KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 9

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

   Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

   Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

   a) **Social Needs**

   Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

   b) **Economic Needs**

   Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

   c) **Technological and Industrial Needs**

   Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment**

   Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		**40 + 1**

LEARNING OUTCOMES FOR MIDDLE SCHOOL
By end of Middle School, the learner should be able to:
1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT
Hindu Religious Education (HRE) at Junior Secondary School level builds on knowledge, skills, attitudes and values that were acquired and developed by the learner at the primary school level.

The learner will be guided to develop a sense of identity, belonging and a self-inquiry approach to the physical, mental, moral, social, and spiritual fundamental faculties. This is in line with relevant theoretical approaches such as Piaget's Cognitive Theory of Development, Vygotsky's Theory of Learning and Erik Erikson's Stages of Psychosocial Development.

Hindu Religious Education offers an avenue to learn to build positive relationships and solve challenges collectively, with care, empathy, respect and understanding of differences with people of different heritages and religions, contributing to solidarity and to building a more tranquil and inclusive society. It promotes and strengthens mutual understanding, appreciation and respect for religious freedom and diversity. The learner is thus guided to behave responsibly at local, national and global levels for a more serene and sustainable world. This program also contributes to the empowerment of the learner, fostering inclusion and social cohesion.

Hindu Religious Education reiterates the importance of core values and empowers the learner to advance human rights and equality, with a respect for different cultures and beliefs and with dignity offers the opportunity to build a peaceful society. HRE will also provide opportunities for exploring, acquiring and practicing core competencies that will lay a firm foundation not only for senior secondary but also for diverse career paths.

SUBJECT GENERAL LEARNING OUTCOMES:
By the end of Junior Secondary School, the learner should be able to:
a) discover their self-identity through firm grounding in the (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths,
b) practise the Principles of Dharma for righteous living,
c) apply teachings from Scriptures for guidance and moral formation in their daily life,
d) appreciate the importance of Yog for holistic development and well-being,
e) demonstrate acquired knowledge, skills, and values for coping in the contemporary world,
f) preserve heritage and socio-cultural values that foster national and international harmony,
g) use varied media for effective communication and learning.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1. MANIFESTATION OF PARAMATMA	• Enlightened beings • *Lord Krishna,* • *Tirthankar Neminath,* • *Lord Buddha,* • *Sri Guru Har Rai Ji,* • *Guru Har Kishan ji*
2. SCRIPTURES	Sanatan/Vedic Scriptures *Yajur Ved – Shanti Mantra (Ch. 36, 17) and Sangathan mantra*
3. PRINCIPLES OF DHARMA (*DHARMIC SIDDHANT*)	Sanatan/Vedic Dharma • *Pranidaya (*compassion*)* • *Purusharth (*hard work*)* • *Punar janam (*reincarnation*)* • *Paramatma (*Supreme Being) • *Prarthana (*prayer)
4. RELIGIOUS PRACTICES	• Buddhist Practices • Places of Worship *Durga Pooja,* *Ayambil,*

	Vesak *GurPurab*
5. YOG	• Concepts of Yog • Bhakti Yog (*Devotion*) Personal (*mantras, mala, meditation,chanting/recitation*) Communal (*Satsang, Sangha, Sangat*)
6. *SANSKAARS* (RITES OF PASSAGE)	• Sanatan/Vedic *SANSKAARS* • Birth Ceremony (*Jatkaram*) • Naming Ceremony (*Naamkaran*) • Thread Ceremony (*Upnyan*) • Beginning of education (*Vidyarambh*) • Marriage (*Vivaah*) • Death rituals (*Antyeshti*)

