শিক্ষা নিয়ে গড়বো দেশ তথ্য-প্রযুক্তির বাংলাদেশ

“Gazipur Digital University”

ASSIGNMENT

COURSE CODE: ET-214
COURSE NAME: Curriculum Design and Development Sessional.

SUBMITTED BY

Name-Ayesha Siddika Moni
ID:2202035

Name- Hafiza Hydar hinu
ID:2202043

Name- Goita Roy
ID: 2202054

SUBMITTED TO
Zannatul Ferdushie
Lecturer
Department of EdTE
Gazipur Digital University

Date of Submission:16 July, 2025

Empowering Learners: A Competency-Based Curriculum for Grade 4 in Bangladesh.

- **Introduction to the Grade 4 Curriculum**

Education is evolving from mere rote learning or chasing after high marks with the advent of the knowledge economy. Students in our modern world need to efficiently implement their acquired knowledge and skills through meaningful application in order to survive and thrive in unpredictable landscapes. Understanding this need, Bangladesh has thoughtfully rolled out the Grade 4 Competency Based Curriculum, which aims to cater to fourth-grade learners and is both modern in its outlook and developmental in nature. This forward-thinking curriculum goes beyond gaps in learning by aiming to equip each learner with essential competencies. It helps build the learner's ability to solve real world problems, analyze information, collaborate, and interpret diverse forms of data. Ethical ideals coupled with a deep sense of civic engagement are equally prioritized. Students apply knowledge from mathematics, science, languages, social sciences, and other disciplines through authentic experiences, thus making learning multidimensional. The curriculum strikes a careful balance of academic rigor with creativity, discipline, and practical skills important for daily living. It provides an organized education shaping moral values, responsibility, collaboration, and hands-on learning, thereby integrating vital life skills with theoretical education. STEM subjects, particularly mathematics and science, are emphasized to enhance analytical reasoning and foster innovation. Most importantly, this curriculum complies with Bangladesh's National Education Policy and fulfills international educational standards. It adopts and blends 21st century pedagogical techniques such as Inquiry-Based Learning, Outcome-Focused Education, and continuous assessment that aim to strengthen critical thinking, imagination, leadership, and self-reliance. It provides in-depth education on Bengali, social studies, and religious subjects to preserve

national and cultural heritage while promoting a global outlook. The primary objective of this competency-based curriculum is to cultivate children as self-assured, disciplined, and ethically responsible global citizens who can strategically advance the nation's development while excelling on the world stage.

Background of the Bangladesh Grade 4 Curriculum

The Bangladesh education system is changing to compete with international standards, and this curriculum aims to bridge conventional education with contemporary methods. Moral education in a structured way and responsibility education promote students to become an active part of school management activities and develop self-discipline and collaborative learning. While much emphasis on STEM teaching methods enhances students' capabilities in mathematics, science, and technology, it helps them prepare for future academic success and career growth. Core subjects include Bengali Language & Literature, English, Mathematics, Science, Social Studies, Religious Studies, Moral Education, Physical Education, Arts and Music, Technology. The curriculum encourages inquiry learning and inquiry-based instruction, classroom discussions, and experimentation to develop depth of understanding and real-world application of knowledge. Evaluation becomes less intimidating through a mix of continuous assessment, project-based learning, and conceptual testing rather than just rote memorization.This helps students build academic brilliance alongside emotional intelligence,social awareness, and flexibility—qualities needed in the 21st century. Through the practice of the best teaching practice of all, this curriculum will develop disciplined, innovative, and culturally competent students that can compete at both the national and international levels.

➢ Vision, Mission, Nature of Curriculum

- **Vision:**

To create an inclusive, futuristic education system that reinforces scholarly excellence, ethical values, critical thinking, and life practical skills. The curriculum shall cater to building inherently motivated learners with high problem-solving ability, versatility, and a global perspective who can pay back to society and excel in both national and international environments. Looking ahead, the curriculum is futuristic in its orientation. It prepares students not just to absorb information but to develop adaptable skills that will enable them to navigate and flourish in an unpredictable future. Recognizing the demands of the 21st century's knowledge economy, the curriculum equips learners to think critically, solve problems creatively, and embrace change with confidence and resilience.

• **Mission:**

Balanced Education Methodology – Offer a well-rounded mix of academic study, creativity, discipline, and experiential learning to prepare students for the realities of the future.

• **STEM & Inquiry-Based Learning** – Make learning in science,

technology, engineering, and mathematics (STEM) more experiential and practical through inquiry-based learning that encourages innovation and problem-solving.

• **Moral & Character Development** – Instill virtues, discipline, and social responsibility, and encourage students to be responsible, contributing members of their respective societies.

• **Competency-Based Learning** – Implement competency-based education (CBE) with mastery of skills as a priority, together with independent learning and practical applications.

• **Outcome-Based Instruction** – Implement an Outcome-Based Education (OBE) system that ensures clear learning outcomes, translation of knowledge into practice, and holistic student development.

• **Multidisciplinary and Inquiry-Based Instruction** – Cultivate thinking, collaboration, and inquiry learning through collaborative lessons, discussion lessons, and experiment-based learning.

• **Flexible & Inclusive Evaluation System** – Shift from rote learning to continuous assessment, project-based learning, and concept testing, ensuring academic and personal growth.

• Nature of the Curriculum:

The nature of a Competency-Based Curriculum (CBC) for Grade 4 in Bangladesh can be described as follows:

Nature of the Competency-Based Curriculum for Grade 4 in Bangladesh

Learner-Centered: The curriculum places more emphasis on what students can accomplish with their knowledge and abilities than just what they already know. It promotes self-directed learning, investigation, and active engagement.

Competency-Focused: Prioritizes practical application over rote memorization by emphasizing mastery of particular competencies (skills, knowledge, and attitudes) that students must exhibit before moving forward.

Outcome-oriented: Clearly outlines the expected learning outcomes and gauges students' progress by how well they can meet these objectives in practical settings.

Flexible and Inclusive: Made to accommodate a wide range of learners with different backgrounds, skill levels, and learning styles, it can be modified to suit each person's needs.

Experiential and Inquiry-Based:Experiential and inquiry-based learning fosters curiosity and critical thinking by utilizing practical exercises, experiments, projects, and inquiry.

Continuous Assessment: Tracks development and directs learning through formative and summative evaluations, such as teacher observation, peer evaluation, and self-assessment.

Emphasis on Life Skills and Values: Combines academic content with moral education, accountability, cooperation, communication, and other crucial life skills.

Aligned with Global Standards and National Policy: To prepare students for both domestic and international challenges, the curriculum integrates international best practices with Bangladesh's National Education Policy.

Foundation:

The basis of a curriculum entails the core values and theoretical perspectives that help establish it, design it, and implement it in schools. It serves as the framework that makes education programs to be well-studied not just in terms of meeting the learning needs of the students but also taking into consideration the demand and other new trends in the society. Putting diversity and perspective as the foundation of the curriculum including philosophy, psychology, sociology, history, politics, and economics helps it to be a living framework by promoting valuable learning and development of the whole adult.

The new Grade 4 Competency-Based Curriculum is built upon four fundamental foundations:

1. Philosophical Foundation

The philosophy defines the main beliefs and values to support the whole learning process. It provides answers to such core questions as: What is the aim of education? What are students supposed to learn? What ought to be the process of learning? In the case of Grade 4 Competency-Based Curriculum, this foundation lays value on making the students critical thinkers who are able to analyze and solve problems on their own. It also focuses on raising ethical and responsible people who know their position in the society. Moreover, it promotes lifelong learning by helping the students to be curious and flexible even after leaving school. When the curriculum is based on these philosophies, it will encompass

more than transfer of knowledge; instead, the education will be regarded as a transformative process of holistic development of a human person.

