

Grade 6 (Ages 10-12)

Students systematically continue their detailed study of the later Gurūs. As role model identification is strongest during these years, the life of Gurū Gobind Singh is especially emphasized. Social issues, including sexual education, gangs, dating, drugs, and alcohol are incorporated so that students are given a Sikh viewpoint and ethics on these issues. Students also learn the functioning of the Sikh body politics and the forms of government. Key concepts of Sikh ideology and philosophy are examined as they are illustrated in the lives of the Gurūs and the Gur-Sikhs. The students are also introduced to other musical traditions, notably the *Dhādhī*s and the critical role they have played in the oral transmission of Sikh history. The Grade 6 curriculum continues the concentrated study on the later Gurū period and sets the stage for understanding the vision of the Gurūs to be lived in society.

Standard 1: The Gurū-Prophet (ਗੁਰੂ) Period: Nānaks V-X

- Students learn the history and times of the *Gurūs* from Gurū Harigobind Sāhib (ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ) until Gurū Gobind Singh Sāhib (ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਸਾਹਿਬ), including famous Sikh (ਸਿਖ) personages.
 - Students learn the major events and importance of the lives of the last five *Gurūs*. In addition to the *Gurūs*, students will be introduced to famous Sikh personages such as Bhāi Nand Lāl (ਭਾਈ ਨੰਦ ਲਾਲ), Bhāi Ghanaīā (ਭਾਈ ਘਨਈਆ), Mātā Sāhib Kaur (ਮਾਤਾ ਸਾਹਿਬ ਕੌਰ), and others. Activities should include lessons related to the *Gurūs* (e.g. Gurū Harikrishan Sāhib's - ਗੁਰੂ ਹਰਿਕ੍ਰਿਸ਼ਨ ਸਾਹਿਬ work in helping the poor and the sick). Besides focusing on the narratives of the *Gurūs*, their viewpoints on social issues and ethical living should be emphasized as well.

Standard 2: Vaisākhī of 1699

- Students understand the narrative of Vaisākhī of 1699, emphasizing the Khaṇḍe-kī-Pāhul (ਖੰਡੇ ਕੀ ਪਾਹੁਲ), and why it is important for Sikhs (ਸਿਖ).
 - Students should geographically trace the regions from which the original Pañj Piāre (ਪੰਜ ਪਿਆਰੇ) came to Anandpur Sāhib. Emphasis should be placed on the need for taking Amrit (ਅੰਮ੍ਰਿਤ), its description in the Gurū Granth Sāhib (ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ), the *Khālsā* (ਖਾਲਸਾ) anthem and its relation, as well as the duties and purpose as to the creation of the *Khālsā*.

Standard 3: Sikh (ਸਿਖ) Scripture: The Gurū Granth Sāhib

- Students identify the organizational structure of the Gurū Granth Sāhib, including the names of the major non-Gurū contributors.
 - Students will be able to identify the history and compositions of the non-Gurū contributors, but maintain the distinguishing factor between a *bhagat* (ਭਗਤ) and a *Gurū*.

Standard 4: The *Dhādhī Vār* Form

- Students can sing, translate, and recite a few songs sung in *Dhādhī Vār* form.
 - Students learn audio recognition of *Dhādhī Vār* form, in addition to its history and details. The students will learn the history, purpose, importance, and even current role as a form of passing historic tradition.

Standard 5: Sikh Governance Following Nānak X

- Students understand the political formations bestowed upon the Sikhs by Gurū Gobind Singh Sāhib

- Students will learn about the Nirmalās, the exploits of Bandā Singh Bahādār including the upheaval and changes in Pañjābī Society, and the organization under Khālsā Pancāyats. Students will understand the Sikh conflict-resolution process

Standard 6: Comparative Politics

- Students can compare and contrast the differences between Sikh decision-making and Sikh conflict-resolution processes with those in the Western system of governance.
 - Students identify the key functions in the Sikh processes and are able to compare and contrast with what they learn in school. Mock debates and forums should be used as activities to teach the students.