STRAND 1.0: MANIFESTATION OF PARAMATMA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1. **Manifestation of Paramatma** **(Supreme Being)**	**1.1 Enlightened Beings** *Tridev's contribution to mankind* *The Tirthankars' way of non-violence* (*Ahimsa*) *Buddha's gift to humanity* and *The Guru's way of life (Khalsa Panth)*	By the end of the sub-strand the learner should be able to: a) list the contributions of the Enlightened Beings for harmonious living, b) Narrate Scriptural stories that portray the teachings of the Enlightened Beings for moral and social development, c) outline the contributions of the Enlightened Beings for inspiration in daily life, d) desire to implement the teachings of the Enlightened Beings for personal improvement.	The learner is guided to: - mention contribution of enlightened beings - conduct research using digital media/digital media with assistive technology library/ magazines to describe the contributions of Enlightened Beings - write an essay on The *Guru's way of life (Khalsa Panth)* research on the concept of *The Tirthankars' way of non-violence* (*Ahimsa*) - listen to audio-visual clips on the life history of the Enlightened Beings and write a composition on how they have implemented any of the teachings they have learnt	1. How have the teachings of the Enlightened Beings impacted society? 2. How do the life histories of Enlightened Beings guide our lives today?

| | (20 Lessons) | | from the Enlightened Beings share the stories that teach about the contributions of Enlightened Beings write a personal essay describing their aspirations that are inspired by the teachings from the Enlightened Beings develop a practical activity in implementing any of the teachings in groups draw, paint or make a tactual illustration on a life event of an Enlightened Beings. | |

Core Competencies to be developed:
- **Digital literacy:** Learners enhance digital skills as they search online *study Tridev's contribution to mankind.*
- **Learning to Learn:** Learners enhance their knowledge as they listen to audio-visual clips on the life history of the Enlightened Beings and write a composition on how they have implemented any of the teachings they have learnt from the Enlightened Beings.

Values:

● **Respect:** Learners develop respect as they write an essay on The *Guru's way of life (Khalsa Panth)* research on the concept of *The Tirthankars' way of non-violence* (*Ahimsa).*		
● **Responsibility** : Learners enhance resilience as they develop a practical activity in implementing any of the teachings in groups.		

Pertinent and Contemporary Issues (PCI's):
- ● **Socio-economic issues:** Learners acquire the ability of dealing with issues as they make research on the concept of The Tirthankars' way of non-violence (*Ahimsa*).

Links to other Subjects:
- ● **Creative arts:** Learners develop creative skills as they draw, paint or make a tactual illustration on a life event of an Enlightened Beings.
- ● **Language:** Learners develop writing skills as they write a personal essay describing their aspirations that are inspired by the teachings from the Enlightened Beings.
- ● **Pre-technical studies**: Learners develop a practical activity in implementing any of the teachings in groups.

ASSESSEMNT RUBRIC

INDICATOR LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to list the contributions of the Enlightened Beings for harmonious living.	Lists the contributions of the Enlightened Beings correctly.	Lists the contributions of the Enlightened Beings.	Lists some of the contributions of the Enlightened Beings.	Lists some of the contributions of the Enlightened Beings with assistance.
Ability to outline the contributions of the Enlightened Beings for inspiration in daily life.	Outlines the contributions of the Enlightened Beings appropriately.	Outlines the contributions of the Enlightened Beings.	Outlines some contributions of the Enlightened Beings.	Outlines some contributions of the Enlightened Beings with guidance.

STRAND 2.0: SCRIPTURES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Scriptures	**2.1. Scriptural Text and role of Sikh Scriptures** Sri Sukhumani sahib in Sri Guru Granth Sahib ji *Ashtpadi* from 17-24 (20 lessons)	By the end of the sub strand, the learner should be able to: a) outline the role of Sikh Scriptures for guidance in one's life, b) explain the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji for internalization, c) interpret the universal message embedded in the Sri Sukhmani Sahib for deeper understanding, d) appreciate the teachings of the	The learner is guided to: • mention compilation of Sri Sukhumani sahib in Sri Guru Granth Sahib ji, • discuss the compilation of the Sri Guru Granth Sahib ji, prepare a PowerPoint and present in class for constructive feedback from peers, • conduct research using digital media/digital media with assistive technology library/ magazines on the compilation of	1. How do Scriptures influence your lifestyle? 2. How does recitation of Scriptures help to acquire self-efficacy?

