



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 8

First Published 2023

Revised 2024

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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, the 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 the 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 of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the 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, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the 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.



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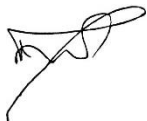
PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 at the primary education level. 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 School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *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 8 curriculum designs are intended to enhance the learners' development of 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 design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for a smooth transition to Grade 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) 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. The curriculum responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its 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 8 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 to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes 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 and 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 8 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) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 8 and the preparation of learners for transition to Grade 9.



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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

The people of Kenya 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, to live together in harmony and foster patriotism, 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 that requires 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 that 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 the contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development 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 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 Lesson)
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 Junior 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 the society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Hindu Religious Education (HRE) at Junior 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. This contributes to solidarity towards building a more tranquil and inclusive society. It also 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 subject 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 School, the learner should be able to:

- a) Discover self-identity through firm grounding in the (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths.
- b) Develop awareness and practice the principles of Dharma for righteous living.
- c) Apply teachings from Scriptures for guidance and moral formation in daily life.
- d) Demonstrate acquired knowledge, skills, and values for coping in the contemporary world.
- e) Preserve heritage and foster ethical socio-cultural values that promote national and international harmony.
- f) Use varied media for effective communication and learning.
- g) Appreciate the importance of Yoga for holistic development and well-being.

SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Manifestations of Paramatma	1.1. Enlightened Beings	14
2.0 Scriptures	2.1. Scriptural Texts	13
3.0 Principles of Dharma	3.1. Fundamental Principles	13
	3.2. Buddhist Principles	13
4.0 Religious Practices	4.1. Protocols in Sanatan Dharma	14
	4.2 Protocols in Jain Dharma	13
5.0 Yoga	5.1. Path of Action (<i>Karma Yoga</i>)	14
6.0 Sanskaars	6.1 Religious Ceremonies	13
	6.2. Buddhist Sanskaars	13
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 • <i>Chaitanya Mahaprabhu</i> • <i>Tirthankar Mallinath</i> • <i>Lord Buddha</i> • <i>Sri Guru Tegh Bahadur Ji (Hind Kee Chaadhar)</i> (14 Lessons)	By the end of the substrand, the learner should be able to: a) explain key attributes of the selected Enlightened Beings for familiarisation, b) outline the contributions of the Enlightened Beings for inspiration in daily life, c) participate in activities that reflect the teachings of the Enlightened Beings for individual transformation, d) recognize the contributions of	The learner is guided to: • research on attributes of the specified Enlightened Beings based on their life history using varied digital media with assistive technology /print media/ resource persons, • tabulate or write the attributes and commonalities of the selected Enlightened Beings, • watch or listen to audio visual clips on the life history of the Enlightened Beings, • role play the story of <i>Tirthankar Mallinath: Malli kumari</i> and kings, • explain the events that led to <i>Sri Guru Tegh Bahadur Ji's</i> entitlement,	1. Why is it important to learn the attributes of Enlightened Beings? 2. How can we implement the teachings of Enlightened Beings in our lives?

		Enlightened Beings for guidance in life.	• write an essay on the implementation of the teachings learnt from the Enlightened Beings, • draw, paint or make a tactual illustration on a life event of an Enlightened Being, • design a catalogue of each Enlightened Being by sticking at least two pieces of poetry/quotes from religious magazines/recorded discourses/personal composition against a relevant portrait of each Enlightened Being, • develop a practical activity to solve a problem in their community applying a specific teaching from the Enlightened Beings.	
Core competencies to be developed: • Critical Thinking and Problem Solving: The learners enhance critical thinking when they develop a practical activity in groups to solve a problem in their community while applying the teachings from the lives of Enlightened Beings.				

- Self-efficacy: The learner acquires leadership skills when role playing the story of *Tirthankar Mallinath: Malli Kumari* and kings.

Values:

- Social justice: The learner acquires equity when watching or listening to audio visual clips on the life history of the Enlightened Beings.
- Responsibility: The learner acquires self-drive while watching or listening to audio visual clips on the life history of the Enlightened Beings and implement the teachings responsibly in daily life.

Pertinent and contemporary issues (PCI's):

- Human rights and responsibilities: The learner enhances human rights and responsibilities when explaining the events that led to *Sri Guru Tegh Bahadur Ji's* entitlement of *Hind Kee Chaadhar*.
- Positive discipline: The learner inculcates positive discipline in them while watching video clips on the life history of the Enlightened Beings.

