement Blended Learning & Technological Literacy**: Use digital tools, smart classrooms, and e-learning platforms to create an interactive and engaging learning environment.

This mission ensures that the students of class 8 will acquire essential academic skills, technological literacy, ethical values, environmental consciousness, and emotional resilience while being prepared for higher education in a pressure-free and well-rounded learning environment.

Nature of the Curriculum

For the students of class 8 in Bangladesh this curriculum has been thoughtfully crafted to inspire curiosity, foster creativity, and prioritize meaningful learning experiences. Its purpose is to prepare students for real-life situations and future learning opportunities. By incorporating innovative teaching methods and interactive activities, the curriculum ensures that students are engaged and trained with the tools they need to bloom.

The curriculum adopts **a competency-based approach**, which emphasizes essential skills and knowledge. This approach focuses on active problem-solving, adaptability, and critical thinking, encouraging students to apply their learning in practical, real-world situations. Moving away from rote memorization, the curriculum emphasizes innovative learning practices that promote deeper understanding and creativity, allowing students to think independently and confidently.

The framework holds culturally relevant content, connecting academic topics to Bangladesh's heritage and students' daily lives, making education more relatable and meaningful. By integrating digital and technological literacy, students are prepared to navigate the modern world through the use of technology and hands-on engagement with STEAM subjects. It also adopts **a learner-centered approach**, tailoring lessons to meet individual needs and fostering innovation. **Inquiry-based and experiential learning** encourages active engagement through experiments and real-world problem-solving, promoting curiosity and analytical thinking. Its flexible design enables teachers to adapt lessons to diverse learning styles and needs, fostering inclusion and accessibility. The curriculum aligns with both national goals and global standards, such as the Sustainable Development Goals (SDGs), preparing students to contribute responsibly to their communities and society at large. Finally, it prioritizes mental and physical well-being by integrating activities that focus on mindfulness, mental flexibility, and overall health alongside educational growth.

Foundations

The Curriculum is based on the four Foundations:

1. Philosophical Foundation
2. Psychological Foundation
3. Historical Foundation
4. Societal Foundation

Philosophical Foundation:

We have designed our curriculum with a belief that all students have considerable potential. So it is very important for the curriculum to have a philosophical foundation as the goals and objectives of the curriculum are mainly determined by its philosophical foundation. The goals and processes of this curriculum have been set on the basis of established philosophical theories. While education in the past

relied on perennialism and essentialism--- which focused on memorization and fixed knowledge, it has become apparent that education is no longer the same due to the fast pace at which change occurs in today's society.

As such, our curriculum is based upon progressivism and reconstructionism. While progressivism helps students learn in a more authentic way using real world experiences, curiosity, and problem-solving skills, reconstructionism adds the social purpose of being which empowers students to become active change makers in their communities. The support of constructivism and pragmatism provides our curriculum with opportunities for experiential learning to practice critical thinking and develop skills for employment in practice. We use a competency-based curriculum designed to prepare outcomes consistent with real lives.

Ultimately, we aim to develop our learners not only cognitively, but also emotionally and socially so that they grow into competent, compassionate, and engaged citizens rather than statistics.

Psychological Foundation:

The psychological foundation of this curriculum is based on social constructivism, where students actively construct knowledge through interaction, questioning, and real-life problem-solving. Learning is made meaningful by connecting it with students' real lives, culture, and experiences. Students become more engaged and stay curious with their learning.

In addition to social constructivism, supporting theories like behaviorism and cognitive development are used when appropriate. These theories offer structure to learning experiences, stimulate deeper thinking for knowledge construction, and guide students toward creative and innovative solutions or applications We move away from one-size-fits-all teaching and focus on personalized, student-centered approaches.

At the same time, the curriculum adopts connectivism, integrating digital tools and flexible learning spaces to meet the unique needs of every student. We try to implement Gardner's Multiple Intelligences theory into our curriculum so that we give acknowledgement to all learners unique talents and abilities in means of logical reasoning, creativity, problem solving, collaboration, and leadership.

Overall, this curriculum encourages joyful, inclusive learning aligned with SDG 4 – Quality Education for All, and supports national education goals by promoting student well-being, reducing stress, and building lifelong learning skills.

Historical Foundation:

The historical framework of our curriculum represents the changes in education in Bangladesh—from a colonial, exam-oriented and rote learning system to a more participatory, competency-based and student-centered system. This shift in education has changed with the changing priorities of the nation, and the changing world with a growing focus on local aspirations.

After independence, the concentration was on national concerns, language and literacy. Education was largely teacher-centered, with a heavy focus on rote memorization, textbook-based learning, and formal examinations. Students were expected to passively receive information rather than actively engage with it. This system mainly aimed at producing clerical or academic skills, often disconnected from real-life experiences and practical application.

In time, attempts were made to modernize with residency, science, technology and developmental goals. Introducing a competency-based approach to education is a very important realization in recent times that aligns with the global shift toward lifelong learning, skills development and equity as we address education issues.

This curriculum framework acknowledges those prior reforms and lessons learnt, particularly incorporating the advantages of social constructivist psychology, digital learning, and 21st century skills. It embraces and respects our socio-cultural context while preparing

learners for a globalized, technology-fueled society. Additionally, the curriculum framework notes the commitments made to SDG 4 as well as other national education aspirations to ensure all learners have access to legitimate and relevant ways of learning.

Societal Foundation:

Our curriculum is built on the social purposes and elements of Bangladeshi society, including expressed values, needs and aspirations. It is conceived to prepare learners to be civic-minded, thoughtful and active citizens to respond to issues in their local communities and the wider world.

The curriculum has moved away from its elitist and exam-dominated past. As it is developed, the curriculum embraces more inclusivity, equity, cultural identity, and integrating the relevance of contemporary real-world problems and ethical values such as social consciousness in education so that learners can build meaningful connections to their learning and their lived experiences.

In alignment with national priorities, this type of curriculum emphasizes environmental awareness, gender equality, respectful for the own culture and community mobilization. Students develop critical thought and social responsibility through experiential, inquiry-based learning and have the opportunity to act to change their world.

Approaches

Approaches	Overview	Key Features	Application in Curriculum
1. System Approach	The systems approach views curriculum as a set of interrelated components, including input (students,	i. Focuses on aligning all curriculum elements to achieve clear, measurable outcomes.	i. Integrate subject content and assessment data to guide curriculum design and planning.

	teachers), process (teaching, learning methods), output (student performance), and feedback (evaluation results) (Ornstein & Hunkins, 2018).	ii. Encourages organized use of resources. iii. Uses the loop of evaluation and assessment. iv. Supports a dynamic process of planning, implementing, evaluating and modifying.	ii. Organize and coordinate resources like teachers, materials, and time to achieve learning goals. iii. Use feedback and evaluation to improve the curriculum. iv. Adapt curriculum and teaching methods to meet diverse student needs and learning styles.
2. Humanistic Approach	In this approach, the curriculum is centered around the learner's needs, interests, and experiences. The teacher's role is more of a facilitator, helping students discover knowledge on their own (Ornstein & Hunkins, 2018).	i. Prioritizes students' needs, interests, and personal experiences. ii. Supports emotional, social, moral, and intellectual growth. iii. Teachers act as facilitators to guide self-directed learning.	i. Connect learning to students' interests and experiences for meaningful engagement. ii. Allow freedom of choice to support self-directed learning. iii. Support emotional and social growth with focus on empathy and relationships.

		iv. Encourages reflection, cooperation, and stress-free assessment.,	iv. Use stress-free assessments, group work, project-based learning and feedback instead of grades.
3. Behavioral Approach	This approach is based on the principles of behaviorism, which argues that learning occurs through reinforcement and repetition (Slavin, 2020)	i. Learning happens through rewards and feedback. ii. Rewards encourage students to repeat good behavior.	i. Teachers give rewards like stars or praise or gifts to encourage good behavior. ii. Teachers give quick feedback to help students to learn the correct answers.