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		Sikh Scriptures for spiritual development.	*Ashtpadi* from 17-24 from Sri Sukhmani Sahib in Sri Guru Granth Sahib ji ● interact with resource persons on the role of Sri Guru Granth Sahib ji ● write an essay on Sri Guru Granth Sahib ji's role in a devotee's life ● study selected Shabads from the Sikh Scriptures that convey the message of universal brotherhood ● Listen to the audio/video recitation of Sri Sukhmani Sahib for correct pronunciation	

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| | | | engage with parents/guardians at home to find teachings from their faith that are like those in Sri Guru Granth Sahib Ji for class discussion. Assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from *Sri Guru Granth Sahib ji* in their class. | |

Core Competences to be developed:
- **Learning to learn:** Learners enhance their knowledge as they interact with resource persons on the role of Sri Guru Granth Sahib ji.
- **Digital literacy:** Learners develop digital skills as they conduct research using digital media/digital media with assistive technology library/ magazines on the compilation of *Ashtpadi* from 17-24 from Sri Sukhmani Sahib in Sri Guru Granth Sahib ji.

Values:
● **Patriotism:** Learners exhibits devotion as they write an essay on Sri Guru Granth Sahib ji's role in a devotee's life.
● **Responsibility:** Learners show resilience as they engage with parents/guardians at home to find teachings from their faith that are like those in Sri Guru Granth Sahib Ji for class discussion.
Pertinent and Contemporary Issues (PCI's):
● **Citizenship:** Learners enhance social cohesion as they study selected Shabads from the Sikh Scriptures that convey the message of universal brotherhood.
Links to other Subjects:
● **Computer studies**: Learners develop digital skills as they discuss the compilation of the Sri Guru Granth Sahib ji and prepare a PowerPoint and present in class for constructive feedback from peers.
● **Language:** Learners enhance their writing skills as they present essays on Sri Guru Granth Sahib ji's role in a devotee's life.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji for internalization.	Explains the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji consistently.	Explains compilation of Sri Sukhuman Sahib in Sri Guru Granth Sahib ji.	Explains the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji with inconsistencies.	Explains the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji only with guidance.

Ability to outline the role of Sikh Scriptures for guidance in one's life.	Outlines the role of Sikh Scriptures with details.	Outlines the role of Sikh Scriptures.	Outlines the role of Sikh Scriptures leaving out some details.	Outlines the role of Sikh Scriptures leaving out some details with prompts.

STRAND 3.0: PRINCIPLES OF DHARMA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Principles of Dharma	**3.1. Sikh Principles of Dharma** - Compassion *(Daya)* - Satisfaction *(Santokh)* - Truth *(Sat)* - Humility *(Nimrata)* - Love *(Pyaar)* *(Naam Japnaa),* Honest livelihood *(Kirat Karni),* Sharing *(Vand ke Chhakna)* (20 Lessons)	By the end of the sub strand, the learner should be able to: a) State the Sikh Principles of Dharma for knowledge, b) describe the concepts of the three pillars of Sikh Dharma for spiritual uplift, c) display the Sikh Principles of Dharma in a school environment, d) appreciate the Sikh Principles of Dharma for character development.	The learner is guided to: ● mention the Sikh Principles of dharma in groups, ● discuss Sikh principles in groups and present in class ● research using digital media/digital media with assistive technology library/ magazines and discuss in groups the five virtues from the Sikh Principles of Dharma ● research on the pillars of Sikhism, create and present a poster/ videoclip in class ● meditate on the name of God	1. How are the Sikh Principles of Dharma still relevant in today's age? 2. How does the implementation of Sikh Principles of Dharma uplift your spirituality?

			- discuss in groups to analyse the Sikh Principles of Dharma - research on how Sikh Principles of Dharma is helpful in eradicating evils in society - discuss in groups the relevance of Sikh Principles of Dharma in addressing Pandemic or other calamities - listen to resource persons to help understand the role of the Sikh Principles of Dharma	

Core Competencies to be developed:
- **Learning to learn**: Learners share learnt knowledge as they discuss in groups the relevance of Sikh Principles of Dharma during Pandemic or other calamities.
- **Digital literacy:** Learners develop digital skills as they research using digital media/digital media with assistive technology library/ magazines and discuss in groups the five virtues from the Sikh Principles of Dharma.

Values:
- **Respect:** Learners develop virtue of patience as they listen to resource persons to help understand the role of the Sikh Principles of Dharma.
- **Responsibility:** Learners exhibit hard work as they research on the pillars of Sikhism, create and present a poster/ video clip in class.

