

# Curriculum design

## HRE Grade One

### Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in Grade one level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical, mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

**GENERAL LEARNING OUTCOMES:**

*By the end of Early Years Education, the learner should be able to:*

1. Appreciate and thank Paamatma for His Creation in relation to our existence
2. Develop faith in Paamatma's Love and provision to enhance self-efficacy
3. Demonstrate the Omnipresence of Paamatma through prayer, saying and singing bhajans/stavans/shabad/manteas for their spiritual growth
4. Demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
5. Demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
6. Perform simple rhythmic Yoga exercises to become healthy Citizens
7. Acquire a sound foundation to develop into an ideal, ethical and moral human being.

Unit	Unit Objectives	Specific Learning Outcomes	Suggested Learning Experiences	Key Learning Goals
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**Strand**

**Sub strand**

**Specific learning outcomes**

**Suggested learning experiences**

**Key  
inquiry  
question(s)**

1.0 Creation	1.1 Self-awareness (3 lessons)	By the end of this sub-strand, the learner should be able to: a) acknowledge oneself and others as part of Paramatma's creation b) demonstrate love and care for self and others for peaceful co-existence c) appreciate his/her body as a temple of Paramatma.	<ul style="list-style-type: none"> <li>Learner be guided in pairs/groups to demonstrate how to relate to one another in a responsible manner.</li> <li>Learner be set in pair/ groups to practice acceptance of each other as brothers, sisters and part of God's creation.</li> </ul>	<ol style="list-style-type: none"> <li>Do you have friends?</li> <li>What are some of the things you do when you are with your friends?</li> </ol>
	1.2 Paneh Mahabhoot (Elements of Nature): (5 lesson)	a) name the celestial bodies in Akash(sky) as part of Paramatma's creation b) identify the celestial bodies in Akash(sky) in accordance to day and night c) appreciate the celestial bodies in Akash(sy) as part of Paramatma's creation.	<ul style="list-style-type: none"> <li>The learner be guided to mention the name of the celestial bodies in Akash(sky).</li> <li>The learner be shown video/pictures of celestial bodies</li> </ul>	<ol style="list-style-type: none"> <li>What do you see in the sky during the day?</li> <li>What do you see in the sky at night?</li> <li>What else can you see in the sky?</li> </ol>
<p><b>Core Competences to be developed:</b> Communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn.</p> <p><b>Link to PCIs: Life Skills:</b> Skills of knowing and living with oneself - Self Awareness, Self-esteem,</p> <p>Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication,</p> <p>Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma's creation, Keeping the Environment clean</p> <p>Citizenship – Social cohesion, Learning to Live together</p> <p>Parental Empowerment and Engagement: General Guidance.</p> <p><b>Links to other learning activity areas:</b> Environmental activity: sun and energy</p>		<p>The learner be encouraged to participate in drawing the celestial bodies</p> <p><b>Link to Values:</b> Respect. Responsibility, Love.</p>		

Language Activities: Language for instruction and translation of technical terms used

Suggested Community Service Learning activities:

while teaching the strand	
Mathematic activity: concept of ratio one to many	
Suggested non-formal activity to support learning: The Teacher to plan a visit to Planetarium or observatory for a telescopic view.	Suggested assessment: Oral questions, portfolio, observation

**Suggested Learning Resources:** to be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric	Meets expectation	Approaches expectation	Below expectation
<p><b>Exceeds expectation</b></p> <p><b>Through observation:</b> Consistently takes care of ones' body as a gift from Paramatma (following the daily chores starting with prayers, keeping body clean, fit with regular check-ups etc.) Also, respecting peers in a responsible manner.</p> <p>Fluently and confidently mentions the <b>celestial</b> bodies according to time in the sky.</p>	<p><b>Through observation</b> Fairly takes care of ones' body as a gift from Paramatma following the daily chores starting with prayers, keeping body clean, fit with regular check-ups etc.</p> <p><b>Fairly</b> mentions the <b>celestial</b> bodies according to time in the sky.</p>	<p><b>Through observation</b> Takes care of ones' body as a gift from Paramatma following some of the daily chores.</p> <p>Rarely mentions the <b>celestial</b> bodies according to time in the sky.</p>	<p><b>Through observation</b> Hardly takes care of ones' body as a gift from Paramatma</p> <p>Has limited ability to mention the <b>celestial</b> bodies according to time in the sky.</p>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
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| Strand                      | Sub strand                      | Specific learning outcomes                      | Suggested learning experiences                      | Key inquiry question(s)

