



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN
CHRISTIAN RELIGIOUS EDUCATION
GRADE 11

OCTOBER, 2025

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

The people of Kenya 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, to live together in harmony and foster patriotism, and 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 in the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy that requires 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 the 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.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

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

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

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TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

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ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to humankind through personal experiences, the scriptures, the life and Ministry of Jesus Christ, and the Holy Spirit. The concepts taught in this grade build on what was learned in Junior School. CRE aims to fulfil the National Goal of Education number 4, which states that education should promote sound moral and religious values. The values include chastity, love, respect, obedience, kindness, patience, integrity, and responsibility. The skills are praying, meditating on scriptures, interpreting scriptures, leadership skills, self-awareness, self-esteem, assertiveness, self-control, and decision-making. The ultimate goal of Christian Religious Education is to produce a learner who is ethical, innovative, and a critical thinker, able to participate in the global platform.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Utilize principles of good stewardship as they perform tasks at home, school, and church.
2. Interpret teachings in the Holy Bible for moral, spiritual, character development and growth.
3. Apply the teachings of Jesus Christ in their daily interactions to promote social equality and responsibility.
4. Analyse contemporary social and moral issues to make informed ethical decisions.
5. Manipulate research and digital literacy skills in learning Christian Religious Education.
6. Develop requisite knowledge, skills, values, and attitudes to further their studies in various career fields.
7. Create ingenuities using 21st-century skills to compete in the global platform.
8. Appreciate the church's role in promoting spiritual transformation and good citizens.

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SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1.0 The Old Testament	1.1 Methods of Bible Study
	1.2 Writing the Holy Bible
	1.3 Principles of Good Stewardship
	1.4 Conquest and Settlement in Canaan
	1.5 Selected Judges
	1.6 Background to Monarchy in Israel
	1.7 Prophet Jeremiah
2.0 The New Testament <i>Journey to Jerusalem</i>	2.1 True Discipleship
	2.2 Parable of the Good Samaritan
	2.3 Jesus Teachings on Prayer
	2.4 God's Power over evil
	2.5 Fearless Confession without Hypocrisy
	2.6 Material Possession and Watchfulness
	2.7 The Great Dinner for All
	2.8 The Growth of the Kingdom of God
	2.9 Retrieving the Lost
	2.10 Material Possession
	2.11 The Power of Faith
	2.12 Persistence in prayer
	2.13 The Way of Salvation
	2.14 Zacchaeus the Tax Collector
Letters	2.15 The First Epistle of Paul to Timothy
3.0 Church in Action	3.1 The Acts of Apostles: The Early Church

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	3.2 Development of Christianity in East Africa
	3.3 Growth of the Church in Kenya
	3.4 Comparative Religion
	3.5 Church Doctrines (Sin and Salvation)
4.0 Christian Living Today	4.1 Healthy Male-Female Relationships
	4.2 Moral Challenges Facing the Youth Today
	4.3 Christian Approaches to Leisure
	4.4 Christian Approaches to Work
	4.5 Wealth, Money, and Poverty
	4.6 Christian Response to Modern Science and Technology
	• <i>Artificial Intelligence (AI)</i>
	4.7 Christian Response to Modern Medicine and Technologies
	• <i>Blood Transfusion</i>

STRAND 1.0: THE OLD TESTAMENT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.1 Methods of Studying the Holy Bible • <i>Scripture, Observation, Application, and Prayer (S.O.A.P.)</i> • <i>Character Summary Method</i>	By the end of the sub strand, the learner should be able to: - elaborate on the S.O.A.P. and character summary Bible study methods, - utilize the character summary method to study the story of Joseph, - deduce lessons learned from the story of Joseph for application in daily life, - appreciate the various bible study methods.	The learner is guided to: • research on how the S.O.A.P. and character summary Bible study methods are used to study the holy scriptures, • make presentations of each Bible study method using charts or PowerPoint slides, • choose a book from the Holy Bible and use the S.O.A.P. method to study it, outline lessons learned, and make notes for presentation in class, • utilize the character summary method to study the story of Joseph, Genesis 39:1-21, 40:1-23 • outline lessons learned from the story of Joseph, • brainstorm how they apply lessons learnt from the story of Joseph in daily life,	How are different methods used to study the holy Bible?

			• write a memory verse from the story of Joseph, • write reflection notes based on the verse.	
Core competencies to be developed: • Learning to learn: the skill of sharing learned knowledge is exhibited as learners brainstorm on how each Bible study method is applied to study the scriptures. • Digital Literacy: the skill of interacting with technology is developed as learners use the internet to research methods of studying the Holy Bible.				
Values: • Responsibility: self-drive is nurtured as learners write reflection notes based on the story of Joseph and apply lessons learned in daily life. • Peace is nurtured as learners apply lessons learnt from the story of Joseph and forgive others.				
Pertinent and Contemporary Issues (PCIs): • Effective communication is portrayed as learners confidently express their views on different concepts. • Decision-making skills: analytical skills are portrayed as learners apply lessons learnt from the scriptures in daily life.				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.2 Writing the Holy Bible	By the end of the sub strand, the learner should be able to: - elaborate stages in the development of scriptures, - establish literary styles used in writing the Holy Bible, - identify books under each literary style, - utilize the poetic form and present a song from the book of Psalms, - articulate their purpose in life in light of wisdom literature, - appreciate the different literary styles used to write the Holy Bible.	The learner is guided to: • discuss the stages of the word of God: revelation, inspiration, inscription, transmission, canonization, translation, and preservation, • read and interpret scriptures on the stages of the word of God: Revelation –Jeremiah 36:1, Inspiration- Isaiah 59:21, Inscripturation- Exodus 32:15-16, Transmission- Luke 16:27-31 Canonization- Psalms 119:89, Translation –Daniel 5:25-28, Preservation-Exodus 32:19; 34:1- 4, • discuss literary styles used in writing the Holy Bible, • list books under each literary style and make a presentation in class, • use the poetic style to compose and sing a song from the book of Psalms, • articulate their life purpose using wisdom literature (Proverbs), • compose and recite poems from Songs of Songs.	How did the process of writing the Holy Bible develop?

Core competencies to be Developed:

- Self-efficacy: self-awareness and planning skills are exhibited as learners use wisdom literature to articulate their purpose in life.
- Imagination and creativity: making patterns is practiced as learners compose songs using lyrics based on the scriptures.

Values:

- Patriotism; devotion and dedication are portrayed as learners become aware of their responsibilities in the society by articulating their purpose in life.
- Responsibility: hard work and diligence are demonstrated as learners use the poetic style to compose and sing a song from the book of Psalms.

Pertinent and contemporary issues (PCIs):

- Social cohesion is enhanced as learners work together to compose and recite poems from the book of Songs of Songs.
- Analytical thinking is exhibited as learners articulate their life purpose in light of wisdom literature.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.3 Principles of Good Stewardship	By the end of the sub strand, the learner should be able to: a) elaborate four principles of good stewardship, b) interpret scriptures on stewardship for reflective learning, c) apply principles of good stewardship in daily activities, d) desire to be good stewards of God's creation.	The learner is guided to: • define 'Good stewardship' and share findings with the class (<i>use a Bible dictionary</i>), • share experiences of how they practice good stewardship at home, school, church, and in the community, • read Genesis 1:26-28, 2:15-16, Deuteronomy 8:17-18 and outline lessons learnt, • describe four principles of biblical stewardship (<i>ownership- 1 Chronicles 29:11-12, responsibility- Deuteronomy 28:1-14, accountability- Proverbs 3:1-35 and reward- Jeremiah 17:9-10 and Proverbs 12:24,</i> • deduce lessons learned about stewardship from the scriptures, • brainstorm how they apply the four principles of biblical stewardship in performing daily activities,	How do you apply principles of good stewardship in daily life?

			• in groups, compose and recite a poem on good stewardship, • journal how they exercise good stewardship as they perform activities at home, school and church.	
Core competencies to be developed: • Communication and Collaboration: the skill of teamwork is exhibited as learners share experiences of how they exercise good stewardship at home, church, school, and in the community. • Self-efficacy: the skill of making connections is portrayed as the learner's model good stewardship in daily activities.				
Values: • Patriotism: devotion and dedication is shown as learners journal how they exercise good stewardship in performing activities at home, school and church. • Responsibility is exhibited as learners use their gifts, talents, and abilities to serve God and humanity.				
Pertinent and Contemporary Issues (PCIs): • Self-management skills- self-awareness is portrayed as learners practice accountability in daily activities. • Identifying and nurturing gifts and talents is exhibited as learners nurture talents, gifts, and abilities through diligence.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.4 Conquest and settlement in Canaan	By the end of the sub strand, the learner should be able to: - elaborate ways Moses prepared the Israelites to enter Canaan, - establish how Joshua was commissioned to succeed Moses, - analyse the role of Rahab in the conquest of Canaan, - illustrate the crossing of the River Jordan by the Israelites, - elaborate the conquest of Canaan as guided by the scriptures, - explain the renewal of the covenant at Shechem, - appreciate that God fulfils His promises.	The learner is guided to: • brainstorm on how Moses prepared the Israelites to enter Canaan, • read Deuteronomy Chapters 28, 30,31,32,33 and outline how Moses prepared the Israelites to enter Canaan, • discuss the implications of blessings and curses outlined in Deuteronomy 28, • read Joshua 1:1-9 and summarise lessons learned for presentation in class, • conduct library or internet research on the background of Rahab and summarise key findings, • read Joshua 2:1-24, 6:22-25 and discuss the role of Rahab in the conquest of Canaan, • read Joshua chapters 3 and 4 and summarise the crossing of river Jordan,	How did God's power manifest during the conquest of Canaan?

			• watch a video clip on crossing the River Jordan, • read Joshua chapters 6, 7, 8, & 10 and develop a flow chart showing a detailed account (including names of people and cities) on the conquest of Canaan and display it in class. • study Joshua 24 and write notes on the renewal of the covenant at Shechem, • watch a video on the renewal of the covenant at Shechem, • team up to share experiences on answered prayers.	
Core Competencies to be developed: • Communication and Collaboration: communication and teamwork skills are enhanced as learners discuss in groups. • Digital Literacy: learners use digital technology to conduct internet searches on the background of Rahab. • Learning to learn: learners reflect on their work as they share experiences and testimonies on answered prayers.				
Values: • Patriotism: loyalty, citizenship and love for one's country are nurtured as learners' brainstorm on how Moses prepared the Israelites to enter Canaan. • Responsibility: self-drive is shown as learners navigate safely online and complete assigned tasks on time.				
Pertinent and Contemporary Issues (PCIs): • Leadership skills: learners take on different leadership roles as they perform various tasks. • Spiritual development: learners share experiences of how God answered their prayers.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.5 Selected Judges • Deborah • Gideon • Samuel	By the end of the sub strand, the learner should be able to: a) describe the condition of Israel during the time of the judges, b) elaborate on the role of judges in Israel, c) analyse challenges faced by judges in Israel, d) relate the failures and achievements of Samuel as the last judge in Israel, e) articulate lessons learned from the leadership of Prophet Samuel, f) apply virtues learned from the leadership of Judges in daily life.	The learner is guided to: • research on the word 'theocracy', and share findings with the class, • brainstorm on why Israel was a theocratic nation during the time of the judges, • buzz on the condition of Israel during the time of the judges, • read Judges 2:16-23 and summarise the condition of Israel during the time of judges, • research on the role of Judges in Israel and make presentations in class, • watch video clips on the role of Judges in Israel, • in groups, read Judges chapters 4,5,6:11-24,7,8:1-28, 1 Samuel 2:18, 3:20, 1 Samuel 7:6,15-17, and make a	Why was Israel a theocratic nation during the time of Judges?

			summary of the roles played by Deborah, Gideon, and Samuel as Judges in Israel. • read 1 Samuel 7:3-17 and make summary notes about Samuel as the last Judge in Israel, • design charts or PowerPoint presentations on challenges faced by Judges in Israel, • discuss lessons learned from the leadership of Judges in Israel, • debate on the failures and achievements of Prophet Samuel, • outline lessons learnt from the leadership of Prophet Samuel, • write reflections on the qualities of a good leader, • journal how they exercise leadership in daily life.	
Core Competencies to be developed: • Critical thinking and problem-solving is portrayed as learners make critical hypotheses on lessons learned from the administration of Judges in Israel. • Digital literacy: learners use digital learning platforms for continuous learning as they conduct online research on the role of Judges in Israel.				

