



THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# ADVANCED SECONDARY CURRICULUM



## CHRISTIAN RELIGIOUS EDUCATION SYLLABUS



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

**2025**



**ADVANCED SECONDARY  
CURRICULUM**

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**CHRISTIAN RELIGIOUS EDUCATION  
SYLLABUS**

**2025**



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## FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This Christian Religious Education syllabus develops spiritual growth, compassion, and respect for one another. It instils values like justice and integrity, fosters empathy and tolerance, and promotes understanding of various beliefs. This holistic approach prepares individuals to navigate life with wisdom, compassion, and ethical responsibility, rooted in biblical teachings. It also promotes acquisition of Higher-order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making and problem-solving. It calls for use of learner-centred pedagogies with hands-on experience by the learners in real life situations, while acknowledging different learner abilities and learning styles.

As the Minister responsible for Education, I endorse this syllabus as the official document for teaching and learning Christian Religious Education at the Advanced Level of secondary education in Uganda.



Hon. Janet Kataaha Museveni

**First Lady and Minister of Education & Sports**

## ACKNOWLEDGEMENTS

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the alignment of the Advanced Level Curriculum to Lower Secondary Education in Uganda.

Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum, the Curriculum Task Force of the Ministry of Education and Sports for the oversight role and making timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping this curriculum.

NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)



Dr Grace K. Baguma

**Director National Curriculum Development Centre**



## 1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

- a. appropriate.
- b. high-pitched or overloaded.
- c. covered at lower secondary.
- d. obsolete.
- e. repeated in different topics and redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21<sup>st</sup> century.

### 1.1 Changes in the Curriculum

The alignment of the A-Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This Christian Religious Education syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before planning your teaching programme, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

## 1.2 Classroom-Based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in Christian Religious Education will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. (See detailed syllabus)

## 1.3 Learners with Special Educational Needs

The Advanced Secondary Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

## 1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

**The key generic skills include:**

**1**

### Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems and proposing solutions
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

### Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

**2**

**3**

### Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

### Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading accurately and fluently
- iv) Writing and presenting information coherently
- v) Using a range of media to communicate ideas

**4**

**5**

### Mathematical Computation

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

### Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

**6**

**7**

### Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Respectfully responding to people of all cultures
- iii) Respecting positive cultural practices
- iv) Appreciating ethnicity as a cradle for creativity and innovation



## 1.5 Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Socio-economic challenges
- vi) Citizenship and patriotism

These are a concern to all mankind irrespective of their areas of speciality. They are embedded in the learning outcomes of the different subjects.

## 1.6 Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to embrace these values as citizens of Uganda. The values are derived from the Uganda National Ethics and Values Policy of 2013. They are:

- i) Respect for humanity and environment
- ii) Honesty, uphold and defend the truth at all times
- iii) Justice and fairness in dealing with others
- iv) Hard work for self-reliance
- v) Integrity; moral uprightness, and sound character
- vi) Creativity and innovation
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) National consciousness and patriotism

These are neither taught directly in lessons, nor assessed through pen and paper methods. They are incorporated in learning outcomes and developed as learners progress.

## 1.7 ICT Integration

The integration of ICTs into teaching and learning is strongly encouraged in this A-level adapted curriculum. ICT enhances the implementation of competency-based learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.



ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like MathType
Carry out academic search/research	Use the Internet, AI models, and other academic applications like “Encarta”, “Britannica”, etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

## 1.8 Projects

Project-based learning is an integral part of 21<sup>st</sup> century education. The syllabus incorporates several projects across various topics, which serve as illustrative examples. You are encouraged to develop more projects with your learners that can easily be linked to what is happening in your local environment. While doing this, make an effort to keep aligned with the learning outcomes of the topic you are teaching.

## 1.9 The Aims of Secondary Education

The aims of secondary education in Uganda are to:

- i) instil and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international cooperation
- ii) promote an appreciation and understanding of the cultural heritage of Uganda including its languages
- iii) impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility and initiative
- iv) enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy
- v) provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of the socio-economic development of Uganda
- vi) enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment
- vii) enable individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs
- viii) lay the foundation for further education
- ix) enable the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community
- x) instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities
- xi) develop a positive attitude towards learning as a lifelong process

## 1.10 Aims of the Advanced Secondary Curriculum

The aims of the A-Level Curriculum are to:

- i) adopt a competency-based learning approach.
- ii) develop holistic education for personal and national development based on clear shared values.
- iii) develop key skills which are essential to work and life and promote life-long learning.
- iv) adopt an integrated approach to learning that develops the ability of learners to apply what they have learned.
- v) improve on assessments by incorporating school-based assessment into End of Cycle Assessment.
- vi) emphasise the learner's participation through engagement with the community.
- vii) prepare learners for further education

## 1.11 Rationale for Teaching Christian Religious Education (CRE) at A-Level

The Advanced Level CRE syllabus aims to enable learners to:

- i) develop an awareness and knowledge of God's presence and purpose in the world as revealed through His creation, the Bible, the Christian community, the life and teaching of Jesus Christ and the Holy Spirit living in the church today.
- ii) cultivate Christian virtues and morals of love, joy, peace, service, honesty, empathy, sharing, tolerance and justice.
- iii) live a committed Christian life following in the footsteps of Jesus Christ.
- iv) acquire knowledge of the teachings of the Bible and apply it in their lives or churches today.
- v) appreciate the common elements in traditional religion, other religions and Christian beliefs.

## 1.12 Subject Overview

The areas of study have been reorganised within the syllabus to come up with the adapted version. The subject areas of study are:

### i) The Old Testament

Learners are expected to:

- i) acquire comprehensive knowledge of significant biblical events, characters, and theological themes.
- ii) understand the historical context and literary styles of different biblical books, which help them to appreciate the depth and richness of these ancient texts.
- iii) gain a foundational understanding of the origins and history of humanity, as well as the establishment of laws and covenants that guide moral and ethical living.
- iv) understand social justice, mercy, and the call to repentance.
- v) develop the ability to analyse complex narratives and legal codes. Interpret and evaluate various perspectives.
- vi) develop a respect for religious traditions and their historical contexts.



**ii) The New Testament**

Learners are expected to:

- i) develop an appreciation for the oral traditions that preserved and transmitted the teachings of Jesus and the early Christian faith. Learners will understand how the early Christian community relied on the spoken word prior to the establishment of written Gospels, and recognise the significance of these oral practices in maintaining and disseminating their beliefs.
- ii) develop critical reading skills and apply biblical teachings to address contemporary issues and personal life experiences.
- iii) develop a deeper understanding of the New Testament, enhancing their knowledge, critical thinking skills, and appreciation for the Christian faith. They will gain valuable insights into the early transmission of faith, the distinct narratives of the Gospels, and the practical guidance offered in the epistles, all of which inform and enrich their personal growth and ethical considerations.

**iii) Christian approaches to social and ethical issues**

Learners are expected to:

- a) understand that marriage is a sacred institution that elevates the roles of men and women and emphasises the responsibilities of bearing and nurturing children.
- b) develop communication and conflict resolution skills and values such as commitment and responsibility to build and maintain healthy, respectful relationships.
- c) understand the relationship between work, leisure, and money across different contexts through examining the current economic activities and ethical practices in earning and spending. Religious teachings provide moral guidance on integrity and stewardship, while African traditions offer insights into communal and sustainable practices.
- d) develop skills such as financial management, enabling learners to make informed and balanced decisions.
- e) acquire values like diligence, moderation, and ethical behaviour which are emphasised to promote a responsible approach to both work and leisure.
- f) appreciate the spiritual, cultural, and practical aspects of labour and rest, guiding them towards a balanced and fulfilling life.
- g) gain a comprehensive understanding of law and order. They learn about the principles that underpin legal systems and customary laws, recognising their importance in maintaining societal harmony and justice.
- h) gain knowledge about rights, responsibilities, and the roles of community leaders.
- i) develop critical thinking and ethical reasoning skills through analysing real-life scenarios and case studies.
- j) acquire values such as justice, fairness, and respect for authority to foster a strong sense of civic responsibility.
- k) develop a respectful attitude towards formal laws and traditional norms, appreciating their roles in protecting individual rights and promoting social order.



### 1.13 Time Allocation

The learners shall be engaged for nine (9) periods of 40 minutes per week from Senior Five to Senior Six.

### 1.14 Suggested Approaches to Teaching and Learning Christian Religious Education

The suggested approaches enhance learning and empower teachers to support learners to acquire planned competencies. This necessitates teachers to work alongside learners to guide, facilitate, support and supervise them as they progress through the learning process. These approaches include:

- i) **Inquiry-based learning:** Learners are encouraged to investigate the Biblical, traditional and contemporary ethical guidelines through research directed by their interest and solve problems through a series of questions and scenarios. This approach enhances critical thinking, communication and research skills.
- ii) **Experiential learning:** Learners actively participate in hands-on experiences during research and learn by reflecting on their activities. This approach leads to the development of reflective skills.
- iii) **Problem and project-based learning:** Learners find solutions to problems through their experience in research and projects. This leads to the development of critical thinking, social and research skills.
- iv) **Case-based learning:** Learners discuss and analyse real world scenarios in reference to Biblical and traditional African scenarios. This enables them to develop critical thinking, analytical and research skills.
- v) **Discovery learning:** Learners build their own knowledge through active participation, exploration and inquiry. This approach encourages them to think critically, ask questions and hypothesise through research.

### 1.15 Programme Planner

Class/Term	Topic		Sub-topic	Periods
Senior Five Term One	The Pentateuch	1.1	The Creation of the Universe	9
		1.2	Nature of God	6
		1.3	Nature of Man	6
		1.4	The Theme of Salvation	12
		1.5	The Covenant and Election	12
		1.6	Priesthood	6

	Theocracy in Israel	2.1	Israel in the Time of Judges	6	
		2.2	Priest Eli	6	
		2.3	Samuel the Last Judge	9	
Senior Five Term Two	Monarchism in Israel	3.1	Demand for Human Kingship in Israel	6	
		3.2	Leadership Under Human Kingship	27	
		3.3	The Division of the Kingdom	6	
		3.4	Reformist Kings in Israel	6	
	Prophetism in Israel	4.1	The Social, Political and Economic Situation in Israel at the Time of Prophets	6	
		4.2	The Theme of the Broken Covenant	6	
		4.3	The Message of the Prophets	27	
	Wisdom Literature	5.1	The Book of Psalms	12	
		5.2	The Book of Job and Teaching	12	
	Senior Five Term Three	The Pre-Gospel Period	6.1	Linkage Between Old and New Testament	6
6.2			The Apostolic Period	12	
6.3			Canonisation of The New Testament	6	
The Gospels		7.1	The Ministry of John The Baptist	12	
		7.2	Jesus' Teachings During the Public Ministry in the Gospels	18	
		7.3	Manifestations of the Kingdom of God in Jesus' Ministry	18	
		7.4	Reactions to Jesus' Public Ministry	18	
		7.5	The Passion, Death and Resurrection of Jesus	18	
Senior Six Term 1		The Epistles	8.1	The Holy Spirit	6

		8.2	Unethical Conduct in the Church	9
		8.3	Charity	3
		8.4	Faith	3
		8.5	Prayer and Patience	6
		8.6	Poverty and Wealth	6
		8.7	Baptism	6
		8.8	Suffering and Endurance	6
		8.9	Relationships and Submission	6
	Sex and Sexuality	9.1	The African Traditional Perspective of Sex and Sexuality	6
		9.2	Modern Perspective of Sex and Sexuality	6
		9.3	Sex Deviations in the Modern Society	9
		9.4	The Biblical Teachings About Sex and Sexuality	9
	Marriage	10.1	Traditional Perspective of Marriage	9
10.2		Modern Perspective of Marriage	9	
10.3		The Biblical Teachings about Marriage	9	
Senior Six Term 2	Family Life	11.1	The African Traditional Perspective to Family Life	6
		11.2	Modern Perspective of Family Life	6
		11.3	Responsible Parenthood	6
		11.4	The Biblical Teachings on Family Life	9
	Work	11.1	The African Traditional Perspective to Work	6
		12.2	Modern Perspective of Work	6
		12.3	Ideologies about Work	6



		12.4	Professional Ethics	6
		12.5	The Biblical Teachings about Work	9
	Leisure	13.1	The African Traditional Perspective to Leisure	6
		13.2	Modern Perspective of Leisure	9
		13.3	The Biblical Teachings on Leisure	9
	Money	14.1	The African Traditional Perspective to Money and Wealth	6
		14.2	Modern Perspective of Money and Wealth	9
		14.3	Biblical Teachings on Money and Wealth	9
Senior Six Term 3	Law, Crime and Punishment	15.1	Law and Morality	6
		15.2	Crime	6
		15.3	Punishment	6
	The State and the Citizen	16.1	Duties of the State and the Citizen	6
		16.2	The Church and the State	3
		16.3	Prejudice and Discrimination	3
		16.4	Ecumenism and Christian Unity	6
	International Order	17.1	Peace and Armed Conflict	6
		17.2	Refugee Problems and Internally Displaced Persons in Africa	6
		17.3	Law, Order and International Relations	6



**a. Note to users:**

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning outcomes	Suggested learning activities	Sample assessment strategy
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learned by the end of the topic. Hence each learning outcome is coded with some of these as <b>k, u, s, gs and v/a</b> for emphasis to the teacher on what to consider during the lesson.	The sort of hands and minds on engagements, which enable the learner to achieve the learning outcome including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply and Analyse ( <b>DEAA</b> ) as they participate in knowledge construction.	Opportunities for assessment within the learning process, that is, during and after the lesson.

