



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A skilled and Ethical Society

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 5**

First Published 2017

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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
<b>Total</b>		<b>35</b>

## 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. In order 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**, the learner should be able to:

- 1) Acknowledge the medicinal importance of plants for good health and sustainable development,
- 2) Implement the teachings of Enlightened Beings for righteous living,
- 3) Recognize the key features and their importance in a place of worship for identification and respect,
- 4) Exhibit responsible behaviour, in the celebration of Utsav(festivals) for citizenship,
- 5) Practise Yoga for fitness and good character building,
- 6) Apply digital technology in an appropriate way for spiritual development.
- 7) Appreciate concepts of caring for creation as taught by the four faiths,
- 8) Appreciate the teachings of Scriptures for spiritual growth,

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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DRAFT



<b>1.0 Creation (Srishti)</b>	<b>1.1 Care For Creation</b>  As Per Sanatan/ Vedic And Jain Faith (through scriptural stories)  (7 lessons)	By the end of the Sub strand the learner should be able to: a) identify the concepts of caring for creation for knowledge, b) relate the concepts of caring for creation to his own faith for deep understanding, c) appreciate different views on creation concepts for social awareness.	The learner is guided to: <ul style="list-style-type: none"> <li>• visit places of worship to inquire more about the concepts of caring for creation</li> <li>• role play with guidance of the by parents/guardian/teacher.</li> <li>• discuss in groups about the different concepts on caring for creation as mentioned in Scriptures and share experience.</li> <li>• watch a video on discourse by a spiritual teacher and jot down the key points related to the topic.</li> <li>• ask questions on the different concepts on caring for creation to their elders/parents and include points in assignment.</li> <li>• research on different concepts on caring for creation using search engines /Scriptures.</li> <li>• Assist learners with special needs as per their abilities through peer teaching and make them understand the importance of caring for creation.</li> <li>•</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to know creation concepts in Sanatan/Vedic and Jain faith</li> <li>2. How can we preserve Paramatma's' creation?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to Learn</b>-Learners enhance own learning as they self-discipline by sharing experience through discussion in groups about the different concepts on caring for creation as mentioned in Scriptures and share experience.</li> </ul>				

- **Digital Literacy**- Learners enhances digital skills as they watch video on discourse by a spiritual teacher and jot down the key points related to the topic.

**Values:**

- **Responsibility**-Learners become self-driven through researching different concepts on caring for creation using search engines /Scriptures.
- **Respect**- Learners develop acceptance as they visit places of worship to inquire more about the concepts of caring for creation.

**Pertinent and Contemporary Issues:**

- **Socio-Economic Issues**-Learners acquire skills on safety as they observe safety and security and Health Issues.

**Links to other subjects:**

**Computer studies:** Learners enhance digital skills as they make research on different concepts on caring for creation using search engines /Scriptures.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Creation (Srishti)</b>	<p><b>1.2 Medicinal Plants And Trees</b></p> <p><i>Mango tree, Papaya, Banana, Coconut</i></p> <p>(7 lessons)</p>	<p>a) list the most common medicinal plants for familiarization,</p> <p>b) identify the right use of medicinal plants for safe use, Nurture the medicinal plants for preservation of environment,</p> <p>c) appreciate the use of medicinal plants for safe use.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• create a nature corner for medicinal plants.</li> <li>• identify through search engine the right use of medicinal plants.</li> <li>• visit a temple/botanical garden to learn about medicinal plants, take photos and create a photo montage.</li> <li>• watch a TV lesson showing the different stages of growth of medicinal plants.</li> </ul>	<p>1.How are medicinal plants beneficial to mankind?</p> <p>2.Why is it necessary to use medicinal plants appropriately?</p> <p>3.Why is it important to nurture Medicinal plant?</p>

