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# SENIOR SCHOOL CURRICULUM DESIGN

**GRADE 10**

# CHRISTIAN RELIGIOUS EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT  
2024

**DRAFT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*Nurturing Every Learner's Potential*

**SENIOR SCHOOL CURRICULUM DESIGN**

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**CHRISTIAN RELIGIOUS EDUCATION**

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## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

**1. Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

**2. Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

**3. Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.



**4. Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**5. Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

**6. Promote respect for and development of Kenya's rich and varied cultures.**

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

**7. Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## **LEARNING OUTCOMES FOR SENIOR SCHOOL**

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

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



## THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

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

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





## PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

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



## **LESSON DISTRIBUTION AT SENIOR SCHOOL**

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

## **ESSENCE STATEMENT**

Christian Religious Education is the study of God's self-revelation to people through personal experiences, the life and Ministry of Jesus Christ, the scriptures, creation and the Holy Spirit. The concepts taught at this grade build on what was learnt in Junior School. Christian Religious Education endeavours to equip the learner with knowledge, skills, values and attitudes for holistic development. The values include; respect for self and others, responsibility, integrity, self-control, humility, obedience and holiness. The skills include praying, meditating and reflecting on scriptures, interpreting scriptures, self-awareness, self-esteem assertiveness and decision making. Christian Religious Education therefore, seeks to produce a competent learner with good Christian character, able to cope with challenges in his or her daily life. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values.

After Senior School the subject will facilitate the learner to further their education in various careers such as: law, Christian ministry, teaching, counselling, administrative coordinator, author, charity coordinator, child & youth worker, clergyperson, community center director, community developer, diplomat, entrepreneur, foreign service worker, lobbyist, media correspondent, mediator, missionary, non-profit administrator, Religious rights advocate, researcher or a social service worker.



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Demonstrate an awareness of the love of God as the Sole Creator and Heavenly Father by being good stewards of His creation.
2. Analyse teachings in the Holy Bible for moral, spiritual and character development and growth.
3. Apply the teachings of Jesus Christ in their day to day lives to promote social equality and responsibility.
4. Evaluate contemporary social and moral issues which affect society and equip him or her with knowledge and skills to make informed decisions.
5. Develop requisite knowledge, skills, values and attitudes to further their studies in various career fields.
6. Utilize research and digital literacy skills in the learning of Christian Religious Education.
7. Appreciate the role of the church in promoting spiritual transformation and good citizenship.

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## SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub strands	Suggested Number of Lessons
<b>1.0 The Old Testament</b>	1.1 The Holy Bible	5
	1.2 Methods of Studying the Bible	8
	1.3 Redemption after the fall of Man	10
	1.4 Stewardship over Creation	8
	1.5 The Exodus	8
	1.6 The Sinai Covenant	8
	1.7 Loyalty to God (Elijah)	8
	1.8 The Old Testament Prophecies	8
	1.9.1 Background of Prophet Amos	8
	1.9.2 Teachings of Prophet Amos	8
<b>2.0 The New Testament</b>	2.1 The New Testament Books	5
	2.2 Infancy and Early Life of Jesus Christ	10
	2.3 Galilean Ministry	12
	2.4 Paul's First Letter to the Corinthians	8
<b>3.0 Church in Action</b>	3.1 The Holy Spirit	8
	3.2 The Gifts of the Holy Spirit	8
	3.3 The Holy Trinity	4
	3.4 Sacraments	8
<b>4.0 Christian Living Today</b>	4.1 Christian Ethics	8
	4.2 Human Rights(Non-discrimination)	8
	4.3 Human Sexuality	8
	4.4 Marriage and Family	8
	4.5 Christian Response to Modern Science and Technology	6
<b>Total Number of Lessons</b>		<b>180</b>

**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context



## STRAND 1.0: THE OLD TESTAMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.1 The Holy Bible</b> <i>(5 lessons)</i>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>describe the Bible as the ‘inspired’ word of God</li> <li>identify human authors inspired to write the Holy Bible</li> <li>organise the Old Testament books according to their categories</li> <li>distinguish the literary forms used in writing the Bible</li> <li>utilise the poetic form and present a song from the book of Psalms</li> <li>acknowledge that the Bible is the inspired word of God</li> </ol>	<ul style="list-style-type: none"> <li>The learner is guided to:</li> <li>share experiences on how they handle the Holy Bible</li> <li>brainstorm on the meaning of the word, ‘inspired.’</li> <li>explain why the Bible is the, ‘Inspired word of God.’</li> <li>read Psalms 119:160, Psalms 126:6, Isaiah 55:11, Jeremiah 1:9 and make notes on, ‘The Bible as the inspired word of God.’</li> <li>search online or from the library on human authors who were inspired to write the Holy Bible</li> <li>use charts or flash cards to categorise the Old Testament books</li> <li>sort and identify books of the Old Testament from a jig saw puzzle</li> <li>list the literary forms used in writing the Bible</li> <li>describe the literary forms used in writing the Bible and write the findings on a chart</li> </ul>	How were human authors inspired to write the Bible?



			<p>or use PowerPoint slides for presentation in class</p> <ul style="list-style-type: none"> <li>• create a poster showing literary forms used in writing the Bible and relevant books in each category</li> <li>• choose one literary form such as a song and select a creative way (e.g. skit/drama/song) of presenting it to peers</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: teamwork is demonstrated as learners share experiences of how they handle the Holy Bible</li> <li>• Self-efficacy: effective communication skills are exhibited as learners volunteer to read the Bible</li> <li>• Learning to Learn: independent learning is portrayed as learners search online or from the library on human authors who wrote the Holy Bible</li> <li>• Digital Literacy: the skill of using digital learning platforms for continuous learning is demonstrated as learners interact with digital devices to search online about human authors who wrote the Holy Bible</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity is portrayed as learners cooperate to read the Bible in groups.</li> <li>• Responsibility is enhanced as learners perform different tasks and activities independently.</li> <li>• Respect is demonstrated as learners take turns to read the Bible and respect each other's opinions during group discussions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Social cohesion is enhanced as learners work together in groups.</li> <li>• Analytical thinking is exhibited as learners participate in informal discussions with peers on the meaning of the word inspired.</li> <li>• Problem Solving skills are enhanced as learners sort and identify books of the Old Testament from a jig saw puzzle.</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.2 Methods of Studying the Holy Bible</b>  <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) summarize five methods of studying the Holy Bible b) examine the benefits of studying the Holy Bible c) apply inductive method of studying the Bible to specific Bible texts d) utilise biography method to study the book of Jonah e) desire to read the word of God daily to grow spiritually	The learners is guided to: <ul style="list-style-type: none"> <li>in pairs, discuss their experiences of reading the Bible, and share with the class.</li> <li>brainstorm on different methods used in studying the Bible.</li> <li>search the internet or the library for five methods of studying the Bible and share findings with the class.</li> <li>interview a resource person (<i>Pastor, Priest or Chaplain</i>) on the benefits of studying the Bible and note key points.</li> <li>in groups, read Matthew 13:44-46 &amp; Romans 8:28-32 and apply the inductive Bible study method; write reflection notes on what they have learnt and how to apply it in their lives</li> <li>read the book of Jonah and write a biography about him</li> <li>in groups, use a <i>Bible Concordance/Encyclopaedia/online sources</i> to search for verses on the theme of “<i>integrity</i>” and “<i>purity</i>” make notes for presentation in class</li> </ul>	How do you study the Holy Bible?



			<ul style="list-style-type: none"> <li>• write a reflection journal on scriptures they read daily and how it has impacted his/her life</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: teamwork is demonstrated as learners discuss various methods of studying the Bible.</li> <li>• Self-efficacy: effective communication skills are exhibited as learners volunteer to read the Bible.</li> <li>• Learning to Learn: independent learning is portrayed as learners discover new methods of studying the Bible.</li> <li>• Digital Literacy: is demonstrated as learners interact with digital devices to search for information on the theme of “<i>integrity</i>” and “<i>purity</i>” and make notes for presentation in class.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity is portrayed as learners cooperate to read the Bible in groups.</li> <li>• Responsibility is enhanced as learners commit themselves to read the Bible daily.</li> <li>• Respect is demonstrated as learners apply the teachings of the Bible in their interaction with members of the society.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Social cohesion is enhanced as learners work together in groups.</li> <li>• Parental involvement is enhanced as learners engage and read the Bible with their parents.</li> <li>• Analytical thinking is exhibited as learners participate in informal discussions with peers on methods of studying the Bible.</li> <li>• Creative thinking is enhanced as learners write and keep a diary on scriptures they have read each day, and how to apply what they have learnt in their lives.</li> </ul>				





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.3 Redemption after the fall of man</b> <i>(10 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the origin and consequences of sin b) elaborate God's plan of salvation after the fall of man c) discuss ways Christians respond to God's redemptive work. d) desire to embrace God's redemptive work in day-to-day life	The learner is guided to: <ul style="list-style-type: none"> <li>define the word '<i>redemption</i>' and share finding with the class (use a Bible dictionary)</li> <li>read Genesis 3, Genesis 11:1-9, Genesis 4:1-15, Genesis 6:1-14, 17- 18 on the origin and consequences of sin</li> <li>read John 1:14, Colossians 1:13-14, Isaiah 63: 5, 2 Peter 3:9, Ephesians 1:7, 1 Corinthians 15:45 and explain the three steps to God's redemptive work, that is; <i>God became a man named Jesus Christ, He died on the cross to redeem us, Christ rose from the dead.</i></li> <li>in pairs read John 12:24-25; and discuss how Christians respond to God's redemptive work; use charts or PowerPoint slides</li> <li>in groups compose songs on God's love for humankind</li> </ul>	<ol style="list-style-type: none"> <li>How did God portray love after the fall of man?</li> <li>How should you respond to God's redemptive work?</li> </ol>



			<ul style="list-style-type: none"> <li>• write a personal reflection journal on how to respond to God's redemptive work, John 3:16</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Collaboration: teamwork is demonstrated as learners discuss and write on charts ways Christians respond to God's redemptive work</li> <li>• Creativity and Imagination: the skill of exploring new ideas and creating patterns is exhibited as learners compose a song using rhythm patterns and lyrics on God's love for humankind</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Values:</b></li> <li>• Unity is portrayed as learners work in teams to discuss and write on charts ways Christians respond to God's redemptive work</li> <li>• Respect is exhibited as learners discuss and take turns to listen to the opinion/ideas of others</li> <li>• Responsibility is enhanced as learners perform tasks such as, defining words, reading Bible texts and composing songs</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Leadership skills are developed as learners choose leaders to lead them in group activities</li> <li>• Spiritual development is enhanced as learners write a personal reflection journal on how to respond to God's redemptive work</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Old Testament</b>	<b>1.4 Stewardship Over Creation</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) interpret the scriptures on stewardship b) deduce lessons learnt about stewardship for application in daily life c) model qualities of good stewardship in day-to-day life	The learner is guided to: <ul style="list-style-type: none"> <li>define the meaning of the term , ‘<i>Good stewardship.</i>’ and share findings with the class (they can use a Bible dictionary)</li> <li>share experiences of how they practise good stewardship at home, school, church and in the community</li> <li>read Genesis 1:26-28, 2:15-16 and make notes</li> <li>brainstorm on how to apply the four principles of good stewardship in daily activities/chores/studies</li> <li>discuss qualities of good stewardship. that is, <i>selflessness, humility, wisdom, long suffering, forbearing, cheerful giver</i> (use a Bible Concordance/Encyclopaedia to get relevant verses)</li> <li>in groups compose and recite a poem on good stewardship</li> </ul>	How do you exercise good stewardship in daily activities?



