REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

CHRISTIAN RELIGIOUS EDUCATION

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *'to develop curriculum and curriculum support materials'* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1of 2019 on 'Reforming Education and Training in Kenya for Sustainable Development'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission 'Nurturing Every Learner's Potential'.

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ACKNOWLEDGEMENT

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

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubrics linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies

(SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TABLE OF CONTENTS

TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career	5
7.	Social Studies	3
8.	Religious Education (CRE, HRE, IRE)	2
9.	Business Studies (CRE/IRE/HRE)	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

ii) **Promote the social, economic, technological and industrial needs for national development.**
Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

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

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

   c) **Technological and Industrial Needs**
   Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world.

We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfillment

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

iv) Promote sound moral and religious values.

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

v) Promote social equality and responsibility.

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

vi) Promote respect for and development of Kenya's rich and varied cultures.

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

vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

MIDDLE SCHOOL LEARNING OUTCOMES

By the end of Middle School, the learner should be able to:
1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Christian Religious Education (CRE) in Junior Secondary builds on concepts covered at primary level. The Christian Religious Education is shaped by a vision of enabling and encouraging learners to grow all-round thus becoming informed, caring and productive members of the society. This subject seeks to support the holistic aims of education by promoting personal growth and facilitating spiritual development. It engages the learners in the human search for meaning and offers them an opportunity to reflect, understand and interpret that experience in the light of our changing world. It also provides learners with avenues to examine religious stories, and where appropriate, their own religious story, beliefs, faith and to value their place within it now and in the future. It exposes them to a broad range of religious traditions and encourages the promotion of mutual understanding and tolerance.

CRE has a broad aim of building the learner's capacity to uphold values and support the contribution of Christianity towards transformation and enhancement of the quality of human life and dignity. This subject is instrumental in

determining and shaping a positive attitude of the learners towards God and the world at large. More importantly, CRE at this level acknowledges the place, the role of family and faith as a primary influence on the young people's lives as well as the essence of inter-faith partnership and dialogue.

Christian Religious Education (CRE) is tailored to constructivists, multiple intelligences and cognitive development learning theories which entail making links between a learner's own experiences and connecting different learning styles. As a result, engaging, participatory, interactive, collaborative and co-operative problem-solving activities have been embedded into this design.

The six strands and several sub-strands are well aligned with contemporary issues to enable the learners acquire knowledge, skills, values and attitudes needed for interpretation and effective application of Christian Religious Education ideas. The facilitators are expected to adopt an effective, inclusive and supportive learning environment that accommodates and recognises learner's diverse needs, backgrounds, experiences and challenges.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:
1. Read and analyse Biblical teachings to acquire knowledge, skills, values and attitudes that enable them make informed decisions and choices in their day to day lives.
2. Recognize God as the sole creator and sustainer of the universe by conserving the environment as stewards.
3. Develop a sense of social justice, encompassing equity, fairness, inclusivity and ability to distinguish between right and wrong based on the teachings of the prophets and Jesus Christ.
4. Apply the teachings of Jesus Christ to build capacity for harmonious relationships.
5. Promote attitudes that build respect for one another and create positive interdependence among learners diverse global society.
6. Effectively and efficiently use ICT learning resources to promote acquisition and application of knowledge, skills, values and attitudes.

STRAND 1.0: INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Introduction to Christian Religious Education	**1.1 Importance of Studying Christian Religious Education** **(3 Lessons)**	By the end of the sub strand, the learner should be able to: a) explain the meaning of Christian Religious Education to foster understanding of CRE. b) analyse the importance of learning Christian Religious Education for holistic growth. c) appreciate Christian Religious Education for sound moral and religious values.	Learners are guided to: • brainstorm in small groups the meaning of Christian Religious Education and present to the class • Search for the meaning of Christian Religious Education using different sources internet, textbooks and library and present to the class • discuss in pairs the importance of studying Christian Religious Education as a subject and present to the class • debate on how Christian Religious Education helps the learners to relate with one another. • use charts/ posters/flashcards to write messages and themes that	1. Why is Christian Religious Education important? 2. How do you benefit by learning Christian Religious Education?

			promote sound moral and religious values.	

Core Competencies to be developed:
- Learning to learn: the learners brainstorm and share the meaning of Christian Religious Education
- Self-efficacy: the leaners debate on how Christian Religious Education helps the learners to relate with one another
- Digital literacy: the learners assess learning materials on the importance of Christian Religious Education and share content through the digital platform.

Values:
- Respect for one another: the learners use charts or posters to write messages and themes that promote sound moral and religious values.
- Responsibility: the learners carry online search on the meaning of Christian Religious Education and present to the class using a power point.

Pertinent and Contemporary Issues (PCIs):
- Effective communication: the learners carry out online search on the importance of learning Christian Religious Education and being able to share their findings in class.

