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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

HINDU RELIGIOUS EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

DRAFT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

HINDU RELIGIOUS EDUCATION

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TABLE OF CONTENTS

TABLE OF CONTENTS	i
NATIONAL GOALS OF EDUCATION	ii
LEARNING OUTCOMES FOR SENIOR SCHOOL.....	iv
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC).....	v
PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL	vi
LESSON DISTRIBUTION AT SENIOR SCHOOL	vii
ESSENCE STATEMENT	vii
SUBJECT GENERAL LEARNING OUTCOMES:	viii
SUMMARY OF STRANDS AND SUB STRANDS.....	1
STRAND 1.0: MANIFESTATION OF PARAMATMA (SUPREME BEING)	1
STRAND 2.0: SCRIPTURES.....	15
STRAND 3.0: PRINCIPLES OF DHARMA.....	25
STRAND 4.0: CULTURAL PRACTICES	31
APPENDIX 1: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	38

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 in the wake of rapid modernization. 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 recognizes 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 instill 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.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Hindu Religious Education (HRE) at the senior school level builds upon the knowledge, skills, attitudes, and values developed in junior school. This curriculum aims to nurture knowledgeable, competent, ethical, and globally-minded citizens who have deeply rooted moral and religious values, and who are empowered to contribute to societal growth, and are being prepared for lifelong learning.

By enhancing the competence of critical thinking and problem solving, integrity, empathy, and appreciation for diverse religious perspectives, the curriculum fosters global awareness and national unity. It prepares learners to apply ethical principles in real-life situations and promotes peaceful coexistence and social justice within their communities. The curriculum integrates the study of religious teachings, values, and cultural practices across Sanatan/Vedic, Jain, Buddhist, and Sikh faiths; focusing on the manifestation of Paramatma, development of the Scriptures, Principles of Dharma and Cultural Practices. The curriculum is enriched with practical simulations that will empower the learner to live and manage challenges in life effectively.

HRE at this level not only fosters spiritual growth and moral integrity but also opens pathways to various careers and significant contributions to the National goals. Learners will be well-prepared for roles in education, counselling, social work, cultural management, community leadership, media, and public administration. Through their professional and civic engagement, learners will contribute to the country's national unity, social equity, economic growth, cultural preservation, and international awareness.

The curriculum is value based, using transformative and self-inquiry approaches about, ethical, spiritual, physical, psychosocial faculties. This is in line with relevant theories in the Basic Education Curriculum framework.

SUBJECT GENERAL LEARNING OUTCOMES:

By the end of the Senior Secondary level, the learner should be able to:

1. interpret concepts on the Manifestations of Paramatma for appropriate response in his/her relationship with the ultimate and other creations as guided by (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths
2. examine the development of the Scriptures in the four faiths for instilling values and desirable behaviour in daily interactions
3. apply the Principles of Dharma for a righteous living
4. analyse the Law of Karma for decision making in daily life
5. acknowledge the relevance of Cultural Practices in the four faiths for enhancing career choices
6. appreciate cultural and religious Heritage for self-identity and posterity
utilise Digital Literacy skills for communication and inclusive learning.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Manifestations of Paramatma	1.1 Trimurti & DashAvatars	10
	1.2 Jain Tirthankar	15
	1.3 Buddhist Views	10
	1.4 Guru's Grace – Sikh faith	15
2.0 Scriptures	2.1 Origin and Development	15
	2.2 Ethical and Moral Teachings	15
	2.3 Prominent Personalities	15
3.0 Principles of Dharma	3.1 Core Beliefs	20
	3.2 Introduction to the Law of Karma	35
4.0. Cultural Practices	4.1 Music - Vocal Music	20
	4.2 Instrumental music	20
	4.3 Dances (Folk and Classical)	20
Total Number of Lessons		210

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

STRAND 1.0: MANIFESTATION OF PARAMATMA (SUPREME BEING)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Manifestation of Paramatma</p>	<p>1.1 Trimurti & Dash Avatars <i>[Trimurti- Brahma, Vishnu, Mahesh] and [Dashavatar- Matsya, Varah, Narsimha, Vaman, Parshuram, Ram, Krishna, Boddha and Kalki])</i></p>	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) interpret the concept of Manifestation of Paramatma for deeper understanding,</p> <p>b) deduce the lessons learnt from the lives of <i>Dashavatars</i> for the benefit of self and the community,</p> <p>c) solve emerging issues with the knowledge derived from the lives of <i>Dashavatars</i></p> <p>d) promote the teachings of</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • research on the Manifestation of Paramatma using varied digital platforms/ assistive technology/print media/ resource person, and discuss with peers. • make a presentation and give constructive comments on the findings of the research • identify an issue within their community and, utilising the lessons learned from the lives of the <i>Dashavatars</i>, conduct activities to address issues for personal and communal security and safety like using the roads of the country . • role play selected events from the lives of <i>Dashavatars</i> in 	<ol style="list-style-type: none"> 1. How does the Manifestation of Paramatma influence human life? 2. Why is the knowledge given by <i>Dashavatars</i> useful in uplifting social welfare? 3. How do the teachings of <i>Dashavatars</i> enhance spiritual growth?