			<ul style="list-style-type: none"> <li>• use search engine to learn the interdependency of plants and human life.</li> <li>• Assist learners with special needs as per their abilities through peer teaching to participate in tree planting activity carried out in the school compound..</li> <li>• collect different leaves of medicinal plants available in their locality and make a scrap book.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Learners work collaboratively as they collect different leaves of medicinal plants available in their locality and make a scrap book.</li> <li>• <b>Digital Literacy-</b> Learners enhance digital skills as they use search engine to search interdependency of plants and human life.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Responsibility-</b> Learners develop determination as they create a nature corner for medicinal plants.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"> <li>• <b>Life Skills-</b> Learners learnt developmental perspective as they create a nature corner for medicinal plants.</li> <li>• <b>Socio-Economic Issues-</b>Learners acquire skills on safety and security and health Issues as visit a temple/botanical garden to learn about medicinal plants.</li> </ul>				
<b>Link to other Subjects:</b> <ul style="list-style-type: none"> <li>• <b>Agriculture and Nutrition:</b> Learners enhance Agricultural practices as they participate in tree planting activity carried out in the school compound/community place, collect different leaves of medicinal plants available in their locality and make a scrap book.</li> </ul>				

**ASSESSMENT RUBRIC**

<b>INDICATOR LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to relate concepts of caring for creation to his own faith for deep understanding.	Relates concepts of caring for creation to his own faith correctly.	Relates concepts of caring for creation to his own faith.	Relates some of the concepts of caring for creation to his own faith.	Relates some of the concepts of caring for creation to his own faith with assistance.
Ability to list the most common medicinal plants for familiarization.	Lists the most common medicinal plants appropriately.	Lists the most common medicinal plants.	Lists some of the most common medicinal plants.	Lists some of the most common medicinal plants with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 The Enlightened Beings</b>	<b>2.1 Enlightened Beings And Social Welfare</b>  <i>Abhinandanath (fourth tirthankar) Swami</i> <i>Narayan(Hinduism) Sri Guru Arjan Dev ji(Sikhism)</i> <i>Ananda (Lord Buddha- Principle disciple)</i>  (9 lessons)	By the end of the sub strand the learner should be able to: a) name the Enlightened Beings for familiarization, b) identify the contributions of Enlightened Beings for spiritual wellbeing, c) appreciate the teachings of Enlightened Beings for peaceful living.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the life histories of the four Enlightened Beings and social welfare,</li> <li>• listen to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device,</li> <li>• research and write essays on the lives of Enlightened Beings present their research in class,</li> <li>• perform skits based on the key events from the lives of enlightened beings,</li> <li>• draw sketches of Enlighted being using digital devices/drawing book,</li> <li>• make a chart of the teachings and reforms of the Enlightened Beings</li> <li>• take part in quiz competitions,</li> <li>• watch animated films on Enlightened Beings using digital devices.</li> <li>• Engage and encourage peers with special needs to sing songs/bhajan/stavan/shabad that</li> </ul>	<ol style="list-style-type: none"> <li>1. How do Enlightened Beings contribute to social welfare?</li> <li>2. How do we emulate the Enlightened Beings in our lives?</li> </ol>

			glorify the qualities of Enlightened Beings.	
<b>Core Competencies to be developed:</b>				
<b>Creativity and imagination:</b> Learners enhance networking as they perform skits based on the key events from the lives of Enlightened Beings.				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• <b>Unity:</b> Learners enhance cooperation as they draw sketches of Enlightened being using digital devices/drawing book.</li> <li>• <b>Responsibility:</b> Learners acquire virtues of hard work as they develop charts of the teachings and reforms of the Enlightened Beings.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• <b>Socio-Economic Issues-</b>Learners become aware of socio-economic issues as they observe Safety and security and Health Issues.</li> </ul>				
<b>Links to other subjects:</b>				
<ul style="list-style-type: none"> <li>• <b>Creative Arts-</b>Learners enhance creative skills as they make sketches, singing bhajans, mantras and hymns.</li> <li>• <b>Social studies-</b> Learners enhance history as they study life histories of Enlightened Beings.</li> </ul>				

#### ASSESSMENT RUBRIC

INDICATOR-LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the Enlightened Beings for familiarization.	Names the Enlightened Beings correctly.	Names the Enlightened Beings.	Names some of the Enlightened Beings.	Names some of the Enlightened Beings with guidance.

