



**MINISTRY OF EDUCATION**

**UPPER PRIMARY LEVEL DESIGNS**

**LEARNING AREA: CHRISTIAN RELIGIOUS  
EDUCATION (CRE)**

**GRADE 5**

**NOVEMBER 2019**



**KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT**

## **ESSENCE STATEMENT**

This learning area builds on the competencies introduced in Early Years Education. It enhances the learner's understanding and belief in God Almighty as the creator of the universe and salvation through Jesus Christ His Son. The learner is firmly grounded in the Christian faith by reading the Bible and practising its teachings through the guidance of the Holy Spirit. The life approach methods will be used to enable the learner to apply knowledge, skills, attitudes and values in real life experiences. More so, the learner will be able to deal with day to day challenges by making appropriate choices and decisions.

This is in line with constructivist theory which focuses on making links between learner's own experiences, needs, interests, questions and beliefs. CRE provides interactive, collaborative and problem-solving learning experiences. This learning area also endeavours to develop a God fearing, responsible, assertive, honest and obedient learner with abilities and skills for harmonious relationships by practising the teachings of Jesus Christ.

### **Subject General Learning Outcomes**

By the end of Upper Primary, the learner should be able to:

- a) demonstrate an awareness of God as the sole Creator and Heavenly Father
- b) appreciate the Bible as the Word of God and apply its teachings for responsible living
- c) apply the teachings of Jesus Christ in his/her interactions with others to form harmonious relationships
- d) acquire Christian moral values to make informed day to day choices
- e) recognize the Church as the people of God and effectively serve as a responsible member
- f) apply Christian values in the use of digital devices and social media platforms for his/her wellbeing and that of others

Strand	Sub strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
1.0 Creation	<b>1.1 My purpose</b> 1.1.1 Knowing Talents and abilities  <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: a) identify God’s purposes for him/her to live meaningfully b) narrate the parable of the talents for responsible use of his/her talents c) identify lessons and values which Christians can apply from the parable of talents in their day to day life d) appreciate his/her talents by participating in various activities for the benefit of self and others	<ul style="list-style-type: none"> <li>• Learners to brainstorm in small groups, God’s purpose for their lives and why it is important to live a purposeful life</li> <li>• Learners sing relevant songs in appreciation of God’s purpose for their lives</li> <li>• Learners to read Jeremiah 29:11 and explain the lessons from the text</li> <li>• Learners in pair read James 1:17 and share about their God given gifts and talents and their uses</li> <li>• Learners in turns read Matthew 25:14-30 on the parable of the talents and narrate how different talents were used</li> <li>• Learners to discuss in small groups the meaning of talents and abilities</li> <li>• Learners describe why they should enjoy participating in different activities at home or school and Church</li> <li>• Learners to watch a video clip on the parable of the talents and discuss lessons learnt</li> <li>• Learners to write on flash card why it is important to know their talents and share in class</li> </ul>	<ol style="list-style-type: none"> <li>1. What is God’s purpose for your life?</li> <li>2. Why is it important to know your talents and abilities?</li> <li>3. How do you use your talents and abilities?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to learn as they apply lessons learnt from the parable of talents</li> <li>• Digital literacy-as they utilize information to understand concepts</li> <li>• Self-efficacy as they identify their talents and abilities</li> <li>• Citizenship as they talk about their roles towards contributing to a happy family</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Self-awareness –as they learn identify their talents and abilities</li> <li>• Decision making, effective communication, conflict resolution</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Obedience –as they learn reasons that led to the fall of the first parents</li> <li>• Responsibility as they learn knowing their talents and abilities</li> </ul>	
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Social studies as they learn about families,</li> <li>• Language Activities as they discuss ways of promoting a happy family</li> <li>• Creative Arts: initiating income generating activities</li> </ul>			<b>Suggested Community Service-Learning activities:</b> <ul style="list-style-type: none"> <li>• With the help of parents/guardians learners are guided on how to utilize their talents appropriately at home, school and community</li> </ul>	

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
identify God's purposes for him/her to live meaningfully	Correctly identifies and explains God's purposes	Correctly identifies and God's purpose	identifies part of God's purposes	Has difficulty in identifying God's purposes
Narrate the parable of the talents for responsible use of his/her talents	Correctly narrates with examples the parable of the talents	Correctly narrates the parable of the talents	narrates without examples part of the parable of the talents	Has difficulties in narrating an idea from parable of the talents
identify lessons and values which Christians can apply from the parable of talents in their day to day to life	Correctly identifies with relevant examples lessons and values which Christians can apply from the parable of talents	Correctly identifies lessons and values which Christians can apply from the parable of talents	identifies some of the lessons and values which Christians can apply from the parable of talents	Has difficulty in identifying a lesson and a value which Christians can apply from the parable of talents
Identify his/her talents by participating in different activities	With relevant examples, correctly identifies talents by participating in different activities	Correctly identifies talents by participating in different activities	Identifies some of the talents by participating in different activities	With support identifies a talent by participating in an activity

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>Creation</b>	<b>1.2 Human Beings as co-workers with God</b> <i>3 lessons</i>	By the end of the sub strand the learner should be able to: a) identify responsibilities given to human beings by God b) demonstrate good stewardship of God's creation by taking care of the environment c) identify his/her roles at home, school and church for the benefit of self and others d) explain the causes of child labour by citing examples for awareness e) explain the effects of child labour for protection of self and others f) Appreciate his/her roles by sharing responsibilities with others	<ul style="list-style-type: none"> <li>• Learners to read Genesis 1:26 and Genesis 2:15 and list responsibilities given to human beings by God</li> <li>• Learners to read 1Peter 4:10 and report to class what they have learnt</li> <li>• Learners to list tasks they do at home, school and the community</li> <li>• Learners to brainstorm on various forms of child labour and the effects</li> <li>• Learners discuss on whom to report to if forced into child labour</li> <li>• Learners come up with different projects at school e.g. plant trees/ plant vegetables and nurture the projects until they get results/harvest</li> <li>• Learners in pairs discuss the meaning of child labour</li> <li>• Learners brain storm on the causes of child labour with examples of child labour</li> <li>• Watch a video clip on forms of child labour</li> <li>• Learners to list forms of child labour and explain how to discourage child labour</li> <li>• Learners to discuss the effects of child labour</li> <li>• Learners to come up with different work related , activities in the school, home and church, e.g. plant vegetables etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which responsibilities did God give to Human beings?</li> <li>2. Why were human beings given responsibilities?</li> <li>3. Why is child labour an abuse of the rights of a child?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: as they learn to good stewardship of God's creation by taking care of the environment</li> <li>• Citizenship: as they identify their roles at home, school and church for the benefit of self and others</li> <li>• Critical thinking and problem solving: as they identify causes of child labour and ways of eliminating the vice</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Responsibility: as they learn to take their responsibilities without coercion</li> <li>• Child Rights: as they protect their rights from violation</li> </ul>			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Honesty-as they appreciate to work for the community</li> <li>• Integrity –defending what is right</li> </ul>	

<b>Links to other Subject</b> Agriculture-as they enjoy participating in chores and child friendly activities	<b>Community Service Learning</b> Learners are assisted by local leaders to organize a campaign of say” No to child labour” as they advocate school going children to go to school
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**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
identify responsibilities given to human beings by God	Correctly identifies and explains responsibilities given to human beings	Correctly identifies responsibilities given to human beings	Identifies some of the responsibilities given to human beings	Has difficulty in identifying responsibilities given to human beings
Demonstrate good stewardship of God’s creation by taking care of the environment	With illustrations correctly demonstrates good stewardship of God’s creation by taking care of the environment	Correctly demonstrates good stewardship of God’s creation by taking care of the environment	demonstrates parts of the stewardship of God’s creation by taking care of the environment	With difficulty demonstrates an aspect of good stewardship of God’s creation by taking care of the environment
Explain the causes of child labour by citing examples of child labour for awareness	Explicitly identifies and explains the causes of child labour with examples of child labour	Correctly explains the causes of child labour by citing examples of child labour	Explains some of the causes of child labour by citing some examples of child labour	Hardly explains any cause of child labour by citing example of child labour
Explain the effects of child labour for protection of self and others	Explicitly explains with clear examples the effects of child labour	Explicitly explains the effects of child labour	Explains some of the effects of child labour	Hardly explains any of the effects of child labour
Appreciate his/her roles by sharing responsibilities with others	With illustrations demonstrates appreciation of his/her roles by sharing responsibilities with others	Demonstrates appreciates his/her roles by sharing responsibilities with others	Appreciates some of his/her roles by sharing responsibilities with others	Hardly appreciates his/her role sharing responsibilities with others

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p><b>1.3The Fall of Human Beings</b>(Adam and Eve)</p> <p><i>3 lessons</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify reasons for the fall of Human Beings to be responsible for his/her actions</p> <p>b) explain lessons learnt from the fall of the human beings to live in harmony</p> <p>c) appreciate lesson learnt from the fall of human beings by obeying school rules</p>	<ul style="list-style-type: none"> <li>• Learners brainstorm in groups about the importance of obeying schools rules</li> <li>• Learners read Genesis 3:1-13 and identify reasons for the fall of human beings according to the text</li> <li>• Learners explain why they should remain truthful all the time</li> <li>• Learners discuss lessons learnt from the fall of human beings (Adam and Eve)</li> <li>• Learners brainstorm the benefits of an being obedient person</li> </ul>	<ol style="list-style-type: none"> <li>1. What led to the fall of the human beings (Adam and Eve)?</li> <li>2. Why does God like obedient people?</li> </ol>
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination-as they discuss lessons learnt from the fall of human beings( Adam and Eve)</li> <li>• Critical thinking and problem solving-as they brainstorm the benefits of an being obedient person</li> </ul>				
<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>• Self-awareness –as they appreciate importance of obeying school rules or instructions</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility-as they brainstorm the benefits of an being obedient person</li> <li>• Integrity – as they discuss about lessons learnt from the</li> </ul>	

	fall of human beings and how they can sustain truthfulness
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Social studies as what brought disharmony among human beings</li> <li>• Language Activities as they brainstorm benefits of obedience</li> </ul>	<b>Suggested Community Service-Learning activities:</b> <ul style="list-style-type: none"> <li>• Learners to participate in various acts of charity as a sign of obedience</li> </ul>

### Assessment Rubric

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
identify reasons for the fall of Human Beings to be responsible for his/her actions	Explicitly identifies with examples reasons for the fall of Human Beings	Identifies clearly reasons for the fall of Human Beings	Identifies some of the reasons for the fall of Human Beings	With support can identify a reason for the fall of Human Beings
explain lessons learnt from the fall of the human beings to live in harmony	With relevant examples explains lessons learnt from the fall of the human beings	Correctly explains lessons learnt from the fall of the human beings	Explains some of the lessons learnt from the fall of the human beings	Has difficulty in explaining any of lessons learnt from the fall of the human beings



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 <b>The Family Unity</b> 3 lessons	By the end of the sub strand the learner should be able to: a) identify the importance of family unity for harmonious living b) explain challenges faced by families to develop empathy c) explain ways of contributing to a happy family for peaceful coexistence d) appreciate family unity by participating in different chores at home	<ul style="list-style-type: none"> <li>Learners to list factors that promote family unity and share with the class</li> <li>Learners in small groups to read Psalm 133:1-3</li> <li>earners discuss challenges they experience at home</li> <li>In pairs, learners to discuss ways in which they overcome the challenges</li> <li>Sing a song that is related to overcoming family challenges</li> </ul>	<ol style="list-style-type: none"> <li>Why is family unity important?</li> <li>What can lead to lack of unity in a family?</li> <li>How can family unity be maintained?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>Critical thinking and problem solving as they identify challenges faced by families and how to overcome them</li> <li>Self-efficacy as they identify their talents and abilities,</li> </ul> Citizenship as they talk about ways to make the family happy				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>Self-awareness –as they learn identify their talents and abilities</li> <li>Conflict resolution –as they discuss ways of contributing to a happy family</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>Responsibility-as they learn family unity is developed through being responsible</li> <li>Harmony- as they learn importance of family unit</li> </ul>	
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>Social studies as they learn about families,</li> <li>Language Activities as they discuss ways of promoting a happy family</li> <li>Creative Arts: initiating income generating activities</li> </ul>			<b>Suggested Community Service-Learning activities:</b> <ul style="list-style-type: none"> <li>Learners to participate in various activities/competitions (e.g. drawing, painting, singing, knitting, athletics, sports, acting)</li> </ul>	

### Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
identify the importance of family unity for harmonious living	Accurately identifies and explains the importance of family unity	Accurately identifies the importance of family unity	identifies part of the importance of family unity	With guidance can identify and explains the importance of family unity
Explain challenges faced by	With relevant examples ,	Correctly explains challenges	explains some of the	Hardy explains any challenge

families to develop empathy	correctly explains challenges faced by families	faced by families	challenges faced by families	faced by families
Explain ways of contributing a happy family for peaceful coexistence	Explicitly outlines and explains ways of contributing to a happy family	Correctly explains ways of contributing to a happy family	explains some of the ways of contributing to a happy family	Needs guidance to explain one way contributing to a happy family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>2.0 The Bible</b>	<b>2.1 The Bible as a guide</b>  <i>2 lessons</i>	By the end of the sub strand, the learner should be able; a) explain different uses of Bible as a guide for personal growth b) identify the benefits of using the Bible as a daily guide c) explain values acquired from using the Bible as a guide d) appreciate the Bible as a guide to promote harmoniously living with others	<ul style="list-style-type: none"> <li>Learners brainstorm various ways the Bible guides them in their lives</li> <li>Learners to write summary points how the Bible guides them</li> <li>Learners in turns read Joshua 1:8; 2 Timothy 3:16; Deuteronomy 6:4-8, in small groups</li> <li>Learners to discuss in small groups what they learnt from the three Bible texts</li> <li>Learners to write important messages about guidance from the Bible on flash cards Learners find out from their parents and guardians values acquired as a result of using the Bible as a guide and report</li> <li>Learners to sing relevant songs about the Bible as a guide</li> <li>Learners share how the Bible helps them to relate with others in class, at school, at home and neighbours</li> </ul>	<ol style="list-style-type: none"> <li>What is the meaning of the Bible as a guide?</li> <li>Why is the Bible referred to as a guide?</li> </ol>
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>Communication and collaboration as they discuss the benefits of the Bible as a guide</li> <li>Learning to learn as they identify different ways the Bible guides them</li> <li>Critical thinking-as they state values acquired from using the Bible as a guide daily</li> </ul>				
<b>Link to PCIs:</b>			<b>Link to Values:</b>	
<ul style="list-style-type: none"> <li>Decision making as they</li> </ul>			<ul style="list-style-type: none"> <li>Responsibility as they read the Bible daily,</li> </ul>	

<ul style="list-style-type: none"> <li>• Effective communication as they discuss the Bible texts,</li> <li>• Learner support programme as they learn to live together.</li> </ul>	<ul style="list-style-type: none"> <li>• Love as they apply Bible lessons in their relationship with each other</li> <li>• Responsibility-as they use the bible as a daily guide</li> </ul>
<b>Links to other Learning activity areas:</b> <ul style="list-style-type: none"> <li>• Creative Arts as they sing,</li> <li>• Language activities as they read the Bible,</li> <li>• Social studies as they discuss and learn to live together.</li> </ul>	<b>Suggested Community Service-Learning Activities:</b> With the guidance of parents/guardians learners to start a Bible study group in their community

### Assessment Rubric

Indicator	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Explain different uses of Bible as a guide for personal growth	Correctly explains with relevant different uses of Bible as a guide	Correctly explains different uses of the Bible as a guide	Explains some different use of the Bible as a guide	Needs support to explain the use of the Bible as a guide
Identify the benefits of using the Bible as a daily guide	Correctly identifies by specifying the benefits of using the Bible as a daily guide	Correctly identifies the benefits of using the Bible as a daily guide	Identifies some of the benefits of using the Bible as a daily guide	With difficulty identifies a benefit of using the Bible as a daily guide
Explain values acquired from using the Bible as a guide	Explicitly explains with illustrations the values acquired from using the Bible as a guide	Explicitly explains the values acquired from using the Bible as a guide	Able to explain some of the values acquired from using the Bible as a guide	Hardly explains any of the values acquired from using the Bible as a guide

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>The Bible</b>	<b>2.2 Bible stories:</b>  <b>2.2.1 Courage</b>  <i>3 lessons</i>	By the end of the sub strand, the learner should be able to; a) narrate the story of Peter and John at the Temple to understand the importance of courage b) explain reasons why Christian should stand firm in spiritual matters in day to day life c) outline good qualities learnt from the story of Peter and John at the temple d) recognise the importance of courage in making choices for personal development	<ul style="list-style-type: none"> <li>• Learners in small groups brainstorm on situations when they demonstrated courage</li> <li>• Learners in turns to read Acts 4:1-5, 7-13 and share lessons learnt from the story of Peter and John</li> <li>• Learners to watch a video clip on the story of Peter and John</li> <li>• Learners to compose a poem on courage Learners to sing a relevant song on courage</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the meaning of boldness?</li> <li>2. Why did Peter and John tell the leaders?</li> <li>3. What do like about Peter and John?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy as they watch a video,</li> <li>• Communication and collaboration as they discuss the story of Peter and John,</li> <li>• Learning to learn as they brainstorm,</li> <li>• Imagination and creativity as they compose a poem,</li> <li>• Self-efficacy as they display courage in their daily lives</li> </ul>				
<b>Link to PCIs;</b> <ul style="list-style-type: none"> <li>• Self-awareness as learners recognize their identity as Christians</li> <li>• Assertiveness as they stand firm in their faith</li> <li>• Effective communication as they express themselves in relation to their faith</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Courage as they emulate Peter and John</li> <li>• Social Justice as they defend what is right</li> </ul>	
<b>Links to other subject areas:</b> <ul style="list-style-type: none"> <li>• Social Studies as they defend what is right</li> </ul>			<b>Suggested Community Service-Learning Activities:</b> <ul style="list-style-type: none"> <li>• Learners to visit the elderly people or a children’s home in</li> </ul>	

<ul style="list-style-type: none"> <li>English/Kiswahili/Indigenous as they compose a poem,</li> <li>Music as they sing a song on courage</li> </ul>	their community and participate in their daily chores
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### Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Narrate the story of Peter and John at the Temple to understand the importance of courage	Clearly narrates the story of Peter and John at the Temple by citing relevant examples from the story	Correctly narrates the story of Peter and John at the Temple	Narrates part of the story of Peter and John at the Temple	Hardly narrates the story of Peter and John at the Temple
Explain reasons why Christian should stand firm in spiritual matters in day to day life	With examples appropriately explains reasons why Christian should stand firm in spiritual matters	Correctly explains reasons why Christian should stand firm in spiritual matters	Explains some of the reasons why Christian should stand firm in spiritual matters	With support can explain a reason why Christian should stand firm in spiritual matters
Outline good qualities learnt from the story of Peter and John at the temple	Explicitly outlines and explains good qualities learnt from the story of Peter and John at the temple	Correctly outlines good qualities learnt from the story of Peter and John at the temple	Outlines some of the good qualities learnt from the story of Peter and John at the temple	With guidance can outline a good quality learnt from the story of Peter and John at the temple

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>The Bible</b>	<b>2.2.2 Wisdom</b>  <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: a) explain the story of how King Solomon used wisdom to solve a dispute b) identify values that Christians can learn from the story of King Solomon for application in day to day life c) appreciate importance of using wisdom in his/her daily life	<ul style="list-style-type: none"> <li>• Learners discuss how they solve disputes in their class and why this is important</li> <li>• Learners to read In turns 1 Kings 3:16-28 and share how King Solomon used wisdom</li> <li>• Learners to watch a video clip on Solomon and the two women</li> <li>• Learners narrate situations/scenarios where they used wisdom to solve a problem</li> <li>• Learners to list lessons and values learnt from story of King Solomon</li> <li>• Learners read and explain Proverbs 1:7</li> </ul>	<ol style="list-style-type: none"> <li>1. How did Solomon portray wisdom?</li> <li>2. What do we learn from the story of Solomon?</li> <li>3. Why do we need wisdom in our lives?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration as they discuss,</li> <li>• Learning to learn as they read and apply Bible lessons,</li> <li>• Imagination and creativity as they role play,</li> </ul>				
<b>Link to PCIs</b> <ul style="list-style-type: none"> <li>• Self-awareness as they recognize their dependence on God,</li> <li>• Effective communication as they discuss</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Courage as they make moral decisions,</li> <li>• responsibility as they accept their actions,</li> <li>• social justice, in making right judgements</li> </ul>	
<b>Links to other Learning activity areas:</b> <ul style="list-style-type: none"> <li>• Language Activities as they read, sing and discuss</li> <li>• , Science and Technology as they use a digital device to watch a video</li> </ul>			<b>Suggested Community Service-Learning Activities:</b> <ul style="list-style-type: none"> <li>• Visit a church elder or a Christian senior citizen and listen to stories on wisdom and make notes.</li> </ul>	

**Assessment rubric**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Explain the story of how King Solomon used wisdom to solve a dispute	With examples explains the story of how King Solomon used wisdom to solve a dispute	Correctly explains the story of how King Solomon used wisdom to solve a dispute	Explains part of the story of how King Solomon used wisdom to solve a dispute	Hardly explains the story of how King Solomon used wisdom to solve a dispute
Identify values that Christians can learn from the story of King Solomon for application in day to day life	Accurately identifies relevant values that Christians can learn from the story of King Solomon for application	Accurately identifies values that Christians can learn from the story of King Solomon for application	Identifies some of the values that Christians can learn from the story of King Solomon for application	Hardly identifies any value that Christians can learn from the story of King Solomon for application

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
The Bible	<b>2.2.3 Respect for the elderly</b>  <i>2 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) narrate the story of Noah and his sons to develop a harmonious relationship with the elderly</li> <li>b) describe various ways of showing respect to the elderly for responsible living</li> <li>c) Appreciate respect for the elderly at home church and community</li> </ol>	<ul style="list-style-type: none"> <li>• Learners to read in turns Genesis 9:18-23 about Noah and his sons</li> <li>• In groups learners to discuss lessons learnt from the story</li> <li>• Learners to write the names of Noah’s sons on a paper or using a digital device</li> <li>• Learners list the benefits of respecting the elderly</li> <li>• Learners role play how to show respect to the elderly in public places</li> <li>• Learners to compose a poem about respect for the elderly in the society</li> <li>• Learners explains the importance of respecting the elderly and those in authority</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you learn about the story of Noah and his sons?</li> <li>2. What values can help you respect elderly people, parents, teachers and leaders?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Imagination and creativity as they compose a poem,</li> <li>• Self –efficacy as they make a decision to interact with the elderly</li> <li>• Critical thinking and problem solving as they solve problems in their lives</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Interpersonal relationships in making decisions to assist others,</li> <li>• Effective communication as learners to support others</li> <li>• Social cohesion as learners show respect to the elderly in their families</li> </ul>			<b>Links to Values:</b> <ul style="list-style-type: none"> <li>• Obedience as learners relate with their parents;</li> <li>• Respect as learners obey their parents , teachers and the elderly;</li> <li>• Empathy as they care for their parents</li> </ul>	
<b>Links to other Learning activity areas:</b> <ul style="list-style-type: none"> <li>• Language Activities as they compose a poem,</li> <li>• Science and Technology as they use a digital device to write names of the sons of Noah</li> </ul>			<b>Suggested Community Service-Learning Activities:</b> <ul style="list-style-type: none"> <li>• In the company of parents/guardians visit a home for the aged and help them with simple chores</li> </ul>	



### Assessment Rubric

Indicator	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Narrate the story of Noah and his sons to develop a harmonious relationship with elderly	Correctly narrates and explains the story of Noah and his sons	Correctly narrates the story of Noah and his sons	narrates part of the story of Noah and his sons	With support can narrate the a bit of story of Noah and his sons
Describe various ways of showing respect to the elderly for responsible living	Appropriately describes with examples various ways of showing respect to the elderly	Appropriately describes various ways of showing respect to the elderly	Describes some of the ways of showing respect to the elderly	With support can describe one way of showing respect to the elderly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Bible</b>	<b>2.2.4 God loves Humility</b>  <i>3 lessons</i>	By the end of the sub strand, the learner should be able to; a) explain the story of a hand writes on the wall for spiritual nourishment b) identify the skills and values demonstrated by Daniel as he explained the meaning of a hand writes on the wall c) describe with examples from the story the benefits of humility as Christians d) emulate Daniel's example by being faithful to God and truthful to one another	<ul style="list-style-type: none"> <li>• Learners brainstorm meaning of pride and why it is not good</li> <li>• Learners to share about some of the vessels used in their churches</li> <li>• Learners to read Daniel 5:1-13; 25-28 in turns and explain meaning of the writing on the wall</li> <li>• Learners to list the holy vessels mentioned in the story</li> <li>• learners to watch a video clip on the story and explain what they have learnt from the story</li> <li>• Learners to outline qualities portrayed by Daniel in the story</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did the writing appear on the wall?</li> <li>2. Why was the King punished?</li> <li>3. What was Daniel's interpretation of the writings on the wall?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners debate on the disadvantages of pride</li> <li>Learners to list ways in which they can show excellence in whatever they asked to do at home, school and church</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Learning to learn as they read the Holy Bible and apply it in their lives;</li> <li>Imagination and creativity as they draw the holy vessels in their churches;</li> <li>Self-efficacy as they decide to apply excellence in their lives; digital literacy as they watch the clip</li> </ul>				
<b>Link to PCIs:</b> decision making as they decide to use holy vessels in their churches properly; coping with emotions when God points out things that are experiencing leadership as they question and seek to correct wrong behaviour; wrong in our lives.			<b>Link to Values:</b> responsibility in using holy vessels well; respect to God and the Church; excellence in their day to day lives	
<b>Links to other Learning activity areas:</b> Language activities as they read, Creative Arts as they draw articles in their churches			<b>Suggested Community Service-Learning Activities:</b> Learners to visit the Sunday/Sabbath school teacher to be taught more about holy vessels and respect for the church and holy items	