			<ul style="list-style-type: none"> <li>• use a diary to document how they exercise good stewardship in daily activities</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of teamwork is exhibited as learners' share experiences on how they exercise good stewardship at home, church, school and in the community</li> <li>• Creativity and Imagination: the skill of making connections is portrayed as learners write a diary on daily activities they engage in and how they <i>put into use qualities of good stewardship</i></li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: cooperation and team spirit is portrayed as the learner discuss in groups.</li> <li>• Responsibility is exhibited as learner document in a diary how they exercise good stewardship in daily activities.</li> <li>• Respect is enhanced as learner choose to obey God's command by using their gifts, talents and abilities responsibly</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Environmental Conservation is enhanced as learners conserve the environment for sustainable development.</li> <li>• Assertiveness is exercised as learners make decisions to be good stewards of God's creation.</li> <li>• Learner support programs are promoted as learners join clubs that support environmental conservation.</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.5 The Exodus</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) dramatize the call of Moses as guided by the Holy scriptures b) elaborate the discourse between God and Moses c) restate the attributes of God from the ten plagues d) explain how the Passover foreshadows Jesus Christ's atonement e) summarize ways God cared for the Israelites during the Exodus f) recognize God's power and	The learner is guided to: <ul style="list-style-type: none"> <li>• role play the call of Moses in Exodus 3:1-22; peer critique each group's role play</li> <li>• read Exodus 4:1-19 or download and watch a video on signs given to Moses by God</li> <li>• outline lessons learnt from the discourse between God and Moses; use a reputable Bible commentary</li> <li>• brainstorm on the meaning of the word plague</li> <li>• read Exodus 7: 14 – 11:1–10 and summarise the ten plagues</li> <li>• in groups sketch/draw the ten plagues and showcase the drawings</li> <li>• write the attributes of God from the ten plague on charts/use PowerPoint slides</li> <li>• read Exodus 12:1-31, and make notes on the Passover</li> <li>• discuss the meaning of the phrase, <i>atonement of sin</i>(use a Bible dictionary)</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is the Passover important to Christians today?</li> <li>2. How did God demonstrate His power during the Exodus?</li> </ol>



		deliverance during the Exodus	<ul style="list-style-type: none"> <li>• relate the Passover Lamb, (<i>Exodus 12:3,5,46</i>), to Jesus Christ, <i>the Lamb who takes away the sins of the world</i> John 1:29, Luke 22:15, 1 Peter 1:18–19</li> <li>• write a reflection journal on how to respond to Christ's atonement</li> <li>• use a Bible map to locate the red sea</li> <li>• in groups read, brainstorm and make notes on; <i>The crossing of the Red Sea (Exodus 14:5-31)</i>, <i>Provision of water (Exodus 15:22-29; 17:1-6)</i>, <i>Provision of Manna and quails (Exodus:16:1-35)</i>, <i>Defeat of the Amalekites (Exodus 17: 8-16)</i> (each group to present a different subtheme)</li> <li>• watch a movie on the Exodus</li> <li>• in groups draw pictures/sketches on God's miraculous acts during the Exodus</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Citizenship: information and communication skills are portrayed as learners participate fully in an effective and constructive way during class presentations</li> <li>• Learning to Learn: the skill of learning independently is portrayed as learners write a reflection journal on how to respond to Christ's atonement</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility is portrayed as learners perform and complete assigned tasks and duties on time</li> <li>• Integrity: learners show self-discipline and applies laid down procedures when executing tasks</li> </ul>				

**Pertinent and Contemporary Issues (PCIs):**

- **Spiritual Development:** learners write a reflection journal on how to respond to Christ's atonement
- **Cyber Security:** learners observe online safety as they download and watch a video on signs given to Moses by God

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.6 The Sinai Covenant</b> (8 lessons)	By the end of the sub strand, the learner should be able to: a) describe the making of the Sinai Covenant b) apply the Ten commandments in day-to-day life c) dramatize the breaking of the Sinai covenant d) illustrate the renewal of Sinai Covenant e) establish how the Israelites worshipped God in the wilderness f) take part in worshipping God at home, school and in church	The learner is guided to: <ul style="list-style-type: none"> <li>• in groups brainstorm on how the Sinai Covenant was made</li> <li>• read Exodus 19:3-24; discuss and make notes on the making of the Sinai Covenant</li> <li>• watch a video on the making of Sinai Covenant</li> <li>• read Exodus 20:1- 17 on the Ten commandments</li> <li>• use locally available materials to make a tablet and write the ten commandments; <i>display the Commandments on the classroom wall</i></li> <li>• share experiences of how they apply the ten commandments in daily life</li> <li>• in pairs, read Exodus 32 and make short notes</li> <li>• role play the breaking of the Sinai Covenant</li> </ul>	<ol style="list-style-type: none"> <li>1. How was the Sinai Covenant made?</li> <li>2. Why was the covenant renewed?</li> </ol>





			<ul style="list-style-type: none"> <li>• in groups, read Exodus 34 on the renewal of the Sinai covenant</li> <li>• watch a video on the renewal of the Sinai covenant and note key points</li> <li>• brainstorm on the meaning of the word, 'Worship.'</li> <li>• in groups, read and discuss Exodus 25: 35- 40 on how the Israelites worshipped God in the wilderness</li> <li>• in groups compose and present a praise song in class</li> <li>• peers to rate each group's presentation using an observation schedule</li> <li>• write an anecdotal record on how they worship God daily</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy: the skill of identifying and connecting parts of a digital device is exhibited as learners access the internet, and watch a video on the making of Sinai Covenant</li> <li>• Creativity and Imagination: learners undertake group tasks by exploring new ideas, hence use locally available materials to make a tablet of the Ten Commandments</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Integrity: learners share experiences of how they apply the Ten Commandments in daily life ,for example, "<i>Honour your father and your mother ..... ,You shall not bear false witness against your neighbour</i>")</li> </ul>				



- Social Justice: learners discuss values/ethical issues such, *You shall not kill, You shall not steal, “You shall not commit adultery among others.*

**Pertinent and Contemporary Issues (PCIs):**

- Spiritual Development: learners share experiences on how they apply the ten commandments in daily life
- Creative Thinking: learners in groups compose and present a praise song in class



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.7 Loyalty to God</b> (8 lessons)	By the end of the sub strand, the learner should be able to: a) identify forms of idol worship /religious extremism in the society today b) outline ways of discerning idol worship/ungodly groups as a Christian c) analyse Elijah's fight against Baalism in Israel d) appraise circumstances surrounding Elijah's flight to Mount Horeb e) analyse Elijah's fight against injustices in Israel f) explore values and life skills needed to address social injustices in the society today	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm on forms of idol worship/religious extremism/cults/radicalization today</li> <li>read I Timothy 4:1-3, James 2;19-24, Mathew 7:15-20 and brainstorm on how to discern and avoid joining idol worship/cults/religious extremism/devil worship</li> <li>read 1 Kings 18 on Elijah's fight against Baalism and make notes</li> <li>watch a video on Mount Carmel contest and write summary notes</li> <li>in groups dramatize Mount Carmel contest and rate each group's performance using a checklist</li> <li>read 1 Kings 19 and outline circumstances surrounding Elijah's flight to Mt. Horeb</li> <li>in pairs, read 1 King 21/ download and watch a video clip on injustices that were committed against Naboth and make notes</li> </ul>	<ol style="list-style-type: none"> <li>How do you avoid cults/religious extremism/radicalization/devil worship?</li> <li>How does idol worship affect one's faith?</li> <li>How has materialism affected the society today?</li> </ol>



		g) desire to promote social justice at home, school and in the community	<ul style="list-style-type: none"> <li>• brainstorm on values and life skills needed to address social injustices in the society today</li> <li>• design brochures on the values and life skills identified and display them on the school noticeboard</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: the skill of interpretation and inference is demonstrated as learners brainstorm on values and life skills needed to address social injustices in the society today</li> <li>• Self-Efficacy: the skill of self-worth and confidence is demonstrated as learners take different roles as they dramatize Mt. Carmel Contest</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Patriotism: learners demonstrate patriotism and love and loyalty to their country by avoiding cults/devil worship/religious extremism</li> <li>• Responsibility is shown as learners carry out different tasks such as searching the internet, role-playing, debating and group work.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Spiritual Development: is enhanced as learners brainstorm on how to discern and avoid joining idol worship/cults/religious extremism/devil worship</li> <li>• Healthy inter and intra personal relationships: learners demonstrate healthy interpersonal relationships as they interact and participate harmoniously in drama/role plays and other activities in and out of class</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.8 The Old Testament Prophets</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the meaning of the terms, <i>prophet</i> and <i>prophecy</i> b) outline categories of prophets in the Old Testament. c) describe the importance of prophets in Israel. d) analyse the relationship between the Old Testament and the New Testament prophecies. e) establish the relevance of prophecy to Christians today f) utilize acquired knowledge to avoid being misled by false prophets.	The learner is guided to: <ul style="list-style-type: none"> <li>define the words, <i>prophet</i> and <i>prophecy</i> (use a Bible dictionary/online sources)</li> <li>use a reputable Bible commentary to outline categories of prophets in the Old Testament and make summary notes.</li> <li>generate a table with categories of prophets and display it in class.</li> <li>in groups discuss the importance of prophets in the Old Testament.</li> <li>conduct an internet/ library search on prophecies in the Old and New Testament and show their relationships.</li> <li>in groups discuss characteristics of false prophets and make a presentation in class</li> <li>engage with a resource person on ways to discern false prophets and write notes.</li> </ul>	How can you distinguish true prophets from false prophets?