Values: • Social Justice: learners research on the role of Judges in Israel and make presentations in class. • Integrity is developed as learners debate on the failures and achievements of Prophet Samuel.
Pertinent and Contemporary Issues (PCIs): • Coping with emotions: learners deal with challenges experienced in group dynamics and share roles accordingly. • Good governance: learners write a reflection journal of how they exercise leadership skills in daily life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.6 Background to Monarchy in Israel <i>King Saul</i>	By the end of the sub strand, the learner should be able to: a) establish reasons for kingship in Israel, b) analyse reasons against kingship in Israel, c) elaborate on King Saul's failures and lessons learned, d) analyze the causes of corruption in Kenya today, e) choose leaders of integrity to prevent injustices in the society.	The learner is guided to: - define the word monarchy, - give examples of monarchies in today's society, - research on ways in which monarchies are governed today, - brainstorm on the factors that led to the demand for a King in Israel, - read 1Samuel 8:1-9 and make presentations in class, - discuss reasons against kingship in Israel, 1Samuel 8:10-20, - make presentations using PowerPoint slides or charts on reasons why the Israelites demanded for a King, - conduct online or library research on the failures of King Saul and make summary notes, - read Samuel chapters 13, 14 & 15 and make summary notes on the failures of King Saul, - buzz on lessons learnt from the failures of King Saul and note key points,	- How are monarchical governments administered today? - Why should you study the background to monarchy in Israel?

			- discuss the causes of corruption in Kenya today and how the vice can be overcome, - debate on the topic, <i>corruption is the main cause of poverty in Kenya today</i>, - debate on the qualities to consider when choosing leaders, - write sensitization messages on qualities to consider in choosing God-fearing and just leaders in society, - pin the messages on the school noticeboard, - give a speech during the school assembly on how corruption can be overcome in Kenya today.	
Core Competencies to be developed: - Self-Efficacy: effective communication skills are enhanced as learners debate on the qualities to consider when choosing leaders. - Citizenship: social cultural sensitivity and awareness skills are shown as learners compose and give a speech on how corruption can be overcome in Kenya today.				
Values: - Integrity: learners apply laid-down procedures as they debate qualities to consider when choosing leaders. - Love is nurtured as learners respect each other's opinions and take turns to listen to the views of others.				
Pertinent and Contemporary Issues (PCIs): - Social awareness skills: learners discuss the causes of corruption in Kenya today and how the vice can be overcome. - Good governance: learners write sensitization messages on qualities to consider in choosing God-fearing and just leaders in society today.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 The Old Testament	1.7 Prophet Jeremiah	By the end of the sub strand, the learner should be able to: a) establish the historical background of Prophet Jeremiah, b) relate the call of Prophet Jeremiah, c) discuss the evils condemned by Prophet Jeremiah, d) interpret the teachings of Prophet Jeremiah and their relevance to Christians today, e) categorize the symbolic acts and their significance, f) explain Jeremiah's teachings on the New Covenant and its relevance to Christians today, g) analyze the significance of Prophet Jeremiah's	The learner is guided to: - conduct an internet or library research on the historical background of Prophet Jeremiah and share findings with the class, - read Jeremiah 1 and role-play his call, - use online resources or print material to research on the evils condemned by Prophet Jeremiah, - conduct a field research on social injustices in their communities and suggest possible solutions, - write a report based on the findings and present it in class using charts or PowerPoint slides, - in groups read Jeremiah 5:12-18, 6:1-30, 7:30-34, 8:1-17, 10:17-25, 14:1-18, 15:1-9, 16:16-18, 17:1-13, 21:1-14, 25:1-38, 39:1-10 and outline Jeremiah's teachings on judgement and punishment - read Jeremiah 13, 16, 18, 19, 24 & 27 on symbolic acts related to Judgement and punishment,	Why are the teachings of Prophet Jeremiah relevant to Christians today?

		suffering and lamentations, h) illustrate the fall of Jerusalem and the exile of the Israelites, i) apply lessons learned on hope and restoration in their lives.	- watch video clips on the symbolic acts performed by Prophet Jeremiah and summarise key points, - in groups, read Jeremiah 23:1-8, 24:5-7 & 29-33 and make notes on hope and restoration, - read Jeremiah 32: 6-17 on the symbolic acts of hope and restoration, - brainstorm on the significance of the symbolic acts of hope and restoration, - read Jeremiah 23:5-6, 31:31-34, 32:37-42, 33:14-18 and discuss the New Covenant and its significance to Christians today, - in groups make a summary of Jeremiah's suffering and lamentations, Jeremiah 11:18-23, 12:1-6, 15:10-21, 17:14-18, 18:18-23, 20, 26, 37 & 38, - in groups read Jeremiah 39 and discuss the fall of Jerusalem and lessons learnt, - read and meditate on Jeremiah 29:11 and Jeremiah 33:3 and journal reflections based on the scriptures, - share scriptures on Hope in the school assembly or during clubs and societies.	
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Core Competencies to be developed: • Critical thinking and problem-solving skills: learners demonstrate objective ideas, opinions, and views on how to solve social injustices in society today. • Digital literacy skills: learners creativity and imagination skills are nurtured as they access the internet, find, manage, and edit information using digital devices.
Values: • Respect: learners have positive regard for themselves and others as they take turns to make their contributions during group discussions. • Social Justice: learners foster fairness and justice among peers and other members of the school community as they utilize acquired values to foster a just and cohesive society.
Pertinent and Contemporary Issues (PCIs): • Cyber security: learners observe online safety as they conduct internet search on the historical background of prophet Jeremiah. • Problem-Solving Skills: learners conduct field research on social injustices in their community and suggest possible solutions.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to analyze the process used in writing the Bible	Analyzes the process used in writing the Bible in detail	Analyzes the process used in writing the Bible	Analyzes the process used in writing the Bible but omits minor details	Analyzes the process used in writing the Bible but omits major details
Ability to establish three literary styles used in writing the Bible • Poetry - e.g., Psalms • Religious epics, e.g. Exodus • Legal expressions/legislative texts, e.g. Leviticus • Prophetic speeches, e.g. Jeremiah • The use of prayers, e.g. Nehemiah • The use of Wise sayings, e.g. Proverbs • Philosophical essays, e.g. Job • The use of love songs, e.g. Song of Songs	Establishes three literary styles used in writing the Bible and cites relevant books.	Establishes three literary styles used in writing the Bible	Establishes two literary styles used in writing the Bible	Establishes one or none literary styles used in writing the Bible

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
- Epistles/Letters, e.g. Romans - Biographies/ Gospel e.g. St. Luke				
Ability to compile three factors that led to the demand for a King in Israel - Samuel had become old - Samuel appointed his sons as judges/ made the post hereditary. - The sons of Samuel were corrupt / failed as judges. - The Israelites wanted to be like other nations. - They wanted a king to lead them to war against their enemies / a military leader. - They wanted a leader whom they could see	Compiles three factors that led to the demand for a King in Israel and cites relevant scriptures	Compiles three factors that led to the demand for a King in Israel	Compiles two factors that led to the demand for a King in Israel	Compiles one factor or none that led to the demand for a King in Israel

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to analyze three reasons against kingship in Israel - The demand for a King was seen as a rejection of Yahweh as their unseen King. - The King would force their sons to serve him as soldiers. - The Israelites would be like other nations that did not know God - Lose their identity as covenant people. - God would reject them as His people / would not hear their pleas when they call. - The King would overtax them. - The King would grab their land / other properties.	Analyses three reasons against kingship in Israel using relevant examples	Analyses three reasons against kingship in Israel	Analyses two reasons against kingship in Israel	Analyses one reason or none against kingship in Israel

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to analyze three evils condemned by Prophet Jeremiah • <i>Necromancy</i> • <i>Human sacrifice</i> • <i>Deception</i> • <i>Idolatry</i> • <i>False prophecy</i> • <i>prostitution</i> • <i>Injustices to the poor</i>	Analyzes three evils condemned by Prophet Jeremiah using relevant scriptures	Analyzes three evils condemned by Prophet Jeremiah	Analyzes two evils condemned by Prophet Jeremiah	Analyzes one evil or none condemned by Prophet Jeremiah
Ability to interpret the teachings of prophet Jeremiah and their relevance to Christians today	Interprets the teachings of Prophet Jeremiah and their relevance to Christians today in detail and cites relevant scriptures	Interprets the teachings of Prophet Jeremiah and their relevance to Christians today	Interprets the teachings of Prophet Jeremiah and their relevance to Christians today but omits minor details	Interprets the teachings of Prophet Jeremiah and their relevance to Christians today but omits major details

STRAND 2.0: THE NEW TESTAMENT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament <i>Journey to Jerusalem</i>	2.1 Journey to Jerusalem <i>True Discipleship</i>	By the end of the sub strand, the learner should be able to: a) relate lessons learned in Luke 9:51-56, b) articulate the cost of discipleship in Luke 9:57-62, c) elaborate on the mission of the seventy disciples, d) deduce lessons learned from the mission of the seventy disciples, e) interpret the teachings in Luke 10:17-20, f) take part in advancing the Kingdom of God, g) desire to be a true disciple of Jesus Christ.	The learner is guided to: • brainstorm on the meaning of the word disciple and write it on flashcards, • read Luke 9:51-56 and discuss lessons learned from Jesus's response to the disciples, • brainstorm on the price to be paid by a true disciple of Jesus Christ, • read Luke 9:51-62 and discuss the cost of true discipleship, • explain the mission of the seventy disciples in Luke 10:1-16, • discuss lessons learned from the mission of the seventy disciples: Luke 10:1-16, • meditate on Luke 10:19 and journal their reflections based on the verse, • share experiences of how they witness Christ to others, • participate in Church mission work/evangelism,	Why should true disciples pay a price for their calling?

			journal ways they exercise true discipleship in daily life.	
Core Competencies to be developed: - Learning to learn: the skill of sharing learned knowledge is enhanced as learners brainstorm on lessons learned from the mission of the seventy disciples and make notes. - Communication and collaboration: the skill of speaking engagingly is portrayed as learners share experiences of how they witness Christ to others.				
Values: - Responsibility: accountability is exhibited as learners participate in church missions /evangelism. - Patriotism: dedication is nurtured as learners brainstorm on the price to be paid by a true disciple of Jesus Christ.				
Pertinent and Contemporary Issues (PCIs): - Spiritual Development is nurtured as learners participate in church activities. - Mentorship skills are demonstrated as learners participate in church mission work /evangelism.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.2 Journey to Jerusalem <i>Parable of the Good Samaritan</i> <i>Jesus Visits Martha and Mary</i>	By the end of the sub strand, the learner should be able to: - elaborate on the parable of the Good Samaritan, - articulate lessons learned from the parable of the Good Samaritan, - relate Jesus visit to Martha and Mary and lessons learned, - emulate the Good Samaritan by helping the needy, - desire to show kindness to others.	The learner is guided to: - share experiences of how they help people in need, - buzz on ways of showing compassion to the needy, - read Luke 10:25-37 and make a presentation on the parable of the Good Samaritan, - role-play the parable of the Good Samaritan, - watch a video clip on the parable of the Good Samaritan, - identify a needy person in the community, make contributions, and share gifts or items with them. - journal reflections on the importance of helping the needy, - give a talk in the school assembly on the importance of showing compassion to others, - narrate Jesus visit to Martha and Mary and lessons learned: Luke 10:38-42,	- How is the parable of the Good Samaritan relevant to Christians today? - Why was Mary's choice better than Martha's?