Pertinent and Contemporary Issues (PCI's):
- **Socio-economic issues:** Learners gain knowledge on how to overcome pandemic as they discuss in groups the relevance of Sikh Principles of Dharma during Pandemic or other calamities.

Links to other Subjects:
- **Computer studies**: Learners research using digital media/digital media with assistive technology library/ magazines and discuss in groups the five virtues from the Sikh Principles of Dharma.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify Sikh Principles of	Identifies Sikh Principles of Dharma correctly.	Identifies Sikh Principles of Dharma.	Identifies some Sikh Principles of Dharma.	Identifies some Sikh Principles of Dharma with assistance.

Dharma for knowledge.				
Ability to describe the concepts of the three pillars of Sikh Dharma for spiritual uplift.	Describes the concepts of the three pillars of Sikh Dharma appropriately.	Describes the concepts of the three pillars of Sikh Dharma.	Describes some concepts of the three pillars of Sikh Dharma.	Describes some concepts of the three pillars of Sikh Dharma with guidance.

STRAND 4.0: RELIGIOUS PRACTICES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Religious Practices	**4.1. Rituals and Protocols** **(During religious activities)** *Akhand Ramayan Path* *Kalpa Sutra Recitation* *Akhand path* *Katha* (20 Lessons)	**By the end of the sub strand, the learner should be able to:** a) name common rituals and protocols during religious practices, b) describe the rituals and protocols performed during religious activities for spiritual grounding, c) display the mandatory religious etiquette for self-efficacy, d) appreciates rituals and protocols performed during	The learner is guided to: • mention common rituals and protocols during religious practices, • discuss in groups and share visual information on the religious ritual practices among the four faiths that are performed during religious activities, • watch videos / illustrations on participation in religious rituals and protocols,	1. Why are sanskars important in one's life? 2. How does Katha help to understand spiritual contexts in the four faiths?

		religious activities for spiritual growth.	• recite poems on rituals and protocol of religious practices, • discuss and share the experiences drawn from rituals and protocols performed during religious activities in the four faiths, • watch videos on rituals and protocols observed during religious functions, • visit places of worship to observe rituals and protocols, in	

			- the company of parents. - Assist learners with special needs as per their abilities through peer teaching to make them understand the religious practices carried out in a place of worship.	

Core Competencies to be developed:
- **Learning to Learn:** Learners enhance their knowledge as they discuss in groups and share visual information on the religious ritual practices among the faiths that are performed during auspicious occasions.
- **Digital Literacy:** Learners develop digital skills as they interact with technology as they watch videos / illustrations on the participation in religious rituals and protocols.

Values:
- **Integrity:** Learners exhibit discipline as they watch videos / illustrations on participation in religious rituals and protocols.
- **Respect:** Learners develop acceptance as they visit places of worship to observe rituals and protocols in the company of parents.

Pertinent and Contemporary Issues (PCI's):
● **Citizenship**: Learners express social cohesion as they discuss and share the experiences on rituals and protocols performed during religious activities in the four faiths.

Links to other Subjects:
● **Language:** Learners enhance speaking skills as they recite poems on rituals and protocol of religious practices.
● **Computer Study**: Learners develop digital skills as they watch videos/illustrations on participation in religious rituals and protocols.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to name common rituals and protocols during religious practices.	Names common rituals and protocols during religious practices with ease.	Names common rituals and protocols during religious practices.	Names some common rituals and protocols during religious practices.	Names some common rituals and protocols during religious practices with assistance.
Ability to describe the rituals and protocols performed during religious	Describes the rituals and protocols performed during religious activities in details.	Describes the rituals and protocols performed during religious activities.	Describes the rituals and protocols performed during religious activities leaving out some details.	Describes some rituals and protocols performed during religious activities leaving out some details with guidance.

activities for spiritual grounding.				

