



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**CHRISTIAN RELIGIOUS EDUCATION**

**GRADE 9**

First Published 2024

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric. It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



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## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing every Learner’s potential**.

Therefore, the Grade 9 curriculum designs are intended to enhance the learners’ development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for a smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



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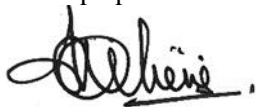
## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, which responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 9 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

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



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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

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

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

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

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

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

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

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

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

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

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

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

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

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

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



## TIME ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education (CRE, HRE, IRE)	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral Programme of Instruction	1*
	<b>Total</b>	<b>40 + 1*</b>

## **LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL**

By the end of Junior School, the learner should be able to:

1. apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. communicate effectively, verbally and non-verbally, in diverse contexts.
3. demonstrate social skills, and spiritual and moral values for peaceful co-existence.
4. explore, manipulate, manage, and conserve the environment effectively for learning and sustainable development.
5. practise relevant hygiene, sanitation, and nutrition skills to promote health.
6. demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. manage pertinent and contemporary issues in society effectively.
9. apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

Christians Religious Education is the study of God's self-revelation to human beings through personal experiences, the Bible, the life and Ministry of Jesus Christ and the Holy Spirit. Concepts learnt at grade 9 will build on what was learnt at grade 7 and 8 respectively. The learner will be exposed to a broad range of biblical experiences that contribute to character formation and upright living. The five strands in the curriculum are designed to develop the intellectual skills necessary for moral living including reflection, discernment, critical thinking, and making decision based on an informed conscience. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values.

The Life Approach is the primary method of teaching and learning CRE. This approach aligns with constructivist and socio-cultural theories, aiming to enable learners to construct knowledge through diverse experiences. The competencies acquired at this level will equip the learner with knowledge, skills, values and attitudes required as they transition to senior School.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Junior School, the learner should be able to:

1. demonstrate an awareness of the love of God as the Sole Creator and Heavenly Father.
2. analyse teachings in the Holy Bible for moral, spiritual, character development, and growth.
3. apply the teachings of Jesus Christ in their daily lives to promote social equality and responsibility.
4. evaluate contemporary, social and moral issues that affect society and equip them with knowledge and skills to make informed moral decisions.
5. appreciate the role of the church in promoting spiritual transformation and good citizenship
6. utilise the skills of research and Information Communication and Technology in the learning of Christian Religious Education.

## SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub-Strands	Suggested Number of Lessons
1.0 Creation	1.1 Work	8
2.0 The Bible	2.1 Christian Moral Values	10
	2.2 Kings David and Solomon	10
3.0 The Life and Ministry of Jesus Christ	3.1 Raising the Widow's Son	8
	3.2 Healing the 10 Lepers	8
	3.3 Parable on Prayer	8
	3.4 Nicodemus Encounter with Jesus Christ	8
	3.5 Jesus Ministry in Jerusalem	10
4.0 The Church	4.1 The Early Church	8
	4.2 The Gifts of the Holy Spirit	8
5.0 Christian Living Today	5.1 Courtship and Marriage	10
	5.2 Responsible Parenthood	8
	5.3 Leisure	8
	5.4 Wealth Money and Poverty	8
<b>Total Number of Lessons</b>		<b>120</b>

**Note:** The suggested number of lessons per sub-strand may be less or more depending on the context.

**STRAND 1.0: CREATION**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	<p><b>1.1 Work: God Worked</b></p> <p><i>(6 lessons)</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) interpret the scriptures on work to foster responsibility,</li> <li>b) discuss virtues related to Christian work ethics,</li> <li>c) choose career paths based on their gifts talents and abilities,</li> <li>d) demonstrate a positive attitude towards work in daily activities,</li> <li>e) desire to work hard to achieve their career goals and aspirations.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss why it is important to work hard,</li> <li>● share experiences on the chores or roles they perform at home, school and church,</li> <li>● conduct a buzz session on; <i>a lazy person should not eat; 2 Thessalonians 3:10-12,</i></li> <li>● team up to read Proverbs 6:6-11, Proverbs 10:4 Exodus 20:11, Genesis 2:1-3; outline the teachings, and write them on charts or PowerPoint slides for presentation in class,</li> <li>● conduct a library or online research on virtues related to work and report the findings in class,</li> <li>● compose a poem on, ' <i>God worked, we should also work.</i> '</li> <li>● write their career aspirations (<i>what they want to become in the future</i>) on flashcards and share with the class,</li> <li>● brainstorm on requirements for the</li> </ul>	<p>Why should you work hard as a Christian?</p>

			<p>different careers and how to work towards attaining them,</p> <ul style="list-style-type: none"> <li>● interview a resource person and ask question(s) on different careers and the subjects/learning areas that one should undertake to qualify (note key points),</li> <li>● discuss the statement, '<i>Having a positive attitude towards work</i>' and write key points in their notebooks for presentation in class,</li> <li>● write and keep a journal on careers they aspire to undertake and how to work towards them and share them with peers, guardians, parents or teachers.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: the skill of interacting with technology is enhanced as learners use digital devices to search online for virtues related to work.</li> <li>● Communication and Collaboration: the skill of listening and speaking is portrayed as learners discuss, '<i>Having a positive attitude towards work</i>'.</li> </ul>				

**Values:**

- Respect: is nurtured as learners listen and respect the opinions of others.
- Unity: is promoted as learners discuss and work together in groups.
- Responsibility: is enhanced as learners appreciate and apply the biblical teachings on work in daily activities.

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

- Assertiveness: learners develop a positive attitude towards work by working hard to attain their goals and aspirations.
- Career guidance: learners make subject choices depending on career pathways/post-school options they may, want to pursue depending on their talents, gifts, and abilities.
- Parental Empowerment and Engagement: parents support learners in nurturing their talents. They also guide them on career choices and are role models of good values and effective discipline.

**Link to other Subjects:**

- English: learners discuss, debate, conduct library research, and buzz confidently and effectively.
- Pre-technical Studies: learners conduct an internet search and make presentations using digital devices.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to interpret the scriptures on work to foster responsibility.	Interprets the scriptures on work to foster responsibility in details.	Interprets the scriptures on work to foster responsibility.	Interprets the scriptures on work to foster responsibility but omits minor details.	Interprets the scriptures on work to foster responsibility but omits major details.
Ability to discuss virtues related to Christian work ethics.	Discusses virtues related to Christian work ethics in details.	Discusses virtues related to Christian work ethics.	Discusses virtues related to Christian work ethics but leaves out some information.	Discusses virtues related to Christian work ethics but leaves out major information.
Ability to choose career paths based on their gifts, talents, and abilities.	Choose career paths based on their gifts, talents and abilities, and consults widely.	Choose career paths based on their gifts, talents, and abilities.	Choose career paths based on their gifts, talents, and abilities when prompted.	Choose career paths based on their gifts, talents, and abilities with consistent guidance.
Ability to demonstrate a positive attitude towards work.	Constantly demonstrates a positive attitude towards work.	Demonstrates a positive attitude towards work.	Sometimes demonstrates a positive daily activities.	Demonstrates a positive attitude towards work but requires consistent guidance.