			<ul style="list-style-type: none"> <li>debate on the topic “<i>Prophecies are still relevant to modern day Christians</i>”</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital Literacy is enhanced as learners interact with digital devices to search for information on prophets and prophecies</li> <li>Learning to learn: learners share learnt knowledge after they conduct internet/library search on prophecies in the Old and New Testament.</li> <li>Communication and Collaboration: teamwork is enhanced as learners work in groups and conduct a debate.</li> <li>Critical Thinking and Problem-Solving: evaluation and decision-making is developed as learners engage with resource a person on how to distinguish between true and false prophets</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Unity and cooperation is enhanced as learners discuss in groups the characteristics of false prophets and make a presentation in class</li> <li>Respect is portrayed as learners take turns to contribute to discussions and listen to diverse ideas.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>Assertiveness is demonstrated as learners choose not to be misled by false prophets.</li> <li>Decision-making is portrayed as learners decide not to fall prey to false prophets</li> <li>Guidance services: learners listen and are guided by a resource person on ways to discern false prophets.</li> <li>Spiritual development is enhanced as learners discuss biblical passages on prophets and prophecies.</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Old Testament</b>	<b>1.9.1 Background of Prophet Amos</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) describe the background to the call of Prophet Amos b) relate the call of prophet Amos as guided by the Bible Texts c) elaborate the five visions of Prophet Amos and their relevance to Christians today d) desire to exercise justice as guided by the teachings of prophet Amos's	The learner is guided to: <ul style="list-style-type: none"> <li>• use a Bible Atlas /online resources to trace the origin of Prophet Amos</li> <li>• in groups brainstorm on the political, social and Religious background to the call of Prophet Amos</li> <li>• in pairs read and discuss Amos 1:1,3:8, 7:10-15 on his call and make notes</li> <li>• debate on evils/injustices that can bring judgement to a nation</li> <li>• watch a video on the visions of prophet Amos, Amos7:1-9, 8:1-3; 9:1-4; make notes /PowerPoint slides for presentation in class</li> <li>• in pairs discuss the relevance of prophet Amos's Visions to Christians today</li> </ul>	Why did God bring judgement against Israel?



			<ul style="list-style-type: none"> <li>discuss ways a nation can avoid God's judgement/wrath</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: the skill of communication and collaboration is enhanced as learners outline social evils in the society today and possible ways of solving /overcoming them</li> <li>Digital literacy skills: the skill of digital competency is enhanced as learners watch a video clip on the visions of prophet Amos and make notes</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Integrity: learners demonstrate honesty by being truthful when dealing with others /doing the right thing at all times even when no one is watching</li> <li>Responsibility: learners demonstrate responsibility by completing and submitting assigned tasks on time</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>Peace Education: learners live peacefully with others, display tolerance and resolve differences amicably</li> <li>Empathy: learners demonstrate empathy by helping the vulnerable and challenged at home, school and in the community</li> </ul>				





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 The Old Testament</b>	<b>1.9.2 Teachings of Prophet Amos</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) describe prophet Amos teachings and their relevance to Christians today b) explain Israel's election in light of the Bible texts provided c) discuss the teachings of, <i>the day of the Lord</i> and its relevance to Christians today d) interpret the meaning of, <i>Remnant and Restoration</i> to the nation of Israel e) utilize acquired virtues in day-to-day life	The learner is guided to: <ul style="list-style-type: none"> <li>list social evils found in the society today</li> <li>use a Bible Concordance/Encyclopaedia/conduct online search on; Prophet Amos teachings on <i>Social Justice and Responsibility</i></li> <li>discuss and outline ways social evils can be corrected today</li> <li>conduct a buzz session and list cults/ungodly groups common in the society today</li> <li>brainstorm on how to identify and avoid cults/ungodly groups/religious extremism/devil worship</li> <li>discuss Prophet Amos's teaching on Hypocritical Religion &amp; Judgement against Israel and other Nations (Amos 4:4-5,5:1-27, Amos 1:3-5,5:1-17,6:7-9)</li> <li>define the meaning of, <i>Israel's Election</i></li> </ul>	How does Prophet Amos message relate to Christians today?



			<ul style="list-style-type: none"> <li>• brainstorm on Israel's election and make notes; Amos 2:9-11,3:1-2, 9:7</li> <li>• in groups discuss the teachings of the day of the Lord; Amos 5:18-20,6:3-5,8:5-13</li> <li>• brainstorm on how Christians should prepare for the second coming of Jesus Christ</li> <li>• in pairs draw pictures/illustrations on the day of the Lord and display in class</li> <li>• read and discuss Amos 9:8-15 on Remnant and Restoration; make notes for presentation in class</li> <li>• use a chart to write virtues/values acquired from the message of Prophet Amos</li> <li>• in pairs discuss how to apply the virtues in day-to-day life</li> <li>• write an <i>anecdotal record</i> of instances he/she practised social justice when dealing with others</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of team work is enhanced as learners outline social evils in the society today and possible ways of solving /overcoming them</li> </ul>				



- Digital literacy skills: the skill of digital competency is enhanced as learners search online for Bible passages on prophet Amos' teachings on, '*Social Justice and Responsibility.*'

**Values:**

- Integrity: learners demonstrate honesty by being truthful when dealing with others /doing the right thing at all times even when no one is watching
- Responsibility: learners demonstrate responsibility by undertaking, completing and submitting assigned tasks on time

**Pertinent and Contemporary Issues (PCIs):**

- Peace Education: learners demonstrate peace by living peacefully with others/avoiding injustices as taught by Prophet Amos
- Social Awareness Skills: learners write an anecdotal record on instances he/she exhibited social justice when dealing with others



### SUGGESTED ASSESSMENT RUBRIC FOR STRAND 1.0

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectations	Below expectations
Ability to identify five methods of studying the Bible	Identifies five methods of studying the Bible and cites relevant examples.	Identifies five methods of studying the Bible.	Identifies four to three methods of studying the Bible.	Identifies two to one methods of studying the Bible.
Ability to explain six benefits of studying the Bible	Explains six benefits of studying the Bible using illustrations	Explains six benefits of studying the Bible.	Explains five to three benefits of studying the Bible.	Explains two to one benefits of studying the Bible.
Ability to apply the methods of studying the Bible to specific texts	Creatively applies methods of studying the Bible to specific Bible texts.	Applies methods of studying the Bible to specific Bible texts.	Applies two methods of studying the Bible to specific Bible texts.	Applies only one method of studying the Bible to specific Bible texts
Ability to explain Israel's Election in light of the Bible texts provided	Explains Israel's Election in light of the Bible texts provided in details	Explains Israel's Election in light of the Bible texts provided	Explains Israel's Election in light of the Bible texts provided but omits minor details	Explains Israel's Election in light of the Bible texts provided but omits major details
Ability to discuss the teachings on <i>the day of the Lord</i> and its relevance to Christians today	Discusses the teachings on <i>the day of the Lord</i> and its relevance to Christians today and provides relevant examples	Discusses the teachings on <i>the day of the Lord</i> and its relevance to Christians today	Discusses the teachings on <i>the day of the Lord</i> but omits minor details	Discusses the teachings on <i>the day of the Lord</i> but omits major details



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to interpret the meaning of, <i>Remnant and Restoration</i> to the nation of Israel	Interprets the meaning of, <i>Remnant and Restoration</i> to the nation of Israel and provides relevant examples	Interprets the meaning of, <i>Remnant and Restoration</i> to the nation of Israel	Attempts to interpret the meaning of, <i>Remnant and Restoration</i> to the nation of Israel	Interprets the meaning of, <i>Remnant and Restoration</i> to the nation of Israel with consistent guidance
Ability to utilize acquired virtues in day-to-day life	Constantly utilizes acquired virtues in day-to-day life	Utilizes acquired virtues in day-to-day life	Sometimes utilizes acquired virtues in day-to-day life	Seldom utilizes acquired virtues in day-to-day life
Ability to explain the origin and consequences of sin	Explains the origin and consequences of sin and cites relevant scriptures	Explains the origin and consequences of sin as guided by the scriptures	Explains the origin and consequences of sin but omits minor details	Explains the origin and consequences of sin but omits major details
Ability to elaborate God's plan of salvation after the fall of man	Elaborates God's plan of salvation after the fall of man in details	Elaborates God's plan of salvation after the fall of man	Elaborates God's plan of salvation after the fall of man but omits minor details	Elaborates God's plan of salvation after the fall of man but omits major details
Ability to explain ways Christians respond to God's redemptive work	Explains s ways Christians respond to God's redemptive work with examples	Explains ways Christians respond to God's redemptive work	Makes effort to explain ways Christians respond to God's redemptive work	Explains ways Christians respond to God's redemptive work with consistent guidance



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to adapt the four principles of good stewardship in daily engagements	Adapts the four principles of good stewardship in daily engagements and encourages peers to do so	Adapts the four principles of good stewardship in daily engagements	Adapts three principles of good stewardship in daily engagements	Adapts two principles of good stewardship in daily engagements
Ability to model qualities of good stewardship in day-to-day life	Constantly models qualities of good stewardship in day-to-day life	Models qualities of good stewardship in day-to-day life	Sometimes models qualities of good stewardship in day-to-day life	Seldom models qualities of good stewardship in day-to-day life
Ability to dramatize the call of Moses	Creatively dramatizes the call of Moses and includes all the steps	Dramatizes the call of Moses	Dramatizes the call of Moses but leaves out a few steps	Dramatizes the call of Moses but leaves out many steps
Ability elaborate the discourse between God and Moses	Elaborates the discourse between God and Moses and gives relevant examples	Elaborates the discourse between God and Moses	Elaborates the discourse between God and Moses but omits minor details	Elaborates the discourse between God and Moses but leaves out major details
Ability to outline six attributes of God from the ten plagues	Outlines six attributes of God from the ten plagues and cites relevant examples	Outlines six attributes of God from the ten plagues	Outlines five to three attributes of God from the ten plagues	Outlines two to one attribute of God from the ten plagues
Ability to explain how the Passover	Explains how the Passover foreshadows	Explains how the Passover	Explains how the Passover foreshadows	Explains how the Passover foreshadows Jesus Christ's