### Assessment Rubric

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Explain the story of a hand writes on the wall for spiritual nourishment	Accurately identifies and explains story of a hand writes on the wall	Accurately explains story of a hand writes on the wall	Explains part of the story of a hand writes on the wall	Need guidance to explain the story of a hand writes on the wall
Identify the skills and values demonstrated by Daniel as he explained the meaning of a hand writes on the wall	Correctly uses examples to identify the skills and values demonstrated by Daniel	Correctly identifies the skills and values demonstrated by Daniel	Identifies some of the skills and values demonstrated by Daniel	With support can identify the skill and value demonstrated by Daniel
Describe with examples the benefits of humility for Christians from the story	With examples describes benefits of humility from the story of Daniel for Christians	Correctly describes benefits of humility from the story of Daniel for Christians	describes some of the benefits of humility from the story of Daniel for Christians	With support describes one of the benefit of humility from the story of Daniel for Christians

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Bible</b>	<b>2.2.5 Worship of True God</b>  <i>3 lessons</i>	By the end of the sub strand, the learner should be able to; a) narrate the contest at Mt. Carmel by Prophet Elijah b) distinguish between true God and false gods as outlined in the story c) Appreciate the role played by Elijah	<ul style="list-style-type: none"> <li>• Learners brainstorm reasons why people worship material things than God</li> <li>• Learners in turns to read 1 Kings 18:26-39 and narrate the contest at Mount Carmel by Prophet Elijah</li> <li>• Learners to watch a video clip on Elijah and Baal gods and explain what happened in the contest</li> <li>• Learners to outline the difference between the true God and false gods</li> <li>• Learners explain values learned from the Contest at Mount Carmel</li> <li>• Learners discuss why Elijah defended the worship of true God</li> <li>• Learners explain why it is good to stand for the truth</li> <li>• Learners brainstorm things Elijah would condemn in the modern Society</li> </ul>	<ol style="list-style-type: none"> <li>1. How did Elijah perform the Contest?</li> <li>2. How did Elijah demonstrate God's power during the contest at Mount Carmel?</li> <li>3. Why did Elijah condemn social injustice?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• learning to learn as they explore different cultic groups in the society and seek to resist them;</li> <li>• citizenship as they share ways in which they can demonstrate love for their nation;</li> <li>• self-efficacy as they put their trust in the true God without compromise</li> </ul>				
<b>Link to PCIs;</b> <ul style="list-style-type: none"> <li>• Assertiveness as they stand for the truth;</li> <li>• Decision making as they decide on how to deal with difficult and emotive situations,</li> <li>• Creative thinking as they explore ways of solving situations;</li> <li>• Conflict resolution and negotiation as they engage people with different opinions</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Love for God as the only true God;</li> <li>• Trust and faith in God to help in difficult situations;</li> <li>• Courage in resisting what is wrong and standing for what is right</li> </ul>	
<b>Links to other subjects:</b> <ul style="list-style-type: none"> <li>• Science and Technology as they use digital devices,</li> <li>• Social Studies as they talk about Mount Carmel</li> </ul>			<b>Suggested Community Service-Learning Activities;</b> <ul style="list-style-type: none"> <li>• In the company of parents/guardian learners to be given a talk on ungodly groups and the negative effects of joining such groups</li> </ul>	

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
narrate the contest at Mount Carmel by Prophet Elijah	Correctly narrates and explains the contest at Mount Carmel by Prophet Elijah	Correctly narrates the contest at Mount Carmel by Prophet Elijah	narrates part of the contest at Mount Carmel by Prophet Elijah	With guidance can narrate an aspect of the contest at Mount Carmel by Prophet Elijah
Distinguish between true God and false gods as outlined in the story of Prophet Elijah	Correctly distinguishes with examples between true God and false gods as outlined in the story of Prophet Elijah	Correctly distinguishes between true God and false gods as outlined in the story of Prophet Elijah	distinguishes part of the differences between true God and false gods as outlined in the story of Prophet Elijah	Hardly distinguishes between true God and false gods as outlined in the story of Prophet Elijah

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Bible</b>	<b>2.2.6 God's protection</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) narrate the story of how God used the Pharaoh's daughter to rescue and protect Moses b) identify values which Christians learn from Pharaoh's daughter to show compassion to others c) Appreciate the importance of helping those in need	<ul style="list-style-type: none"> <li>• Learners brainstorm why children should be taken care of</li> <li>• Learners read Exodus 2:1-10 in turns and narrate the story in the class</li> <li>• Learners watch a video clip on Moses being rescued by Pharaoh's daughter (Exodus 2:5-6) and mention what they have seen</li> <li>• Learners discuss the lessons learnt from the story and write the summary points</li> <li>• Learners state values they learn from Pharaoh's daughter</li> <li>• Learners discuss in groups why their parents and teachers expect them to observe safety</li> <li>• Learners sing a song relevant to the birth of Moses</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you learn from the story of Moses' birth?</li> <li>2. How did the king's daughter rescue Moses?</li> <li>3. What do you like about Pharaoh's daughter?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Imagination and creativity as learners brainstorm why children should be taken be protected</li> <li>• Digital literacy as they watch the video clip on Moses's rescue</li> <li>• Citizenship as they learn Pharaoh's daughter was an Egyptian but she rescued an Israelite</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Child care and protection and child rights as they discuss importance of taking care of children</li> <li>• Safety- as they discuss why parents and teachers are considered with their welfare</li> <li>• Decision Making –as they learn Pharaoh's daughter knew Moses was an Israelite but decided to rescue him</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Love – in protecting those we love;</li> <li>• Obedience to parents in taking care of our siblings;</li> <li>• Sympathy- as they learn to stand and support with those who are destitute like street children</li> </ul>	
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Music –as they sing a relevant song</li> <li>• Social Studies as they learn protection of a child rights</li> <li>• Home science- as they learn Pharaoh's daughter hired a care taker for Moses</li> </ul>			<b>Suggested Community Service Learning activities:</b> In the company of parents/guardians Learners to visit a children's home and spend time with them by playing together and sharing a small gift	

## Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Narrate the story of how God used the Pharaoh's daughter to rescue and protect Moses	Accurately and consistently narrate how God used pharaoh's to rescue and protect Moses	Consistently narrates how God used Pharaoh's daughter to rescue and protect Moses	Narrates part of how God used Pharaoh's daughter to rescue and protect Moses	Need much support to narrate how God used Pharaoh's daughter to rescue and protect Moses
Identify values which Christians learn from Pharaoh's daughter to show compassion to others	With relevant examples identifies values which Christians learn from Pharaoh's daughter	Correctly identifies values which Christians learn from Pharaoh's daughter	Identifies some of the values which Christians learn from Pharaoh's daughter	Has difficulty in identifying values which Christians learn from Pharaoh's daughter

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Bible</b>	<b>2.2.7 Service to God</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) narrate the story of the call of Moses to understand God's plan b) outline lessons learnt about God from the call of Moses to live meaningfully c) explain how leaders should obey God's instructions in society d) appreciate the importance of obeying God's instructions	<ul style="list-style-type: none"> <li>Learners brainstorm why participate in different roles in their Churches as a way of obeying God</li> <li>Learners in groups read Exodus 3:1-10 and narrate the story</li> <li>Learners watch a video clip on the call of Moses and role play</li> <li>Learners discuss lessons learnt about God from the call of Moses</li> <li>Learners to discuss with parents/guardians how leaders should obey God's instructions in society</li> <li>Learners point out values demonstrated by Moses and summarise on chart</li> </ul>	<ol style="list-style-type: none"> <li>Why did God call Moses?</li> <li>Why did Moses obey God?</li> </ol>
<b>Core Competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Communication and collaboration – as they brainstorm why participate in different roles in their Churches</li> <li>Imagination and creativity – as they discuss lessons learnt about God from the call of Moses</li> </ul>				

<ul style="list-style-type: none"> <li>Self –efficacy- as they learn leaders should obey God’s instructions in society</li> </ul>	
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>Decision making –as they learn to obey instructions and school rules</li> <li>ESD; Animal welfare education - Moses was taking care of his father in law’s sheep</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>Obedience-as they learn to obey rules and instructions</li> <li>Responsibility-as they learn that Moses was taking care of the flock</li> </ul>
<b>Links to other learning activity areas:</b> Agriculture- as they learn Moses was taking care of the flock	<b>Suggested Community Service-Learning activities:</b> <ul style="list-style-type: none"> <li>Learners report on the discussions with parents/guardians on how leaders obey God’s instructions in the society</li> </ul>

### Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Narrate the story of the call of Moses	Narrates with clear illustrations the story of the call of Moses	Narrates the story of the call of Moses	Narrates part of the story of the call of Moses	Hardly narrates the story of the call of Moses
Outline lessons learnt about God from the call of Moses	Outlines with explicit examples the lessons learnt about God from the call of Moses	Correctly outlines lessons learnt about God from the call of Moses	Outlines some of the lessons learnt about God from the call of Moses	With support outlines a lesson learnt about God from the call of Moses
Explain why leaders should obey God’s instructions in society	Appropriately identifies and explains why leaders should obey God’s instructions	Appropriately explains why leaders should obey God’s instructions	Explains some of the ways leaders should obey God’s instructions	With guidance one way a leader should obey God’s instructions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	<p data-bbox="383 708 622 799"><b>3.1 Preparation for the coming of Jesus</b></p> <p data-bbox="383 842 562 906"><b>3.1.1 John the Baptist)</b></p> <p data-bbox="383 943 501 970"><i>3 lessons</i></p>	<p data-bbox="647 708 1003 772">By the end of the sub-strand the learner should be able to;</p> <p data-bbox="669 778 1014 906">a) explain the teachings of John the Baptist in preparation for the coming the Messiah</p> <p data-bbox="669 912 1014 1040">b) identify the values taught by John the Baptist and apply them for harmonious living</p> <p data-bbox="669 1046 1014 1174">c) appreciate the lessons learnt from the teachings of John the Baptist to Christians</p>	<ul data-bbox="1048 708 1841 1193" style="list-style-type: none"> <li>• Learners brainstorm meaning and causes of social injustices in society today</li> <li>• learners to read Luke 3: 3 and explain the teachings from the text</li> <li>• Learners discuss what John the Baptist discouraged people from doing and what happens in their community</li> <li>• Learners share on the meaning of justice and baptism of repentance</li> <li>• Learners in turns read Luke 3:9-14 and list instructions given to the crowds by John the Baptist</li> <li>• Learners to list the values they have learnt from the teachings of John the Baptist</li> <li>• Learners to say how they practice the values mentioned in the bible text</li> </ul>	<ol data-bbox="1863 708 2145 906" style="list-style-type: none"> <li>1. What did John the Baptist tell the crowd?</li> <li>2. What values should guide you as a Christian?</li> </ol>
<p data-bbox="188 1235 636 1262"><b>Core Competences to be developed:</b></p> <ul data-bbox="282 1268 1912 1367" style="list-style-type: none"> <li>• Critical thinking and problem solving –as they brainstorm meaning and causes of social injustices in society today</li> <li>• Communication and collaboration-as they list instructions given to the crowds by John the Baptist</li> <li>• Creativity and imagination-as they discuss what John the Baptist discouraged people from doing and what happens in their community</li> </ul>				