Links to other Subjects:
- English language: the learners discuss in groups and debate
- Computer Science: the learners use digital devices to search for information on the meaning of Christian Religious Education.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the meaning of Christian Religious Education to foster understanding of CRE	Explicitly and correctly explains the meaning of Christian Religious Education	Correctly explains the meaning of Christian Religious Education	Explains to some extent the meaning of Christian Religious Education	Explains the meaning of Christian Religious Education with assistance
Ability to analyse the importance of learning Christian Religious Education to enhance holistic growth	Correctly analyses the importance of learning Christian Religious Education for holistic growth with relevant examples	Correctly analyses the importance of learning Christian Religious Education for holistic growth	Analyses some importance of learning Christian Religious Education	Requires assistance to analyse some importance of Christian Religious Education

STRAND 2.0: CREATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creation	2.1 Accounts of Creation (6 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the biblical accounts of creation to understand God's great work b) discuss the similarities and differences in the two biblical accounts of creation c) explain the similarities and difference between the biblical accounts and African stories of creation d) appreciate God's creation work in the two biblical accounts.	Learners are guided to: ● brainstorm the features of God's creation in their surrounding ● take a nature walk and explore God's creation in the school compound / the surrounding area ● read in groups Genesis 1 and 2 and explain the biblical accounts of creation ● summarise main points on the two biblical accounts of creation on charts and display them in class ● use library materials to search for information on African stories of creation ● describe the similarities and difference between the biblical accounts and African stories of creation ● write a summary on the similarities and difference between the biblical accounts and African stories of creation	1. What are the attributes of God from the biblical accounts of creation? 2. How is the first account of creation different from the second? 3. Why is it important to learn about creation accounts/stories?

			● watch a video clip on biblical accounts of creation and share what they have observed.	

Core- Competencies to be developed:
- Communication and collaboration: the learners' debate on the "biblical accounts of creation are similar to African stories of creation''
- Creativity and imagination: the learners design posters /charts on the order of creation
- Digital literacy: using digital devices, the learners design posters /charts on the order of creation and share within the class
- Learning to learn: the learners interact with a resource person on African stories of creation and pose relevant questions

Values:
- Responsibility: the learners take care of God's creation in the school compound
- Respect: the learners interact with a resource person, pose relevant questions and acquire more information on African stories of creation.
- Love: the learners appreciate aspects of God's creation.

Pertinent and Contemporary Issues (PCIs):
- Gender mainstreaming: the learners recognize that God created human beings as male and female who complement each other
- Environmental issues in education: the learners take a nature walk and explore aspects of creation around the school.

Link to other Subjects:
- Social Studies: the learners interact with the environment during the nature walk
- English language: the learner's debate on the "biblical accounts of creation are similar to African stories of creation' 'idea
- Performing Arts: the learners sing a song on creation

● Computer Science: the learners conduct online search using digital devices on similarities and differences in the biblical accounts of creation.

Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Ability to explain the biblical accounts of creation	Correctly and explicitly explains the biblical accounts of creation	Correctly explains the biblical accounts of creation	Explains partially the biblical accounts of creation	Explains an aspect of the biblical accounts of creation with guidance
Ability to discuss the similarities and differences in the two biblical accounts of creation	Accurately discusses with examples the similarities and differences in the two biblical accounts of creation	Accurately discusses the similarities and differences in the two biblical accounts of creation	Discusses some of the similarities and differences in the two biblical accounts of creation	Hardly discusses any similarity and difference in the two biblical accounts of creation, needs support
Ability to explain the similarities and differences between the biblical accounts and African stories of creation	Correctly explains with examples, the similarities and difference between the biblical accounts and African stories of creation	Correctly explains the similarities and difference between the biblical accounts and African stories of creation	Explains some of the similarities and difference between the biblical accounts and African stories of creation	Requires assistance to explain a similarity and difference between the biblical accounts and African stories of creation

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creation	2.2 **Responsibility over Animals, Fish and Birds** (4 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the biblical teaching on responsibilities given to human beings over animals, fish and birds to promote responsible living b) discuss ways through Christians apply the biblical teaching to protect animals, fish and birds c) appreciate importance of good stewardship	**Learners are guided to:** ● read Genesis 2:15-20, James 3: 7 discuss the responsibilities given to human beings ● identify ways through which Christians apply the biblical teaching to protect animals, fish and birds ● write sensitisation messages on charts/posters on the importance of good stewardship	1. Why should Christians take care of animals, fish and birds 2. How do you take care of God's creations.