Link to other subjects:

- The learner can relate the skill of writing on the implementation of the teachings they have learnt from the Enlightened Beings to writing skills learnt in English.
- The learner can relate the skill of designing a catalogue of each Enlightened Being by sticking at least two pieces of poetry/quotes from religious magazines/recorded discourses/personal composition against a relevant portrait of each Enlightened Being to the creative skills of designing a catalogue learnt in Creative Arts and Sports.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the key attributes of the selected Enlightened Beings.	The learner explains the key attributes of all the four selected Enlightened Beings comprehensively.	The learner explains the key attributes of the three selected Enlightened Beings.	The learner explains the key attributes of the two selected Enlightened Beings.	The learner explains the key attributes of only one of the selected Enlightened Beings.
Ability to outline the contributions of the Enlightened Beings.	The learner outlines the contributions of the Enlightened Beings with relevant examples.	The learner outlines the contributions of the Enlightened Beings.	The learner outlines some of the contributions of the Enlightened Beings.	The learner outlines some of the contributions of Enlightened beings only with prompts.

STRAND 2.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0. Scriptures	2.1. Scriptural Texts • <i>Yajur Ved: Sangathan mantra</i> • <i>Uttradhyan Sutra Chapter 19-21 (Summary)</i> • <i>Mangala Sutta SN2.4</i> • <i>Sukhmani Sahib 9-16 Ashtpadi (Summary)</i> (13 Lessons)	By the end of the sub-strand, the learner should be able to: a) analyse the role of scriptures for guidance in daily life, b) prepare a code of conduct based on scriptures for personal development, c) utilise common teachings from the scriptures for peace and harmony, d) appreciate scriptural teachings for spiritual nourishment.	The learner is guided to: • read the selected verses under parental supervision and write a report on how these scriptures guide our daily lives, • discuss with peers the roles of scriptures in the society, • visit <i>Sanatan Mandir, Derasar, Vihar</i> and <i>Gurdwara</i> to learn about the scriptures, • tabulate or write a code of conduct for their daily life based on the scriptures they have learned about, • recite/sing/ chant the verses/hymns/stavans/mantras/Shabads from the selected	1. How does reading of scriptures influence our daily life? 2. How does code of conduct in scriptures instils moral values?

			scriptures that promote peace and harmony, • listen to stories and recorded audio-visuals on the listed verses from the scriptures, • discuss with peers how teachings from the scriptures promote peace and harmony and make a presentation in class, • assist learners with special needs as per their abilities through peer teaching basic concepts from scriptures in their class.	
Core competencies to be developed: • Communication: The learner enhances information and communication skills while discussing the role of scriptures with peers. • Digital Literacy: The learner interacts with technology when listening to stories/observing signed stories and watching or listening to recorded audio-visuals on the listed verses from the scriptures.				

Values:

- Respect: The learner acquires open mindedness while discussing with peers and present their findings in class.
- Peace: The learner instils love and compassion while applying teachings of the scriptures by living a peaceful and harmonious life.

Pertinent and contemporary issues (PCI's):

Citizenship: The learner enhances global citizenship when reciting or signing verses/ hymns/ mantras from the selected scriptures that promote peace and harmony.

Link to other subjects:

- The learner can relate skills of performing, reciting/singing/chanting mantras, stavans and hymns from scriptures on peace and harmony to the performing skills learnt in Creative Arts and Sports.
- The learner can relate skills of socialising while visiting *Sanatan Mandir, Derasar, Vihar and Gurdwara* to learn about the scriptures to the social skills learnt in Social Studies.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the role of scriptures.	The learner analyses the role of scriptures with elaboration.	The learner analyses the role of scriptures correctly.	The learner analyses the role of scriptures with less detail.	The learner analyses the role of scriptures with less details only when prompted.
Ability to prepare a code of conduct based on scriptures.	The learner prepares a code of conduct with detailed illustrations.	The learner prepares a code of conduct in detail.	The learner prepares a code of conduct with less details.	The learner prepares a code of conduct with less details only with motivation.

