KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 9

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 9 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 9 and preparation of learners for transition to Senior School.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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

S/No	Learning Area	Number of Lessons Per Week (40 Minutes 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	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 FOR HINDU RELIGIOUS EDUCATION:
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	Suggested Number of Lessons Per Week
1.0 Manifestations of Paramatma	1.1 Enlightened Beings	20
2.0 Scriptures	2.1. Scriptural Texts and Role of Sikh Scriptures.	20
3.0 Principles of Dharma	3.1. Sikh Principles of Dharma	20
4.0. Religious Practices	4.2. Rituals and Protocols	20
5.0 Yog	5.1. Knowledge (Gyan/Jnan *Yog*)	20
6.0. Sanskaars	6.2. Sikh Sanskaars	20
Total Number of Lessons		**120**

Note: The suggested number of lessons per Sub strand may be less or more depending upon the context.

STRAND 1.0: MANIFESTATION OF PARAMATMA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 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)* **(20 Lessons)**	By the end of the sub-strand the learner should be able to: a) state 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) 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 • write a composition on how they have implemented any of the teachings they have learnt from the Enlightened Beings,	1. How have the teachings of the Enlightened Beings impacted society? 2. How do the life histories of Enlightened Beings guide our lives today?

			- 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. - draw, paint or make a tactual illustration on a life event of an Enlightened Beings.	

Core Competencies to be developed:
- Digital literacy: Learner enhances digital skills when searches online to study *Tridev's contribution to mankind.*
- Learning to Learn: Learner enhances knowledge when listens 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: Learner develops respect when writes an essay on The *Guru's way of life (Khalsa Panth)* research on the concept of *The Tirthankars' way of non-violence* (*Ahimsa).*
- Responsibility: Learner enhances resilience when develops a practical activity in implementing any of the teachings.

Pertinent and Contemporary Issues (PCI's):
- Socio-economic issues: Learner acquires the ability of dealing with issues when makes research on the concept of The Tirthankars' way of non-violence (*Ahimsa*).

Links to other Subjects:
- The learner is able to relate the skills of drawing and painting illustration on a life event of Enlightened Beings to the skills of producing artwork such as drawing and painting pictures in Creative Arts and Sports.
- The learner is able to relate the skills of writing when writes a personal essay describing their aspirations that are inspired by the teachings from the Enlightened Beings to the skills of writing in English.
- The learner is able to relate the skill of developing a practical activity in implementing any of the teachings to the skills of developing a practical activity in pre-technical studies.

Suggested Assessment Rubric

Level / Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to state the contributions of the Enlightened Beings.	The learner states the contributions of the Enlightened Beings in detail.	The learner states the contributions of the Enlightened Beings correctly.	The learner states some of the contributions of the Enlightened Beings partially.	The learner states some of the contributions of the Enlightened Beings only when prompted.
Ability to narrate Scriptural stories that portray the teachings of the Enlightened Beings	The learner narrates Scriptural stories that portray the teachings of the Enlightened Beings eloquently with confidence.	The learner narrates Scriptural stories that portray the teachings of the Enlightened Beings correctly.	The learner narrates Scriptural stories that portray the teachings of the Enlightened Beings with minor mix ups.	The learner narrates Scriptural stories that portray the teachings of the Enlightened Beings with major mixups.

STRAND 2.0: SCRIPTURES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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 Sikh Scriptures for spiritual development.	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 *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	1. How do Scriptures influence your lifestyle? 2. How does recitation of Scriptures help to acquire self-efficacy?

			- 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 - 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 Competencies to be developed:
- Learning to learn: Learner enhances knowledge while interacting with resource persons on the role of Sri Guru Granth Sahib ji.

• Digital literacy: Learner develops digital skills while conducting 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: Learner exhibits devotion when writes an essay on Sri Guru Granth Sahib ji's role in a devotee's life.
- Respect: Learner shows open mindedness while engaging 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: Learner enhances social cohesion when study's selected Shabads from the Sikh Scriptures that convey the message of universal brotherhood.

Links to other Subjects:
- The learner is able to relate the skill of developing digital skills while discussing the compilation of the Sri Guru Granth Sahib ji and prepare a PowerPoint and present in class for constructive feedback from peers to the skills of developing digital skills in pre-technical studies.
- The learner is able to relate the skills of writing while presenting essays on Sri Guru Granth Sahib ji's role in a devotee's life to the writing skills in English.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji.	The learner explains the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji with details.	The learner explains compilation of Sri Sukhuman Sahib in Sri Guru Granth Sahib ji.	The learner explains the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji with minor omissions.	The learner explains the compilation of Sri Sukhmani Sahib in Sri Guru Granth Sahib ji with major omissions.
Ability to outline the role of Sikh Scriptures for guidance in one's life.	The learner outlines the role of Sikh Scriptures with details.	The learner outlines the role of Sikh Scriptures.	The learner outlines the role of Sikh Scriptures leaving out some details.	The learner outlines the role of Sikh Scriptures leaving out key details.