2.Historical Foundation

The curriculum is historical in the foundation in which it is placed in the broader picture of the evolution of education. It also follows the evolution of education as it has occurred in the past history- moving away classroom learning (rote learning on subject and instruction by teachers) towards competency-driven learning (more student centred learning). When related to the Grade 4 curriculum of Bangladesh, this foundation could be used to justify the argument that there is a need to abandon passive learning and advance to active mastery of the skills. It echoes a society, technology and the education standards around the world that requires learners to be ready to meet the real world challenges and not a test. This history serves as a reason to justify the curriculum changes, and it can be used to continuously improve the curriculum based on the information about the successes and restraints that are learnt in the past.

3.Psychological Foundation

The psychological base is specializing in the insight of how children acquire and grow mentally, emotionally, and socially. Grade 4 students (usually ages 9-10 yrs of age) are development cognitively around a rapid degree, and students at this age can often think logically, solve problems, and engage in inter-social interactions. This background guarantees that the curriculum and instructional methodology utilized is in synch with these developmental stages through encouraging real world, inquiry learning that taps into the sense of wonder and the thinking process. It also understands the value of emotional well-being and social skills and promotes collaborative learning and self-control. The use of child psychology in shaping the curriculum allows educators to come up with age-appropriate content and activities that will enable them to maximize student engagement and growth.

4.Sociological Foundation

The sociological background relates education to the society in which learners exist. It brings into the fore how culture as well as community values and social norms influence what is learned and how it is learned among the students. When it comes to Grade 4 curriculum, this foundation is formulated in such a way that it focuses on developing social responsibility and ethical conduct, and

cooperation among the students. It supports a sense of appreciation of cultural traditions and highlights the diversity in our world thus being inclusive. In this context, education has proved to be not only an individual accomplishment but a means of empowering communities and empowering a student to be useful to the society. The curriculum therefore helps learners to be socially aware individuals appreciating the significance of collaboration and respect to other cultures.

Approach:

Students in Grade 4 learn using fun and easy to understand curriculum strategies that make learning enjoyable and effective. What these methods do is they link classes to real life so that children can easily comprehend and retain what they learn.

1. Competency-Based Approach

Definition: This method is aimed at the students acquiring certain skills or skills at each consecutive step. To make a strong foundation, the students progress only after being skillful enough.

How Students Will Learn: The students are involved in the concentrated activities and tasks targeted at the development of their skills progressively and in a secure way.

What Will Occur When Used: The students will gain the confidence and ability in such areas as reading, writing, problem-solving, and teamwork. They will know definite tangible developments.

Real-Life Classroom Application: during a math lesson, learners are given repetitive use of multiplication tables until they can answer the problems correctly before they are allowed to do the division.

2. Constructivist Approach

Definition: This strategy is where students are empowered to learn through exploration, questions and answers that are to be found by the student and learning is therefore active and meaningful.

How Students Will Learn: Hands-On: Students learn by becoming directly engaged with projects, experiments, and inquiry-based activities to build on the experiences.

What Will Occur When Used: Students will become curious, develop skills in critical thinking and find the capacity to solve things on their own.

Real-Life Classroom Application: Rather than reading information about plants, students travel to the school garden where they note how a plant grows and take notes to reflect this occurring over time.

3. Outcome-Based Approach

Definition :The learning process is premeditated and clear outcome or ends are developed which a student is supposed to attain at the completion of lessons or units.

How Students Will Learn: Assessable activities and lessons are created to provide attainable step-by-step guiding students to achieving these clear aims.

What Will Occur When Used: Teachers and students will readily be able to gauge progress, which will make learning goal-oriented and purpose-driven.

Real-life classroom Application: The learning objective is that the students will write a brief story in English with a beginning, the middle, and end. The students are stratified in practicing some writing and revising up to an attainment of the goal.

4. Experiential Learning approach

Definition: Learners acquire knowledge and skills based on first hand experiences and reflection of the experiences.

How Students Will Learn: Through the use of real or simulated activities, the students relate what they learn in a classroom at the real situations.

What Will Occur When Used: Learning acquires more meaning and recall since the students get to see how learning can be used in the real world.

Real-Life Classroom Application: In a classroom social studies lesson about community helpers, students act out the parts of doctors, teachers, and shopkeepers, to determine their places in the community.

5. Differentiated Instruction

Definition: This is an education approach that modifies instructional techniques and materials in order to accommodate the needs of all students, different learning styles and abilities.

How Students Will Learn: The students will be presented with various tasks or materials that fit the level of each student and hence all of them will learn properly.

What Will Occur When Used: It would apply to all students as fast and slow learners alike get to learn in their own pace and level.

Real-Life Classroom Application: During reading classes, highly advanced students read a whole story and make a summary of it whereas beginners read shorter paragraphs with higher assistance of a teacher.

Theroy:

1. Piaget and Vygotsky Constructivist Learning Theory

Constructivist Learning Theory can be recalled as according to which learners create new knowledge using previous knowledge and experiences. Piaget emphasized on stages of cognitive development whereas Vygotsky pointed the influence of social interaction upon system and the Zone of Proximal Development (ZPD).Learning to do and relating to what is familiar.

Application in Grade 4 Curriculum:

English: Students are taken to the school garden where they observe plant growing and are asked to write out a lengthy descriptive paragraph, relating it to what was learned about plants earlier.

Math: Students apply their knowledge of addition and subtraction to real world issues i.e. shopping problems.

Bangla: Reading a folk story; and connecting moral of the story with self experience.

2. Kolb Experiential Learning Theory

The theory proposed by Kolb interprets learning as a cycle that moves through

four stages, such as concrete experience, reflection, abstract conceptualization and active experimentation. Direct meaningful experiences enable students to acquire knowledge, and use it in a real context. Learning through doing, reflecting and putting into practice.

Application in Grade 4 Curriculum:

Science: The students conduct a lab experiment on water filtration, consider the process, and make an optimized design of a filter.

Social Studies: Go to a local post office and see how mail works and create one in a class.

Technology: By the students writing and sending an email under supervision they get practice on how to write and send an email.

3. Learning Theory Inquiry-Based

The theory encourages the use of questions, inquiry, and discovery in the process of learning. Students pose, research answers and conclusions, and the teacher gathers information and directs the learning process .Simply stated, ask, study and find. Allows learning curiosity, critical thinking and problem solving.

Application in Grade 4 Curriculum:

Science: The teacher does not tell students why shadows grow and shrink; she asks: “Why are our shadows longer in the evening?” Students enquire and deliberate.

Bangla: Students are given to read a story and also come out with their own questions; regarding the characters and plot and discuss them in a group.

4. Vygotsky Social Constructivism

Social Constructivism focuses on the fact that people learn by means of interaction, cooperation and sharing knowledge with each other. Knowledge is socially co- constructed. Learning together with persons and also with learning. Develops team working, communication, and building relation skills.

Application in Grade 4 Curriculum:

English: Circle tellings children take turns telling a joint story with each having a sentence in it.

Math: 2 in 1 group project involving designing a small monthly budget of the small school garden with the divided tasks.

