



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

UPPER PRIMARY SCHOOL

CURRICULUM DESIGN

GRADE 4

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Hindu Religious Education encompasses four faiths, namely, Sanatan/Vedic, Sikhism, Jainism and Buddhism. It is an important area of study enriched with religious content, knowledge, skills and attitudes to facilitate holistic development of learners. This learning area builds on the competencies that have been introduced in Early Years Education. It enhances the learner's self-awareness and the recognition and preservation of nature.

To achieve this, the learner will be guided to apply knowledge, skills, attitudes and values in real-life experiences as well as solving the day-to-day challenges. Practical activities in the real-life situation will be used as teaching methods to enable the learners make appropriate choices and decisions in life. Hindu Religious Education provides interactive, collaborative and problem-solving learning experiences that endeavour to develop values and skills for harmonious living within the society.

GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION:

By the end of **Middle Years of Education**, the learner should be able to:

1. acknowledge the medicinal importance of plants for good health
2. recognize the key features and their importance in places of worship
3. demonstrate the values learnt from the Enlightened Souls and Avatars for righteous living
4. practice the Principles of Dharma for ethical living
5. responsibly participate in Utsav (festivals) for social cohesion
6. practise Yoga for fitness and holistic wellness
7. apply digital technology in an appropriate way for spiritual nourishment
8. appreciate the role of Scriptures for spiritual and moral development
9. appreciate concepts of creation as taught in the four faiths.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.1Panch-mahabhoot <i>Jal(water)</i> Sacred Rivers. <i>River Ganga, Beas, Rujubalika</i> Sacred Trees. <i>Tulsi, Beri & Boddhi tree.</i> (No. of Lessons 10)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) state water bodies that are considered sacred as mentioned in the Scriptures to strengthen faith, b) identify the role of water in our daily lives, c) appreciate the importance of jal (water) used for religious activities in different faiths for its sacredness. d) name plants that are considered sacred for familiarisation, e) specify the roles of plants that are considered sacred in each faith for religious activities, 	The learner is guided to: <ul style="list-style-type: none"> • explain the uses of <i>Jal</i> (water) in different religious activities. • demonstrate the importance of water by planting seeds/plants, one in dry condition and another in wet conditions. • list the ways to conserve water within the community and create awareness through digital devices for water conservation. • share information by locating selected rivers using digital devices in groups. • participate in a religious activity along with resource person using water as sacred according to four faiths, • collect pictures of trees that are of religious importance and create a photo montage using digital devices, • watch a lesson showing the different stages of growth of plant using digital material like KICD education TV. 	<ol style="list-style-type: none"> 1. Why is water important in our life? 2. Why some of the rivers are considered sacred in the Scriptures? 3. What makes the sacred plants important in our life?

		f) nurture plants for conservation of environment.	<ul style="list-style-type: none"> • use digital materials to learn the inter-dependency between plants and human beings. • assist peers with special needs as per their abilities to participate in tree planting activity carried out in the school compound/community centre. • collect the leaves of plants considered sacred with the guidance of parents to create a card for the annual Environment Day. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn-Learners acquire self-discipline as they watch a lesson showing the different stages of growth of plant using digital material like KICD education TV. • Digital Literacy- Learners interact with digital technology as they list the ways to conserve water within the community and create awareness through digital devices for water conservation. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility- Learners develop self-drive as they collect the leaves of plants considered sacred with the guidance of parents to create a card for the annual Environment day. • Respect-Learners cultivate religious acceptance as they participate in a religious activity along with resource person using water as sacred according to four faiths. 				

Pertinent and Contemporary Issues (PCIs):

- **Education for Sustainable Development (ESD):** Learners list the ways to conserve water within the community and create awareness through digital devices for water conservation. use digital materials to learn the inter-dependency between plants and human beings.

Link to other subjects:

- **Agriculture & Nutrition:** Learners enhance Agricultural skills as they participate in tree planting activity carried out in the school compound/community centre. watch a lesson showing the different stages of growth of plant using digital material like KICD education TV.
- **Creative Arts:** Learners apply creative skills as they collect the leaves of plants considered sacred with the guidance of parents to create a card for the annual Environment day.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state water bodies that are considered sacred as mentioned in the Scriptures to strengthen faith.	States water bodies that are considered sacred as mentioned in the Scriptures consistently.	States water bodies that are considered sacred as mentioned in the Scriptures.	States water bodies that are considered sacred as mentioned in the Scriptures with inconsistencies.	States some water bodies that are considered sacred as mentioned in the Scriptures with guidance.
Ability to identify the role of water in our daily lives.	Identifies the role of water in our daily lives precisely.	Identifies the role of water in our daily lives.	Identifies the role of water in our daily lives leaving some details.	Identifies the role of water in our daily lives with prompts.
Ability to specify the roles of plants that are considered sacred in each faith for religious activities.	Specifies the roles of all plants that are considered sacred in each faith correctly.	Specifies the roles of plants that are considered sacred in each faith.	Specifies the roles of some plants that are considered sacred in each faith.	Specifies the roles of some plants that are considered sacred in each faith with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Manifestations of Paramatma</p>	<p>2.1 Enlightened Beings</p> <p><i>Narsimha Avtar</i> <i>Parshavnath</i> <i>Sri Guru Ram Das ji</i> <i>Lord Buddha- His childhood</i></p> <p>(No. of Lessons 10)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify the contributions of Enlightened Beings for inspiration,</p> <p>b) implement teachings of Enlightened Beings for righteous living,</p> <p>c) appreciate the teachings of Enlightened Beings for spiritual and moral growth.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read the short stories about the lives of Enlightened Beings, • • listen to stories of Enlightened Beings from a resource person/parent or using an audio device. • perform skits based on the reforms done by Enlightened Beings, • participate in quiz competitions based on questions related to reforms done by Enlightened Beings. • Participate in short essay writing competition on Enlightened Beings, • Assist learners with special needs as per their abilities to match the Enlightened Beings with the reforms done by each (through 	<ol style="list-style-type: none"> 1. Why are Enlightened Beings considered Divine? 2. What do we learn from the life of Prince Siddhartha? 3. How are the teachings of Sri Guru Ram Das Ji applicable in modern society?

			dragging and dropping on digital device), <ul style="list-style-type: none"> • watch animated films on Enlightened Beings using digital devices, • Discuss the stories and watch relevant videos using digital devices. • 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy- Learners interact with digital literacy as they match the Enlightened Beings with the reforms done by each. (through dragging and dropping on digital device). • Learning to learn – Learners learn independently as they Participate in short essay writing competition on Enlightened Beings. 				
Values: <ul style="list-style-type: none"> • Respect-Learners enhance open mindedness as they perform skits based on the reforms done by Enlightened Beings. • 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Citizenship – Learners are sensitized on human rights and responsibilities as they match the Enlightened Beings with the reforms done by each. 				
Link to other subjects: <ul style="list-style-type: none"> • Creative Arts: Learners practice creative skills as they perform skits based on the reforms done by Enlightened Beings. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the contributions of Enlightened Beings for inspiration	Identifies all the contributions of Enlightened Beings with ease.	Identifies the contributions of Enlightened Beings.	Identifies some of the contributions of Enlightened Beings.	Identifies some of the contributions of Enlightened Beings with prompts.
Ability to implement teachings of Enlightened Beings for righteous living	Implements teachings of Enlightened Beings consistently.	Implements teachings of Enlightened Beings.	Implements teachings of Enlightened Beings with inconsistencies.	Implements some of teachings of Enlightened Beings with motivation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Scriptures	3.1 Essence of Scriptures <i>Ramayan.</i> (Early chapters of all Scriptures) Bal kaand, Ayodhya kaand, in Ramayan) <i>Kalpasutra,</i> <i>Uttaradhyana</i> <i>Dhammapada,</i> <i>Sigalovaada sutra</i> <i>Sri Guru Granth Sahib ji</i> (No. of Lessons 8)	By the end of the Sub strand the learner should be able to: a) explain the lessons learnt from the Scriptures for inspiration, b) apply the teachings of the Scriptures for righteous living, c) appreciate the Scriptures for spiritual growth.	The learner is guided to: <ul style="list-style-type: none"> • read the lessons drawn from the Scriptures. • listen to stories from a resource person/an audio device to learn more about the essence of the Scriptures, • discuss in groups/pairs the essence of the Scriptures. • visit a temple/community centre/library to learn more about the essence of Scriptures, • watch a documentary video on the compilation of the listed Scriptures. • Use search engines for more information on the essence of Scriptures. • Assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts of Scriptures in their class. 	Why is the message learnt from the Scriptures important in our life?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship – Learners develop social and civic skills as they listen to stories from a resource person/an audio device to learn more about the essence of the Scriptures. 				

- **Digital Literacy**-Learners interact with technology as they use search engines for more information on the essence of Scriptures.

Values:

- **Love**- Learners inculcate compassion as they read the lessons drawn from the Scriptures.
- **Unity**-Learners embrace equality as they read the lessons drawn from the Scriptures.

Pertinent and Contemporary Issues (PCIs):

- **Life skills, Values**– Learners acquire values as they listen to stories from a resource person/and audio device to learn more about the essence of the Scriptures.