<p><b>2.0 Worship</b></p>	<p><b>2.1 Evening Prayer</b>  (6 lessons)</p>	<p>By the end of this sub-strand, the learner should be</p> <ol style="list-style-type: none"> <li>perform evening prayers to express love and devotion for Paramatma</li> <li>name the items required for the various evening prayers</li> </ol>	<ul style="list-style-type: none"> <li>• Learner be encouraged to recite <ul style="list-style-type: none"> <li>-Evening Sandhya</li> <li>-Rehras.</li> <li>-Aarti &amp; Divo,</li> <li>-Om Mani Padme Hum.</li> </ul> </li> <li>• The learner be shown items required for the evening prayers</li> <li>• The learner be guided on</li> </ul>	<ol style="list-style-type: none"> <li><b>I</b> Do you perform evening prayers?</li> <li>2. What time do you perform evening prayers at home'?</li> <li>3. What are the items required for your evening prayer?</li> </ol>
<p>Core Competences to be developed: Communication and collaboration, digital literacy, Citizenship</p> <p>Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Peace. Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships Effective Communication,</p> <p>Education for Sustainable Development (ESD): Environmental Education * Caring for Paramatma's creation, Keeping the Environment clean Parental Empowerment and Engagement: General Guidance.</p> <p><b>Links to other learning activity areas:</b> 1.mathematic activity, different 2 Language activity 3. movement and creative activity.</p>		<p>performance of prayer using audio-visual aid.</p> <p><b>Link to Values:</b> Respect, Responsibility, Love.</p> <p>Suggested Community Service Learning activities: A visit to places of worship to observe and participate in Evening prayers.</p>		

**Suggested non-formal activity to support learning:** Parents to accompany observation learner to the places of worship to participate in the Evening prayers.

**Suggested assessment:** Oral questions, portfolio,

**Suggested Learning Resources:** To be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Exceeds expectation Devotionally express love for Paramatma by performing Evening Prayer. Dedicatedly prepares and states the things required for performing Evening Prayer and greets appropriately at the place of worship.	<b>Meets expectation</b> Devotionally express love for Paramatma by performing Evening Prayer. Diligently prepares and the things required for performing Evening Prayer and greets appropriately at the place of worship.	Approaches expectation Devotionally express love for Paramatma by performing Evening Prayer. At times states the things required for performing Evening Prayer and greets appropriately at the place of worship.	Below expectation Devotionally express love for Paramatma by performing Evening Prayer.	
<b>Strand</b>	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manifestations	<b>3.1 The Enlightened Beings</b> Introductory stories (6 lessons)	By the end of this sub-strand, the learner should be able to: a) mention qualities of Enlightened Beings for divine knowledge b) appreciate the qualities of enlightened Beings to strengthen faith in Paramatma.	<ul style="list-style-type: none"> <li>The learner be shown pictures/flash cards/videos to familiarize him/herself <ul style="list-style-type: none"> <li>- Ajitnath (Second Tirthankar),</li> <li>- Lord Buddha,</li> <li>- Adi Shankracharya</li> <li>- Guru Amar Dasji (third</li> </ul> </li> <li>The learner be told stories from the lives of above mentioned Enlightened Beings</li> <li>The learner be shown videos [charts/pictures of <ul style="list-style-type: none"> <li>- Hindu Aum and Swastika,</li> <li>- Jain- Aum and Swastika.</li> <li>- Ik-onkar and Khanda,</li> <li>- Wheel of life</li> </ul> </li> <li>The learner be taught the</li> </ul>	<ol style="list-style-type: none"> <li>What are the qualities of the Enlightened Beings?</li> <li>What is the significance of a religious symbol?</li> </ol>
	<b>3.2 Religious Symbols</b> (6 lessons)	a) identify Religious symbols to relate to a particular faith. b) significance of religious symbols in religious life.		



			significance of the above mentioned religious symbols.	
<p><b>Core Competences to be developed:</b> Communication and collaboration, digital literacy, Creativity and Imagination</p> <p><b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem,</p> <p><b>Skills of knowing and living with others – Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Parental Empowerment and Engagement: General Guidance.</b></p> <p><b>Links to other learning activity areas:</b> Language Activities: new vocabulary movement and creative activity. Digital Literacy-Audio-visual aid</p> <p><b>Suggested non-formal activity to support learning:</b></p> <p>The teacher could organise on the spot drawing competition to draw and color religious symbols.</p>			<p>« The learner be guided to draw and color religious symbols.</p> <p>Link to Values: Respect, Love, Peace, Unity.</p> <p><b>Suggested Community Service Learning activities:</b></p> <p><b>Suggested assessment:</b> Oral questions, portfolio, observation</p>	