**STRAND 2.0: THE BIBLE**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>2.0 The Bible</b></p> <p><i>Selected Teachings</i></p>	<p><b>2.1 Christian Moral Values:</b></p> <ul style="list-style-type: none"> <li>• <i>Sexual Purity</i></li> </ul> <p>(6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify moral values that a young person should uphold,</li> <li>b) describe forbidden sexual practises outlined in the Bible,</li> <li>c) utilise Christian moral values and life skills to foster sexual purity,</li> <li>d) desire to live a morally upright life as guided by the Bible.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● team up to discuss moral values that youths should uphold to overcome sexual sins,</li> <li>● brainstorm on 1 Corinthians 15:33, 1 Thessalonians 4:3, 1Corinthians 6:13, 1 Corinthians 6:18-20, Leviticus 11:44, and discuss the moral values outlined,</li> <li>● research or read about sexual perversions today and how youths are lured,</li> <li>● work with peers to read Galatians 5:19 and Leviticus 18:5-18, 20-23, and use PowerPoint slides or charts to list forbidden sexual practises,</li> <li>● discuss how to avoid getting lured into forbidden sexual practises,</li> <li>● read Romans 1:26-27 and brainstorm on how one can avoid being lured to same-sex relationships,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you live a morally upright life?</li> <li>2. Why should you maintain sexual purity as a Christian youth?</li> </ol>

			<ul style="list-style-type: none"> <li>● perform a skit on how to overcome or avoid being lured into sexual perversity,</li> <li>● talk to parents/guardians or counsellors when confronted with moral decisions,</li> <li>● share experiences on values and life skills, (<i>self-control, integrity, respect for self, self-awareness, self-esteem assertiveness, and decision-making</i>) they utilise to overcome sexual perversity,</li> <li>● pray to God always to overcome temptations (<i>as guided by the Lord's prayer Matthew 6:13</i>).</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> the skill of sharing learnt knowledge is exhibited as learners brainstorm on moral values that youths should uphold to avoid sexual perversion.</li> <li>● <b>Critical thinking and Problem-solving:</b> the skill of evaluation and decision-making is demonstrated as learners perform a skit on how to overcome sexual perversion.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect:</b> learners respect themselves and others by avoiding vices that can defile them.</li> <li>● <b>Integrity:</b> learners decide to do the right thing by avoiding sexual perversity.</li> </ul>				

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

- **Human Sexuality: Sexual morality-Abstinence:** learners outline moral values that Christian youths should uphold to avoid sexual perversity.
- **Assertiveness:** learners utilise moral values and life skills that enable them to overcome growth and developmental challenges.
- **Counselling Services:** learners are guided on self-awareness, decision-making, and positive behaviour change.
- **Parental Empowerment and Engagement:** parents or guardians model good behaviour and guide learners through their developmental stages to ensure effective discipline.
- **Peer Education and Mentorship:** learners are mentored on overcoming life and academic challenges

**Link to other Subjects:**

- **Social Studies:** learners exhibit various skills such as self-management and social awareness skills as they choose to live morally upright lives.
- **Creative Arts and Sports:** learners perform a skit on how to overcome and avoid sexual perversity.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Bible:</b> <i>Selected Teachings</i>	<b>2.2 Judge Deborah</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) analyse qualities portrayed by Deborah as a judge in Israel,</li> <li>b) deduce lessons learnt from the leadership of Judge Deborah,</li> <li>c) appreciate those in leadership by respecting them.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● list women leaders (<i>at school, church, or in government positions</i>) and identify good leadership qualities they can emulate from them,</li> <li>● outline leadership qualities portrayed by Deborah as a woman Judge in Israel,</li> <li>● read the story in Judges 4:1-24 and make notes,</li> <li>● watch a movie on, ‘<i>Judge Deborah.</i>’</li> <li>● brainstorm on lessons learnt from the leadership of Judge Deborah and make short notes.</li> </ul>	How did Deborah portray wisdom as a Judge in Israel?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> the skill of sharing learnt knowledge is exhibited as learners brainstorm on lessons learnt from the leadership of Judge Deborah.</li> <li>● <b>Critical thinking and Problem-solving:</b> the skill of evaluation and decision-making is demonstrated as learners discuss qualities they can emulate from women leaders in the society today.</li> </ul>				

**Values:**

- Respect: learners accommodate each other's views as they discuss and brainstorm in groups
- Patriotism: learners list women leaders in the church, school, and government, and qualities they can emulate from them, thus the learner is conscious of his/her moral and social duties.
- Peace: Judge Deborah brought peace and tranquility in Israel as a woman Judge; learners should live peacefully and avoid hurting others/solve disputes amicably.

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

- Good governance: learners discuss the qualities of a good leader derived from Deborah as a Judge in Israel.
- Civic responsibility: Judge Deborah gave advice and accompanied Barak in the war against the Canaanites.
- Information technology (IT): learners use digital devices to watch a movie on Judge Deborah.

**Link to other Subjects:**

- Social Studies: learners exhibit various skills such as self-management and social awareness skills as they undertake different roles/duties.
- Pre-technical Studies: learners manipulate and use a digital device to watch a movie about Judge Deborah.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Bible:</b> <i>Selected Teachings</i>	<b>2.3 Kings David and Solomon</b>  <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) analyse the importance of David as a king and ancestor of Jesus Christ,</li> <li>b) outline qualities of a good leader from King David’s leadership,</li> <li>c) assess the achievements and failures of King Solomon,</li> <li>d) examine how Solomon portrayed wisdom in his leadership,</li> <li>e) choose leaders of integrity at school, church, and in the community.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● jointly list names of members in their family tree,</li> <li>● brainstorm on the meaning of the word ‘<i>ancestor.</i>’</li> <li>● conduct a buzz session on, ‘<i>King David as an ancestor of Jesus Christ.</i>’,</li> <li>● team up to read and discuss 2 Samuel 7:12-16, Matthew 1:1-2 , Luke 1: 32-33 and make summary notes on; David an ancestor of Jesus Christ,</li> <li>● in turns read 1 Samuel 16:1-23, 2 Samuel 6:1-15 and write key points on the importance of David as a King in Israel,</li> <li>● discuss and make notes on the characteristics of a good leader,</li> <li>● use print material or search the internet on good leadership qualities portrayed by King David,</li> <li>● use print resources or search online on the achievements and failures of King Solomon and make short notes</li> <li>● role-play how King Solomon,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did King Solomon fail in his leadership?</li> <li>2. Why was King David a man after God’s own heart?</li> </ol>

			<p>demonstrated wisdom to Judge between the two disputing women in 1kings 3:16-28,</p> <ul style="list-style-type: none"> <li>● brainstorm on qualities to consider in choosing leaders at school, church, and the community, and make a presentation using a chart or a digital device.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to Learn:</b> the skill of sharing learnt knowledge is exhibited as learners conduct a discussion and make notes on characteristics of a good leader.</li> <li>● <b>Critical thinking and Problem-solving:</b> the skill of evaluation and decision-making is demonstrated as learners role-play how Solomon demonstrated wisdom.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect:</b> learners accommodate each other’s views as they discuss and brainstorm in groups.</li> <li>● <b>Patriotism:</b> learners conduct a buzz session on characteristics of a good leader and execute tasks by following laid down procedures.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● <b>Good governance:</b> learners discuss qualities of a good leader derived from King David and apply them by choosing leaders of integrity.</li> <li>● <b>Information technology:</b> learners use digital devices to search for information and make presentations based on various assignments and tasks.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Social Studies:</b> learners exhibit self-management and social awareness skills as they undertake different roles/duties.</li> <li>● <b>Creative Arts and Sports:</b> learners role-play the story of King Solomon.</li> </ul>				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe forbidden sexual practises condemned in the Bible.	Describes forbidden sexual practises condemned in the Bible in details.	Describes forbidden sexual practises condemned in the Bible.	Describes forbidden sexual practises condemned in the Bible but omits minor details.	Describes forbidden sexual practises condemned in the Bible but omits major details.
Ability to utilise Christian moral values that foster moral uprightness.	Utilises Christian moral values that foster moral uprightness and encourages peers to do so.	Utilises Christian moral values that foster moral uprightness.	Utilises Christian moral values that foster moral uprightness when prompted.	Utilises Christian moral values that foster moral uprightness with consistent guidance.
Ability to analyse five qualities portrayed by Deborah as a judge in Israel.	Analyses five qualities portrayed by Deborah as a judge in Israel, and cites relevant examples.	Analyses five qualities portrayed by Deborah as a judge in Israel.	Analyses four to three qualities portrayed by Deborah as a judge in Israel.	Analyses two to one quality portrayed by Deborah as a judge in Israel.
Ability to analyse the importance of David as king and ancestor of Jesus Christ.	Analyses the importance of David as a king and ancestor of Jesus Christ in details.	Analyses the importance of David as a king and ancestor of Jesus Christ.	Analyses the importance of David as a king and ancestor of Jesus Christ but omits minor details.	Analyses the importance of David as a king and ancestor of Jesus Christ but omits major details.