Ability to identify the contributions of Enlightened Beings for spiritual wellbeing.	Identifies the contributions of Enlightened Beings accurately.	Identifies contributions of Enlightened Beings	the of	Identifies some of the contributions of Enlightened Beings	Identifies some of the contributions of Enlightened Beings with support.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Scriptures (Dharam Granths)</b>	<b>3.1 Scriptural Stories and Family Values</b>  <i>Ramayan.(Bharat an ideal brother)</i>  <i>Uttiradhyana(The story of King Hansa)</i>  <i>Panca Sila(The prince and the seedling)</i>  <i>Sri Guru Granth Sahib ji(Shabad Hazare)</i>	By the end of the Sub strand the learner should be able to: a) identify the teachings of Scriptures at family level for development of moral values, b) demonstrate the teachings that promote moral values in families as per Scriptures of the four faiths, c) appreciate the role of Scriptures for character molding in the family.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention scriptures that they familiar with,</li> <li>• use search engines to identify the role of listen to stories/resource person/ audio-visual device to know about the role of the Scriptures and do presentation in the class,</li> <li>• tell stories from Scriptures that explain their roles as carrier of moral values,</li> <li>• recite mantras from Scriptures based upon</li> </ul>	<ol style="list-style-type: none"> <li>1. How do Scriptures contribute to instilling moral values?</li> <li>2. How can we apply moral values in different situations in the family?</li> </ol>

	(10 lessons)		<p>their roles to instill moral values,</p> <ul style="list-style-type: none"> <li>• watch animated stories of scriptures of four faiths,</li> <li>• make discussions on the role of Scriptures.</li> <li>• Assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the Scriptural stories.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning to learn</b>-Learners organize their own learning as they independently recite mantras from Scriptures based upon their roles to instill moral values.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> Learners acquire virtues of self-drive by telling stories from Scriptures that explain their roles as carrier of moral values.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship</b> – Learners develop social cohesion by recite mantras from different Scriptures based upon their roles to instill moral values.</li> </ul>				
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>Creative activity:</b> Learners enhance creative skills as they watch animated stories of scriptures of four faith.</li> <li>• <b>Language activity:</b> Learners enhance speaking skills and new vocabulary as they recite mantras from Scriptures based upon their roles to instill moral values.</li> </ul>				



**ASSESSMENT RUBRIC**

<b>INDICATOR LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the teachings of Scriptures at family level for development of moral values.	Identifies the teachings of Scriptures at family level with ease.	Identifies the teachings of Scriptures at family level.	Identifies some of the teachings of Scriptures at family level.	Identifies some of the teachings of Scriptures at family level with guidance.
Ability to demonstrate the teachings that promote moral values in families as per Scriptures of the four faiths.	Demonstrates the teachings that promote moral values in families correctly.	Demonstrates the teachings that promote moral values in families.	Demonstrates some teachings that promote moral values in families.	Demonstrates the teachings that promote moral values in families with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Worship (Ishwar Bhakti)</b>	<b>4.1 Importance Of Features In Jain Derasar And Sikh Gurdwara</b>  Carved domes, Shoerack  Moorti of the deity, Mirror, Panch aarti Deepak, Pooja thaal, Bell  Sikh Gurdwara  Nishaan Sahib, Shoe rack Place to clean feet and hands.SGGSJ, Palki sahib, Symbol, Degh (Karrah Prasaad), Chaur Sahib, Langar  (7 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> <li>describe features of places in worship for familiarization,</li> <li>analyse the features at the places of worship in Jains and Sikhs for understanding,</li> <li>appraise the relevance of different features at a place of worship.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>identify features of place of worship,</li> <li>collect pictures for Jain Derasar and Sikh Gurdwara from magazines/newspapers/digital devices,</li> <li>explain relevant feature at a place of worship,</li> <li>discussions on the different features of Jain Derasar and Sikh Gurdwara,</li> <li>take photos at the places of worship and create a montage using photos from the places of worship,</li> <li>visit places of worship to witness activities carried out at different times,</li> <li>recite poem on features at a place of worship with the guidance of the teacher.</li> <li>Engage and encourage peers with special needs to recite poems that glorify the places of worship.</li> </ul>	<ol style="list-style-type: none"> <li>Why is it important to visit a place of worship?</li> <li>What are the important features you see while visiting a Jain Derasar?</li> </ol>

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination:</b> Learners enhance networking as they take photos at the places of worship and create a montage using photos from the places of worship.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibly-</b> learners enhances virtues of hard work by collecting pictures for Jain Derasar and Sikh Gurdwara from magazines/ newspapers/digital devices.</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship:</b> Learners enhance social cohesion by visit places of worship to witness activities carried out at different times.</li> </ul>
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>Creative Arts-</b> Learners enhance creative skills as they collect pictures for Jain Derasar and Sikh Gurdwara from magazines/ newspapers/digital devices.</li> <li>• <b>Social studies-</b>Learners learn and enhance geographical skills as they identify features of place of worship.</li> </ul>

#### ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe features in places of worship for familiarization.	Describes features in places of worship accurately.	Describes features in places of worship.	Describes few features in places of worship.	Describes few features in places of worship with assistance.
Ability to analyses the features at the places of worship in Jains and Sikhs for understanding.	Analyses the features at the places of worship in Jains and Sikhs correctly.	Analyses the features at the places of worship in Jains and Sikhs.	Analyses some of the features at places of worship in Jains and Sikhs.	Analyses some of the features at places of worship in Jains and Sikhs with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Worship</b>  <b>(Ishwar Bhakti)</b>	<b>4.2 Places of Worship</b>  Location of Jain Derasar and Sikh Gurdwaras in Kenya  (7 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the locations of Jain Derasar and Sikh Gurdwara(temples) in Kenya,</li> <li>b) classify the practices and ceremonies held in Jain Derasar and Sikh Gurdwara,</li> <li>c) appreciate ceremony held in Jain Derasar and Sikh Gurdwara.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• visit places of worship to witness activities carried out at different times.</li> <li>• make a collage of place of worship in his/her locality</li> <li>• use digital devices to map the Jain Derasar and Sikh Gurdwaras in Kenya</li> <li>• draw and colour the Jain Derasar and Sikh Gurdwara</li> <li>• discuss practice of ceremonies held in jain Derasar and sikh Gurdwara</li> <li>• visit a Jain Derasar and Sikh Gurdwara to witness ceremonies, architecture and important features.</li> <li>• Assist learners with special needs as per their abilities through peer teaching the religious practices carried out in a place of worship.</li> </ul>	1. What are the important features you see while visiting a Sikh Gurdwara?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Digital Literacy-</b>Learners develop digital skills as they interact with technology by using digital devices to map the Jain temples in Kenya.</li> </ul>				
<b>Values:</b> <b>Love-</b> Learners acquire selflessness as they visit a Jain Derasar and Sikh Gurdwara to witness ceremonies, architecture and important features.				

**Pertinent and Contemporary Issues:**

**Citizenship-** Learners enhance nationalism as they participate in ceremonies held in Jain Derasar and sikh Gurdwara.

**Links to other subjects:**

- **Creative Arts-**Learners enhance creative skills as they draw and colour the Jain Derasar and Sikh Gurdwara.

**ASSESSMENT RUBRIC**

<b>INDICATOR LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the locations of Jain Derasar and Sikh Gurdwara(temples) in Kenya.	Describes the locations of Jain Derasar and Sikh Gurdwara(temples) correctly.	Describes the locations of Jain Derasar and Sikh Gurdwara(temples).	Describes few locations of Jain Derasar and Sikh Gurdwara(temples).	Describes few locations of Jain Derasar and Sikh Gurdwara(temples) with guidance.
Ability to classify the practices and ceremonies held in Jain Derasar and Sikh Gurdwara	Classifies the practices and ceremonies held in Jain Derasar and Sikh Gurdwara accurately.	Classifies the practices and ceremonies held in Jain Derasar and Sikh Gurdwara.	Classifies some of the practices and ceremonies held in Jain Derasar and Sikh Gurdwara.	Classifies some of the practices and ceremonies held in Jain Derasar and Sikh Gurdwara with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Sadachaar (Social Ethics)</b>	<b>5.1 Friendship And Keeping Promises</b>  The Three Promises, The four friends and the hunter, Tirthankar Mallinath The Hawks and Their Friends.  (10 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the qualities of a good friendship for a healthy social development,</li> <li>distinguish difference between good and bad friendship,</li> <li>establish friendly relationships with family members for sense of belonging.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>research from Scriptures qualities of friendship in the four faiths,</li> <li>discuss in pairs friendship and keeping promises. As per teachings of Enlightened Beings from four faiths in Hindu Religious Education</li> <li>dramatize stories from the life histories of Enlighted Beings that depict true friendship,</li> <li>sing songs and recite poems on friendship,</li> <li>demonstrate in groups qualities of friendship and keeping promises in their interaction,</li> <li>watch films and videos based on friendship and keeping promises,</li> <li>demonstrate friendly relationships with</li> </ul>	<ol style="list-style-type: none"> <li>How can you stay away from bad influence online?</li> <li>Why is it important to consider safety measures while chatting on-line with friends?</li> <li>What are the ways of developing friendship with Paramatma?</li> </ol>