		<p><i>Dashavatars</i> for spiritual growth in daily interaction.</p>	<p>school events/community centres,</p> <ul style="list-style-type: none"> • plan activities to show love to the needy underprivileged, economically challenged and the elderly in the community by sharing resources with them promoting the teachings of <i>Dashavatars</i>, • participate in collecting resources from wellwishers/parents/relatives to donate to the less fortunate,\ • access and read resource material from libraries/social media/religious magazines/articles by renowned scholars on ways of living a balanced life socially, economically and spiritually, on teachings of <i>Dashavatars</i>. 	
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Core Competencies to be developed:

- Learning to Learn: Learners enhance the skill of carrying out research/ investigation as they research on the concepts of Paramatma.
- Critical Thinking and Problem Solving: learners become open minded and creative as they identify an issue within their community and, utilising the lessons learned from the lives of the *Dashavatars*, conduct activities to address issues such as road safety.
- Self-Efficacy: learners will enhance self- awareness skills as they role play the selected events from the lives of Dash Avatars in class.

Values:

- Love: Learners learn caring as they visit the needy and the elderly members in the community
- Responsibility: Learners learn accountability as they use varied digital platforms/ assistive technology/print media on Manifestation of Paramatma

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: Learners enhance social cohesion as they engage in projects to help the needy and the elderly in the community and show love by sharing resources with them appreciating the teachings of *Dashavatars*
- Socio-Economic and Environmental issues: Learners learn financial literacy as they gain skills on resource mobilization, utilisation and participate in collecting resources from wellwishers/parents/relatives to donate to the less fortunate.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma (28 lessons)	1.2 Jain Tirthankars <i>The Tirthankaras Rishabhdeva Parshavnath Neminath, Mallinath and Bhagwan Mahavir and their contributions</i>	By the end of the sub-strand the learner should be able to: a) describe the five selected Tirthankaras in Jainism b) elaborate the contributions of each of the five selected Tirthankars c) appreciate the impact of the selected Tirthankaras contributions to society.	Learner is guided to; <ul style="list-style-type: none"> ● research on the five selected Tirthankaras using digital media and assistive technology/print media/resource person and prepare a report for presentation. ● discuss with peers the five selected Tirthankaras and their contributions. ● write a composition on the economical and agricultural reforms brought about by Tirthankar Rishabhdev, ● make a PowerPoint presentation on the contributions of the studied Tirthankaras and peers to give constructive comments. ● dramatise scriptural stories of selected Tirthankars. ● outline lessons learnt from the contributions of the selected Tirthankars. 	<ol style="list-style-type: none"> 1. How are the teachings of Tirthankaras applied in day-to-day life? 2. What reforms did the selected Tirthankars bring in society? 3. What is the relevance of the teachings of the Tirthankaras' in modern society?

			<ul style="list-style-type: none"> • prepare to give a talk in the school assembly/community centres on how to apply the contributions of Tirthankaras in daily life, • visit a Derasar to collect pictures of Tirthankaras showing some events from their lives and create a photo collage, present in class. • Conduct charitable activities in the society. • access and read resource material from libraries/social media/religious magazines/articles by renowned scholars on living a balanced life socially, economically and spiritually. 	
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Core Competencies to be developed:

- Digital Literacy: Learners interact with digital technology as they investigate using digital devices and assistive technology to carry out research on Tirthankaras and their contributions.
- Communication and Collaboration: Learners speak clearly and effectively as they make presentations and dramatise stories of selected Tirthankaras.

- Self-Efficacy: Learners develop leadership and negotiation skills as they prepare to give a talk in community centres on how to apply the contributions of Tirthankaras in daily life on risk safety awareness.

Values:

- Social Justice: Learners enhance freedom as they decide to apply the contributions of Tirthankaras in their lives.
- Unity: Learners enhance cooperation as they discuss with peers and dramatise scriptural stories of selected Tirthankaras and their contributions.

Pertinent and Contemporary Issues(PCIs):

- Life skills, Moral Education and Human sexuality Education: Learners enhance peaceful conflict management as they outline lessons learnt from the contributions of Tirthankars.
- Socio-Economic and Environmental Issues: Learners acquire entrepreneurial competencies to venture into business as the learner writes a composition on the economical and agricultural reforms brought about by Tirthankar Rishabhdev, and makes a kitchen garden.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma	1.3 Buddhist Views <ul style="list-style-type: none"> ● <i>Buddhist views on Paramatma & Dhamma</i> ● <i>Buddhahood (Walpola Rahula - The Teachings of the Buddha, Talks by; S.N. Goenka, Bhikkhu Bodhi, Bhante Wimala-Head Monk Nairobi Buddhist Temple)</i> 	<p>By the end of the sub-strand learner should be able to;</p> <ol style="list-style-type: none"> a) explain Buddhist understanding of Paramatma as Dhamma b) outline the Buddhas of the past and the coming Buddha to uplift their faith c) analyse the nine qualities of a Buddha to enhance their faith d) acknowledge the impact of the teachings of Buddha in modern society. 	<p>Learner is guided to;</p> <ul style="list-style-type: none"> ● Research on the Concept of Paramatma as Dhamma from varied sources including digital and print media ● Interpret the ultimate quality of Paramatma in Dhamma as being the same in all other faiths which believe that Paramatma is formless, limitless and without properties ● Give examples to illustrate the nine qualities of Buddha and how they influence modern society. ● Using interactive digital media or other varied resources make a poster 	<ol style="list-style-type: none"> 1. Why should one have an understanding of Paramatma as Dhamma? 2. How do the teachings of the Buddha impact society today?