			• write Matthew 25:44-45 on a chart and hang it at strategic places in the school.	
Core Competencies to be developed: • Citizenship: social-cultural sensitivity and awareness are portrayed as learners identify a needy person in the community, make contributions, and share gifts or items with them. • Digital Literacy: the skill of interacting with technology is shown as learners manipulate digital devices to watch a video clip on the parable of the Good Samaritan.				
Values: • Love is portrayed as learners visit a needy person in the community and share items or gifts with them. • Responsibility is shown as learners share experiences of how they helped a needy person in the community.				
Pertinent and Contemporary Issues (PCIs): • Social Cohesion is shown as learners share experiences of helping and showing compassion to the needy and the destitute. • Empathy is portrayed as learners visit a needy person in the community.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.3 Journey to Jerusalem • <i>Teachings on Prayer</i>	By the end of the sub strand, the learner should be able to: a) explain the importance of prayer in the life of a Christian, b) elaborate on the parables of prayer, c) deduce lessons learned from the parables for application in daily life, d) pray always to enrich their spiritual lives.	The learner is guided to: • share personal experiences about their prayer life, • brainstorm on the importance of prayer in the life of a Christian and make notes, • recite the Lord's prayer, Luke 11:1-4, • dramatize parables on prayer in Luke 11:5-13, • role-play the parable of a friend at midnight, • watch a video clip on the parable of a friend at midnight, • outline lessons learned from the parables, • write Luke 11:9-10 on flashcards and recite/meditate on it, • journal their prayer life experiences, • Write/compose a prayer to thank to God for His goodness.	1. How are Christ's teachings on prayer relevant to Christians today? 2. Why should you pray always?

Core Competencies to be developed: - Self-Efficacy: Self-awareness and planning skills are enhanced as learners share personal experiences about their prayer lives. - Communication and collaboration: The skills of speaking engagingly and teamwork are exhibited as learners role-play the parable of a friend at midnight.
Values: - Unity: cooperation is portrayed as learners share roles and dramatize the parable of a friend at midnight. - Responsibility: persistence is exhibited as learners develop a prayer journal and pray daily.
Pertinent and Contemporary Issues (PCIs): - Roles- sharing is portrayed as learners role-play the parable of a friend at midnight. - Spiritual development: learners journal their experiences and reflections about prayers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.4 Journey to Jerusalem <i>Beelzebub dispute</i> <i>Return of an unclean spirit</i> <i>True blessedness</i> <i>The sign of Jonah</i> <i>The light of the body</i>	By the end of the sub strand, the learner should be able to: - relate the miracle of casting out the dumb demon, - outline lessons learned from Luke 11:21-23, - elaborate ways Christians guard themselves against past sins, - interpret lessons learned about, <i>true blessedness</i> in Luke 11:27-28, - articulate lessons learnt from the metaphor, '<i>the sign of Jonah</i>,' - elaborate the spiritual meaning of the allegory, '<i>the light of the body</i>'	The learner is guided to: - explain the meaning of '<i>dumb demon</i>.' - read Luke 11:14-23 and narrate the miracle of casting out the dumb demon, - write Luke 11:21-23 on a chart and deduce lessons learned, - read Luke 11:24-26 and explain why an unclean spirit comes back into a person. - brainstorm on how to avoid going back to past sins, - read Luke 11:27-28 and outline lessons learned on true blessedness, - read Luke 11:29-32 and deduce lessons learned from the metaphor, '<i>the sign of Jonah</i>.' - read Luke 11:33-34 and explain the spiritual lessons learned from the allegory, '<i>the light of the body</i>' - perform a skit based on the allegory, '<i>the light of the body</i>' Luke 11:33-36,	Why should you depend on God's power to overcome evil?

		g) apply the teachings of Jesus Christ in their lives to grow spiritually.	- debate on the Biblical; idiom, '<i>the eye is a lamp that provides light to the body.</i>' - write a personal reflection journal of how they apply the teachings of Jesus Christ in their lives.	
Core Competencies to be developed: - Critical thinking and problem-solving: the skills of open-mindedness and creativity are enhanced as learners brainstorm how to avoid going back to past sins. - Creativity and imagination: the skill of making connections through undertaking tasks that generate new ideas is exhibited as learners dramatize true blessedness.				
Values: - Patriotism: loyalty is portrayed as learners show dedication and devotion to their Christian faith by living morally upright lives. - Peace: learners show care towards each other as they take turns to air their views.				
Pertinent and Contemporary Issues (PCIs): - Identifying and nurturing gifts and talents is portrayed as learners perform a skit/dramatize the teachings of Jesus Christ. - Social awareness skills: learners overcome peer pressure by not going back to past sins.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 New Testament	2.5 Journey to Jerusalem <i>Fearless Confession Without Hypocrisy</i>	By the end of the sub strand, the learner should be able to: a) compile the acts of hypocrisy condemned by Jesus Christ. b) deduce lessons learned from Luke 11:37-44, c) articulate Jesus's teachings in Luke 12:8-12, d) compile lessons learned from Luke 12:8-12, e) value truthfulness and avoid hypocrisy.	The learner is guided to: - define the word hypocrisy, - brainstorm on acts of hypocrisy condemned by Jesus Christ in Luke 11:37-54,12:1-3, - buzz on metaphors used by Christ, for example, '<i>You clean outside of the cup and the dish, but inside you are full of extortion and wickedness.</i> ', - outline lessons learned from Luke 11:37-54,12:1-3, - watch a video clip on Luke 12:8-12 and outline lessons learnt, - write Luke 12:10 on flash cards and share lessons learned, - discuss the consequences of blaspheming the Holy Spirit, - discuss the advantages of being truthful and write them on charts or PowerPoint slides.	- Why did Jesus condemn hypocrisy? - Why should Christians profess their faith fearlessly?

Core Competencies to be developed: • Communication and Collaboration: the skills of teamwork and communicating effectively are enhanced as learners discuss the principles of honesty. • Learning to learn: the skill of making connections is enhanced as learners interpret and connect different teachings from the Bible about hypocrisy.
Values: • Responsibility: accountability is nurtured as learners buzz on lessons learnt from the metaphor, '<i>washing the outside of the cup</i>'. • Unity: learners team up to brainstorm on the advantages of being truthful and profess their faith fearlessly.
Pertinent and Contemporary Issues (PCIs): • Human rights: learners debate how the rich use their wealth to discriminate and oppress the less privileged in society. • Social awareness skills: learners accommodate each other's views as they discuss the principles of honesty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.6 Journey to Jerusalem • <i>The Rich Fool</i> • <i>Do Not Worry</i> • <i>Watchfulness and Readiness</i> • <i>Settling with your Opponent</i>	By the end of the sub strand, the learner should be able to: a) relate the parable of the rich fool and its relevance today, b) articulate lessons learnt from Luke 12:22-34, c) explain the teachings in Luke 12:32-34 and the lessons learnt, d) elaborate on the teachings of the watchful slaves, e) deduce spiritual lessons from Luke 12:35-48, 54-56, f) interpret the teachings in Luke 12:49-53, 57-59, g) pray and watch always as guided by the scriptures.	The learner is guided to: • read Luke 12:13-21 and narrate the parable of the rich fool, • discuss lessons learned from the parable of the rich fool, • brainstorm on lessons learned from Luke 12:22-31 and summarise key points, • write Luke 12:31 on flash cards and meditate on it, • discuss lessons learnt from Luke 12:32-34, • write personal reflections on how they apply the teachings from Luke 12:32-34 in their lives, • read Luke 12:35-48, 54-56 and explain the teachings on, the watchful slaves, • brainstorm on how they implement lessons learnt from Luke 12:35-48, 54-56,	1. Why is it wrong to idolize material wealth? 2. Why should you watch and pray always?

			- team up to read Luke 12:49-53,57-59 and outline the lessons learnt, - journal how they prepare for the coming of the Kingdom of God.	
Core Competencies to be developed: - Digital literacy: the skill of interacting with digital devices is shown as learners search online for lessons learned from the parable of the rich fool. - Learning to learn: the skill of sharing learned knowledge is enhanced as learners discuss lessons learnt from the teachings of the watchful servants.				
Values: - Unity: cooperation is enhanced as learners work in groups and take turns to air their views. - Integrity: accountability and self-drive are nurtured as learners journal how they prepare for the coming of the Kingdom of God				
Pertinent and Contemporary Issues (PCI's): - Peer education and mentorship: learners discuss lessons learned from the teachings of Jesus Christ and how to implement them in daily life. - Social awareness skills: effective communication is enhanced as learners interpret the parable of the rich fool and share findings.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.7 Journey to Jerusalem <i>The Growth of the Kingdom of God</i> <i>Repent or Perish</i> <i>The Barren Fig Tree</i> <i>Healing a crippled Woman</i> <i>Parable of the Mustard Seed</i> <i>Parable of the Yeast</i> <i>The Narrow Door</i> <i>Lament over Jerusalem</i>	By the end of the sub strand, the learner should be able to: - interpret the teachings in Luke 13:1-9 for reflective learning and practice, - elaborate the healing of the crippled woman, - deduce lessons learnt from the healing of the crippled woman, - relate the parables of the Kingdom of God, - articulate lessons learnt from the parables, - compile lessons learnt from Luke 13:31-35, - desire to be partakers of the Kingdom of God.	The learner is guided to: - read Luke 13:1-9, brainstorm on lessons learnt and how they apply them in daily life, - narrate the healing of the crippled woman; Luke 13:10-17, - brainstorm on lessons learnt from the healing of the crippled woman, - describe the parables of the Kingdom: <i>the mustard seed, the yeast, and the narrow door,</i> - watch a video clip on the parables of the Kingdom of God, - discuss lessons learnt from the parables, - share experiences of how they apply lessons learnt from the parables in daily life, - elucidate lessons learnt from Luke 13:31-35	- Why did Jesus use parables to teach about the Kingdom of God? - How does the kingdom of God grow?