STRAND 5.0: YOGA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0. Yog	**5.1. Knowledge (Gyan/Jnana Yog)** Hearing *(sravana),* Thinking *(manana)* Meditation *(nididhyasana)* **Practitioners** Nachiketa Gautam Swami Webu Sayadaw Bhai Gurdas Ji (20 lessons)	By the end of the sub strand the learner should be able to: a) state the key events of prominent practitioners of *Gyan/Jnana* Yog for better understanding, b) outline key practitioners of *Gyan/Jnana* Yog from the four faiths for familiarisation, c) interpret the importance of *Gyan/Jnana* Yog as a spiritual path, d) acknowledge *Gyan/Jnana* Yog for as a tool of holistic development.	The learner is guided to: ● name key events of prominent practitioners of *Gyan/Jnana* Yog, ● listen /watch the discourses on *Gyan/Jnana* Yog, ● discuss the concept of *Gyan/Jnana* Yog in groups/pairs, ● conduct research using digital devices/resource persons/libraries to get a better understanding of the components of *Gyan/Jnana* Yog and Practitioners of Yog, ● write an essay on *Gyan/Jnana* Yog and present in class for peer review, ● outline the personalities from the four faiths who attained spiritualism through *Gyan/Jnana* Yog, ● Plan with neighbouring schools and organize a symposium on *Gyan/Jnana* Yog,	1. How relevant is *Gyan/Jnana* Yog in modern society? 2. Why are contemplative practices important in our lives?

			• Make a collage of pictures of different *Gyan/Jnana* Yog from the four faiths and assist learners with special needs.	

Core Competencies to be developed:
- **Learning to Learn:** Learners acquire knowledge as they conduct research using digital devices/resource persons/libraries to get a better understanding of the components of *Gyan/Jnana* Yog.
- **Critical thinking and Problem Solving:** Learners enhance researching skills they outline the personalities from the four faiths who attained spiritualism through *Gyan/Jnana* Yog.

Values:
- **Responsibility:** Learners exhibits hard work as they conduct research using digital devices/resource persons/libraries to get a better understanding of the components of *Gyan/Jnana* Yog.

Pertinent and Contemporary Issues (PCI's):
Citizenship: Learners develop social cohesion as they plan with neighbouring schools and organize a symposium on *Gyan/Jnana* Yog.

Links to other Subjects:
- **Language:** Learners enhance writing skills as they write an essay on *Gyan/Jnana* Yog and present in class for peer review.
- **Creative arts**: Learners apply creative skills as they make a collage of pictures of different Gyan/Jnana Yogis from the four faiths.

ASSESSMENT RUBRIC				
INDICATOR LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the key events of prominent practitioners of *Gyan/Jnana* Yog for better understanding.	Identifies the key events of prominent practitioners of *Gyan/Jnana* Yog correctly.	Identifies the key events of prominent practitioners of *Gyan/Jnana* Yog.	Identifies some key events of prominent practitioners of *Gyan/Jnana* Yog.	Identifies some of the key events of prominent practitioners of *Gyan/Jnana* Yog with assistance.
Ability to outline key practitioners of *Gyan/Jnana* Yog from the four faiths in Hindu Religious Education.	Outlines key practitioners of *Gyan/Jnana* Yog from the four faiths with ease.	Outlines key practitioners of *Gyan/Jnana* Yog from the four faiths.	Outlines some key practitioners of *Gyan/Jnana* Yog from the four faiths.	Outlines some key practitioners of *Gyan/Jnana* Yog from the four faiths with guidance.

STRAND 6.0: SANSKAARS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0. Sanskaars (Rites of Passage)	**6.1. Sikh Sanskaars** ● naming ceremony (*naam karan*) ● tying the turban (*dastar bandhan*) ● baptism (*amrit shakna*) ● marriage (*anand karaj*) ● death (*antim sanskaar*)	**By the end of the sub strand, the Learner should be able to:** a) outline Sanskaars as per Sikh Dharma for familiarization, b) illustrate the significance of the Sikh Sanskaars for better understanding, c) appreciate the Sikh Sanskaars for harmonious living.	The learner is guided to: ● name Sanskaars as per Sikh Dharma ● discuss in groups and make a presentation on the significance of the Sikh Sanskaars ● inquiries through resource person/ library/places of worship on the Sikh Sanskaars practise ● make a presentation on the various Sikh Sanskaars using digital device/flip charts ● visit a Gurdwara or a Sikh's family home to observe the Sanskaars being performed accompanied by parents ● listen to discourses on Sanskaars that are based on religious guidelines	1. Why does a Sikh need these Sanskaars in their life? 2. How do Sanskaaars connect one with their faith?