**Suggested Learning Resources:** To be selected according to the sub-strand from the list at the end of this document

Assessment Rubric	Meets expectation	Approaches expectation	Below expectation
<p><b>Exceeds expectation</b></p> <p>Consistently and correctly states the qualities of the Enlightened Beings</p> <p>Recognise from the Pictures Religious symbols and their significance.</p> <p>Confidently and correctly draw the religious symbols.</p>	<p>Consistently and correctly states the qualities of the Enlightened Beings(3 out of 4)</p> <p>Identify and draw religious symbols and can state</p>	<p>Consistently and correctly states the qualities of the Enlightened Beings(2 out of 4)</p> <p>Learner can at times identify religious symbols,</p>	<p>Consistently and correctly states the qualities of the Enlightened Beings(1 out of 4)</p> <p>Learner sometimes able to identify different symbols.</p>

**Strand** | **Sub strand** | **Specific learning outcomes** | **Suggested learning experiences** | **Key inquiry question(s)**

4.0 Scriptures	<b>4.1 Bhagwat Gita</b>  (4 lessons)	By the end of this sub-strand, the learner should be able to: a) acknowledge Bhagwat Gita as a source of divine b) knowledge handle the <b>e</b> appropriately c) appreciate the importance of Bhagwat Gita as a Scripture.	« The learner be familiarised with Bhagwat Gita through audio-visual aids depicting the basic teachings. « The teacher to guide the learners on how to handle and open the scriptures	1. What is Bhagwat Gita? 2. How should one handle the holy books? 3. Who handles the Scriptures at the place of worship?
	<b>4.2 Introduction to Kalpasutra</b>  (4 lessons)	a) acquire basic knowledge about Kalpasutra for spiritual growth b) handle the Scriptures appropriately c) appreciate the importance of Kalpasutra as a Scripture.	« The learner be told the basic knowledge of Kalpasutra through stories/audio-visual/resource person. « The teacher to guide the learners on how to handle and open the scriptures	1. What is Kalpasutra? 2. Who wrote Kalpasutra?
<b>Core Competences to be developed:</b> Communication and collaboration, Learning to learn <b>Link to PCIs:</b> Life Skills: Skills of knowing and living with oneself - Self Peace. Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma's creation, Keeping the Environment clean <b>Parental Empowerment and Engagement:</b> General Guidance. <b>Links to other learning activity areas:</b> Language activity: New vocabulary Digital Literacy-Audio-visual aid		<b>Link to Values:</b> Respect, Responsibility, love, Integrity.  <b>Suggested Community Service Learning activities:</b> Parents to visit the places of worship with their children to learn about the Scriptures <b>Suggested Assessment:</b> Oral questions, portfolio,		

**Suggested Non-Formal Activity to support learning:** Learner could be guided to observe and make and decorate cut outs of Lord Krishna's Mor Pankh.

**Suggested Learning Resources:** To be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric

<b>Exceeds expectation</b> Confidently and correctly state introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge. Accurately state the similarities of both the Scriptures. Correctly state the difference in handling both Scriptures appropriately as shown by the teacher through audio-visual aid.	<b>Meets expectation</b> Confidently and correctly state introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge. Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling for Scriptures at home.	<b>Approaches expectation</b> Confidently and correctly state introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge at times. Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid at times.	<b>Below expectation</b> Sometimes states correctly introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge. Sometimes states correctly the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid.
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Apply similar respectful handling for

Scriptures from other faiths.

<b>Strand</b> 5.0 <b>Yoga</b> (Exercises for Good health)	<b>Sub strand</b> 5.1 <b>Pranayam</b> (Breathing exercises)  (6 Lessons)	<b>Specific learning outcomes</b> By the end of this sub-strand, the learner should be able to: a) demonstrate correct breathing technique for good health b) practice correct breathing to enhance concentration c) appreciate the importance of correct breathing technique.	<b>Suggested learning experiences</b> « Learner be shown appropriate pranayam: Bhramari (humming bee breath), Bhastrika (rapid breathing ) using audio-visual aid/charts/ Resource person/teacher. • Learner be set into group activity to practice Pranayam.	<b>Key inquiry question(s)</b> 1. Do you perform Pranayam? 2. Which part of the body do we use to perform Pranayam?
	5.2 <b>Body Postures</b> (Asanas)  (6 Lessons)	a) mention the importance of balanced diet in Yoga for good health b) practice stretch movements	• The Learner be guided to perform the specific breathing exercises correctly « Learner be shown through videos/ pictures/demonstration of the coordination between body and breath applied for	1. What type of food is recommended for yoga practice? 2. How does Yoga help in