			parents and elders at home. <ul style="list-style-type: none"> <li>• write/type essays on friendship.</li> <li>• spend quality time with parents and vice a versa.</li> <li>• create a communication group of friends using digital devices.</li> </ul>	
<b>Core Competencies to be developed:</b> <b>Digital Literacy</b> –learners interact with technology as they create a communication group of friends using digital devices.				
<b>Values:</b> <b>Love</b> -Learners express compassion as they sing songs and recite poems on friendship.				
<b>Pertinent and Contemporary Issues:</b> <b>Citizenship</b> - Learners enhance social cohesion as they dramatize stories from the life histories of Enlighted Beings that depict true friendship.				
<b>Links to other subjects:</b> <b>Creative Arts:</b> Learners learn creative skills as they watch films and videos based on friendship and keeping promises.				

**ASSESSMENT RUBRIC**

<b>INDICATOR-LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the qualities of a good friendship for a healthy social development.	Identifies the qualities of a good friendship correctly.	Identifies the qualities of a good friendship.	Identifies some qualities of a good friendship.	Identifies some qualities of a good friendship with assistance.
Ability to distinguish difference between good and bad friendship.	Distinguishes difference between good and bad friendship correctly.	Distinguishes difference between good and bad friendship.	Distinguishes some difference between good and bad friendship.	Distinguishes some difference between good and bad friendship with guidance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Yoga (Holistic Wellness)</b>	<b>6.1 Physical Aspect Of Yoga</b>  Sheetal Pranayaam(cooling breath),Sheet kari Paranayaam (hissing breath) and asanas (Bhadra asana, Ardha utrasana, Sasank asana)  (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify Pranaayam and Asanas for physical wellbeing, b) describe the types of Pranaayam and Asanas for familiarization, c) appreciate the importance of Pranaayam and Asanas for healthy body.	The learner is guided to: <ul style="list-style-type: none"> <li>• using digital devices, like YouTube and demonstrative manuals and correctly perform</li> <li>• visit and participate in the celebration of International Yoga day.</li> <li>• practice asanas in pairs and groups to encourage and help each other</li> <li>• create a Yoga guidance video using digital devices.</li> <li>• sing song on Pranaayam that they familiar with</li> <li>• discuss types of Pranaayam with the guidance of teacher</li> </ul>	1. Why are asanas important in performing Yoga? 2. How does Pranayam help in physical wellbeing?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to learn-</b> Learners enhance working collaboratively as they practice asanas in pairs and groups to encourage and help each other.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Patriotism-</b>Learners observe citizenship as they visit and participate in the celebration of International Yoga day.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"> <li>• <b>Citizenship-</b>Learners exhibit nationality as they visit and participate in the celebration of International Yoga day.</li> </ul>				

**Links to other subjects:**

- **Creative Arts:** Learners enhance creative skills as they use digital devices, like YouTube and demonstrative manuals and correctly perform.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>6.0 Yoga (Holistic Wellness)</b></p>	<p><b>6.2 Communal Aspect of Yoga</b></p> <p>Communal aspects of Yoga Being green (caring for environment) Being collaborative (supporting each other) Spiritual aspects of Yoga Meditation Commitment (Sankalp)</p> <p>(7 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) name benefits of environmental protection for communal wellness,</p> <p>b) demonstrate a simple meditation technique for spiritual growth,</p> <p>c) appreciate simple statement of commitment for global wellbeing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• identify benefits of environmental protection.</li> <li>• participate in cleanup of school and local market,</li> <li>• sing song on environmental protection,</li> <li>• recite short poem on environment protection.</li> <li>• watch the videos that show environmental protection.</li> <li>• correctly perform meditation under the supervision of a resource person.</li> <li>• role play simple mediation techniques for growth.</li> <li>• Assist learners with special needs as per their abilities through peer teaching to make them understand basic meditation in Yoga.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does communal aspects of Yoga beneficial to the society?</li> <li>2. How is meditation helpful in spiritual growth?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy-</b>Learners Interacting with technology as they watch the videos that show environmental protection.</li> </ul>				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Love</b>-Learners express compassion as they sing song on environmental protection.</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Social economic issues</b>- Learners enhance social skills as they sing songs and recite short poem on environment protection.</li> </ul>
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>Agriculture and nutrition</b>-Learners promote Agriculture as they participate in cleanup of school and local market.</li> <li>• <b>Language activity</b>- Learners enhance speaking skills and learn new vocabulary as they role play simple mediation techniques for growth.</li> </ul>