STRAND 3.0: PRINCIPLES OF DHARMA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)s
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. • discuss Sikh principles with peers. • research using digital media/digital media with assistive technology library/ magazines, • research on the pillars of Sikhism, create and present a poster/ videoclip in class • discuss with peers the Sikh Principles of Dharma • research on how Sikh Principles of Dharma are helpful in eradicating evils in society • discuss with peers the relevance of Sikh	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?

			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: Learner shares learnt knowledge while discussing with peers the relevance of Sikh Principles of Dharma during Pandemic or other calamities.
- Digital literacy: Learner develops digital skills when research using digital media/digital media with assistive technology library/ magazines the five virtues from the Sikh Principles of Dharma.

Values:
- Respect: Learner develops virtue of patience when listens to resource persons to help understand the role of the Sikh Principles of Dharma.
- Responsibility: Learner exhibits hard work while researching on the pillars of Sikhism, create and present a poster/ video clip in class.

Pertinent and Contemporary Issues (PCIs):
Socio-economic issues: Learner gains knowledge on how to overcome pandemic while discussing with peers the relevance of Sikh Principles of Dharma during Pandemic or other calamities.

Links to other Subjects:
The learner is able to relate the skill of research using digital media/digital media with assistive technology library/ magazines the five virtues from the Sikh Principles of Dharma to the skills of developing digital skills in pre-technical studies.

Suggested Assessment Rubric

Level / Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify five Sikh Principles of Dharma.	The learner identifies all the five Sikh Principles of Dharma with relevant examples.	The learner identifies all the five Sikh Principles of Dharma correctly.	The learner identifies three to four Sikh Principles of Dharma.	The learner identifies less than three Sikh Principles of Dharma.
Ability to describe the concepts of the three pillars of Sikh Dharma.	The learner describes the concepts of the three pillars of Sikh Dharma in detail.	The learner describes the concepts of the three pillars of Sikh Dharma appropriately.	The learner describes concepts of two pillars of Sikh Dharma.	The learner describes concepts of one pillar of Sikh Dharma.

STRAND 4.0: RELIGIOUS PRACTICES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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) enumerate common rituals and protocols during religious practices, b) describe the rituals and protocols performed during religious activities for spiritual grounding, c) model the mandatory religious etiquette for self-efficacy, d) appreciates rituals and protocols performed during religious activities for spiritual growth.	The learner is guided to: • mention common rituals and protocols during religious practices, • discuss with peers and share visual information on the religious ritual practices among the four faiths . • watch videos / illustrations on participation in religious rituals and protocols, • recite poems on rituals and protocol of religious practices, • discuss and share the experiences drawn from rituals and protocols, • watch videos on rituals and protocols observed during religious functions, • visit places of worship to observe rituals and protocols, in the company of parents.	1. Why are sanskars important in one's life? 2. How does Katha help to understand spiritual contexts in the four faiths?

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			● Assist learners with special needs as per their abilities through peer teaching to make them understand the religious practices.	

Core Competencies to be developed:
- Learning to Learn: Learner enhances knowledge when discussing with peers and share visual information on the religious ritual practices among the faiths that are performed during auspicious occasions.
- Digital Literacy: Learner develops digital skills while interacting with technology as they watch videos/illustrations on the participation in religious rituals and protocols.

Values:
- Integrity: Learner exhibits discipline when watching videos/illustrations on participation in religious rituals and protocols.
- Respect: Learner develops acceptance when visits places of worship to observe rituals and protocols in the company of parents.

Pertinent and Contemporary Issues (PCI's):
Citizenship: Learner expressess social cohesion when discusses and shares the experiences on rituals and protocols performed during religious activities in the four faiths.

Links to other Subjects:
- The learner is able to relate the skill of developing digital skills while watching videos/illustrations on participation in religious rituals and protocols to the skills of developing digital skills in pre-technical studies.
- The learner is able to relate the skill of reciting poems on rituals and protocol of religious practices to the speaking skills in English.

Suggested Assessment Rubric

Level / Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to enumerate common rituals and protocols during religious practices.	The learner enumerates common rituals and protocols during religious practices with relevant examples.	The learner enumerates common rituals and protocols during religious practices.	The learner enumerates some common rituals and protocols during religious practices.	The learner enumerates some common rituals and protocols during religious practices only when prompted.
Ability to describe the rituals and protocols performed during religious activities.	The learner describes the rituals and protocols performed during religious activities in details.	The learner describes the rituals and protocols performed during religious activities.	The learner describes the rituals and protocols performed during religious activities leaving out some details.	The learner describes some rituals and protocols performed during religious activities leaving out key details.