			<p>of the Buddhas of the past and the coming Buddha.</p> <ul style="list-style-type: none">• write an essay on how the teachings of the Buddha can be used to enhance social harmony and economic development• Organise Buddhist festivals to bring awareness of Buddhist faith and its principles in the society,• Conduct charitable activities in the society.• Access and read resource material from libraries/social media/religious magazines/articles on living a balanced life socially, economically and spiritually, by	
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			renowned scholars on teachings of Buddha.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Learners enhance the skill of carrying out investigations as they use digital devices and assistive technology to carry out research on the Concept Paramatma as Dhamma. • Self-Efficacy: Learners enhance the skill of effective communication as they discuss the qualities of Buddha and make presentations. • Digital Literacy: Learners enhance creating with technology as they use interactive digital media or other varied resources to make a poster of the Buddhas of the past and the coming Buddha. 				
<p>Values:</p> <p>Responsibility: Learners enhance hard work as they organise Buddhist festivals to bring awareness in the society.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Socio-Economic and Environmental Issues-Learners learn financial literacy as they discuss economic resources as a ways of teachings Buddha influence on Modern society for earning wealth. • Citizenship education: Learners learn good governance as they write an essay on how the teachings of the Buddha enhance social harmony and economic development. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma (28 lessons)	1.4 Guru's Grace – Sikh faith <i>(Ten Gurus (Sri Guru Nanak Devji, Angad Devji, Amardasji, Ramdasji, Arjan Devji, Hargobind Sahibji, Har Raiji, Harkrishanji, Tegh Bahadurji, Guru Gobind Singhji, Sri Granth Sahib Ji)</i>	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) describe the journey undertaken to attain spiritual growth through Guru's grace b) analyse Guru Granth Sahib Ji teachings in daily life, c) categorise the listed Gurus according to their social and religious contributions d) appreciate Guru's teachings for social welfare. 	Learner is guided to; <ul style="list-style-type: none"> • Use varied digital platforms/ assistive technology/print media for researching how to attain Guru's grace • Consult a resource person to expound on Guru's path and grace • Conduct charitable activities in the society. • Make a report on the successes and challenges of the charitable activity they conduct and discuss with peers • create a catalogue showcasing the listed Gurus with their respective social and religious contributions • Brainstorm with peers on how to deal with social issues and suggest appropriate solutions as taught by the Gurus. 	<ol style="list-style-type: none"> 1. Why is Guru's guidance important in living a virtuous life? 2. How can one access Guru's grace? 3. Why is it important to pronounce Guru's Shabad in the correct way? 4. How can practising Gurus prescribed ways guide us in daily living?

			<ul style="list-style-type: none"> • Explore the teachings of the Gurus on the conservation of the environment. • Listen and record the recitation of <i>Shabad</i> (Hymns based on Scriptural texts) for correct pronunciation using various digital resources/live recitals in the Gurdwara. • Discuss the meaning of the words in the <i>Shabad</i> (Hymns based on Scriptural texts) using their own knowledge gained through introspection. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Learners share the learnt knowledge as they listen/record the recitation of <i>Shabad</i> (Hymns based on Scriptural texts) for correct pronunciation using various digital resources/live recitals in the Gurdwara. • Digital Literacy: Learners interact with digital technology as they use varied digital platforms/ assistive technology/print media for researching how to attain Guru's grace 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance hard work as they conduct charitable activities in the society. • Love: Learners become caring as they learn environmental conservation and explore the Gurus' teachings on the conservation of environment. 				

Pertinent and Contemporary Issues (PCIs):

- Socio-Economic and environmental issues: Learners learn environmental conservation as they access and read resource material on living a balanced life socially, economically and spiritually, by renowned scholars on teachings of Gurus.
- Citizenship Education: Learners promote social cohesion as they brainstorm with peers, on how to deal with social issues and suggest appropriate solutions as taught by the Gurus.

Assessment Rubric

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to interpret the concept of Manifestation of Paramatma for deeper understanding,	The learner interprets the concept of Manifestation of Paramatma correctly.	The learner interprets the concept of Manifestation of Paramatma.	The learner interprets the concept of Manifestation of Paramatma but leaves out minor details.	The learner interprets the concept of Manifestation of Paramatma but leaves out major details.
Ability to deduce the lessons learnt from the lives of <i>Dashavatars</i> for the benefit of self and the community,	The learner deduces the lessons learnt from the lives of <i>Dashavatars</i> for the benefit of self and the community using relevant examples.	The learner deduces the lessons learnt from the lives of <i>Dashavatars</i> for the benefit of self and the community.	The learner deduces most of the lessons learnt from the lives of <i>Dashavatars</i> for the benefit of self and the community.	The learner deduces only a few of the lessons learnt from the lives of <i>Dashavatars</i> for the benefit of self and the community.