Ability to assess the achievements and failures of King Solomon.	Assesses the achievements and failures of King Solomon in details.	Assesses the achievements and failures of King Solomon.	Assesses the achievements and failures of King Solomon but omits minor details.	Assesses the achievements and failures of King Solomon but omits major details.
Ability to examine how Solomon portrayed wisdom in his leadership.	Examines how Solomon portrayed wisdom in his leadership in details.	Examines how Solomon portrayed wisdom in his leadership.	Examines how Solomon portrayed wisdom in his leadership but leaves out some information.	Examines how Solomon portrayed wisdom in his leadership but leaves out major information.
Ability to choose leaders of integrity at school, church, and in the community.	Chooses leaders of integrity at school, church, and in the community and encourages peers to do so.	Chooses leaders of integrity at school, church, and in the community.	Attempts to choose leaders of integrity at school, church, and in the community.	Choose leaders of integrity at school, church, and in the community but require consistent guidance.

### STRAND 3.0: THE LIFE AND MINISTRY OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.1 Raising the Widow's Son</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) elaborate the miracle of raising the Widow's son, b) interpret lessons learnt from the miracle for application in daily life, c) model the value of compassion as portrayed by Jesus Christ, d) embrace Christian belief in the resurrection of the dead.	The learner is guided to: <ul style="list-style-type: none"> <li>● share experiences of challenges they have faced as a family (<i>e.g. losing loved ones or close relatives</i>),</li> <li>● discuss how they coped/cope with grief or loss,</li> <li>● read Luke 7:11-16 and make notes on raising the widow's son,</li> <li>● use a digital device or write on charts how they show compassion to the needy or the suffering,</li> <li>● visit and pray for the sick at home and school,</li> <li>● write John 11:25 on flashcards and meditate on it,</li> <li>● compose a poem on God's power over sickness and death.</li> </ul>	Why is it important to believe in the resurrection of the dead as a Christian?

**Core Competencies to be developed:**

- Communication and Collaboration: the skill of collegially working as a team is demonstrated as learners clearly express and respect each other's opinions, and defend their arguments or views confidently.
- Digital Literacy: the skill of managing online activities for the benefit of self and others is portrayed as learners use digital devices effectively.
- Critical thinking and problem-solving: the skill of interpretation and inference is exhibited as learners discuss how Jesus helped the widow solve her depressing and desperate situation.
- Learning to learn: the skill of working collaboratively is enhanced as learners share experiences on challenges they have faced, and how to cope with difficult emotions.

**Values:**

- Social Justice: Jesus' resurrecting act empowered the widow to find face again in society where childless widows were not treated well.
- Love: is promoted as learners visit and show love to those who are sick at school and home.

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

- Coping with emotions: learners' share experiences of challenges they have experienced such as, loss of loved ones and how they coped.
- Social awareness skills - empathy: learners discuss and share how they show compassion to others.
- Gender issues - empowerment: Jesus, in a male-dominated society of His days, emancipated the widow out of her desperation of loneliness, frustration, and discrimination - a situation that would befall her, had her only son not been raised back to life.

**Link to other Subjects:**

- English: learners learn new vocabulary.
- Creative Arts and Sports: learners compose a poem on God's power over life and death.
- Social Studies: learners discuss how they coped or cope with grief or loss.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Life of Jesus Christ</b>	<b>3.2 Healing the 10 Lepers</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the healing of the ten lepers,</li> <li>b) devise ways of showing gratitude to God in daily life,</li> <li>c) demonstrate faith by praying to God when faced with challenges,</li> <li>d) apply lessons learnt by showing kindness to others.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● read Luke 17:11-19 and make a presentation in class using a chart or a digital device,</li> <li>● with peers role-play the healing of the ten lepers,</li> <li>● discuss lessons learnt from this miracle and share with the class,</li> <li>● share experiences of how they express gratitude to God or those who are kind to them,</li> <li>● compose a poem to thank God for parents or guardians and recite it,</li> <li>● jointly compose a song of thanksgiving and sing it in class, the school assembly, or during Programme of Pastoral Instruction.</li> </ul>	How did the 10 lepers show gratitude to God?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: the skill of sharing learnt knowledge is portrayed as learners share experiences of how they express gratitude to God and others.</li> <li>● Communication and Collaboration: the skill of teamwork is portrayed as learners discuss, role-play and recognise the value of each other.</li> <li>● Imagination and Creativity: the skill of networking is enhanced as learners undertake group activities that inspire creative</li> </ul>				

thinking such as role-play or composing a song.

- Digital Literacy: the skill of using digital platforms is portrayed as learners make a presentation using a digital device.

**Values:**

- Social Justice: learners appreciate the emancipation act of Jesus for the separated and marginalized lepers.
- Love: is portrayed as learners express gratitude to God, parents or guardians.
- Patriotism: the 10 lepers were integrated back to the society after they were healed; according to the Law of Moses, a priest had to examine that they had been made whole.

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

- Health promotion issues - Communicable diseases: learners learn about leprosy, which is a communicable disease.
- Social Awareness skills: learners learn empathy and problem-solving skills as exemplified by Jesus, who not only showed empathy but He also healed the 10 lepers.
- Citizenship: by Jesus healing the frustrated and separated lepers, He enabled them to rejoin other members of the society as normal citizens.

**Link to other Subjects:**

- Integrated Science: they learn about communicable diseases.
- English: learners read the Bible and learn new vocabulary.
- Creative Arts and Sports: learners role-play and compose a song of thanksgiving and sing it in class, at the school assembly or during Programme of Pastoral Instruction.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.3 Parable on prayer</b> <ul style="list-style-type: none"> <li>• <i>A Friend at Midnight</i></li> </ul> <p>(6 lessons)</p>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) elaborate the parable of a friend at midnight,</li> <li>b) interpret lessons learnt from the parable of a friend at midnight,</li> <li>c) apply lessons learnt from the parable in daily life,</li> <li>d) appreciate the parable by praying to God always.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of the word parable, write it on flashcards, and share with the class,</li> <li>● share experiences of how they prayed persistently for an issue or a challenge,</li> <li>● share with peers how God answered their prayers,</li> <li>● read Luke 11:5-13 and discuss in groups the parable of a friend at midnight,</li> <li>● role-play the parable of a friend at midnight,</li> <li>● team up to prepare PowerPoint slides or charts on lessons learnt from the parable of a friend at midnight and make a presentation in class,</li> <li>● discuss how they apply lessons learnt from the parable in daily life,</li> <li>● write a reflection journal on how they pray daily.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should Christians pray at all times?</li> <li>2. How do you exercise faith in God?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: the skills of collegially working as a team and expressing opinions, argument and listening to others are exhibited as learners share experiences of how they prayed persistently for an issue/challenge.
- Learning to Learn: the skill of sharing learnt knowledge is enhanced as learners brainstorm on the meaning of the word parable, write it on flashcards, and share with the class.