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	3.1. Fundamental Principles • Sanatan/Vedic- <i>Punarjanam</i> (Reincarnation) • Jain- Non-attachment (<i>Aparigraha</i>), • Celibacy (<i>Bhramacharya</i>) • Sikh- Satisfaction (<i>Santokh</i>) • Truth (<i>Sat</i>) (13 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the five selected fundamental Principles of <i>Dharma</i> for character formation, b) dramatize the Principles of <i>Dharma</i> in a school environment, c) nurture the Principles of <i>Dharma</i> for virtuous living.	The learner is guided to: • explore the fundamental Principles of <i>Dharma</i> from the four faiths through digital media/ libraries /resource person(s), • research famous personalities to ascertain their efforts in following the Principles of <i>Dharma</i>, • create a list of activities to guide them on the practice of each of the Principles of <i>Dharma</i>, • discuss with peers the activities enlisted regarding the practice of Principles of <i>Dharma</i>, • explore and narrate stories in the classroom based on Principles of <i>Dharma</i>, • visit <i>Sanatan Mandir, Derasar, Vihar and Gurdwara</i>, listen, sermons on the Principles of <i>Dharma</i>,	1. How can Principles of <i>Dharma</i> be practised in day-to-day life? 2. Why is it important to live by the Principles of <i>Dharma</i>?

			• prepare relevant skits based on scriptural stories depicting Principles of <i>Dharma</i>.	
Core competencies to be developed: • Learning to Learn: The learner shares learnt knowledge while discussing with peers the activities enlisted regarding the practice of Principles of <i>Dharma</i>. • Creativity and Imagination: The learner will develop networking skills while performing skits based on Principles of <i>Dharma</i>. • Digital literacy: The Learner enhances digital literacy skills while using digital technology as they explore the Principles of <i>Dharma</i> through digital media.				
Values: • Respect: The learner acquires acceptance for self and others when developing tolerance towards other religions. • Peace: The learner enhances compassion when learning about non-violence.				
Pertinent and contemporary issues (PCI's): • Citizenship: The learner enhances global citizenship when learning about religious tolerance. • Values based education: The learner enhances values while getting exposed to the Principles of <i>Dharma</i>. • Financial literacy: The learner applies financial literacy when practicing the principle of non-stealing and non-attachment.				
Link to other subjects: The learner is able to relate to the skills of preparing skits based on scriptural stories depicting Principles of <i>Dharma</i> to the skills of preparing skits learnt in Creative Arts and Sports.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Principles of Dharma	3.2 Buddhist Principles of Dharma <i>Noble Eightfold Path</i> (13 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the <i>Buddhist Principles of Dharma</i> for spiritual nourishment, b) interpret the <i>Buddhist Principles of Dharma</i> for character formation, c) explain the causes of road crashes ignoring noble eightfold path in <i>Buddhist Principles</i> , d) acknowledge the <i>Buddhist Principles of Dharma</i> for virtuous living.	The learner is guided to: • read religious <i>Buddhist</i> magazines to identify components of the noble eightfold path, • listen to a discourse by resource persons explaining the noble eightfold path, • create a mind map/make a summary /list that incorporates activities of the noble eightfold path and discuss with peers the components that can be exercised in daily life, • watch/ listen/ selected videos about the practice of the noble eightfold path in <i>Buddhism</i>/consult practising <i>Buddhists</i> to learn how the components are applied in day-to-day life, • listen to a resource person on the consequences of disobeying the noble eightfold path such as use of headphones while crossing the road,	What is the significance of noble eightfold path in our life?