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to elaborate the contributions of each of the five selected Tirthankars	The learner elaborates contributions of the selected Tirthankars in Jainism in depth.	The learner elaborates contributions of the five selected Tirthankars in Jainism.	The learner elaborates contributions of the five selected Tirthankars in Jainism with minor omissions.	The learner elaborates contributions of the five selected Tirthankars in Jainism with major omissions.
Ability to analyse the nine qualities of a Buddha.	The learner analyses the nine qualities of a Buddha comprehensively.	The learner analyses the nine qualities of a Buddha.	The learner analyses at least six to eight qualities of a Buddha.	The learner analyses less than four qualities of a Buddha.
Ability to categorise the listed Gurus according to their social and religious contributions	The learner categorises all the listed Gurus according to their social and religious contributions with relevant examples.	The learner categorises the listed Gurus according to their social and religious contributions.	The learner categorises most of the listed Gurus according to their social and religious contributions but makes minor mistakes.	The learner categorises only a few of the listed Gurus according to their social and religious contributions but makes mistakes that affect the categorisation considerably.
Ability to describe the journey undertaken to attain	The learner describes the journey undertaken to attain spiritual	The learner describes the journey undertaken to attain	The learner describes the journey undertaken to attain spiritual growth through Guru's	The learner describes the journey undertaken to attain spiritual growth through

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
spiritual growth through Guru's grace	growth through Guru's grace effectively.	spiritual growth through Guru's grace.	grace but leaving minor details.	Guru's grace but leaving considerable details.

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STRAND 2.0:SCRIPTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Scriptures (22 Lessons)	2.1 Origin and Development <i>Sanatan-Vedas, Shruti, Smriti, Upanishads, Puran, Epics-Ramayana, Mahabharat</i> Jain-Agams, Kalpasutra Buddha-Tripitaka, Visuddhimagga, Sikh faith -Sri Guru Granth Sahib ji, Dasam Granth)	By the end of the sub strand, the learner should be able to: a) explain the origin of the Scriptures in the four faiths b) describe the development of the Scriptures in the four faiths for deeper understanding c) evaluate the challenges encountered during the development of Scriptures in the four faiths d) appreciate Scriptures in the four faiths for harmonious coexistence.	The learner is guided to: <ul style="list-style-type: none"> • Brainstorming on the scriptures with peers • Watch a video clip on the origins of the Scriptures. • Research using digital devices/print media/ assistive technology/ resource persons on the origins of the Scriptures in the four faiths. • Make a presentation in class on the development of each of the four Scriptures. • With peers, discuss the challenges encountered during the development of Scriptures in the four faiths. 	<ol style="list-style-type: none"> 1. How does studying the development of Scriptures promote unity of faiths? 2. What circumstances led to the origin and development of Scriptures? 3. How does knowledge of the Scriptures in the four faiths influence your life?

			<ul style="list-style-type: none"> ● In groups, choose a relevant theme from the Scriptures and outline salient features. ● Utilise digital or other appropriate media to make a catalogue of pictures of different Scriptures . ● choose a common theme from all Scriptures and discuss with peers in class, ● Visit places of worship of each of the four faiths to observe and discuss the pictorials, portraits and scriptures found there and take pictures/video. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners interact with digital technology as they research using digital devices/print media/ assistive technology/ resource persons on the origins of the Scriptures in the four faiths. ● Communication and Collaboration : Learners recognise the values of other`s ideas as they brainstorm on the scriptures with peers ● Creativity and Imagination: Learners explore new ideas as they choose a relevant theme from the Scriptures and outline salient features. 				

Values:

- Respect: Learners learn etiquette as they visit places of worship of each of the four faiths to observe and discuss the pictorials, portraits and scriptures found there and take pictures/video.
- Unity: Learners show cooperation as they make a presentation in class on the development of each of the four Scriptures.

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: Learners learn diversity in religion as they visit places of worship of each of the four faiths to observe and discuss the pictorials, portraits and scriptures found there and take pictures/video.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Scriptures (22 Lessons)	2.2 Ethical and Moral Teachings <i>Ethics and morals taught in (Sanatan: Mahabharat, Ramayana; Jain: Agamas and Kalpasutra; Buddha: Vinaya Pitaka and Sila; Sikh: Sri Guru Granth Sahib Ji, Dasam Granth)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) analyse the ethical teachings from the four faiths to foster harmonisation b) appraise the ethical teachings learned from the scriptures in real life situations c) advocate the beliefs and values of other faiths d) appreciate the ethical and moral values learnt from the scriptures. 	The learner is guided to: <ul style="list-style-type: none"> • share life experiences with peers on common ethics from general knowledge of scriptures. • discuss with peers how they can apply the teachings on ethics and morality in their daily lives. • Watch video clips on morals and ethics in daily life. • Research using digital devices/print media/ assistive technology/ resource persons on the ethical and moral teachings from the Scriptures in the four faiths. • discuss with peers a set of real-life scenarios that pose ethical dilemmas and develop a short skit demonstrating how to apply the ethical teaching to resolve the dilemma. 	<ol style="list-style-type: none"> 1. How do the teachings on morality and ethics in the Scriptures contribute to social harmony? 2. Why is it important to influence others to live ethical and moral lives?