**Values:**

- Social Cohesion: learners pray for themselves and those facing difficulties in the society.
- Unity: learners communicate and collaborate in doing various activities.

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

- Self-awareness skill: the learner identifies a need or challenge and pray for it in faith/persistently.
- Spiritual Development: learners write a reflection journal on how they pray daily.
- Roles sharing: learners take on different characters as they role-play the parable of a friend at midnight.

**Links to other Subjects:**

- Social Studies: learners pray for themselves and those facing challenges in the society.
- Pre-technical Studies: learners prepare PowerPoint slides on lessons learnt from the parable of a friend at midnight and make a presentation in class.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.4 Nicodemus' Encounter with Jesus Christ</b>  <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe Nicodemus' encounter with Jesus Christ,</li> <li>b) relate the significance of the bronze serpent to the mission of Jesus Christ,</li> <li>c) deduce lessons learnt from John 3:5-7 and its relevance in the life of a Christian,</li> <li>d) apply lessons learnt in daily life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● read John 3:1-16 and make summary notes on Nicodemus' encounter with Jesus Christ,</li> <li>● team up to role-play the story of Nicodemus',</li> <li>● watch a video on Nicodemus' conversion,</li> <li>● sing a song on Nicodemus' conversion,</li> <li>● read Numbers 21:4-8 and John 3:14-15 and brainstorm on how the bronze serpent is related to Jesus Christ and His mission on earth (<i>Luke 4:18-21, Acts 10:38,</i>)</li> <li>● in groups discuss John 3:5-7 and write lessons learnt on charts/PowerPoint slides for presentation in class,</li> <li>● read John 3:16 and write a reflection journal on how they apply it in their lives.</li> </ul>	How did Nicodemus' encounter with Jesus Christ change his life?



**Core Competencies to be developed:**

- Communication and Collaboration: the skill of teamwork is enhanced as learners contribute in group discussions by sharing knowledge, resources, and outline the course of action in performing tasks.
- Imagination and Creativity: the skill of making connections is demonstrated as learners take on different roles to complete assigned tasks.
- Learning to Learn: the skill of reflection on own work is demonstrated as learners write a reflection journal on how they apply concepts learnt in their lives.
- Self-efficacy: the skill of self-awareness and planning to accomplish tasks is exhibited as learners read John 3:16 and write a reflection journal on how they will apply it in their lives.

**Values:**

- Unity: learners take turns in conversations and activities and respect the opinion of others.
- Responsibility: learners engage in assigned roles, tasks, and duties and complete them on time.

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

- Self-awareness: is exhibited as learners communicate their ideas and make decisions on how to manage their lives as guided by the Holy Bible.
- Problem-solving: is portrayed as learners reflect on their own learning and come up with solutions to the challenges they face.

**Links to other Subjects:**

- English: learners read, write notes, discuss, and make presentations in class.
- Creative Arts and Sports: learners sing a song about Nicodemus' conversion. They also role-play the story of Nicodemus.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.5 Jesus' Ministry in Jerusalem</b>  <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) elaborate Jesus Christ's triumphant entry into Jerusalem, b) illustrate Jesus Christ's cleansing of the temple, c) describe Jesus Christ's conflict with the Jewish leaders, d) desire to avoid conflicts at home, school, and in the community.	The learner is guided to: <ul style="list-style-type: none"> <li>● share experiences on what happens on, '<i>Palm Sunday</i>', as practised by some churches,</li> <li>● watch a video clip on Jesus Christ's triumphant entry to Jerusalem,</li> <li>● read Luke 19:38, compose and sing a song related to the scripture in class or during Programme of Pastoral Instruction,</li> <li>● read Luke 19:28-40 and note key points on a chart or use a digital device for presentation in class,</li> <li>● brainstorm on ways the Church premise is misused today,</li> <li>● read Luke 19:45-48 on Jesus Christ's cleansing of the temple,</li> <li>● discuss lessons learnt from the cleansing of the Temple and make notes,</li> <li>● share experiences on how they resolve conflicts at home, school and in the community,</li> </ul>	<ol style="list-style-type: none"> <li>1. What was the significance of Jesus' triumphant entry to Jerusalem?</li> <li>2. Why was Jesus opposed by the Jewish leaders?</li> </ol>

			<ul style="list-style-type: none"> <li>● read Luke 20:1-8,20-39 and discuss conflicts between Jesus Christ and the Jewish leaders,</li> <li>● outline lessons learnt from this conflict and make a PowerPoint presentation or use charts for display in class,</li> <li>● debate on a motion titled, <i>‘Christians have a moral obligation to pay taxes to the government and tithes &amp; offerings to God.’</i></li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: learners reflect confidence in the ability to control their behaviour by avoiding conflicts.</li> <li>● Digital Literacy Skills: learners use ICT tools interactively as they watch a video clip and as they make PowerPoint slides for presentation in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Patriotism: is portrayed as learners suggest ways they resolve conflicts at home, school, and in the community.</li> <li>● Peace: is exhibited as learners resolve disputes amicably and avoid hurting others.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Problem-solving Skills: learners share experiences of how they resolve conflicts at home, school, and in the community.</li> <li>● Analytical Skills: learners discuss conflicts between Jesus Christ and the Jewish leaders and draw out lessons learnt for application in their lives.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Social Studies: learners share experiences of how they resolve conflicts at home, school, and in the community.</li> <li>● Creative Arts and Sports: learners compose and sing a song related to Jesus’ triumphant entry into Jerusalem.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.6 Jesus' Passion, Death and Resurrection</b>  <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the significance of the Lord's Supper to Christians today,</li> <li>b) describe the events that took place at Mount Olives,</li> <li>c) summarise the events that took place between the arrest and the burial of Jesus Christ,</li> <li>d) discuss the importance of Christ's</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● explain the meaning of, 'The <i>Lord's Supper</i>.'</li> <li>● share experiences of how they celebrate the Lord's Supper/Lord's Table/Holy Communion/Eucharist/Sacrament in their church,</li> <li>● in turns read Luke 22:7-20 and make notes on the Last Supper,</li> <li>● download and watch a video on the events that took place at Mount Olives (Luke 22:39-53),</li> <li>● share experiences of whether they have ever been betrayed by close friends or relatives,</li> <li>● if yes, which lessons did they learn from the betrayal ?,</li> <li>● take turns to read Luke 22:54-62 on Peter's betrayal of Jesus Christ,</li> <li>● team up to dramatise Peter's denial of Jesus Christ,</li> <li>● brainstorm on reasons that may have caused Peter to deny Jesus Christ,</li> <li>● watch a video on the events that took place between the arrest and the burial of Jesus Christ and make summary notes (<i>Luke 22:63-71, 23:1-</i></li> </ul>	Why is the resurrection of Jesus Christ important to Christians today?