Link to other subjects:

- **English:** Learners develop speaking and listening skills as they discuss in groups/pairs the essence of the Scriptures.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the lessons learnt from the Scriptures for inspiration.	Explains the lessons learnt from the Scriptures comprehensively.	Explains the lessons learnt from the Scriptures.	Explains the lessons learnt from the Scriptures fairly.	Explains the lessons of the Scriptures with guidance.
Ability to apply the teachings of the Scriptures for righteous living.	Applies the teachings of the Scriptures consistently.	Applies the teachings of the Scriptures.	Applies some of the teachings of the Scriptures.	Applies some of the teachings of the Scriptures with motivation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>4.0 Worship</p>	<p>4.1 Dainik Prarthana (Daily prayers)</p> <p><i>Gayatri Mantra</i> <i>Twamev Mata cha</i> <i>Pita Twamey</i> <i>Saraswati Vandana</i></p> <p>Sanatan/Hindu Mandirs in Kenya</p> <p>(6 Lessons)</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify prayers performed for different occasions for familiarisation, recite prayers for understanding the meanings to deepen the faith, appreciate the importance of prayers in daily life for spiritual development. identify the Hindu places of worship in their locality for familiarisation, map the Hindu Mandir (temples) in Kenya for exact location. observe rites and rituals while visiting Sanatan/Hindu Mandir (temple). appreciate the architecture of the place of worship for development of aesthetic sense. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> learn from a resource person prayer for different occasions, Practice reciting prayers in groups, recite prayers during school assembly, Listen to the audio of prayers for correct intonation. make a collage of pictures of temples in their locality, use digital devices to map the Sanatan/Hindu Mandir (temple) in Kenya draw and colour the Sanatan/Hindu Mandir (temple). visit Sanatan/Hindu Mandir (temple) to witness the rites and rituals, architecture and important features of the Sanatan/Hindu Mandir (temple), Use search engines for enhancing information about Sanatan/Hindu Mandir. <p>Engage and encourage peers with special needs to recite simple morning prayers.</p>	<ol style="list-style-type: none"> Why are prayers important in our daily life ? What is the significance of reciting prayers at different times? Why are rites and rituals observed in a Sanatan/Hindu Mandir?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication – Learners develop speaking skills as they practice reciting prayers in groups. • Digital Literacy-Learners interact with technology as they use search engines for enhancing information about Sanatan/Hindu Mandir. 				
<ul style="list-style-type: none"> • Values: Respect-Learners inculcate humility as they practice reciting prayers in groups. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship- Learners enhance social cohesion as they visit Sanatan/Hindu Mandir (temple) to witness the rites and rituals, architecture and important features of the Sanatan/Hindu Mandir (temple). 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social studies-Learners apply geographical knowledge as they use digital devices to map the Sanatan/Hindu Mandir (temple) in Kenya. • Creative Arts – Learner applies creative skills as they make a collage of pictures of temples in their locality a draw and colour the Sanatan/Hindu Mandir (temple). 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite prayers for understanding the meanings to deepen the faith	Recites prayers with correct annotations.	Recites prayers.	Recites some prayers.	Recites some prayers with guidance.
Ability to identify prayers performed for different occasions for familiarisation	Identifies prayers performed for different occasions correctly.	Identifies prayers performed for different occasions.	Identifies prayers performed for some different occasions.	Identifies prayers performed for some different occasions with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Sadachaar	5.1 Aspects of integrity Parables from the four faiths. (Moral stories from the four faiths) (No. of Lessons 6)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) state the importance of integrity in their daily life for righteous living, b) identify elements of integrity among peers and society for inspiration, c) appreciate the value of integrity by living an exemplary life in class, school and community for harmony. 	The learner is guided to: <ul style="list-style-type: none"> perform skits from the Parables depicting the value of integrity. • share in groups their personal experiences on integrity. • discuss the value of integrity in handling money. • write/type essays on Integrity, • practice integrity through games/Physical and Health activities, • demonstrate the value of integrity in using technology responsibly. • create a lost and found corner for recovered items. • Assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the parables. 	<ol style="list-style-type: none"> 1. Why should you practise integrity in life? 2. Which actions do you associate with integrity? 3. How can you use the internet responsibly?

Core Competencies to be developed:

- **Self-efficacy-** Learners enhance effective communication skills as they share in groups their personal experiences on integrity and perform skits from the Parables depicting the value of integrity
- **Digital Literacy -**Learners develop digital citizenship skills as they demonstrate the value of integrity in using technology responsibly.