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
foreshadows Jesus Christ's atonement	Jesus Christ's atonement with illustrations	foreshadows Jesus Christ's atonement	Jesus Christ's atonement but omits minor details	atonement but omits major details
Ability to discuss ways God cared for the Israelites during the Exodus	Discusses five ways God cared for the Israelites during the Exodus in details	Discusses ways God cared for the Israelites during the Exodus	Discusses four to three ways in which God cared for the Israelites during the Exodus	Discusses between two to one way in which God cared for the Israelites during the Exodus
Ability to describe the making of the Sinai Covenant	Exhaustively describes the making of the Sinai Covenant	Describes the making of the Sinai Covenant	Describes the making of the Sinai but leaves out minor details	Describes the making of the Sinai Covenant but leaves out major details
Ability apply the Ten Commandments in daily life	Consistently applies the Ten Commandments in daily life	Applies the Ten Commandments in daily life	Sometimes applies the Ten Commandments in daily life	Applies the Ten Commandments in daily life with consistent guidance
Ability to dramatize the breaking of the Sinai covenant	Creatively dramatizes all the steps in the breaking of the Sinai covenant	Dramatizes the breaking of the Sinai covenant	Dramatize the breaking of the Sinai covenant but leaves out minor steps	Dramatizes the breaking of the Sinai covenant but leaves out major steps
Ability to illustrate the renewal of Sinai Covenant	Illustrates the renewal of the Sinai Covenant and gives relevant examples	Illustrates the renewal of Sinai Covenant	Illustrates the renewal of Sinai Covenant but makes minor omissions	illustrates the renewal of Sinai Covenant but leaves out major omissions



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to take part in worshipping God at home, school and in church	Constantly takes part in worshipping God at home, school and in church	Takes part in worshipping God at home, school and in church	Sometimes takes part in worshipping God at home, school and in church	Takes part in worshipping God at home, school and in church with prompts
Ability to identify four forms of idol worship in the society today	Identifies four forms of idol worship in the society today and gives relevant examples	Identifies four forms of idol worship in the society today	Identifies three to two forms of idol worship in the society today	Identifies only one form of idol worship in the society today
Ability to outline four ways of discerning idol worship/ungodly groups	Outlines four ways of discerning idol worship/ungodly groups using relevant examples	Outlines four ways of discerning idol worship/ ungodly groups	Outlines between three to two ways of discerning idol worship/ ungodly groups	Outlines only one way of discerning idol worship/ ungodly groups
Ability to analyse Elijah's fight against Baalism in Israel	Analyses Elijah's fight against baalism in Israel with illustrations	Analyses Elijah's fight against Baalism in Israel	Analyses Elijah's fight against Baalism in Israel but omits minor information	Analyses Elijah's fight against Baalism in Israel but omits major information
Ability to appraise circumstances surrounding Elijah's flight to Mt. Horeb	Exhaustively appraises circumstances surrounding Elijah's flight to Mount Horeb	Appraises circumstances surrounding Elijah's flight to Mount Horeb	Appraises circumstances surrounding Elijah's flight to Mount Horeb but omits minor details	Appraises circumstances surrounding Elijah's flight to Mount Horeb but omits major details





<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to discuss Elijah's fight against injustices in Israel	Discusses Elijah's fight against injustices in Israel in details	Discusses Elijah's fight against injustices in Israel	Discuss Elijah's fight against injustices in Israel but omits minor details	Discusses Elijah's fight against injustices in Israel but omits major details
Ability to explore values and life skills needed to address social injustices in the society today	With illustrations explores values and life skills needed to address social injustices in the society today	Explores values and life skills needed to address social injustices in the society today	Explores values and life skills needed to address social injustices in the society today but leaves out some information	Explores values and life skills needed to address social injustices in the society today but leaves out a lot of information
Ability to outline categories of prophets in the Old Testament	Conclusively outlines categories of prophets in the Old Testament	Outlines categories of prophets in the Old Testament	Outlines three categories of prophets in the Old Testament	Outlines only one category of prophets in the Old Testament
Ability to describe the importance of prophets in the Old Testament	Describes the importance of prophets in the Old Testament and cites relevant examples.	Describes the importance of prophets in the Old Testament.	Describes the importance of prophets in the Old Testament but omits minor details.	Describes the importance of prophets in the Old Testament but omits major details.
Ability to analyse the relationship between prophecies of the Old and New Testament	Analysis the relationship between prophecies of the Old and New Testament and uses relevant Bible texts	Analysis the relationship between prophecies of the Old and New Testament	Analysis the relationship between prophecies of the Old and New Testament but omits some Bible texts	Analysis the relationship between prophecies of the Old and New Testament but omits many Bible texts



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to utilize acquired knowledge to avoid being misled by false prophets	Constantly utilizes acquired knowledge to avoid being misled by false prophets	Utilizes acquired knowledge to avoid being misled by false prophets	Sometimes utilizes acquired knowledge to avoid being misled by false prophets	Utilizes acquired knowledge to avoid being misled by false prophets with prompts
Ability to discuss the call of prophet Amos as guided by the Bible texts	With illustrations discusses the call of prophet Amos as guided by the Bible texts	Discusses the call of prophet Amos as guided by the Bible texts	Discusses the call of prophet Amos as guided by the Bible texts but leaves out some information	Discusses the call of prophet Amos as guided by the Bible texts but leaves out major information
Ability to elaborate the five visions of Prophet Amos' and their relevance to Christians today	Comprehensively elaborates the five visions of Prophet Amos and their relevance to Christians today	Elaborates the five visions of Prophet Amos' and their relevance to Christians today	Elaborates four to three visions of Prophet Amos'	Elaborates between two to one visions of Prophet Amos



## STRAND 2.0: THE NEW TESTAMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The New Testament</b>	<b>2.1 The New Testament Books</b> (5 lessons)	By the end of the sub-strand learner should be able to: a) organise the New Testament books according to their distinct categories b) justify why the Bible is referred to as a library c) establish ways the Bible is used in the society today d) desire to read the Bible daily to grow spiritually	The learner is guided to: <ul style="list-style-type: none"><li>• use a chart or a digital devise to list the New Testament Books</li><li>• research online or use the library to categorise the Books in the New Testament</li><li>• categorise the New Testament Books according to their distinct categories</li><li>• search the New Testament books from a crossword puzzle</li><li>• brainstorm on why the Bible is referred to as a library</li><li>• buzz on how the Bible is used in the society today</li><li>• share experiences on whether they read the Bible</li><li>• read the Bible daily and journal their experiences</li></ul>	Why should you study the New Testament Books?



			<ul style="list-style-type: none"> <li>• write Bible verses in their note books and meditate/reflect on them to grow spiritually</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: active listening and communication skills are utilised as learners brainstorm on why the Bible is referred to as a library</li> <li>• Learning to Learn: learners engage in collective learning by conducting research, buzz sessions and brainstorm on various tasks</li> <li>• Communication and Collaboration: the skills of listening and speaking are exhibited as learners share experiences on whether they read the Bible</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: learners show harmony as they hold buzz sessions and take turns to listen to each other's opinions</li> <li>• Integrity: learners exhibit honesty and discipline as they focus on the assignment provided without visiting inappropriate sites</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Information technology: learners conduct an online research on categories of Books in the New Testament</li> <li>• Analytical thinking: learners write Bible verses in their note books and meditate/reflect on them to grow spiritually</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The New Testament</b>	<b>2.2 Infancy and Early Life of Jesus Christ</b>  <i>(10 lessons)</i>	By the end of the sub strand, the learner should be able to: a) describe the fulfilment of the Old Testament prophecies b) explain the role of John the Baptist as a link between the Old and the New Testament c) elaborate the infancy and early life of Jesus Christ d) analyse the teachings of John the Baptist and their relevance to Christians today e) describe the baptism of Jesus Christ and its relevance to Christians today f) relate the temptations of Jesus Christ as	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss how the Old Testament Prophecies are fulfilled through Jesus Christ</li> <li>• read Isaiah 7:10-16; 9:1-7, 53, 61:1-2, Jeremiah 23:5-6; Psalms 110: 1-2 &amp; Micah 5:2-5 and make notes on prophecies about the Messiah</li> <li>• read Isaiah 40:3-5, Malachi 3:1, 4:5-6 &amp; Luke 7:20-35 and make Power Point slides for presentation in class on the role of John the Baptist</li> <li>• in groups download and watch a video/ read Luke 1:5-56, Luke 1:57-80, Luke 2:1-20, Luke2: 21-40 &amp; Luke 2:41-52 on the infancy and early life of Jesus Christ</li> <li>• read Luke 3:1-20 on the teachings of John the Baptist and discuss their relevance to Christians today</li> </ul>	1. Why is the birth of Jesus Christ important to Christians today? 2. How is baptism applicable to Christians today?



		<p>guided by the scripture</p> <p>g) utilize virtues exemplified by Jesus Christ to overcome temptations</p>	<ul style="list-style-type: none"> <li>• read Luke 3:21-23 and 4:1-13 and discuss the relevance of the baptism and the temptations of Jesus Christ to Christians today</li> <li>• share experiences of how baptism is conducted in their denominations</li> <li>• brainstorm on temptations they encounter as young Christians</li> <li>• write a reflection journal on how they overcome temptations in day-to-day life</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: learners use logic and evidence to arrive at solutions as they journal how they overcome temptations in day-to-day life</li> <li>• Digital Literacy Skills: learners use digital resources/ tools and services as they download and watch a video on the infancy and early life of Jesus Christ.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: learners demonstrate love as they work together and hold group discussions</li> <li>• Responsibility: learners demonstrate responsibility as they work on various assignments and complete them on time</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Peer Pressure Resistance: learners journal how they overcome temptations in day-to-day life</li> <li>• Group Dynamics: learners work together in groups and share experiences and ideas</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The New Testament</b>	<b>2.3 Galilean Ministry</b> ( <i>selected teachings</i> )  (12 lessons)	By the end of the sub strand, the learner should be able to: a) describe Jesus Christ's rejection at Nazareth b) elaborate Christ's opposition by the Pharisees and Scribes c) explain Jesus Christ's teachings on qualities of true discipleship d) deduce lessons learnt from the sermon on the plain as guided by Luke 6:17-49 e) illustrate Jesus' works of compassion and their relevance to Christians today f) relate the miracles of Jesus Christ and their significance g) discuss the parables of Jesus Christ and their	The learner is guided to: <ul style="list-style-type: none"> <li>share experiences on instances they were rejected because of their faith</li> <li>brainstorm on how and why Christians are persecuted today</li> <li>read Luke 4:14-30 on Christ's rejection in Nazareth and write key points using a digital device/ exercise books</li> <li>read Luke 5:12-39 &amp; 6:1-11 on Christ's opposition by the Pharisees and the Scribes and make notes</li> <li>sing the song on the call of disciples; <i>I will make you fishers of men</i></li> <li>read Luke 6:12-16 and design flash cards with the names of the 12 disciples</li> <li>in groups read Luke 6:27-49 and make a summary on true discipleship in your exercise book/use a digital device</li> </ul>	Why is Galilean Ministry important to Christians today?