<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship</b> -social cohesion as they learn the need to do justice in their interactions with one another</li> <li>• <b>Service learning and parental engagement</b>-as they learn about God’s coming judgment</li> </ul>	<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Love</b> as they learn that no matter what, you have someone to count on</li> <li>• <b>Respect</b> – as they learn importance of having positive regard towards self and others without prejudice</li> <li>• <b>Social justice</b> –as they learn how to promote fairness and justice among members of the school community</li> </ul>
<p><b>Link to other Subjects Learning areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Social Studies</b>- as they the importance of a just society where people repent their sins</li> </ul>	<p><b>Suggested Community Service Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Participation in activities that promote togetherness like Hunger Walk</li> </ul>

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Explain the teachings of John the Baptist in preparation for coming of the Messiah	Correctly with relevant examples, explains the teachings of John the Baptist	Correctly explains the teachings of John the Baptist	Explains some of the teachings of John the Baptist	With assistance, can explain one of the teachings of John the Baptist
Identify the values taught by John the Baptist and apply them for harmonious living	Accurately outlines and identifies the values taught by John the Baptist	Accurately identifies the values taught by John the Baptist	Identifies some of the values taught by John the Baptist	With assistance can identify one of the values taught by John the Baptist

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Life of Jesus</b>	<b>3.1.2 The Baptism of Jesus</b> <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; <ul style="list-style-type: none"> <li>a) outline the events that took place at the baptism of Jesus Christ</li> <li>b) state the importance of Baptism in the life of a Christian</li> <li>c) emulate Jesus Christ by exercising humility in his/her relationship with others</li> </ul>	<ul style="list-style-type: none"> <li>• Learners in pairs to state the meaning of baptism and report to the class</li> <li>• Learners to share their own experiences of baptism</li> <li>• Learners in pairs read the story of the baptism of Jesus. Luke 3:21-22</li> <li>• In small groups learners to identify the key events that took place during the baptism of Jesus</li> <li>• Learners to role play the baptism of Jesus</li> <li>• Learners to draw a picture on the baptism of Jesus and pin it on the notice board</li> <li>• Learners in small groups to discuss the importance of baptism in the life of a Christian</li> </ul>	<ol style="list-style-type: none"> <li>1. What is baptism?</li> <li>2. Why was Jesus baptized?</li> <li>3. What is the importance of baptism in the life of a Christian?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration through group discussions,</li> <li>• Imagination and creativity as they draw the picture on baptism of Jesus</li> <li>• Critical thinking and problem solving as they analyse the teachings of John the Baptist</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Social cohesion – as they work in groups</li> <li>• Learning to live together – as they learn baptism is accepting Jesus Christ</li> </ul> Example.			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Unity -as they learn to work together</li> <li>• Social Justice-as they to discourage what is socially unacceptable</li> </ul>	
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Social studies on the value of sharing</li> <li>• Language Activities through reading the Bible</li> </ul>			<b>Suggested Community Service Learning Activities:</b> <ul style="list-style-type: none"> <li>• Learners with the guidance of parents/guardians participate in church activities such as cleaning ,child friendly rubbish picking</li> </ul>	

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Outline the events that took place during the baptism of Jesus as an important Christian practice	Correctly outlines and explains the events that took place during the baptism of Jesus	Correctly outlines the events that took place during the baptism of Jesus	Outlines some of the events that took place during the baptism of Jesus	With support outlines an event that took place during the baptism of Jesus
State the importance of Baptism in the life of a Christian	Accurately states the importance and relevance of Baptism	Accurately states the importance of Baptism	States part of the importance of Baptism	With support states any of the importance of Baptism

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Life of Jesus</b>	<b>3.1.3 God's power over nature</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) narrate the miracle of calming the storm to understand the power of God over nature b) discuss lessons learnt from the miracle of Calming the storm for spiritual growth c) explain ways through which Christians strive to overcome challenges d) Appreciate God's power over nature by seeking him during challenges	<ul style="list-style-type: none"> <li>• Learners to brainstorm on life threatening situations people face in life</li> <li>• Learners to watch a video clip on Jesus calming the storm and explain what happened</li> <li>• Learners to discuss how Jesus proved the power of God over nature</li> <li>• Learners to read and narrate the miracle. Mark 4:35-39</li> <li>• Learners to discuss lessons learnt from the miracle</li> <li>• Sing a song about Jesus calming the storm</li> <li>• Write a poem on God's power over nature</li> </ul>	<ol style="list-style-type: none"> <li>1. How did Jesus calm the storm?</li> <li>2. Why did Jesus calm the storm?</li> <li>3. What do you do when faced with difficult situations?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Imagination and creativity as they compose poems and sing,</li> <li>• Self-efficacy as they share instances when they sought God's help,</li> <li>• Critical thinking and problem solving as they find solutions to daily challenges</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Life skills-as they realise they have challenges in life,</li> <li>• Problem solving as they find solutions to challenges in their daily life,</li> <li>• social cohesion is realised as learners work together to solve problems,</li> </ul>			<b>Link to Values,</b> <ul style="list-style-type: none"> <li>• Faith, as they importance of dependence on God;</li> <li>• Responsibility,-as they find solutions to life's challenges;</li> </ul>	
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Language Activities as they compose poems</li> <li>• Music –as they sing songs ,</li> <li>• Social Studies as they identify the Sea of Galilee on a map</li> </ul>			<b>Suggested Community Service-Learning activities:</b> <ul style="list-style-type: none"> <li>• Learners interact with their parents/guardians and find out ways of overcoming various challenges in their lives</li> </ul>	

### Assessment Rubrics

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Narrate the miracle of calming the storm to understand the power of God over nature	Accurately narrates with illustration the miracle of calming the storm	Correctly narrates the miracle of calming the storm	Narrates part of the miracle of calming the storm	Hardly narrates the miracle of calming the storm
Discuss lessons learnt from the miracle of Calming the storm for spiritual growth	Accurately discusses with examples the lessons learnt from the miracle of Calming the storm	Accurately discusses lessons learnt from the miracle of Calming the storm	Discusses some of the lessons learnt from the miracle of Calming the storm	Hardly discusses any lesson learnt from the miracle of Calming the storm
Explain ways through which Christians strive to overcome challenges	Explains with appropriate examples ways through which Christians strive to overcome challenges	Correctly explains ways through which Christians strive to overcome challenges	Explain some of the ways through which Christians strive to overcome challenges	With guidance can explain one way through which Christians strive to overcome challenges

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
The Life of Jesus	<b>3.1.4 Compassion for the Needy</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) describe the story of the feeding of four thousand men as a sign of compassion by Jesus b) explain ways through which Christians show compassion for the needy in the community c) appreciate the importance of supporting the needy for responsible living	<ul style="list-style-type: none"> <li>• Learners brainstorm reasons Christians and leaders pull resources to support those who are affected by disasters</li> <li>• Learners in groups read Matthew 15: 32-38 and retell the story in class</li> <li>• Learners to watch a video clip on the feeding of the four thousand men</li> <li>• learners in groups discuss the lessons learnt from the miracle of feeding four thousand men</li> <li>• Learners to role play the feeding of the four thousand men</li> <li>• Learners in small groups to discuss why showing kindness to others is important to Christians</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did Jesus feed the four thousand men?</li> <li>2. How did Jesus Christ show compassion to others?</li> <li>3. Why should you help those in need?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration through discussion,</li> <li>• Learning to learn as discuss how to show kindness,</li> <li>• Critical thinking and problem solving as they discuss ways of showing kindness</li> </ul>				
<b>Link to PCIs: Life skills;</b> <ul style="list-style-type: none"> <li>• Problem solving; as they help those in need decision making as they find solutions to life's challenges</li> <li>• Effective communication, as they work together in groups;</li> <li>• Empathy; as they show compassion to those who are hungry and thirsty</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Kindness as they respond to the needs of others faith; as they demonstrate dependence on God;</li> <li>• Love; as they show compassion to those in need,;</li> <li>• Responsibility; as they take charge of challenging situations and find solutions;</li> <li>• Compassion; as they feel sorry for those in need and help them sharing as</li> </ul>	

	they give what they have to the needy
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Home Science; feeding of the five thousand people</li> <li>• Language Activities in teaching new vocabulary and reading,</li> <li>• Mathematical Activities as they count the Five thousand people</li> </ul>	<b>Suggested Community Service Learning activities:</b> <ul style="list-style-type: none"> <li>• With the help of a parent/guardian organise a day to clean their environment</li> </ul>

### Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describe the story of the feeding of four men as a sign of compassion by Jesus	Correctly describes with explanation the story of the feeding of four men	Correctly describes the story of the feeding of four men	Able to describe part of the story of the feeding of four men	Hardly describes the story of the feeding of four men
Explain ways through Christians show compassion for the needy in the community	Correctly identifies and explains ways through Christians show compassion for the needy	Correctly explains ways through Christians show compassion for the needy	Explains some of the ways through Christians show compassion for the needy	With support can explain one way through Christians show compassion

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Life of Jesus</b>	<b>3.1.5 Power of Jesus over Life</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) describe the healing of the paralysed man to understand the power faith in Jesus b) explain lessons Christians learn from the healing of the paralyzed man c) appreciate the great work of Jesus for healing the paralytic man	<ul style="list-style-type: none"> <li>• Learners discuss different ways people solve their problems whenever they are sick</li> <li>• Learners in pairs read the story in Mark 2:1-5 and describe what they have learnt from the Bible text</li> <li>• Learners to watch a video clip on Jesus healing the paralytic man</li> <li>• Learners in small groups to discuss lessons learnt about the people who brought the paralytic man</li> <li>• Learners to compose a thanksgiving prayer for healing of the sick</li> </ul>	<ol style="list-style-type: none"> <li>1. What did Jesus do to the paralyzed man?</li> <li>2. Why was the paralyzed man brought to Jesus?</li> <li>3. What lesson do you learn from the healing of the paralyzed man?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration as they discuss, digital literacy as they watch a video clip,</li> <li>• Creativity and problem solving as they find solutions to life's challenges</li> </ul>				
<b>Link to PCIs: Life skills;</b> <ul style="list-style-type: none"> <li>• Coping with emotions as they deal with conflicts in their lives,;</li> <li>• Health: Non-communicable diseases as they become aware of the effects of Polio</li> <li>• Human rights and responsibilities as they become aware of the need for wellbeing of people with disabilities</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Kindness as learners become friendly to classmates with disabilities,</li> <li>• Compassion; as they show concern to the needy in their community</li> <li>• Faith as they demonstrate dependence on God</li> <li>• Empathy as they show love to the suffering in their families, school and church.</li> </ul>	
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Home Science- types of diseases,</li> <li>• language Activities in learning new vocabulary and as they read the Holy Bible,</li> </ul>			<b>Suggested Community Service Learning activities:</b> <ul style="list-style-type: none"> <li>• In the company of parents/guardians learners to do acts of kindness e.g. visiting the sick, praying with them and helping them with various chores</li> </ul>	



**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Describe the healing of the paralysed man to understand the power faith in Jesus	Correctly describes with examples from the story the healing of the paralysed man	Correctly describes the healing of the paralysed man	Describes part of the story of healing of the paralysed man	Hardly describes the healing of the paralysed man
Explain lessons Christians learn from the healing of the paralyzed man	With ease discusses and gives examples of lessons Christians learn from the healing of the paralyzed man	Correctly discusses lessons Christians learn from the healing of the paralyzed man	Discusses some of the lessons Christians learn from the healing of the paralyzed man	Rarely discusses a lesson Christians learn from the healing of the paralyzed man

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Life of Jesus	<b>3.2 Teachings of Jesus Christ</b> <b>3.2 .1 Recovery of the lost human beings</b>  <i>3 lessons</i>	By the end of the sub strand the learner should be able to: a) narrate the parable of the lost sheep to give gratitude to God b) explain lessons which Christians can learn from the parable of the lost sheep c) Appreciate Jesus' love for the lost sinners by showing concern for others	<ul style="list-style-type: none"> <li>Learners brainstorm ways through which Christians get followers</li> <li>Learners in pairs to read Luke 15:1-7 and narrate the teachings of the parable</li> <li>Learners to role play the parable of the lost sheep</li> <li>Learners to discuss in small groups the meaning of the parable and relate it to their life experiences</li> <li>Learners dramatize with others the parable of the lost sheep</li> <li>Learners in small groups to discuss lessons learnt from the parable</li> <li>Learners to sing a song on the love of God for those lost in sin</li> </ul>	<ol style="list-style-type: none"> <li>Who is the lost sheep in the parable?</li> <li>What was the shepherd's reaction to the lost sheep?</li> <li>Why should Christians search for a lost sheep?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration as they discuss,</li> <li>Imagination and creativity as they compose a poem, self-efficacy as they describe the story,</li> <li>learning to learn as they discuss the meaning of the parable,</li> </ul>				
<b>PCIs:</b> <ul style="list-style-type: none"> <li>Life skills-as they recognise Jesus' love for the lost;</li> <li>Self-awareness as they recognize their own sinfulness,</li> <li>Decision making as they opt to do the right thing,</li> </ul>			<b>Values:</b> <ul style="list-style-type: none"> <li>Love as they show compassion to the suffering,;</li> <li>Responsibility as they help others to seek God;</li> <li>Social justice as they demonstrate love to the suffering.</li> </ul>	
<b>Links to other Learning areas:</b> <ul style="list-style-type: none"> <li>Language Activities as they read and recite Bible verses,</li> <li>Creative Arts as they compose a poem and sing a song,</li> </ul>			<b>Suggested Community Service Learning Activities:</b> <ul style="list-style-type: none"> <li>In the company of parents/guardians share the word of God in their community.</li> </ul>	

### Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Narrate the parables of the lost	Excellently and accurately	Accurately narrates the	Narrates part of the parable of	Hardly narrates the parables of

sheep and relate it to his/her life	narrates the parable of the lost sheep and relates it to his/her life	parable of the lost sheep and relates it to his/her life	the lost sheep and relates it to his/her life	the lost sheep and relates it to his/her life
explain lessons which Christians can learn from the parable of the lost sheep	With application to Christian practices explains lessons learnt from the parable of the lost sheep	Correctly explains lessons which Christians can learn from the parable of the lost sheep	Explains some of the lessons which Christians can learn from the parable of the lost sheep	With support explains a lesson from the parable of the lost sheep

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>Life of Jesus</b>	<b>3.2.2 Responsible Living</b> (Teachings from the Sermon on the Mountain)  <i>3 lessons</i>	By the end of the strand the learner should be able to: a) outline the virtues Jesus taught in the Sermon on the Mountain for application in day to day life b) explain the benefits of observing the moral teachings of Jesus for own self and others c) recognize the importance of living in harmony with others for peaceful co-existence	<ul style="list-style-type: none"> <li>Learners share how they should relate with their peers during interclass competitions</li> <li>List the values that can enhance good interpersonal relations during interclass competitions</li> <li>Learners brainstorm the benefits of observing the virtues as taught by Jesus</li> <li>Learners to list the virtues in Matthew 5:7-9 and their meaning to human beings</li> <li>Learners in pairs to discuss the meanings of virtues and report to the class</li> <li>Learners in small groups to discuss how they demonstrate the virtues in their relationship with others</li> <li>Learners in pairs to brainstorm the benefits of observing the virtues and share with the class</li> <li>In pairs learners to share incidences when they demonstrated the virtues mentioned in the Bible verses provided</li> </ul>	<ol style="list-style-type: none"> <li>What virtues did Jesus teach in the Sermon on the Mount?</li> <li>How should a Christian relate with others?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration as they discuss,</li> <li>Self-efficacy as they share incidences when they demonstrated different virtues (mercy, purity of heart, peace),</li> </ul>				

<ul style="list-style-type: none"> <li>• Citizenship as they learn being merciful to people of other tribes and races</li> </ul>	
<b>PCIs:</b> <ul style="list-style-type: none"> <li>• Decision making, effective communication, Citizenship;</li> <li>• Social cohesion, human rights and responsibilities as they treat others with justice;</li> </ul>	<b>Values:</b> <ul style="list-style-type: none"> <li>• Peace as they learn to live in harmony,</li> <li>• Kindness as they show mercy to others ,</li> <li>• Social cohesion as they promote peace.</li> </ul>
<b>Links to other Learning areas:</b> <ul style="list-style-type: none"> <li>• Social Studies as they learn about peace,</li> <li>• English Language activities as they read and discuss,</li> </ul>	<b>Suggested Community Service Learning Activities:</b> <ul style="list-style-type: none"> <li>• With the help of guardians/parents learners to make flash cards with a message of peace and display it on public notice boards</li> </ul>

### Assessment Rubric

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Can outline the virtues taught by Jesus in the sermon on the Mountain	Correctly outlines and explains the virtues taught by Jesus in the sermon on the Mountain	Correctly outlines the virtues taught by Jesus in the sermon on the Mountain	Correctly outlines some of the virtues taught by Jesus in the sermon on the Mountain	With guidance outlines a virtue taught by Jesus in the sermon on the Mountain
Explain the benefits of observing the moral teachings of Jesus for own self and others	Correctly identifies and explains the benefits of observing the moral teachings of Jesus	Correctly explains the benefits of observing the moral teachings of Jesus	Explains some of the benefits of observing the moral teachings of Jesus	With assistance explains one benefit of observing the moral teachings of Jesus

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Life of Jesus	<b>3.2.3Empowering the needy</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) narrate the story of the rich young man for moral application</li> <li>b) outline the relevance of the teachings of Jesus in the story of the rich young man and the society</li> <li>c) explain how Christians apply the teachings in the story to empower others in the community</li> <li>d) appreciate the importance respecting spiritual and material resources</li> </ol>	<ul style="list-style-type: none"> <li>• Learners in pairs discuss why people in their community work together in supporting the needy</li> <li>• Learners explain activities carried out by their leaders to empower the poor.</li> <li>• Learners in pairs read Matthew 19:16-22 and explain lessons learnt</li> <li>• learners in groups to identify temptations that can keep them away from God</li> <li>• learners to brainstorm the meaning of eternal life and report to the class</li> <li>• Learners to role play the story of the rich young man</li> <li>• Learners to discuss in pairs how they share what they have with the less fortunate and report to the class</li> <li>• Learners to compose a poem on eternal life using digital devices</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did Jesus teach in the story?</li> <li>2. Why did the rich young man find it difficult to share with others?</li> <li>3. Which projects are carried out in the community to support the needy?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration as they discuss the how people work together in the community,</li> <li>• Imagination and creativity as they role play, sing and compose poem,</li> <li>• Critical thinking and problem solving as they examine and explain the commandments,</li> </ul>				

<p><b>PCIs:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking, as they discuss the meaning of eternal life;</li> <li>• Interpersonal relationship-as they learn treating each other equally</li> <li>• Financial Literacy- as they learn Jesus emphasized sharing of resources with the poor</li> </ul>	<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity as they observe the commandments;, responsibility,</li> <li>• Love as they show concern for others,</li> <li>• Social justice as they share what they have with the needy,</li> </ul>
<p><b>Links to other Learning areas:</b></p> <ul style="list-style-type: none"> <li>• Language activities as they read, Creative Arts as they compose a poem and sing,</li> <li>• Social Studies as they share,</li> <li>• Mathematical activities as they count the Commandments,</li> </ul>	<p><b>Suggested Community Service Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• In the company of parents/guardians, learners to visit an orphanage and give clothes or other items them</li> </ul>

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Narrate the story of the rich young man for moral application	Correctly narrates and explains clearly the story of the rich young man	Correctly narrates the story of the rich young man	Narrates part of the story of the rich young man	With support narrates an incidence in the story of the rich young man
Outline the relevance of the teachings of Jesus in the story of the rich young man and the society	Correctly outlines and relates the relevance of teachings of Jesus to the rich young man and the society	Correctly outlines the relevance teachings of Jesus to the rich young man and the society	Correctly outlines part of the relevance of the teachings of Jesus to the rich young man and the society	Hardly outlines the relevance of the teachings of Jesus to the rich young man and the society
Explain how Christians apply the teachings in the story to empower others in the community	Accurately use examples to explain how Christians apply the teachings in the story to empower others	Accurately explains how Christians apply the teachings in the story to empower others	Explains some of the ways Christians apply the teachings in the story to empower others	Hardly explains how Christians apply the teachings in the story to empower others

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Life of Jesus</b>	<b>3.2.4 Persistence in prayer</b>  <i>3 Lessons</i>	By the end of the Sub strand, the learner should be able to: a) narrate the story of a friend at midnight to understand the importance of persistence b) explain the value of friendship using lessons from the story of a friend at midnight c) Appreciate the importance of prayer for good personal relationship with God	<ul style="list-style-type: none"> <li>• Learners brainstorm why it good to choose friends wisely</li> <li>• Learners discuss what is the meaning of a mid-night friend</li> <li>• Learners to watch a video clip the story on a friend at midnight</li> <li>• Learners to read in turns Luke 11:5-13</li> <li>• Learners to outline lessons learnt from the story and dramatize the story of a friend at midnight.</li> <li>• Learners to role play the story of a friend at midnight</li> <li>• Learners to discuss in groups the importance of prayer</li> <li>• Learners to sing a relevant song, on the story</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did the friend visit at midnight?</li> <li>2. What are the qualities of a good friend?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration as they discuss in groups,</li> <li>• Imagination and creativity as they role play,</li> <li>• Digital literacy as they watch a video on a friend at midnight, learning to learn as they discuss persistence in prayer</li> </ul>				
<b>Link to PCIs</b> <ul style="list-style-type: none"> <li>• Effective communication- as they learn to express their needs</li> <li>• Decision making –as they learn the friend wanted to know more about the Kingdom of God</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Trust, as they learn to depend on God through prayer Humility as they develop the right attitude to prayer,</li> <li>• Responsibility; as they show concern for the needy,</li> </ul>	

<p><b>Link to other learning activity areas:</b></p> <ul style="list-style-type: none"> <li>• Language Activities as they read,</li> <li>• Science and Technology as they watch a video,</li> <li>• Social Studies on sharing and interpersonal relationship</li> </ul>	<p><b>Suggested Community Service Learning activities:</b></p> <ul style="list-style-type: none"> <li>• Participate in prayers at home and Church and learn how their parents speak to God</li> </ul>
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**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Narrate the story of a friend at midnight to understand the importance of persistence	Clearly narrates with illustrations from the story of a friend at midnight	Correctly narrates the story of a friend at midnight	Narrates part of the story of a friend at midnight	Hardly narrates the story of a friend at midnight
Explain the value of friendship using lessons from the story of a friend at midnight	Correctly identifies and explain the value of friendship using lessons from the story of a friend at midnight	Correctly explains the value of friendship using lessons from the story of a friend at midnight	Explains aspects of the value of friendship using lessons from the story of a friend at midnight	Hardly explains the value of friendship using lessons from the story of a friend at midnight



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>4.0 The Church</b>	<b>4.1 The Early Church</b> <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) Identify different ways of definitions for unity of believers in the early church b) outline activities which promoted unity among early believers in the early church c) Explain strategies used by Christians to promote unity among Christians for responsible living d) appreciate the importance of unity of believers in our society today	<ul style="list-style-type: none"> <li>• Learners in groups discuss why unity is important at school, at home and in church</li> <li>• Learners, in pairs, describe various definitions of the term ‘Church’.</li> <li>• Learners in pairs read Acts 2: 42-47 and list activities that brought unity in the early church</li> <li>• Learners in pairs, outline acts of charity/mercy and solidarity done by churches today</li> <li>• Learners to watch a video clip on people helping the needy</li> <li>• Learners brainstorm on strategies used by Christians to promote unity</li> <li>• Learners together organize a charitable activity to contribute towards an orphaned children home</li> <li>• Learners brainstorm on ways of maintaining unity among different communities</li> </ul>	<ol style="list-style-type: none"> <li>1. What brought unity among the early believers?</li> <li>2. What is the importance of unity among Christians?</li> <li>3. How is the church involved in charity work today?</li> </ol>
<b>Core Competences to be developed:</b>				

<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> as they discuss why unity is important at school, at home and in church</li> <li>• <b>Creativity and imagination-</b> as they describe various definitions of the term ‘Church’.</li> <li>• <b>Critical thinking and problem solving</b> – as they explain strategies used by Christians to promote unity among Christians for responsible living</li> </ul>	
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Decision making- as they organize a charitable activity to contribute towards an orphaned children home</li> <li>• Citizenship-as they learn Christians support education, health and socio-economic developments</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Responsibility-as they serve God through charity work</li> <li>• Social justice-as they avoid vices that destroy peaceful co-existence</li> </ul>
<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Social Studies as they learn how to participate in common charitable activity responsible,</li> <li>• Language Activities as they read the Holy Bible,</li> </ul>	<b>Suggested Community Service-Learning activities:</b> <ul style="list-style-type: none"> <li>• Learners to organize a charity walk to support the needy</li> </ul>

### Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identify different definitions for unity of believers in the early church	Correctly identifies with examples different definitions for unity of believers in the early church	Correctly identifies different definitions for unity of believers in the early church	Identifies some of the different definitions for unity of believers in the early church	Hardly identifies a definition of unity of believers in the early church
Outline activities which promoted unity of believers in the early church	With appropriate examples outlines activities which promoted unity of believers in the early church	Correctly outline activities which promoted unity of believers in the early church	Outlines some of the activities which promoted unity of believers in the early church	With assistance outlines an activity which promoted unity of believers in the early church
Explain strategies used by Christians to promote unity among Christians for responsible living	Clearly illustrates and explains strategies used by Christians to promote unity among Christians	Correctly explains strategies used by Christians to promote unity among Christians	Explains some of the strategies used by Christians to promote unity among Christians	With guidance explains a strategy used by Christians to promote unity among Christians

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Church</b>	<b>4.2 The Lord's supper</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) describe the events that took place during the Lord's Supper to develop spiritually b) explain the significance of the Lord's Supper to Christians today c) identify the values required during the celebration of Lord's Table/Eucharist for application by Christians d) appreciate the importance of remembrance of the Lords' supper	<ul style="list-style-type: none"> <li>• Learners discuss how the Lords' supper is organized in their churches</li> <li>• Learners sing a relevant song and explain the meaning</li> <li>• Learners, in turns, read Luke 22:14-20 and describe the events mentioned in the text</li> <li>• Learners to watch a video on the Lord's Supper</li> <li>• Learners, in groups, discuss the significance of the Lord's Supper</li> <li>• Learners say the importance of the Lord's Table/Eucharist to a Christian</li> <li>• Learners to list attitudes/values required when partaking the Eucharist/Lord's Table</li> <li>• Learners discuss with their parents/guardians or resource person importance of celebrating the Lord's supper and</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did Jesus organize the lords' supper</li> <li>2. What instructions did Jesus give for celebration of the Lord's Supper?</li> <li>3. Why do we take the Lords Table/Eucharist today?</li> </ol>

			report to the class	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination-</b> as they discuss how the Lords’ supper is organized in their churches</li> <li>• <b>Digital literacy</b> – as they watch a video on the Lord’s Supper and make observations</li> <li>• <b>Self-efficacy</b> - as they identify values required during the celebration of Lord’s Table/Eucharist for application by Christians</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• <b>Social Cohesion-</b>as they discover fruits of the Holy Spirit should promote peace co-existence</li> <li>• <b>Peace Education-</b> as they learn gifts of the Holy Spirit to should promote unity</li> </ul>		<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• <b>Social Justice-</b>as they learn all gifts of the Holy Spirit are important and for the benefit of all</li> <li>• <b>Love-</b>as they learn to love one another regardless of their background/ability</li> <li>• <b>Humility-</b> as they learn that they should not be proud or discriminate anyone</li> </ul>		
<b>Link to other Learning Areas:</b> <ul style="list-style-type: none"> <li>• <b>Social Studies-</b> as they learn fruits of the Holy Spirit should promote peaceful co-existence</li> <li>• <b>English Language</b> – as they discuss how religious leaders and parents use the gifts of the Holy Spirit</li> </ul>		<b>Community Service Learning Activities:</b> With guidance from the parents/guardians/teachers/religious leaders learners can participate in acts of compassion in their locality		

### Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describe the events that took place during the Lord’s Supper to develop spiritually	With correct examples describes the events that took place during the Lord’s Supper	Correctly describes the events that took place during the Lord’s Supper	Describes some of the events that took place during the Lord’s Supper	Hardly describes the events that took place during the Lord’s Supper
Explain the significance of the Lord’s Supper to Christians	With illustrations explains the significance of the Lord’s	Accurately explains the significance of the Lord’s	Explains part of the significances of the Lord’s	Need attention to explain a significance of the Lord’s

today	Supper to Christians today	Supper to Christians today	Supper to Christians today	Supper to Christians today
Identify the values required during the celebration of Lord's Table/Eucharist for application by Christians	With examples correctly identifies relevant values required during the celebration of Lord's Table/Eucharist	Correctly identifies the values required during the celebration of Lord's Table/Eucharist	Identifies some of the values required during the celebration of Lord's Table/Eucharist	Needs support to identify a few values required during the celebration of Lord's Table/Eucharist

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	<b>4.3 The Role of Holy Spirit</b> <i>4 lessons</i>	By the end of the sub-strand the learner should be able to; a) identify the gifts of the Holy Spirit to promote spiritual maturity b) identify how the fruits of the Holy Spirit have helped in promoting God's work c) list values which should influence the life Christians from the gifts and fruits of the Holy Spirit	<ul style="list-style-type: none"> <li>• Learners in pairs discuss the roles played by religious leaders and their parents for service to God</li> <li>• Learners in turns read 1 Corinthians 12:1-11 and identify gifts mentioned</li> <li>• Learners in groups discuss why the gifts of the Holy Spirit are important to Christians</li> <li>• Learners read Galatians 5:22-23 and explain how these fruits promote good relationships among Christians</li> <li>• Learners sing a song relevant to gifts of the Holy Spirit and Fruits of the Holy Spirit</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the meaning of gifts of the Holy Spirit</li> <li>2. What is the meaning of fruits of the Holy Spirit?</li> <li>3. How does the holy spirit inspire people to offer service to God and others?</li> </ol>

		d) appreciate the role of the gifts of Holy Spirit in his/her		
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination-</b> as they discuss the role of the Holy Spirit in the lives of Christian life today</li> <li>• <b>Communication and collaboration-</b> as they discuss the importance of gifts of the Holy Spirit</li> <li>• <b>Citizenship-</b> as they learn fruits of the Holy Spirit promote good relationships among people</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• <b>Social Cohesion-</b>as they discover fruits of the Holy Spirit should promote peace co-existence</li> <li>• <b>Peace Education-</b> as they learn gifts of the Holy Spirit to should promote unity</li> </ul>		<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• <b>Social Justice-</b>as they learn all gifts of the Holy Spirit are important and for the benefit of all</li> <li>• <b>Love-</b>as they learn to love one another regardless of their background/ability</li> <li>• <b>Humility-</b> as they learn that they should not be proud or discriminate anyone</li> </ul>		
<b>Link to other Learning Areas:</b> <ul style="list-style-type: none"> <li>• <b>Social Studies-</b> as they learn fruits of the Holy Spirit should promote peaceful co-existence</li> <li>• <b>English Language</b> – as they discuss how religious leaders and parents use the gifts of the Holy Spirit</li> </ul>		<b>Community Service Learning Activities:</b> With guidance from the parents/guardians/teachers/religious leaders learners can participate in acts of compassion in their locality		

### Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identify the gifts of the Holy Spirit to promote spiritual maturity	Correctly uses examples and identifies the gifts of the Holy Spirit	Correctly identifies the gifts of the Holy Spirit	Identifies some of the gifts of the Holy Spirit	With assistance can identify a gift of the Holy Spirit
Explain how the fruits of the Holy Spirit have helped in promoting God's work	With relevant examples explains how the fruits of the Holy Spirit have helped in promoting God's work	Correctly explains how the fruits of the Holy Spirit have helped in promoting God's work	Explains how some of the fruits of the Holy Spirit have helped in promoting God's work	Hardly explains how the fruits of the Holy Spirit have helped in promoting God's work
List values which should influence the life of Christians from the gifts and fruits of the holy spirit	Appropriately uses illustrations and lists values which should influence the life of Christians	Appropriately lists values which should influence the life of Christians life Spirit	Lists some of the values which should influence the life of Christians	With support can list a few values which should influence the life of Christians

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>The Church</b>	<b>4.4 Power of intercessory Prayer</b> <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) narrate the story of Peter’s miraculous rescue to understand the power of intercessory prayers b) explain various ways Christians demonstrate their faith in God c) appreciate lessons learnt from the story of Peter’s rescue by doing what is right.	<ul style="list-style-type: none"> <li>• Learners in pairs discuss the importance of prayers in their life</li> <li>• Learners in turns ,read Acts 12:3-17 about the story of Peter’s rescue from prison and narrate what happened</li> <li>• Learners watch a video on Peter’s miraculous rescue</li> <li>• Learners, in pairs, list lessons learnt from this story</li> <li>• Learners discuss what they have learnt from this story about Peter</li> <li>• Learners research on different types of prayer from parents/guardians/Sunday /Sabbath teachers and report</li> <li>• Learners to discuss what inspires them about Peter’s rescue by God</li> <li>• Learners engage in activities that strengthen their faith in Christ</li> <li>• Sing a song related to standing firm in the faith</li> <li>• Learners brainstorm activities carried out by Christians to demonstrate their faith in God</li> </ul>	<ol style="list-style-type: none"> <li>1. Who was Peter?</li> <li>2. How did Peter portray faith in Christ?</li> <li>3. How should you demonstrate faith in Christ?</li> <li>4. What is the meaning of intercessory Prayer?</li> </ol>
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration as they narrate incidences when they stood firm in their faith,</li> <li>• Imagination and creativity as they sing, learning to learn as they read,</li> <li>• Digital literacy as they watch the video,</li> <li>• Self-efficacy as they stand firm in faith</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• Assertiveness as they standing firm in your faith</li> <li>• Problem solving through prayer</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Respect,-as they learn practice Christian values</li> <li>• Integrity-as they stand out to defend their faith in Christ</li> <li>• Humility-as they serve at home, school and church without being forced</li> </ul>	

<b>Links to other learning activity areas:</b> <ul style="list-style-type: none"> <li>• Creative Arts as the sing and service</li> <li>• English Language Activities as they read the Holy Bible,</li> <li>• Social Studies on safety and security</li> </ul>	<b>Suggested Community Service-Learning Activities:</b> <ul style="list-style-type: none"> <li>• Learners participate in activities that enrich their faith at home, school (PPI) and church</li> </ul>
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### Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectations	Approaches Expectations	Below Expectations
Narrate the story of Peter's miraculous rescue to show understanding	Appropriately narrates and explains the story of Peter's miraculous rescue to show understanding	Appropriately narrates the story of Peter's miraculous rescue to show understanding	Narrates part of the story of Peter's miraculous rescue to show understanding	With support narrates abid of the story of Peter's miraculous rescue to show understanding
Explain various ways Christians demonstrate their faith in God	Correctly explains using examples, various ways Christians demonstrate their faith in God	Correctly explains various ways Christians demonstrate their faith in God	Explains some of the ways Christians demonstrate their faith in God	Hardly explains any of the ways Christians demonstrate their faith in God
Appreciate lessons learnt from the story of Peter's rescue by doing what is right	Correctly appreciates by illustrating lessons learnt from the story of Peter's rescue by doing what is right	Correctly appreciates lessons learnt from the story of Peter's rescue by doing what is right	Appreciates some of the lessons learnt from the story of Peter's rescue by doing what is right	Hardly appreciates any of lessons learnt from the story of Peter's rescue by doing what is right

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.0 Christian Living</b>	<b>5.1 Friendship formation</b> 5.1.1 Peer influence <i>2 lessons</i>	By the end of the sub-strand the learner should be able to; a) identify desirable qualities of a good friend for personal development	<ul style="list-style-type: none"> <li>• Learners in pairs, make a list of qualities of a good friend</li> <li>• Learners in groups read 1</li> </ul>	1. How can you avoid negative peer pressure?