			running while crossing the road, playing on the road, • assist learners with special needs as per their abilities through peer teaching religious practices carried out in a place of worship.	
Core competencies to be developed: • Learning to learn: The learner develops independent learning skills when reading religious <i>Buddhist</i> magazines to identify components of the <i>Buddhist</i> eightfold path. • Digital literacy: The learner enhances digital literacy skills when interacting with technology as they watch/ listen/ observe signed videos on the practice of the eightfold path.				
Values: • Respect: The learner acquires humility when practicing right speech and right action for self and others. • Integrity: The learner enhances accountability while practicing the <i>Buddhist</i> Principles of <i>Dharma</i>.				
Pertinent and contemporary issues (PCI's): • Social awareness skills: The learner acquires social skills when embraces the components of the noble eightfold path. • Self-management skills: The learner develops management skills when creating a mind map/summary /list that incorporates activities of the noble eightfold path and discuss in groups the components that can be exercised in daily life.				
Link to other subjects: Learner can relate to skills of creating a mind map/summary/list that incorporates activities of the noble eightfold path to skills of creating a mind map/summary learnt in Creative Arts & Sports.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the five selected fundamental Principles of <i>Dharma</i> for character formation.	The learner identifies the five selected fundamental Principles of <i>Dharma</i> with elaborations.	The learner identifies four selected fundamental Principles of <i>Dharma</i> .	The learner identifies three fundamental Principles of <i>Dharma</i> .	The learner identifies only one fundamental Principles of <i>Dharma</i> .
Ability to dramatize the Principles of <i>Dharma</i> .	The learner dramatizes the Principles of <i>Dharma</i> creatively and innovatively.	The learner dramatizes the Principles of <i>Dharma</i> .	The learner dramatizes the Principles of <i>Dharma</i> leaving out some details.	The learner dramatizes the Principles of <i>Dharma</i> with mix ups.
Ability to describe the <i>Buddhist</i> Principles of <i>Dharma</i> for spiritual nourishment.	The learner describes the <i>Buddhist</i> Principles of <i>Dharma</i> giving examples.	The learner describes the <i>Buddhist</i> Principles of <i>Dharma</i> .	The learner describes some of the <i>Buddhist</i> Principles of <i>Dharma</i> .	The learner describes some of the <i>Buddhist</i> Principles of <i>Dharma</i> only with prompts.
Ability to interpret the <i>Buddhist</i> Principles of <i>Dharma</i> for character formation.	The learner interprets the <i>Buddhist</i> Principles of <i>Dharma</i> providing ample supporting details.	The learner interprets the <i>Buddhist</i> Principles of <i>Dharma</i> .	The learner interprets the <i>Buddhist</i> Principles of <i>Dharma</i> leaving out some supporting details.	The learner interprets the <i>Buddhist</i> Principles of <i>Dharma</i> leaving out major supporting details.

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. Protocols in Sanatan Dharma • <i>Arti & Circumbulation (Parikrama/ Parkarma)</i> (14 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the protocols of religious practices observed in a <i>Sanatan/Hindu Mandir</i>, b) model the mandatory religious etiquette for self-efficacy, c) embrace the protocols and etiquette for personal welfare.	The learner is guided to: • visit places of worship for the <i>Sanatan Dharma</i>, accompanied by parents/guardians, to observe, record with digital devices/ adapted digital devices to present in class the relevance of <i>Arti</i>, its components and significance, • perform the <i>Arti</i> at the end of their presentation, individually or in groups, • write a detailed report on findings from visits to places of worship that include the attitudinal disposition one has while performing the religious practices, • demonstrate the religious practices with peers, • invite resource person to give a talk on the mandatory protocols of	Why are protocols important in religious practices?

			the religious practices where learners record and take notes, ● visit a place of worship to note the etiquettes observed. ● assist learners with special needs as per their abilities through peer teaching to make them understand the religious practices carried out in a place of worship.	
Core competencies to be developed: ● Self-efficacy: The learner enhances self-awareness and planning skills when engaging in roleplaying the mandatory religious practices in groups. ● Digital literacy: The learner enhances digital skills while manipulating digital devices to conduct and record an interview with resource persons on mandatory protocols in places of worship.				
Values: Respect: The learner develops open mindedness when visiting a place of worship to note the etiquettes observed.				
Pertinent and contemporary issues (PCIs): Citizenship: The learner enhances social cohesion when re-enacting the dos and don'ts of religious etiquette observed at places of worship.				
Link to other subjects: ● The learner can relate to the skills of role playing the mandatory religious practices to the skills of role playing learnt in Creative Arts & Sports. ● The learner can relate to the skills of recording using digital devices/digital devices with assistive technology to the skills of using digital devices learnt in Computer Science.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Religious Practices	4.2. Protocols in Jain Dharma <i>Aarti and Mangal Divo,</i> (13 lessons)	By the end of this sub-strand, the learner should be able to: a) describe the protocols observed in a <i>Jain Derasar</i> for recognition, b) model the mandatory religious etiquette for self-esteem, c) acknowledge the protocols and etiquette for social harmony.	The learner is guided to: - visit the <i>Derasar</i>, accompanied by parents/guardians, to record with digital devices/assistive technology and present in class the relevance of the protocols, their components and significance, - perform the protocols at the end of their presentation, individually or with peers, - write a detailed report on findings from visits to places of worship that include the attitudinal disposition one has while performing the religious practices, - invite resource person to give a talk on the mandatory protocols of the religious practices where learners record and take notes, - create a skit and dramatise the dos and don'ts of religious etiquette observed at the <i>Derasar</i>.	Why is it important to learn about the <i>Aarti, Mangal Divo</i> and its significance?