		<p>importance in the life of a Christian</p> <p>h) desire to apply the teachings of Jesus Christ in day-to-day life</p>	<ul style="list-style-type: none"> <li>• in groups read Luke 6:17-26,27-45; outline lessons learnt and make a presentation in class</li> <li>• read and discuss Luke 6:46-49 write lessons learnt on a chart and perform a skit based on, '<i>the foolish and wise builder.</i>'</li> <li>• In pairs discuss how you practise kindness/help those in need</li> <li>• read Luke 7:1 -10, 11-17, 18-35 and summarise Jesus's works of compassion and their significance</li> <li>• share experiences of occasions they have been forgiven when they wronged others</li> <li>• read Luke7:36-50 and outline lessons learnt</li> <li>• in groups compose a song based on the story of, 'forgiving the sinful woman.'<i>(peer critique and rate each group's performance)</i></li> <li>• in groups, role play the parable of the sower Luke 8:4-21</li> <li>• use a poster to write lessons learnt from the parable of the sower and display it in class</li> </ul>	
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			<ul style="list-style-type: none"> <li>• watch a video on Jesus' mighty works; Luke 4:31-44, 8:22-56 &amp; 9:10-17,</li> <li>• outline lessons learnt from the mighty works and make notes/ PowerPoint presentations</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy: connecting using technology is exhibited as learners connect to the internet, surf the internet and watch video clips on the mighty works of Jesus Christ</li> <li>• Learning to Learn is enhanced as learners reflect on their own work, peer critique and rate each group's performance</li> <li>• Self-efficacy is portrayed as learners show concerted effort in helping the needy</li> <li>• Imagination and Creativity is exhibited as learners perform a skit based on, '<i>the foolish and wise builder.</i>'</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility is portrayed as learners prepare and present their work/assignments on time.</li> <li>• Unity is demonstrated as learners share resources when surfing the internet and watch video clips on the mighty works of Jesus Christ</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Life Skills: analytical thinking is exhibited as learners communicate effectively, critically think and engage to look for solutions to challenges they face.</li> <li>• Learner Support programmes; peer education and mentorship is demonstrated as learners share experiences on instances they were rejected because of their faith.</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The New Testament</b>	<b>2.4 Paul's first letter to the Corinthians</b> (selected sub themes)  (8 lessons)	By the end of the sub strand, the learner should be able to: a) describe the causes of divisions in the Church of Corinth b) discuss how Paul addressed divisions in the Church of Corinth c) identify moral challenges facing the youth and suggest possible solutions d) analyse how Paul addressed the issue of immorality in the church of Corinth e) model good morals as guided by the teachings of Apostle Paul	The learner is guided to: <ul style="list-style-type: none"> <li>• in pairs brainstorm on the meaning of the word, <i>Epistle</i></li> <li>• brainstorm on causes of divisions in the church today</li> <li>• read 1 Corinthians chapters 1- 4 on the causes of divisions in the church of Corinth,</li> <li>• in pairs brainstorm on how Paul addressed divisions in the church of Corinth</li> <li>• in groups visit a local church and interview members on factors that unite them,</li> <li>• analyse the findings, write and present the report using a digital device</li> <li>• brainstorm on moral issues facing the youth today and suggest possible solutions</li> <li>• in groups read 1Corinthians chapter 5-6 and brainstorm on the issue of immorality and how Apostle Paul addressed it</li> </ul>	Why is Paul's first Letter to the Corinthians important to Christians today?



			<ul style="list-style-type: none"> <li>• in groups design a questionnaire to collect data on how Christians assist those affected by moral issues</li> <li>• write a daily reflection journal on virtues/values you exercise for upright living as a youth</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: active listening and communication skills are promoted as learners read and discuss the scriptures and suggest solutions to moral challenges facing the youth</li> <li>• Communication and Collaboration: teamwork is exhibited as learners conduct interviews in groups and analyse the findings using a digital device</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity is enhanced as learners work together in groups during discussions, research and write a report</li> <li>• Responsibility is promoted as learners discuss, complete and present their assignments/tasks on time</li> <li>• Respect is promoted as learners discuss, listen and accommodate each other's views.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Learner support programmes: peer education and mentorship is exhibited as learners discuss solutions to moral issues facing them</li> <li>• Problem solving skills is portrayed as learners brainstorm on moral issues facing the youth today and suggest possible solutions</li> </ul>				



## SUGGESTED ASSESSMENT RUBRIC FOR STRAND 2.0

<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to describe the fulfilment of the Old Testament prophecies	Describes the fulfilment of the Old Testament prophecies in details	Describes the fulfilment of the Old Testament prophecies	Describes the fulfilment of the Old Testament prophecies but omits minor details	Describes the fulfilment of the Old Testament prophecies but omits major details
Ability to explain the role of John the Baptist as a link between the Old and the New Testament	Explains the role of John the Baptist as a link between the Old and the New Testament using illustrations	Explains the role of John the Baptist as a link between the Old and the New Testament	Explains the role of John the Baptist as a link between the Old and the New Testament but require some improvement	Explains the role of John the Baptist as a link between the Old and the New but requires a lot of improvement
Ability to elaborate the infancy and early life of Jesus Christ	Exhaustively elaborates the infancy and early life of Jesus Christ	Elaborates the infancy and early life of Jesus Christ	Elaborates the infancy and early life of Jesus Christ but leaves out some information	Elaborates the infancy and early life of Jesus Christ but leaves out major information
Ability to analyse six teachings of John the Baptist and their relevance to Christians today	Analyses six teachings of John the Baptist and their relevance to Christians today illustratively	Analyses six teachings of John the Baptist and their relevance to Christians today	Analyses five to three teachings of John the Baptist and their relevance to Christians today	Analyses between two to one teaching of John the Baptist and its relevance to Christians today



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to describe the baptism of Jesus Christ and its relevance to Christians today	Comprehensively describes the baptism of Jesus Christ and its relevance to Christians today	Describes the baptism of Jesus Christ and its relevance to Christians today	Describes the baptism of Jesus Christ and its relevance to Christians today but leaves out some information	Describes the baptism of Jesus Christ and its relevance to Christians today but leaves out major information
Ability to relate the three temptations faced by Jesus Christ	Relates the three temptations faced by Jesus Christ illustratively	Relates the three temptations faced by Jesus Christ	Relates only two temptations faced by Jesus Christ	Relates only one temptation faced by Jesus Christ
Ability to describe Jesus Christ's rejection at Nazareth	Describes Jesus Christ's rejection at Nazareth and cites relevant examples	Describes Jesus Christ's rejection at Nazareth	Describe Jesus Christ's rejection at Nazareth but leaves out some information	Describes Jesus Christ's rejection at Nazareth but leaves out a lot of information
Ability to elaborate Christ's opposition by the Pharisees and Scribes	Exhaustively elaborates Christ's opposition by the Pharisees and Scribes	Elaborates Christ's opposition by the Pharisees and Scribes	Elaborates Christ's opposition by the Pharisees and Scribes with minor mistakes	Elaborates Christ's opposition by the Pharisees and Scribes but makes major mistakes
Ability to explain Jesus Christ's teachings on qualities of true discipleship	With illustrations explains Jesus Christ's teachings on	Explains Jesus Christ's teachings on qualities of true discipleship	Explains Jesus Christ's teachings on qualities of true	Explains Jesus Christ's teachings on true discipleship but



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
	qualities of true discipleship		discipleship but leaves out some information	leaves out major information
Ability to deduce six lessons learnt from the sermon on the plain	Deduces six lessons learnt from the sermon on the plain	Deduces six lessons learnt from the sermon on the plain	Deduces five to three lessons learnt from the sermon on the plain	Deduces between two to one lessons learnt from the sermon on the plain
Ability to illustrate Jesus' works of compassion and its relevance to Christians today	Illustrates Jesus' works of compassion and its relevance to Christians today citing relevant examples	Illustrates Jesus' works of compassion and its relevance to Christians today	Illustrates Jesus' works of compassion and its relevance to Christians today but leaves out some details	Illustrates Jesus' works of compassion and its relevance today but leaves out major details
Ability to relate the miracles of Jesus Christ and their significance	Comprehensively relates the miracles of Jesus Christ and their significance	Relates the miracles of Jesus Christ and their significance	Relates the miracles of Jesus Christ and their significance but leaves out some details	Relates the miracles of Jesus Christ and their significance but leaves out major details
Ability to discuss the parables of Jesus Christ and their importance in the life of a Christian	Exhaustively discusses the parables of Jesus Christ and their importance in the life of a Christian	Discusses the parables of Jesus Christ and their importance in the life of a Christian	Discusses three parables and their importance in the life of a Christian	Discusses only one parable of Jesus Christ and its importance in the life of a Christian



<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to describe five causes of divisions in the church of Corinth	Describes five causes of divisions in the church of Corinth and cites relevant examples	Describes five causes of divisions in the church of Corinth	Describes four to three causes of divisions in the church of Corinth	Describes between two and one cause of division in the church of Corinth
Ability to discuss how Paul addressed the issues of immorality	Comprehensively discusses how Paul addressed the issues of immorality	Discusses how Paul addressed the issues of immorality	Discusses how Paul addressed issues of immorality but omits minor details	Discusses how Paul addressed the issues of immorality but omits major details
Ability to identify five moral challenges facing the youth and suggest possible solutions	Exhaustively identifies five moral challenges facing the youth and suggests possible solutions	Identifies five moral challenges facing the youth and suggests possible solutions	Identifies four to three moral challenges facing the youth and suggests possible solutions	Identifies between two to one moral challenge facing the youth and suggests possible solutions
Ability to analyse how Paul addressed the issue of immorality in the church of Corinth	Analyses how Paul addressed the issue of immorality in the church of Corinth and cites relevant examples	Analyses how Paul addressed the issue of immorality in the church of Corinth	Analyses how Paul addressed the issue of immorality in the church of Corinth but omits some details	Analyses how Paul addressed the issue of immorality in the church of Corinth but omits major details



### STRAND 3.0: CHURCH IN ACTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 church in Action</b>	<b>3.1The Holy Spirit</b>  ( 8 lessons)	By the end of the sub strand, the learner should be able to: a) describe the outpouring of the Holy Spirit on the day of Pentecost b) relate Peter's message on the Day of Pentecost c) deduce lessons learnt from the day of Pentecost d) explain Jesus' teachings on the role of the Holy Spirit e) appreciate the role of the Holy Spirit in day-to-day life	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the word, 'Pentecost'</li> <li>• describe the outpouring of the Holy Spirit on the day of Pentecost Acts 2:1-13</li> <li>• read Acts 2:14-40 and write notes on Peter's message on the day of Pentecost</li> <li>• outline lessons learnt from the day of Pentecost</li> <li>• read John 14:15-17, 25-26; John 16:7-15; Acts 1:6-8 and write notes on the role of the Holy Spirit in the life of a Christian</li> <li>• engage with a resource person (Pastor/Priest) on the role of the Holy Spirit in the life of a Christian.</li> <li>• write a reflection journal on how they involve the Holy Spirit in their lives.</li> </ul>	How do you involve the Holy Spirit in your life?