		<p>b) explain values useful in maintaining good friends to avoid negative influence</p> <p>c) identify causes of poor choice of friends at home and school to make right choices</p> <p>d) appreciate the importance of desirable friendship that please God</p>	<p>Thessalonians 5:11 and Galatians 6:2;</p> <ul style="list-style-type: none"> <li>• Learners to share whether their friends possess the qualities mentioned</li> <li>• learners to list what they consider as negative influence from friends and peers</li> <li>• Learners, in groups, discuss how to deal with bullying from unfriendly peers</li> <li>• Learners discuss ways of maintaining good friends to avoid negative influence</li> <li>• Learners, in pairs, discuss causes of poor choice of friends at home and school</li> <li>• Learners to brainstorm on the importance of desirable friendship that pleases God</li> </ul>	
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy by being assertive and doing the right thing, learning to learn as they discuss effects of unhealthy boy/girl relationships,</li> <li>• Critical thinking and problem solving as they discuss ways of coping with feelings towards the opposite sex,</li> <li>• Communication and collaboration as they discuss and work together in groups</li> </ul>				
<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>• Self-awareness as they importance of having good friends</li> <li>• Mentorship and peer education-as they learn the need to keep desirable friends</li> <li>• Guidance and counselling services- as they learn need to seek information about bodily changes</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• Respect,-as they learn how to respect one another as friends</li> <li>• Integrity- how to avoid bad company and vices</li> <li>• Responsibility- as they learn to take care of themselves and others as friends</li> </ul>	

<p><b>Links to other Learning Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Language activities as they learn new vocabularies,</li> <li>• Social Studies as they learn about healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Suggested Community Service Learning activities:</b> Learners to discuss with their parents/guardians about changes that take place in their bodies and how to cope with emotions</li> </ul>
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**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Identify desirable of qualities of a good friend for personal development	Correctly identifies and illustrates desirable of qualities of a good friend for personal development	Correctly identifies desirable of qualities of a good friend for personal development	Identifies some of the desirable of qualities of a good friend for personal development	Hardly identifies any desirable of quality of a good friend for personal development
Explain values useful in maintaining good friends to avoid negative influence	Appropriately explains with examples values useful in maintaining good friends to avoid negative influence	Appropriately explains values useful in maintaining good friends to avoid negative influence	Explains some the values useful in maintaining good friends to avoid negative influence	Has difficulty in explaining any of the values useful ways in maintaining good friends to avoid negative influence
Identify causes of poor choice of friends at home and school	Correctly identifies and explains causes poor choice of friends at home and school	Correctly identifies causes of poor choice of friends at home and school	Identifies some of the causes of poor choice of friends at home and school	Hardly identifies causes of poor choice of friends at home and school

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>Christian Living</b>	<b>5.2 Human Sexuality</b> <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: a) identify changes associated with adolescence in both boys	<ul style="list-style-type: none"> <li>• In pairs, learners to discuss why they should take positively developmental changes in their bodies</li> <li>• Learners brainstorm on where get information for bodily changes</li> </ul>	<ol style="list-style-type: none"> <li>1. Which issues are faced by adolescents?</li> <li>2. How does one get</li> </ol>

		<p>and girls for greater self-awareness</p> <p>b) outline how they cope with changes in their bodies to build self confidence</p> <p>c) distinguish between healthy and unhealthy boy-girl relationships with reference from the Bible</p> <p>d) explain the effects of unhealthy boy-girl relationships</p> <p>e) discuss how to overcome unhealthy boy-girl relationship</p> <p>f) appreciate positively physical and physiological changes as a Christians</p>	<ul style="list-style-type: none"> <li>• Learners debate why some sources of information on bodily changes are considered unhealthy</li> <li>• Learners in pairs identify why they should get the right information about themselves as they grow up</li> <li>• Learners, in pairs read 1Corinthians 6: 18-19 and explain lessons from the Bible text</li> <li>• Learners discuss Christian teachings on how to cope with challenges associated with adolescence stage</li> <li>• Learners in groups to discuss the meaning of healthy boy-girl relationship</li> <li>• Learners to discuss the meaning of unhealthy boy-girl relationship and their negative effects</li> <li>• Learners in pairs to discuss how to overcome unhealthy boy-girl relationship</li> <li>• Learners compose a poem importance of health boy-girl relationship</li> </ul>	<p>information on physical and emotional changes?</p> <p>3. Who should advice on bodily changes?</p>
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy by being assertive and doing the right thing, learning to learn as they discuss effects of unhealthy boy/girl relationships,</li> <li>• Critical thinking and problem solving as they discuss ways of coping with feelings towards the opposite sex,</li> <li>• Communication and collaboration as they discuss and work together in groups</li> </ul>				
<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>• Self-awareness as they importance of having good friends</li> <li>• Mentorship and peer education-as they learn the need to keep desirable friends</li> <li>• Guidance and counselling services- as they learn need to seek information about bodily changes</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• Respect,-as they learn how to respect one another as friends</li> <li>• Integrity- how to avoid bad company and vices</li> <li>• Responsibility- as they learn to take care of themselves and others as friends</li> </ul>	
<p><b>Links to other Learning Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Language activities as they learn new vocabularies,</li> <li>• Social Studies as they learn about healthy relationships</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Suggested Community Service Learning activities:</b> Learners to discuss with their parents/guardians about changes that take place in their bodies and how to cope with emotions</li> </ul>	

**Assessment Rubric**

<b>Indicator</b>	<b>Exceed Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
identify changes associated with adolescence in both boys and girls for greater self- awareness	Explicitly identifies and explains changes associated with adolescence in both boys and girls	Explicitly identifies changes associated with adolescence in both boys and girls	Identifies some of the changes associated with adolescence in both boys and girls	Hardly identifies changes associated with adolescence in both boys and girls
Outline ways of coping with changes in their bodies to build self confidence	Correctly outlines with illustrations, ways of coping with changes in their bodies	Correctly outlines ways of coping with changes in their bodies	Outlines some of the ways of coping with changes in their bodies t	Hardly outlines ways of coping with changes in their bodies
Distinguish between healthy and unhealthy boy-girl relationships	Accurately explains and distinguishes between healthy and unhealthy boy-girl relationships	Accurately distinguishes between healthy and unhealthy boy-girl relationships	Distinguishes between aspects of healthy and unhealthy boy-girl relationships	Hardly distinguishes between a healthy and unhealthy boy-girl relationship
Explain the effects of unhealthy boy-girl relationships	Correctly explains with examples the effects of unhealthy boy-girl relationships	Correctly explains the effects of unhealthy boy-girl relationships	Explains some of the effects of unhealthy boy-girl relationships	Hardly explains the effects of unhealthy boy-girl relationships
Discuss how to overcome unhealthy boy-girl relationship	Correctly outlines and discusses how to overcome unhealthy boy-girl relationship	Correctly discusses how to overcome unhealthy boy-girl relationship	Discusses some of the ways of overcoming unhealthy boy-girl relationship	With support can discuss one of the ways of overcoming unhealthy boy-girl relationship

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>Christian</b>	<b>5.3 God the</b>	By the end of the sub-strand the learner	<ul style="list-style-type: none"> <li>Learners brainstorm on the importance of safety and</li> </ul>	1. Why is human life

<b>Living</b>	<b>Source of life</b> <i>3 lessons</i>	should be able to: a) discuss Christian teaching on God as the only source of life b) identify causes of violation of the right to life for awareness c) explain how to cope with emotions and stress to reduce abuse of the right to life d) appreciate the importance of life as a gift from God by observing safety	security to human life • Learners, in small groups, learners read Genesis 1: 27; 9:6 Psalms 49:7-8 and Exodus 20:13 and identify Christian teaching on sacredness of life • Learners share examples of violation of human life in life today • Learners to brainstorm on the meaning of right to life and why it should be upheld by all not be violated • Learner debate the causes of violation of the right to life • Learners discuss emotions that can lead to violation of one's life • In pairs learners to discuss how to cope with negative emotions • Learners to discuss consequences of violating life • Learners to compose a poem on sacredness/sanctity of life using a digital device	sacred? 2. What does the Bible teach about sacredness of life? 3. How will you encourage your classmates to respect their own life as well as lives of others?
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy-acquired by being assertive and doing the right thing,</li> <li>• Imagination and creativity as they compose a poem, learning to learn as they discuss effects of violating life,</li> <li>• Critical thinking and problem solving as they discuss ways of coping with emotions</li> </ul>				
<b>Link to PCIs:</b> <ul style="list-style-type: none"> <li>• coping with emotions- as they learn how to maintain good friends</li> <li>• interpersonal relationships-as they learn healthy relationships between boys and girls</li> <li>• ESD; safety issues,-as they learn how to avoid bad influence and vices</li> </ul>		<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Respect for their own life and others</li> <li>• Responsibility-cherishing shared human rights and respecting them ,</li> <li>• Social justice-as they encourage one another to shun violence and hatred</li> </ul>		
<b>Links to other Learning Activity Areas:</b> <ul style="list-style-type: none"> <li>• Creative Arts as they compose a poem,</li> <li>• English Language activities as learn new vocabularies,</li> <li>• Social Studies as they learn about right to life</li> </ul>		<b>Suggested Community Service Learning activities:</b> <ul style="list-style-type: none"> <li>• Learners to search for information on right to life from a religious leader or a lawyer and report to the class</li> </ul>		

### Assessment Rubrics

<b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Discuss Christian teaching about God as the only source of life	Correctly discusses and explains Christian teaching about God as the only source of life	Correctly discusses Christian teaching on God as the only source of life	Discusses some of the Christian teaching on God as the only source of life	With support can discuss Christian one teaching about God as the only source of life
Identify causes of violation of the right to life for awareness	Correctly outlines and identifies causes of violation of the right to life for awareness	Correctly identifies causes of violation of the right to life for awareness	Identifies correctly some causes of violation of the right to life for awareness	Hardly identifies any of the causes of violation of the right to life for awareness
Explain how to cope with emotions and stress to reduce abuse of the right to life	Accurately explains with examples how to cope with emotions and stress to reduce abuse of the right to life	Accurately explains how to cope with emotions and stress to reduce abuse of the right to life	Explains some ways of coping with emotions and stress to reduce abuse of the right to life	With support can explain at least one way of coping with emotions and stress to reduce abuse of the right to life
Appreciate the importance of life as a gift from God by observing safety	Consistently appreciates and explains clearly the importance of life as a gift from God by observing safety	Consistently appreciates the importance of life as a gift from God by observing safety	Appreciates part of the importance of life as a gift from God by observing safety	Hardly appreciates the importance of life as a gift from God by observing safety

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>Christian Living</b>	<b>5.4 Good Health practices</b>  <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: a) explain the meaning of alcohol and substance use-for raised awareness b) list examples of drugs that are abused today	<ul style="list-style-type: none"> <li>• Learners discuss the meaning of alcohol and substance abuse</li> <li>• learners in pairs to give examples of commonly abused drugs</li> <li>• Learners read and discuss the following; Proverbs</li> </ul>	<ol style="list-style-type: none"> <li>1. Which drugs are commonly abused today?</li> <li>2. What can lead one to alcohol and</li> </ol>

		<p>c) explain reasons why young people engage in alcohol and substance use</p> <p>d) outline the effects of alcohol and substance use to the body and relationships for avoidance</p> <p>e) Identify ways of avoiding engaging in alcohol and substance use for healthy living.</p> <p>f) Appreciate the importance of the body as the temple of God by avoiding misuse of alcohol and drugs</p>	<p>20:1,; Proverbs 31:6 Ephesians 5:18;</p> <ul style="list-style-type: none"> <li>• Learners to brainstorm lessons learnt from the Bible texts</li> <li>• Learners to brainstorm on reasons that lead to alcohol and substance use by young people and ways of addressing them</li> <li>• Learners explain dangers of alcohol and substance use to his/her health/body</li> <li>• Learners to watch a video clip on the dangers of alcohol and substance use</li> <li>• Learners research on prevention of alcohol and substance use and report to class</li> <li>• Learners to use flashcards to pass different messages saying no! to alcohol and substance use</li> <li>• Learners give a brief talk at the assembly on effects of alcohol and substance use</li> </ul>	<p>substance use?</p> <ol style="list-style-type: none"> <li>3. What are the effects of alcohol and substance use?</li> <li>4. How can you avoid alcohol and substance use?</li> <li>5. How can you help your peers to avoid alcohol and substance abuse?</li> </ol>
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy acquired by being assertive and doing the right thing, imagination and creativity as they research and write a report on prevention of drug and alcohol abuse,</li> <li>• learning to learn as they discuss effects alcohol and substance use,</li> <li>• citizenship as they brainstorm on sacredness of life,</li> </ul>				
<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>• Decision making-, as they avoid alcohol and substance use</li> <li>• Parental empowerment and engagement-as they discuss effects of violence and threats to life and ways of overcoming</li> <li>• Guidance and counselling services-as they learn to seek advice from professionals</li> </ul>			<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• Respect-as they</li> <li>• Integrity –as they defend what is acceptable before God and the law</li> <li>• Obedience-as they learn how to obey the law</li> </ul>	
<p><b>Links to other Learning Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Creative Arts as they compose a poem,</li> <li>• English Language Activities as they learn new vocabularies,</li> <li>• Home Science as they learn about alcohol and substance use</li> </ul>			<p><b>Suggested Community Service Learning activities:</b></p> <ul style="list-style-type: none"> <li>• Learners to come up with posters with messages on effects of drug and substance abuse and prevention measures</li> </ul>	