5. Maslow-Rogers Humanistic Learning Theory (Maslow-Rogers Learning Theory)

Humanistic Learning Theory is centered on the entire child his/her intellectual, emotional and social development. According to the Hierarchy of Needs, which is proposed by Maslow, primary needs have to be addressed to achieve successful learning. Rogers was focused on the student centered learning that places value on personal development. Education to the self betterment, health and self-realization.

Application in Grade 4 Curriculum:

Moral Education: Reflection activities involve the sharing of feelings related to helping other people.

Arts & Music: Pupils reveal the emotion either by drawing, painting or making simple songs.

6. Kohlberg Moral Development theory

Kohlberg assumed that there are six stages of moral development that can be divided into three levels with pre-conventional, conventional, and post conventional as the major levels. Students in 4 th grade usually belong to the traditional level, in this case, they obey the rules to be accepted and ensure social order. Ethical development by gradual stages of thought. Builds sound moral judgment, compassion and civic values.

Application in Grade 4 Curriculum:

Moral Education: Such processes as acting out scenarios such as finding a lost wallet and talking about the correct course of action.

Social Studies: Activities that grapple with rules in the community and their significance.

Model:

Model Name	Model Type	Main Idea	Why Suitable for Grade 4	Classroom Application
The Tyler Model	Rational/Objective Model	Developing a curriculum is sequential: first identify the objectives → choose the content → design the learning experiences → assess the results.	Clarifies goals, contents, learning-processes and assessment. Extremely useful when imparting taught skills such as reading, writing, arithmetic at the Grade 4 level.	Teachers establish a clear focus of lessons, organize the appointments such as reading exercises or math drills, and evaluate the students through the tests and quizzes.
The Taba Model	Rational/Objective Model	Curriculum creation driven by teachers and designed to begin with teaching-learning units	Teacher-centered and customized to meet the students' needs. Modes easily interweaves	Lesson plans are created by teachers using the local narratives or instances, and they individualize

		in particular and the need and local circumstances of the students.	local culture and real life situations within 4 grade curriculum.	information to the contexts and the inspiration of the students.
Wheeler Process Model (1976)	Cyclical Model	Curriculum development is an ongoing process of establishing the goals, developing the learning experiences, measuring, and updating.	This is because it enables constant correction and refinement; a process that is cyclic (Objectives ↔ Learning Experiences ↔ Evaluation). The pages can be edited, as Grade 4 students improve their studies.	Teachers collect feedback on lessons, adjust teaching methods and content, and re-evaluate students regularly to improve learning outcomes.

Principles:

1. Learner-Centered Principle

This principle holds that any planning system of education as well as instruction should begin with the interests, needs, capabilities, and background of the learner. In learner centered classroom, teachers make lessons to fit development level and learning styles of students and education will be relevant and meaningful.

2. Dynamics of Learning Principle

The active learning principle implies that students learn best when actively involved in the learning process and not being driven as passive recipients of information. The understanding of the students is constructed through activities that include discussion, experiments, role-playing and problem solving activities.

3. Real-Life Application Principle

This principle dwells on relating the learning in the classroom to everyday situations to make the students appreciate the relevance of their studies. Learning through application of knowledge in a real life scenario makes one strong at retention of memory and has an urge to learn some more in our lifetime.

4. Differentiated Instruction Principle

Differentiated instruction is based on the fact that the learning needs of particular students may be differentiated in terms of teaching approaches, teaching materials, and pace. It enables every learner, both the advanced, average and struggling learners to progress.

5. Principle of Continuous Assessment

This principle holds that the evaluation should be continuous and proceed together with learning instead of being reserved to the final tests. Frequent formative assessment allows a teacher to monitor the progress and gaps and give feedback in a timely manner.

6. Values Education Principle

The educational principles of values are closely associated with moral, ethical, civic values and implemented in each and every subject to ensure character-building in society by becoming a responsible, respectful, respectful, and compassionate citizen. It also makes sure that education develops character in addition to its influence on intelligence.

7. Cooperative Learning Principle

The principle involves the significance of working together and collaboration and collaborative problem solving in learning. In this case, the students do not only learn what the teacher teaches but also learn among themselves by socializing.

Selected subject Areas

- Bangla
- English
- Math
- Science
- Social Studies
- Moral Education
- Arts and Music
- Technology

Overall Objectives

This curriculum is designed to help you grow into a confident, curious, and caring learner who can explore the world with both knowledge and kindness. You will build strong skills in language, mathematics, science, social studies, arts, moral values, and technology so you can think critically, solve problems, and communicate clearly. By learning through stories, experiments, creative projects, and teamwork, you will understand your culture while respecting others, use technology safely, and apply your learning in real life. You will discover the joy of asking questions, finding answers, and working with friends to make your school, community, and world a better place. Through this journey, you will develop not only your mind but also your heart—ready to face challenges, embrace diversity, and contribute positively to both your country and the global community.

Overall competencies

1.Critical Thinking & Problem-Solving

2.Practical Application

3.Collaboration & Communication

4.Inquiry & Exploration

5.Ethical & Civic Responsibility

6.Self-Directed Learning

7.Key Distinguishing Feature

Subject-specific competencies & objectives:

Bangla

লক্ষ্য:

শিক্ষার্থীদের বাংলা ভাষায় শ্রবণ, বলা, পড়া ও লেখা দক্ষতার পূর্ণ বিকাশ ঘটানো, যাতে তারা একদিকে বাংলাদেশের ইতিহাস, সংস্কৃতি ও মূল্যবোধ গভীরভাবে জানতে ও ভালোবাসতে পারে, আরেকদিকে শৃঙ্খলা, সহযোগিতা ও সমস্যা সমাধানের মানসিকতা এবং দ্বিভাষিক যোগাযোগ, প্রযুক্তি-সহায়ক শিক্ষা ও বৈচিত্র্যের প্রতি উন্মুক্ত দৃষ্টিভঙ্গি অর্জন করে। এই লক্ষ্য পূরণের মাধ্যমে তারা বাস্তব জীবনে মাতৃভাষাকে সৃজনশীল, সমালোচনামূলক ও সহযোগিতামূলকভাবে ব্যবহার করতে সক্ষম হবে এবং স্থানীয় ও বৈশ্বিক প্রেক্ষাপটে আত্মবিশ্বাসী নাগরিক হিসেবে গড়ে উঠবে। এই লক্ষ্য সাশ্রয়ীভাবে শিক্ষার্থীদের আত্মবিশ্বাসী, সাংস্কৃতিকভাবে সংবেদনশীল এবং ভাষাগত দক্ষতা সম্পন্ন ব্যক্তিত্ব তৈরিতে সহায়তা করবে, যারা ভবিষ্যতের স্থানীয় ও বৈশ্বিক চ্যালেঞ্জ মোকাবেলার জন্য প্রস্তুত থাকবে।

দক্ষতা (Competencies)

- পাঠ দক্ষতা
- লেখা দক্ষতা
- বলা দক্ষতা
- শোনা দক্ষতা
- সংস্কৃতিগত সচেতনতা
- নৈতিক ও সহযোগিতামূলক মনোভাব

বিষয়বস্তু (Content)

1.পাঠ দক্ষতা:

বয়স-উপযোগী গল্প, কবিতা, প্রবন্ধ ও তথ্যভিত্তিক লেখা সাবলীলভাবে পড়া এবং এর মূল ভাব অনুধাবন করা।বাংলা গল্প, শিশুতোষ কবিতা, নীতিকথা, নাটিকা, তথ্যভিত্তিক ছোট প্রবন্ধ।