Grade 7 (Ages 11-13)

The Grade 7 curriculum allows for the students to gain a perspective on the study of history and the role of history for Sikhs. While the chronological study continues to include the post-Gurū period and the prominence of the Sarbat Khālsā to the command of Sardār Raṇjīt Singh, concurrently students are taught about the nature of history to Sikh ethos. Students will be able to recite the Ardās and recognize its importance in Sikh personal and corporal life. They will be presented with their corporate responsibilities and gain greater insight into the Sikh decision-making processes. Students will also be presented with an opportunity to understand the ‘history-writing’ process and how many other groups view Sikhs and the reasons that they see the Sikhs as they do. An important part of this study is having Sikhs understand biases and realize the importance of their own resources to understand themselves. Students will also have the opportunity to understand the guerrilla tactics of the Sikhs that ultimately won them independence. The Grade 7 curriculum allows for continued structured and focused study of the post-Gurū period.

Standard 1: The Tradition of Martyrdom

- Students describe the history and times of the great Sikh (ਸਿਖ) martyrs of the 18th century.
 - Students learn the importance of, and lessons learned from the two 18th Century holocausts (Ghalūghārā - ਘਲੂਘਾਰਾ). In addition, students will be introduced to a host of other martyrs, including Hakikat Rāi (ਹਕੀਕਤ ਰਾਇ), Botā Singh (ਬੋਤਾ ਸਿੰਘ), Garjā Singh (ਗਰਜਾ ਸਿੰਘ), Bhāi Tārū Singh (ਭਾਈ ਤਾਰੂ ਸਿੰਘ), the Khālsā (ਖਾਲਸਾ) Women, amongst others. Emphasis should be placed on the specific importance of their contribution.

Standard 2: Social Involvement

- Students identify their corporate responsibilities as described in the Sikh Rahit Maryādā (ਸਿਖ ਰਹਿਤ ਮਰਯਾਦਾ)
 - Students understand the leadership invested into the Gurū Khālsā Panth and the organizational structure of the Saṅgat (ਸੰਗਤ) and Akāl Takht (ਅਕਾਲ ਤਖਤ), including the holding of Sarbat Khālsā (ਸਰਬਤ ਖਾਲਸਾ), and the issuing of *Matās* (ਮਤਾ) and *Gurmatās* (ਗੁਰਮਤਾ).
 - Students will be able to identify the organizational structure and roles through various activities including interactive role-playing and situational games.

Standard 3: Sikh *Misals*

- Students critically evaluate the fratricidal affects of the *Misal* period and their downfall
 - Students should identify the reasons for the downfall of the *Misals* and how their actions did not follow Gurmat (ਗੁਰਮਤ) teachings.

Standard 4: The Kingdom of Raṇjīt Singh

- Students describe the place of Sardār Raṇjīt Singh in Sikh (ਸਿਖ) history, as Sikhs understand him.
 - Students will learn about the reign of Sardār Raṇjīt Singh through a critical appraisal.
 - Students will be able to use the lens of Gurbāṇī (ਗੁਰਬਾਣੀ) to understand his attributes and failings.

Standard 5: The Sikh Ardās

- Students can recite, translate, and explain the Ardās and its importance.

- Students will be able to recite and explain the different allusions in the Ardās with the history, as they now understand it. They will also be able to explain the importance of Ardās as a daily prayer and the place it has in Sikh life.

Standard 6: The Art of Historiography

- Students identify and explore the strains of Sikh historiography.
 - Students understand the reason for the lack of original Sikh resource materials and how to evaluate other historiography, including that of Christian missionaries, Hindu theologians, Ahmadīās, Muslims, and others.

Standard 7: Methods of Survival in the 18th Century

- Students identify and understand the Sikh guerrilla tactics of the 18th Century and how these were employed to successfully gain political ascendancy
 - Students understand the battle method of Ḍhāī-Phaṭ (ਢਾਈ ਫਟ) while being introduced to Ratan Singh Bhaṅgū's (ਰਤਨ ਸਿੰਘ ਭੰਗੂ) work. Other important ideas include the implementation of the Rākhī (ਰਾਖੀ) system and undermining of the foreign authorities.

Standard 8: Kaṛāh Prashād

- Students demonstrate and prepare prashād with knowledge of all the ingredients.