		resurrection to the Christian faith, e) describe Jesus Christ's ascension to heaven, f) recognize the second coming of Jesus Christ.	56), <ul style="list-style-type: none"> <li>● read Luke 24:1-7 and make notes on Christ's resurrection,</li> <li>● team up to brainstorm on the importance of Christ's resurrection to Christians today,</li> <li>● explain the meaning of the word, '<i>Ascension.</i>'</li> <li>● read Luke 24:50-51, Mark 16:19 and Acts 1:10-11 and describe Christ's ascension to heaven,</li> <li>● write John 14:1-3 on flashcards and brainstorm on the second coming of Jesus Christ.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Digital Literacy Skills:</b> learners access, find, and manage online information on the arrest and burial of Jesus Christ.</li> <li>● <b>Communication and Collaboration:</b> learners enhance their skills in communication and team building as they discuss in groups the significance of Christ's passion death and resurrection.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● <b>Respect:</b> learners discuss and accommodate diverse opinions.</li> <li>● <b>Responsibility:</b> learners engage in assigned roles and tasks such as role-play or dramatization.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● <b>Coping with Emotions:</b> learners discuss the arrest, betrayal, and passion of Jesus Christ, and how it applies in their lives.</li> <li>● <b>Spiritual Development:</b> learners discuss the significance of Christ's resurrection to Christians today.</li> </ul>				
<b>Link to other Subjects:</b> <ul style="list-style-type: none"> <li>● <b>Social Studies:</b> learners exhibit self-management skills as they share experiences on coping with emotions and stress such as betrayal by close family members or friends.</li> <li>● <b>Pre-technical Studies:</b> learners download and watch video clips on the events that took place at Mount Olives.</li> </ul>				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain the significance of the Lord's supper to Christians today	Explains the significance of the Lord's supper to Christians today in details and consults widely.	Explains the significance of the Lord's supper to Christians today.	Explains the significance of the Lord's supper to Christians today but omits minor details.	Explains the significance of the Lord's supper to Christians today but omits major details.
Ability to summarise the events that took place between the arrest and the burial of Jesus Christ.	Summarises the events that took place between the arrest and the burial of Jesus Christ in details.	Summarises the events that took place between the arrest and the burial of Jesus Christ.	Summarises the events that took place between the arrest and the burial of Jesus Christ but leaves out minor details.	Summarises the events that took place between the arrest and the burial of Jesus Christ but leaves out major details.
Ability to discuss the importance of Christ's resurrection to Christians today.	Discusses the importance of Christ's resurrection to Christians today illustratively.	Discusses the importance of Christ's resurrection to Christians today	Partly discusses the importance of Christ's resurrection to Christians today.	With prompts discusses the importance of Christ's resurrection to Christians today.
Ability to elaborate on the miracles of Jesus Christ	Elaborates the miracles of Jesus Christ in details	Elaborates the miracles of Jesus Christ	Elaborates the miracles of Jesus Christ but omits minor details	Elaborates the miracles of Jesus Christ but omits major details.

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to interpret lessons learnt from the miracles for application in day-to-day life.	Interprets lessons learnt from the miracles for application in day-to-day life in details.	Interprets lessons learnt from the miracles for application in day-to-day life.	Interprets lessons learnt from the miracles for application in day-to-day life but omits minor details.	Interprets lessons learnt from the miracles for application in day-to-day life but omits major details
Ability to model the value of compassion as portrayed by Jesus Christ.	Constantly models the value of compassion as portrayed by Jesus Christ.	Models the value of compassion as portrayed by Jesus Christ.	Sometimes models the value of compassion as portrayed by Jesus Christ.	Models the value of compassion as portrayed by Jesus Christ with consistent guidance.
Ability to explain Nicodemus' encounter with Jesus Christ.	Explains Nicodemus' encounter with Jesus Christ in details.	Explains Nicodemus' encounter with Jesus Christ.	Explains Nicodemus' encounter with Jesus Christ but omits minor details.	Explains Nicodemus' encounter with Jesus Christ but omits major details.
Ability to apply lessons learnt from the story of Nicodemus in daily life.	Constantly applies lessons learnt from the story of Nicodemus in daily life.	Applies lessons learnt from the story of Nicodemus in daily life.	Sometimes applies lessons learnt from the story of Nicodemus in daily life.	Applies lessons learnt from the story of Nicodemus in daily life but with consistent guidance.

## STRAND 4.0: THE CHURCH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Church</b>	<b>4.1 The Early Church</b>  <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the characteristics of the Early Church,</li> <li>b) describe the miracles performed in the Early Church,</li> <li>c) outline lessons learnt from the miracles performed by the Apostles,</li> <li>d) elaborate the story of Paul and Silas in Acts 16:16-24 and itemise lessons learnt,</li> <li>e) describe the events in Acts 16:25-26 and lessons learnt,</li> <li>f) desire to respond to the call of salvation as portrayed in Acts 16:30-31.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read Acts 2:41-47 and discuss the characteristics of the early church, that is, <i>devotion to scriptures, fellowship, prayer, worship, and giving</i>,</li> <li>• team up to visit different churches and interview the priest/pastor/church leaders on how the church today exhibits the characteristics of the Early Church, write a report and present it to the class,</li> <li>• read Acts 2:43, 5:12, 3:1-16, 5:12-16 on the miracles performed in the Early Church and outline lessons learnt,</li> <li>• read and retell what happened in Acts 16:16-24, outline lessons learnt, and make short notes,</li> <li>• narrate the events that took place in Acts 16:25-26 and outline the lessons learnt,</li> <li>• choose and sing a worship song familiar to the class,</li> <li>• read Acts 16:25-29,</li> </ul>	Why is it important to learn about the Early Church?



			<ul style="list-style-type: none"> <li>• reflect on Acts 16:30-31 and journal how to respond to the salvation call,</li> <li>• write and keep a journal on church attendance and activities done (<i>a church minister or leader to sign the journal</i>)</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and Problem-solving: the skill of research is portrayed as learners complete tasks by researching and presenting findings in class.</li> <li>• Communication and Collaboration: the skill of listening is exhibited as learners listen critically, compare perspectives, appreciate information, and respect the opinion of others.</li> <li>• Learning to Learn: the skill of organising own learning is enhanced as learners use and keep a journal on church attendance and activities they do in church.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: learners carry out different tasks/ assignments and complete them on time.</li> <li>• Unity: learners work in groups and respect each other's opinions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Effective Communication: learners interview a resource person on characteristics of the Early Church and how it relates to the church today.</li> <li>• Spiritual development: learners write and keep a journal on church attendance and activities they do in church.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• English: learners read, discuss and communicate effectively by sharing opinions, and making presentations.</li> <li>• Pre-technical Studies: learners watch a video clip on the miracles performed in the Early Church.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Church</b>	<b>4.2 The Gifts of the Holy Spirit</b>  <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the teachings of Jesus Christ on the role of the Holy Spirit,</li> <li>b) identify the nine gifts of the Holy Spirit,</li> <li>c) classify the gifts of the Holy Spirit according to their categories,</li> <li>d) utilise discerning gifts to avoid joining ungodly cults/idol worship/religious extremism,</li> <li>e) read the scripture provided to get knowledge and avoid being lured to false religion or cults,</li> <li>f) desire to be guided by the Holy Spirit in day-to-day life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the role of the Holy Spirit in the life of a Christian,</li> <li>● read John 14:15-26, 16:5-15, Acts 1:7-8 on the role of the Holy Spirit and make notes for presentation in class,</li> <li>● jointly research on the meaning of; <i>Gifts of the Holy Spirit</i>, and share findings in class,</li> <li>● read 1Corinthians 12:8-11 and list the nine gifts of the Holy Spirit,</li> <li>● team up to classify the gifts according to their three categories (<i>Gifts of Knowledge, Power and Divine Utterance</i>),</li> <li>● brainstorm on the importance of the gifts of the Holy Spirit in Church today,</li> <li>● discuss characteristics of cults/idol worship/religious extremism/devil worship,</li> <li>● use the word of God to discern and identify cults/religious extremism/devil</li> </ul>	How do you utilize the gifts of the Holy Spirit?