**Core competencies to be developed:**

- Citizenship: active community skills are promoted as learners engage actively in the community as guided by the Holy Spirit
- Self-efficacy: leadership skills are enhanced as different learners lead their groups in performing various activities

**Values:**

- Respect is exhibited as learners work in groups and respect each other's opinion/take turn to listen and accommodate views of others
- Unity is portrayed as learners cooperate in performing various tasks and work together by embracing the unifying role of the Holy Spirit

**Pertinent and Contemporary Issues (PCIs):**

- Social cohesion is exhibited as the learners live harmoniously at school and with other members of the community
- Coping with emotions is exhibited as learners depend on the Holy Spirit who is a comforter and a counsellor
- Guidance services-Decision making for transition in life is portrayed as learners pray and depend on the Holy Spirit for guidance



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Church in Action</b>	<b>3.2 The Gifts of the Holy Spirit</b> <i>(8 lessons)</i>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>classify the gifts of the Holy Spirit according to their categories</li> <li>elaborate the criteria for discerning the gifts of the Holy Spirit</li> <li>appraise the manifestation of the gifts of the Holy Spirit in the Church today</li> <li>desire to receive the gifts of the Holy Spirit as guided by scriptures</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>brainstorm on the meaning of; <i>gifts of the Holy Spirit</i> and share findings with the class</li> <li>read 1Corinthians 12:8-11 and outline the nine gifts of the Holy Spirit</li> <li>in groups classify the gifts according to their three categories</li> <li>conduct a buzz session on how you distinguish true and false prophecy</li> <li>in groups use a reputable Bible Commentary/online sources to look for information on criteria for discerning the gifts of the Holy spirit and make a report for presentation in class</li> <li>read 1 Corinthians 12:1-3; Matthew 7:15-20; Galatians 5: 16-26 and make notes on criteria for discerning gifts of the Holy Spirit</li> </ul>	<ol style="list-style-type: none"> <li>Why are the gifts of the Holy Spirit important in the life of a Christian?</li> <li>How are the gifts of the Holy Spirit Manifested in the Church today?</li> </ol>



			<ul style="list-style-type: none"> <li>• brainstorm on how the gifts of the Holy Spirit are manifested in the church today and make notes/PowerPoint slides for presentation in class</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: the skill of research is portrayed as learners complete tasks by researching and proposing solutions to various issues/challenges</li> <li>• Communication and Collaboration: the skill of listening is exhibited as learners listen, critically compare perspectives, appreciate information and respect each other's opinions</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility is enhanced as learners carry out different tasks/ assignments and complete them on time</li> <li>• Unity is portrayed as learners work in groups and accommodate each other's opinions</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Effective Communication: learners brainstorm on how the gifts of the Holy Spirit are manifested in Church today and make notes</li> <li>• Analytical skills are exhibited as learners conduct a buzz session on how to distinguish true and false prophecy</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 church in Action</b>	<b>3.3 The Holy Trinity</b> <i>( 4 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the meaning of the Holy Trinity b) recite Philemon 1:3 to appreciate the Holy Trinity c) describe three roles of the Holy Trinity d) recognise the monotheistic doctrine in Christianity	The learner is guided to: <ul style="list-style-type: none"> <li>• explain the meaning of the Holy Trinity</li> <li>• write Philemon 1:3 on flash cards and recite it</li> <li>• read 2 Corinthians 13:14, Isaiah 9:6, John 1:14, Luke 1:35, Matthew 1:23, Matthew 28:19, Matthew 3:16-17 and make notes on the Holy Trinity</li> <li>• list three roles of the Holy Trinity</li> <li>• search the internet on the roles of the Holy Spirit and present findings using charts or PowerPoint slides</li> <li>• read Isaiah 45:21-22; Isaiah 44:6-8; Exodus 15:11; Deuteronomy 32:39; 1 Samuel 2:2 and make PowerPoint slides or charts on belief in one God</li> </ul>	Why is it important to learn the doctrine of the Holy Trinity?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Citizenship: ethical digital citizenship skills are promoted as learners harness the power of ICT for positive purposes</li> <li>• Self-efficacy: leadership skills are enhanced as different learners lead their groups in performing various activities</li> </ul>				

**Values:**

- Respect is exhibited as learners work in groups and respect each other's opinion/take turn to listen and accommodate views of others
- Unity is portrayed as learners cooperate in performing various tasks and work together as they embrace the doctrine of the Holy Trinity

**Pertinent and Contemporary Issues (PCIs):**

- Social cohesion is exhibited as the learners live harmoniously at school and with other members of the community
- Citizenship Education: Peace education-ways of promoting peace is nurtured as they learn how the Godhead works together in unity



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Church in Action</b>	<b>3.4 Sacraments</b> <ul style="list-style-type: none"> <li><i>Baptism</i></li> <li><i>The Lord's Table or Eucharist</i></li> </ul> <p>(8 lessons)</p>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>explain the meaning of baptism from the scriptures provided</li> <li>elaborate the importance of baptism in the life of a Christian</li> <li>discuss how the Lord's table or Eucharist is celebrated in the church today</li> <li>explain the significance of the Lord's table or Eucharist in the life of a Christian</li> <li>desire to participate in the sacraments to strengthen their faith in God</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>define the term sacrament</li> <li>read Mark 16:16 and John 3:5 and outline lessons learnt</li> <li>state the importance of Baptism in the life of a Christian</li> <li>share experiences of how the Lord's Table or Eucharist/Last Supper is celebrated in their church</li> <li>read, Luke 22:14-20 and make notes on the Last supper</li> <li>watch a video clip on the Last Supper</li> <li>brainstorm on the importance of the Lord's Table or Eucharist in the life of a Christian</li> </ul>	<ol style="list-style-type: none"> <li>Why is the sacrament of Baptism important in the life of a Christian?</li> <li>How does the Lord's table/Holy Communion strengthen one's faith?</li> </ol>

**Core competencies to be developed:**

- Digital Literacy: the skill of connecting using technology is enhanced as learners use the internet and other appliances to watch a video clip on the Last Supper
- Communication and collaboration: the skill of listening is exhibited as learners listen, critically compare perspectives, appreciate information and respect each other's opinions

**Values:**

- Responsibility is enhanced as learners carry out different tasks/ assignments and complete them on time
- Unity is portrayed as learners work in groups and accommodate each other's opinions

**Pertinent and Contemporary Issues (PCIs):**

- Effective Communication: learners share experiences of how the Lord's Table/Eucharist/Last Supper is celebrated in their church
- Analytical skills are exhibited as learners brainstorm on the importance of the Lord's Table or Eucharist in the life of a Christian



### SUGGESTED ASSESSMENT RUBRIC FOR STRAND 3.0

<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to classify the gifts of the Holy Spirit according to their three categories	Comprehensively classifies the gifts of the Holy Spirit according to their three categories	Classifies the gifts of the Holy Spirit according to their three categories	Classifies the gifts of the Holy Spirit in two categories	Classifies the gifts of the Holy Spirit in one category
Ability to elaborate the criteria for discerning the gifts of the Holy Spirit	Elaborates the criteria for discerning the gifts of the Holy Spirit using relevant examples	Elaborates the criteria for discerning the gifts of the Holy Spirit	Elaborates the criteria for discerning the gifts of the Holy Spirit but omits minor details	Elaborates the criteria for discerning the gifts of the Holy Spirit but omits major details
Ability to appraise the manifestation of the gifts of the Holy Spirit in the Church today	Appraises the manifestation of the gifts of the Holy Spirit in the Church today using illustrations	Appraises the manifestation of the gifts of the Holy Spirit in the Church today	Appraises the manifestation of the gifts of the Holy Spirit in the Church today with minor mistakes	Appraises the manifestation of the gifts of the Holy Spirit in the Church today but makes major mistakes
Ability to describe the outpouring of the Holy Spirit on the day of Pentecost	Describes the outpouring of the Holy Spirit and gives relevant examples	Describes the outpouring of the Holy Spirit on the day of Pentecost	Describes the outpouring of the Holy Spirit on the day of Pentecost but omits some steps	Describes the outpouring of the Holy Spirit on the day of Pentecost but omits major steps





<b>Level Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to relate Peter's message on the Day of Pentecost	Relates Peter's message on the Day of Pentecost using illustrations	Relates Peter's message on the Day of Pentecost	Relate Peter's message on the Day of Pentecost but leaves out some information	Relates Peter's message on the Day of Pentecost but leaves out major information
Ability to deduce lessons learnt from the day of Pentecost	Deduces four lessons learnt from the day of Pentecost	Deduces four lessons learnt from the day of Pentecost	Deduces three to two lessons learnt from the day of Pentecost	Deduces only one lesson learnt from the day of Pentecost
Ability to explain Jesus' teachings on the role of the Holy Spirit	Explains five Jesus' teachings on the role of the Holy Spirit citing relevant examples	Explains five Jesus' teachings on the role of the Holy Spirit	Explains four to three Jesus' teachings on the role of the Holy Spirit	Explains between two to one Jesus' teachings on the role of the Holy Spirit



## STRAND 4.0: CHRISTIAN LIVING TODAY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Living today</b>	<b>4.1 Christian Ethics</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the meaning of Christian ethics b) identify sources of Christian ethics c) analyse ethical issues facing the youth today d) propose solutions to ethical issues facing the youth today e) utilize ethical values to make appropriate moral decisions in day-to-day life	The learner is guided to: <ul style="list-style-type: none"> <li>● explain the meaning of Christian ethics; <i>use a Bible dictionary or online sources</i></li> <li>● search the internet/library on sources of Christian Ethics and write the findings on charts/PowerPoint slides for presentation in class</li> <li>● brainstorm on ethical issues they face as youths such as <i>student unrest, cyber bullying, physical and verbal abuse, lying, theft, bribery and grooming</i></li> <li>● discuss cyber security and the need to observe appropriate ethical practises when browsing the internet</li> <li>● propose solutions to ethical issues affecting the youth.</li> <li>● debate on the topic, “<i>My dress my choice is the cause of moral decadence in the society today</i>”</li> </ul>	How do you exercise ethical behaviour in daily life?