Grade 8 (Ages 12-14)

The Grade 8 curriculum moves into the modern period, with emphasis on the establishment of British Rāj in Pañjāb. The students will be presented with the peculiarities and dual-nature of the Anglo-Sikh relationship, from the Anglo-Sikh Wars until the transfer of power. As the Singh **Sabhā** is the cornerstone of the modern Sikh revival, students will understand the process of its formation and its effect on the Gurduara Movement and the drafting of the Sikh Rahit Maryādā, which will be explained and analyzed in detail. Students are introduced to the modern Sikh Diasporas to create a greater sense of community and universal “shared” experience. The Partition of Pañjāb is examined in great detail as this ‘tragedy’ continues to rankle and influence Sikh thought. In addition to the history curriculum building on their previous knowledge, students will be able to develop their own translations from passages of Gurbāṇī. The Grade 8 curriculum sets the stage for understanding the contemporary Sikh community and its thoughts and influences.

Standard 1: The Jaṅg Hind-Pañjāb (Anglo-Sikh Wars)

- Students describe the circumstances and events that led to the Jaṅg Hind-Pañjāb (commonly known as Anglo-Sikh Wars).
 - Students will be able to critically evaluate the successes and failure of the Khālsā (ਖਾਲਸਾ) Army, as well as the dealings of the British with traitors in the Sikh (ਸਿੱਖ) ranks. Students will also be exposed to the heroism of the Sikhs and some battle-stories.

Standard 2: Sikh Tensions in the 19th Century

- Students identify the uneasy relationship between the Rāj (ਰਾਜ) and the Khālsā (ਖਾਲਸਾ).
 - Students will understand the uneasy relationship between these forces: Dalīp Singh (ਦਲੀਪ ਸਿੰਘ), Mutiny of 1857, Sikh enlistment in the army, Singh Sabhā (ਸਿੰਘ ਸਭਾ) Movement, Gadar (ਗਦਰ) Movement, Babbar Akālī (ਬੱਬਰ ਅਕਾਲੀ), Gurduārā (ਗੁਰਦੁਆਰਾ) Reform Movement, Bhagat Singh and Udham Singh (ਭਗਤ ਸਿੰਘ ਅਤੇ ਉਧਮ ਸਿੰਘ), etc.
 - Students will understand the two forces within Sikh sociological history—resistance (Khālsā) versus accommodation and connivance (Dillī Sarkār - ਦਿੱਲੀ ਸਰਕਾਰ/Outside Forces).

Standard 3: The Singh Sabhā Movement

- Students identify the social situation when the Singh Sabhā began to re-assert the values of the *Gurū* (ਗੁਰੂ).
 - Students identify the various Sikh offshoots and the differences in their ideology with that of the Khālsā (ਖਾਲਸਾ). This section should include present-day groups that have diverted from the path. Linkages should be drawn between this period and present day.

Standard 4: The Sikh Code of Conduct

- Students identify the process and legitimacy of the Sikh Rahit Maryādā.
 - Students will learn about the historical context of the reasons and the consultations that led to the formation of the Sikh Rahit Maryādā. They will understand key historical personalities, processes, debates, and critics in its formation.

Standard 5: Shromaṇī Gurduārā Prabandhak Committee

- Students understand the history of the S. G. P. C., its standing, organizational structure, and its effect on Sikh society since its inception.
 - Students will be able to explain and appreciate the sacrifices made during the original drive for control of the *Gurduārās* (ਗੁਰਦੁਆਰਾ) and where the S. G. P. C. stands now. They will get a better understanding of its successes and failings, as well as be able to critique its role in the future of Sikh affairs.
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Standard 6: The Partition of 1947

- Students identify the situation and events leading to the partition of Pañjāb (ਪੰਜਾਬ).
 - Students understand events affecting the Sikhs leading to Partition, the main players, the options available, and the consequences of their decision.

Standard 7: The Sikh Diaspora: before 1947

- Students identify characteristics of the Sikh diaspora communities that ventured prior 1947
 - Students understand the characteristics and concerns of the Sikh communities that migrated before 1947, especially those communities in South East Asia and Africa.