2.লেখা দক্ষতা:

সঠিক ব্যাকরণ, বানান ও বিরামচিহ্ন ব্যবহার করে রচনা, চিঠি, ডায়েরি ও সংলাপ লেখা।চিঠি (আনুষ্ঠানিক ও অনানুষ্ঠানিক), রচনা (আমার গ্রাম, আমাদের স্কুল), ছবি দেখে লেখা, ডায়েরি লেখা, সংলাপ রচনা।

3.বলা দক্ষতা:

আত্মবিশ্বাসের সাথে গল্প বলা, কবিতা আবৃত্তি, উপস্থাপনা ও দলীয় আলোচনায় অংশগ্রহণ।

4.শোনা দক্ষতা:

শিক্ষক বা সহপাঠীর বলা গল্প/সংলাপ শুনে প্রশ্নোত্তর, প্রধান ভাব বের করা। গল্প, সংলাপ বা বক্তৃতা শুনে গুরুত্বপূর্ণ তথ্য নির্ধারণ ও প্রতিক্রিয়া দেওয়া।

5.ব্যাকরণ:

বর্ণ, শব্দ, পদ, বাক্যগঠন, বিরামচিহ্ন, সমার্থক-বিপরীতার্থক শব্দ, একার্থক-বহুর্থক শব্দ।

6.সাহিত্য ও সংস্কৃতি:

রবীন্দ্রনাথ, নজরুল, সেলিনা হোসেনসহ নির্বাচিত শিশু সাহিত্যিকদের লেখা।জাতীয় দিবস (একুশে ফেব্রুয়ারি, স্বাধীনতা দিবস, বিজয় দিবস) ও স্থানীয় সাংস্কৃতিক অনুষ্ঠান।লোককাহিনী, গ্রামীণ গান, এবং কিছু সহজ সাহিত্যিক রূপকথা অনুবাদ আকারে পরিচিতি।

Course Outcomes:

ক্রমিক নম্বর	অধ্যায়ের নাম	বিষয়বস্তু	পাঠদানের পদ্ধতি	মূল্যায়ন পদ্ধতি	অধিগম্যতা (Course Outcome)
১	আবিষ্কার করো: গল্প ও ভাবনার জগৎ	বয়স-উপযোগী গল্প, কবিতা, তথ্যভিত্তিক লেখা (ছোট গল্প, প্রবন্ধ)	শ্রবণ, আলোচনা, পাঠভিত্তিক প্রশ্নোত্তর, মাল্টিমিডিয়া ব্যবহার,	মৌখিক প্রশ্ন, ছোট রচনা, শ্রবণভিত্তিক কুইজ, শ্রেণিকক্ষ আলোচনা ও	শিক্ষার্থীরা গল্প ও কবিতা পড়তে পারবে এবং মূল ভাব অনুধাবন

			অনলাইন রিসোর্স থেকে শেখা	প্রতিবেদন	করতে পারবে।
২	সৃজনশীল লেখালেখি ও অভিব্যক্তি	রচনা, চিঠি, ডায়েরি, সংলাপ, ব্যাকরণ ও বানান অনুশীলন	ব্যাকরণ অনুশীলন, লিখন কাজ, গ্রুপ আলোচনা, ডিজিটাল রাইটিং টুল ব্যবহার	লেখা মূল্যায়ন, ব্যাকরণ ও বানান পরীক্ষা, গ্রুপ প্রজেক্ট, আত্মমূল্যায়ন	শিক্ষার্থীরা সঠিক ব্যাকরণ ও বানান ব্যবহার করে রচনা ও চিঠি লিখতে পারবে।
৩	আত্মবিশ্বাসী বক্তৃতা ও সংলাপ	কবিতা আবৃত্তি, গল্প বলা, দলীয় উপস্থাপনা, স্পষ্ট উচ্চারণ ও আত্মবিশ্বাসী বক্তৃতা	আবৃত্তি ও বক্তৃতা অনুশীলন, নাটক, দলীয় কার্যক্রম, ভাষা সংশোধন, শ্রোতা প্রতিক্রিয়া গ্রহণ	মৌখিক উপস্থাপনা, বক্তৃতা মূল্যায়ন, সহপাঠীদের ফিডব্যাক, শ্রবণমাধ্যমে প্রদত্ত প্রশ্ন	শিক্ষার্থীরা আত্মবিশ্বাসের সাথে কথা বলতে পারবে ও দলীয় আলোচনায় অংশ নিতে পারবে।
৪	মনোযোগ দিয়ে শুনো ও বুঝো	গল্প, সংলাপ, বক্তৃতা, বিভিন্ন অডিও-ভিজুয়াল উৎস থেকে তথ্য সংগ্রহ	শ্রবণ অনুশীলন, প্রশ্নোত্তর, তথ্য বিশ্লেষণ, শ্রুতিমধুরতা ও	শ্রবণভিত্তিক পরীক্ষা, প্রশ্নোত্তর, তথ্য সংগ্রহ ও প্রতিবেদন, শ্রবণভিত্তিক কার্যক্রম	শিক্ষার্থীরা শোনা তথ্য থেকে গুরুত্বপূর্ণ বিষয় বুঝতে ও প্রতিক্রিয়া দিতে পারবে।

			বোঝাপড়া উন্নয়ন		
৫	আমাদের ঐতিহ্য ও সাংস্কৃতিক গৌরব	জাতীয় দিবস, লোককাহিনী, সাংস্কৃতিক অনুষ্ঠান, ঐতিহ্য	পাঠচক্র, গল্প বলার অনুষ্ঠান, সাংস্কৃতিক উৎসব, ভিডিও প্রদর্শনী, আঞ্চলিক ও জাতীয় ঐতিহ্য উপস্থাপনা	সাংস্কৃতিক প্রকল্প, উপস্থাপনা, শ্রেণিকক্ষ আলোচনায় অংশগ্রহণ, ঐতিহ্যভিত্তিক গল্প সংগ্রহ ও প্রতিবেদন	শিক্ষার্থীরা সাংস্কৃতিক অনুষ্ঠান ও ঐতিহ্য সম্পর্কে সচেতন ও শ্রদ্ধাশীল হবে।
৬	সহযোগিতা ও মানবিক মূল্যবোধ	দলগত কাজ, শৃঙ্খলা, দ্বিভাষিক যোগাযোগ, দায়িত্ববোধ, শ্রেণিকক্ষ পরিবেশের প্রতি শ্রদ্ধাশীলতা	দলগত কার্যক্রম, অভ্যাস গঠন, প্রযুক্তি ব্যবহার, দ্বিভাষিক যোগাযোগ অনুশীলন, প্রকল্পভিত্তিক কাজ	দলগত মূল্যায়ন, প্রকল্প উপস্থাপনা, স্ব-মূল্যায়ন, সহপাঠী মূল্যায়ন, শিক্ষক পর্যবেক্ষণ	শিক্ষার্থীরা শৃঙ্খলা মেনে কাজ করতে পারবে, দ্বিভাষিক যোগাযোগে দক্ষ হবে এবং দলগত কার্যক্রমে পারদর্শী হবে।
৭	প্রকৃতি ও পরিবেশের সঙ্গে বন্ধুত্ব	পরিবেশ সংরক্ষণ, প্রাকৃতিক সম্পদ সচেতনতা, আবহাওয়া ও মৌসুম,	মাঠ ভ্রমণ, প্রকল্পভিত্তিক শেখা, ভিডিও প্রদর্শনী, পরিবেশ রক্ষা	প্রকল্প রিপোর্ট, দলগত পরিবেশ সচেতনতা কার্যক্রম, মৌখিক	শিক্ষার্থীরা পরিবেশের গুরুত্ব বুঝবে এবং পরিবেশ রক্ষায় সক্রিয় ভূমিকা নিতে পারবে।