Core competencies to be developed:

- Self-efficacy: The learner enhances self-awareness and planning skills while creating a skit and dramatising the do's and don'ts of religious etiquette observed at the *Derasar*.
- Critical thinking: The learner enhances active listening and communication skills when writing a detailed report and presenting in class.

Values:

Respect: The learner acquires open mindedness when creating a skit and dramatising the do's and don'ts of religious etiquette observed at the *Derasar*.

Pertinent and contemporary issues (PCI's):

- Citizenship: The learner enhances citizenship when writing a detailed report and presenting it with the recording: on their findings from their visit to the *Derasar* that includes their own attitudes with the people they encounter.
- Financial literacy: The learner applies financial literacy skills when observing how the *Aarti* and *Mangal Divo* rituals are planned and executed.

Link to other subjects:

The learner is able to relate to the skills of creating a skit and dramatising the dos and don'ts of religious etiquette observed at the *Derasar*, and perform the *Aarti* and *Mangal Divo* at the end of their presentation to the creative skills learnt in Creative Arts and Sports.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the protocols of religious practices observed in a <i>Sanatan/Hindu Mandir</i> .	The learner describes the protocols of religious practices observed in a <i>Sanatan/Hindu Mandir</i> providing relevant supporting details.	The learner describes the protocols of religious practices observed in a <i>Sanatan/Hindu Mandir</i> .	The learner describes the protocols of religious practices observed in a <i>Sanatan/Hindu Mandir</i> leaving some details.	The learner describes the protocols of religious practices observed in a <i>Sanatan/Hindu Mandir</i> leaving out major details.
Ability to model the mandatory religious etiquette for self-esteem.	The learner models the mandatory religious etiquette creatively and systematically.	The learner models the mandatory religious etiquette correctly.	The learner models some of the mandatory religious etiquette.	The learner models some of the mandatory religious etiquette only with assistance.

STRAND 5.0: YOGA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0. Yoga	5.1 Path of Action (Karma Yoga) - Sister Nivedita - Rishabh dev, - Buddhaghosha - Bibi Sundari Ji (14 Lessons)	By the end of the sub-strand the learner should be able to: a) examine actions that enable him to understand <i>Karma Yoga</i>, b) summarise key events of the selected prominent practitioners of <i>Karma Yoga</i> for social welfare, c) implement <i>Karma Yoga</i> for self-improvement, d) recognise the essence of <i>Karma Yoga</i> for better understanding.	The learner is guided to: - make a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school, - hold discussions with peers to assess each other's daily actions with regards to <i>Karma Yoga</i>, - read key events of prominent practitioners of <i>Karma Yoga</i> through digital media/ assistive digital media/ library/resource persons, summarise and make a presentation on the benefits of selfless service based on their personal experience and lessons from resource persons, - role-play key events of prominent practitioners of <i>Karma Yoga</i>, - select relevant scriptural stories/verses/hymns that reflect on <i>Karma Yoga</i>,	- How do the lives of practitioners of <i>karma Yoga</i> inspire us? - Why do we need to practise <i>Karma Yoga</i>? - How do different scriptures guide us on <i>Karma Yoga</i>?