The learning activities and assessment strategies in the syllabus are “suggested” and “samples” respectively and not exhaustive. The teacher is encouraged to develop more learning activities and assessment strategies that are based on the learning outcomes. In addition, the teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and for learners with Special Educational Needs (SEN).

## 2.0 DETAILED SYLLABUS

### SENIOR FIVE TERM 1

#### TOPIC 1: The Pentateuch

**DURATION: 51 Periods**

**Competency:** The learner demonstrates an understanding of the Pentateuch by analysing the centrality of God and mankind, divine election and salvation, the significance of covenants, and the role of priests in order to guide spiritual, moral and ethical issues in modern times.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
i) analyse the creation accounts in Genesis 1 and 2 to understand the biblical perspective on the origin of man and the universe as desired by God. (u, v, s, gs)  ii) demonstrate an appreciation for God's creation by analysing the place of man in creation to develop a personal and intimate relationship with God through love and worship. (u, v/a, gs)	i) In pairs, learners read the two creation stories in Genesis 1 and 2. ii) In groups, learners identify and list the key differences and similarities between the two creation accounts. iii) Learners debate on the different interpretations of the creation stories. iv) Learners work in groups to discuss the creation stories. v) The groups make presentations in class under the guidance of the teacher. vi) Learners brainstorm on the origin of mankind in Genesis 1 and 2. vii) Learners discuss the place of man in the creation story. viii) Learners write essays comparing the creation stories in the Pentateuch, discussing their cultural and religious significance.	i) Listen to the learners reading the appropriate Biblical texts noting their fluency. ii) Listen to the learners debate and assess the accuracy and validity of their views in comprehending the creation stories. iii) Observe the level of cooperation and respect of each other's views during the debate and discussions. iv) Assess the learners' products for accuracy of the views presented focusing on the creation stories.
iii) demonstrate appreciation for God by exploring His attributes as revealed through His works in the Pentateuch, and develop a deeper	1. In groups learners: <ul style="list-style-type: none"> <li>i) read Genesis 1:1, Genesis 1:27, Genesis 17:1, Exodus 3:14, Exodus 20:2-3, Exodus 34:6-7, Deuteronomy 6:4-5, and Deuteronomy 7:9 to discover the nature of God.</li> </ul>	i) Observe learners reading and working in groups focusing on how they interact effectively with each other.

<p>reverence for Him. (u, v, gs)</p>	<ul style="list-style-type: none"> <li>ii) discuss the different attributes of God in the given scriptures.</li> <li>iii) present their findings to the class and the teacher.</li> <li>iv) individually, learners write a detailed description of God's attributes.</li> </ul>	<ul style="list-style-type: none"> <li>ii) Listen to the quality of the discussion regarding the attributes of God from different Biblical texts and verses.</li> <li>iii) Listen to the presentations by the learners focusing on articulation, relevance and accuracy of the facts.</li> <li>iv) Assess the products in the form of a write-up focusing on the correctness of the facts and coherence.</li> </ul>
<p>iv) analyse the nature of man as presented in the Pentateuch by reading scriptures to recognise the uniqueness, purpose, and shortfalls of mankind. (u, v/a, gs)</p>	<ol style="list-style-type: none"> <li>1. In pairs, learners read Genesis 1:26-28, 2:7, 3:1-24, 4:1-16, 5:12, 6:5, Exodus 19:5, Deuteronomy 8:11-14, Deuteronomy 9:4-6, Deuteronomy 31:27, Leviticus 20:22-23 to identify the purpose, uniqueness and shortfalls of man.</li> <li>2. In groups, learners discuss the identified themes based on given verses.</li> <li>3. Learners relate the discussed ideas in themes to the modern context.</li> <li>4. Learners make group presentations under the guidance of their teacher.</li> <li>5. Learners make write ups which include the verses on each of the following; uniqueness, purpose and shortfalls of mankind relating them to daily living.</li> </ol>	<ul style="list-style-type: none"> <li>a) Listen to the learners as they read, focusing on the accuracy of scriptures and fluency.</li> <li>b) Listen to the learners' discussions and presentations focusing on the articulation, comprehension and accuracy of the issues presented.</li> <li>c) Listen to the learners discuss purpose, uniqueness and shortfalls of man.</li> <li>d) Assess the learners' products for accuracy and coherence in presentation.</li> </ul>
<p>v) analyse the theme of divine election and salvation as presented through key personalities and events in the Pentateuch, providing a</p>	<p>a. In pairs, learners read Genesis 12, 15, 17, 18, Exodus 16:1, 19:5-6, Deuteronomy 7:6-8, 8:3 and 11-14, 9:4-6; 31:27, Leviticus 20:22-23.</p>	<p>i) Observe the learners reading the given texts focusing on how they interact effectively with each other.</p>



<p>foundation for evaluating modern ideas of deliverance from sin. (u, v/a, gs)</p>	<ul style="list-style-type: none"> <li>b. In groups, learners discuss the concept of divine election and its responsibilities.</li> <li>c. In pairs, learners discuss the significance and implications of being chosen by God.</li> <li>d. In groups, learners discuss the Abrahamic and Mosaic covenants, to establish their unique characteristics.</li> <li>e. In groups, learners compare the two covenants.</li> <li>f. Learners brainstorm the significance of God's covenant /relationship with mankind.</li> <li>g. Learners make group presentations with the teacher's guidance.</li> <li><b>h.</b> Individually, learners write down their findings in notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>ii) Converse with the learners and task them to make simple explanations on the key personalities and events in the Pentateuch.</li> <li>iii) Evaluate the learners' comprehension of the biblical texts and their ability to collaborate and make individual contributions.</li> <li>iv) Use a rubric to evaluate the essays based on criteria such as structure, use of examples, comparative analysis and quality of writing.</li> </ul>
<p>vi) evaluate the concept of priesthood in Israel as described in Leviticus, examining the responsibilities and significance of priests in religious and social contexts, and reflecting on their influence on ancient Israelite society and their enduring impact on society today. (u, v/a, gs)</p>	<ul style="list-style-type: none"> <li>i) In pairs, learners read Leviticus 8:1-36, 21:1-24.</li> <li>ii) Learners discuss the ordination of Aaron and his sons.</li> <li>iii) In groups, learners share insights on the roles and responsibilities of priests in the Old Testament.</li> <li>iv) In pairs, learners identify and write the rules of conduct and purity for priests of the time.</li> <li>v) In groups, learners compare the rules of biblical times to those of the priests today.</li> <li>vi) In groups, learners share their findings with the class under the guidance of the teacher.</li> <li>vii) Individually, learners summarise the major ideas about priesthood in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>i) Evaluate their comprehension of the texts and ability to identify important themes.</li> <li>ii) Assess each group's presentation of their insights on the roles and responsibilities of priests focusing on accuracy, clarity and presentation skills.</li> <li>iii) Assess written assignments where learners identify and elaborate on the rules of conduct and purity for priests, focusing on completeness and accuracy.</li> </ul>



## TOPIC 2: Theocracy in Israel

**DURATION: 21 Periods**

**Competency:** The learner analyses the Israelites' transition from migrant to settled life by focusing on the conquest, settlement and the role of judges in upholding the covenant faith and theocratic rule, in order to relate to the judicial roles in contemporary society.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p><b>a.</b> Investigate Canaanite religion and the role of judges in ancient Israel, evaluating their impact on the moral, social, and political development of the Israelite community and its relevance to contemporary society. (u, s, v/a gs)</p>	<p><b>a.</b> In groups, learners analyse Joshua chapters 1-13 and 24 and Judges 1-12.</p> <p><b>b.</b> Learners locate and discuss the role of judges in ancient Israel.</p> <p><b>c.</b> In pairs, learners construct characteristics of Canaanite religion.</p> <p><b>d.</b> In groups, learners discuss the rise of religious syncretism in Israel.</p> <p><b>e.</b> In groups, learners dramatise the covenant renewal ceremony.</p> <p><b>f.</b> Individually, learners write reflection essays on the significance of the ceremony.</p>	<p><b>a)</b> Observe and listen to learners to assess understanding through their participation and insights as they read and discuss noting how confidently they present their ideas.</p> <p><b>b)</b> Converse with the learners as they work effectively in diverse teams noting accuracy and completeness.</p> <p><b>c)</b> Watch, listen, and assess the learners focusing on their understanding of the covenant renewal ceremony, checking their creativity and performance skills.</p> <p><b>d)</b> Assess the written product focusing on accuracy and coherence of the facts presented in the essays.</p>
<p><b>b.</b> evaluate the priestly leadership of Eli and his family by using biblical scriptures to examine the consequences of their spiritual complacency and apply these insights to develop the value of accountability and discipline</p>	<p><b>a)</b> In pairs, learners read 1 Samuel chapters 1 to 4.</p> <p><b>b)</b> In groups, learners discuss the passages to identify key messages.</p> <p><b>c)</b> In groups, learners relate the identified messages to contemporary society through discussion.</p>	<p><b>a.</b> Observe the learners' conduct in the groups focusing on how they interact effectively with others.</p> <p><b>b.</b> Listen to the discussions focusing on fluency and accuracy on the priestly leadership of Eli and his family.</p>

<p>in church leadership today. (u, v, s, gs)</p>	<p>d) The groups present their findings, focusing on accountability and discipline, and relate them to modern-day leadership of the church. e) Learners individually note the important issues in their books.</p>	<p>c. Assess the product by looking out for accuracy and coherence of the ideas presented about leadership in Israel and churches today.</p>
<p>c. evaluate Samuel's leadership by examining his roles as a priest, prophet and judge to relate and guide modern leaders. (u, v/a, gs)</p>	<p>f) In groups, learners read the book of 1 Samuel chapters 1 to 25. g) In groups, learners identify and discuss Samuel's key actions, decisions, and qualities as a priest and judge. h) Learners relate Samuel's role to those of the religious leaders today. i) In groups, learners present their insights, focusing on how Samuel's leadership principles can be applied to modern church roles. j) Individually, learners write an essay to compare Samuel's leadership with modern church leaders, supported by specific examples from 1 Samuel and real-life church contexts.</p>	<p>a. Monitor participation and engagement during reading sessions to ascertain how the learners take responsibility for their learning. b. Observe and note contributions to the discussion as well as the learners' time management. c. Observe and assess participation and understanding focusing on sorting and analysing information. d. Assess essays based on a rubric with criteria such as depth of analysis, use of evidence, clarity of arguments, and relevance to modern contexts.</p>