		পরিবেশ বান্ধব অভ্যাস	কার্যক্রম, আলোচনা ও প্রতিবেদন	প্রতিবেদন, শ্রেণিকক্ষ আলোচনায় অংশগ্রহণ	
৮	টেকনোলজি ও ডিজিটাল দক্ষতা পরিচিতি	সহজ প্রযুক্তি ব্যবহার, ডিজিটাল ভাষা শেখা, ইন্টারনেট নিরাপত্তা, শিক্ষামূলক অ্যাপ ও সফটওয়্যার ব্যবহার	ই-লার্নিং, কম্পিউটার ব্যবহার অনুশীলন,	ডিজিটাল প্রজেক্ট, কম্পিউটার স্কিল টেস্ট, অনলাইন কার্যক্রমে অংশগ্রহণ, শিক্ষকের পর্যবেক্ষণ	শিক্ষার্থীরা প্রযুক্তি ব্যবহার করে তথ্য অনুসন্ধান, যোগাযোগ এবং সৃজনশীল কাজ সম্পাদন করতে পারবে।

English

Objectives:

The goal of Grade 4 English course is to create the basic abilities in students, in reading, writing, listening and speaking English. Its purpose is to establish a solid basis of vocabulary and grammar in students with the aim to motivate them to speak with confidence and efficacy in their real life. The learning of the language will become more precise due to the interesting stories, poems, and simple informational texts that students will study with the help of which they are going to develop the real interest in the language and improve their comprehension skills. The course also facilitates collaborative learning and strategic thoughts since it engages the students in group discussions and activities. It also incorporates the current digital technologies in the learning process to facilitate the acquisition of language and also in preparing them to understand the diversity of cultures by exposing them to different English writings.

Competencies:

- Listening Comprehension
- Speaking Fluency
- Reading Comprehension
- Writing Skills
- Grammar Usage
- Vocabulary Development
- Collaborative Communication
- Digital Literacy in Language Learning
- Critical Thinking and Interpretation
- Cultural Awareness through Language

Content:

Listening

The learners shall be able to exercise their listening skills as they listen to different styles of spoken English like narrations, stories, poems, and instructions. This assists them to refine their knowledge on various tones, rhythms, and meanings by being able to effectively develop knowledge and details on important concepts related to the spoken language, in real life.

Speaking

Some of the speaking skills that learners will train on are greeting people in a polite way, introduction skills, ability to tell stories and get listeners interested, engage into simple conversations, and conduct brief presentations. These exercises develop their fluency, speech and self-confidence in English oral-speaking.

Reading

Reading stories, poems, and short educational texts depending on the age is included in the curriculum. Such diversity introduces students to a different style and use of words and expands their skills in reading and reaching conclusions by enhancing their skill in reading and fluency.

Writing

The learners will be taught how to formulate precise sentences and a few paragraphs. They will be engaged in the writing tasks of formal and informal letters, diary writing and imaginary pieces of writing i.e. stories or poems. These

activities improve their fluency when it comes to talking coherently and creatively in written English.

Grammar

The course would be basic but fundamental on grammar parts of speech (nouns, verbs, adjectives, etc.), use of tenses, sentence structure and proper use of punctuation commas, full stop etc. Good command of these basics helps students make up grammatically correct sentences during both speaking and writing.

Vocabulary

Building vocabulary on a daily basis is done according to words that are usually applied in life. Word lists based on themes of family, school, nature, and other topics that the students know should also be considered as the resources to help the student learn and apply the new words in context and expand the language resources in order to communicate in a better way.

Digital Literacy

Multimedia content (videos, audio stories, educational games) will be used to teach the students, along with interactive learning applications in the language and interactive language learning websites. It is particularly with the use of technology tools that enhances the learning process by making it more interesting, meeting different learning styles and additionally providing opportunities to the student to practice language skills outside the classroom.

Course Outcomes:

Cheapter No.&Name	Contents	Teaching Methods	Assesment Method	Corresponding Subject-wise Competencies	Corresponding Overall
1. Listening Skills	Narrations, stories, poems, instructions	Listening activities, storytelling sessions, audio-visual aids	Oral questioning, listening comprehension tests	Listening Comprehension	Effective Communication, Critical Listening
2.	Greetings,	Role-	Oral	Speaking	Confidence

Speaking Skills	self-introduction, storytelling, dialogues, presentations	plays, group discussions, speech practice	presentations, peer and teacher feedback	Fluency	Building, Collaborative Communication
3. Reading Skills	Age-appropriate stories, poems, short informational texts	Reading aloud, guided reading, group reading sessions	Reading comprehension tests, quizzes, oral book reports	Reading Comprehension	Analytical Thinking, Cultural Awareness
4.writing Skills	Sentence structure, short paragraphs, letters, diaries, creative writing	Writing exercises, journaling, group writing projects	Written assignments, peer review, teacher evaluation	Writing Skills	Creativity, Written Communication
5.Grammar & Usage	Parts of speech, tenses, sentence construction, punctuation	Interactive grammar lessons, games, worksheets	Grammar quizzes, sentence correction exercises	Grammar Usage	Language Accuracy, Logical Thinking
6.Vocabulary Development	Daily vocabulary, thematic word lists (family,	Flashcards, word games, thematic vocabular	Vocabulary tests, oral quizzes, word usage in writing	Vocabulary Building	Language Proficiency, Expressive Ability

	school, nature)	y activities			
7.Digital Literacy in Language learning	Language learning apps, multimedia materials	Computer lab sessions, app-based exercises, multimedia presentations	Digital projects, app-based quizzes, presentations	Digital Literacy in Language Learning	Technology Integration, Independent Learning

Mathematics:

Objectives:

Grade 4 Mathematics seeks to reinforce the mathematical and numerical abilities of students to solve problems. Learners are going to acquire precision and assurance of proficiency in conducting basic operations on whole numbers, fractions, and decimal. They will learn the elements of shapes, measurements, patterns and data in real-life situations. Mathematics will specialize in making logical things and decisions as well as solving problems in our daily lives. Incorporating life cases and practical tasks, the students will be engaged into critical thinking, collaborative work, and the possible implementation of mathematical skills into many different cases.

Competencies

- Number Sense and Place Value Understanding
- Operations with Whole Numbers
- Fractions and Decimals Understanding
- Measurement Skills
- Geometry and Spatial Reasoning
- Patterns and Sequences Recognition
- Data Handling and Interpretation

- Problem-Solving and Logical Reasoning
- Mathematical Communication Skills
- Application of Mathematics in Real Life

Content:

1. Number System

- Understanding place value up to 6-digit numbers.
- Reading and writing large numbers correctly in numerals and words.
- Comparing numbers using >, <, = symbols.
- Arranging numbers in ascending and descending order.

2. Basic Operations

- Performing addition, subtraction, multiplication, and division with whole numbers.
- Applying these operations to routine problem-solving.
- Using estimation and mental calculation for approximate answers.

3. Fractions

- Understanding the concept of proper, improper, and mixed fractions.
- Comparing and ordering like and unlike fractions.
- Performing addition, subtraction, and simple multiplication of fractions.