			worship (1 Timothy 4:1; Matthew 7:15-20, 2 Peter 2:1, Galatians 5:19-23, 1 Corinthians 12:2-3, 10), <ul style="list-style-type: none"> <li>● pray to God always for guidance and discernment; not to be misled by false teachings/doctrines/cults.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and Problem-solving: the skill of research is portrayed as learners complete tasks by researching and presenting findings in class.</li> <li>● Communication and Collaboration: the skill of listening is exhibited as learners listen critically, compare perspectives, appreciate information, and respect the opinion of others.</li> <li>● Learning to Learn: the skill of organising own learning is enhanced as learners search online or use the Bible to outline the nine gifts of the Holy Spirit (1 Corinthians 12:1-11).</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners carry out different tasks/ assignments and complete them on time.</li> <li>● Unity: learners work in groups and respect each other's opinions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Extremism-detection, response; learners avoid religious extremism/cults/idol worship/devil worship by using the knowledge from the word of God to discern false teachings/false religion and misleading doctrines. They also allow the Holy Spirit to guide them in daily life.</li> <li>● Analytical and creative thinking: learners brainstorm on the importance of the gifts of the Holy Spirit in the church today.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● English: learners read, discuss, and communicate effectively by sharing opinions as they make presentations.</li> <li>● Pre-technical Studies: learners search online using digital devices on the meaning of the, '<i>Gifts of the Holy Spirit.</i>'</li> </ul>				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Ability to discuss five characteristics of the Early Church.	Discusses five characteristics of the Early Church citing relevant examples.	Discusses five characteristics of the Early Church.	Discusses four to three characteristics of the Early Church.	Discusses two to one characteristic of the Early Church.
Ability to describe the miracles performed in the Early Church.	Describes the miracles performed in the Early Church in details.	Describes most of the miracles performed in the Early Church.	Describes the miracles performed in the Early Church but omits minor details.	Describes the miracles performed in the Early Church but omits major details.
Ability to identify the nine gifts of the Holy Spirit.	Identifies the nine gifts of the Holy Spirit and cites relevant examples.	Identifies the nine gifts of the Holy Spirit.	Identifies eight to five gifts of the Holy Spirit.	Identifies four to two gifts of the Holy Spirit.
Ability to utilise discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Constantly utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Sometimes utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism with consistent guidance

## STRAND 5.0: CHRISTIAN LIVING TODAY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Living Today</b>	<b>5.1 Courtship and Marriage</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) elaborate the causes and consequences of early marriage, b) discuss moral values and life skills needed to avoid early marriage, c) analyse Christian approaches to courtship and marriage, d) appreciate marriage as a sacred institution ordained by God.	The learner is guided to: <ul style="list-style-type: none"> <li>● conduct a buzz session on the causes of early marriages today,</li> <li>● discuss the consequences of early marriage,</li> <li>● brainstorm on moral values and life skills needed to avoid early marriage,</li> <li>● read, write on flashcards, and reflect on 1 Timothy 4:12,</li> <li>● team up to debate the meaning of the word, <i>courtship</i> and share findings with the class,</li> <li>● discuss qualities to consider when choosing a marriage partner,</li> <li>● outline virtues that both marriage partners should uphold before marriage,</li> <li>● in turns read 2 Corinthians 6:14-15 and discuss lessons learnt from the Bible text,</li> <li>● brainstorm on how to avoid being unequally yoked with unbelievers,</li> <li>● interview a resource person on courtship and its importance before marriage and present findings in class using PowerPoint slides or a chart,</li> </ul>	Why is courtship important before marriage?

			<ul style="list-style-type: none"> <li>● discuss the role of the church in pre-marital counselling,</li> <li>● read Hebrews 13:4, Mathew 19:4-6 write the verses on flashcards and their meaning in relation to marriage,</li> <li>● team up to debate on the motion, “<i>Courtship is important before marriage</i>”.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and Problem-solving: the skill of creativity is enhanced as learners explore complex problems by analysing the causes and effects of early marriage.</li> <li>● Self-efficacy: the skills of self-esteem and self-awareness are portrayed as learners brainstorm on how to avoid and overcome early marriage.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: learners portray self-discipline by doing the right thing even if they have an opportunity to do the wrong thing.</li> <li>● Responsibility: the learner is accountable for his or her own actions and does not blame others.</li> <li>● Respect: learners have positive regard for themselves and others without prejudice.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Decision-making: learners know their self-worth and decide to avoid and overcome early marriage.</li> <li>● Social cohesion: learners are conscious of their social and moral duties.</li> <li>● Human Sexuality - sexual morality - Abstinence: learners avoid early marriage by not engaging in irresponsible sexual behavior.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Social Studies: learners outline virtues that both marriage partners should uphold before marriage.</li> <li>● English: learners debate on the motion, ‘<i>Courtship is important before marriage.</i>’</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Living Today</b>	<b>5.2 Responsible parenthood</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain biblical teachings on responsible parenting from the scriptures provided,</li> <li>b) discuss the causes of irresponsible parenting today,</li> <li>c) compile values needed to avoid unplanned families in Kenya today,</li> <li>d) appraise the role of parents or guardians in shaping the character of their children,</li> <li>e) value good parenting as guided by the Bible.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● use relevant textbooks or internet sources to search for the meaning of responsible parenthood and share findings in class,</li> <li>● in turns read, Exodus 20:12, Deuteronomy 11:18-21, Psalms 103:13, Proverbs 15:20, Proverbs 22:6, and Colossians 3:21, discuss and write lessons learnt on a chart or use PowerPoint slides for presentation in class,</li> <li>● discuss the causes of irresponsible parenthood today,</li> <li>● brainstorm on ways of avoiding unplanned families,</li> <li>● conduct a buzz session on moral values needed to avoid unplanned families today ,</li> <li>● come up with a play or drama on good parenting,</li> </ul>	How is responsible parenting achieved?