			<ul style="list-style-type: none"> ● write a composition on how to apply the teachings on ethics and morality in the society. ● select individuals from society/community who live an exemplary life, ● use digital or other appropriate media to display the ethical and moral teachings from the Scriptures. ● engage in a community service project that embodies the ethical teachings of the studied scriptures by collaborating with appropriate local organisations. ● Visit places of worship and engage resource persons to learn more on ethics and morals. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learners learn as they share life experiences with peers on common ethics from general knowledge of scriptures. ● Communication and Collaboration: Learners enhance their writing skills as they write a composition on how to apply the teachings on ethics and morality in the society. ● Digital Literacy: Learners interact with digital technology as they watch video clips on morals and ethics in daily life 				

Values:

- Respect: Learners express etiquette as they discuss with peers how they can apply the teachings on ethics and morality in their daily lives.
- Responsibility: Learners are determined to use digital or other appropriate media to display the ethical and moral teachings from the Scriptures.

Pertinent and Contemporary Issues (PCIs):

- Life skills, Moral education and Human Sexuality: Learners learn self management skills as they discuss with peers a set of real-life scenarios that pose ethical dilemmas and develop a short skit demonstrating how to apply the ethical teaching to resolve the dilemma.
- Citizenship Education: Learners understand religious diversity as they visit places of worship and engage resource persons to learn more on ethics and morals.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Scriptures (22 Lessons)	2.3 Prominent Personalities <i>Sanatan</i> -Ved Vyas, -Adi Shankaracharya, -Tulsidas -Swami Vivekannda, -Ramakrishna Paramhansa <i>Propagation of Swaminarayan</i> <i>Propagation of Arya Samaj:</i> Swami Dayanand Saraswati	By the end of the sub strand, the learner should be able to: a) analyse the contributions of the listed personalities for social welfare. b) evaluate the lessons gained from studying these personalities for the benefit of society c) acknowledge the qualities of the listed personalities among their peers	The learner is guided to: <ul style="list-style-type: none"> ● conduct research using digital devices/print media/ assistive technology/ resource persons on the life, works, and contributions of their listed personalities to social welfare. ● hold discussions with peers on the contributions of the listed personalities and make summary notes. ● design and implement a community service project that integrates the principles and lessons derived from the study of the personalities. ● use appropriate media to prepare and present a report on the successes of the community service project. ● Visit places of worship and engage resource persons to learn more on 	<ol style="list-style-type: none"> 1. How can learning about prominent personalities help us in our lives? 2. Why is understanding the personalities behind the various Scriptures important?

			their personalities and their contributions.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Citizenship: Learners develop their sense of initiative and entrepreneurship skills as they conceptualize, plan, and launch a social enterprise or initiative while translating the wisdom and teachings of the listed personalities into tangible actions that contribute to the well-being of society. ● Self efficacy: Learners develop self-awareness skills as they make a presentation of the report to their peers to champion for compassion and social engagement. 				
Values:				
<ul style="list-style-type: none"> ● Patriotism: Learners practise citizenship as they design and implement a community service project that integrates the principles and insights derived from their study of the personalities. ● Love: Learners exercise compassion as they conceptualize, plan, and launch a social enterprise or initiative. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Socio-Economic and Environmental Issue: Learners foster financial literacy as they conceptualize, plan, and launch a social enterprise or initiative. ● Life Skills, Moral Education and Human Sexuality Education: Learners develop social awareness skills as they make a presentation of the report to their peers to champion for compassion and social engagement. 				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the origin of the Scriptures in the four faiths	The learner explains the origin of all the Scriptures in the four faiths with relevant details.	The learner explains the origin of the Scriptures in the four faiths.	The learner explains the origin of most of the Scriptures in the four faiths but leaves out minor details.	The learner explains the origin of only a few of the Scriptures in the four faiths but leaves out major details.
Ability to evaluate the challenges encountered during the development of Scriptures in the four faiths	The learner evaluates the challenges encountered during the development of Scriptures in the four faiths efficiently.	The learner evaluates the challenges encountered during the development of Scriptures in the four faiths.	The learner evaluates most of the challenges encountered during the development of Scriptures in the four faiths but leaves out some aspects.	The learner evaluates challenges encountered during the development of Scriptures in the four faiths but leaves out some important aspects.
Ability to analyse the ethical teachings from the four faiths.	The learner analyses the ethical teachings from the four faiths in detail.	The learner analyses the ethical teachings from the four faiths.	The learner analyses the ethical teachings from three out of the four faiths.	The learner analyses the ethical teachings from two out of the four faiths.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyse the contributions of the listed personalities .	The learner analyses the contributions of the listed personalities comprehensively and provides relevant examples.	The learner analyses the contributions of the listed personalities.	The learner analyses the contributions of the listed personalities with minor omissions.	The learner analyses the contributions of the listed personalities with major omissions.