4. Decimals

- Reading and writing decimals up to two decimal places.
- Understanding place value for decimals to compare decimal numbers.
- Performing addition and subtraction with decimals.

5. Measurement

- Measuring length, mass, and capacity using standard metric units.
- Converting units (e.g., cm ↔ m, g ↔ kg).

- Measuring time in hours, minutes, and seconds using 12-hour and 24-hour clocks.
- Calculating perimeter, area, and volume of simple shapes and objects.

6. Geometry

- Recognizing and describing properties of 2D shapes (triangles, quadrilaterals, circles) and 3D shapes (cube, cuboid, sphere, cone).
- Learning about symmetry and line of symmetry.
- Identifying various kinds of angles (right, acute, obtuse).
- Introduction to coordinate geometry (use of grids and plotting of points).

7. Patterns

- Identifying and extending number patterns and geometric patterns.
- Understanding and using simple algebraic expressions and relationships.

8. Data Handling

- Interpreting and reading tables, bar graphs, and pictographs.
- Collecting simple data and converting it into visual forms.

9. Word Problems

- Applying the four basic operations to solve real-life mathematical problems.
- Breaking down complex problems into smaller, manageable steps for solutions.

10. Everyday Mathematics

- Understanding basic concepts of budgeting and income.
- Calculating shopping receipts, deductions, and giving change.
- Computing travel time based on distance and speed.
- Using measurement skills in practical activities (cooking, sports, home tasks).

Course Outcomes:

Cheapter No.&Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Terminal Competencies
1. Number Sense and Place Value	Reading, writing, comparing numbers up to 10,000; place value of digits; rounding numbers	Number charts, manipulatives, mental math exercises	Oral quizzes, written tests, estimation exercises	Number recognition, comparison skills, logical number sense	Numeracy Skills, Logical Thinking
2. Operations with Whole Numbers	Addition, subtraction, multiplication, and division of whole numbers	Step-by-step demonstration, group problem-solving, math games	Problem-solving worksheets, oral quizzes, timed drills	Computational proficiency, solution accuracy, operational fluency	Problem-Solving Skills, Accuracy
3. Fractions and Decimals	Identifying, comparing, adding, subtracting fractions; decimal place value	Fraction strips, visual aids, real-life examples (pizza, money)	Fraction/decimal quizzes, practical tasks, oral questioning	Fractional and decimal reasoning, practical number application	Numerical Reasoning, Real-life Application
4. Measurem	Metric units for	Hands-on activities,	Practical measuremen	Measuremen t accuracy,	Practical Application

ent and Geometry Basics	length, mass, volume; time measurement; perimeter, area; introduction to 2D & 3D shapes	shape models, drawing exercises	t tests, drawing assignments.	spatial visualization, shape analysis	, Visual-Spatial Understanding
5. Patterns, Relationships & Algebraic Thinking	Recognizing number and geometric patterns; sequences; simple equations; variables and problem solving	Pattern games, discovery learning, guided practice	Pattern tests, algebraic exercises, problem solving	Pattern detection, algebraic reasoning, analytical problem-solving	Logical Reasoning, Analytical Thinking
6. Data Collection and Representation	Data gathering; organizing data into tables, bar graphs, pictographs; interpretation and analysis	Group data collection, graphing exercises	Data interpretation tests, group presentations	Data organization, interpretive skills, analytical visualization	Information Literacy, Critical Thinking

7. Mathematical Reasoning and Application	Applying math in real life; multi-step problems; logical reasoning; communication of solutions	Real-world problem tasks, group discussions	Word problem tests, oral explanations, project work	Practical problem-solving, logical deduction, clear mathematical expression	Critical Thinking, Decision Making, Effective Communication

Science

Objectives

In Science, we will become curious explorers of the world around us. You will discover how plants, animals, and the environment work together in harmony. Through fun experiments and careful observation, you will learn to think like a young scientist—asking questions, finding answers, and using your discoveries to solve real-life problems. Together, we will learn to care for our planet and keep it healthy for the future.

Competencies

- **Observation Skills** – Able to notice details about plants, animals, and the environment.

- **Investigation Skills** – Can ask scientific questions and find answers through experiments.

- **Data Recording** – Can write or draw clear records of observations and results.

- **Concept Understanding** – Understands basic scientific ideas such as life cycles, states of matter, and forces.

- **Problem-Solving** – Can apply science to solve simple real-life problems.

- **Environmental Care** – Shows responsibility in protecting nature and using resources wisely.

Content:

1. The Green World –

Observing plants around school, understanding their needs, and learning how they help the environment. Includes growing plants from seeds and keeping plant diaries.

2. Our Animal Friends –

Discovering different animals, their habitats, and how they grow from babies to adults. Includes caring for a class pet or observing insects safely.

3. The World of Light and Sound –

Simple experiments to explore how light helps us see, how shadows form, how sound travels, and how our senses work.

4. Forces and Movement –

Understanding how objects move when pushed or pulled. Includes making toy cars, paper airplanes, and marble runs.

5. Matter and Change –

Identifying states of matter and exploring how they can change through heating, cooling, or mixing. Safe activities like melting ice or mixing salt in water.

6. Our Sky and Weather –

Observing daily weather, recording temperature, and learning about the water cycle through hands-on demonstrations.

7. Protecting Our Planet –

Learning how pollution affects the Earth and how to keep it clean. Includes school recycling projects.

8. Healthy Living –

Understanding healthy eating, the importance of exercise, and learning how to treat small injuries safely.

Course Outcomes:

Cheapter No.&Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall/Terminal Competencies
1.The Green World	Observing plants, understanding their needs, and their environmental role; growing plants from seeds, keeping plant diaries	Plant observation walks, seed-planting activities, group discussions	Plant diary entries, oral quizzes, observation checklists	Plant life observation, environmental awareness, data logging	Botanical Understanding, Environmental Stewardship
2. Our Animal Friends	Exploring animals, their habitats, and life cycles; caring for a class pet or observing insects	Insect observation, pet care tasks, habitat model creation	Written reports, group presentations, habitat sketches	Animal behavior analysis, habitat recognition, caregiving skills Zoological Insight, Responsible	
3. The World of Light and Sound	Exploring light, shadows, sound travel, and	Hands-on experiments (e.g., shadow tracing,	Experiment result sheets, oral explanations, quizzes	Light and sound comprehension, sensory analysis	Sensory Science Mastery, Observational Precision

	senses through simple experiments	sound vibration demos), group activities			
4. Forces and Movement	Understanding push/pull forces; creating toy cars, paper airplanes, marble runs	Building and testing models, group races, discussions	Model-building tasks, written explanations, force quizzes	Force application, motion analysis	Mechanics Understanding, Practical Application
5. Matter and Change	Identifying states of matter; exploring changes via heating, cooling, mixing (e.g., melting ice, mixing salt)	Safe experiments, visual demonstrations, group activities	Experiment logs, quizzes, observation reports	Matter identification, change analysis	Material Science Competence, Experimental Reasoning
6. Our Sky and Weather	Observing weather, recording temperature, exploring the water cycle	Weather charting, water cycle models, group discussions	Weather logs, cycle diagrams, oral quizzes	Weather pattern recognition, data collection	Meteorological Awareness, Data Interpretation

7. Protecting Our Planet	Learning about pollution and conservation; school recycling projects	Recycling projects, pollution discussions, poster-making	Project participation, poster presentations, quizzes	Environmental responsibility, conservation practices	Sustainable Practices, Eco-Conscious Decision Making
8. Healthy Living	Understanding healthy eating, exercise, and basic first aid	Food sorting games, exercise demonstrations, role-playing	Healthy meal plans, first aid quizzes, group discussions	Nutrition knowledge, health awareness, safety skills	Wellness Competence, Practical Health Application

Social Studies

Objectives

In Social Studies, you will travel through the stories of our country, our people, and the wider world. You will learn about the bravery and kindness of those who shaped Bangladesh, explore our beautiful rivers and mountains, and understand how different cultures live together peacefully. By learning to work with others, respect traditions, and care for your community, you will become a responsible and thoughtful citizen.