Curriculum Theories

A well-designed Class 8 curriculum must prepare learners not only with academic knowledge but also with essential life skills, critical thinking, and personal development. In order to achieve this, we need to integrate of multiple theories which will ensure well-rounded and future-ready learning experience.

Theory Name	Key Concepts	Need of this Theory	Educational Implication	Application of this Theory
Behavioral Objectives Theory (Ralph W. Tyler)	Curriculum should have clear, measurable objectives and ensure alignment between goals, instruction, and assessment	Helps us focus on clear learning goals, making teaching and evaluation more structured and purposeful.	Shaped modern curriculum design by focusing on clearly defined objectives, outcomes, and performance indicators.	Teachers set specific objectives before lessons and assess students based on those outcomes.
Critical Pedagogy (Paulo Freire)	Education should promote critical thinking and empower students to challenge societal inequalities and transform society	Gives students the opportunity to think freely, question oppression, and participate in social change.	Teaching becomes a tool for social transformation, focusing on dialogue and consciousness.	Students engage in discussions, analyze real-world problems, and connect learning with justice.
School as a Center of Inquiry (John Goodlad)	The curriculum should be centered around inquiry-based learning, where students actively explore and reflect on democratic values	Offers a learning environment where curiosity, thinking, and questioning are encouraged and valued.	Promotes schools as places of exploration, where both teachers and students learn through reflective inquiry.	Students explore meaningful questions and projects with teacher guidance in a collaborative way.

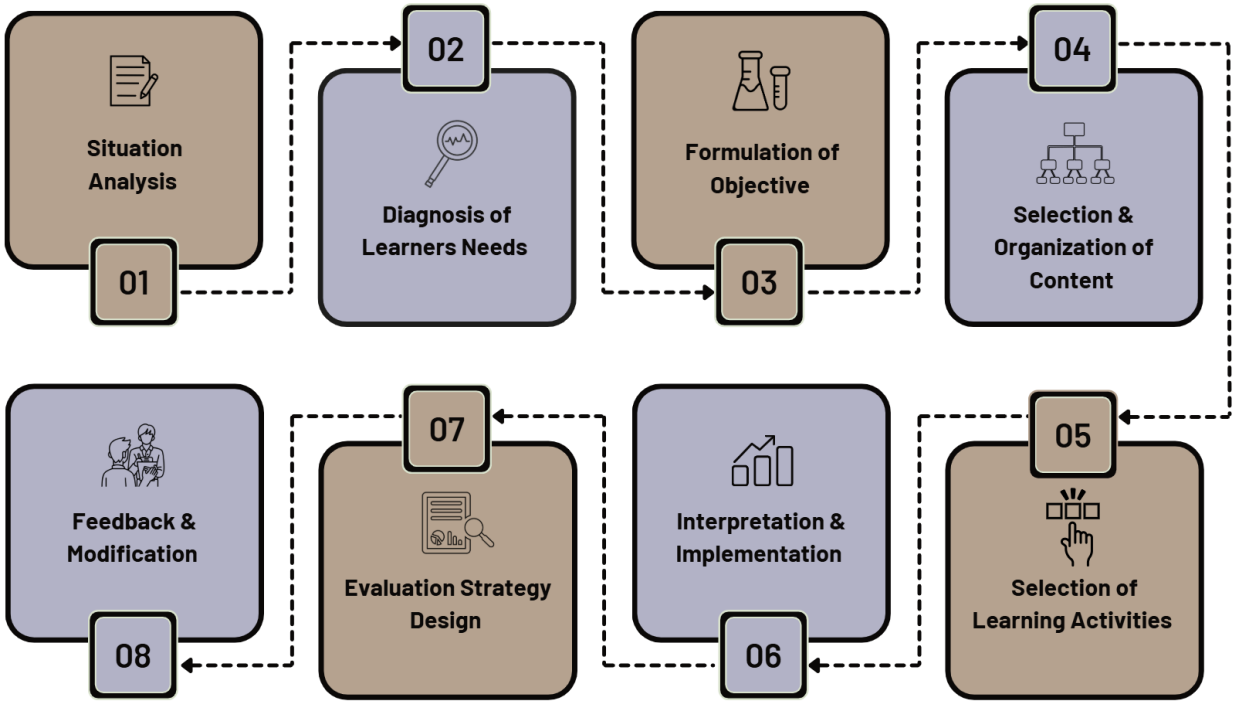
Curriculum Development as Social Process (Hollis Caswell)	Curriculum should reflect the values, culture, and needs of society, with flexibility for changes over time	Helps us create a curriculum that reflects the society's culture, values, and collective needs.	Influences curriculum to reflect community needs, making learning socially responsive and culturally relevant.	Educators and communities co-develop curriculum content that reflects shared values.
Project Method (William Kilpatrick)	Students learn best by engaging in projects that are relevant to real life and require active problem-solving	Provides a way to make learning more engaging by connecting it with real-life tasks and student interests.	Encourages active learning and deeper engagement through real-life tasks that build responsibility and teamwork.	Students work on real-life projects, planning and executing them collaboratively.

By combining these curriculum theories, we can make our classroom activities more interactive and engaging. These approaches will not only ensure textbook knowledge but also allow student for practical based learning, development of social values, improve thinking abilities, and active participation of all students. It will help meet the diverse needs of every learner and create a more inclusive, meaningful, and effective learning environment.

Curriculum Model

To design an effective Class-8 competency-based model, combination both Taba & Malcolm Skilbeck model offers a balanced and responsive approach. While Taba emphasizes teacher-led process with a strong focus on learner needs and classroom realities, Skilbeck

provides a flexible and context-sensitive framework that responds to social and cultural conditions. So this Integrated Model will be beneficial for a systematic curriculum.



1. ***Situation Analysis (Skilbeck):***

This initial stage involves understanding the context in which the curriculum will be implemented. It includes analyzing the needs of students, the resources available, and the broader social and educational environment. For example, in a rural school with limited technology, the curriculum should focus more on hands-on and community-based activities. This ensures the curriculum is realistic and adaptable to its context.

2. *Diagnosis of Learners Needs (Taba):*

The teacher who is also the curriculum designer starts the process by identifying the needs of students for whom the curriculum is planned. For Class 8, this might involve understanding their reading levels, social maturity, and cognitive development. This step ensures the curriculum addresses their real academic and personal needs.

3. *Formulation of Objective (Taba & Skilbeck):*

Based on the situation analysis and diagnosis of learners needs, specific educational objectives are formulated. These objectives guide the design and implementation of the curriculum.

4. *Selection & Organization of Content (Taba):*

After setting the objectives properly the content must be selected based on the students' needs, relevant to their development and ensure active participation of the learners. The content will help to achieve the goals or objectives those were formulated.

After choosing content these must be structured in a logical format – simple to complex or familiar to unfamiliar. This will help students to understand the topic clearly.