## SENIOR FIVE TERM 2

### TOPIC 3: Monarchism in Israel

**DURATION: 45 Periods**

**Competency:** The learner develops an understanding of monarchism in ancient Israel by analysing the establishment, leadership, and impact of key monarchs, and assessing the socio-political, religious, and cultural implications for ancient Israelite society, and relates it to modern governance and leadership.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a. analyse the demand for human kingship in Israel by exploring the societal, political, and religious factors that drove this shift from theocratic leadership, and evaluating its impact on Israelite governance and identity. (u, v, s, gs)</p>	<p>a. Learners debate the motion <b>"Theocracy vs. Monarchy"</b> to express the pros and cons of each leadership model.</p> <p>b. Learners engage in a Socratic seminar to discuss key questions about the shift from theocracy to monarchy and its implications.</p> <p>c. In groups, learners read 1 Samuel 8: 1-21.</p> <p>d. In groups, learners discuss the social, political, and religious reasons for the Israelite demand for a king.</p> <p>e. In groups, learners present their findings, focusing on different aspects such as societal unrest, political instability, and religious implications.</p> <p>f. In groups, learners discuss God’s warnings through Samuel about kingship.</p> <p>g. Learners make presentations about factors for the rise of kingship and God’s warnings on human kingship.</p> <p>h. Individually, Learners write an essay about human kingship in Israel and the fears that surrounded it.</p>	<p>a. Observe participation and engagement during the debate focusing on the learners’ levels of critical thinking, public speaking skills and respect for one another.</p> <p>b. Listen to learners during presentations, focusing on the ability to ask and respond to thought-provoking questions.</p> <p>c. Observe the learners and look out for group participation and collaborative reading.</p> <p>d. Listen to and assess the quality of discussions, including relevance, depth of analysis, and use of examples.</p> <p>e. Assess the learners’ ability to interpret and discuss biblical warnings about human kingship.</p> <p>f. Listen to the learners’ discussions to assess the ability to derive lessons from God’s</p>



		<p>warnings to Christians today.</p> <p>g. Use an essay rubric to assess structure, argument, evidence, and writing quality.</p>
<p>b. analyse the leadership styles and governance of human kings in Israel by exploring the political, social, and religious impact of their rule on the development and identity of ancient Israelite society and lessons learnt from their leadership. (u, v/a, gs)</p>	<p>a. In groups:</p> <p>a. learners analyse 1 and 2 Samuel and 1 Kings to identify how Kings Saul, David and Solomon rose to power.</p> <p>b. learners discuss the achievements and failures of Kings Saul, David and Solomon.</p> <p>c. learners discuss and relate the leadership styles of political leaders today.</p> <p>d. learners present their findings to the class and the teacher.</p> <p>b. Individually, learners write down the major ideas on kingship.</p>	<p>a. Observe learners as they read and look out for group participation and collaborative reading and comprehension.</p> <p>b. Converse with learners, paying attention to the quality of discussions on the rise to power, achievements and failures of Israelite kings</p> <p>c. Listen to the discussions as learners relate the leadership styles focusing on levels of analysis and quality of arguments.</p> <p>d. Assess the written ideas presented by the learners focusing on accuracy and coherence within the presentation.</p>

<p>c. analyse the division of the kingdom of Israel by examining biblical scriptures to assess the roles of key figures and consequences, in order to appreciate God's power, sovereignty, and the importance of leadership accountability in modern society. (u, v/a, s, gs)</p>	<p>a. In groups, learners read 2 Samuel and 1 Kings to discuss the background to the division of the kingdom.</p> <p>b. Learner identify key players in the division of the kingdom.</p> <p>c. Learners summarise the impact of the division of the kingdom to the people and religion.</p> <p>d. In groups, learners relate the aspect of the division of the kingdom of Israel to divisionism in modern society.</p> <p>e. In groups, learners share their findings with the class using visual aids.</p> <p>f. Individually, learners write essays relating the division of the kingdom of Israel to divisions in contemporary society.</p>	<p>a. Listen to the learners' responses to questions about key players and events to assess their understanding.</p> <p>b. Observe learners to assess their engagement and contributions during discussions, focusing on the relevance and depth of their insights.</p> <p>c. Listen to learners to analyse their understanding of the historical and political context and their ability to articulate these ideas.</p> <p>d. Read learners' products to evaluate the ability to analyse and summarise the consequences of the division on society and religion.</p> <p>e. Read the learners' essays to relate the historical division to modern examples of political or religious divisions.</p> <p>f. Listen to the learners as they draw parallels between ancient division and contemporary events.</p>
<p>d. evaluate the reforms enacted by kings in Israel, examining the social, political, and religious changes they implemented, and assessing their impact on the development and</p>	<p>a. In groups, learners read 2 Kings to discover the reformist kings of Judah and their significance.</p> <p>b. In pairs, learners discuss the situation before the reforms.</p>	<p>a. Listen to learners read 2 Kings to assess their comprehension.</p> <p>b. Listen to the discussions to assess the quality and</p>

preservation of Israelite society. (u, v/a, s, gs)	c. In pairs, learners identify the reforms made by kings Josiah and Hezekiah. d. In groups, learners relate the reforms to areas that need reforms today. e. In groups, the learners make presentations to the rest of the class and teacher. f. Individually, learners summarise the key ideas in their notebooks.	accuracy of the presentations. c. Read the learners' products to assess their accuracy and coherence. d. Evaluate the learners' discussions and products as they compare the reforms of the time with those of today.
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## TOPIC 4: Prophetism in Israel

**DURATION: 45 Periods**

**Competency:** Learners appreciate the significance of prophetic work in ancient Israel, by examining the social, political, and economic contexts of the time, exploring the theme of the broken covenant, and analysing the general messages delivered by the selected prophets in order to build a contemporary understanding of justice, leadership, and community values.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<ul style="list-style-type: none"> <li>o analyse the social, political, and economic contexts of the prophets' time, assessing their relevance and connections to contemporary issues. (u, v/a, gs)</li> </ul>	<ul style="list-style-type: none"> <li>a. In groups, learners use ICT to study the selected prophetic books of Amos, Isaiah, and Ezekiel.</li> <li>b. In groups, learners search for verses that address the social, political, and economic evils of their time.</li> <li>c. In pairs, learners relate their findings to modern-day evils.</li> <li>d. In pairs, learners suggest solutions to address contemporary social religious, economic and political injustices.</li> </ul>	<ul style="list-style-type: none"> <li>a. Assess the learners' digital portfolio where they tabulate prophetic ideas, using spreadsheets or databases focusing on accuracy, organisation, and completeness of the classifications.</li> <li>b. Listen to learners as they read to establish their comprehension of prophetic messages.</li> <li>c. Facilitate and observe learner discussions to assess the depth, accuracy, and relevance of their conversations.</li> <li>d. Listen to the learners as they relate what happened then to modern times.</li> </ul>



	<p>e. In groups, learners present to the rest of the class and teacher.</p> <p>f. Individually, learners write an essay on the key ideas in their notebooks.</p>	<p>e. Read the learners' products focusing on the logical coherence, depth of analysis, and relevance of their conclusions.</p>
<p>o analyse the themes of the broken covenant, call for repentance, judgement and the day of the Lord, hope and individual responsibility, as addressed by selected prophets, relating their messages to contemporary social, ethical, and spiritual issues. (u, s, v, gs)</p>	<p>i) In groups,</p> <p>a. learners read the books of Amos and Isaiah to search for evidence of the broken covenant.</p> <p>b. learners discuss the song of the vine yard (Isaiah 5) to portray the broken covenant.</p> <p>c. learners present their ideas to the class.</p> <p>ii) Learners discuss and share how people today have broken their covenant with God, and suggest ways in which Christians can restore their relationships with God.</p> <p>iii) Individually, learners summarise the key ideas in their notebooks.</p>	<p>a. Listen to and converse with learners as they read and interpret biblical texts focusing on their ability to explain their ideas clearly to establish comprehension.</p> <p>b. Observe to evaluate the learners' creativity and the accuracy of their ideas as they make presentations.</p> <p>c. Assess the products presented by learners focusing on the accuracy and coherence of the facts presented.</p>
<p>c) synthesise the core messages of Old Testament prophets by analysing their books, identifying major themes, and exploring their relevance, to inform responses to modern ethical, social, and spiritual issues. (u, v/a, gs)</p>	<p>i) In groups, learners read and analyse the prophetic books to identify the following selected themes:</p> <p><b>Judgement:</b></p> <p>a. Isaiah 1, 2, 5, 13 and 24</p> <p>b. Amos 1, 3, 5, 6, 7 and so on</p> <p><b>Hope:</b></p> <p>a. Isaiah 9 and 11</p>	<p>a. Observe learners as they locate verses on judgment, hope, the Day of the Lord and individual responsibility focusing on their effective interaction with others.</p> <p>b. Converse with learners as they discuss the texts on judgement, hope, the Day</p>

	<p>b. Isaiah 40</p> <p><b>Day of the Lord:</b></p> <p>a. Isaiah 2 and Amos 5</p> <p><b>Individual responsibility for sin:</b></p> <p>b. Ezekiel 18, 33:10-20.</p> <p>a. Learners discuss and share the main ideas with the class using charts and mind maps.</p> <p>b. individually, learners summarise the key ideas in their notebooks.</p>	<p>of the Lord, and individual responsibility.</p> <p>c. Assess the learners' charts or mind maps identifying different themes in the prophetic books focusing on accuracy, completeness, and organisation skills.</p> <p>d. Listen intentionally to the learners' presentations to evaluate their ability to recognize and categorize themes in the prophetic texts.</p> <p>e. Use a participation rubric to evaluate engagement and contributions during their discussion.</p> <p>f. Listen to the learners' discussion focusing on comprehension of the prophetic messages of judgment and ability to analyse biblical texts.</p>
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## TOPIC 5: Wisdom Literature

**DURATION: 18 Periods**

**Competency:** The learner demonstrates appreciation of perseverance and worship in ancient Israel through applying the teachings of Job and Psalms; analysing the themes of suffering, faith, and divine justice in Job; and exploring the expressions of worship, lament, and thanksgiving in Psalms to enable people in the modern society connect these ancient insights to contemporary issues.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<ul style="list-style-type: none"> <li>o analyse the themes of suffering, justice, and patience in the book of Job, relating them to contemporary challenges to explore resilience and meaning in adversity. (u, v/a, s, gs)</li> <li>o evaluate the significance of dialogue and reflection in the Book of Job, applying these insights to modern discussions about empathy, support, and understanding during crises. (u, v/a, gs)</li> </ul>	<ul style="list-style-type: none"> <li>a. In groups, learners read the book of Job.</li> <li>b. In groups, learners discuss the theme of suffering as indicated in the Book of Job.</li> <li>c. In pairs, learners trace the theme of justice in the book of Job.</li> <li>d. Learners brainstorm the aspects of patience in the book of Job.</li> <li>e. In groups, learners relate the themes to modern day challenges and suggest ways of overcoming them.</li> <li>f. In groups, learners dramatise the dialogue between Job and his wife; and Job and his friends.</li> <li>g. In pairs, learners discuss the relevance of the dialogues to modern Christians.</li> <li>h. Individually, learners write down the important messages from the drama guided by the themes.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen to learners read and comment on the message of Job focusing on the accuracy of the comments and discussions.</li> <li>b. Listen to learners’ discussions on the key events and characters in the book of Job to assess their understanding.</li> <li>c. Assess the learners’ essays where they relate the themes of suffering, justice, and patience in the book of Job to modern day challenges and discuss strategies for overcoming them.</li> <li>d. Observe the learners’ drama to evaluate them basing on criteria such as accuracy, expression, collaboration, and adherence to the text.</li> <li>e. Observe the learners to evaluate their participation in the discussion, considering the relevance, depth of insights, and ability to connect the dialogue to contemporary Christian living.</li> <li>f. Read the learners’ written summaries on the</li> </ul>



		important messages conveyed in the drama focusing on comprehensiveness, clarity, and accuracy.
<ul style="list-style-type: none"> <li>o appreciate the emotional and spiritual expressions in Psalms 2, 20, 22, 47, and 147, and reflect on how these texts shape contemporary worship practices and personal devotional life. (u, v/a, gs)</li> </ul>	<ul style="list-style-type: none"> <li>a) In groups, learners use ICT and other resources to discover the rationale of using Psalms in ancient Israel.</li> <li>b) In pairs, learners read all the Psalms to identify and discuss the emotional and spiritual expressions in them.</li> <li>c) In pairs, discuss the message in each of the Psalms.</li> <li>d) In pairs, relate each Psalm to daily worship practices today.</li> <li>e) In groups, learners share their findings with the rest of the class with the teacher's guidance.</li> <li>f) Individually, learners summarise and tabulate the emotional and spiritual expressions in each Psalm.</li> </ul>	<ul style="list-style-type: none"> <li>• Converse with the learners as they read and discuss, focusing on accuracy and relevancy of the discussion.</li> <li>• Read the products presented for accuracy.</li> <li>• Listen to the presentations focusing on their relevance and accuracy.</li> </ul>