#### ASSESSMENT RUBRIC

<b>INDICATOR LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify Pranaayam and Asanas for physical wellbeing.	Identifies Pranaayam and Asanas for physical wellbeing correctly.	Identifies Pranaayam and Asanas for physical wellbeing.	Identifies some Pranaayam and Asanas for physical wellbeing.	Identifies some Pranaayam and Asanas for physical wellbeing with assistance.
Ability to describe the types of Pranaayam and Asanas for familiarization.	Describes the types of Pranaayam and Asanas accurately.	Describes the types of Pranaayam and Asanas.	Describes some types of Pranaayam and Asanas	Describes some types of Pranaayam and Asanas with guidance.
Ability to name benefits of environmental protection for communal wellness.	Names benefits of environmental protection correctly.	Names benefits of environmental protection.	Names some of the benefits of environmental protection.	Names some of the benefits of environmental protection with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 Principles of Dharma (Dharam Siddhant)</b>	<b>7.1 Virtues For Righteousness According To Jainism And Sikhism Based On Moral Stories</b>  <b>Ten virtues</b> <i>Uttam Kshama, Mardava, Arjava, Shauch, Satya, Sanyam, Tap, Tyaag Akinchanya, Brahmacharya</i> and Sikhism Worship One God, Avoid the Five Sins of Ego, Become Baptized, Keep the Code of Honor, Wear the Five Articles of Faith, Follow the Four Commandments Recite the Five Daily Prayers	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) name virtues for righteousness according to Jainism and Sikhism,</li> <li>b) describe examples of righteousness from Jain and Sikh Scriptural stories,</li> <li>c) appreciate virtues of righteousness based on moral stories.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• mention virtues for righteousness according to Jainism and Sikhism</li> <li>• tell stories based on virtues of righteousness as in Jainism and Sikhism,</li> <li>• perform skits based on the identified stories,</li> <li>• download more information on virtues of righteousness using digital devices and discuss in groups,</li> <li>• visit places of worship accompanied by parents/guardians to learn more on virtues of righteousness,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are virtues of righteousness considered important according to Sikhism and Jainism?</li> <li>2. How do virtues of righteousness apply to day to today life?</li> </ol>

	<p>Take Part in Fellowship <b>Mahavir and the cow herder, Bhai Kanhaiyaji's Compassion</b></p> <p>(9 lessons)</p>		<ul style="list-style-type: none"> <li>• listen and watch a resource person on YouTube giving discourse on virtues of righteousness implement the lessons learnt from moral stories during their class activities.</li> <li>• Assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the stories.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy</b>-Learners interacting with technology as they download more information on virtues of righteousness using digital devices and discuss in groups.</li> <li>• <b>Creativity and imagination</b>- Learners enhance creative skills as they perform skits based on the identified stories.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility</b>-Learners develop diligence as they download more information on virtues of righteousness using digital devices and discuss in groups.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Life skills, values and human sexuality education</b>-Learners acquire life skills and values as they tell stories based on virtues of righteousness as Jainism and Sikhism.</li> </ul>				
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity arts</b>-Learners enhance creative skills as they perform skits based on the identified stories.</li> </ul>				