			• write personal reflections on how they participate in the Kingdom of God.	
Core Competencies to be developed: • Critical thinking and problem solving: the skills of interpretation and inference are exhibited as learners deduce lessons learnt from the parables of the Kingdom of God for application in daily life. • Citizenship: respect and acceptance of heterogeneity are shown as learners compile the teachings of Jesus Christ from varied scripture to infer meaning.				
Values: • Responsibility: learners engage in assigned roles and tasks as they share experiences of how they apply lessons learnt from the parables in daily life. • Integrity: learners apply laid down procedures when watching video clips on the parables and avoid visiting inappropriate sites.				
Pertinent and Contemporary Issues (PCI's): • Spiritual development: learners write personal reflection journals on how they participate in the Kingdom of God. • Decision-making skills: analytical and critical thinking skills are portrayed as learners interpret the parables and apply the teachings in daily life.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.8 Journey to Jerusalem: • <i>Healing the man with dropsy</i> • <i>Humility and Hospitality</i> • <i>Parable of the Great Dinner</i> • <i>The Cost of Discipleship</i> • <i>The 'Salt of the earth.'</i>	By the end of the sub strand, the learner should be able to: a) relate the healing of the man with dropsy and the lessons learnt, b) deduce lessons learned from Luke 14:7-14, c) articulate the spiritual meaning of the great dinner, d) interpret the teachings on the cost of discipleship, e) compile virtues acquired from the teachings of Jesus Christ for application in daily life, f) desire to apply the teachings of Jesus Christ in everyday life.	The learner is guided to: • research on the meaning of the word dropsy, • read Luke 14:1-6 and relate the healing of the man with dropsy, • outline lessons learnt from the healing of the man with dropsy, • read Luke 14:7-14 and deduce lessons learned on humility and hospitality, • perform a skit based on Luke 14:7-14, • read Luke 14:15-24 and explain the spiritual meaning of the great dinner, • watch a video clip on the great dinner, • role-play the parable of the great dinner: Luke 14:15-25	1. How are the teachings of Jesus Christ relevant in today's society? 2. Why are Christians the salt of the earth?

			• read Luke 14:25-35 and deduce lessons learned on the cost of discipleship, • explain the meaning of the phrase, "the salt of the earth" Luke 14:34-35, • outline virtues Christians manifest as the salt of the earth, • journal personal reflections of how they apply acquired virtues in daily life.	
Core competencies to be developed: • Communication and collaboration: speaking and teamwork skills are exhibited as learners role-play the parable of the great dinner. • Self-efficacy: self-awareness skills are nurtured as learners' journal personal reflections of how they apply the teachings of Jesus Christ in daily life.				
Values: • Responsibility is demonstrated as learners share and perform assigned roles with zero or minimum supervision. • Unity: cooperation is enhanced as learners team up to role-play the parable of the great dinner.				
Pertinent and contemporary issues (PCIs): • Learner support programmes: peer education and mentorship are enhanced as learners are supported to showcase their gifts, talents and abilities. • Life skills: social awareness skills are enhanced as learners brainstorm on how they apply lessons learnt from the teachings of Jesus Christ in their daily lives.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.9 Journey to Jerusalem <i>Retrieving the Lost</i> • <i>The Lost Sheep</i> • <i>The Lost Coin</i> • <i>The Prodigal Son</i>	By the end of the sub strand, the learner should be able to: a) establish reasons why Christ used parables in His teachings, b) elaborate on the parables of retrieving the lost, c) deduce lessons learned from the parables of retrieving the lost, d) desire to reach out to the lost at school, home, and the community.	The learner is guided to: • brainstorm on the meaning of the word parable, • brainstorm on reasons why Christ used parables in His teachings, • discuss how they participate in the growth of the Kingdom of God, • read Luke 15:1-32 and describe the parables of retrieving the lost, • role-play the parables of retrieving the lost, • watch a video clip on the parables of retrieving the lost, • use PowerPoint slides or charts to make presentations on lessons learned from the parables of retrieving the lost, • team up to interview pastors/priests/chaplains on how the Church reaches out to the lost,	1. Why did Jesus Christ use parables in His teachings? 2. Why should Christians reach out to the lost sinners?

			• write a report from the interview and share findings in class, • participate in church activities, • journal how they reach out to the lost at school, home and the community.	
Core Competencies to be developed: • Learning to learn: the skill of sharing learnt knowledge is portrayed as learners write a report and share findings with the class. • Communication and collaboration: the skills of speaking clearly and engagingly are exhibited as learners discuss and brainstorm on different concepts in groups.				
Values: • Unity: cooperation is portrayed as learners design charts or PowerPoint presentations on lessons learnt from the parables of retrieving the lost. • Responsibility: accountability and self-drive are shown as learners dramatize the parables of retrieving the lost.				
Pertinent and Contemporary Issues (PCIs): • Effective communication is exhibited as learners interview Church leaders. • Spiritual development is shown as learners participate in church activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.10 Journey to Jerusalem • <i>Parable of the Dishonest Manager</i> • <i>The Law and the Kingdom of God</i> • <i>Parable of the Rich Man and Lazarus</i>	By the end of the sub strand, the learner should be able to: - elaborate on the parable of the dishonest manager, - deduce lessons from the parable of the dishonest manager for application in daily life, - compile the teachings on the law and the kingdom of God, - interpret the parable of the rich man and Lazarus for reflective learning and practice, - value true riches by participating in the kingdom of God.	The learner is guided to: • brainstorm on the meaning of the word parable, • read Luke 16:1-13 and narrate the parable of the dishonest manager, • dramatize the parable of the dishonest manager, • brainstorm on lessons learnt from the parable of the dishonest manager, • research on the teachings of the law of the Kingdom of God, • read Luke 16:14-18 and outline the teachings on the law and the Kingdom of God, • read Luke 16:19-31 and describe the parable of the rich man and Lazarus, • watch video clips on the parables of the dishonest manager and the rich man and Lazarus,	- How are the parables on material possession related to the kingdom of God? - Why should Christians invest in true riches?

			• use PowerPoint slides or charts to outline lessons learned from the parable of the rich man and Lazarus, • discuss the meaning of true riches as guided by the scriptures, • write a report on what constitutes true riches and share findings in class.	
Core Competencies to be developed: • Learning to learn: the skill of learning independently is exhibited as learners' research on the teachings of the law of the Kingdom of God. • Citizenship: digital citizenship is portrayed as learners observe safety precautions and practices when using digital devices.				
Values: • Peace: tranquility and harmony are demonstrated as learners follow laid-down procedures when carrying out activities. • Patriotism: learners are aware of their responsibility and are conscious of their moral duties in light of the teachings of Jesus Christ.				
Pertinent and Contemporary Issues (PCIs): • Identifying and nurturing of gifts and talents: learners showcase their gifts and talents as they dramatize the parable of the dishonest manager. • Group dynamics are shown as learners' team up to watch video clips, dramatize, and brainstorm on various tasks.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.11 Journey to Jerusalem: • <i>The Power of Faith</i> • <i>Healing the Ten Lepers</i> • <i>The Coming of the Kingdom of God</i>	By the end of the sub strand, the learner should be able to: a) interpret the teachings in Luke 17:1-10, b) relate the miracle of healing the ten lepers, c) deduce lessons learned from the healing of the ten lepers, d) elaborate on the coming of the Kingdom of God, e) deduce lessons learnt from the coming of the kingdom of God , f) apply lessons learnt about the kingdom of God in daily life.	The learner is guided to: • explain the meaning of the word faith, • read Luke 17:1-10 and outline the lessons learnt, • write Luke 17:6 on flash cards: <i>"If you had faith as a grain of mustard seed, you could say to this sycamine tree, 'Be rooted up, and be planted in the sea,' and it would obey you."</i> • journal how they apply the teachings from Luke 17:1-10 in their walk with God, • watch a video clip on the miracle of healing the ten lepers, Luke 17:11-19, • share experiences of how they apply faith in challenging situations, • role-play the healing of the ten lepers, • read Luke 17:20-37 on the coming of the kingdom of God, • write Luke 17:33 on charts: <i>'Whoever seeks to gain his life will lose it, but</i>	1. How do you exercise faith in God? 2. How do you prepare for the Kingdom of God?

			<i>whoever loses his life will preserve it,' and share how they respond to the scripture.</i> • sing a song about the kingdom of God, • write a personal reflection journal on how they prepare for the Kingdom of God.	
Core Competencies to be developed: • Communication and Collaboration: the skills of teamwork and effective communication are enhanced as learners role-play the healing of the ten lepers. • Learning to learn: the skill of working collaboratively is exhibited as learners share experiences on the power of faith and incorporate creative activities such as skits. • Digital literacy: the skill of connecting and using technology is exhibited as learners watch video clips on the power of faith.				
Values: • Unity is nurtured as learners share roles to dramatize the healing of the ten lepers. • Responsibility: accountability is portrayed as learners' journal how they prepare for the Kingdom of God. • Respect: learners accommodate each other's views and take turns to read the Bible.				
Pertinent and Contemporary Issues (PCIs): • Coping with emotions: the power of faith will help the learners to cope with stress and difficult emotions. • Empathy is exhibited as learners exercise faith through forgiveness, acts of kindness, and love towards one another.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.12 Journey to Jerusalem <i>Parables on Prayer</i> • <i>The Widow and the Unjust Judge</i> • <i>The Pharisee and the Tax Collector</i>	By the end of the sub strand, the learner should be able to: - elaborate on the parable of the widow and the unjust judge, - relate the parable of the Pharisee and the tax collector, - deduce lessons learned from the parables on prayer, - apply lessons learned from the parables in daily life, - pray persistently as guided by the scriptures.	The learner is guided to: • share experiences about their prayer life, • share experiences about answered prayers, • narrate the parable in Luke 18:1-8, • role-play the parable of the widow and the unjust judge, • brainstorm on lessons learnt from the parable of the widow and the unjust judge, • compose songs about persistence in prayers, • read Luke 18:9-14 and narrate the parable of the Pharisee and the tax collector • outline lessons learnt from the parable of the Pharisee and the tax collector,	- Why should you pray persistently? - How does one exercise humility during prayers?

			develop a daily prayer journal and commit to praying daily.	
Core Competencies to be developed: - Communication and Collaboration: teamwork and effective communication skills are enhanced as learners role-play the parables on prayer. - Imagination and creativity: the skill of making connections to generate new ideas is portrayed as learners compose songs on persistence in prayers. - Digital literacy: the skill of interacting with technology is enhanced as learners watch video clips on persistence in prayer.				
Values: - Unity: is nurtured as learners team up to role-play the parable of the widow and the unjust judge. - Responsibility: learners develop a daily prayer journal by praying to God routinely and consistently. - Respect: learners accommodate each other's views and take turns to read the Bible/share personal experiences on prayer.				
Pertinent and Contemporary Issues (PCIs): - Social justice is enhanced as learners interpret the parable of the widow and the unjust judge and infer that she was petitioning for protection against her adversary. - Gender issues: Human Rights- non-discrimination; the judge delayed justice for the widow, hence this was a violation of human rights.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.13 Journey to Jerusalem <i>The Way of Salvation</i> <i>Jesus Blesses Little Children</i> <i>The Rich Ruler</i> <i>Jesus Foretells His Death and Resurrection for the Third Time</i> <i>Jesus Heals a Blind Beggar</i>	By the end of the sub strand, the learner should be able to: - interpret scriptures about inheriting the Kingdom of God, - deduce lessons learnt from, Jesus blessing little children, - articulate lessons learnt from Luke 18:18-30, - relate the healing of the blind beggar, - elaborate lessons learnt from the healing of the blind beggar, - apply lessons learnt from the healing of the blind beggar in daily life.	The learner is guided to: - brainstorm on the meaning of the word, salvation, - explain the meaning of the Kingdom of God, - brainstorm how one can enter the Kingdom of God; Luke 18:16-17, Romans 10:9, John 14: 6 (cross-referenced), - read Luke 18:15-17 and deduce lessons learnt, - sing a song about Jesus blessing little children, - read Luke 18:18-30 and outline lessons learnt about the kingdom of God, - explain how Jesus foretold His death and resurrection; Luke 18:31-34, - read Luke 18:35-43 and narrate the healing of the blind beggar, - role-play the healing of the blind beggar,	- Why is Jesus Christ the way, the truth, and the life? - How can you describe the way to salvation?