## SENIOR FIVE TERM 3

### TOPIC 6: The Pre-Gospel Period

**DURATION: 24 Periods**

**Competency:** The learner examines the historical, cultural, and religious context of the apostolic period, by evaluating the New Testament canonisation process, and reflecting on its significance and influence on modern Christian practice.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
i) investigate the link between the Old and New Testaments, focusing on the theme of Messiahship, to understand how the Old Testament foreshadows and lays the groundwork for the New Testament. (u, v/a, gs)	i) In groups, learners read and analyse Genesis chapters 1 to 3, 12:1-3, Exodus 20:1-17, Leviticus 8:1-36, 16:1-36, Deuteronomy 27:26, 2 Samuel 7:12-13, Daniel 12:2-3, Isaiah 53:1-12, Zechariah 9:9, Mark 11, Luke 1:32-33, John 1:1, 3:16, 11:25-26, 12:15, Romans 6:14-15, Galatians 3:6-9, 11, Hebrews 5:1-10, 9:11-14,  ii) Learners discuss the interconnection between the Old and New Testaments with reference to the above Biblical texts.  iii) In groups, learners derive the relevance of the above texts to Christians today.  iv) In groups, learners present their findings to the rest of the class with the teacher’s guidance.  v) Individually, learners summarise the similarities and differences between the Old and New Testaments in their notebooks.	a) Observe learners as they read the Bible texts and look out for group participation and collaborative reading and comprehension.  b) Converse with the learners to evaluate the quality and accuracy of the discussed ideas.  c) Assess the product in form of a table checking for accuracy of tabulated ideas.  d) Read the products to evaluate accuracy and relevance.
i) explore the features of the early church by analysing the message of the original gospel and early worship practices to gain insight into the birth	a. In groups, learners: i) use the internet, Bible, and any other resources to search the contents of the Kerygma, its advantages and demerits	a. Converse with learners as they carry out research. b. Observe each individual learner’s contribution to the discussion.

<p>of Christianity and how it shapes modern Christian practices. (u, v/a, gs)</p>	<p>as well as the general features of the early Church.</p> <ul style="list-style-type: none"> <li>ii) analyse the oral method of preaching the Gospel.</li> <li>iii) discuss the main activities of the early Church citing their relevance for the contemporary churches.</li> <li>iv) share findings with the rest of the class in a presentation.</li> </ul> <p>b. Individually, learners write the major points.</p>	<ul style="list-style-type: none"> <li>c. Converse with the learners to ascertain their understanding of the period of oral gospel.</li> <li><b>d.</b> Check each learner's notebook for accuracy.</li> </ul>
<p>i) assess the origin, development, and criteria underlying the compilation of the New Testament Canon, recognising its divine inspiration to deepen reverence of the New Testament as the inspired Word of God that is relevant to the contemporary church. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <ul style="list-style-type: none"> <li>a. brainstorm the reasons for writing the New Testament canon.</li> <li>b. justify the selection of the New Testament canon.</li> <li>c. analyse the process of forming the New Testament canon.</li> <li>d. examine the criteria used to select the 27 books.</li> <li>e. Discuss the relevance of the selected books to Christians today.</li> <li>f. present ideas to the rest of the class.</li> </ul> <p>b. Individually, learners summarise the major points in their notebooks.</p>	<ul style="list-style-type: none"> <li>a) Observe learners as they discuss to ascertain the correctness and authenticity of their ideas and look out for group participation and collaborative reading and comprehension.</li> <li>b) Converse with the learners to gauge each individual learner's contribution to the discussion.</li> <li>c) Check each learner's exercise books to assess the accuracy of the summarised ideas.</li> </ul>



## TOPIC 7: The Gospels

**DURATION: 84 Periods**

**Competency:** The learner demonstrates an understanding of the selected themes and perspectives in the Gospels of John and Mark, recognising their unique contributions to the development of Christian faith, and applies them to address contemporary issues.

<b>Learning Outcomes</b>  <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a. analyse the preaching of John the Baptist as depicted in the Gospels of Mark and John, assessing his messages of repentance and preparing the way for Jesus, and reflecting on the relevance of these teachings to modern Christians. (u, v/a, s, gs)	a. In groups, learners: <ul style="list-style-type: none"> <li>a. read the scriptures about the preaching of John the Baptist in the gospels according to Mark 1:1-8 and John 1:19-28</li> <li>b. discuss the key messages in the preaching of John the Baptist.</li> <li>c. discuss the relevance of John the Baptist to Christians today.</li> <li>d. present the discussed ideas to the rest of the class and teacher.</li> </ul> b. Individually, learners summarise the main points in their notebooks.	<ul style="list-style-type: none"> <li>i) Observe learners as they read, discuss and compare John the Baptist’s message and ministry in the gospels according to Mark and John focusing on fluency, accuracy and individual participation.</li> <li>ii) Converse with learners as they interpret and draw the relevance of John the Baptist’s teachings to Christians today.</li> <li>iii) Check each learner’s exercise books to assess the accuracy and coherence of the ideas noted down about the ministry of John the Baptist.</li> </ul>
b) examine the different methods used by Jesus to convey his message about the kingdom of God in John and Mark through analysing parables and discourses drawing their relevance to Christians today. (u, v/a, gs)	a. In groups, learners: <ul style="list-style-type: none"> <li>c. read Mark 4: 1-20 and 12:1-12 and discuss the message and meanings of the parables.</li> <li>d. read John 3:1-21, 4:1-42, 8:1-11 and derive the message of Jesus’ teaching in the discourses.</li> <li>e. discuss the relevance of Jesus’ parables and discourses to Christians today.</li> <li>f. make presentations to the class and the teacher.</li> <li>g. individually write the main ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe and listen to learners as they read and discuss to ensure they interpret and comprehend the message of parables in Mark.</li> <li>b. Converse with the learners and probe them as they read and discuss the message of the selected discourses in John focusing on the insights to modern Christians.</li> <li>c. Assess the accuracy of the learners’ ideas regarding the meaning of the selected parables and discourses in</li> </ul>

		<p>the gospels to ensure proper interpretation.</p> <p><b>d.</b> check for the quality and accuracy of the write-up focusing on individuals working independently.</p>
<p>b. evaluate the significance of miracles in the Gospel of Mark and signs in John by analysing their implications and exploring how these events can inspire faith and hope in the contemporary world. (u, v/a, s, gs)</p>	<p>i) In groups, learners:</p> <p>a. analyse the Biblical texts provided; Mark 2:1-12, 5:1-20, John 2:1-12, 11:1-44.</p> <p>b. discuss the messages of the selected miracles in Mark and signs in John and their relevance to Christians today.</p> <p>c. evaluate and form opinions about miracles in the contemporary world.</p> <p>d. present and share ideas with the rest of the class.</p> <p>ii) Individually, learners write down summarised notes on the key ideas about the manifestation of God's kingdom in Mark and John.</p>	<p>a. Observe learners as they read and discuss the divine messages of the selected miracles and signs in Mark and John focusing on teamwork, comprehension, ability to draw lessons and correct interpretation of the biblical texts.</p> <p>b. Converse with the learners as they form opinions and draw lessons and relevance from the selected miracles and signs in Mark and John laying emphasis on active individual participation.</p> <p>c. Assess the accuracy of the learners' ideas in regard to the selected miracles and signs focusing on the logical flow of ideas.</p> <p><b>d.</b> Check the learners' books to assess the accuracy of the written summaries.</p>
<p>c. analyse the instances of acceptance, controversies, and opposition that Jesus encountered in the Gospel according to Mark drawing the relevance of unwavering faith and commitment in the</p>	<p>i) In groups, learners:</p> <p>a. read the Gospel according to Mark tracing the reactions of various categories of people to Jesus Christ's public ministry (that is, the Pharisees, Scribes, Sadducees, Priests and teachers of the law, women, Gentiles, the twelve disciples and the people of Nazareth).</p>	<p>a. Observe the learners as they read and brainstorm the reactions of the audience to Jesus' ministry focusing on their ability to explain the key points of Jesus' response to people's reactions.</p> <p>b. Converse with the learners as they draw out the lessons and relevance of</p>

<p>contemporary world. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>b. explain the reasons why Jesus faced opposition and rejection in His public ministry.</li> <li>c. investigate Jesus’ reaction in the face of opposition.</li> <li>d. identify instances when Christians face opposition today.</li> <li>e. explain the lessons Christians can draw from people’s responses and Jesus’ reaction to opposition and rejection.</li> <li>f. present and share the discussed ideas with the rest of the class.</li> <li>ii) Individually, learners summarise the key points in their notebooks.</li> </ul>	<p>the reactions of different categories of people to Jesus’ ministry.</p> <ul style="list-style-type: none"> <li>c. Check learner’s exercise books to assess the accuracy and logical flow of ideas of the summarised write-ups.</li> </ul>
<p>d. analyse the passion, death, and resurrection of Jesus Christ by examining the biblical texts in Mark reflecting on how these events can inspire resilience, empathy and compassion in their own lives and communities. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>i) In groups:             <ul style="list-style-type: none"> <li>a. learners analyse Mark 14, 15, and 16.</li> <li>b. learners use ICT to watch a movie on the passion of Jesus or role-play the arrest, death, and resurrection of Jesus according to the gospel of Mark.</li> <li>c. learners discuss the significance of the key events in the passion narratives in the gospel according to Mark namely the, the anointment of Jesus; the Lord’s Supper, prayer in Gethsemane, death and the resurrection.</li> <li>d. learners examine the relevance of Jesus’ passion to modern Christians following the selected events.</li> <li>e. learners present their findings to their classmates and the teacher.</li> </ul> </li> <li>b) Individually, learners summarise the main ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe learners as they read to inspire them to listen and comprehend the selected biblical texts.</li> <li>b. Converse with the learners as they dramatise or watch a movie about the passion, death and resurrection of Jesus focusing on the creativity and individual participation.</li> <li>c. Listen to the learners’ ideas as they draw lessons from Bible texts focusing on critical thinking and generate positive insights.</li> <li>d. Check the learners’ note books to ensure accuracy and coherence of the written ideas.</li> </ul>



## SENIOR SIX TERM 1

### TOPIC 8: The Epistles

**DURATION: 54 Periods**

**Competency:** The learner develops an appreciation of key apostolic teachings through examining the Letters of 1 Corinthians, 1 Peter, and James, following selected themes to explore how these teachings can provide practical guidance and inspiration for addressing modern issues.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Teaching Learning Activities</b>	<b>Sample Assessment Strategies</b>
a. examine the role of the Holy Spirit as presented in the epistles through exploring themes and reflecting on the ways the Holy Spirit influences modern Christian practices and choices. (u, v/a, s, gs)	i) In groups: a. learners analyse 1 Corinthians 12, 13 and 14. b. learners relate the role of the Holy Spirit in the early church and modern churches. c. learners make presentations to the class under the teacher's guidance. ii) Individually, learners summarise the major ideas in their notebooks.	a. Observe and listen to learners reading the scriptures focusing on fluency and accuracy of selected biblical texts. b. Converse with learners during discussions on various aspects of the Holy Spirit in the early church and the church today noting their ability to listen attentively to each other. c. Listen to the presentations focusing on accuracy, fluency and the logical flow of ideas. d. Check the learners' notebooks focusing on the level of organisation and coherence of the summarised ideas about the aspect of the Holy Spirit.
b. critique the unethical behaviour of the Christians in the early church by examining themes in the epistles to guide Christian behaviour today. (u, v/a, s, gs)	i) In groups: a. learners study 1 Corinthians 1-4, 11:1-34. James 2:1-26; 3:1-12; 4:1-17; 5:1-6. b. learners discuss the unethical behaviour of the early Christians and the responses provided by Paul and James to address them.	a. Converse with the learners and use oral quizzes to assess the learners' understanding of the passages. b. Observe and listen to evaluate the learners' individual participation in discussions, focusing on the collaboration and relevance of contributions. c. Listen to group presentations focusing on the lessons they have drawn from the scriptures, using visual aids to enhance their comprehension.