		<p>with correct breathing to improve blood circulation in the body</p> <p>c) appreciate the asanas for gaining flexibility for healthy physical growth.</p>	<p>Surya namaskar, ( twelve postures in the salutation to the direction of the Sun ),</p> <p>« Learner be encouraged to practice yoga in appropriate attire in groups or pairs.</p> <p>« The learner be guided to perform the stretching movements with ease and perfection.</p>	<p>3. How many postures are there in Surya Namaskar?</p> <p>4. How does one perform Surya Namaskar ?</p>
<p><b>Core Competences to be developed:</b> Communication and collaboration, digital literacy, Self-efficacy, Citizenship, learning to learn</p> <p><b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Parental Empowerment and Engagement: General Guidance</p>		<p><b>Link to Values:</b> Respect, Responsibility, peace, Unity.</p>		
<p>Health Education: Good health (Practising), Food Nutrition</p> <p><b>Links to other learning activity areas:</b> Mathematics activity: counting breaths and postures</p> <p>Physical Education: body movements in Yoga</p> <p>Language: Language for instruction and translation of technical terms used in Yoga</p> <p>Hygiene and Nutrition: Nutritional food appropriate for Yoga practice</p>		<p><b>Suggested Community Service Learning activities:</b></p> <p>With the help of a resource person create awareness on Yoga within underprivileged communities</p>		
<p>Digital Literacy: Audio Visual Display of Yoga exercise for Learners</p> <p><b>Suggested non-formal activity to support learning:</b> Participate in the International Yoga day and other Yoga camps.</p>		<p><b>Suggested Assessment:</b> Oral questions, portfolio, observation</p>		
<p><b>Suggested Learning Resources:</b> Suggested Learning Resources Resource person, Audio-visual aid, paints, Charts, pictures, Books, Yoga mats, Appropriate Attire made of natural fibre, Posters.</p>				

Assessment Rubric

<b>Exceeds expectation</b> Consistently and correctly exhibit posture with accurate alignment and correct breathing. A role model inspiration for peers.	<b>Meets expectation</b> Consistently and correctly exhibit posture with accurate alignment and correct breathing.	<b>Approaches expectation</b> Learner can exhibit correct postures correct breathing or alignment at times.	<b>Below expectation</b> Sometimes exhibit postures, breathing and alignment.
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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Sadachar	6.1 General Etiquette (3 lessons)	By the end of this sub-strand, the learner should be able to: a) say polite words used in asking for forgiveness b) learn words and of apology and forgiveness as a sign of repentance and good behavior while relating with others.	<ul style="list-style-type: none"> <li>« The learner be shown how to apologize and forgive through role play</li> <li>• Learner be encouraged to learn from the talking walls/quotes words of Apology and forgiveness</li> <li>• The learner be guided to practise in pairs the skills of apologising and forgiving one another always.</li> </ul>	<ol style="list-style-type: none"> <li>1. When do you apologise?</li> <li>2. Name the words you can use while apologising.</li> <li>3. What do you say while forgiving?</li> </ol>
	6.2 Selfless service (6 lessons)	<ol style="list-style-type: none"> <li>a) desire to offer selfless service to the nation as a good citizen</li> <li>b) demonstrate selfless service to the nation to foster patriotism.</li> </ol>	<ul style="list-style-type: none"> <li>• Learner be guided to recite National Anthem and patriotic songs to enhance nationalism.</li> <li>« Learner be encouraged to participate in tree planting/charity walk/shows to raise funds towards any calamity in the nation as selfless service.</li> </ul>	<ol style="list-style-type: none"> <li>1. Can you recite the National Anthem</li> <li>2. Which patriotic song are you aware of?</li> </ol>

Core Competences to be developed: Communication and collaboration, Learning to Learn, Citizenship  
 Link to PCIs: Life skills: Skills of knowing and living with oneself - Self love, Awareness, Self-esteem,  
 Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication,

Learning to Learn, Citizenship  
 Link to Values: Peace, Respect, Responsibility, Integrity, Patriotism.

Parental Empowerment and Engagement: General Guidance. Links to other learning activity areas: Language Activity: for instruction and older translation of technical terms used	<b>Suggested Community Service Learning activities:</b> visiting citizens to practise general etiquettes and entertain them.  <b>Suggested assessment:</b> Oral questions, portfolio, observation
Environmental Activity: Tree planting <b>Suggested non-formal activity to support learning:</b> The learner can be taken for a flag hoisting ceremony on National Days and festivals.	