## Assessment Rubrics

<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Explain the meaning of alcohol and substance use for raised awareness	Explicitly outlines and explains the meaning of alcohol and substance	Explicitly explains the meaning of alcohol and substance use	Explains part of the meaning of alcohol and substance use	Hardly explains the meaning of alcohol and substance use
List examples of drugs that are abused today	Correctly lists and explains examples of drugs that are abused today	Correctly lists examples of drugs that are abused today	Correctly lists some of examples of drugs that are abused today	With support can list an example of drugs that are abused today
explain reasons why young people engage in alcohol and substance use	Clearly explains with examples reasons why young people engage in alcohol and substance use	Clearly explains reasons why young people engage in alcohol and substance use	Clearly explains some reasons why young people engage in alcohol and substance use	Hardly explains any reason why young people engage in alcohol and substance use
outline the effects of alcohol and substance use to the body and relationships for avoidance	Accurately identifies and outlines the effects of alcohol and substance use to the body and relationships	Accurately outlines the effects of alcohol and substance use to the body and relationships	Outlines some of the effects of alcohol and substance use to the body and relationships	Rarely outlines any effect of alcohol and substance use to the body and relationships
Identify ways of avoiding engaging in alcohol and substance use for healthy living	Correctly states and identifies ways of avoiding engaging in alcohol and substance use for healthy	Correctly identifies ways of avoiding engaging in alcohol and substance use for healthy	Identifies some of ways of avoiding engaging in alcohol and substance use for healthy	Hardly identifies any of the ways of avoiding engaging in alcohol and substance use for healthy

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>Christian Living</b>	<b>5.5 Appropriate use of social media</b> <i>3 lessons</i>	By the end of the sub-strand the learner should be able to; a) explain the meaning of social media for awareness b) list social media platforms that are commonly used today c) state the effects of appropriate and	<ul style="list-style-type: none"> <li>• Learners in pairs define the term social media</li> <li>• Learners list social media platforms commonly used today and illustrate their symbols by drawing in their books</li> <li>• Learners, in small groups, list advantages and disadvantages of social media for children and youth.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are social media platforms?</li> <li>2. Why should you use them appropriately?</li> <li>3. What is cyber</li> </ol>



		<p>inappropriate use of social media for choosing responsibly</p> <p>d) Learners debate about the advantages and disadvantages of social media</p> <p>e) discuss safety measures to observe when using social media to use them</p> <p>f) desire to use social media for positive benefit of self and others.</p>	<ul style="list-style-type: none"> <li>• Learners, in groups, discuss cyber-bullying and how to protect themselves from its harm</li> <li>• Learners debate on the motion: :Social media are ruining children and youth</li> <li>• In pairs learners to discuss safety measures when using social media</li> <li>• Learners watch good movies or educational documentaries e.g. the Bible Stories</li> </ul>	bullying?
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy; being assertive and doing the right thing,</li> <li>• learning to learn as they discuss effects of alcohol and substance use and prevention measures,</li> <li>• critical thinking and problem solving as they discuss ways of coping with emotions,</li> </ul>				
<p><b>Link to PCIs</b></p> <ul style="list-style-type: none"> <li>• Decision making- as they embrace positive use of social media/avoid addiction</li> <li>• Peer pressure resistance-avoiding influence to wrong use of social media</li> <li>• ESD; safety issues, regarding cyber security</li> </ul>		<p><b>Link to Values:</b></p> <ul style="list-style-type: none"> <li>• Respect-Reducing obsession with social media platforms</li> <li>• Integrity-defending right and ethical information,</li> <li>• Responsibility-as encouraging one another to use social media correctly</li> </ul>		
<p><b>Links to other Learning Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Creative Arts as they draw illustration of various social media symbols,</li> <li>• English Language activities as they learn new vocabularies,</li> <li>• Science and Technology as they use a digital devices</li> </ul>		<p><b>Suggested Community Service Learning activities:</b></p> <ul style="list-style-type: none"> <li>• Learners to write awareness creation messages on appropriate ways of using social media and share the messages with their peers in the community</li> </ul>		

### Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Can identify social media sites and use them appropriately	Accurately and consistently identify social media sites and use them appropriately	Accurately identify social media sites and use them appropriately	Can identify some social media sites but is not able to use them appropriately	Hardly identifies social media sites
Can describe effects of inappropriate use of media	Accurately and consistently states the effects of inappropriate use of social media	Accurately states the effects of inappropriate use of social media	Is able to state some effects of inappropriate use of social media	Hardly states the effects of inappropriate use of social media

Observes safety measures when using social media platforms	Correctly and Consistently observes safety measures when using social media	Correctly observe safety measures when using social media	Sometimes observe safety measures when using social media	Minimally observe safety measures when using social media
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**APPENDICES**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non –Formal Activities</b>
<b>1.0 Creation</b>	<b>1.1 My purpose</b> 1.1.1 Talents and abilities <i>3 lessons</i>	Observation Schedules , <ul style="list-style-type: none"> <li>• Written Quizzes</li> <li>• Checklists,</li> <li>• Oral questions</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	School clubs and societies for learners to practice skills for nurturing talents and abilities
	<b>1.2 Human Beings as co-workers with God:</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Aural oral</li> <li>• Projects</li> <li>• Journals</li> <li>• Written Quizzes</li> <li>• Checklists,</li> </ul>	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts	School clubs and societies for learners to practice skills towards positive attitude towards work
	<b>1.3 Family</b> <b>1.3.1 The Fall of Human Beings</b> (Adam and Eve) <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Profiles</li> <li>• Written questions</li> <li>• Assessment rubric</li> </ul>	Good News Bible ,Flash cards, Pictures, Songs , Digital devices,charts,relia	Giving Awards to outstanding students for their ‘contribution towards peace in the school, at home and family
	<b>1.3.2 The Family Unity</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Profiles</li> <li>• Written questions</li> </ul>	Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Write posters on ways of promoting happy families
<b>2.0 The Holy Bible</b>	<b>2.1 The Holy Bible as a guide</b> <i>2 lessons</i>	<ul style="list-style-type: none"> <li>• Anecdotal Notes,</li> <li>• Aural questions</li> <li>• Profiles</li> <li>• Authentic tasks</li> </ul>	Good News Bible ,Flash cards, hymn books, resource persons, community resources, Pictures, Songs , Digital devices Charts,	School clubs and societies for students to grow spiritually
	<b>2.2 Bible stories:</b> <b>2.2.1 Courage</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Observation Schedules ,</li> <li>• Written Quizzes</li> <li>• Checklists,</li> <li>• Oral questions</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems ,relia	School clubs and societies for learners to embrace charity work
	<b>2.2.2 Wisdom</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio,</li> <li>• Observation Schedule</li> <li>• Written Quizzes</li> </ul>	Good News Bible, hymn books, resource persons, community resources, relia,, digital devices, poems	Use of drama, excursions, field trips and arts competitions to promote peace-building and tolerance among youth and

				communities
	<b>2.2.3 Respect for the Elderly</b> <i>2 lessons</i>	<ul style="list-style-type: none"> <li>• Word search/ puzzle,</li> <li>• Checklists,</li> <li>• Oral questions</li> </ul>	Good News Bible, hymn books, resource persons, , digital devices, poems	Organize support activities for the aged e.g washing, ironing among others
	<b>2.2.4 God loves humility</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Profiles</li> <li>• Written questions</li> <li>• Assessment rubric</li> </ul>	Good News Bible, hymn books, resource persons, realia,songs, digital devices, poems	drama, excursions and field trips and arts competitions to promote social justice
	<b>2.2.5 Worship of True God</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> <li>• Question and Answer</li> </ul>	Good News Bible, hymn books, resource persons, realia,songs, digital devices	Write posters/placards on true worship “does not allow corruption”
	<b>2.2.6 God’s protection</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Authentic Tests</li> <li>• Word Search/ Puzzle</li> <li>• Projects</li> </ul>	Good News Bible hymn books, resource persons, community resources, relia, newspaper cuttings, crayons, plasticine, audio player, picture cards	School clubs and societies for students to grow spiritually
	<b>2.2.7 Service to God</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio,</li> <li>• Observation Schedule</li> <li>• Written Quizzes</li> </ul>	Good News Bible, hymn books, resource persons, relia,ongs, digital devices	Using weekends to cleaning church compounds
<b>3.0 Life of Jesus Christ</b>	<b>3.1 Preparing for the Coming of Jesus</b> <b>3.1.1 John the Baptist</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems	Condemning social evils through composing songs and poems
	<b>3.1.2 The Baptism of Jesus</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Observation schedules</li> <li>• Written Quizzes</li> <li>• Checklist</li> </ul>	Good News Bible,flash cards, pictures, videos, charts, posters	Participate in Christian practices and festivities
	<b>3.1.3 God’s power over nature</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Written Quizzes,</li> <li>• Question and answer</li> </ul>	Good News Bible, hymn books, resource persons, realia,songs, digital devices	Use of drama, excursions, field trips and arts competitions to promote peace-building and

		<ul style="list-style-type: none"> <li>• Checklists</li> </ul>		tolerance among youth and communities
	<b>3.1.4 Compassion for the needy</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Observation schedules</li> <li>• Written Quizzes</li> <li>• Question And Answer</li> </ul>	Good News Bible, pictures, videos, charts, posters, photographs, hymn books, resource persons, community resources, relia, newspaper cuttings, crayons, plasticine	Clubs such as C.U,YCS promote charity work among learners
	<b>3.1.5 Power of Jesus over Life</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Assessment rubric</li> <li>• Observation checklist</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts,	Theatre performances on key community issues as corruption, soil conservation, tree planting
	<b>3.2 Teachings of Jesus Christ</b> <b>3.2 .1 Recovery of the lost human beings</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Authentic tasks</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> <li>• Checklists</li> </ul>	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, charts	Carry out a project to sensitize young to avoid deviant behaviour
	<b>3.2.2 Responsible Living</b> ( teachings from the Sermon on the Mountain ) <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Word search/ puzzle,</li> <li>• Checklists,</li> <li>• Oral questions</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices	Field trips and arts competitions to promote peace-building and tolerance among youth and communities
	<b>3.2.3 Compassion for the needy</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio,</li> <li>• Observation Schedule</li> </ul>	Good News Bible video-clips, charts, posters, photographs, hymn books, resource persons, community resources, relia, newspaper cuttings, crayons, plasticine	Carry out a project to support the needy
	<b>3.2.4 Persistence in prayer</b> <i>3 Lessons</i>	<ul style="list-style-type: none"> <li>• Written Quizzes</li> <li>• Question and Answer</li> <li>• Checklists,</li> </ul>	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts	Participate in Christian based activities such as praying for sick and times of challenges/disasters in the community and nation
<b>4.0 The Church</b>	<b>4.1 The Early Church</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Authentic tasks</li> <li>• Written questions</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems ,relia	Practise acts of charity through participating in Hunger Walk,Mater Heart Run among

				others
	<b>4.2 The Lord's supper</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Anecdotal Notes,</li> <li>• Authentic Tests,</li> <li>• Word Search/ Puzzle,</li> </ul>	Good News Bible, Flash cards, Pictures, Digital devices, Charts, Poems	Find out how the Lord's supper is celebrated in their churches and report in class
	<b>3.3 The role of the Holy Spirit</b> <i>4 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Assessment rubric</li> </ul>	Good News Bible, Songs, resource persons, digital devices	Investigate from religious leaders on what they do for their community as a sign of inspiration of the holy spirit
	<b>4.3 Power of intercessory prayers</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Written Quizzes</li> <li>• Observation checklist</li> </ul>	Good News Bible, Pictures, Songs, Digital devices, Charts, Poems	Participate in Christian based activities in their Sunday/Sabbath school that demonstrate
<b>5.0 Christian Living</b>	<b>5.1 Friendship formation</b> 5.1.1 Peer influence <i>2 lessons</i>	<ul style="list-style-type: none"> <li>• Authentic tasks</li> <li>• Written questions</li> <li>• Assessment rubric</li> </ul>	Good News Bible ,Flash cards, Pictures, Digital devices, Charts	Carry out a project to sensitize young people on healthy ways of choosing friends
	<b>5.2 Human Sexuality</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio,</li> <li>• Observation Schedule</li> <li>• Written Quizzes</li> </ul>	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, Poems	Sensitize their communities responsible relationships through writing articles and poems
	<b>5.3 God the Source of life</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Observation Schedule</li> <li>• Written Quizzes,</li> </ul>	Good News Bible , Digital devices, Charts	Sensitize parents/community importance of respecting children's' rights
	<b>5.4 Good Health Practices</b> <i>lessons</i>	<ul style="list-style-type: none"> <li>• Aural questions</li> <li>• Written questions</li> <li>• Assessment rubric</li> </ul>	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts, relia	Prepare posters on health practices in designated areas like Road junctions/write poems and songs for presentation during parents meetings/national holiday
	<b>Appropriate use of social media</b> <i>3 lessons</i>	<ul style="list-style-type: none"> <li>• Oral questions,</li> <li>• Projects</li> <li>• Portfolio</li> </ul>	Good News Bible, learners' tablets, projectors, radio, smart phone, TV, camera	Prepare posters and materials good use of social media