5. *Selection of Learning Activities (Taba):*

At this point, the teacher selects instructional methods that will involve the students actively with the content.

6. *Interpretation & Implementation (Skilbeck):*

The designed curriculum is then put into practice. This stage requires teachers to interpret the curriculum and adapt it to their specific classroom contexts.

7. *Evaluation Strategy Design (Taba & Skilbeck):*

To measure the effectiveness of curriculum both formative and summative assessment will be assigned. These not only includes oral test or written test but also group activities, presentations, portfolios to evaluate knowledge, skills and attitudes comprehensively.

8.*Feedback & Modification (Skilbeck):*

After evaluation, teachers will give feedback to the students where they have to improve more and also appreciate on their creative performance. It will allow for continuous feedback and adaptation, making it a practical approach for addressing the evolving needs of students and society.

Principles of Curriculum

1. **Inclusive and Unified:** It welcomes all students equally without discrimination, promoting fairness and social harmony.
2. **Multidimensional Development:** Focuses on developing knowledge, skills, attitudes, and values for a balanced education.
3. **Competency-Based Learning:** Helps students gain practical skills useful in real life and future careers.
4. **Active and Experiential Learning:** Encourages hands-on activities, projects, and real-world problem-solving to engage students.
5. **Flexible and Relevant:** Adapts to changing social needs and different learning styles to make education meaningful.
6. **Connected to Life and Livelihood:** Prepares students for everyday life and future job challenges.
7. **Participatory Learning:** Involves students actively, encouraging collaboration and contribution of ideas.
8. **Learner-Centered and Joyful:** Ensures learning is enjoyable, personalized, and supportive of each student's needs.
9. **Integration:** Uses digital tools and resources to enhance learning, making education more interactive and accessible.

Subject Areas

1. English for Communication
2. বাংলা সাহিত্যশৈলী
3. Math Adventure
4. Fundamental Science
5. Cultural Roots and Social Life
6. Adolescence and Youth Wellness Education
7. Smart World and Digital Skills
8. Let Us Survive Together

Overall Objectives

This curriculum aims to guide students towards the following broader educational goals:

- Strengthens foundational knowledge and essential life skills
- Develops communication, creativity, and critical thinking
- Enhances awareness of culture, identity, and social values
- Builds digital literacy and adaptability to modern tools
- Promotes well-being, ethical mindset, and sustainability
- Prepares students for higher education, careers, and global challenges

Overall Competencies

Through this curriculum, students will gradually develop the following essential competencies:

1. Communication skills, Creativity, critical thinking
2. Cultural awareness, empathy, emotional intelligence
3. Strategic thinking, analytical insight, and smart problem-solving
4. Hands-on experimentation, and practical scientific knowledge
5. Social values, diversity respect, global citizenship
6. Self-awareness, emotional balance, healthy living
7. Tech literacy, innovation, digital collaboration, adaptability to emerging tools and platforms
8. Risk management, decision-making, real-life problem handling

Subject-specific Objectives, Competencies & Learning Outline

English for Communication

Objectives:

- Build basic English skills for daily, academic, and work use.
- Improve vocabulary, grammar, reading, writing, speaking, and listening.
- Help students to express ideas clearly and confidently.

- Introduce English literature and cultural understanding.
- Prepare students for future studies and jobs using English.
- Develop teamwork and presentation skills.
- Teach critical thinking and comprehension.
- Encourage ongoing learning and overcoming fear of English.

Competencies:

1. Speak and write clearly in various situations.
2. Use reading skills to understand different texts.
3. Write paragraphs, letters, and stories with purpose.
4. Present and speak confidently in front of others.
5. Understand stories, poems, and authors.
6. Work well in groups and organize English events.
7. Compete confidently in debates, quizzes, and storytelling.
8. Use English in digital and real-life settings.

Contents:

Exploring English – The Global Language (What is English? – A Global Language, Where Do We See English in Daily Life?, Why Should We Learn English?, Common English Words We Already Know, Breaking the Fear of English), **Let's Build Vocabulary!** (Daily life vocabulary, Word families & roots, Synonyms and antonyms, Fun with idioms and phrases), **Grammar for Confident Communication** (Sentence structure, Tenses in simple form, Articles, prepositions, conjunctions, Common grammar mistakes and

corrections, Practice with mini-stories), **Reading Skills for Real Life** (Skimming and scanning, Reading short stories and extracting message, Understanding newspaper headlines, Reading comprehension (MCQ, WH questions), Inspiring real-life stories in simple English), **Learn to Write with Confidence** (Paragraph writing, Writing about yourself and your dreams, Letter & email writing, Descriptive writing, Guided story writing with pictures), **Speak Up! It's Your Turn** (Daily conversations, Role-play and Dialogues in class, Describing a picture or event, Introducing yourself & talking about hobbies, Speech practice), **Exploring English Literature (**Reading short stories and poems, Discussing moral of stories, Famous authors and their works, Storytime: "What I learned"), **English for the Future** (Real-life uses of English, How English helps in interviews & abroad study, Stories of people who learned English, Disadvantages of ignoring English, Tips to keep improving English), **English in Action: Projects & Showcasing** (How to plan and present a project in English, Poster making & presentation, Group presentations)

Learning Outline:

SL. No.	Chapter Name	Contents	Teaching Strategies	Assessment Procedures	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	Exploring English – The Global Language	• What is English? – A Global Language • Where Do We See English in Daily Life? • Why Should We Learn English?	Interactive discussion method and storytelling	Formative Quiz (MCQ or short answers), Self-Introduction Performance Assessment	08	01 & 07

		• Common English Words We Already Know • Breaking the Fear of English				
02	Let's Build Vocabulary!	• Daily life vocabulary • Word families & roots • Synonyms and antonyms • Fun with idioms and phrases • Vocabulary games and memory tricks	Contextual Learning (Real-life language use), Vocabulary Games	Vocabulary quizzes (multiple choice, fill-in-the-blanks), Contextual sentence writing exercises	02	
03	Grammar for Confident Communication	• Sentence structure • Tenses in simple form • Articles, prepositions, conjunctions • Common grammar mistakes and corrections • Practice with mini-stories	Communicative Language Teaching (CLT)	Error Correction Exercise, Mini Story Completion, Speaking Task with Prompts	01	

04	Reading Skills for Real Life	• Skimming and scanning techniques • Reading short stories and extracting message • Understanding newspaper headlines • Reading comprehension (MCQs & WH-Questions) • Inspiring real-life stories in simple English	Interactive Reading Sessions and Discuss with each other	Reading Comprehension Tests, Inquiry Based Assessments	05	
05	Learn to Write with Confidence	• Paragraph writing • Writing about yourself and your dreams • Letter & email writing (formal & informal) • Descriptive writing: places, people, things • Guided story writing with pictures	Picture based writing and peer review	Writing portfolio, Rubric based evaluation	03	
06	Speak Up! It's Your Turn	• Daily conversations	Role-Play Method	Oral Presentation	04	

		• Role-play and dialogues in class • Describing a picture or event • Introducing yourself & talking about hobbies • Speech practice				
07	Exploring English Literature	• Reading short stories and poems • Discussing moral of stories • Famous authors & their works • Storytime corner: "What I learned"	Storytelling Method Read-Aloud Method	Oral Recitation, Short Written Reflection	05	
08	English for the Future	• Real-life uses of English • How English helps in interviews and abroad study	Discussion Method	Group Presentation	07	