STRAND 3.0: PRINCIPLES OF DHARMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Principles of Dharma (24 lessons)	3.1 Core Beliefs Sanatan -[<i>Ahimsa</i> -, <i>Satya</i> -, <i>Asteya</i> -, <i>Brahmacharya</i> / <i>Sheel</i> -, <i>Aparigraha</i> - <i>pranidhan</i> - <i>Saucha</i> - <i>Tapas</i> -, <i>Swadhyay</i> - <i>Santosh</i> - <i>Punarjanam</i> - <i>Prarthana</i> -]. Jainism [<i>Ahimsa</i> - <i>Asteya</i> - <i>Non-Brahmacharya</i> -, <i>Anekantavada</i> - <i>Aparigraha</i> - <i>Tapas</i>]. Buddhism -[<i>Sila</i> - <i>Nekhamma</i> , <i>Panna</i> , <i>Viriya</i> , - <i>Khanti</i> , <i>Truthfulness</i> - <i>Adhittana</i> , <i>Metta</i> , - <i>Uppekkha</i> ,	By the end of the sub strand, the learner should be able to: a) interpret the fundamental principles in the four faith for understanding b) identify the fundamental principles taught in the four faiths to promote well-being and happiness of individuals c) model appropriate activities on the fundamental principles to promote social integrity d) acknowledge the teachings from the fundamental	The learner is guided to: <ul style="list-style-type: none"> • discuss the principles of Dharma as outlined in four faith • search online using digital devices/print media/assistive technology/ resource persons on the fundamental principles from the four faiths. • discuss with peers the application of the fundamental principles from the four faiths in daily life • model appropriate activities from the core principles in the four faiths on social integrity. 	<ol style="list-style-type: none"> 1. How do the Principles of Dharma promote ones' well-being and happiness? 2. Why is it important to uphold the Principles of Dharma? 3. How do Principles of Dharma unite all people?

	<p><i>Dana]</i>Sikhism-<i>[Kirat karna- Wand ke Chhakna-Naam Japna- Parcha Shabad ka- Sarbat da Bhala-Bhaana mannana- Nishkam sewasambhaal- Ishnaan and darshan Ishnaan-Sachaa Aachaar-Charhdi Kala-Daswandh-</i></p>	<p>principles taught in the four faiths for personal development.</p>	<ul style="list-style-type: none"> • make a presentation to peers on the model developed above and receive feedback for validation. • brainstorm on common issues in society that can be addressed by the learnt fundamental principles. • make a chart displaying Core principles from the four faiths. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Learners enhance explanation skills as they make a presentation to peers on the model developed and receive feedback for validation. • Creativity and Imagination: Learners enhance the skill of making connections as they model appropriate activities from the core principles in the four faiths on social integrity. 				
<p>Values</p> <ul style="list-style-type: none"> • Respect: Learners foster open mindedness as they discuss with peers the application of the fundamental principles from the four faiths in daily life. • Unity: Learners practise cooperation as they discuss with peers the application of the fundamental principles from the four faiths in daily life. 				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills, Moral Education and Human Sexuality Education: Learners learn how to maintain morality as they research on fundamental principles from the four faiths.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Law of Karma	3.2 Introduction to the Law of Karma Sanatan (<i>Sanchit, Prarabdha and Kriyamana Karma</i>). Jainism [<i>Prakriti bandh (Nature), Sthiti bandh (Duration), Anubhag bandh (Intensity), Pradesh bandh (quantity)</i>]. Buddhism (<i>By function, By priority of effect, By time of effect, By plane of effect</i>). Sikhism (<i>Dukrit - against the will of God Karma and Sukrit Karma -</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain the fundamental concepts of the Law of Karma for deeper understanding categorise the major types of karma as per the four faiths, examine selected aspects of the cyclic nature of the law of karma for righteous living, acknowledge own actions in relation to the Law of Karma for personal fulfilment. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm with peers the concept of the Law of Karma research on the concept of the law of karma (from the four faiths) using digital media/assistive technology/print media/resource person with peers and write summary notes on the findings. select stories from the lives of the Enlightened Beings that reflect the cyclic nature of the law of Karma and make notes with citations to present in class. draw a chart on the types of Karma and match them with their faiths. watch recommended/authentic documentaries/videos clips on the law of Karma as taught in the four faiths. 	<ol style="list-style-type: none"> Why is understanding the fundamental concepts of the law of karma important in one's life? How can we apply the law of Karma in our daily lives?

	<i>in line with the will of God)</i>		<ul style="list-style-type: none"> ● develop creative writing based on selected case studies that reveal the effects of Law of Karma and present in class. ● prepare a checklist to monitor and assess their own actions in relation to the law of Karma ● maintain a journal to record and assess his/her daily activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners embrace teamwork as they research together on the fundamental concepts of the <i>law of Karma</i> in the four faiths using digital media and assistive technology/print media/resource person as a group activity. ● Digital Literacy: Learners connect technology using digital media and assistive technology to conduct research on the Law of Karma. ● Citizenship: Learners develop social and civic skills as they uphold ethical principles and have the moral courage to stand up for what is right as they write summary notes on their research findings on the law of Karma. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: Learners as they maintain a journal to record and assess his/hers daily activities. ● Responsibility: Learners enhance hard work as they make notes with citations on the selected stories from the Enlightened Beings to present in class on the aspect of the law of Karma. ● Patriotism: Learners observe rule of law as they justify their own actions in relation to the law of Karma for harmonious living. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Citizenship Education: Learners learn human rights as they watch recommended/authentic documentaries/videos clips on the law of Karma as taught in the four faiths. 				