	<p>c. learners point out lessons Christians can learn from the scriptures.</p> <p>d. learners make presentations to classmates and the teacher.</p> <p><b>ii)</b> Individually, learners summarise the teachings and lessons in their notebooks.</p>	<p>d. Check learners' notebooks to ensure the logical flow, accuracy and relevance of the key points.</p>
<p>c. appreciate the virtue of charity through analysing the message and principles in the epistles to inform and inspire contemporary Christian practices and attitudes toward the needy. (u, v/a, gs)</p>	<p>i) In groups,</p> <p>i) learners read James 1:27;2:1-26; and discuss the virtue of Charity focusing on generosity, kindness and love</p> <p>ii) learners evaluate modern attitudes towards charity.</p> <p>iii) Learners draw lessons that modern Christians can learn from the aspects of charity.</p> <p>iv) learners make presentations to classmates under the guidance of the teacher.</p> <p>ii) Individually, learners note down the key points in their notebooks</p>	<p>a. Observe learners' interaction and participation during the reading sessions.</p> <p>b. Converse with the learners as they discuss the teachings of charity focusing on the accuracy of the responses.</p> <p>c. Listen to the quality of their interpretation and comprehension of the Biblical teachings.</p> <p>d. Read and evaluate the relevance and coherence of the summarised points of each learner.</p>
<p>d. analyse the teachings on faith in the epistle of James exploring themes of trust, perseverance, and belief in God's promises, and reflecting on how</p>	<p>a. In groups, learners:</p> <p>i) read and analyse James 1:2-8; 2:14-26; 5: 15 and discuss the teachings on faith, trust and perseverance.</p> <p>ii) brainstorm how James' teachings strengthen</p>	<p>i) Observe and listen to learners as they read and interpret the scriptures focusing on their fluency and confidence.</p> <p>ii) Converse with learners as they discuss the biblical teachings emphasising correct interpretation of the texts focusing on the insights drawn from the texts.</p>

<p>they strengthen contemporary Christian faith and practice. (u, v/a, s, gs)</p>	<p>Christian faith in the contemporary world.</p> <p>b. Learners present to the class and teacher.</p> <p>c. Individually, learners write the key points in their notebooks.</p>	<p><b>iii)</b> Assess the written products focusing on accuracy, coherence and relevance of the key points noted.</p>
<p>e. analyse the themes of prayer and patience and the use of the tongue in the epistle of James through evaluating these teachings and how they can be applied to address contemporary issues. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <p>a. read the letter of James 3:1-12 and 5:7-20 and discuss the teachings on patience, prayer and the proper use of speech.</p> <p>b. discuss ways in which James' counsel on speech, patience and prayer are relevant to contemporary Christians.</p> <p>b. Learners present to the rest of the class.</p> <p>iii) Individually, learners write a summary of the key ideas in their notebooks.</p>	<p>a. Listen to learners as they read to ensure fluency and confidence.</p> <p>b. Listen to them during the brainstorming session focusing on quality and accuracy of the presentations.</p> <p>c. Evaluate the product in form of a summary focusing on relevance and accuracy.</p>
<p>f. appreciate the teachings about wealth and poverty by analysing scriptures in the letter of James to gain insights on stewardship, contentment, generosity, and social justice in modern churches. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <p>i) read James 1:9-11; 2:2-7, 2:14-17 and 5:1-6, and discuss the teachings about wealth and poverty.</p> <p>ii) discuss the relevance of James' teaching to modern Christians.</p> <p>b. Suggest ways the church can help to fight poverty.</p> <p>c. Individually, learners summarise the major ideas in notebooks.</p>	<p>i) Listen to the learners read, focusing on accuracy and interpretation.</p> <p>ii) Dialogue with learners as they discuss about wealth, focusing on the quality of the learners' responses.</p> <p><b>iii)</b> Assess the summarised products checking for accuracy and relevance.</p>



<p>g. examine the theme of holy living through analysing texts in 1 Peter in order to encourage righteousness and positive living among modern Christians. (u, v/a, s, gs).</p>	<p>a. In groups, learners:</p> <ol style="list-style-type: none"> <li>a. read 1 Peter 1:13-25 and 2:1-10 to identify and discuss the teachings on holy living.</li> <li>b. discuss the relevance of holy living to modern Christians.</li> <li>c. make presentations to the rest of the class.</li> </ol> <p>b. Individually, learners summarise the main key points in their notebooks.</p>	<ol style="list-style-type: none"> <li>a. Observe the learners as they work in groups focusing on co-operation and respect for each other's ideas.</li> <li>b. Listen to their readings and interpretation of the message of holy living focusing on the ability to draw lessons for modern Christians.</li> <li>c. Check the learners' summaries focusing on accuracy.</li> </ol>
<p>h. examine the teachings of 1 Peter on the aspect of suffering by exploring the messages of hope, perseverance, endurance and faith in adversity, reflecting on how these teachings can provide strength and inspiration to Christians during the time of suffering. (u, v/a, s, gs)</p>	<p>a. In groups, learners read 1 Peter 2:11-25, 3:8-22, 4:1-6, and 4:12-19 to identify the teachings on suffering and endurance.</p> <p>b. In groups, learners discuss the teachings on suffering and endurance relating them to the modern church.</p> <p>c. Learners make presentations to the class and the teacher.</p> <p>d. Individually, learners summarise the major ideas in their notebooks.</p>	<ol style="list-style-type: none"> <li>a. Observe learners as they read and discuss, focusing on respect to each other's opinions.</li> <li>b. Listen to them to ascertain proper interpretation and comprehension of the texts on suffering and endurance.</li> <li>c. Converse with learners about suffering and endurance focusing on the quality and accuracy of responses to modern Christians.</li> <li>d. Assess the presentations focusing on the communication skills, accuracy, relevancy of the facts and logical flow of the ideas.</li> <li>e. Check on the learner's notebooks focusing on the quality and accuracy of the key ideas.</li> </ol>
<p>i. analyse human relationships addressed in 1 Peter and how these teachings influence Christian relations today. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <ol style="list-style-type: none"> <li>i. read 1 Peter 2:11-17, 3:1-7 and 5:1-12 to identify the relationships addressed in the passages.</li> <li>a. discuss 1 Peter's teachings about the various relationships and derive their relevance to the contemporary world.</li> </ol>	<ol style="list-style-type: none"> <li>a. Observe learners as they read and work together as teams, focusing on how they interact effectively with others.</li> <li>b. Listen to the learners to evaluate participation in the discussions, focusing on engagement and relevance of their contributions.</li> <li>c. Evaluate the product basing on the ability to draw meaningful conclusions by use of examples, and clarity of the key points.</li> </ol>

	<p><b>b.</b> Learners make presentations to the rest of the class.</p> <p><b>c.</b> Individually, learners write an essay to summarise the key points.</p>	
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## TOPIC 9: Sex and Sexuality

**DURATION: 27 Periods**

**Competency:** The learner develops an appreciation for the purpose of sex and sexuality basing on the traditional African, contemporary, and biblical dimensions in order to develop right attitudes and proper decision-making skills.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<i>The learner should be able to:</i>		
<p>a. analyse African traditional perspectives on sex and sexuality by exploring their cultural, social, and spiritual dimensions, and reflect on their influence on modern attitudes and decision-making regarding sexuality. (u, v/a, s, gs)</p>	<p>a. In groups or pairs, learners:</p> <p>i) use ICT and/ or cultural institutions to search about traditional African understanding of sex and sexuality.</p> <p>ii) discuss sexuality and sex education in traditional African societies with particular emphasis on its content, context and methods.</p> <p>iii) make presentations to the class and the teacher.</p> <p>b. Individually, learners summarise the main points in their notebooks.</p>	<p>a. Observe learners as they search and discuss about sex, sexuality and sex education in traditional African society focusing on values and accuracy.</p> <p>b. Converse and guide the learners as they discuss the traditional African values that need to be adopted by modern society, focusing on team work and respect of each other's views.</p> <p>c. Listen to their presentations to ensure correctness and logical flow of ideas.</p> <p>d. Read each learner's notebook to assess the correctness of the summarised ideas.</p>
<p>b. assess the modern understanding of sex and sexuality in order to develop respect and a positive</p>	<p>a. In groups, learners:</p> <p>a. use electronic and print media to discover the</p>	<p>a. Observe learners as they search about sex, sexuality and sex education in modern society, focusing</p>

<p>attitude towards sex and sexuality. (u, v/a, s, gs)</p>	<p>modern understanding of sex and sexuality.</p> <ul style="list-style-type: none"> <li>b. compare the modern and traditional understanding of sex and sexuality.</li> <li>c. identify the positive traditional African sexual values that can help youths make informed decisions.</li> <li>d. analyse the positive traditional African values about sex and sexuality.</li> <li>e. make presentations to the class under the teacher's guidance.</li> </ul> <p>b. Individually, learners note down the main points in the notebooks.</p>	<p>on their ability to use ICT tools to generate information.</p> <ul style="list-style-type: none"> <li>b. Converse with them as they compare the traditional African views with modern views about sex and sexuality, focusing on individual participation and ability to contrast.</li> <li>c. Collaborate with learners as they exchange views on STIs/Ds focusing on accuracy.</li> <li>d. Listen to their presentations to ensure logical flow of ideas.</li> <li>e. Check each learner's notebook to assess the accuracy of ideas.</li> </ul>
<p>c. analyse deviant sexual practices in contemporary society to enhance an enriched understanding of the dangers of sex misuse and promote informed decision making. (u, v/a, s, gs)</p>	<p>a. In groups, learners</p> <ul style="list-style-type: none"> <li><b>a.</b> use ICT tools and the mass media to examine the forms, causes and dangers of sex deviations.</li> <li><b>b.</b> debate on the possible measures that can curb sex deviations.</li> </ul> <p>c. make presentations to the rest of the class and the teacher.</p> <p>b. Individually, learners summarise the major points in their notebooks.</p>	<p>a. Observe and probe learners as they examine the forms, causes and dangers of sex deviation focusing on their ability to generate ideas using ICT tools and real life experience.</p> <ul style="list-style-type: none"> <li>b. Converse with them as they discuss the Christian teaching against sex deviations focusing on the accuracy of ideas.</li> <li>c. Observe learners as they discuss possible measures to curb sex deviations checking for their creativity to solve problems.</li> <li>d. Listen to their presentations to ensure</li> </ul>



		<p>fluency and logical flow of ideas.</p> <p>e. Check each learner's notebook to assess the accuracy of the summarised points.</p>
<p>d. analyse the biblical teaching about sex and sexuality in order to appreciate the proper understanding of sex as a divine gift to mankind. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <p>i) read the biblical texts provided and discuss the biblical and Christian views about sex in Genesis 1:27-28, 2:24, Exodus 20:14, Deuteronomy 22:5, Leviticus 18, Matthew 5:27-28, Romans 1:26-27, 1 Corinthians 6:9-10, 18-20, 7:3-5, 1 Thessalonians 4:3-7</p> <p>ii) discuss the relevance of biblical teaching of sex to modern Christians.</p> <p>iii) make presentations to the class under the teacher's guidance.</p> <p>b. Individually, learners make a write-up of the main ideas in their notebooks.</p>	<p>a. Observe learners as they read the biblical texts about sex as a divine gift from God focusing on their ability to locate the texts and work as a team.</p> <p>b. Converse with the learners as they discuss the biblical views and ways modern churches are upholding them focusing on the correct interpretation, comprehension and relevance.</p> <p>c. Listen to their presentations to ensure correctness and logical flow of ideas.</p> <p>d. Assess each learner's write-up to check for the accuracy of the ideas.</p>

## TOPIC 10: Marriage

**DURATION: 27 Periods**

**Competency:** The learner appreciates marriage as a sacred institution which elevates the roles of both men and women based on the traditional, contemporary and Christian dimensions thereby assigning them the vital responsibilities of bearing and nurturing children to become responsible citizens.