Competencies

1. **Historical Understanding** – Knows key events and people in Bangladesh's history.
2. **Map Reading** – Can locate places and understand directions using simple maps.
3. **Geographical Knowledge** – Understands climate, weather patterns, and landforms.

4. **Civic Responsibility** – Knows basic rights, duties, and school/community rules.
5. **Cultural Respect** – Appreciates and respects different traditions and festivals.
6. **Collaboration Skills** – Works effectively in group projects and discussions.

Content:

1. Stories of Our Nation –

Inspiring short stories about independence, freedom fighters, and important historical events. Includes class discussions and creative drawing activities.

2. Exploring Our Land –

Learning to read simple maps, locating rivers and mountains, and understanding local geography.

3. Our Weather and Climate –

Understanding local climate, seasonal changes, and how they affect daily life.

4. Caring for Our Community –

Learning how to follow school rules, understand personal rights, and participate in community service.

5. Culture and Celebration –

Learning folk songs, celebrating local festivals, and appreciating cultural customs.

6. The World Beyond –

Introducing students to other countries, their flags, and cultures to develop global awareness.

Course Outcomes

Chapter No. & Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Terminal Competencies

1. Stories of Our Nation	Inspiring short stories about independence, freedom fighters, and key historical events like the Liberation War.	Storytelling, class discussions, role-playing freedom fighter stories, creative drawing of historical scenes.	Oral quizzes on key events and figures, drawing evaluations, group discussion participation.	Historical Understanding	Recounts major events and contributions of freedom fighters in Bangladesh's history with confidence.
2. Exploring Our Land	Reading simple maps, identifying rivers (e.g., Padma, Meghna), mountains (e.g., Chittagong Hill Tracts), and basic directions (North, South, East, West).	Hands-on map activities, interactive map games, field trip observations.	Map labeling tasks, direction-based treasure hunts, short written tests.	Map Reading	Accurately locates major rivers and landforms on a map and uses directional terms correctly.
3. Our Weather and Climate	Understanding local climate, seasonal changes (e.g.,	Visual aids (weather charts), group discussions, simple	Weather journal entries, multiple-choice quizzes,	Geographical Knowledge	Explains how seasonal changes affect daily

	monsoon, dry season), and their impact on daily life and agriculture.	experiments (e.g., rain gauge).	group presentations.		life and local farming practices.
4. Caring for Our Community	Learning school rules, basic rights (e.g., right to education), duties, and participating in community service like cleanliness drives.	Role-playing community scenarios, group discussions, community service projects.	Written reflections, participation in community activities, role-play assessments.	Civic Responsibility	Demonstrates understanding of personal rights and responsibilities in school and community settings.
5. Culture and Celebration	Learning folk songs, celebrating festivals (e.g., Pohela Boishakh, Eid), and appreciating cultural customs of different groups.	Singing sessions, festival enactments, cultural show-and-tell activities.	Performance evaluations (e.g., singing), festival poster creation, oral presentations.	Cultural Respect	Shows respect for diverse traditions by participating in cultural activities with enthusiasm.
6. The	Introduction	Picture-	Flag	Cultural	Describes

World Beyond	to other countries, their flags, and basic cultural practices to foster global awareness.	based learning, storytelling about global cultures, flag-drawing activities.	identification quizzes, short essays on foreign cultures, group discussions.	Respect, Collaboration Skills	basic cultural practices of at least two foreign countries and collaborates effectively in group activities.

Moral Education

Objectives

In Moral Education, you will learn the values that make a person truly great—honesty, respect, and kindness. You will practice solving problems peacefully, helping others, and respecting all beliefs and cultures. These lessons will guide you to make good choices, treat people with empathy, and take responsibility for your actions. By following these values, you will grow into a confident and caring leader of tomorrow.

Competencies

1. **Ethical Awareness** – Understands the difference between right and wrong.
2. **Self-Discipline** – Can follow rules and manage personal behavior.
3. **Empathy and Respect** – Shows kindness and understanding towards others.
4. **Conflict Resolution** – Can solve disagreements peacefully.
5. **Cultural Tolerance** – Respects people from all religions and backgrounds.
6. **Life Skills** – Can manage time, share responsibilities, and make good decisions.

Content:

1. Walking the Right Path –

Learning why telling the truth, keeping promises, and doing one's duty are important for trust.

2. Kindness in Action –

Encouraging everyday acts of kindness, helping friends, and sharing resources fairly.

3. Peaceful Hearts –

Learning how to resolve disagreements peacefully, with patience and understanding.

4. One World, Many Beliefs –

Accepting and respecting people of different religions, languages, and customs.

5. Skills for Life –

Learning to manage time well, work in groups effectively, and stay focused on tasks.

6. Strong Minds, Gentle Hearts –

Building inner strength to do the right thing and showing compassion to those in need.

Course Outcomes

Chapter No. & Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies

1. Walking the Right Path	Understanding honesty, promise-keeping, and duty as foundations of trust.	Storytelling, role-play scenarios, guided class discussions on values.	Written reflections, teacher observation of behavior, scenario-based quizzes.	Ethical Awareness, Self-Discipline	Ethical & Civic Responsibility
2. Kindness in Action	Encouraging everyday acts of kindness, helping friends, and fair sharing.	Group projects (e.g., helping tasks), sharing circles, peer-to-peer mentoring activities.	Peer feedback, teacher observation, participation & reflection on community projects.	Empathy and Respect, Life Skills	Collaboration & Communication
3.Peaceful Hearts	Learning to resolve disagreements with patience, listening, and understanding.	Role-playing conflicts, guided mediation exercises, group discussions on feelings.	Role-playing conflicts, guided mediation exercises, group discussions on feelings.	Conflict Resolution, Empathy and Respect	Critical Thinking & Problem-Solving
4. One World, Many Beliefs	Accepting and respecting different religions, languages, and customs.	Cultural show-and-tell, inviting guest speakers, storytelling from diverse traditions.	Cultural presentation, group discussion participation, short reflective essays.	Cultural Tolerance, Empathy and Respect	Ethical & Civic Responsibility
5. Skills for Life	Learning time management, effective group work, and staying focused on tasks.	Creating personal visual schedules, collaborative group projects, focus-based games.	Checklist completion, project evaluation, self-assessment reports on focus.	Life Skills, Self-Discipline	Self-Directed Learning
6. Strong Minds, Gentle Hearts	Building inner strength to do the right thing and showing compassion to those in need.	Reading and discussing inspirational stories, mindfulness activities, small	Personal journal entries, teacher-student conferences, peer	Empathy and Respect, Ethical Awareness	Ethical & Civic Responsibility

		group discussions.	recognition for compassion.		