			• discuss lessons learnt from the healing of the blind beggar, • share how they apply lessons learnt from the healing of the blind beggar in daily life.	
Core competencies to be developed: • Digital literacy: the skill of interacting with technology is exhibited as learners search online, download and watch a video clip on the healing of the blind beggar. • Self-efficacy: effective communication skills are portrayed as learners show a concerted attention to detail while performing tasks and assignments.				
Values: • Respect: learners accommodate each other's views as they perform activities in groups. • Unity: learners display team spirit as they role-play the healing of the blind beggar.				
Pertinent and Contemporary Issues (PCIs) • Group Dynamics are enhanced as learners share roles and dramatize the healing of the blind beggar. • Social Awareness Skills- empathy is nurtured as learners emulate Christ, who did not hesitate to bless the little children even when the disciples tried to stop them.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament	2.14 Journey to Jerusalem • <i>Zacchaeus, the Tax Collector</i> • <i>The Parable of Ten Pounds</i>	By the end of the sub strand, the learner should be able to: - elaborate the story of Zacchaeus the tax collector, - articulate lessons learnt from the story of Zacchaeus, - interpret the parable of the ten pounds, - utilize their talents, gifts, and abilities to serve God and humanity.	The learner is guided to: • read Luke 19:1-10 and narrate the story of Zacchaeus the tax collector, • brainstorm on lessons learnt from the story of Zacchaeus and make presentations in class, • role-play the parable of the ten pounds, • watch a video clip on the parable of the ten pounds, • discuss lessons learnt from the parable of the ten pounds, Luke 19:11-27, • write their gifts, talents, and abilities on flashcards, • share experiences on how they use their God-given talents, gifts, and abilities, • participate in a talent show in the school and showcase their talents, gifts, and abilities.	How are the events in Luke 19 related to contemporary Christian living?

Core competencies to be developed: - Digital literacy: the skill of interacting with technology is exhibited as learners search, download and watch a video clip on the parable of the ten pounds. - Self-efficacy: effective communication and leadership skills are enhanced as the learners brainstorm, discuss, and debate on the events in Luke 19:1-27.
Values: - Responsibility: learners participate in a talent show in the school and showcase their talents, gifts, and abilities. - Patriotism: devotion in serving the community is exhibited as learners share experiences or testimonies of how they use their God-given talents, gifts, and abilities.
Pertinent and Contemporary Issues (PCIs) - Roles-sharing is evident as learners team up to dramatize the parable of the ten pounds and share roles. - Identifying and nurturing of gifts and talents: learners share experiences on how they use their God-given talents, gifts and abilities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The New Testament <i>Letters</i>	2.15 The First Letter of Paul to Timothy	By the end of the sub-strand, the learner should be able to: a) elaborate Paul's counsel to Timothy on false doctrines, b) analyze characteristics of false doctrines prevalent in the society today, c) summarize Paul's instructions on church worship, administration, and duties towards believers, d) establish Paul's teachings on true riches, e) desire to be a good servant of Jesus Christ.	The learner is guided to: - discuss false doctrines outlined in 1 Timothy chapters 1,4,6:3-21, - team up to discuss and list false doctrines prevalent in society today, - write sensitization messages on how to discern and avoid false doctrines prevalent in society, - share experiences of how worship is done in the church today, - discuss Paul's instructions on Church worship, administration, and duties towards believers, 1 Timothy 2,3,5,6:1-2, - interview vetted resource persons about church worship, administration, and duties towards believers and write a report for class presentation,	How are the teachings in 1 Timothy relevant to Christians today?

			• brainstorm lessons learnt from Paul's advice on Church worship, administration, and duties towards believers, • discuss and write lessons learnt about true riches (1 Timothy 6:6-19) on charts or PowerPoint slides.	
Core competencies to be developed: • Digital literacy: the skill of interacting with technology is exhibited as learners write a report using digital devices. • Self-efficacy: learners' skills of effective communication and leadership are enhanced as they interview vetted resource persons about church worship, administration and duties towards believers.				
Values: • Responsibility is developed as learners write sensitization messages on false doctrines in today's society and how to avoid them. • Integrity: accountability is portrayed as learners team up to discuss and list false doctrines prevalent in society.				
Pertinent and Contemporary Issues (PCIs) • Social cohesion is enhanced as learners team up to share experiences of how worship is done in the church today. • Detection of religious extremism-avoiding cults: learners brainstorm how to discern false doctrines such as cults, idol worship and radicalism.				

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to describe the characteristics of a true follower of Jesus Christ	Describes the characteristics of a true follower of Jesus Christ in detail	Describes the characteristics of a true follower of Jesus Christ	Describes the characteristics of a true follower of Jesus Christ but leaves out some information	Describes the characteristics of a true follower of Jesus Christ but leaves out a lot of information
Ability to relate Jesus' teaching on readiness and watchfulness to Christian living today	Relates Jesus' teaching on, readiness and watchfulness to Christian living today exhaustively	Relates Jesus' teaching on, readiness and watchfulness to Christian living today	Relates Jesus' teaching on, readiness and watchfulness but leave out minor details	Relates Jesus' teaching on, readiness and watchfulness but leave out major details
Ability to describe three parables on prayer • <i>A Friend at Midnight</i> • <i>The Widow and the Unjust Judge</i> • <i>The Pharisee and the Tax Collector</i>	Describes three parables on prayer and cites relevant scriptures	Describes three parables on prayer	Describes two parables on prayer	Describes one or none parables on prayer

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to articulate lessons learned from the parables on prayer	Articulates lessons learned from the parables on prayer exhaustively.	Articulates lessons learned from the parables on prayer.	Articulates lessons learned from the parables on prayer but leaves out minor information.	Articulates lessons learned from the parables on prayer but leaves out major information.
Ability to elaborate three parables on retrieving the lost <i>The Lost Coin</i> <i>The Lost Sheep</i> <i>The Prodigal Son</i>	Elaborates three parables on retrieving the lost and cites relevant Bible texts.	Elaborates three parables on retrieving the lost.	Elaborates two parables on retrieving the lost.	Elaborates one parable or none on retrieving the lost.
Ability to deduce three lessons from the parables of retrieving the lost <i>God's love is boundless; He leaves the 99 to look for one</i> <i>You can't earn God's love</i> <i>God is forgiving and merciful</i>	Deduces three lessons from the parables of retrieving the lost with relevant examples.	Deduces three lessons from the parables of retrieving the lost.	Deduces two lessons from the parables of retrieving the lost.	Deduces one lesson or none from the parables of retrieving the lost

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<i>His love is consistent</i> <i>God is enough</i> <i>The world doesn't satisfy</i>				
Ability to relate three parables of the Kingdom of God <i>The Invited Guests</i> <i>The Great Dinner</i> <i>The Rich Young Ruler</i> <i>The Ten pounds</i> <i>The Good Samaritan</i>	Relates three parables of the Kingdom of God and cites relevant scriptures	Relates three parables of the Kingdom of God	Relates two parables of the Kingdom of God	Relates one parable or none on the Kingdom of God
Ability to deduce three spiritual lessons from the parables of the Kingdom of God <i>Salvation is a free gift</i> <i>The Kingdom of God is for all</i>	Deduces three spiritual lessons from the parables of the Kingdom of God and cites relevant examples	Deduces three spiritual lessons from the parables of the Kingdom of God	Deduces two spiritual lessons from the parables of the Kingdom of God	Deduces one or none spiritual lessons from the parables of the Kingdom of God

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• <i>People do not accept God's gift</i> • <i>Give up everything to follow Jesus</i> • <i>Worldly and earthly possessions are of no benefit in the afterlife</i>				
Ability to elaborate on Christ's encounter with Zacchaeus	Elaborates on Christ's encounter with Zacchaeus in detail	Elaborates Christ's encounter with Zacchaeus	Elaborates Christ's encounter with Zacchaeus but leaves out some details	elaborate Christ's encounter with Zacchaeus but leaves out major details
Ability to elaborate three miracles of Jesus Christ • <i>Casting the dumb demon</i> • <i>Healing a crippled woman</i> • <i>Healing the man with dropsy</i> • <i>Healing the Ten Lepers</i>	Elaborates on three miracles performed by Jesus Christ and cites relevant Bible texts.	Elaborates on three miracles performed by Jesus Christ	Elaborates two miracles performed by Jesus Christ	Elaborates one or none of the miracles performed by Jesus Christ

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Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• <i>Healing the Blind Beggar</i>				
Ability to deduce three lessons learned from the miracles of Jesus Christ • <i>God has power over sickness and death</i> • <i>God has power over nature</i> • <i>Faith in God brings healing</i> • <i>Give thanks when you receive a miracle from God</i> • <i>Don't allow people to discourage you</i>	Deduces three lessons learned from the miracles of Christ and cites relevant scriptures.	Deduces three lessons learned from the miracles of Jesus Christ	Deduces two lessons learned from the miracles of Jesus Christ	Deduces one or none lessons learned from the miracles of Christ

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STRAND 3.0: CHURCH IN ACTION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Church in Action	3.1 Acts of Apostles <i>The Early Church</i>	By the end of the sub strand, the learner should be able to: a) establish key events on the day of Pentecost, b) elaborate on how the early church began, c) compile factors that brought unity in the early church, d) pray for church unity today.	The learner is guided to: • read Acts 2:1-13 and highlight the key events on the day of Pentecost, • read Acts 2:37-42 and make a presentation on how the early church was started, • research on factors that brought unity in the early church, • outline factors that unite the church today, • use digital devices to share messages on values that unite the Church today, • team up to pray for church unity in Kenya today, • participate in church activities to enhance harmonious co-existence.	How is the Early Church relevant to Christians today?
Core Competencies to be developed: • Digital literacy: learners create digital networks to share digital content of short biblical messages on the values of church unity. • Learning to learn: learners share learnt knowledge as they brainstorm on activities that brought unity in the early church.				