		• Stories of famous people who learned English • Challenges of not knowing English • Tips to keep improving English daily				
09	English in Action: Projects & Showcasing	• How to plan and present a project in English • Poster making & presentation • Group presentations • Classroom exhibitions (create models or charts with English labels)	Project-Based Learning	Rubric-Based Evaluation	06	

বাংলা সাহিত্যশৈলী

উদ্দেশ্য:

- বাংলা ভাষার মৌলিক দক্ষতা উন্নত করা।
- ব্যাকরণ, বানান ও বাক্য গঠনের সঠিক ব্যবহার শেখানো।
- বাংলা সাহিত্যের ধ্রুপদী ও আধুনিক রচনার সাথে পরিচয় করিয়ে দেওয়া।
- সৃজনশীল লেখা ও উপস্থাপনার দক্ষতা বাড়ানো।
- বাংলা সংস্কৃতি, ইতিহাস ও ঐতিহ্য সম্পর্কে সচেতনতা গড়ে তোলা।
- সমালোচনামূলক চিন্তা ও বিশ্লেষণ দক্ষতা বিকাশ করা।
- দলগত কাজ ও আলোচনার মাধ্যমে ভাষার ব্যবহার শক্তিশালী করা।
- ডিজিটাল মাধ্যমসহ বাংলা ভাষার সমকালীন প্রয়োগ শেখানো।

দক্ষতা:

1. স্পষ্টভাবে বাংলায় কথা বলতে ও লিখতে পারা।
2. ব্যাকরণের নিয়ম সঠিকভাবে প্রয়োগ করা।
3. গল্প ও কবিতার মূলভাব বিশ্লেষণ করতে পারা।
4. ২০০-৩০০ শব্দের রচনা/প্রতিবেদন লিখতে পারা।

5. শ্রেণিতে বা অনুষ্ঠানে বাংলায় বক্তৃতা বা উপস্থাপনা দেওয়া।
6. দলগতভাবে বাংলা নাটক, বিতর্ক বা কবিতা আবৃত্তিতে অংশ নেওয়া।
7. সংবাদ পাঠ করতে পারা এবং নকল সংবাদ চিনতে পারা।
8. ইন্টারনেট/সোশ্যাল মিডিয়ায় বাংলার নিরাপদ ও কার্যকর ব্যবহার করা।

বিষয়বস্তু:

পড়ি, বুঝি ও লিখি (ব্যাকরণের মৌলিক উপাদান (বিশেষ্য, বিশেষণ, ক্রিয়া),কারক ও বিভক্তির ব্যবহার, সমাস ও প্রবাদ-প্রবচনের উদাহরণ), **গল্প পড়ি সাহিত্য লিখি** (গল্প-১: "জোঁক" - আবু ইসহাক, গল্প-২: "একদিন ভোরবেলা" – আনোয়ারা সৈয়দ হক, গল্প-৩: "পাখি" – লীলা মজুমদার, গল্প-৪: "সময়ের প্রয়োজনে" – জহির রায়হান), **কবিতা পড়ি আবৃত্তি করি** (কবিতা-১: "পণ্ডশ্রম" - শামসুর রাহমান, কবিতা-২: "সাম্যবাদী" - কাজী নজরুল ইসলাম, কবিতা-৩: "জাগো তবে অরণ্য কন্যারা" – সুফিয়া কামাল, কবিতা-৪: "তোমরা যেখানে সাধ" – জীবনানন্দ দাস, কবিতা-৫: "আশা" – সিকানদার আবু জাফর, কবিতা-৬: "ছাড়পত্র" – সুকান্ত ভট্টাচার্য), **নাটক পড়ি সংলাপ চিনি** ("মানসিংহ ও ঈসা খাঁ" - ইব্রাহীম খাঁ), **বিবরণ লিখি বিশ্লেষণ করি** (ছবি দেখে বিবরণ লিখি, নিজের ভাষায় বিবরণ লিখি, বিশ্লেষণমূলক বাক্য তৈরী করি, সংখ্যাবাচক তথ্য বিশ্লেষণ করি। বর্ণনামূলক তথ্য বিশ্লেষণ করি), **রচনা পড়ি প্রবন্ধ লিখি** (রচনা ও প্রবন্ধ, শিক্ষামূলক রচনা লিখি, প্রবন্ধ লিখি), **বাংলা সংবাদপত্র ও গণমাধ্যম** (সংবাদ শিরোনাম লেখা, প্রতিবেদন বিশ্লেষণ, নকল সংবাদ চেনার কৌশল), **বাংলা ভাষার ডিজিটাল ব্যবহার** (বাংলা ইউনিকোড, কী-বোর্ড লেআউট, ব্লগ/সোশ্যাল মিডিয়ায় বাংলায় লেখার অনুশীলন)।

Learning Outline:

SL. No.	Chapter Name	Contents	Teaching Strategies	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
০১	পড়ি, বুঝি ও লিখি	• ব্যাকরণের মৌলিক উপাদান (বিশেষ্য, বিশেষণ, ক্রিয়া) • কারক ও বিভক্তির ব্যবহার • সমাস ও প্রবাদ-প্রবচনের উদাহরণ	Interactive Concept Mapping, Proverb Charades	Written Test, Sentence Making	01 & 02	01 & 07
০২	গল্প পড়ি সাহিত্য লিখি	• গল্প কী? • গল্প-১: "জোঁক" - আবু ইসহাক • গল্প-২: "একদিন ভোরবেলা" – আনোয়ারা সৈয়দ হক • গল্প-৩: "পাখি" – লীলা মজুমদার • গল্প-৪: "সময়ের প্রয়োজনে" – জহির রায়হান	Storytelling Method, Discussion Method & Role Play	Comprehension Questions, Creative Writing & Oral Presentation	03	

		• নিজের ভাষায় গল্প লিখি				
০৩	কবিতা পড়ি আবৃত্তি করি	• কবিতা কী? • কবিতা-১: "পণ্ডশ্রম" - শামসুর রাহমান • কবিতা-২: "সাম্যবাদী" - কাজী নজরুল ইসলাম • কবিতা-৩: "জাগো তবে অরণ্য কন্যারা" – সুফিয়া কামাল • কবিতা-৪: "তোমরা যেখানে সাধ" – জীবনানন্দ দাস • কবিতা-৫: "আশা" – সিকানদার আবু জাফর • কবিতা-৬: "ছাড়পত্র" – সুকান্ত ভট্টাচার্য • কবিতা লিখি, আবৃত্তি করি	Recitation, Group Discussion & Creative Expression	Recitation Performance & Short Written Reflection or Quiz on Poem Meaning	03 & 06	

০৪	নাটক পড়ি সংলাপ চিনি	• নাটক কী? • "মানসিংহ ও ঈসা খাঁ" - ইব্রাহীম খাঁ • নাটক রচনা ও অভিনয়	Dramatization, Interactive Discussion	Peer Feedback on Performance, Script Writing Tests, Inquiry Based Assessments	06	
০৫	বিবরণ লিখি বিশ্লেষণ করি	• ছবি দেখে বিবরণ লিখি • নিজের ভাষায় বিবরণ লিখি • বিশ্লেষণমূলক বাক্য তৈরী করি • সংখ্যাবাচক তথ্য বিশ্লেষণ করি • বর্ণনামূলক তথ্য বিশ্লেষণ করি	Visual Analysis Activities & peer review	Short Paragraph Writing, Picture Description Exercise, Analytical Sentence Exercise	03	
০৬	রচনা পড়ি প্রবন্ধ লিখি	• রচনা ও প্রবন্ধ • শিক্ষামূলক রচনা লিখি • প্রবন্ধ লিখি	Role-Play Method, Writing Workshops	Short Essay Submission & Oral Presentation	04 & 05	