- Socio-Economic and Environmental Issues: Learners observe online safety and become responsible on use of internet as they search on the types of Karma using digital media/assistive technology/print and media

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the fundamental principles taught in the four faiths to promote well-being and happiness of individuals	The learner identifies all the fundamental principles taught in the four faiths comprehensively giving relevant examples.	The learner identifies the fundamental principles taught in the four faiths.	The learner identifies most of the fundamental principles taught in the four faiths leaving out details.	The learner identifies a few of the fundamental principles taught in the four faiths leaving out key details.
Ability to model appropriate activities from the fundamental principles taught in the four faiths.	The learner models appropriate activities from all the fundamental principles.	The learner models appropriate activities from the fundamental principles.	The learner models activities from the fundamental principles but activities modelled are inappropriate.	The learner models activities from the fundamental principles but some activities modelled are not appropriately presented.
Ability to explain the fundamental concepts	The learner explains all the fundamental	The learner explains the fundamental	The learner explains most of the fundamental	The learner explain the fundamental concepts of

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
of the Law of Karma for deeper understanding	concepts of the Law of Karma supported by relevant examples.	concepts of the Law of Karma.	concepts of the Law of Karma with minor omissions.	the Law of Karma with major omissions.
Ability to categorise the major types of karma as per the four faith	The learner categorises all the major types of karma correctly giving examples for each type.	The learner categorises the major types of karma.	The learner categorises the major types of karma making some minor mistakes.	The learner categorises the types of karma making major mistakes.

STRAND 4.0: CULTURAL PRACTICES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0 Cultural Practices</p> <p>(27 Lessons)</p>	<p>4.1 Music - Vocal Music</p> <p><i>forms of vocal music (Sacred songs, folk songs, Secular-Patriotic songs, classical music-light)</i></p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> identify types of vocal music for familiarisation differentiate types of vocal music in the four faiths interpret the different types of vocal music in the four faiths analyse the selected types of vocal music for different purposes appreciate different forms of religious music in the four faiths for social cohesion. 	<p>The learner is guided to;</p> <ul style="list-style-type: none"> conduct research on different forms of vocal music (including sacred songs, folk songs, secular-patriotic songs, and classical music-light) using various digital devices, assistive technology, print media, and resource persons. brainstorm about different types of classical music with peers and present the findings in class. match different Folk songs and their appropriate occasions participate in singing competitions during Music festivals. listen to religious music using varied digital platforms/live performances in places of worship/community centres. 	<ol style="list-style-type: none"> How do vocal music enhance spiritual development? Why is it important to have Music festivals every year? Why is the National Anthem sung at the beginning of national functions?

			<ul style="list-style-type: none"> • enlist iconic vocalists that have inspired the young generation towards learning vocal music. • collect pictures of at least five famous singers you like the most. • sing different types of religious songs for bliss • learn singing in tune/rhythm. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learners learn to interact with digital technology as they research using varied digital devices/assistive devices/ print media/ resource persons. • Communication and Collaboration: Learners listen keenly and actively to religious music using varied digital platforms/live performances in places of worship/community centres. 				
<p>Values:</p> <p>Unity: Learners promote cooperation as they brainstorm about different types of classical music with peers and present the findings in class.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Citizenship Education: Learners promote social cohesion as they participate in singing competitions during Music festivals. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Cultural Practices (27 Lessons)	4.2 Instrumental music <i>Forms of instrumental music (Sitaar, Sarod, Tabla, Harmonium, Taanpura, Flute, violin, Saarang, Dhol)</i>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify the common musical instruments used in the four faiths b) play a musical instrument used during worship in any of the four faiths c) appreciate varied types of musical instruments used in the four faiths. 	The learner is guided to; <ul style="list-style-type: none"> • conduct research on types of instrumental music (such as Sitaar, Sarod, Tabla, Harmonium, Taanpura, Flute, violin, Saarang, Dhol) using different digital and assistive devices, print media, and resource persons. • watch videos clips on selected musical instruments. • visit different community centres/library/contact a resource person and create a list of the findings. • practise the standard use of selected musical instruments from the four faiths. • prepare a chart displaying different musical instruments used during religious occasions. • play a musical instrument during a school function/ assembly. 	<ol style="list-style-type: none"> 1. How important is it to play musical instruments during worship? 2. Why are musical instruments important in cultural and social practices?

Core Competencies to be developed:

- Learning to Learn: Learners enhance the skill of investigation as conduct research on types of instrumental music
- Communication and Collaboration: Learners recognize the value of others as they visit different community centres/library/contact a resource person and create a list of the findings.
- Critical Thinking and Problem Solving: Learners take instructions as they practise the standard use of selected musical instruments from the four faiths.

Values:

- Responsibility: Learners promote hard work as they prepare a chart displaying different musical instruments used during religious occasions.
- Love: Learners develop compassion for music as they play a musical instrument during a school function/ assembly.