Values: • Love- self-sacrifice is shown as learners participate willingly in church activities to promote harmonious living. • Patriotism: devotion is nurtured as learners team up to pray for church unity and also participate in church activities.
Pertinent and Contemporary Issues (PCIs): • Online safety: responsible use of the internet is demonstrated as learners safely use digital devices to share short biblical messages. • Volunteering services and opportunities: learners volunteer to participate in church projects for the betterment of the community.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Church in Action	3.2 Development of Christianity in East Africa	By the end of the sub strand, the learner should be able to: a) elaborate on the activities of early missionaries in East Africa, b) evaluate the impact of Christian mission work in East Africa, c) take part in evangelism to enhance church growth, d) appreciate the work of Christian missionaries in East Africa.	The learner is guided to: - research on the work done by early Christian missionaries in East Africa and make presentations, - watch a video clip on the impact of Christian mission activities in East Africa and make summary notes, - share experiences of how they evangelize to their peers, - share the gospel with others and journal their experiences, - participate in church activities to foster church growth.	How did Christian missionaries influence the people of East Africa?
Core Competencies to be developed: - Communication and Collaboration: the skills of communication and team building are enhanced as learners brainstorm on activities done by early missionaries. - Digital Literacy: the skill of digital literacy is enhanced as learners access the internet, find, manage, and edit information using digital devices.				

Values: - Responsibility: learners share the gospel with others and journal their experiences. - Unity: cooperation is portrayed as learners brainstorm on the activities done by early missionaries in East Africa.
Pertinent and Contemporary Issues (PCIs): - Spiritual development: learners participate in church activities hence grow spiritually. - Social awareness Skills: effective communication is enhanced as learners share information on the impact of Christian mission work in East Africa.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Church in Action	3.3 Growth of the Church in Kenya	By the end of the sub-strand, the learner should be able to: a) establish reasons for the rise of independent churches in Kenya, b) appraise the numerical growth of the Church in Kenya, c) take part in the great commission of making disciples of all nations, d) participate in church activities to foster spiritual growth.	The learner is guided to: • buzz on the meaning of the term, <i>independent churches</i>, • conduct online or library research on the rise of independent churches in Kenya and summarise key points, • brainstorm on the reasons that have led to the numerical growth of the church in Kenya today, • read Matthew 28:18-19 and write the Great Commission on a poster, • share experiences of how they evangelize to the lost, • participate in evangelism or mission work in the church or at school.	Why has the church in Kenya grown progressively?
Core Competencies to be developed: • Learning to learn: self-discipline is portrayed as learners work collaboratively to participate in evangelism/mission work in church or at school. • Citizenship: active community life skills are shown as learners contribute to a better world by evangelizing to the lost.				

Values: • Social justice: responsibility and harmonious relationships in the society are portrayed as learners participate in evangelism or mission work in the church or at school. • Responsibility: accountability is portrayed as learners perform assigned tasks with minimal or no supervision.
Pertinent and Contemporary Issues (PCIs): • Social awareness skills: social cohesion is promoted as learners evangelize to the lost. • Spiritual development: learners grow spiritually as they participate in church activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Church in Action	3.4 Comparative Religion <i>Selected World Religions</i> • <i>Judaism</i> • <i>Islam</i> • <i>Hinduism</i>	By the end of the sub-strand, the learner should be able to: a) elaborate on the origin of selected world religions, b) discuss three moral teachings in Christianity similar to those of other religions, c) explain three ways Christianity is different from other religions, d) discuss the causes of religious intolerance in today's world, e) propose solutions to religious intolerance, f) desire to live harmoniously with people of other religions.	The learner is guided to: • conduct online or library research on the origin of <i>Judaism, Islam, and Hinduism</i>, • research three moral teachings of other world religions and write them on charts or PowerPoint slides, • compile three moral teachings of Christianity similar to other world religions, • research three ways in which Christianity is different from other world religions, • share experiences of how they relate to people of other religions, • brainstorm on the causes of religious intolerance in the world today, • interview resource persons on how religious tolerance can be achieved in today's society,	1. Why should you learn about other religions? 2. How can we achieve religious tolerance?

			• write the findings on charts or use PowerPoint slides.	
Core Competencies to be developed: • Citizenship: global and social cultural awareness skills are enhanced as learners discuss the moral teachings of selected world religions. • Digital Literacy: learners access the internet, find, manage, and edit information using digital devices as they research on selected world religions.				
Values: • Unity: learners demonstrate unity by collaborating to work in groups, they also respect other religions. • Love: learners share experiences of how they relate with people of other religions.				
Pertinent and Contemporary Issues (PCIs): • Peace Education: learners discuss how religious tolerance can be achieved in the world today. • Social Cohesion: learners model values that promote peaceful coexistence with people of other religions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Church in action	3.5 Church Doctrine <i>Sin and Salvation</i>	By the end of the sub strand, the learner should be able to: a) explain the meaning of sin and salvation, b) elaborate on the origin of sin from the creation accounts, c) identify the consequences of sin after the fall of man, d) describe God's plan of salvation after the fall of man, e) appreciate God's plan of salvation for humankind	The learner is to be guided to: • brainstorm on the meaning of sin and salvation, • read Genesis 3:1-13 and describe the origin of sin, • in pairs, read Genesis chapters 3-11 and outline the consequences of sin, • conduct a library or internet research on lessons learned from the fall of man, • brainstorm how Christians can overcome the <i>lust of the flesh, the lust of the eye, and the pride of life</i> , • read Genesis 3:15, 21, Romans 5:12-21, and explain God's plan of salvation to humankind, • share experiences of how they respond to Christ's call of salvation.	How was man's broken relationship with God restored?
Core competencies to be developed: - Digital literacy: the skill of interacting with technology is exhibited as learners conduct internet search on lessons learned from the fall of man. - Self-efficacy: the skill of effective communication is enhanced as learners discuss God's plan of salvation to humankind.				
Values; Unity: cooperation is enhanced as learners read the Bible in groups.				

Responsibility: accountability is shown as learners conduct a library or internet research on lessons learned from the fall of man.
Pertinent and contemporary issues (PCIs) - Healthy inter- and intra-personal relationships are exhibited as learners work harmoniously in groups. - Decision-making is demonstrated as learners brainstorm how to overcome the lust of the flesh, the lust of the eye, and the pride of life.

Suggested Assessment Rubric

Indicator	Level	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to analyze the activities of early Christian missionaries in East Africa		Analyzes the activities of early Christian missionaries in East Africa in detail	Analyzes the activities of early Christian missionaries in East Africa	Analyzes the activities of early Christian missionaries in East Africa and leaves out some details	Analyzes the activities of early Christian missionaries in East Africa but leaves out many details
Ability to assess the impact of missionary activities in East Africa		Assesses the impact of missionary activities in East Africa in detail using illustrations	Assesses the impact of missionary activities in East Africa	Assesses the impact of missionary activities in East Africa but leaves out some information	Assesses the impact of missionary activities in East Africa but leaves out a lot of information
Ability to analyze the birth and growth of the early Church		Analyzes the birth and growth of the early Church in detail and cites relevant examples	Analyzes the birth and growth of the early Church	Analyzes the birth and growth of the early Church, but leaves out some information	Analyzes the birth and growth of the early Church, but leaves out a lot of information

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to compile three factors that brought unity in the early church • <i>Close fellowship,</i> • <i>Worship</i> • <i>Shared their belongings –no one lacked</i> • <i>Had meals together,</i> • <i>The reading and exposition of the Word of God</i> • <i>They broke bread together</i> <i>Communion</i>	Compiles three factors that brought unity in the early church and cites relevant bible texts	Compiles three factors that brought unity in the early church	Compiles two factors that brought unity in the early church	Compiles one or none factors that brought unity in the early church
Ability to utilize Paul's counsel to avoid false doctrines prevalent in the society today	Constantly Utilizes Paul's counsel to avoid false doctrines prevalent in society today	Utilizes Paul's counsel to avoid false doctrines prevalent in society today	Sometimes Utilizes Paul's counsel to avoid false doctrines prevalent in society today	Seldom utilizes Paul's counsel and does not avoid false doctrines prevalent in society today

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to discuss three moral teachings in Christianity similar to other religion • <i>Peace</i> • <i>Justice</i> • <i>Hospitality</i>	Discusses three moral teachings in Christianity similar to other religions using illustrations	Discusses three moral teachings in Christianity similar to other religions	Discusses two moral teachings in Christianity similar to other religions	Discusses one or none of the teaching in Christianity similar to other religions
Ability to explain three differences between Christianity and other religions • <i>Salvation is God's gift without any human merit</i> • <i>God is a loving Father. He desires a personal relationship with His people</i> • <i>No other religion has an empty tomb</i>	Explains three differences between Christianity and other religions and cites relevant examples	Explains three differences between Christianity and other religions	Explains two differences between Christianity and other religions	Explains one or none of the differences between Christianity and other religions
Ability to describe the origin of sin from the creation accounts	Describes the origin of sin in detail and cites relevant Bible texts	Describes the origin of sin from the creation accounts	Describes the origin of sin but leaves out minor details	Describes the origin of sin but leaves out major details

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify three consequences of sin after the fall of man • <i>The relationship between God and man was strained</i> • <i>Man started feeling guilty because of his behaviour, they were naked and ashamed</i> • <i>The serpent was cursed above all animals</i> • <i>Enmity was put between the man and the serpent</i> • <i>The woman would feel pain during childbirth</i> • <i>Death and suffering entered the world</i>	Identifies three consequences of sin and cites relevant Bible texts	Identifies three consequences of sin after the fall of man	Identifies two consequences of sin after the fall of man	Identifies one or none consequences of sin after the fall of man

STRAND 4.0: CHRISTIAN LIVING TODAY

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Living Today	4.1 Healthy Male-Female Relationships <i>Setting Boundaries in Relationships</i>	By the end of the sub strand, the learner should be able to: - distinguish healthy from unhealthy relationships, - compile biblical teachings on healthy male-female relationships, - elaborate on the importance of setting boundaries in relationships, - articulate values needed when relating with members of the opposite sex, - value their bodies as the temple of the Holy Spirit.	The learner is guided to: • elaborate on the meaning of healthy boy-girl relationships, • engage vetted resource persons and ask questions on what constitutes healthy boy-girl relationships, • brainstorm on what constitutes unhealthy boy-girl relationships, • write sensitization messages on values needed to avoid unhealthy boy-girl relationships, • pin sensitization messages on healthy male-female relationships on the school notice board or key places in the school compound, • talk to peers about healthy relationships during the school assembly, • debate on how they set boundaries to avoid unhealthy relationships,	- How do you distinguish healthy from unhealthy relationships? - How do you set boundaries in relationships?

			- share experiences of how they exercise biblical values; 1 Corinthians 13:4-7, Romans 12:9-10, Proverbs 27:17, Ephesians 4:25 to set boundaries and exercise chastity, - journal personal reflections on how to avoid unhealthy boy-girl relationships, - write a poem on what they consider to be a healthy boy-girl relationship.	
Core competencies: - Learning to learn: The skill of carrying out research/investigation is exhibited as learners compile the principles that guide healthy boy-girl relationships. - Digital literacy: the skill of interacting with technology is promoted as learners use digital devices to write sensitization messages on healthy boy-girl relationships.				
Pertinent and Contemporary Issues: - Human sexuality: sexual morality and abstinence are nurtured as learners journal personal reflections on how to avoid unhealthy boy-girl relationships. - Peer Pressure Resistance is shown as learners debate on setting boundaries in relationships.				
Values - Social Justice: responsibility is developed as learners exercise patience by waiting for the right time to engage in relationships. - Respect: positive regard towards themselves and others is enhanced as they reflect on the Biblical text, which emphasizes respecting their bodies as the Temple of the Holy Spirit.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Christian Living Today	4.2 Moral Challenges Facing the Youth Today - Teenage pregnancies - Irresponsible Sexual Behaviour - Use of the Pill/Contraceptives	By the end of the sub strand, the learner should be able to: - identify the causes and consequences of teenage pregnancies, - explain Christian views on the use of contraceptives/pills by teenagers, - analyze the consequences of irresponsible sexual behaviour, - explore Christian values and life skills needed to avoid irresponsible sexual behaviour, - utilize Christian values to avoid irresponsible sexual behaviour.	The learner is guided to: - brainstorm on emotional and growth challenges facing them as teenagers, - buzz on how to overcome developmental and emotional changes that may lead to irresponsible sexual behaviour, - debate on the causes and consequences of teenage pregnancies, - brainstorm on how to avoid negative peer influence, - team up to share how they avoid temptations and or tempting situations/places, - research and make presentations on scriptures that condemn sexual intimacy before marriage, - discuss the negative consequences of using the pill as teenagers, - compile Christian values young people should exercise to avoid teenage pregnancies,	- Why are teenage pregnancies on the rise in Kenya today? - How can youths avoid irresponsible sexual behaviour?