<b>Learning Outcomes</b>  <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a. analyse the traditional African and contemporary perspectives about dating and courtship, examining its impact on marriage. (u, v/a, s, gs)	a. In groups, learners: <ul style="list-style-type: none"> <li>i) use ICT or dialogue with any community member or visit a cultural institution to find out the values and challenges of dating and courtship in traditional African society.</li> <li>ii) evaluate the values of dating and courtship in both traditional and modern societies.</li> <li>iii) discuss aspects of traditional African courtship that are in agreement with Christian teachings.</li> <li>iv) present the findings to the rest of the class.</li> </ul> b. Individually, learners note down the main points in their notebooks.	a. Observe and converse with learners as they search about dating and courtship in traditional African society focusing on research skills. b. Converse with the learners as they construct the values of courtship in both traditional and modern societies checking for co-operation and individual participation in the discussions. c. Listen to the learners' ideas about the aspects of traditional African courtship that are agreeable with Christianity focusing on their ability to sort and analyse information. d. Check each learners' notebook to ensure clarity and correctness of the summarised points.
b. evaluate the value of bride wealth in the contemporary society. (u, v/a, s, gs)	i) In groups, learners: <ul style="list-style-type: none"> <li>a. use ICT or library resources to search for the significance and challenges associated with bride wealth in modern African society.</li> <li>b. analyse the aspects of bride wealth that are agreeable with Christianity.</li> <li>c. Learners make presentations to the class.</li> </ul> ii) Individually, learners summarise the main points in their notebooks.	a. Observe the learners as they search about bride wealth in modern and traditional African society, focusing on their research skills. b. Converse with the learners as they analyse the traditional aspects of bride wealth that are agreeable in Christianity focusing on logical analysis and team work. c. Listen to the learners' views about the ways in which bride wealth helps to preserve the African personality.

		<p>d. Listen to the learners' presentations to ensure fluency, logical flow and accuracy of ideas.</p> <p>e. Assess the learners' product in form of summarised notes noting accuracy and coherence of the product.</p>
<p>c. examine the modern and the traditional African understanding of marriage in order to uphold the institution of marriage in the modern society. (u, v/a, s, gs)</p>	<p>a. In groups or pairs, learners:</p> <ul style="list-style-type: none"> <li>i) use ICT or any other library sources to search about marriage.</li> <li>ii) compare the modern with the traditional African perspectives about marriage.</li> <li>iii) make presentations to the rest of the class and the teacher.</li> </ul> <p>b. Individually, learners tabulate the major ideas in their notebooks.</p>	<p>a. Observe and converse with learners as they search about marriage focusing on individual participation and team work.</p> <p>b. Listen to the learners' comparisons of marriage in modern and traditional African societies focusing on consistency.</p> <p>c. Check the table in each learner's notebook to ensure accuracy of the tabulated ideas and give feedback</p>
<p>d. analyse the biblical teaching about marriage through reading scriptures in order to appreciate and uphold marriage as a divine institution. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <ul style="list-style-type: none"> <li>i) read and interpret Genesis 2:24, Proverbs 31:10-31, Hosea 2 and 3, Matthew 19:4-6, Romans 7:1-6, 1 Corinthians 7, 1 Peter 3:1-7 and Hebrews 13:4.</li> <li>ii) discuss and construct the Christian teaching about marriage.</li> <li>iii) suggest the ways in which today's marriage challenges can be resolved using biblical marriage virtues.</li> <li>iv) make presentations to the class and the teacher.</li> </ul> <p>b. Individually, learners summarise the main ideas in their notebooks.</p>	<p>a. Observe the learners as they read and interpret the Biblical texts about marriage.</p> <p>b. Converse with the learners as they construct the Christian teaching about marriage with focus on team work and quality of the responses.</p> <p>c. Listen to the learners' views about ways in which Christian teachings may help to resolve modern marriage-related challenges.</p> <p>d. Check the learners' summarised notes to ensure accuracy.</p>



## SENIOR SIX TERM 2

### TOPIC 11: Family Life

**DURATION: 27 Periods**

**Competency:** The learner appreciates family as a divine institution and a foundation of human civilisation basing on traditional, contemporary and Christian dimensions to evaluate and guide contemporary family trends.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a. examine the traditional African approaches to family life and use the positive aspects to form a basic understanding of an ideal family. (u, v/a, s, gs)</p>	<p>a. In groups:</p> <ul style="list-style-type: none"> <li>i) learners use the internet, newspapers, local proverbs, dialogue with elders in the community or visits to cultural institutions to research and discover the meaning and values of the African traditional family.</li> <li>ii) make presentations of their findings to the class under the teacher's guidance.</li> </ul> <p>b. Individually, learners summarise key ideas in their notebooks.</p>	<ul style="list-style-type: none"> <li>a. Observe and listen to the group presentations, focusing on the learners' understanding of the traditional African family approaches.</li> <li>b. Converse with the learners as they make their presentations to ensure active participation and logical flow of ideas.</li> <li>c. Check the learners' notes to assess the accuracy of information.</li> </ul>
<p>b. analyse the modern trends of family life to arrive at a clear understanding of the modern family challenges and how they can be mitigated. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>i) Individually, learners use the internet, newspapers, dialogue with elders in the community to research about the values of the family today.</li> <li>ii) In groups, learners compare the understanding of family life today with that of African traditional society.</li> <li>iii) In groups, learners discuss the modern family challenges and suggest possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe the learners as they discuss to check for evidence of cooperation.</li> <li>b. Converse with the learners as they make their presentations noting their fluency and ability to interpret ideas.</li> <li>c. Assess the learners' product in form of notes to check for accuracy.</li> </ul>

	<ul style="list-style-type: none"> <li>iv) Learners make presentations to the class under the teacher's guidance.</li> <li>v) Individually, learners take note of all key points in their notebooks.</li> </ul>	
<p>c. evaluate modern parenting styles to suggest practises that can shape positive and responsible character traits among children living in a highly challenging technological and selfish environment. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>a. In groups, learners:               <ul style="list-style-type: none"> <li>i) brainstorm on the different types of parenting today.</li> <li>ii) discuss the importance of responsible parenthood and the challenges of parenting.</li> <li>iii) explain the causes of irresponsible parenthood today and the concerns for responsible parenthood.</li> <li>iv) analyse the Christian view on responsible parenthood.</li> <li>v) learners make presentations to the class under the teacher's guidance.</li> </ul> </li> <li>b. Individually, learners write an essay on the key ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe the learners' interaction and individual contribution in the group activity.</li> <li>b. Listen to the learners' discussions about the different parenting styles and responsible parenthood focusing on the ability to express themselves and articulate ideas.</li> <li>c. Evaluate the product in form of an essay checking for accuracy of ideas.</li> </ul>
<p>d. analyse the biblical teachings about family life in order to appreciate God's will in contemporary Christian families. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>a. In groups, learners:               <ul style="list-style-type: none"> <li>i) research about the value of family in biblical scriptures such as Genesis 1:28, 2:24, Exodus 20:12, Proverbs 22:6, Psalms 127: 3-5; Acts 10:1-2, Ephesians 5:21-33, 6:1-6, 1 Peter 3:7, 1 Timothy 3:1-4, 5:8 and 1 Corinthians 11:3.</li> <li>ii) explain the Christian virtues of family life.</li> <li>iii) present ideas to their classmates and teacher.</li> </ul> </li> <li>b. Individually, learners summarise key points in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe and listen to the learners' readings, focusing on fluency and team work.</li> <li>b. Check the quality and accuracy of biblical texts presented by the learners.</li> <li>c. Analyse the written product about the Christian teachings of family life for accuracy.</li> </ul>

## TOPIC 12: Work

**DURATION: 33 Periods**

**Competency:** The learner appreciates the divine origin of work, by examining its historical significance, and humanity's creative ability basing on traditional, contemporary and biblical teachings in order to foster a positive attitude towards work and develop the world.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a. explore the traditional African understanding of work and draw ideals that can transform modern attitudes towards work. (u, v, gas)	a. In groups, learners: a. use the internet, mass media or consultation with elders to research and discover the understanding of work in traditional African society. b. make presentations to the class and the teacher. b. Individually, learners summarise the key ideas in their notebooks.	a) Observe and converse with learners as they search about the concept of working traditional African society focusing on research skills using various media. b) Converse with the learners as they construct the values of work in traditional African societies, checking out for co-operation and individual participation in the discussions. c) Listen to the learners' ideas about the aspects of traditional African views on work,, focusing on their accuracy in the presented ideas. d) Check each learners' book to ensure clarity and correctness of the summarised points.
b. examine the complexities of work and vocation in the contemporary society and develop strategies to improve work relations. (u, v, gs)	i) In groups, learners: a. use the internet and mass media to research and explore the meaning and understanding of work today. b. discuss the value of work and vocation. c. discuss the challenges in work today with special emphasis on unemployment and suggested solutions to challenges of work. d. make presentations to the class under the teacher's guidance. ii) Individually, learners summarise the key ideas in their notebooks.	a. Observe the learners' discussion for evidence of cooperation and individual participation. b. Converse with learners as they present, noting their ability to integrate similar ideas. c. Assess the written products in the notebooks for evidence of accuracy about the complexities of work today.