**ASSESSMENT RUBRIC**

<b>INDICATOR LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name virtues for righteousness according to Jainism and Sikhism.	Names virtues for righteousness according to Jainism and Sikhism correctly.	Names virtues for righteousness according to Jainism and Sikhism.	Names some virtues for righteousness according to Jainism and Sikhism.	Names some virtues for righteousness according to Jainism and Sikhism with guidance.
Ability to describe examples of righteousness from Jain and Sikh Scriptural stories.	Describes examples of righteousness from Jain and Sikh Scriptural stories accurately.	Describes examples of righteousness from Jain and Sikh Scriptural stories.	Describes few examples of righteousness from Jain and Sikh Scriptural stories.	Describes few examples of righteousness from Jain and Sikh Scriptural stories with help.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.0 Utsav (Social Festivals)</b>	<b>8.1 Utsav</b> Vaisakhi Buddhist Vesak And Uposatha (Significance, rites and rituals, prayers/songs)  (10 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) mention the significance of celebrating the festivals for traditional upkeep,</li> <li>b) distinguish the significance behind the ceremonies performed during the festivals,</li> <li>c) appreciate the value of celebrating festivals towards spiritual growth.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• name significance of celebrating festivals,</li> <li>• watch videos on how Vaisakhi, Vesak and Uposatha are celebrated,</li> <li>• take active participation in the celebration of festivals,</li> <li>• write reports on how festivals are celebrated,</li> <li>• listen to stories/narrate stories about the significance of celebrating festivals,</li> <li>• visit places of worship/community hall/archives for celebration and collecting information</li> <li>• Sing Shabads and recite mantras in relation to the festivals,</li> <li>• Do charity work like distributing sweets, clothes and fruits at children's homes and spend some time at elder's home, visit school of</li> </ul>	How do Vaisakhi, Vesak and Uposatha festivals strengthen one's faith?

			<p>children with special needs for inclusive celebrations,</p> <ul style="list-style-type: none"> <li>• Sing and dance during celebration of festivals,</li> <li>• Sensitize their peers with special needs about the safety measures to be observed during celebration of festivals.</li> <li>• hold a variety programme during celebrations,</li> <li>• take a project on drawing different aspects of celebrating festivals.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration-</b> Learners enhance team work as they listen to stories/narrate stories about the significance of celebrating festival.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility-</b>Learners develop virtues of hard work as they draw different aspects of festival celebration.</li> <li>• <b>Love:</b> Learners acquire virtue of generosity as they participate in charity work such as distributing sweets, clothes and fruits at children’s homes and spend some time at elder’s home, visit school of children with special needs for inclusive celebrations.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship-</b> Learners uphold social cohesion as they visit places of worship/community hall/archives for celebration and collecting information, take active participation in the celebration of festivals.</li> </ul>				



**Links to other subjects:**

- **Social studies:** Learners enhance social skills as they visit places of worship/community hall/archives for celebration and collecting information.
- **Language activity:** Learners learn new vocabulary and enhance speaking skills as they sing Shabads and recite mantras in relation to the festivals.
- **Creativity Arts:** Learners enhance creative skills as they take a project on drawing different aspects of celebrating festivals.

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### ASSESSMENT RUBRIC

<b>INDICATOR LEVEL</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention the significance of celebrating the festivals for traditional upkeep.	Mentions the significance of celebrating the festivals correctly.	Mentions the significance of celebrating the festivals.	Mentions some significance of celebrating the festivals.	Mentions some significance of celebrating the festivals with guidance.
Ability to distinguish the significance behind the ceremonies performed during the festivals.	Distinguishes the significance behind the ceremonies performed accurately.	Distinguishes the significance behind the ceremonies performed.	Distinguishes some significance behind the ceremonies performed.	Distinguishes some significance behind the ceremonies performed with assistance.

#### CSL at Upper Primary (Grade 4 – 6)

At this level, the goal of the CSL activity is to provide linkages between the concepts learnt in 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:

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

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>SUGGESTED ASSESSMENT METHODS</b>	<b>SUGGESTED LEARNING RESOURCES</b>	<b>SUGGESTED NON-FORMAL ACTIVITIES</b>
<b>Creation</b>	<b>Panchmahabhoot</b>	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
<b>Manifestations of Supreme Beings (Paramatma)</b>	<b>Enlightened Beings</b>	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
<b>Scriptures</b>	<b>Essence of Scriptures</b>	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

<b>Worship</b>	<b>Sanatan Prayers</b>	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
<b>Sadachaar</b>	<b>Moral stories</b>	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
<b>Yoga</b>	<b>Pranayams and Asanas</b>	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

<b>Principles of Dharma</b>	<b>Principles of Sanatan/Vedic Dharma</b>	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
<b>Utsav (Festivals)</b>	<b>Religious and Social festivals</b>	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