			<ul style="list-style-type: none"> <li>● debate on the role of parents or guardians in instilling moral values in children and note key points.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: the skill of teamwork is enhanced as learners collegially work in groups, discuss, brainstorm and express their views confidently.</li> <li>● Digital Literacy: the skill of identifying and using digital platforms for learning is portrayed as learners search the internet to get information on different concepts.</li> <li>● Creativity and imagination: the skill of creativity is exhibited as learners come up with scenarios on good parenting through dramatisation and role-play.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity is portrayed as learners follow laid down procedures when executing tasks. They also exhibit self-discipline.</li> <li>● Responsibility is shown as learners engage in assigned roles and duties. They are also accountable for their own actions.</li> <li>● Social Justice is enhanced as learners identify values and virtues needed for responsible parenting.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Learner support programmes-Decision-making-for transition in life: Guidance and counselling in the school will support learners at different levels of growth and development.</li> <li>● Human sexuality: learners will acquire life skills that enable them to overcome growth and developmental changes.</li> <li>● Assertiveness: learners exhibit self-esteem by making the right decisions and avoid negative peer influence by not engaging in vices/situations that can lead to unplanned families.</li> <li>● Information Technology: learners will use digital devices and applications ethically by exercising self-discipline as they search and download information from the internet.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Pre-technical Studies: learners use digital devices to search the internet for the information they need to complete assigned tasks.</li> <li>● Creative Arts and Sports: learners come up with a play or drama on good parenting.</li> <li>● English: learners read and discuss the Bible texts provided they also present findings confidently in class.</li> </ul>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Living</b>	<b>5.3 Leisure</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) outline different ways of spending leisure time, b) analyse how youths misuse leisure today, c) evaluate five effects of alcohol, drug and substance abuse on an individual d) establish moral values and life skills needed to avoid alcohol, drug and substance abuse, e) read the scriptures provided and itemize lessons learnt, f) utilise Christian moral values to avoid alcohol, drug and substance abuse.	The learner is guided to: <ul style="list-style-type: none"> <li>• buzz on active and passive forms of leisure,</li> <li>• brainstorm on different ways of spending leisure time,</li> <li>• share experiences of how they spend their free time,</li> <li>• discuss why and how youths misuse leisure time today,</li> <li>• discuss the effects of alcohol, drug and substance abuse on an individual and make notes or PowerPoint slides for presentation in class,</li> <li>• jointly write and recite poems on, <i>‘Alcohol drug, and substance use is detrimental to health’</i>,</li> <li>• identify values and life skills needed to avoid alcohol, drug and substance abuse,</li> <li>• read and write (I Timothy 5:13, Ecclesiastes 10:18, Proverbs 19:15) on flashcards and <i>outline</i> lessons learnt,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do youths misuse leisure today?</li> <li>2. How can you avoid idleness?</li> </ol>

			<ul style="list-style-type: none"> <li>• debate on the motion, ‘<i>An idle mind is the devil’s workshop</i>’,</li> <li>• write and keep a reflection journal on how they spend their free time.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the skill of self-awareness and planning is portrayed as learners set goals on how to use leisure time appropriately.</li> <li>• Critical thinking and Problem-solving: research skills, interpretation, and inference are exhibited as learners explore the effects of alcohol, drug and substance abuse on an individual.</li> <li>• Citizenship: social and civic skills are demonstrated as the learner is aware of own responsibilities in society, thus obeys laws and regulations by not engaging in alcohol, drugs and substance abuse.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: is exhibited as learners respect self by not engaging in alcohol, drug and substance abuse.</li> <li>• Responsibility: the learners set goals on how to use leisure time responsibly.</li> <li>• Patriotism: the learners are conscious of their social and moral duties thus use leisure time responsibly.</li> </ul>				

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

- Decision-making: learners commit themselves to use leisure time well.
- Assertiveness: learners decide to use leisure time responsibly and avoid idleness.
- Health Promotion Issues - Drug and substance abuse: learners write a poem on the effects of alcohol, drug and substance abuse on an individual.
- Counseling services-Positive behaviour change: learners are guided on proper use of leisure and those who are affected by drug and substance use are given support by the school, parents or guardians to positively change their behavior.

**Link to other Subjects:**

- English: learners in pairs brainstorm on different forms of leisure and make a presentation using PowerPoint slides or charts.
- Social Studies: learners examine the causes and effects of misuse of leisure and compile life skills and values needed for proper use of leisure time.
- Pre-technical Studies: learners use digital devices to search for information online and make presentations in class.
- Creative Arts and Sports: learners write and recite poems on alcohol, drug and substance abuse. They also conduct a debate in class.
- Integrated Science: learners discuss the effects of alcohol, drug and substance abuse on an individual.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Living Today</b>	<b>5.4 Wealth, Money and Poverty</b>  <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss Christian teachings on wealth, money, and poverty,</li> <li>b) appraise how the love of money can hinder one from inheriting the Kingdom of God,</li> <li>c) assess five causes and remedies of poverty in the society today,</li> <li>d) devise five ethical ways of acquiring wealth as a youth,</li> <li>e) establish a viable business or enterprise,</li> <li>f) manage the business by reporting its performance to the parent, guardian or the teacher,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• team up to read, discuss and make notes based on the following scriptures; Deuteronomy 8:18, Ecclesiastes 5:10-19, Proverbs 15:27, and Matthew 6:24-27,</li> <li>• jointly read; Proverbs 14:23, 31:8-9, Luke 3:11 and make notes on lessons learnt,</li> <li>• read, Matthew 6:19-21, Luke 4:18 Luke 9:25 and Luke 12:13-21; outline lessons learnt and make notes,</li> <li>• use the internet or the library to search for information on causes of poverty today and the remedies; make a presentation using a chart or a digital device,</li> <li>• interview a resource person on how to make money using credible ways as a youth and note key points,</li> <li>• brainstorm and come up with business ideas,.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which vices are associated with love for money?</li> <li>2. Why is integrity important in handling money and wealth?</li> </ol>

		g) desire to acquire wealth through credible ways as youths.	<ul style="list-style-type: none"> <li>• share the business idea with either the teacher, parent, or guardian,</li> <li>• start the business venture and write a report about its progress,</li> <li>• write and keep a journal on the progress of the business.</li> <li>• improve the business based on the feedback provided.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Imagination and Creativity: the skill of reflection is demonstrated as learners implement a business idea, assess its success, and improve it based on the feedback they get.</li> <li>• Critical thinking and Problem-solving skills: the skill of research to find extra information is portrayed as learners use the internet or library to search for information on causes and remedies of poverty.</li> <li>• Digital Literacy: the skill of appropriately selecting digital technology relevant to different tasks is exhibited as learners undertake different tasks and make presentations.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: learners understand and appreciate others; they also take turns to air their views and accommodate diverse opinions.</li> <li>• Responsibility: learners are answerable as they engage in assigned roles and duties and complete tasks on time.</li> <li>• Unity: learners collaborate with others and share resources amicably.</li> <li>• Integrity: learners display fairness, transparency, and accountability and follow laid-down procedures as they perform different tasks.</li> </ul>				

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

- Self-awareness: learners display and utilize their talents, gifts and abilities as they come up with business ideas and implement them.
- Parental Empowerment and Engagement-Resource mobilisation and utilisation: learners come up with a business idea and share with the parent or guardian. The parent or guardian may give them resources to start the business enterprise.
- Group Dynamics: learners work in groups as they debate, brainstorm and discuss various tasks and strategise how to execute them.
- Financial Literacy: learners initiate a business enterprise, keep a journal on its progress and improve it based on feedback provided.

**Link to other Subjects:**

- English: learners communicate effectively as they make presentations and defend their views confidently.
- Social Studies: learners demonstrate skills such as self-awareness, research skills, good communication and presentation skills, as they perform different tasks and assignments.
- Pre-technical Studies: learners use digital devices to search for information from the internet and present the findings in class.