<p>c. assess ideologies about work through analysing capitalism and socialism in order to promote fairness in the field of work. (u, v, gs).</p>	<p>i) In groups, learners use the internet, print materials, and consultations with different people to research and find out the ideologies about work in the world today.</p> <p>ii) Individually, learners create research portfolios that include notes, sources, and summaries of their findings.</p> <p>c. Learners discuss the importance of capitalism and socialism in the field of work today.</p> <p>d. Learners discuss the Christian perception of capitalism and socialism.</p> <p>e. Learners share their findings with the class.</p> <p>f. Individually, learners write a summary of the findings and discussions.</p>	<p>a. Observe the learners as they search, discuss and make presentations focusing on research, communication skills and accuracy of the facts.</p> <p>b. Converse with learners to evaluate their participation in the discussion, considering factors such as engagement, relevance of contributions, and depth of insights.</p> <p>c. Assess learners' individual written summaries focusing on accuracy, relevance, and coherence of ideas.</p>
<p>d. evaluate the standards of behaviour and competences expected in work by analysing the medical, legal and teaching ethics in order to foster professional integrity and compliance with the laws, regulations and codes that govern professions today. (u, v/a, s, gs)</p>	<p>a. Individually, learners engage in research using the internet, mass media, text books, newspapers and resource people from different professions to learn about professional ethics and make a report.</p> <p>b. Individually, learners create research portfolios that include notes, sources, and summaries of their findings.</p> <p>c. In groups, learners brainstorm about the professional ethics of teaching, medical and legal professions.</p> <p>d. In groups, learners discuss the challenges faced by professionals and possible solutions.</p>	<p>a. Assess written products based on the depth of the research, diversity of sources, relevance and accuracy of information about the different professional ethics.</p> <p>b. Observe the learners' discussions for evidence of cooperation.</p> <p>c. Listen to the learners sharing during the brainstorming session focusing on the accuracy of the facts presented and the ability to speak fluently.</p> <p>d. Assess the learners' written summary papers that capture the main findings from their research and discussions focusing on accuracy, relevance, and coherence.</p>

	<p><b>e.</b> In groups, learners share their findings with the class and teacher.</p> <p><b>f.</b> Learners individually write a summary of the findings and discussions.</p>	
<p>e. appreciate biblical teachings about work to enhance their understanding of God’s purpose and plan for work, in order to apply principles of ethics, integrity, and morality in modern workplace environments. (u, v/a, s, gs)</p>	<p>i) In groups, learners:</p> <p>a. analyse Genesis 1:28, 2:15, Exodus 20:9, 35:30-33, Jeremiah 22:13, Psalm 104:23, Proverbs 6:6-11, Mark 6:3 Luke 19:11-27, Ephesians 4:28, 2 Thessalonians 3:10 and other relevant passages.</p> <p>b. discuss the Christian teachings and virtues about work.</p> <p>c. present their findings to the class and teacher.</p> <p>ii) Individually, learners summarise key ideas in their notebooks.</p>	<p>i) Listen to the learners focusing on articulation and comprehension of scriptures.</p> <p>ii) Converse with learners to assess the accuracy of the facts presented during the discussions and give feedback.</p> <p>iii) Observe the learners’ interactions for evidence of individual contribution in a group activity.</p> <p>iv) Listen to learners discuss about the Christian teachings of work.</p> <p>v) Analyse the accuracy of the written product about the Christian teachings of work to ascertain correctness of ideas.</p>

## TOPIC 13: Leisure

**DURATION: 24 Periods**

**Competency:** The learner demonstrates an understanding of leisure in view of traditional, contemporary and biblical teachings in order to promote a positive attitude towards the use of leisure.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a. examine the understanding of leisure in traditional African society through analysing traditional beliefs in order to uphold the expected morals regarding the use of leisure. (u, s, v/a, gs)	a. In groups, learners: a. engage in research using the internet, mass media, and consultations with resource people and cultural institutions to discover the concept and virtues of leisure in traditional African society. b. create research portfolios that include notes, sources, and summaries of their findings. c. discuss traditional norms related to leisure in various African cultures. d. share their findings with the teacher and the class. b. Individually, learners summarise the key points.	a. Assess written products based on the depth of the research, diversity of sources, and relevance and accuracy of information about the leisure practices in the African traditional society. b. Listen to the learners sharing during the brainstorming session focusing on the accuracy of the facts presented and the ability to speak fluently. c. Observe the learners' discussions for evidence of co-operation. d. Assess the learners' written summary papers that capture the main findings from their research and discussions focusing on accuracy, relevance, and coherence.
b. explore the contemporary leisure industry to develop informed judgment about the current trends of leisure. (u, v/a, s, gs)	a. In groups, learners: a. research about various sectors of the modern leisure industry such as sports, tourism and entertainment using online resources and print media. b. write a report or make a presentation on their findings, highlighting key trends and	a. Observe the learners' discussions for evidence of team work and fluency. b. Listen to the learners sharing during the discussions, focusing on the accuracy of the facts presented and the ability to speak fluently.



	<p>developments in leisure industry.</p> <ul style="list-style-type: none"> <li>c. discuss current trends in leisure focusing on identifying popular activities and emerging trends.</li> <li>d. brainstorm the challenges associated with leisure and the leisure industry.</li> <li>e. conduct a comparative analysis between traditional African leisure activities and modern leisure practices to identify traditional ideas that can be adopted in the modern settings.</li> <li>f. make presentations of the group findings to the class.</li> </ul> <p>b. Individually, learners summarise the key points in their notebooks.</p>	<ul style="list-style-type: none"> <li>c. Assess the learners' written summary papers that capture the main findings from their research and discussions, focusing on accuracy, relevance, and coherence.</li> </ul>
<ul style="list-style-type: none"> <li>c. analyse biblical teachings on leisure to develop insights into God's design for rest, relationships, and responsible leisure practices. (u, v/a, s, gs)</li> </ul>	<ul style="list-style-type: none"> <li>i) In groups, learners:             <ul style="list-style-type: none"> <li>a. discuss biblical perspectives on leisure through scriptures such as Genesis 2:2, Exodus 20:8, Numbers 28:9-11, Ezekiel 46:3-5, Ecclesiastes 3:1-8, Mark 1:35, 2:27, 6:31, John 2:1-12, Luke 5:29 among others.</li> <li>b. discuss teachings about leisure as presented in the biblical texts.</li> <li>c. make presentations to the class with the teacher's guidance.</li> </ul> </li> <li>ii) Individually, learners write a summary of the key points in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe and listen to the learners to evaluate their understanding of the Bible verses and the ability to identify and interpret key ideas from the verses related to leisure.</li> <li>b. Observe the learners' participation in discussion focusing on individual contributions and the accuracy of facts.</li> <li>c. Assess the learners' ability to draw lessons from the biblical texts.</li> <li>d. Check the written summary about the biblical teachings on leisure for accuracy and coherence.</li> </ul>

## TOPIC 14: Money and Wealth

**DURATION: 24 Periods**

**Competency:** The learner appreciates the acceptable means of acquiring and spending money and wealth, its impact on society in relation to traditional, contemporary and biblical teachings, in order to develop the rightful attitude towards money and wealth.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<i>The learner should be able to:</i>		
a. analyse the traditional African understanding of acquisition and utilisation of money and wealth with reference to African societies in order to develop a proper attitude towards money and wealth in the contemporary world. (u, v/a, s, gs)	i) In groups, learners: investigate traditional African perspectives on money and wealth, drawing from diverse sources. brainstorm the sources and utilisation of money and wealth in traditional African societies. debate the right ways of acquiring and spending wealth in traditional African societies. make presentations of their findings to the class and teacher. ii) Individually, learners write an essay reflecting the views of money and wealth in traditional African society.	i) Observe and listen to the learners as they discuss ideas of money and wealth focusing on co-operation and quality of the arguments. ii) Listen to the learners' presentations focusing on the accuracy and coherence of ideas. iii) Converse with the learners as they make their presentations about wealth in traditional African society. iv) Evaluate the learners' performance in the debate, focusing on the quality of arguments, use of evidence, clarity, and respect for each other's views. v) Assess the learners' essays with focus on accuracy, coherence and clarity.
b. assess the sources and importance of money through analysing the current economic activities in society, in order to comply with the honest means of earning and spending money. (u, v/a, s, gs)	a. In groups, learners: a. discuss different economic activities as a source of money and wealth. b. brainstorm the sources and utilisation of money and wealth today. c. discuss the expected values regarding the acquisition and use of money and wealth. d. present their findings to the class with the teacher's guidance.	i) Observe the learners as they discuss the modern ideas of money and wealth to ensure co-operation and individual contribution to the discussion. ii) Converse with the learners as they brainstorm and make their presentations about money and wealth in modern society. iii) Read the individual learners' written summaries focusing on the accuracy of the modern

	<p>e. work individually to write the summary of the key ideas on money and wealth.</p>	<p>ideas about money and wealth.</p>
<p>c. examine biblical teachings on money and wealth, to gain insights into responsible earning and stewardship practices. (u, v/a, s, gs)</p>	<p>a. In groups, learners:</p> <p>a. analyse the scriptures on wealth such as Genesis 1:28, 9:1-3, 13:2, Leviticus 26:3-13, Proverbs 10:4, 10:22, 11:28, 12:11, 15:16, 24:3-4, 30:8-9, Amos 9:13-15, Psalm 23:1, 49:8 Matthew 19:27-30, 21:12-13, Luke 21:1-4, Acts 4:34-37, 11:29-30, 18:3 and 20:34.</p> <p>b. discuss biblical teachings regarding the acquisition and utilisation of money and wealth.</p> <p>c. compare Christian perspectives on money and wealth with contemporary understandings to suggest advice to address the abuses related to money and wealth.</p> <p>d. present their findings to the class.</p> <p>b. Individually, learners write a summary of the key points in their notebooks.</p>	<p>a. Observe the learners as they discuss and present biblical ideas about money and wealth to check for evidence of team work and relevance of discussions.</p> <p>b. Assess the learners' written notes on the biblical teaching about money and wealth and the comparisons to check the correctness of the presented ideas.</p>



## SENIOR SIX TERM 3

### TOPIC 15: Law, Crime and Punishment

**DURATION: 24 Periods**

**Competency:** The learner appreciates the importance of obedience to God’s law and state laws by examining traditional African, contemporary and biblical teachings in order to cultivate harmonious relationships between man and fellow man, man and God and man and the environment.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
i) appreciate the purpose of the law in promoting moral uprightness by evaluating traditional and contemporary societal conduct and its impact on maintaining social order and harmony. (u, v/a, s, gs)	a. In groups, learners: a. use the internet, mass media, and consultations to research and find out the purpose and determinants of making and passing laws. b. discuss the various ways and the value of ensuring order, harmony, and a peaceful society. c. analyse the traditional ways of administering justice. d. present their findings to the class and teacher.  b. Individually, learners summarise the main ideas in their notebooks.	i) Observe the learners as they discuss ideas about law and morality today focusing on individual participation.  ii) Converse with the learners as they brainstorm and make their presentations about law, order and morality in modern society, looking for confidence and respect for each other’s views.  iii) Check the learners’ written summaries for accuracy.
ii) analyse the causes and impact of crime in order to deduce solutions to crime and promote observance of the laws. (u, v/a, s, gs)	a. In groups, learners: a. brainstorm on the causes of crime today. b. discuss the impact of criminal acts and suggest solutions to curb crime and encourage adherence to the law.	i) Observe and converse with the learners as they share and present ideas on the causes, impact and solutions to crime focusing on how they work

	<ul style="list-style-type: none"> <li>c. present to the class and teacher.</li> <li>b. Individually, learners write main points in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>effectively in teams.</li> <li>ii) Assess the learners' written summaries for accuracy.</li> </ul>
<p>iii) evaluate the forms, purpose and determinants of punishment to create a crime-free society to promote justice and harmony in society. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>a. In groups, learners:                             <ul style="list-style-type: none"> <li>a. research using the internet and mass media to find out the forms and determinants of punishment.</li> <li>b. assess the role of punishment in modern society.</li> <li>c. present the findings to the class.</li> </ul> </li> <li>b. Individually, learners write down key points in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe the learners as they discuss ideas about crime and punishment focusing on individual comprehension and participation.</li> <li>b. Converse with the learners as they research, discuss and make their presentations about punishment checking for fluency and respect for one another's opinion.</li> <li>c. Assess the accuracy of ideas in the notes.</li> </ul>
<p>iv) analyse the biblical teachings about law, crime and punishment in order to gain insights into God's justice. (u, v/a, s, gs)</p>	<ul style="list-style-type: none"> <li>i) In groups, learners:                             <ul style="list-style-type: none"> <li>a. read the biblical scriptures to understand the teachings on law, crime and punishment so as to promote justice and harmony in society. The scriptures include Exodus 20:1-17, Deuteronomy 6:4-9, Deuteronomy 24, 2 Samuel 12:9-13, Leviticus 19, Ezekiel 18, Acts 5:1-11, Roman 6:23, 1 Peter 2:11-17 among others.</li> <li>b. discuss and share the findings with the class and teacher.</li> </ul> </li> <li>ii) Individually, learners take notes in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe and listen to learners as they read and clearly explain the scriptures on law, crime and punishment.</li> <li>b. Converse with the learners as they share ideas, checking for fluency and proper interpretation.</li> <li>c. Check the learners' written summaries for accuracy.</li> </ul>