- **Values:** Integrity-Learners inculcate the value of Honesty as they demonstrate the value of integrity in using technology responsibly.

Pertinent and Contemporary Issues (PCIs):

- **Life skills, Values-** learners develop values as they create a lost and found corner for recovered items.
- **Education for sustainable development (ESD)** – Learners enhance Financial literacy as they discuss the value of integrity in handling money.

Link to other subjects:

Mathematics: Learners apply mathematical concepts as they discuss the value of integrity in handling money.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state the importance of integrity in their daily lives for righteous living	States the importance of integrity in their daily lives clearly and confidently.	States the importance of integrity in their daily lives.	States the importance of integrity in their daily lives with less confidence.	States the importance of integrity in their daily lives with assistance.
Ability to identify elements of integrity among peers and society for inspiration.	Identifies elements of integrity among peers and society precisely.	Identifies elements of integrity among peers and society.	Identifies some elements of integrity among peers and society.	Identifies some elements of integrity among peers and society with prompts.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Yoga	6.1 Pranaayam (Breathing exercises) <i>Bhastrika</i> <i>Kapaal Bhaati</i> <i>Asanas</i> <i>Vajra sana(ankle pose),</i> <i>Sasankasana(crescent moon posture)</i> (No. of Lessons 8)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> name the types of Pranaayam for familiarisation, practice Pranaayam for physical well being, Show Pranaayam to bring yoga awareness in society, appreciate the practice of Pranaayam for a healthy body. list different postures for familiarisation, adopt simple physical postures for discipline in daily life, display simple body postures for physical fitness, appreciate the importance of asanas for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> identify Pranaayam using digital device, perform under the supervision of an able resource person. participate in the celebration of International, Yoga day and take photos/videos, collect pictures from magazines/newspapers/digital devices to create a chart. perform under the supervision of a resource person, practice aasanas in pairs or groups to encourage each other, create a Yoga guidance video using digital devices. Assist learners with special needs as per their abilities through peer teaching to make them understand basic Pranayams and asanas in Yoga. 	<ol style="list-style-type: none"> How does performing Pranaayam helps in correct breathing? Why is it important to perform asanas in the presence of an expert?

Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy- Learners develop effective communication skills as they practice aasanas in pairs or groups to encourage each other • Digital Literacy- Learners interact with technology as they participate in the celebration of International, Yoga day and take photos/videos. 				
Values: <ul style="list-style-type: none"> • Responsibility – Learners practice diligence as they collect pictures from magazines/newspapers/digital devices to create a chart. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Life skills- Learners develop self-management skills as they create a Yoga guidance video using digital devices. 				
Link to other subjects: <ul style="list-style-type: none"> • Creative Arts: Learners apply creative skill as they collect pictures from magazines/newspapers/digital devices to create a chart and create a Yoga guidance video using digital devices. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the types of Pranaayam for familiarisation	Names the types of Pranaayam consistently.	Names the types of Pranaayam.	Names the types of Pranaayam with inconsistencies.	Names the types of Pranaayam with assistance.
Ability to display simple body postures for physical fitness	Displays simple body postures with precision.	Displays simple body postures.	Displays some simple body postures.	Displays some simple body postures with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Principles of Dharma	7.1 Virtues for righteousness Sanatan/Vedic based on moral stories. <i>Paramatma</i> <i>Purushartha</i> <i>Pranidaya</i> <i>Punarjanam</i> <i>Prarthana</i> (No. of Lessons 6)	By the end of the Sub strand the learner should be able to: a) identify Principles of Dharma according to Sanatan/Vedic for familiarization, b) apply the Principles of Dharma in daily life for harmonious living, c) appreciate the Principles of Dharma in building up one's character.	The learner is guided to: <ul style="list-style-type: none"> • narrate stories on Principles of Dharma according to Sanatan/Vedic. • perform skits depicting Principles of Dharma • Download and read the Principles of Dharma using digital devices • visit Sanatan/Hindu temple to learn more about principles of Dharma and share their knowledge in class. • observe and practice the Principles of Dharma depicted in stories from Scriptures. • Assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the short stories. 	How do the Principles of Dharma relate to your daily life?
Core Competencies to be developed:				

- **Learning to learn** – Learners develop independent learning as they visit Sanatan/Hindu temple to learn more about principles of Dharma and share their knowledge in class.
- **Digital Literacy**-Learners enhance interacting with digital technology as they download and read the Principles of Dharma using digital devices.

Values:

- **Peace** – Learners inculcate compassion and responsibility as they narrate stories on Principles of Dharma according to Sanatan/Vedic.