			undertake selfless service in school and community and assist learners with special needs as per their abilities.	
Core competencies to be developed: - Communication and Collaboration: The learner enhances listening and teamwork skills while role-playing key events of prominent practitioners of <i>Karma Yoga</i>. - Learning to learn and Critical thinking: The learner develops self-discipline when making a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school. - Digital literacy: The learner interacts with technology when reading key events of prominent practitioners of <i>Karma Yoga</i> through digital media/assistive digital media.				
Values: Responsibility: The learner enhances self-drive when committing to selfless services and making a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school.				
Pertinent and contemporary issues (PCI's): - Global citizenship: The learner enhances global citizenship when undertaking selfless service in their school and community. - Learner support programmes: The learner strengthens positive discipline when making a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school.				
Link to other subjects: The learner can relate to the skills of role-playing key events of prominent practitioners of <i>Karma Yoga</i> and will develop civic mindedness as they undertake selfless service in their school and community to the skills of role playing learnt in Social Studies.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to summarise key events of selected prominent practitioners of <i>Karma Yoga</i> .	The learner summarises key events of selected prominent practitioners of <i>Karma Yoga</i> precisely while citing incidents from their lives.	The learner summarises key events of selected prominent practitioners of <i>Karma Yoga</i> .	The learner summarises key events of two selected prominent practitioners of <i>Karma Yoga</i> .	The learner summarises key events of only one selected prominent practitioner of <i>Karma Yoga</i> .
Ability to implement <i>Karma Yoga</i> for self-improvement.	The learner implements <i>Karma Yoga</i> and encourages the peers to follow.	The learner implements <i>Karma Yoga</i> .	The learner implements <i>Karma Yoga</i> leaving out some aspects.	The learner implements <i>Karma Yoga</i> leaving out some key aspects.

STRAND 6.0: SANSKAARS (RITE OF PASSAGE)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Sanskaars (Jains)	6.1. Religious Ceremonies • <i>Naam</i> • <i>Vivah</i> • <i>Antim</i> (13 Lessons)	By the end of the sub-strand, the learner should be able to: - identify religious ceremonies observed by <i>Jain</i> faith for knowledge, - interpret the significance of religious ceremonies in <i>Jain</i> faith for self-efficacy, - model all necessary protocols while participating in the religious ceremonies, - embrace the religious ceremonies of one's faith for spiritual nourishment.	The learner is guided to: • use digital devices/resource persons/publications to research in groups on the religious ceremonies to create a PowerPoint presentation for discussion, • imagine and create a story that incorporates any one of the religious ceremonies, • visit a <i>Derasar</i> to observe <i>Sanskaars</i> being performed and take notes, • collect items/accessories needed to participate in <i>Jain Sanskaars</i>, • invite a resource person to learn about the necessary protocols observed during the mentioned ceremonies, • tabulate/write a list of activities that are performed during religious ceremonies,	- How do religious ceremonies influence one's life? - What role does religious ceremonies play in society?

			• read through and discuss in groups a scenario/case study and pick out instances where any of the three religious ceremonies apply.	
Core competencies to be developed: • Self-efficacy: The learner enhances self-awareness and planning skills while using digital devices with assistive technology to research, in groups on the religious ceremonies to create a PowerPoint presentation/ tactual illustration. • Digital literacy: The learner interacts with digital technology by using digital devices to research in groups.				
Values: Responsibility: The learner enhances self-drive when tabulating/writing a list of activities that are performed during religious ceremonies.				
Pertinent and contemporary issues (PCI's): Life skills: The learner develops social awareness skills (empathy, assertiveness, friendship formation, peer pressure resistance, conflict resolution and effective communication) while imagining and creating a story that incorporates at least one of the three jewels through self-evaluation.				
Link to other subjects: • The learner can relate to the skills of using digital devices to create a PowerPoint presentation/tactual illustration for discussion, to the skills learnt in Pre-Technical Studies. • The learner can relate to the skills of tabulating/writing a list of activities that are performed during religious ceremonies to the skills of tabulating/writing learnt in Mathematics.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Sanskaars (Rite of Passage)	6.2. Buddhist Sanskaars • Naming, • Marriage • Death (Maranam) (13 Lessons)	By the end of the sub-strand, the learner should be able to: a) explain <i>Buddhist Sanskaars</i> for familiarity, b) interpret the significance of <i>Buddhists' Sanskaars</i> for self-confidence, c) desire to advocate the <i>Buddhists' Sanskaars</i> for sensitisation.	The learner is guided to: • use digital devices/digital devices with assistive technology /libraries/ resource persons to research on and discuss in groups the <i>Buddhist Sanskaars</i>, • visit resource persons accompanied by parents/guardians/ to gather more information on <i>Sanskaars</i> (regarding family and community life), • participate actively in family functions regarding the <i>Buddhist Sanskaars</i>, • make a video/participate in making an audio-visual clip or tactile illustrations and then make a class presentation on <i>Buddhists' Sanskaars</i>, • sing/sign hymns and verses related to these <i>Sanskaars</i>.	How do <i>Sanskaars</i> influence our lives?