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to elaborate on the causes and consequences of early marriages.	Elaborates the causes and consequences of early marriages in details.	Elaborates the causes and consequences of early marriages.	Elaborates the causes and consequences of early marriages but omits some details.	Elaborates the causes and consequences of early marriages but omits major details.
Ability to discuss moral values and life skills needed to avoid early marriages.	Discusses moral values and life skills needed to avoid early marriage citing relevant examples.	Discusses moral values and life skills needed to avoid early marriage.	Makes an effort to discuss moral values and life skills needed to avoid early marriage.	Attempts to discuss moral values and life skills needed to avoid early marriage.
Ability to describe biblical teachings on responsible parenthood.	Describes biblical teachings on responsible parenthood in details.	Describes biblical teachings on responsible parenthood.	Describes biblical teachings on responsible parenthood but omits minor details.	Describes biblical teachings on responsible parenthood but omits major details.
Ability to identify five different forms of leisure today.	Identifies five forms of leisure today using illustrations.	Identifies five forms of leisure today.	Identifies four to three forms of leisure today.	Identifies two to one form of leisure today.
Ability to evaluate eight effects of alcohol, drug and substance abuse on an individual.	Evaluates eight effects of alcohol, drug and substance abuse on an individual, and cites relevant examples.	Evaluates eight effects of alcohol, drug and substance abuse on an individual.	Evaluates seven to four effects of alcohol, drug and substance abuse on an individual.	Evaluates three to one effects of alcohol, drug and substance abuse on an individual.

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to utilise Christian moral values and life skills to avoid alcohol, drug and substance use.	Constantly utilises Christian moral values and life skills to avoid alcohol, drug and substance use.	Utilises Christian moral values and life skills to avoid alcohol, drug and substance use.	Sometimes utilises Christian moral values and life skills to avoid alcohol, drug and substance use.	Utilise Christian moral values and life skills to avoid alcohol, drug and substance use with consistent guidance
Ability to discuss Christian teachings on wealth, money, and poverty.	Discusses Christian teachings on wealth, money, and poverty in details.	Discusses Christian teachings on wealth, money, and poverty.	Discusses Christian teachings on wealth, money, and poverty but omits minor details.	Discusses Christian teachings on wealth, money, and poverty but omits major details.
Ability to assess five causes and remedies of poverty in the society today.	Assesses five causes and remedies of poverty in the society today illustratively.	Assesses five causes and remedies of poverty in the society today.	Assess four to three causes and remedies of poverty in the society today.	Assesses two to one cause of poverty in the society today.
Ability to devise five ethical ways of acquiring wealth.	Devises five ethical ways of acquiring wealth as a youth and cites relevant examples.	Devises five ethical ways of acquiring wealth as a youth.	Devises four to three ethical ways of acquiring wealth as a youth.	Devises two to one ethical ways of acquiring wealth as a youth.



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

### Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice, focusing on a single subject or combining multiple subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will follow a Whole School Approach, involving all members of the school community. This includes teachers, school administration, parents/guardians/, the local community and support staff. It will be a collaborative effort where the Social Studies teacher will coordinate and work with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme for the CSL project, drawing from different Learning Areas and broader categories of Pertinent and Contemporary Issues (PCIs). The project should also provide an opportunity for learners to develop core competencies and nurture values. Learners will participate in a **variety of** integrated CSL group projects, working in teams and following a six-step milestone approach as follows:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none"><li>● Environmental degradation</li><li>● Lifestyle diseases, Communicable and non-communicable diseases</li><li>● Poverty</li><li>● Violence and conflicts in the community</li><li>● Food security issues</li></ul>
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.

Milestone 3	<p><b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution</p>
Milestone 4	<p><b>Implementation</b> The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p><b>Showcasing /Exhibition and Report Writing</b> Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p><b>Reflection</b> Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

**Note:** The milestones will be staggered across the three terms of the academic calendar.

**Assessment of CSL integrated Project**

Assessment for the integrated CSL group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. The assessments will focus on three components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

**APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

<b>Strand</b>	<b>Sub-strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Learning activities</b>
<b>1.0 Creation</b>	<b>1.1 Work</b>	<ul style="list-style-type: none"> <li>• Oral /Aural Questions</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Written Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• CRE Course Books</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Digital Course Books-www.kec.ac.ke</li> </ul>	Learners to participate in various activities at school and home to nurture talents, gifts and abilities.
<b>2.0 The Bible</b>	<b>2.1 Christian Moral Values</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Observation Schedules</li> <li>• Bible Quizzes</li> <li>• Rating Scales</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• CRE Course Books</li> <li>• Good News Bible</li> <li>• Posters</li> <li>• Charts</li> <li>• Digital Course Books - www.kec.</li> <li>• Flashcards</li> <li>• Audio-visual resources</li> </ul>	Learners to participate in talk shows on values necessary to overcome challenges facing young people.
	<b>2.2 Kings David And Solomon</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Rating Scales</li> <li>• Observation Schedules</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Manilla papers</li> <li>• Charts</li> <li>• Audio-Visual resources</li> <li>• Pictures and photographs</li> </ul>	Learners to role-play a skit on Solomon’s wise Judgement and present it during Programme of Pastoral Instruction.

<b>4.0 The Life and Ministry of Jesus Christ</b>	<b>3.1 Raising of the Widow's son</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> <li>• Anecdotal Notes</li> <li>• Rating Scales</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Models</li> <li>• Workbooks</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• CRE Course Books</li> <li>• Digital Course Books-www.kec.ac.ke</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Audio-visual resources</li> </ul>	Learners to participate in Bible Trivia competitions and answer questions on Miracles performed by Jesus Christ.
	<b>3.2 Healing of 10 the Lepers</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> <li>• Anecdotal Notes</li> <li>• Rating Scales</li> <li>• Observation Schedule</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• Digital Course Books-www.kec.ac.ke</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> <li>• Charts</li> <li>• Audio-visual resources</li> </ul>	Learners to conduct a role-play on the healing of the 10 Lepers.

	<b>3.3 Parable on Prayer</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> <li>• Notes</li> <li>• Peer Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• Digital Course Books-www.kec.ac.ke</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> </ul>	Learners to lead prayers during school assembly or academic day.
	<b>3.4 Nicodemus Encounter with Jesus Christ</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> <li>• Self-assessment/</li> <li>• Peer Assessments</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> </ul>	Learners to reach out to the lost through Mission work organised by the Church.
	<b>3.5 Jesus Ministry in Jerusalem</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Rating Scales</li> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> </ul>	Learners to participate in activities at the community and Church and write a report for presentation in class.

<b>4.0 The Church</b>	<b>4.1 The Early Church</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> <li>• Anecdotal notes</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Models</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• Digital Course Books-<a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> </ul>	Learners to interview a resource person such as, a Priest or a Pastor on how unity can be achieved in the Church today.
	<b>4.2 The Gifts of the Holy Spirit</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Rating Scales</li> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• The Kenya Education Cloud-KEC</li> <li>• The internet</li> </ul>	Learners to make a poster with the nine gifts of the Holy Spirit and display it in the CRE learning corner

<b>5.0 Christian Living Today</b>	<b>5.1 Courtship and Marriage</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Models</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> </ul>	Learners to interview a vetted resource person on how the Church prepares young people for courtship and marriage.
	<b>5.2 Responsible Parenthood</b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessments</li> <li>• Questions and Answers</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Anecdotal Notes</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• The Kenya Education Cloud-KEC</li> <li>• The internet</li> </ul>	Learners to engage in debates on responsible parenthood and write a report for presentation in class.
	<b>5.3 Leisure</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Rating Scales</li> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Posters</li> <li>• Models</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> </ul>	Learners to engage in positive leisure activities and write a report for presentation in class.

			<ul style="list-style-type: none"> <li>• CRE Course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> </ul>	
	<b>5.4 Wealth Money and Poverty</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Manilla papers</li> <li>• Resource persons</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE Course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> </ul>	Learners to originate a business enterprise/project and report its progress to the teacher monthly, under the guidance and support of parents or guardians.