Pertinent and Contemporary Issues (PCIs):

- Life Skills, Moral Education and Human Sexuality Education: Learners learn effective communication as they prepare a chart displaying different musical instruments used during religious occasions.
- Citizenship Education: Learners promote social cohesion and embrace school culture as they play a musical instrument during a school function/ assembly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Cultural Practices	4.3 Dances (Folk and Classical) <i>(Garba, Dandhia, Bhangra, Gidda, Kathak, Bharat Natyam, Naga, Isukuti, Dudu dance)</i>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) relate dances with the appropriate music and instrument</p> <p>b) categorise the selected dances from Indian and Kenyan communities for familiarisation</p> <p>c) take part in the Indian and Kenyan folk dances during cultural programmes</p> <p>d) desire to promote types of folk and classical dances in their day-to-day life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • research using varied digital devices/ print media/ resource persons on types of folk dances • discuss with peers the findings and prepare charts for the different categories of dances to present them in class. • watch video clips on folk and classical dances • consult and learn from a dance instructor to participate in performing classical dances • take videos of live performances of selected classical and folk dances and project them in class. • take photographs of various dances performed during various Music Festivals. • prepare and present a folk/ classical dance during an annual day celebration/festival/national day. 	<ol style="list-style-type: none"> 1. How do music and dance enhance one's spiritual growth? 2. Why are classical dances performed in <i>Mandirs</i> during worship?

Core Competencies to be developed:

- Digital literacy: Learners interact with technology as they watch and take video clips on folk and classical dances
- Learning to Learn: Learners collaboratively work together as they consult resource persons and participate in performing dances.
- Communication and Collaboration: Learners listen and speak clearly and effectively as they discuss in groups the findings and prepare charts for the different categories of dances to present in class.

Values:

- Patriotism: Learners promote citizenship as they prepare and present a folk/ classical dance during an annual day celebration/festival/national day.
- Responsibility: Learners embrace hard work as they take videos of live performances of selected classical and folk dances and project them in class.

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: learners promote ethnic diversity as they take photographs of various dances performed during various music festivals.
- Life skills, Moral Education and Human Sexuality Education: Learners promote effective communication as they discuss with peers the findings and prepare charts for the different categories of dances to present them in class.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to interpret the different types of	The learner interprets all different types of vocal	The learner interprets the different types of	The learner interprets some of the types of	The learner needs assistance to interpret some of the different

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
vocal music in the four faiths	music in the four faiths with relevant examples.	vocal music in the four faiths.	vocal music in the four faiths	types of vocal music in the four faiths
Ability to differentiate types of vocal music in the four faiths.	The learner differentiates types of vocal music in the four faiths citing examples.	The learner differentiates types of vocal music in the four faiths.	The learner differentiates types of vocal music in the four faiths but makes minor mistakes.	The learner differentiates types of vocal music in the four faiths but makes major mistakes.
Ability to identify nine of the common musical instruments used in the four faiths.	The learner identifies nine of the common musical instruments. distinctly.	The learner identifies nine of the common musical instruments.	The learner identifies five to seven of the common musical instruments.	The learner identifies three to five of the common musical instruments
Ability to categorise some of the selected dances from Indian and Kenyan communities.	The learner categorises the selected dances from Indian and Kenyan communities correctly citing examples.	The learner categorises selected dances from Indian and Kenyan communities.	The learner categorises most of the selected dances from Indian and Kenyan communities albeit with minor mistakes.	The learner categorises a few of the selected dances from Indian and Kenyan communities with major mistakes.

APPENDIX 1: 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 Paramatma	Trimurti, Dash Avatars, Jain tirthankars, Buddist views, Gurus Graces.	Self and peer review Oral questioning Projects Portfolio Observation Written work Presentations of artwork Citations	Digital devices (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations Charts Teacher Aid Local environment	Visit to places of Worship and community centres Interact with Community service activities Role play Outdoor activities
Scriptures	Origin and development of Scriptures.	Self and peer review Oral questioning Projects Portfolio Observation Written work Presentations of artwork Audio//Video recordings’ presentations Citations	Resource persons Digital Devices Library Magazines Scriptures Tactile illustrations Teacher Aid Images	Visit to places of Worship Parental engagement Skit performances

Principles of Dharma	Core beliefs in Sanatan, Jain, Buddhist, Sikh faiths.	Self and peer review Oral questioning Projects Portfolio Observation Written work Presentations of findings	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of Worship Visiting animal shelter Visiting elderly homes Visiting orphanages
Cultural Practices	Indian Vocal Music, Instrumental music Dances.	Oral questioning Projects Portfolio Observation Written work Self and peer review Quiz Photograph Video recordings of the performances, presentations Artwork presentations	Tactile illustrations Resource persons Digital devices Library Local environmental, Realia (Musical instruments, costumes)	Visit to places of worship (Vihara) Singing and reciting Mantras, Visit community centres to observe Vocal / Instrumental performances



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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Desai Road, off Murang'a Road.

P.O.Box 30231-00100 Nairobi, Kenya.

Telephone: +254(020)3749900-9,3748204,3747994

Fax:+254(020)3639130

Email: info@kicd.ac.ke, Website: www.kicd.ac.ke