Arts and Music

Objectives

The Grade 4 Arts and Music syllabus is aimed at getting students to appreciate creative expression by making them draw, color, sing, and play simple tunes and acquaint them with a rich artistic tradition of Bangladesh both in rural and urban settings. It will impart a sense of pride and awareness on learners using the beauty of their traditional forms which includes folk songs, Bhawaiya, Bhatiali, and Gazal. Collaborative activities will allow students to collaborate in creating or performing art piece or musical performance boosting collaboration-building and confidence.

Competencies

- Skills in drawing, coloring, and craft-making
- Singing, keeping rhythm, and playing simple tunes
- Recognizing and appreciating Bangladesh's traditional music
- Working in groups for art and music projects
- Expressing feelings through art and music

Content

1.Visual Arts – Drawing with pencil and colors, watercolor painting, scenes of rural life, Nakshi Kantha patterns

2.Music Basics – Understanding rhythm and melody, singing simple songs, clapping to the beat

3.Bangladeshi Music Genres –

- Folk Songs – Simple, meaningful lyrics with easy tunes
- Bhawaiya – Folk songs from the northern region
- Bhatiali – River and boatmen's songs
- Ghazal – Soft, emotional songs with poetic lyrics

4. **Creative Projects** – Group posters, songs about rural life, songs with traditional instruments

5. **Performance Skills** – Speaking clearly, singing confidently, showing and explaining artwork to others.

Course Outcomes

Chapter No. & Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies
1.Visual Arts Exploration	Drawing, watercolor painting, scenes of rural life, Nakshi Kantha patterns.	Live demonstration, guided step-by-step practice, providing visual examples and templates.	Portfolio collection and review, artwork display and exhibition, peer feedback on creativity.	Skills in drawing, coloring, and craft-making	Creativity, Cultural Awareness
2.Music Basics	Understanding rhythm and melody, singing simple songs, clapping to the beat.	Call-and-response singing, using simple rhythm instruments (clapping, drums), echo singing.	Call-and-response singing, using simple rhythm instruments (clapping, drums), echo singing.	Singing, keeping rhythm, and playing simple tunes	Collaboration & Communication
3. Bangladeshi Music Genres	Appreciating Folk Songs, Bhawaiya, Bhatiali, and Ghazal.	Audio listening sessions, lyrical analysis and discussion, exploring cultural context.	Audio listening sessions, lyrical analysis and discussion, exploring cultural context.	Recognizing and appreciating Bangladesh's traditional music	Cultural Respect, Ethical & Civic Responsibility

4.Creative Collaborative Projects	Creating group posters, composing songs about rural life, using traditional instruments.	Group brainstorming sessions, guided collaborative creation, peer feedback loops.	Evaluation of final group project based on creativity, collaboration, and presentation.	Working in groups for art and music projects	Collaboration & Communication, Creativity
5.Performance & Presentation	Speaking clearly, singing confidently, showing and explaining artwork to an audience.	Practice and rehearsal sessions, creating a supportive audience environment, building confidence.	Graded performance or presentation, peer and teacher feedback on confidence and clarity.	Expressing feelings through art and music	Confidence Building, Self-Directed Learning

Technology:

Objectives:

The main goal of Technology curriculum at Grade 4 level is making students aware of the simplest technology and associated systems or devices, devices that can be simple computers and mobile phones. It seeks to empower students with the skills to be able to operate computers, tablets and the internet safely and effectively to both learn and communicate using them.The curriculum also focuses on the necessity of online safety and ethical behavior and educates students on how to secure their personal data and how to behave responsibly on the Internet. Lastly, it is expected to train the students on how to cooperate with their peers in the use of technology and how to use the technology in solving simple everyday problems and in an efficient manner.

Competencies:

- Ability to operate computers, tablets, and smartphones.
- Communicate using email, chat, and other digital platforms.
- Search for and verify information on the internet.

- Write and draw using basic computer programs.
- Understand how to stay safe online.
- Use technology to solve simple problems.

Content:

1. Introduction to Digital Devices

- Computer components (monitor, keyboard, mouse, CPU) and a tablet /smarthone.
- Safe shut down/ restart of devices.
- Simple cleaning and care.

2. Basic Operations

- Mouse/touchscreen/keyboard.
- Launching and shutting programs/apps.
- Storing and loading files.

3. Digital Communication

- Learning basics of using email (sending, receiving, replying).
- Safe chat apps: learning (school-approved apps).
- Learning friendly and positive electronic communication.

4. Technology as Indicator Problem Solving

- Basic math: calculators.
- Playing learning games/Apps.
- Resolving actual problems in the real life on a class level (e.g. creating a class timetable in digital form.

Course Outcomes

Chapter No. & Name	Contents	Teaching Methods	Assessment Methods	Corresponding Subject-wise Competencies	Corresponding Overall Competencies

1.Introduction to Digital Devices	Identifying computer/tablet parts, safe startup/shutdown procedures, basic device care.	Hands-on demonstration, using labeled diagrams, "guess the part" interactive games.	Practical test (turning on/off, identifying parts), short multiple-choice quiz on care.	Ability to operate computers, tablets, and smartphones	Practical Application
2. Basic Operations	Using mouse, keyboard, touchscreen; opening/closing programs; saving and loading files.	Guided practice with task cards (e.g., "open Paint and draw a circle"), paired learning.	Observation checklists for task completion, review and submission of created files.	Operating devices, writing/drawing using basic programs	Self-Directed Learning
3.Digital Communication	Email basics (sending, receiving, replying); safe and positive use of chat apps.	Supervised practice with dummy email accounts, role-playing communication scenarios.	Completion of a simulated email task, quiz on online safety and etiquette rules.	Communicate using email, chat, and other digital platforms	Collaboration & Communication
4.Technology as Indicator Problem Solving	Using calculators, educational apps; solving real-life problems like creating a digital timetable.	Collaborative projects, learning games, step-by-step guided creation in groups.	Evaluation of the digital problem-solving project (e.g., timetable), participation in app-based quizzes.	Use technology to solve simple problems	Problem-Solving, Practical Application

Subjects – Suggested Weekly Classes & Duration

Subjects	Suggested number of weekly classes	Class duration
Bangla	5	40
English	5	45
Mathematics	5	40
Science	4	45
Social studies	3	40
Moral Education	2	35
Art and Music	2	40
Technology	2	45

Strategies to make this curriculum Inclusive:

Differentiated Instruction: Modify lessons with different tasks (e.g. simplified texts struggle learners, advanced problems gifted students) to fit different learning needs and styles.

Multisensory Learning: To accommodate students with disabilities/different learning styles, make use of visual, audible, and touchable tools or strategies (e.g. videos, practical experiments, textured materials, etc.).

Culturally Inclusive Content: We can use the examples, songs, and stories of diverse regions and ethnic professionals of Bangladesh (e.g., Chakma, Santal) to reflect on the local cultural background of students.

Language Access: Offer biliteracy and peer-to-peer support to students with limited language Bangla/English proficiency that incorporates local dialects in an effort to overcome the linguistic divide.

Flexible Assessments: Adopt a variety of evaluations to widen access (e.g., oral responses, projects, peer reviews) to students with writing problems or language barriers.

Accommodations of Special Needs: Provide accessible classrooms (e.g., wheelchair ramps), adaptive tools (e.g., Braille, and large-print materials) and teaching assistant to accommodate students with disabilities.

Safe and Cooperative Space: Build a safe and cooperative environment with group activities and Moral Education lessons with a focus on monitoring any kind of bullying.