			• perform a skit on values and life skills needed to avoid teenage pregnancy, • list irresponsible sexual behaviour prevalent in the society today, • discuss causes, consequences and solutions to irresponsible sexual behaviour, • hold a talk show on values needed to avoid irresponsible sexual behaviour, • listen to and engage vetted resource persons on values and life skills needed to avoid irresponsible sexual behaviour, • engage in awareness campaigns on the consequences of engaging in sex before marriage, • design flyers or placards with sensitisation messages on how to overcome teenage pregnancies and display them at strategic places in the school compound, • make a presentation at the school assembly on values and life skills needed to avoid irresponsible sexual behaviour,	
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			• read, meditate, and write reflections based on 1Corinthians 6:19-20, • journal daily reflections on values they utilize to overcome irresponsible sexual behaviour, • pray to God to overcome and free youthful lust/temptations : 2 Timothy 2:22.	
Core Competencies • Self-efficacy: self-awareness, self-esteem, and human dignity are nurtured as learners discuss the characteristics of teenagers and how to cope with emotional and developmental changes. • Critical thinking and problem solving: interpretation and inference skills are demonstrated as learners research causes of teenage pregnancies and propose solutions.				
Values: • Integrity is nurtured as learners value their bodies as the temple of the Holy Spirit by not engaging in irresponsible sexual behaviour. • Responsibility: accountability and self-drive are portrayed as learners avoid negative peer influence.				
Pertinent and Contemporary Issues: • Human sexuality- sexual morality- Abstinence learners live holy lives and remain chaste until they get married. • Self-management skills: self-awareness and self-esteem are enhanced as learners journal daily reflections on values they utilize to overcome/avoid irresponsible sexual behaviour.				

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Strand	Sub Strand	Specific Learning Outcomes	Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Living Today	4.3 Christian Approaches to Leisure	By the end of the sub strand, the learner should be able to: a) articulate biblical views on the use of leisure time, b) elaborate ways youths misuse leisure time today, c) appraise the consequences of misusing leisure time, d) compile Christian values needed as they engage in leisure activities, e) take part in constructive leisure activities.	The learner is guided to: - share experiences of how they use their leisure time, - read Exodus 20:8-11, 1 Corinthians 10:31, 1 Timothy 5:13, Ephesians 5:15-17, and Proverbs 6:9-11 and discuss lessons learned on the good use of leisure time, - read Romans 13:11-14 and brainstorm on virtues to uphold and vices to avoid during leisure time, - brainstorm on different leisure activities that are common today, - buzz on how and why youths misuse leisure time, - conduct research in the school neighbourhood on how and why youths misuse leisure time, write a report and submit it in hard or soft copy, - interview a vetted resource person(s) on the effects of alcohol, drug, and substance abuse,	- How do you spend your leisure time? - How can youths avoid alcohol, drugs, and substance abuse?

			- state other consequences of misusing leisure time, - propose solutions to alcohol, drug, and substance abuse, - compile Christian values they utilize as they engage in leisure activities, - write the values on flash cards, and share with peers.	
Core Competencies to be developed: - Communication and Collaboration: the skill of speaking clearly and effectively are exhibited as learners' interview vetted resource person(s) on the effects of alcohol, drug, and substance abuse. - Critical thinking and problem-solving: the skills of interpretation and inference are portrayed as learners propose solutions to alcohol, drug, and substance abuse.				
Values: - Responsibility: learners make the right decisions to avoid alcohol, drugs, and substance abuse. - Integrity –assertiveness, learners say No! to negative peer pressure and do the right thing at the right time even when no one is watching.				
Pertinent and Contemporary Issues (PCIs): - Effective communication: learners share experiences of how they use their leisure time - Peer pressure resistance: learners compile Christian values they utilize during leisure time, and how they overcome negative influence from peers.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Christian Living Today	4.4 Christian Approaches to Work	By the end of the sub strand, the learner should be able to: a) elaborate on the role of professional ethos, ethics, and code in society, b) articulate biblical teachings on work, c) identify virtues related to various types of work, d) appraise the moral duties of employers to employees, e) explain Christian approaches to issues related to employment, f) utilize Christian work ethics to do assignments and chores.	The learner is guided to: - define the terms 'work' and 'vocation' - share experiences on the importance of hard work, - discuss the role of professional ethos, ethics, and code in society, - read Genesis 1:28, Genesis 2:15, Colossians 3:23-24, 2 Thessalonians 3:10, Proverbs 6:6-11, Proverbs 12: 11, Proverbs 13:4, Proverbs 12:24, and outline Christian teachings on work, - brainstorm on virtues related to work and make notes, - discuss the moral duties of an employer to an employee, - read Leviticus 19:13, Job 31:13-15, Colossians 4:1, Ephesians 6:5-9, Colossians 3:22-24 and synthesize a	- Why is laziness condemned in the Bible? - How does professional ethics promote good stewardship?

			biblical basis on duties of an employer to an employee, - discuss Christian approaches to issues related to wages and industrial action, Child labour, unemployment, and self-employment, - share experiences of how they employ Christian work ethics when performing assignments and chores at home, school, and Church.	
Core Competencies to be developed: - Citizenship: active community skills are exhibited as learners share experiences of how they employ Christian work ethics when performing assignments and chores at home, school, and Church. - Learning to learn: The skill of working collaboratively is demonstrated as learners discuss virtues related to Christian work ethics.				
Values: - Patriotism: learners share experiences of how they employ Christian work ethics when performing assignments. - Integrity: learners avoid situations that can lead to student unrest/ strikes in learning institutions.				
Pertinent and Contemporary Issues (PCIs): - Social cohesion is promoted as learners apply Christian teachings to perform daily activities. - Citizenship education- child care and protection from exploitation is exhibited as they learn about child labour and children's rights				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Activities	Suggested Key Inquiry Question(s)
4.0 Christian Living Today	4.5 Wealth, Money and Poverty	By the end of the sub strand, the learner should be able to: a) elaborate Christian teachings on wealth, money, and poverty, b) interpret biblical principles on acquiring money and wealth, c) summarise ways of alleviating poverty in the society today, d) originate and implement a business idea to foster financial literacy, e) desire to acquire wealth through just ways.	The learner is guided to: • brainstorm on just ways of acquiring wealth and money as youths, • read Luke 12:13-34, 16:1-15, 16, 19-31 and outline lessons learned, • discuss Christian approaches to issues related to wealth, money, and poverty • conduct a library or internet research on biblical principles of acquiring wealth and money • debate on the topic, ' <i>the love of money is the root cause of all evil</i> ', • brainstorm on business ideas, pray for the ideas, discuss how to acquire the capital needed to implement the proposed idea/ business,	1. Why is the love of money the 'root cause of all evil'? 2. How can poverty be alleviated in today's society?

			• share with parents or guardians about the idea for resource mobilization, • implement the idea with the help and support of parents, guardians, or siblings • keep a record of the progress of the business, that is, profit and loss, • share the progress of the business with parents, siblings, or teachers.	
Core competencies to be developed: • Digital literacy: the skill of interacting with digital technology is exhibited as learners conduct an internet search on biblical principles of acquiring wealth and money. • Learning to learn: the skill of working collaboratively is enhanced as learners discuss Christian approaches to issues related to wealth, money, and poverty. • Critical thinking and problem-solving: the skill of demonstrating objective ideas, opinions, and views is developed as learners originate business ideas to alleviate poverty.				
Values: • Social justice: unity is enhanced as learners discuss in groups Christian approaches to issues related to wealth, money, and poverty. • Integrity: discipline is enhanced as learners discuss honest ways of acquiring wealth and money.				
Pertinent and contemporary issues (PCIs): • Socio-economic issues: financial literacy is enhanced as learners initiate and implement business ideas. • Citizenship education: social cohesion is enhanced as learners apply ethical principles to initiate income generating activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Living Today	4.6 Christian Response to Modern Science and Technology <i>Artificial Intelligence (AI)</i>	By the end of the sub strand, the learner should be able to: a) elaborate Christian approaches to Artificial Intelligence, b) utilize AI algorithms to create videos on Bible stories, c) appraise ethical issues arising from the use of Artificial Intelligence, d) establish Biblical ethics in the use of Artificial Intelligence, e) uphold Christian values in the use of Artificial Intelligence.	The learner is guided to: - brainstorm on the meaning of Artificial Intelligence, - read Genesis 1:26, Romans 1:25, Proverbs 3:5-6, James 1:17, Luke 19:11-27, Daniel 12:4 and synthesize the biblical view on AI, - watch a video clip on the use of Artificial Intelligence, - develop videos that are interactive, captivating, and allow for real-time participation and feedback, - write sensitization messages to create awareness of the values they apply when using Artificial Intelligence, - share experiences on how to avoid harming others/bullying others, or using degrading memes as they use Artificial Intelligence, - journal values they employ as they use Artificial Intelligence	- How can the risks of AI be mitigated? - How do you apply ethical values in the use of Artificial Intelligence?

			applications such as Chat GPT, machine learning, chat bots.	
Core competencies - Digital literacy: the skill of using digital platforms is exhibited as learners use AI to generate videos that are interesting, interactive and allow for real time participation. - Learning to learn: the skill of organizing learning is portrayed as learners use artificial intelligence tools such as chat bot or Chat GPT.				
Values: - Integrity: learners adhere to Christian ethics as they access and manage information using Artificial Intelligence. - Responsibility: self-drive is nurtured as learners create interactive, interesting videos derived from the scriptures using AI.				
Pertinent and Contemporary Issues: - Cyber security is enhanced as learners journal values they utilize when using AI hence avoid the use of degrading memes. - Decision-Making skills: analytical, critical thinking, and creative thinking are fostered as learners write an essay using Artificial Intelligence.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.0 Christian Living Today	4.7 Christian Response to Modern Medicine <i>Blood Transfusion</i>	By the end of the sub strand, the learner should be able to: - elaborate Christian views on blood transfusion, - assess the positive and negative effects of blood transfusion, - analyze ethical issues related to blood transfusion, - value Christian views on blood transfusion.	The learner is guided to: - share experiences of whether they have ever donated blood, - discuss the meaning of blood transfusion, - search online for organizations concerned with blood donation initiatives, - research Biblical views on blood transfusion, - discuss the positive and negative effects of blood transfusion, - research on ethical issues arising from blood transfusion and report findings using PowerPoint slides or charts.	- Why should you learn about modern medicine? - Why is human knowledge limited?
Core competencies - Digital Literacy: the skill of manipulating and using digital devices is shown as learners report findings using PowerPoint slides. - Communication and collaboration: speaking engagingly and teamwork skills are displayed as learners brainstorm on issues related to modern medicine.				
Values: - Love: kindness is portrayed as learners share experiences on donating blood. - Responsibility: accountability is exhibited as learners' research Biblical views on blood transfusion.				