০৭	বাংলা সংবাদপত্র ও গণমাধ্যম	• সংবাদ শিরোনাম লেখা, প্রতিবেদন বিশ্লেষণ • নকল সংবাদ চেনার কৌশল	Storytelling Method, Read-Aloud Method & Real-life Analysis	Oral Recitation, Headline Writing & Report Analysis	07	
০৮	বাংলা ভাষার ডিজিটাল ব্যবহার	• বাংলা ইউনিকোড, কী-বোর্ড লেআউট • ব্লগ/সোশ্যাল মিডিয়ায় বাংলায় লেখার অনুশীলন	Hands-on Practice	Typing Test, Blog Post	01 & 08	

Math Adventure

Objectives:

- Build a strong foundation in fundamental mathematical concepts.
- Develop problem-solving and logical reasoning skills.
- Apply mathematical methods to real-life situations.
- Enhance computational accuracy and efficiency.
- Foster critical thinking through analysis and pattern recognition.
- Strengthen ability to communicate mathematical ideas clearly.
- Encourage collaborative learning and mathematical discussion.
- Prepare students for advanced math topics in higher classes.

Competencies:

1. Master measurement techniques
2. Develop critical analysis skills
3. Enhance problem-solving ability
4. Strengthen logical thinking
5. Connect math to real life
6. Foster creative solutions
7. Improve reasoning skills
8. Collaborate effectively with peers

Contents:

Identifying number sequences and series, Observing patterns in nature, art, and daily life, Solving problems using logical patterns, Recognizing hidden mathematics in music and architecture, Calculating profit, loss, and discounts, Understanding VAT, tax, and percentages, Budgeting and managing money in real-life scenarios, Applying percentages in daily decisions, Comparing financial options for better decision-making, Algebraic formulas and identities with easy memory tips, Mastering algebraic fractions, Simplifying expressions step by step, Applying algebra in real-life problems, Solving practical problems using equations and formula, Simple and simultaneous equations, Logical problem-solving methods, Fun equation-based puzzles, Understanding variables and constants, Step-by-step approach to solve word problems, Quadrilaterals and their properties, Circles and their fascinating rules, Measuring area and perimeter in creative designs, Understanding angles, lines, and shapes, Applying geometry in art, architecture, and real life, The theorem made visual and simple, Calculating distances without a ruler, Everyday uses in sports, travel, and building, Problem-solving using right triangles, Connecting Pythagoras theorem with real-world measurements, Collecting and organizing data, Making sense of graphs,

charts, and tables, Finding hidden stories in numbers, Analyzing trends and patterns in data, Representing data visually for interpretation, Understanding sets and Venn diagrams, Real-life applications of set theory, Identifying relationships between groups, Using sets to solve practical problems, Logical reasoning with intersections, unions, and complements, Sudoku, magic squares, and brain-teasing riddles, Logic puzzles for sharper thinking, Speed math hacks for quick calculations, Enhancing problem-solving and analytical skills, Fun math games to boost creativity and reasoning.

Learning Outline:

SL. No.	Chapter Name	Contents	Teaching Strategies	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	Number Patterns and Logic	• Identifying number sequences and series • Observing patterns in nature, art, and daily life • Solving problems using logical patterns • Recognizing hidden mathematics in music and architecture	Lecture & Discussion	Short Quiz	04	03 & 01

02	Money Matters and Practical Finance	• Calculating profit, loss, and discounts • Understanding VAT, tax, and percentages • Budgeting and managing money in real-life scenarios • Applying percentages in daily decisions • Comparing financial options for better decision-making	Problem-Based Learning	Simple Calculation Exercises	05	
03	Algebra Explorer	• Algebraic formulas and identities with easy memory tips • Mastering algebraic fractions • Simplifying expressions step by step • Applying algebra in real-life problems • Solving practical problems using equations and formula	Inquiry-Based Learning	Problem Solving / Mini Quiz	03	

04	Equation Quest	• Simple and simultaneous equations • Logical problem-solving methods • Fun equation-based puzzles • Understanding variables and constants • Step-by-step approach to solve word problems	Flipped Classroom	Quick Test	02	
05	Geometry in Action	• Quadrilaterals and their properties • Circles and their fascinating rules • Measuring area and perimeter in creative designs • Understanding angles, lines, and shapes • Applying geometry in art, architecture, and real life	Hands-on Activity	Diagram / Measurement Task	06	

06	Pythagoras Challenge	• The theorem made visual and simple • Calculating distances without a ruler • Everyday uses in sports, travel, and building • Problem-solving using right triangles • Connecting Pythagoras theorem with real-world measurements	Demonstration Method	Short Problems	05	
07	Measurement Mastery	• Understanding units and conversions • Mensuration of 2D and 3D shapes • Hands-on measurement activities • Measuring length, mass, time, and volume • Solving practical measurement challenges	Hands-on Measurement	Practical Task	01	

08	Data Detectives	• Collecting and organizing data • Making sense of graphs, charts, and tables • Finding hidden stories in numbers • Analyzing trends and patterns in data • Representing data visually for interpretation	Project-Based Learning & Group Discussion	Graph / Chart Creation	07	
09	Set Logic	• Understanding sets and Venn diagrams • Real-life applications of set theory • Identifying relationships between groups • Using sets to solve practical problems	Group Activity	Group Work	04, 08	

		• Logical reasoning with intersections, unions, and complements				
10	Brain Boost	• Sudoku, magic squares, and brain-teasing riddles • Logic puzzles for sharper thinking • Speed math hacks for quick calculations • Enhancing problem-solving and analytical skills • Fun math games to boost creativity and reasoning	Logic Games	Quiz	03	

Fundamental Science

Objectives:

- Spark curiosity and understanding about science and its role in daily life.
- Develop knowledge of living and non-living things, their structures, and functions.
- Explain basic physical and chemical principles governing nature and matter.
- Explore forces, energy, light, sound, and motion in the physical world.
- Understand human body systems, health, and environmental resources.
- Build skills to observe, question, experiment, and think critically like scientists.
- Encourage responsibility towards environment and sustainable use of resources.
- Prepare students to apply science concepts practically in daily life and future careers.

Competencies:

1. Acquire foundational knowledge of basic scientific concepts.
2. Observe and describe natural and scientific phenomena accurately.
3. Design and conduct experiments in various science fields.
4. Communicate scientific ideas clearly with proper terms.
5. Use scientific methods to solve real-life problems.

6. Promote health, hygiene, and body awareness.
7. Identify environmental issues and suggest solutions.
8. Work well in teams on science projects and presentations.