| | (20 Lessons) | | • research using digital devices and compare/similarities in Sankaars from the other three faiths.
• Assist learners with special needs as per their abilities through peer teaching to make them understand the religious practices carried out in a place of worship. | |

Core Competencies to be developed:
- **Digital Literacy:** Learners enhance digital skills as they research using digital devices and compare/similarities in Sankaars from the other three faiths and will develop the skill of developing with technology as they make presentations using digital devices.
- **Communication and collaboration:** Learners enhance listening skills as they listen to discourses on Sanskaars that are based on religious guidelines.
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Values:
- **Respect:** Learners display humility as they make a presentation on the various Sikh Sanskaars using digital device/flip charts.
- **Responsibility:** Learners become excellent as they make inquiries through resource person/ library/places of worship on the Sikh Sanskaars practice.

Pertinent and Contemporary Issues (PCI's):
- **Citizenship:** Learners develop social cohesion as they visit a Gurdwara or a Sikh's family home to observe the Sanskaars being.

Links to other Subjects:
- **Computer study:** Learners develop digital skills as they research using digital devices and compare/similarities in Sankaars from the other three faiths.

Assessment Rubric				
INDICATOR LEVEL	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to outline Sanskaars as per Sikh Dharma for familiarization.	Outlines Sanskaars as per Sikh Dharma correctly.	Outlines Sanskaars as per Sikh Dharma.	Outlines some Sanskaars as per Sikh Dharma.	Outlines Sanskaars as per Sikh Dharma with guidance.
Ability to illustrate the significance of the Sikh Sanskaars for better understanding.	Illustrates the significance of the Sikh Sanskaars appropriately.	Illustrates the significance of the Sikh Sanskaars.	Illustrates some of the significance of the Sikh Sanskaars.	Illustrates some of the significance of the Sikh Sanskaars with assistance.

APPENDIX 1: CSL AT GRADE 9
Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation ● Lifestyle diseases, Communicable and non-communicable diseases ● Poverty ● Violence and conflicts in the community ● Food security issues

Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback

Milestone 6	**Reflection**
	Learners review all project work to learn from the challenges faced.
	They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 2: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Manifestations of Supreme Beings (Paramatma)	**Enlightened Beings**	Self & Peer Review Oral questioning Practical Activity Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Art and Craft Materials Tactual Illustrations	Visiting Places of Worship and Community Art Centres Role-play/ Skit performances
Scriptures	**Sikh Scriptures**	Self & Peer Review Oral questioning Projects Observations Written work Presentation of artwork Audio-visual recordings' Presentations	Resource persons Digital media Library Magazines Scriptures Art and Craft Materials Tactual Illustrations	Visiting Places of Worship Discussing with resource persons Skit performances
Principles of Dharma	**Sikh Principles of Dharma**	Self & Peer Review Oral questioning Observations Written work Presentation of artwork Audio-visual recordings	Resource persons Digital Media Library Magazines Scriptural stories Art and Craft Materials Tactual Illustrations	Visiting Places of Worship to engage in interfaith dialogue Dramatisation Debate

Religious Practises	**Protocols in Sikh Dharma**	Self & Peer Review Oral questioning Projects Portfolio Observations Written work Audio-visual recordings Presentation of artwork Photographs, music, and software presentations	Digital devices Resource persons Library Magazines Art and Craft Materials Realia Tactual Illustrations	Visiting Places of Worship Descriptive Photography Recording audio-visuals
Yog	**Gyan Yog**	Self & Peer Review Oral questioning Projects Portfolio Observations Written work Presentations Creative writing Audio-visual recordings	Resource persons Digital devices Library Realia Art and Craft Materials Tactual Illustrations	Practise meditation and devotional activities
Rites of Passages (Sanskaars)	**Sikh Sanskaars**	Self & Peer Review Audio-visual presentation Presentations Projects Written work Oral questioning	Curated written material Digital devices Resource persons Realia Art and Craft Materials Tactual Illustrations	Visiting Places of Worship Visiting Community Centres Role-play

		Portfolio Observations Presentation of artwork		