Core competencies to be developed:

- Self-efficacy: The learner enhances self-awareness and planning skills when participating actively in family functions regarding the *Buddhist Sanskaars*.
- Digital literacy: The learner enhances digital technology skills while making a video/participating in making an audio-visual clip and then make a class presentation on *Buddhists' Sanskaars*.

Values:

Responsibility: The learner enhances resilience when making a video/participating in making an audio-visual clip and then make a class presentation on *Buddhists' Sanskaars*.

Pertinent and contemporary issues (PCI's):

- Social cohesion: The learner enhances social skills when participating actively in family functions regarding the *Buddhist Sanskaars*.
- Financial literacy: The learner applies financial literacy skills when observing the planning, creation and execution of the *Buddhist Sanskaars*.

Link to other subjects:

- The learner can relate to the skills of singing/signing hymns and verses to the skills of singing/signing hymns learnt in Creative Arts and Sports.
- The learner can relate to the skills of using digital devices in making a video/participating in making an audio-visual clip and then make a class presentation on *Buddhists' Sanskaars* to the skills of using digital devices to make audio-visual clip learnt in Pre-Technical Studies.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to interpret the significance of religious ceremonies in <i>Jain</i> faith.	The learner interprets the significance of religious ceremonies in <i>Jain</i> faith citing examples.	The learner interprets the significance of religious ceremonies in <i>Jain</i> faith.	The learner interprets the significance of religious ceremonies in <i>Jain</i> faith with minor mix ups.	The learner interprets the significance of religious ceremonies in <i>Jain</i> faith with major mix ups.
Ability to model all necessary protocols while participating in the religious ceremonies.	The learner models all necessary protocols while participating in the religious ceremonies and encourages peers.	The learner models all necessary protocols while participating in the religious ceremonies.	The learner models all necessary protocols while participating in the religious ceremonies with minor omissions.	The learner models all necessary protocols while participating in the religious ceremonies with major omissions.
Ability to explain <i>Buddhist Sanskaars</i> for familiarity.	The learner explains <i>Buddhist Sanskaars</i> systematically.	The learner explains <i>Buddhist Sanskaars</i> .	The learner explains some of the <i>Buddhist Sanskaars</i> .	The learner explains some of the <i>Buddhist Sanskaars</i> only with prompts.
Ability to illustrate the significance of religious ceremonies for self-efficacy.	The learner illustrates the significance of religious ceremonies creatively.	The learner illustrates the significance of religious ceremonies correctly.	The learner illustrates the significance of some of the religious ceremonies.	The learner illustrates the significance of some of the religious ceremonies only with prompts.

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

Introduction

In Grade 8, 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, in order 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 are involved. 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 projects. 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 the development of core competencies and nurturing of values. Learners will undertake one common integrated class CSL project 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. Learners 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 project 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 class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, 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	Jain and Buddhist Scriptures	• Self & Peer Review • Oral questioning • Projects • Observations • Written work • Presentation of artwork	• Resource persons • Digital media • Library • Magazines • Scriptures • Art and Craft Materials	• Visiting Places of Worship • Discussing with resource persons • Skit performances

		• Audio visual recordings' Presentations	Tactual Illustrations	
Principles of Dharma	Jain Principles of Dharma Buddhist 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 • Dramatization • Debate
Religious Practices	Protocols in Sanatan Dharma	• Self & Peer Review • Oral questioning • Projects • Portfolio • Observations • Written work • Audio visual recordings • Presentation of artwork	• Digital devices • Resource persons • Library • Magazines • Art and Craft Materials • Realia • Tactual Illustrations	• Visiting Places of Worship • Descriptive Photography • Recording audio visuals

		• Photographs, music, and software presentations		
Yoga	Selfless Service (Karma Yoga)	• 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	• Practice meditation and devotional activities
Rites of Passages (Samskars)	Jain Samskars Buddhist Samskars	• Self & Peer Review • Audio visual presentation • Presentations • Projects • Written work • Oral questioning • Portfolio • Observations • Presentation of artwork	• Curated written material • Digital devices • Resource persons • Realia • Art and Craft Materials • Tactual Illustrations	• Visiting Places of Worship • Visiting Community Centres • Role Play