Contents:

The Wonder of Science (What is Science? Importance in daily life, Branches: Physics, Chemistry, Biology, Role of curiosity and observation, Famous scientists and their contributions), **The Living World – Secrets of Life** (Characteristics of living things, Differences between plants and animals, Life processes: nutrition, respiration, growth. Introduction to cells, Ecosystem basics), **Building Blocks of Nature – Atoms & Molecules** (What is matter? States of matter, Atoms, elements, and compounds, Molecules and chemical bonds, Everyday examples), **Forces in Action – Motion & Power Around Us** (What is force? Types of forces, Motion and speed, Work and energy, Simple machines in daily life), **The Green Factory – Plants & Photosynthesis** (Plant parts and their functions. Photosynthesis process, Plant reproduction, Importance of plants for life, Human use of plants), **The Magic of Reactions – Chemistry in Action (**Physical vs chemical changes, Types of chemical reactions, Acids, bases, and salts, Chemical reactions in daily life, Safety with chemical), **Life Inside – The Human Body** (Nature of light, Reflection and refraction, Sound waves and hearing, Heat and temperature, Everyday uses of light and sound, Human body systems, Importance of health and hygiene, Sense organs, Nutrition and exercise, Common diseases and prevention), **Earth, Water & Air – Our Natural Resources** (Layers of the Earth, Water sources and the water cycle, Composition of air, Pollution and its effects, Conservation of resources**), Science & You – The Journey Ahead** (How science shapes our world, Role of technology in the future, Scientific thinking and problem-solving, Responsibility towards the environment, Encouragement for curiosity and innovation)

Learning Outline:

SL. No.	Chapter Name	Contents	Teaching Strategies	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	The Wonder of Science	• What is Science? • Importance in daily life • Branches: Physics, Chemistry, Biology • Role of curiosity and observation • Famous scientists and their contributions	Interactive Discussion	Short Quiz (MCQ / Short Answer)	01	03 & 04
02	The Living World – Secrets of Life	• Characteristics of living things • Differences between plants and animals • Life processes: nutrition, respiration, growth • Introduction to cells • Ecosystem basics	Inquiry-Based Learning (question–observation)	Concept Mapping	02	

03	Building Blocks of Nature – Atoms & Molecules	• What is matter? • States of matter • Atoms, elements, and compounds • Molecules and chemical bonds • Everyday examples	Demonstration Method	Problem-Solving Exercises	04	
04	Forces in Action – Motion & Power Around Us	• What is force? • Types of forces (gravity, friction, etc.) • Motion and speed • Work and energy • Simple machines in daily life	Experiment based learning	Practical Task (simple machine or activity performance)	05	
05	The Green Factory – Plants & Photosynthesis	• Plant parts and their functions • Photosynthesis process • Plant reproduction • Importance of plants for life • Human use of plants	Project/Activity-Based Learning	Simple observation notes or short report	03	

06	The Magic of Reactions – Chemistry in Action	• Physical vs chemical changes • Types of chemical reactions • Acids, bases, and salts • Chemical reactions in daily life • Safety with chemicals	Experiment in class	Experiment Check	03	
07	Light, Sound & Waves – Energy in Motion	• Nature of light • Reflection and refraction • Sound waves and hearing • Heat and temperature • Everyday uses of light and sound	Demonstration (light/sound activities)	Q&A / Worksheet	04	
08	Life Inside – The Human Body	• Human body systems (digestive, respiratory, circulatory) • Importance of health and hygiene	Using models or charts	Diagram Labelling	06	

		• Sense organs • Nutrition and exercise • Common diseases and prevention				
09	Earth, Water & Air – Our Natural Resources	• Layers of the Earth • Water sources and the water cycle • Composition of air • Pollution and its effects • Conservation of resources	Discussion in groups	Group Presentation	07	
10	Science & You – The Journey Ahead	• How science shapes our world • Role of technology in the future • Scientific thinking and problem-solving • Responsibility towards the environment	Project-Based Learning	Project / Poster	08	

		• Encouragement for curiosity and innovation				

Cultural Roots and Social Life

Objectives:

- Understand the roots and historical development of society, and how social changes have shaped communities over time.
- Identify and analyze current social challenges and problems affecting communities.
- Encourage innovative thinking and problem-solving to rebuild and improve society in response to modern global changes.
- Appreciate the richness of cultural heritage and its importance in shaping social identity and unity.
- Promote respect, tolerance, and active participation in preserving culture while adapting to globalization.

Competencies:

1. Grasp the foundations and evolution of social structures.
2. Analyze social changes and identify key challenges.
3. Generate new ideas to solve social problems.
4. Contribute to building and improving society.
5. Appreciate cultural diversity and heritage.

6. Adapt society to global influences and modern needs.
7. Practice critical thinking about social issues.
8. Collaborate for social development and harmony.

Contents:

Colonial Footsteps and Resistance (Arrival & control of East India Company, Economic exploitation of land & trade, Cultural & legal changes, Key resistance movements (Indigo revolt, 1857 etc.), Lasting political & economic impacts), **Struggles for Freedom and Rights**(Liberation War 1971 events & causes, July Movement 2024 protests, Role of students & masses in social change, Goals and impact comparison of past and present movements), **Heritage and Culture in Motion** (British-era architecture, monuments & artifacts, Historical significance of colonial heritage, Heritage conservation efforts, Traditional arts & festivals, Global & media influences on culture, Cultural preservation efforts & blending of modern/traditional life), **Economy and Development of Bangladesh** (Agriculture & major crops, Industry & manufacturing, Service sector growth, Economic challenges & policies for sustainable growth), **Governance, Society, and People's Role** (Constitution & fundamental principles, Executive, legislature, judiciary structure, Local government roles and responsibilities, Elections & citizen participation, Major ethnic groups and cultural exchange, Issues of discrimination, marginalization, poverty, unemployment, inequality), **Environment, Cities, and Global Connections**(Population trends & growth, Urbanization effects on society and cities, Health & education in sustainable growth, Climate change impacts on Bangladesh, Common disasters, Disaster preparedness & management, Resource use & conservation, Global & regional cooperation for sustainability)

Learning Outline:

SL No	Chapter Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	Colonial Footsteps and Resistance	• Arrival & control of East India Company • Economic exploitation of land & trade • Cultural & legal changes • Key resistance movements (Indigo revolt, 1857 etc.) • Lasting political & economic impacts	Storytelling & Role-play	Short quizzes, Reflection writing	01 & 02	01 & 02
02	Struggles for Freedom and Rights	• Liberation War 1971 events & causes • July Movement 2024 protests • Role of students & masses in social change	Debate & Discussion	Debate & Poster	01, 02 & 04	

		• Goals and impact comparison of past and present movements				
03	Heritage and Culture in Motion	• British-era architecture, monuments & artifacts • Historical significance of colonial heritage • Heritage conservation efforts • Traditional arts & festivals • Global & media influences on culture • Cultural preservation efforts & blending of modern/traditional life	Field Visit & Cultural Showcase	Heritage Project or Presentation	05 & 06	
04	Economy and Development of Bangladesh	• Agriculture & major crops • Industry & manufacturing • Service sector growth	Case Study & Simulation	Data Report & Group Work	02, 03 & 04	

		• Economic challenges & policies for sustainable growth				
05	Governance, Society, and People's Role	• Constitution & fundamental principles • Executive, legislature, judiciary structure • Local government roles and responsibilities • Elections & citizen participation • Major ethnic groups and cultural exchange • Issues of discrimination, marginalization, poverty, unemployment, inequality	Interactive Chart, Constitution Game	MCQ/Short Quiz	01, 03 & 04	
06	Environment, Cities, and Global Connections	• Population trends & growth • Urbanization effects on society and cities	Brainstorming & Multimedia	Project & Oral Presentation	02, 03, 04 & 06	

		• Health & education in sustainable growth • Climate change impacts on Bangladesh • Common disasters • Disaster preparedness & management • Resource use & conservation • Global & regional cooperation for sustainability				

Smart World & Digital Skills

Objectives:

- To introduce students to ICT and its importance in modern life.
- To help students identify and use basic hardware and software tools.