STRAND 5.0: YOG

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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 the selected four prominent practitioners of *Gyan/Jnana* Yog for better understanding, b) outline the four 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 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 with peers, • conduct research using digital devices/resource persons/libraries to get a better understanding of the components of *Gyan/Jnana* 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, • Make a collage of pictures of different *Gyan/Jnana* Yog	1. How relevant is *Gyan/Jnana* Yog in modern society? 2. Why are contemplative practices important in our lives?

			practitioners from the four faiths and assist learners with special needs.	

Core Competencies to be developed:
- Learning to Learn: Learner acquires knowledge when conducts research using digital devices/resource persons/libraries to get a better understanding of the components of *Gyan/Jnana* Yog.
- Critical thinking and Problem Solving: Learner enhances researching skills when outlines the personalities from the four faiths who attained spiritualism through *Gyan/Jnana* Yog.

Values:
Responsibility: Learner exhibits hard work when conducts 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: Learner develops social cohesion while planning with neighbouring schools and organize a symposium on *Gyan/Jnana* Yog.

Links to other Subjects:
The learner is able to relate the skill of writing an essay on *Gyan/Jnana* Yog and present in class for peer review to the writing skills in English.
The learner is able to relate the skill of making a collage of pictures of different Gyan/Jnana Yogis from the four faiths to the skills of making a collage of pictures in Creative Arts and Sports.

Suggested Assessment Rubric

Level \ Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify the key events of the selected four prominent practitioners of *Gyan/Jnana* Yog.	The learner identifies the key events of all the selected four prominent practitioners of *Gyan/Jnana* Yog comprehensively.	The learner identifies the key events of all the four selected prominent practitioners of *Gyan/Jnana* Yog.	The learner identifies key events of the three selected prominent practitioners of *Gyan/Jnana* Yog.	The learner identifies key events of less than two selected prominent practitioners of *Gyan/Jnana* Yog.
Ability to outline four selected key practitioners of *Gyan/Jnana* Yog from the four faiths.	The learner outlines all the four selected key practitioners of *Gyan/Jnana* Yog from the four faiths with explanations in detail.	The learner outlines all the four selected key practitioners of *Gyan/Jnana* Yog from the four faiths correctly.	The learner outlines three of the four selected key practitioners of *Gyan/Jnana* Yog from the four faiths.	The learner outlines less than three of the selected key practitioners of *Gyan/Jnana* Yog from the four faiths.

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STRAND 6.0: SANSKAARS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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*) **(20 Lessons)**	By the end of the sub strand, the Learner should be able to: a) outline the five Sanskaars as per Sikh Dharma for familiarization, b) illustrate the significance of the five Sikh Sanskaars for better understanding, c) appreciate the Sikh Sanskaars for harmonious living.	The learner is guided to: • name the five Sanskaars as per Sikh Dharma • discuss with peers and make a presentation on the significance of the Sikh Sanskaars • research through resource person/ library/places of worship on the Sikh Sanskaars, • 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, • research using digital devices and compare similarities in	1. Why does a Sikh need these Sanskaars in their life? 2. How do Sanskaaars connect one with their faith?

			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.	

Core Competencies to be developed:
- Digital Literacy: Learner enhances digital skills when 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: Learner enhances listening skills when listens to discourses on Sanskaars that are based on religious guidelines.

Values:
- Respect: Learner displays open-mindedness while making a presentation on the various Sikh Sanskaars using digital device/flip charts.
- Responsibility: Learner becomes excellent when makes inquiries through resource person/ library/places of worship on the Sikh Sanskaars practice.

Pertinent and Contemporary Issues (PCI's):
Citizenship: Learner develops social cohesion when visits a Gurdwara or a Sikh's family home to observe the Sanskaars being.

Links to other Subjects:
The learner is able to relate to the skill of researching using digital devices and compare similarities in Sankaars from the other three faiths to the digital skills in Pre-technical studies.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to outline Sanskaars as per Sikh Dharma.	The learner outlines all the five Sanskaars as per Sikh Dharma giving detailed information.	The learner outlines four Sanskaars as per Sikh Dharma.	The learner outlines three Sanskaars as per Sikh Dharma.	The learner outlines less than three Sanskaars as per Sikh Dharma.
Ability to illustrate the significance of the Sikh Sanskaars.	The learner illustrates the significance of the Sikh Sanskaars comprehensively.	The learner illustrates the significance of the Sikh Sanskaars appropriately.	The learner illustrates significance of the Sikh Sanskaars with minor omissions.	The learner illustrates the significance of the Sikh Sanskaars with major omissions.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

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		