Pertinent and Contemporary Issues (PCIs):

- **Learner support Programs (LSPs)** – Learners develop positive discipline as they observe and practice the Principles of Dharma depicted in stories from Scriptures.

Links to other subjects:

Creative Arts: Learners enhance creative skills as they perform skits depicting Principles of Dharma.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Principles of Dharma according to Sanatan/Vedic for familiarization	Identifies Principles of Dharma according to Sanatan/Vedic consistently.	Identifies Principles of Dharma according to Sanatan/Vedic.	Identifies Principles of Dharma according to Sanatan/Vedic with inconsistencies.	Identifies Principles of Dharma according to Sanatan/Vedic with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Utsav (Festivals)	8.1 Social and National Festivals <i>Maha Shivratri (Hinduism)</i> <i>Paryushan Parva (Jainism)</i> <i>Madaraka Day</i> (No. of Lessons 10)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Explain the significance of celebrating the festivals for social cohesion, identify the rites and rituals during the celebration of different festivals, appreciate the significance of celebrating social and national festivals for patriotism. 	The learner is guided to: <ul style="list-style-type: none"> listen to stories/narrate stories about the significance of celebrating festivals, watch videos on how festivals are celebrated, actively participate in the celebration of festivals write/type simple compositions on the festivals, visit temples/community hall/ National stadium/National Museum/archives and take photos, sing the National Anthem and respect the National flag. do charity works for inclusive celebrations, sing and dance during celebration of festivals. Sensitize their peers with special needs about the 	<ol style="list-style-type: none"> Why do we celebrate festivals? How are rites and rituals an important component during celebration of festivals?

			safety measures to be observed during celebration of festivals.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship-Learners develop social and civic skills as they actively participate in the celebration of festivals. • Creativity and Imagination – Learners develop communication and self-expression skills as they write/type simple compositions on the festivals 				
Values: <ul style="list-style-type: none"> • Unity-Learners enhance non-discrimination as they do charity works for inclusive celebrations. • Patriotism-Learner practice loyalty as they sing the National Anthem and respect the National flag. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Service learning-Learners embrace community service learning as they do charity works for inclusive celebrations. 				
Link to other subjects: <ul style="list-style-type: none"> • English Language – Learners enhance writing skills as they write/type simple compositions on the festivals. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Utsav (Festivals)	8.2 Indian Traditional Calendar Days of the week in relation to planets. (No. of Lessons 10)	By the end of the sub-strand the learner should be able to: a) name the days of the week according to Indian traditional calendar, b) relate the days of the week with the corresponding planets for preservation of tradition, c) Appreciate Indian traditional calendar for its uniqueness.	The learner is guided to: <ul style="list-style-type: none"> • download the Indian traditional calendar and form a weekly plan. • create and decorate the calendar using digital devices wherever possible. • match the days with the corresponding planets • Make greeting cards as per the Indian traditional calendar to share among peers and family. • Compose a song in praise of the Indian traditional calendar. 	How are the days of the week related to the solar system?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn-Learners develop independent learning as they make greeting cards as per the Indian traditional calendar to share among peers and family. 				
Values: <ul style="list-style-type: none"> • Responsibility-Learners enhance self-drive as they create and decorate the calendar using digital devices wherever possible. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Life skills- Learners develop analytical thinking skills as they create and decorate the calendar using digital devices wherever possible. 				

Link to other subjects:

- **Creative Arts:** Learners apply creative skills as they make greeting cards as per the Indian traditional calendar to share among peers and family.

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ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the rites and rituals during the celebration of different festivals.	Identifies the rites and rituals appropriately.	Identifies the rites and rituals.	Identifies some of the rites and rituals.	Identifies some of the rites and rituals with prompts.
Ability to relate the days of the week with the corresponding planets for preservation of tradition	Relates the days of the week with the corresponding planets correctly.	Relates the days of the week with the corresponding planets.	Relates the days of the week with some of the corresponding planets.	Relates the days of the week with some of the corresponding planets with guidance.

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CSL at Upper Primary (grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

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Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) Implementation CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
Creation	Panchmahabhoot	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Scriptures	Essence of Scriptures	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork Audio//Video recordings' presentation	Resource persons Digital media Library Magazines Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances

Worship	Sanatan Prayers	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization
Sadachaar	Moral stories	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization
Yoga	Pranayams and Asanas	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization

Principles of Dharma	Principles of Sanatan/Vedic Dharma	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization
Utsav (Festivals)	Religious and Social festivals	Oral questioning Projects Portfolio Observations Written work Quiz Presentation of tabulated work Photograph presentations Self and peer review	Digital devices Resource persons Library Tactile illustrations Magazines	Visiting to places of worship Photographing Recording videos