- To develop essential skills in word processing, spreadsheets, and typing.
- To build awareness about internet safety, AI, VR, AR, and their future roles

Competencies:

1. Able to define digital tools and apply them in daily life activities.
2. Identify hardware and software components and their uses.
3. Create and edit documents using Microsoft Word and Excel.
4. Understand how the internet and websites work, and design a basic webpage.
5. Able to use AI, VR, and AR in real life to make tasks and learning easier.
6. Practice safe behavior online and understand the importance of cybersecurity.

Contents:

Introduction to Information and Communication Technology (What is Information and Communication Technology, Role of ICT in education, communication, and business, Overview of hardware and software components), **Computer Hardware and Software (**Types of input and output devices, Primary and secondary storage devices, Basic System and application software concepts**), Digital Skills and Software Usage(**Basic Keyboard Functions, Microsoft Word, Microsoft Excel**), Web Concepts & Design Foundations (**Introduction to the Web & URLs, The Role of HTTP and HTTPS, Basic Web Design Flow-HTML, Benefits of the Web**), AI, VR, AR & Cybersecurity in Our Digital Tomorrow (**Introduction of Artificial Intelligence (AI), Basic concepts

Virtual Reality (VR) & Augmented Reality (AR): Immersive Learning, Cybersecurity in daily life, Real-World Benefits & Future Impact of AI, VR, AR and Cyber security**).**

Learning Outline:

SL. No.	Chapter Name	Contents	Teaching Strategies	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	Introduction to Information and Communication Technology	• What is Information and Communication Technology. • Role of ICT in education, communication, and business. • Overview of hardware and software components	Group Discussions and Brainstorming	Diagnostic Assessments, Formative Assessments	01 & 02	01, 03 & 07
02	Computer Hardware and Software	• Types of input and output devices • Primary and secondary storage devices • Basic System and application software concepts.	Lecture Method, Student-led Exploration	Pre-tests, Class Discussions or Q&A Sessions,	01 & 02	

03	Digital Skills and Software Usage	• Basic Keyboard Functions • Microsoft Word • Microsoft Excel	Real-Life Task Simulations, Demonstrative Method	Performance-Based-Assessment	01 & 03	
04	Web Concepts & Design Foundations	• Introduction to the Web & URLs • The Role of HTTP and HTTPS • Basic Web Design Flow-HTML • Benefits of the Web	Project based Method	Performance-Based Rubric,	01 & 04	
05	AI, VR, AR & Cybersecurity in Our Digital Tomorrow	• Introduction of Artificial Intelligence (AI) • Basic concepts Virtual Reality (VR) & Augmented Reality (AR): Immersive Learning • Cybersecurity in daily life • Real-World Benefits & Future Impact of AI, VR, AR and Cyber security	Lecture Method, Flipped Classroom Method	Pre-tests, Conceptual Quizzes, Class Discussions or Q&A Sessions	01, 05 & 06	

Adolescence and Youth Wellness Education

Objectives:

This subject aims to help students-

- Understand the physical, emotional, and social changes during adolescence in the Bangladeshi context.
- Gain essential knowledge of reproductive health, nutrition, hygiene, and personal well-being.
- Develop emotional strength, stress management, and resilience skills.
- Acquire basic first aid knowledge and emergency response techniques.
- Build leadership, teamwork, and civic responsibility through scouting and community involvement.

Competencies:

1. Self-awareness and Emotional Intelligence.
2. Health and Well-being Awareness.
3. Mental and Emotional Resilience.
4. Physical Fitness and Lifestyle Management.
5. Critical Thinking and Problem-Solving.
6. First Aid and Emergency Readiness.

7. Civic Responsibility and Leadership.
8. Cultural and Social Awareness.

Contents:

Fit by Day, Fresh by Night(Importance of Regular Exercise for Physical Health, The Role of Sleep and Rest in Overall Wellbeing**), Nutrition, Health & Hygiene(**Bangladeshi staple foods and essential food groups, Principles of a balanced diet and its role in maintaining health, Designing daily meal plans utilizing locally available foods, Menstrual hygiene management: use of sanitary products, safe disposal methods, and maintaining cleanliness, Common nutritional deficiencies among Bangladeshi youth: iron-deficiency anemia, iodine deficiency, and vitamin A deficiency**), Understanding Adolescence in Bangladeshi Society, Reproductive Health & Safety(**Physical changes: Puberty, Emotional changes: Mood swings, identity formation, and cultural expectations, Social pressures: Academic stress, gender roles, and community responsibilities, Basic knowledge of reproductive health, Health risks of child marriage, including early pregnancy complications and increased maternal and infant mortality**), Emotional Strength & Balance(**Mental Stress and Its Causes, Signs of Depression and Anxiety, Coping Strategies for Stress, Building Resilience and Positive Attitude**), First Step to Saving Lives (**Mental Stress and Its Causes, Signs of Depression and Anxiety, Coping Strategies for Stress, Building Resilience and Positive Attitude**), Bangladesh Scouts: Leadership, Community Service & Civic Responsibility (**Introduction to Scouting in Bangladesh, Community Service Initiatives, Leadership & Global Engagement**)**

Learning Outline:

SL No	Chapter Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	Fit by Day, Fresh by Night	• Importance of Regular Exercise for Physical Health • The Role of Sleep and Rest in Overall Wellbeing	Activity-Based Learning, Experiential Learning Method	Practical Experiments (fitness activities), Field Observations and Reports, Peer Assessments	02 & 04	02, 05 & 06
02	Nutrition, Health & Hygiene	• Bangladeshi staple foods and essential food groups • Principles of a balanced diet and its role in maintaining health, • Designing daily meal plans utilizing locally available foods	Lecture Method, Flipped Classroom Method	Pre-tests, Conceptual Quizzes, Class Discussions or Q&A Sessions	01 & 02	

		• Menstrual hygiene management: use of sanitary products, safe disposal methods, and maintaining cleanliness • Common nutritional deficiencies among Bangladeshi youth: iron-deficiency anemia, iodine deficiency, and vitamin A deficiency				
03	Understanding Adolescence in Bangladeshi Society, Reproductive Health & Safety	• Physical changes: Puberty • Emotional changes: Mood swings, identity formation, and cultural expectations • Social pressures: Academic stress, gender roles, and community responsibilities	Lecture Method, Group Discussion, Case Study	Scenario-Based Q&A, Short Quiz, Open-ended questions	02 & 08	

		• Basic knowledge of reproductive health • Health risks of child marriage, including early pregnancy complications and increased maternal and infant mortality				
04	Emotional Strength & Balance	• Mental Stress and Its Causes • Signs of Depression and Anxiety • Coping Strategies for Stress • Building Resilience and Positive Attitude	Brainstorming Method	Scenario-Based Questions, Competency Rubrics, Observing Student Work During Activities	01 & 03	
05	First Step to Saving Lives	• Basic Knowledge of First Aid • Immediate Actions & Life-Saving Techniques (Drowning, Burns, Electric shock Cuts & Bleeding)	Role-playing scenarios, video demonstrations	Practical demonstrations, safety assessments	02 & 06	

06	Bangladesh Scouts: Leadership, Community Service & Civic Responsibility	• Introduction to Scouting in Bangladesh • Community Service Initiatives • Leadership & Global Engagement	Peer Learning Approach	Short Quiz, Open-ended questions	05 & 07	

Let Us Survive Together

Objectives:

- Develop awareness of common hazards (fire, earthquakes, floods, etc.) and their risks.
- Build immediate response strategies to ensure personal and collective safety.
- Build practical skills for survival (first aid, evacuation, emergency communication).
- Foster teamwork and leadership during crisis situations.
- Promote problem-solving and quick decision-making under pressure.
- Encourage psychological resilience and calmness during emergencies.
- Educate students on preventive measures to reduce disaster risks.