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Pertinent and Contemporary Issues: - Empathy: learners portray kindness and concern for others as they share experiences on blood donations. - Volunteering- services and opportunities: learners research and make a list of organizations concerned with blood donation initiatives.
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Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify three causes of teenage pregnancies <i>Negative Peer Influence</i> <i>Poverty; girls may be forced into early marriage</i> <i>Sexual violence such as rape</i> <i>Lack of parental guidance</i> <i>Lack of Education</i> <i>Permissiveness in society</i>	Identifies three causes of teenage pregnancies giving relevant examples	Identifies three causes of teenage pregnancies	Identifies two causes of teenage pregnancies	Identifies one or none causes of teenage pregnancies
Ability to analyze four consequences of teenage pregnancy <i>School drop out</i> <i>Unsafe abortions</i> <i>Psychological distress</i> <i>discrimination by the society</i>	Analyses four consequences of teenage pregnancy and gives relevant examples.	Analyzes four consequences of teenage pregnancy	Analyze three to two consequences of teenage pregnancy.	Analyzes one or none consequence of teenage pregnancy

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Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to compile three Christian values and life skills needed to avoid irresponsible sexual behaviour • <i>Abstinence (sexual purity)</i> • <i>Integrity</i> • <i>Self-control</i> • <i>Assertiveness</i> • <i>Peer Pressure Resistance</i> • <i>Decision making</i>	Compiles three Christian values and life skills needed to avoid irresponsible sexual behaviour and cites relevant examples.	Compiles three Christian values and life skills needed to avoid irresponsible sexual behaviour	Compiles two Christian values and life skills needed to avoid irresponsible sexual behaviour	Compiles one or none Christian values and life skills needed to avoid irresponsible sexual behaviour
Ability to evaluate four ways youths misuse leisure time today • <i>Alcohol, drugs, and substance abuse</i> • <i>Gambling/betting</i> • <i>Engaging in irresponsible sexual behaviour</i> • <i>Inappropriate use of social media</i> • <i>Violent activities</i>	Evaluates four ways youths misuse leisure time today and cites relevant examples	Evaluates four ways youth misuse leisure time today	Evaluates three to two ways youth misuse leisure time today	Evaluates one or none ways in which youths misuse leisure time today
Ability to utilize three values and life skills for responsible use of leisure time • <i>Integrity</i>	Utilizes three values and life skills for responsible use of leisure time	Utilizes three values and life skills for responsible use of leisure time	Utilizes two values and life skills for responsible use of leisure time	Utilizes one or none values and life skills on

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Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• <i>Respect for themselves and others</i> • <i>Self-control</i> • <i>Assertiveness</i> • <i>Decision making</i> • <i>Peer pressure resistance</i>				responsible use of leisure time
Ability to elaborate four Christian teachings on work • <i>God himself instituted work. He created the heavens and the earth and all in it.</i> • <i>Since God worked man should work. (Gen. 2:1)</i> • <i>God's work of creation is good (Gen. 1:31). Christians should endeavour to produce good works</i> • <i>Work is a duty, an obligation, a command</i> • <i>Christians are responsible for God's creation (Gen.2 15)</i> • <i>A lazy person should not eat 2 Thessalonians 3:10</i>	Elaborates four Christian teachings on work and cites relevant Bible texts	Elaborates four Christian teachings on work	Elaborates three to two Christian teachings on work	Elaborates one or none Christian teachings on work

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Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain three Christian teachings on wealth and money • <i>Wealth is a blessing from God</i> • <i>Those who obey God's laws are promised blessings by God, Deuteronomy 28:1-4</i> • <i>Wealth has duties associated with it, e.g. 10% tithe, offerings, giving to the poor and needy</i> • <i>People are not owners of their property but are stewards. Should share with the poor, needy</i> • <i>Wealth is not permanent; the parable of the rich fool.</i> • <i>Wealth should be obtained justly</i> • <i>Obsession with money and wealth leads to sin</i>	Explains three Christian teachings on wealth and money and cites relevant scriptures.	Explains three Christian teachings on wealth and money.	Explains two Christian teachings on wealth and money.	Explains one or none Christian teachings on wealth and money
Ability to illustrate Christian principles of acquiring wealth and money	Illustrates Christian principles of acquiring wealth and	Illustrates Christian principles of	Illustrates Christian principles of acquiring wealth	Illustrates Christian principles of acquiring wealth

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Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
	money in detail and gives relevant examples	acquiring wealth and money	and money, but leaves out some information	and money, but leaves out major information
Ability to compile three benefits of Artificial Intelligence • <i>Revolutionizing fields like healthcare and climate change mitigation</i> • <i>Enhanced productivity</i> • <i>Efficiency in various industries through automation and optimization</i> • <i>Data analysis and content generation</i> • <i>Fostering innovation,</i> • <i>Assisting in risky tasks</i>	Compiles three benefits of Artificial Intelligence and cites relevant examples	Compiles three benefits of Artificial Intelligence	Compiles two benefits of Artificial Intelligence	Compiles one or none of the benefits of Artificial Intelligence
Ability to appraise four ethical issues arising from the use of Artificial Intelligence • <i>Social Manipulation and Misinformation</i> • <i>Distortion and or inaccuracy of data</i> • <i>Unfair authorship</i>	Appraise four ethical issues arising from the use of Artificial Intelligence illustratively.	Appraises four ethical issues arising from the use of Artificial Intelligence	Appraises three to two ethical issues arising from the use of Artificial Intelligence	Appraises one or none of the ethical issues arising from the use of Artificial Intelligence

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Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
- Plagiarism, and reaching a correct or incorrect result without effort - Lack of Empathy-machines may not have the human aspect of empathy				

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

Strands	Sub strands	Suggested Assessment Methods	Suggested Learning Resources	Non-formal Learning Activities
1.0 The Old Testament	Writing the Holy Bible	- Oral or Aural Questions - Rubrics - Written Tests - Checklists - Anecdotal Records - Rating Scales	- Revised Standard Version Bible - CRE Course Books - Charts - Digital devices - Kenya Education Cloud	Compose songs and present them at clubs and societies.
	Methods of Studying the Holy Bible	- Questionnaires - Observation Schedule - Checklists - Journals - Project - Anecdotal Records - Authentic Tasks	- Revised Standard Version Bible - Reputable Bible Commentaries - Digital devices - Bible Encyclopaedia - Bible Concordance - Bible Dictionary	Utilize Bible study methods to study the scriptures at home, school or church.
	Principles of Good Stewardship	- Self-Assessments - Peer Assessments - Question(s) and Answers	- Revised Standard Version Bible - Reputable Bible Commentaries - Digital devices	Participate in Activities that nurture talents, gifts, and abilities.

Strands	Sub strands	Suggested Assessment Methods	Suggested Learning Resources	Non-formal Learning Activities
	Conquest and Settlement in Canaan	• Checklists • Journals • Anecdotal Records • Authentic Tasks • Question(s) and Answers • Rating Scales	• Revised Standard Version Bible • Approved CRE Course Books • Charts • Digital Devices • Kenya Education Cloud	Dramatize events that relate to Conquest and settlement in Canaan.
	Selected Judges	• Written Assignments • Oral Question(s) • Observation Schedules • Portfolio • Anecdotal Records • Authentic Tasks	• Revised Standard Version Bible • Digital Devices • Kenya Education Cloud • Hymn Books • Bible Maps	Dramatize the role of Judges and make a presentation in the Church.
2.0 The New Testament	Parable of the Good Samaritan	• Oral or Aural Questions • Rubrics • Written Tests • Checklists • Anecdotal Records	• Revised Standard Version Bible • Approved CRE Course Books • Charts • Digital Devices	Participate in acts of mercy in the community.

Strands	Sub strands	Suggested Assessment Methods	Suggested Learning Resources	Non-formal Learning Activities
	Teachings on Prayer	• Questionnaires • Observation Schedule • Checklists • Journals • Projects • Anecdotal Records • Authentic Tasks	• Revised Standard Version Bible • CRE Course Books • Charts • Digital Devices • Kenya Education Cloud • Prayer Books • Journals	Lead prayers during the school assembly or during other functions in the school.
	God's Power over Evil	• Oral or Aural Questions • Rubrics • Written Tests • Checklists	• Revised Standard Version Bible • Approved CRE Course Books • Charts • Digital Devices • Kenya Education Cloud	Dramatize the miracles of Jesus Christ during clubs or societies.
	Retrieving the Lost <i>The lost sheep, the lost coin, the Prodigal Son</i>	• Written Tests • Checklists • Anecdotal Records • Rating Scales	• Revised Standard Version Bible • Approved CRE Course Books • Charts	Evangelize to peers.
3.0 Church in Action	Development of Christianity	• Journals • Anecdotal Records • Portfolio	• Revised Standard Version Bible	Research on the development of Christianity in East

Strands	Sub strands	Suggested Assessment Methods	Suggested Learning Resources	Non-formal Learning Activities
		Rating scales	- Approved CRE Course Books - Charts - Digital Devices - The Kenya Education Cloud	Africa and write reports for class presentations.
	Growth of the Church in Kenya	- Checklists - Journals - Anecdotal Records - Authentic Tasks - Questions and Answers	- Revised Standard Version Bible - Digital Devices - Kenya Education Cloud - Hymn Books - Bible Maps	Interview Church leaders on the growth of the church in Kenya and make a presentation in class.
	Paul's First Epistle to Timothy	- Written Assignments - Oral Question(s) - Observation Schedules - Portfolio - Anecdotal Records	- Revised Standard Version Bible - Approved CRE Course Books - Hymn Books - Bible Maps - Video Clips	Create awareness among peers on false doctrines prevalent in society today and how to discern them.
4.0 Christian Living Today	Moral Issues Facing the Youth Today	- Questionnaires - Observation Schedules - Checklists	- Revised Standard Version Bible - CRE Course Books - Charts	Write sensitization messages on values and life skills needed to avoid

Strands	Sub strands	Suggested Assessment Methods	Suggested Learning Resources	Non-formal Learning Activities
		Journals	- News Newspaper Cuttings - Magazines	irresponsible sexual behaviour and teenage pregnancies.
	Christian Approaches to Leisure	- Self-assessment - Peer Assessments - Question(s) and Answers - Journals - Portfolio	- Revised Standard Version Bible - Approved CRE Course Books - Charts - Digital Devices - The Kenya Education Cloud	Engage in constructive leisure activities during free time and write a report for class presentation.
	Christian Approaches to Modern Science and Technology (Artificial Intelligence)	- Questionnaires - Observation Schedule - Checklists - Journals - Projects	- Revised Standard Version Bible - CRE Course Books - Charts - Digital Devices - Kenya Education Cloud	Utilize AI to research, generate ideas and ingenuities or do assignments.
	Wealth, Money, and Poverty	- Oral or Aural Questions - Rubrics - Written Tests - Checklists	- Revised Standard Version Bible - Approved CRE Course Books - Charts	Initiate an income-generating activity at school or home