			<ul style="list-style-type: none"> <li>● consult parents/guardian for advice and guidance on moral challenges affecting them as young people</li> <li>● choose a moral issue affecting him/her, reflect and journal how to overcome it.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Digital literacy: the skill of connecting using technology is enhanced as learners use the internet to search for sources of Christian ethics.</li> <li>● Imagination and Creativity: the skill of making connections is portrayed as learners discuss solutions to ethical issues affecting them.</li> <li>● Critical thinking and problem solving: the skill of interpretation and inference is demonstrated as learners debate on cyber security and appropriate ethical practices when browsing the internet</li> <li>● Learning to learn: the skill of self-discipline is developed as learners discuss ethical issues facing them and propose solutions</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Integrity is promoted as learners make informed moral decisions on how to surmount ethical issues they face in school</li> <li>● Respect is enhanced as learners appreciate each other's opinion during debates and group discussions.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Life skills: assertiveness is nurtured as learners suggest solutions to ethical issues affecting them.</li> <li>● Peer pressure resistance is portrayed as learners make decisions not to be swayed by peers by doing what is morally right.</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Living Today</b>	<b>4.2 Human Rights (Non-Discrimination)</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: a) outline types of gender based violence in Kenya today b) discuss causes of gender based violence and its effects on individuals and families c) apply the value of love in his/her interactions with others d) recognize that all human beings are created in the image and likeness of God	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of gender based violence and share findings with the class</li> <li>• outline forms of gender based violence in Kenya today</li> <li>• listen to and engage a resource person on the causes and effects of gender based violence (<i>on individuals and families</i>); note key points</li> <li>• interview a counsellor and ask question(s) on how to help survivors of gender based violence</li> <li>• discuss and compile a list of values/virtues needed to stop gender based violence</li> <li>• write sensitisation messages on the school notice board for example; ‘<i>Let’s stop domestic violence! It is against Christian principles.</i>’</li> </ul>	<ol style="list-style-type: none"> <li>1. Why has gender based violence increased in Kenya today?</li> <li>2. How can you help peers who have faced gender based violence?</li> </ol>



			<ul style="list-style-type: none"><li>• read and discuss Genesis 1:26-27, Galatians 3:28, and make a summary on lessons learnt</li><li>• read I Corinthians 13:1-8 and discuss how love and it's characteristics can overcome gender based violence</li><li>• sing a song about the characteristics of love, example; <i>Upendo huvumilia, upendo hauna wivu upendo hauna choyo upendo hauchoki</i><ul style="list-style-type: none"><li>○ (love is patient, kind, does not keep a record of wrongs.....)</li></ul></li><li>• pray for families facing gender based violence</li><li>• debate on the motion; <i>victims of gender based violence are mostly women and girls</i></li><li>• write Matthew 22:36-39 on flash cards, meditate on it and apply the value in their daily interactions</li></ul>	
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**Core Competencies:**

- Critical thinking and Problem Solving: the skill of evaluation and decision making is enhanced as the learners discuss and debate issues of gender based violence
- Learning to Learn: active community skill is portrayed as learners avoid gender based violence and stereo types
- Creativity and Imagination: the skill of asking questions that challenge accepted or conventional knowledge is displayed as the learners interview a resource person and do further research on their own

**Pertinent and Contemporary Issues(PCIs):**

- Respect is nurtured as the learners display positive regard for self and others and value human dignity
- Responsibility is portrayed as learners take responsibility for their actions and avoid violent aggression/behaviour

**Pertinent and Contemporary Issues(PCIs):**

- Global Citizenship is portrayed as learners uphold shared values regardless of colour, race or creed
- Decision making is portrayed as learners choose to shun violence at all costs



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Living Today</b>	<b>4.3 Human Sexuality</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the meaning of human sexuality b) elaborate Christian teachings on male-female relationships c) discuss the differences between dating and courtship d) outline types and causes of irresponsible sexual behaviour e) propose ways of overcoming irresponsible sexual behaviour f) desire to live responsibly as God fearing youths	The learner is guided to: <ul style="list-style-type: none"> <li>• read Genesis 1:26-28, 2:20-24, Mark 10:6-9 and define meaning of human sexuality</li> <li>• brainstorm on healthy boy-girl relationships</li> <li>• <i>define dating and courtship</i></li> <li>• brainstorm on the right time/age of courtship and why youths in school should avoid dating</li> <li>• read; 1 Corinthians 6:12-20, 1 Corinthians 10:23, Hebrews 13:4, outline lessons learnt</li> <li>• read, Leviticus 18:22, 20:13, Jude 1:7, Romans 1:26-28, 1 Corinthians 6:9, and brainstorm on why same sex relationships are ungodly</li> <li>• debate on the topic “ young people should remain chaste until marriage</li> <li>• engage a panel of resource persons (<i>Pastor, Priest, Chaplain and a counsellor</i>) and</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are same sex relationships unacceptable?</li> <li>2. How can you avoid sexual perversity as a youth?</li> </ol>



			<p>discuss appropriate male-female relationships</p> <ul style="list-style-type: none"> <li>• list irresponsible sexual behaviour, for example, <i>incest, fornication, homosexuality, lesbianism, rape, adultery, prostitution, bestiality</i></li> <li>• discuss causes of irresponsible sexual behaviour</li> <li>• hold a talk show on values needed to avoid irresponsible sexual behaviour.</li> <li>• design posters with sensitization messages like; <i>Irresponsible sexual behaviour can lead to STIs, HIV and AIDS, Teenage Pregnancy, School dropout.</i> <b>Stay Safe! Avoid Sex Before Marriage!</b></li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the skill of self- awareness is promoted as learners appreciate their sexuality.</li> <li>• Critical Thinking and Problem Solving: the skill of evaluation and decision making is enhanced as learners reflect on ways of responding to issues related to their sexuality.</li> <li>• Learning to Learn: the skill of carrying out research is exhibited as learners design posters with positive messages like saying “No!” to sex before marriage.</li> </ul>				



**Values:**

- Responsibility is nurtured as learners make decisions to live responsibly and not engage in sex before marriage
- Respect is nurtured as learners' respect his or her body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour.

**Pertinent and Contemporary Issues (PCIs):**

- Sexual Morality- Abstinence is exhibited as learners make decisions to live chaste lives before marriage.
- Male – female gender issues are portrayed as learners discuss Christian teachings on male/female relationships
- Learner Support Programmes-Guidance services; learners make decisions on abstinence, as they engage a panel of resource persons to discuss appropriate male-female relationships.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Living Today</b>	<b>4.4 Marriage and Family</b> <i>(8 lessons)</i>	By the end of the sub strand, the learner should be able to: a) elaborate Christian teachings on marriage and family b) explain celibacy as an alternative to marriage c) discuss challenges related to marriage and family d) recommend solutions to problems facing families today e) recognise marriage and families as sacred institutions ordained by God.	The learner is guided to: <ul style="list-style-type: none"> <li>in pairs brainstorm on the meaning of Marriage</li> <li>read Genesis 1:26-28; 2:18; 2:23-24, Mark 10:1-12, 1 Corinthians 7:4 Ephesians 5:25-33; Colossians 3:18-19, and outline Christian teachings on marriage; summarise key points on charts/PowerPoint slides</li> <li>read and discuss; Exodus 20:12, Proverbs 1:8-9; Proverbs, 10:1, Proverbs 30:17, Proverbs 20:20, 1 Timothy 5:3-8, Ephesians 6:4, Colossians 3:18-21 and write a summary of lessons learnt</li> <li>engage resource persons such as, Church ministers/Priests/Pastors on how the Church prepares young people for marriage and</li> </ul>	<ol style="list-style-type: none"> <li>Why is marriage and family life important?</li> <li>How should those who have taken a vow of celibacy live?</li> <li>Which values and life skills enhance stable families?</li> </ol>



			<p>family (<i>choosing a marriage partner, betrothal, courtship, wedding ceremony and marriage</i>) and write a report using digital devices/charts</p> <ul style="list-style-type: none"> <li>• read Matthew 19:10-12, Revelation 14:4-5, 1Corinthians 7:7-9 on celibacy, summarise key points on charts/PowerPoint slides</li> <li>• in groups brainstorm on challenges related to marriage and family.</li> <li>• propose solutions to challenges related to marriage and family.</li> <li>• as a class engage a resource person (<i>marriage counsellor</i>) and discuss solutions to challenges facing families today, note key points and write a report.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: connecting using technology is portrayed as learners search for information and prepare PowerPoint slides for presentation in class.</li> </ul>				



- Communication and Collaboration: teamwork is nurtured as learners discuss in groups strategies of overcoming challenges related to marriage and family.
- Self-efficacy: effective communication skill is enhanced as learners execute tasks and make presentations.

**Values:**

- Love is nurtured as learners examine Christian teachings on marriage and family and the values related to the marriage institution such as love
- Social Justice is developed as learners discuss challenges facing families today and suggest solutions

**Pertinent and Contemporary Issues (PCIs):**

- Peer Education and Mentorship skills are enhanced as learners engage a panel of resource persons /*marriage counsellor* to discuss issues, such as, solutions to challenges facing families today
- Self-awareness skills are nurtured as learners interview resource persons on factors to consider in choosing a marriage partner



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Living Today</b>	<b>4.5 Christian Response to Science and Technology</b> <i>(6 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the role of modern science and technology in advancing Christianity b) discuss Christian views on issues related to modern science and technology c) recognise God as the originator of witty inventions and creativity	The learner is guided to: <ul style="list-style-type: none"> <li>in groups brainstorm on how modern science and technology has led to the spread of Christianity</li> <li>read Gen:1:26-28, Exodus 31:1-6, Exodus 35:31-35, 2 Chronicles 26:14-15, John 1:3 and list the, creative skills, wisdom and cutting edge ideas, that God bestowed on people mentioned in the Bible texts</li> <li>discuss Christian views on Euthanasia and cosmetic plastic surgery make notes/use digital devices</li> <li>read and meditate on, Proverbs 8:12, <i>"I wisdom dwell with prudence, and find out knowledge of witty inventions."</i></li> <li>form groups and come up with, innovations/ creative ways of using technology to improve lives, for example, use technology to</li> </ul>	How does science and technology impact the lives of Christians today?



			evangelise, create content, trade among others	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: learners work collaboratively as they discuss in groups and brainstorm on Christian approaches to modern science and technology.</li> <li>• Communication and Collaboration: teamwork is promoted as learners discuss Christian views on Euthanasia and cosmetic plastic surgery</li> <li>• Imagination and Creativity: networking and experimenting-testing new ideas is exhibited as learners brainstorm on creative ways of using technology to improve lives</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect is nurtured as learners listen to each other's opinions during discussions/debates.</li> <li>• Unity is promoted as learners carry out group discussions on various tasks/assignments.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Life skills: Creative thinking is exhibited as learner's brainstorm on creative ways of using technology to improve lives, for example, use technology to evangelise, create content, trade among others</li> <li>• Learner support programmes: Education guidance is exhibited as learners embrace scientific and technological advancement.</li> </ul>				