## TOPIC 16: The State and the Citizen

**DURATION: 24 Periods**

**Competency:** The learner appreciates the duties and rights of the state and citizens, basing on contemporary and biblical perspectives to create harmonious co-existence between the church and the state.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<ul style="list-style-type: none"> <li>○ analyse the duties and rights of the state and citizens in order to demonstrate the spirit of patriotism and responsible living. (u, v/a, s, gs)</li> </ul>	<p>In groups, learners:</p> <ul style="list-style-type: none"> <li>a. research through the use of the internet, mass media and the Uganda constitution to find out the rights and duties of the state and the citizen.</li> <li>b. discuss the rights and duties of the citizen and the state.</li> <li>c. debate about how Christians have abandoned their duties to the state and vice versa.</li> <li>d. discuss the abuse of human rights and suggest possible measures to overcome human right abuses.</li> <li>e. present their group findings to the rest of the class.</li> </ul> <p>Individually, learners take note of the main points in their notebooks.</p>	<ul style="list-style-type: none"> <li>i) Observe learners as they search for information about the rights and duties of the state and the citizen focusing on research and analytical skills.</li> <li>ii) Listen to the learners as they debate focusing on fluency, logical flow of ideas and respect for rules of debate.</li> <li>iii) Check the learners' summarised notes for accuracy.</li> </ul>
<ul style="list-style-type: none"> <li>○ evaluate the relationship between the church and the state through analysing the activities of each institution in order to defend and promote a harmonious relationship between the two. (u, v/a, s, gs)</li> </ul>	<p>In groups, learners:</p> <ul style="list-style-type: none"> <li>a. research using the internet and mass media to find out the role of the church and state in contemporary society.</li> <li>b. discuss the relationship between the roles of the church and the state to promote a positive relationship between the two.</li> <li>c. present their main ideas to the class.</li> </ul> <p>Individually, learners write down the main ideas in their notebooks.</p>	<ul style="list-style-type: none"> <li>i) Listen and converse with learners as they search for information about the roles of the church and the state focusing on individual contribution.</li> <li>ii) Listen to the learners and guide them as they present their findings to the rest of the class focusing on consistency of ideas.</li> <li>iii) Check the learners' summary notes for accuracy.</li> </ul>
<ul style="list-style-type: none"> <li>○ analyse the concept of prejudice and</li> </ul>	<p>In groups, learners:</p> <ul style="list-style-type: none"> <li>a) research using the internet, or other sources to discuss the forms, causes</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe the learners' contributions during the group discussions on</li> </ul>



<p>discrimination in order to inspire and promote the spirit of togetherness and respect for one another. (u, v/a, s, gs)</p>	<p>and impact of prejudice and discrimination on society</p> <ul style="list-style-type: none"> <li>b) analyse the biblical verses provided in Genesis 1: 26-27, Mark 12:30-31, Luke 10:25-37, Acts 10:44-48, James 2:1-13.</li> <li>c) discuss Christian teachings that can inspire society to promote equality and oneness of all citizens.</li> <li>d) present ideas to the class.</li> </ul> <p>Individually, learners summarise main ideas in their notebooks.</p>	<p>prejudice and discrimination, focusing on evidence of team work and active participation.</p> <ul style="list-style-type: none"> <li>b. Check the biblical scriptures to ensure accuracy.</li> <li>c. Check the learners' summarised notes for accuracy.</li> </ul>
<ul style="list-style-type: none"> <li>o appreciate the value of unity among different Christian denominations and churches in East Africa in order to develop unity and cooperation. (u, v/a, s, gs)</li> </ul>	<ul style="list-style-type: none"> <li>i) In groups, learners:             <ul style="list-style-type: none"> <li>a. research and discuss the role of ecumenical movements with reference to Uganda Joint Christian Council, and Inter-Religious Council of Uganda.</li> <li>b. discuss the strategies the church uses to promote unity and co-operation in diversity.</li> <li>c. make presentations to the class.</li> <li>d. Individually, learners summarise the key ideas in their notebooks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Observe and guide learners as they brain storm and present to ensure the development of communication skills.</li> <li>b. Assess the learners' product in summarised notes to check for accuracy of facts on the roles of the Uganda Joint Christian Council, Inter-religious Council of Uganda, National Council of Churches of Kenya and Tanzania Episcopal Conference.</li> </ul>

## TOPIC 17: International Order

**DURATION: 24 Periods**

**Competency:** The learner appreciates the causes of armed conflict with their associated problems through analysing the different international aims and objectives in order to promote harmonious international relations.

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<ul style="list-style-type: none"> <li>o analyse the causes of armed conflict, their impact, and modern ways of achieving international peace in order to promote harmonious living. (u, v/a, s, gs)</li> </ul>	<ul style="list-style-type: none"> <li>i) In groups, learners:               <ul style="list-style-type: none"> <li>use the internet and mass media to research and find out the causes of armed conflicts, just war and their effects on society.</li> <li>research about the role of dialogues of different stakeholders in promoting peace.</li> <li>search biblical teachings that can be used to resolve conflicts and promote harmonious living.</li> <li>present their findings to the class.</li> </ul> </li> <li>ii) Individually, learners summarise the main ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe and converse with learners as they search for information about conflicts, peace and harmony and check for evidence of cooperation and self-directed learning.</li> <li>b. Listen to the learners' ideas during the group discussions focusing on quality and accuracy.</li> <li>c. Check the learners' summarised notes for accuracy.</li> </ul>
<ul style="list-style-type: none"> <li>o examine the refugee problem and internal displacement in society in order to enable learners have a wider perspective of handling challenges in life and promoting peace, in accordance with international standards and God's will. (u, v/a, s, gs)</li> </ul>	<p>In groups, learners:</p> <ul style="list-style-type: none"> <li>use the internet and mass media to search for the causes of the refugee crisis and internal displacement in society.</li> <li>discuss the challenges and impact of refugee crisis and internal displacement in society.</li> <li>propose solutions to the refugee crisis and internal displacement.</li> <li>present their findings to the class and teacher.</li> </ul> <p>Individually, learners write essays about the key ideas in their notebooks.</p>	<ul style="list-style-type: none"> <li>a. Observe learners as they research and discuss ideas about the refugee crisis focusing on working as a team to generate ideas.</li> <li>b. Converse with learners as they make class presentations on the solutions to the refugee crisis checking their ability to sort information, identifying problems and suggesting appropriate measures to address challenges.</li> <li>c. Assess the accuracy of the learners' write-ups in form of essays.</li> </ul>

## 3.0 ASSESSMENT

### 3.1 Assessing Christian Religious Education

This Advanced Secondary Curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess values and attitudes in the same way as knowledge, understanding, and skills because they are more personal and variable, and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

To assess knowledge and its application, understanding, and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt, and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important. This section focuses on knowledge, understanding, and skills.

### 3.2 Formative Assessment

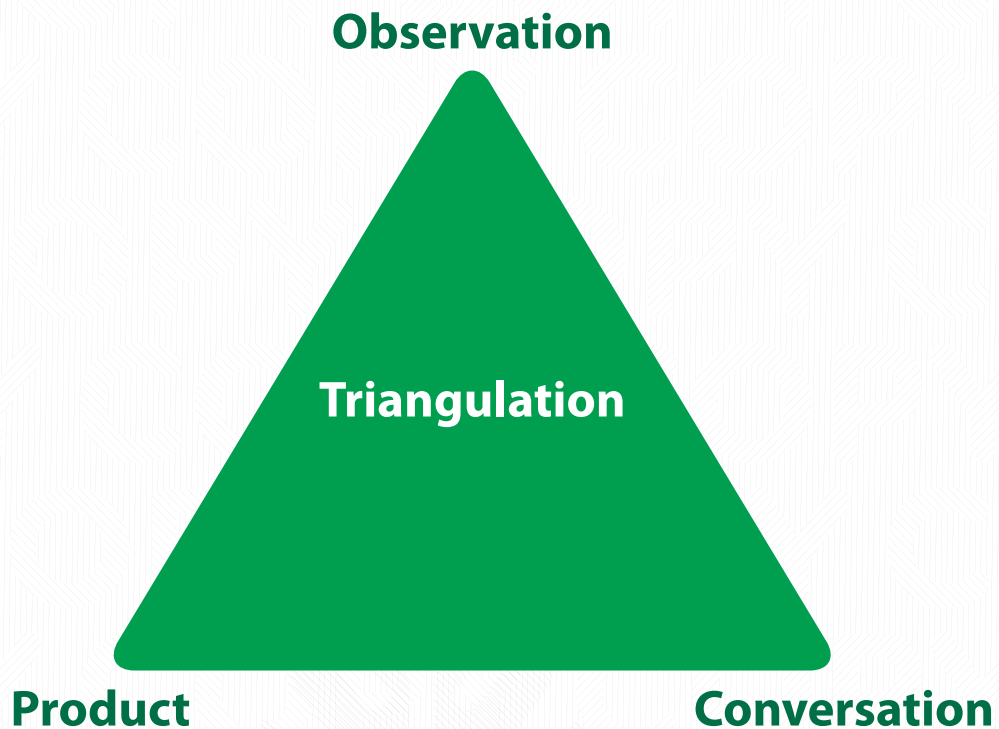
In this curriculum, the teacher’s role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner’s learning during the teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learner is performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

- i) **Observation** – watching learners working (good for assessing skills, values and attitudes)
- ii) **Conversation** – asking questions and talking to learners (good for assessing knowledge and understanding)
- iii) **Product** – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting and so on). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at.



When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (for instance, evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”.



### 3.3 Assessing Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes. Assessing generic skills is done with the help of an observation checklist and scoring rubric.

### 3.4 Assessing Values/Attitudes

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examination. However, values and attitudes can be assessed over a long period of time through observing and interactions.

### 3.5 Assessment of Project-based Learning

Project-based learning is a teaching method in which learners or participants gain knowledge and skills by engaging for an extended period of time to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry.

Project-based learning is assessed using a rubric and an observation checklist.

### 3.6 Examinations

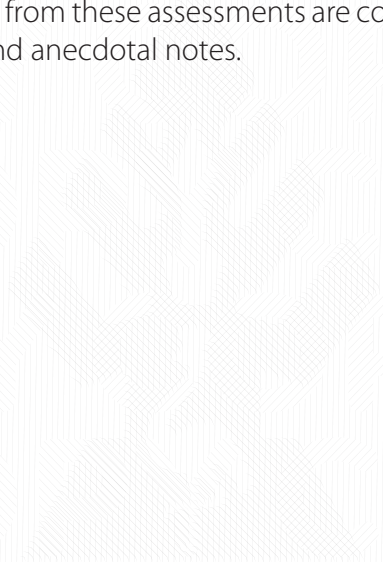
There will be only one school-based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of on-going teacher assessments made in the context of learning through end of topic scenario-based tasks (Activities of Integration). The learners will also be subjected to the end of cycle assessment for certification.

### 3.7 Record keeping

In competency-based learning, accurate and comprehensive record keeping is crucial to track the learners' progress and achievements. Therefore, the teacher and school must keep accurate records about the learners' achievement.

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of the learners' strengths, weaknesses, and areas for improvement.

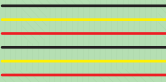
The collected data and evidence from these assessments are correctly recorded and maintained in the learners' files, portfolios and anecdotal notes.



## Glossary of Key Terms

Term	Definition
<b>Competency Curriculum</b>	One in which learners develop the ability to apply their learning with confidence in a range of situations.
<b>Differentiation</b>	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
<b>Formative Assessment</b>	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
<b>Generic Skills</b>	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
<b>Inclusion</b>	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
<b>Learning Outcome</b>	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
<b>Process Skill</b>	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
<b>Sample Assessment Activity</b>	An activity that allows a learner to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
<b>Suggested Learning Activity</b>	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.













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