**Suggested Learning Resources to be selected according to the sub-strand from the list at the end of this document.**

<b>Assessment Rubric</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Exceeds expectation</b>  Very polite Using appropriate words for apologies and forgiveness from others consistently. A role peers.  Always keen to participate in National festival celebration activities and encourage peers.	Very polite Using appropriate words for apologies and forgiveness from others consistently.  Consistently keen to participate in National festival celebration activities.	Considerably polite Using appropriate words for apologies and forgiveness from others.  At times participate in National festival celebration activities.	Rarely polite Using appropriate words for apologies and forgiveness  Sometimes participate in National festival celebration activities.

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| Strand  
questions)

| Sub strand

] Specific learning outcomes ] Suggested learning experiences

] Key inquiry

7.0 Utsav (Festivals)	7.1 Social festivals (6 lessons)	By the end of this sub-strand, the learner should be able to:  a) name different festivals celebrated for social cohesion b) use appropriate greetings while interacting with different people during festivals	<ul style="list-style-type: none"> <li>Learner be guided to participate in the celebration of the Uttarayan, Raksha Bandhan, Holi, Holla Mohallatsports day).</li> <li>Learner be encouraged to observe simple religious ritual at places of worship.</li> </ul>	<ol style="list-style-type: none"> <li>Do you celebrate festivals?</li> <li>Which is the of colors?</li> <li>Why do we celebrae Raksha Bandhan?</li> </ol>
	7.2 National festivals (6 lessons)	<ol style="list-style-type: none"> <li>name different national festivals celebrated in the country for national unity</li> <li>appreciate the importance of celebrating national festivals</li> </ol>	<ul style="list-style-type: none"> <li>Learner be guided through short stories about the significance of the social festivals.</li> <li>Learner be encouraged to actively participate in the celebration of Madaraka Day Jamhuri Day Mashujaa Day.</li> <li>Learner be shown pictures/charts/ videos on how National festivals are celebrated across the country.</li> </ul>	<ol style="list-style-type: none"> <li>Wen do we celebrate Madaraka day and Jamhuri day?</li> <li>Why dowe celebrate Mashujaa Day?</li> </ol>
		<p>promote patriotism.</p>	<ul style="list-style-type: none"> <li>Learner be told the significance of the national festivals</li> </ul>	
<p><b>Core Competences to be developed:</b> Communication and collaboration, digital literacy, Learning to learn, Self-efficacy, Citizenship</p> <p><b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself - Self Patriotism. Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication,</p>			<p><b>Link to Values:</b> Love, Respect, Unity, Peace,</p>	
<p><b>Education for Sustainable Development (ESD):</b> Environmental Education</p>				
<p>Caring for Paramatma's creation, Keeping the Environment clean</p>				
<p><b>Parental Empowerment and Engagement:</b> General Guidance.</p>				
<p><b>Links to other learning activity areas:</b> Language Activities: New</p>				

**Suggested Community Service Learning activities:** visiting senior citizens



<p>Movement and creative activity-singing</p> <p>Psychomotor and Creative Arts-decoration</p>	<p>on National days to celebrate with them.</p>
<p>vocabulary</p> <p>Movement and creative activity-singing</p> <p>Psychomotor and Creative Arts-decoration</p>	<p>on National days to celebrate with them.</p>
<p><b>Suggested non-formal activity to support learning:</b> Visiting National museum to know the history of Kenya. Painting competition of Heroes of Kenya, Kenyan flag.</p>	
<p><b>Suggested assessment:</b> Oral questions, portfolio, observation</p>	

**Suggested Learning Resources:** To be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric	Meets expectation	Approaches expectation	Below expectation
<p><b>Exceeds expectation</b></p> <p>Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals. Tapping avenues for social interaction.</p> <p>Demonstrates Patriotism by enthusiastically participating in celebration of national festivals. Confidentally states the historical background.</p>	<p><b>Meets expectation</b></p> <p>Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals. Tapping avenues for social interaction.</p> <p>Demonstrates Patriotism by enthusiastically participates in celebration of national festivals. Knows historical background.</p>	<p><b>Approaches expectation</b></p> <p>Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals at times.</p> <p>Demonstrates Patriotism by enthusiastically participates in celebration of national festivals at times.</p>	<p><b>Below expectation</b></p> <p>Sometimes participate in religious festivals.</p> <p>States ways of celebrating cultural and national festivals.</p> <p>Sometimes participates in celebration of national festivals.</p>