## SUGGESTED ASSESSMENT RUBRIC FOR STRAND 4.0

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to outline six types of gender based violence in Kenya today	Outlines six types of gender based violence and cites relevant examples	Outlines six types of gender based violence in the Kenya today	Outlines five to three types of gender based violence in the Kenya today	Outlines between two to one type of gender based violence in Kenya today
Ability to discuss six causes of gender based violence	Discusses six causes of gender based violence using illustrations	Discusses six causes of gender based violence	Discusses five to three causes of gender based violence	Discusses between two to one cause of gender based violence
Ability to apply the value of love in his/her interactions to avoid violent behaviour	Constantly applies the value of love in his/her interactions and avoids violent behaviour	Applies the value of love in his/her interactions and avoids violent behaviour	Sometimes applies the value of love in his/her interactions and avoids violent behaviour	Applies the value of love in his/her interactions with consistent guidance
Ability to explain the meaning of human sexuality	Explains the meaning of human sexuality illustratively	Explains the meaning of human sexuality	Explains the meaning of human sexuality but makes minor mistakes	Explains the meaning of human sexuality but makes major mistakes
Ability to elaborate Christian teachings on male-female relationships	Elaborates Christian teachings on male-female relationships and cites relevant examples	Elaborates Christian teachings on male-female relationships	Elaborates Christian teachings on male-female relationships but omits some information	Elaborates Christian teachings on male-female relationships but omits major information



<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to outline types and causes of irresponsible sexual behaviour	Outlines types and causes of irresponsible sexual behaviour in details	Outlines types and causes of irresponsible sexual behaviour	Outlines types and causes of irresponsible sexual behaviour but omits minor details	Outlines types and causes of irresponsible sexual but omits major details
Ability to propose six ways of overcoming irresponsible sexual behaviour	Proposes six ways of overcoming irresponsible sexual behaviour and cites relevant examples	Proposes six ways of overcoming irresponsible sexual behaviour	Proposes five to three ways of overcoming irresponsible sexual behaviour	Proposes two to one way of overcoming irresponsible sexual behaviour.
Ability to explain how modern science and technology has led to the spread of Christianity.	Comprehensively explains how modern science and technology has led to the spread of Christianity.	Explains how modern science has led to the spread of Christianity.	Attempts to explain how modern science has led to the spread of Christianity.	With guidance explains how modern science has led to the spread of Christianity.
Ability to discuss Christian views on selected issues related to modern	Exhaustively discusses Christian views on selected issues related to modern science and technology.	Discusses Christian views on selected issues related to modern science and technology	Discusses Christian views on selected issues related to modern science and technology but omits some information.	Discusses Christian views on selected issues related to modern science and technology





<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
science and technology.				but omits major information.
Ability to elaborate Christian teachings on marriage and family	Elaborates and cites examples of Christian teachings on marriage and family.	Elaborates Christian teachings on marriage and family	Elaborates Christian teachings on marriage and family but omits minor details.	Elaborate Christian teachings on marriage and family but omits major details.
Ability to explain celibacy as an alternative to marriage.	Exhaustively explains celibacy as an alternative to marriage.	Explains celibacy as an alternative to marriage.	Explains celibacy as an alternative to marriage but makes minor mistakes.	Explains celibacy as an alternative to marriage but makes major mistakes.
Ability to discuss six challenges related to marriage and family.	Comprehensively discusses six challenges related to marriage and family.	Discusses six challenges related to marriage and family.	Discusses five to three challenges related to marriage and family.	Discusses between two to one challenge related to marriage and family.
Ability to recommend solutions to problems facing families today	Recommends solutions to problems facing families today and provides relevant examples	Recommends solutions to problems facing families today	Attempts to recommend solutions to problems facing families today	Recommends solutions to problems facing families today with consistent guidance



<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify five sources of Christian ethics	Comprehensively identifies five sources of Christian ethics	Identifies five sources of Christian ethics	Identifies four to three sources of Christian ethics	Identifies two to one source of Christian ethics
Ability to propose solutions to ethical issues facing the youth	Exhaustively proposes solutions to ethical issues facing the youth	Proposes solutions to ethical issues facing the youth	Proposes solutions to ethical issues facing the youth but leaves out some information	Proposes solutions to ethical issues facing the youth but leaves out a lot of information
Ability to utilize ethical principles in making moral decisions in day-to-day life	Creatively utilizes ethical principles in making moral decisions in day-to-day life	Utilizes ethical principles in making moral decisions in day-to-day life	Attempts to utilize ethical principles in making moral decisions in day-to-day life	With guidance utilizes ethical principles in making moral decisions in day-to-day life



# **APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

Strands	Sub Strands	Suggested Assessment Methods	Suggested Learning Resources	Non-formal Learning Activities
<b>1.0 The Old Testament</b>	<b>1.1 The Holy Bible</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> </ul>	Read the Bible with guardians, parents or siblings at home
	<b>1.2 Methods of Studying the Holy Bible</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible Concordance/Encyclopaedia</li> </ul>	Apply the bible study methods during Programme of Pastoral Instructions or at home



	<b>1.3 Stewardship over Creation</b>	<ul style="list-style-type: none"> <li>• Question(s) and Answers</li> <li>• Rating Scales</li> <li>• Anecdotal Records</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE approved course materials</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Bible Dictionary</li> <li>• Bible Concordance/Encyclopaedia</li> <li>• Reputable Bible Commentaries</li> </ul>	Participate in environmental conservation and sustainable development activities such as planting trees at home, school and in church
	<b>1.4 Redemption after the fall of Man</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Project</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible Concordance/Encyclopaedia</li> </ul>	Compose a poem on redemption and make a presentation at the school assembly
	<b>1.5 Methods of studying the Bible</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> </ul>	Research on methods of studying the Bible and share with others in clubs /societies (YCS, CU, Path Finders).



			<ul style="list-style-type: none"> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Reputable Bible Commentaries</li> <li>• Bible Concordance/Encyclopaedia</li> </ul>	
	<b>1.6 The Exodus</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Bible Dictionary</li> <li>• Bible Concordance/Encyclopaedia</li> <li>• Reputable Bible Commentaries</li> </ul>	Simulate the crossing of the Red sea using a digital device
	<b>1.7 The Sinai Covenant</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> </ul>	Improvisation/use locally available materials to make a tablet and write the Ten Commandments on it.



			<ul style="list-style-type: none"> <li>• Bible Dictionary</li> <li>• Bible Concordance/Encyclopaedia</li> <li>• Reputable Bible Commentaries</li> </ul>	
	<b>1.8 Loyalty to God</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Oral/Aural Question(s)</li> <li>• Rubrics</li> <li>• Anecdotal Records</li> <li>• Rating Scales Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @www.kec.ac.ke</li> <li>• Audio-visual resources</li> <li>• Charts/journals/posters</li> <li>• Newspaper cuttings/magazines</li> </ul>	Role play Mount Carmel Contest
	<b>1.9 Introduction to the Old Testament Prophets</b>	<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</li> <li>• Rating Scales</li> <li>• Peer Assessment</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Portfolio</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> </ul>	Carry out a debate on how to distinguish true prophets from false prophets



	<b>1.9.1 Background of Prophet Amos</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> <li>• Bible Dictionary</li> <li>• Bible Concordance/Encyclopaedia</li> <li>• Reputable Bible</li> </ul>	Simulate the five visions of Prophet Amos; using a digital device
	<b>1.9.2 Teachings of Prophet Amos</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> <li>• Internet sources</li> </ul>	
<b>2.0 The New Testament</b>	<b>2.1 Infancy and Early Life of Jesus Christ</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> </ul>	Compose songs based on the infancy and early life of Jesus Christ



		<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> <li>• Bible Dictionary</li> <li>• Bible Concordance/Encyclopaedia</li> <li>• Reputable Bible Commentaries</li> </ul>	
	<b>2.2 Galilean Ministry</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> <li>• Internet sources</li> <li>• Projectors</li> </ul>	Choose some teachings from the Galilean Ministry and role play/dramatize
	<b>2.3 Paul's first Letter to the Corinthians</b>	<ul style="list-style-type: none"> <li>• Question(s) and Answers</li> <li>• Rating Scales</li> <li>• Anecdotal Records</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> </ul>	Use a Bible Map to trace the Background of Apostle Paul





		<ul style="list-style-type: none"> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Bible Maps</li> <li>• Bible Dictionary</li> <li>• Bible Concordance/Encyclopaedia</li> <li>• Reputable Bible Commentaries</li> </ul>	
<b>3.0 Church in Action</b>	<b>3.1 The Holy Spirit</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> </ul>	Engage vetted resource persons and ask questions on the role of the Holy Spirit in the life of a Christian
	<b>3.2 The Gifts of the Holy Spirit</b>	<ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral Question(s)</li> <li>• Observation Schedule</li> <li>• Portfolio</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Bible Maps</li> <li>• Bible Dictionary</li> </ul>	Research and write a report on how the gifts of the Holy Spirit are manifested in the Church today



	<b>3.3 The Holy Trinity</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Question(s) and Answers</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> </ul>	Use flash cards to write information on the triune Godhead and share with peers
	<b>3.4 Sacraments</b> <ul style="list-style-type: none"> <li>• <i>Baptism</i></li> <li>• <i>The Holy Communion/ The Lord's Supper</i></li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Project</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• </li> </ul>	Make a presentation during clubs/societies on the importance of baptism and the Holy Communion
<b>4.0 Christian Living Today</b>	<b>4.1 Christian Ethics</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> </ul>	Design posters or flashcards bearing messages on ethical values and display them in class



	<b>4.2 Human Rights(Non-discrimination)</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Question(s) and Answers</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> </ul>	Conduct a debate on the negative effects of Gender based Violence
	<b>4.3 Human Sexuality</b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessments</li> <li>• Question(s) and Answers</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> <li>• Hymn books</li> <li>• Bible maps</li> <li>• Video clips</li> </ul>	Have open discussions/ forums with peers on consequences of irresponsible sexual behaviour
	<b>4.4 Marriage and Family</b>	<ul style="list-style-type: none"> <li>• Oral or aural questions</li> <li>• Rubrics</li> <li>• Written tests</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Standard version Bible</li> <li>• CRE course books</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Kenya Education cloud</li> </ul>	Interview a vetted resource person on factors to consider when choosing a marriage partner



	<b>4.5 Christian Response to Modern Science and Technology</b>	<ul style="list-style-type: none"><li>• Questionnaires</li><li>• Observation Schedule</li><li>• Checklists</li><li>• Journals</li><li>• Project</li><li>• Anecdotal Records</li><li>• Authentic Tasks</li></ul>	<ul style="list-style-type: none"><li>• Revised Standard version Bible</li><li>• CRE course books</li><li>• Charts</li><li>• Digital devices</li><li>• Kenya Education cloud</li></ul>	Form an incubation team/club and come up with different technological innovations/ business ideas and start ups
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