Competencies:

1. Identify hazards and assess risks in different environments.
2. Execute basic survival procedures.
3. Strategy of using emergency exit routes and assembly points.
4. Communicate effectively during crisis using emergency numbers, signals, or tools.
5. Collaborate in teams to assist vulnerable individuals.
6. Apply first aid for injuries and perform basic CPR.
7. Stay calm under pressure using stress-management techniques.
8. Make instant survival kits and family/community disaster plans.

Contents:

Definition of hazards vs. disasters (natural & man-made), Common emergencies: Fire, earthquakes, floods, storms, accidents, Risk assessment: Identifying dangers at home, school, and public places, Importance of preparedness and quick response, Causes of fire, Fire prevention tips, "Stop-Drop-Roll" technique, Using fire extinguishers (PASS method), Evacuation drills: Exits, assembly points, smoke inhalation safety, Why earthquakes occur?, "Duck-Cover-Hold" practice, Safe spots indoors/outdoors, Post-earthquake actions: Checking for injuries, gas leaks, aftershocks, Building evacuation vs. shelter-in-place, Risks of floods/swimming pools/rivers, Basic water survival: Floating, treading water, Rescue methods, First aid for near-drowning, CPR, Treating burns, cuts, fractures, Choking relief, Snake/insect bites, allergic reactions, Assembling a first-aid kit, Emergency numbers, Using whistles, flashlights, or apps for signaling, Role-playing: Assigning tasks during crises, Helping vulnerable people, Recognizing panic attacks, Breathing exercises to stay calm, Post-trauma support, Community bonding after disasters, Family emergency plans, Disaster supply kits, Community preparedness, Review and mock drills for all hazards.

Learning Outline:

SL. No.	Chapter Name	Contents	Teaching Strategies	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
01	Understanding Hazards and Emergencies	• Definition of hazards vs. disasters (natural & man-made). • Common emergencies: Fire, earthquakes, floods, storms, accidents. • Risk assessment: Identifying dangers at home, school, and public places. • Importance of preparedness and quick response.	Interactive Discussion, Inquiry-Based Learning (question–observation)	Short Quiz (MCQ / Short Answer)	01	02, 04 & 08
02	Fire Safety and Survival	• Causes of fire (electrical, kitchen, chemical). • Fire prevention tips. • "Stop-Drop-Roll" technique. • Using fire extinguishers (PASS method).	Inquiry-Based Learning (question–observation), Demonstration Method	Concept Mapping, Problem-Solving Exercises	03 & 04	

		• Evacuation drills: Exits, assembly points, smoke inhalation safety.				
03	Earthquake Preparedness	• Why earthquakes occur? • "Duck-Cover-Hold" practice. • Safe spots indoors/outdoors. • Post-earthquake actions: Checking for injuries, gas leaks, aftershocks. • Building evacuation vs. shelter-in-place.	Experiment in class	Problem-Solving Exercises, Concept Mapping	03 & 05	
04	Water Emergencies and Drowning Prevention	• Risks of floods/swimming pools/rivers. • Basic water survival: Floating, treading water. • Rescue methods (reaching aids, never jumping in unprepared). • First aid for near-drowning.	Experiment based learning	Problem-Solving Exercises, Concept Mapping	02 & 07	
05	First Aid Basics	• CPR (demonstration with dummies).	Project/Activity -Based Learning	Practical Task (simple task	06	

		• Treating burns, cuts, fractures. • Choking relief (Heimlich maneuver). • Snake/insect bites, allergic reactions. • Assembling a first-aid kit.		or activity performance)		
06	Disaster Communication and Teamwork	• Emergency numbers (local/global). • Using whistles, flashlights, or apps for signaling. • Role-playing: Assigning tasks during crises (leader, first-aider, communicator). • Helping vulnerable people (disabled, elderly).	Demonstration method and activity based learning	Simple observation notes or short report	04 & 05	
07	Psychological Resilience and Stress Management	• Recognizing panic attacks. • Breathing exercises to stay calm. • Post-trauma support (talking to adults/experts). • Community bonding after disasters.	Interactive Discussion, Inquiry-Based Learning (question–observation)	Q&A / Worksheet	07	

08	Creating a Survival Plan	• Family emergency plans (meeting points, contacts). • Disaster supply kits (food, water, medicines). • Community preparedness (volunteering, awareness campaigns). • Review and mock drills for all hazards.	Using models or charts	Diagram Labelling	02 & 08	

Subject-wise Weekly Class Distribution

Subjects	Suggested number of weekly classes	Class duration
01. English for Communication (Theory)	04	50 minutes (Break after 25 minutes for 10 minutes)
02. English for Communication (Practical)	01	60 minutes (Break after 30 minutes for 5 minutes)
03. বাংলা সাহিত্যশৈলী	04	50 minutes (Break after 25 minutes for 10 minutes)

04. Math Adventure	05	50 minutes (Break after 25 minutes for 10 minutes)
05. Fundamental Science (Theory)	04	50 minutes (Break after 25 minutes for 10 minutes)
06. Fundamental Science (Practical)	01	60 minutes (Break after 30 minutes for 5 minutes)
07. Cultural Roots and Social Life	02	45 minutes (Break after 20 minutes for 5 minutes)
08. Smart World & Digital Skills	02	60 minutes (Break after 30 minutes for 5 minutes)
09. Adolescence and Youth Wellness Education	01	60 minutes (Break after 30 minutes for 5 minutes)
10. Let Us Survive Together	01	60 minutes (Break after 30 minutes for 5 minutes)

Strategies to Make this Curriculum Inclusive

1. **Differentiated Instruction:** Designing lessons in multiple ways so that students with different learning styles, abilities, and interests can actively participate and succeed.
2. **Universal Design for Learning (UDL):** Creating flexible learning pathways that provide varied options for engagement, representation, and expression, ensuring accessibility for all learners.
3. **Assistive Technologies:** Integrating digital tools, apps, and supportive devices that help students with disabilities or learning difficulties to access lessons more effectively.
4. **Flexible Assessment:** Offering a range of assessment methods such as oral presentations, written tasks, and project-based evaluations to reduce barriers and recognize diverse talents.
5. **Cultural Representation:** Including diverse cultures, traditions, histories, and perspectives in lessons so every student feels valued and reflected in the curriculum.
6. **Teacher Training:** Equipping teachers with knowledge and practical strategies for inclusive practices, classroom management, and sensitivity to different learner needs.
7. **Peer Collaboration:** Encouraging teamwork, group activities, and peer mentoring to promote mutual support and build inclusive learning communities.
8. **Safe & Respectful Environment:** Creating a classroom atmosphere where students feel emotionally secure, respected, and free from bullying, bias, or discrimination.