Core Competencies to be developed:

● Critical thinking and problem solving: the learners identify different ways of taking care of animals, fish and birds.
● Learning to learn: the learners write sensitisation messages on charts/posters on the importance of good stewardship
● Creativity and Imagination: identify ways through which Christians apply the biblical teaching to protect and preserve animals, fish and birds

Values:

- Responsibility: the leaners take care of the different animals, fish and birds
- Patriotism: the learners discuss strategies of protecting and conserving the environment
- Social justice: the learners advocate for animal, fish and birds' welfare

Pertinent and Contemporary Issues (PCIs):
- Animal rights and welfare issues in education: the learners visit nearest animal orphanage/ national park/observe animals within their local environment and write a report on their rights
- Assertiveness: the learners commit themselves to taking care of domestic animals at home
- Environmental issues in education: the learners discuss different ways of taking care of animals, fish and birds to enhance harmonious coexistence.

Links to other subjects:
- Integrated Science: the learners learn about the importance of living creatures on land and in the sea
- English language: the learners compose and recite poems on animal welfare and protection
- Computer Studies: the learners use online sources to search for information on different strategies of taking care of animals, fish and birds
- Agriculture: the learners use different strategies in taking care of animals, fish and birds

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain the biblical teaching on responsibilities over animals, fish and birds to promote responsible living	Explicitly and correctly explains the biblical teachings on responsibilities over animals, fish and birds using relevant examples	Correctly explains the biblical teachings on responsibilities over animals, fish and birds	Explains some of the biblical teachings on responsibilities over animals, fish and birds	Requires guidance to explain any biblical teaching on responsibilities over animals, fish and birds

Ability to discuss ways through Christians apply the biblical teaching to protect animals, fish and birds	Correctly discusses using examples, ways through Christians apply the biblical teaching to protect animals, fish and birds	Correctly discusses ways through Christians apply the biblical teaching to protect and preserve animals, fish and birds	Discusses partially ways through Christians apply the biblical teaching to protect and preserve animals, fish and birds	Has difficulty discussing a way through Christians apply the biblical teaching to protect and preserve animals, fish and birds

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creation	**2.3 Responsibility over Plants (4 Lessons)**	By the end of the sub strand, the learner should be able to: a) describe the responsibilities given to human beings over plants by God to promote self efficacy. b) identify how Christians apply the biblical teachings on the care for plants to enhance environmental conservation c) discuss how prudent use of plants contribute to economic growth d) appreciate plants as part of God's creation to promote a healthy ecosystem.	Learners are guided to: • read in turns Genesis 1:29: Genesis 2:15 and Psalm 104:14, summarize the biblical teachings in charts and present them to the class • brainstorm on different types of plants found in the environment and how they can care for them • brainstorm how prudent use of plants contribute to economic growth and make summary notes on this • Interact with a resource person from an agricultural research institution on prudent ways of using plants.	1. How do you ensure sustainability of plants in your locality? 2. What plants in your locality are important to your family? 3. Which economic activity do you engage in at home or school?

Core Competencies to be developed:
- Learning to learn: the learners interact with a resource person from an agricultural research institution on prudent ways of using plants
- Communication and collaboration: the learners discuss in groups how they can care for the plants in their locality
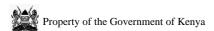- Self-efficacy: the learner's practise care and protection for plants.

Values:
- Responsibility: the learners apply biblical teachings in the care for plants to enhance environmental conservation
- Unity: the learners discuss in groups how they can care for different plants
- Social justice: the learners advocate for environmental conservation.

Pertinent and Contemporary Issues (PCIs):
- Learner support programmes: the learners participate in environmental clubs
- Education for Sustainable Development (ESD): the learners explain different ways plants are cared for to enhance responsibility
- Financial literacy: the learners discuss how prudent use of plants contribute to economic growth

Links to other subjects:
- Social Studies: the learners identify ways of conserving the environment
- Computer Science: the learners conduct an online search on different plants found in different regions of Kenya
- Agriculture: the learners learn different ways of taking care of plants

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to describe the responsibilities given to human beings over plants by God to promote self-efficacy	Correctly describes with examples, the responsibilities given to human beings over plants by God	Correctly describes the responsibilities given to human beings over plants by God	Describes partly the responsibilities given to human beings over plants by God	Has challenges describing any of the responsibilities given to human beings over plants by God
Ability to identify how Christians apply the biblical teachings on the care for plants to enhance environmental conservation	Accurately identifies and explains how Christians apply the biblical teachings on the care for plants to enhance environmental conservation	Accurately identifies how Christians apply the biblical teachings on the care for plants to enhance environmental conservation	Identifies partly how Christians apply the biblical teachings on the care for plants to enhance environmental conservation	Requires assistance to identify how Christians apply the biblical teaching on the care for plants to enhance environmental conservation
Ability to discuss how prudent use of plants found in their locality is essential to economic growth	Explicitly discusses with relevant examples how prudent use of plants found in their locality is essential to economic growth	Explicitly discusses how prudent use of plants found in their locality is essential to economic growth	Discusses to some extent how prudent use of plants found in their locality is essential to economic growth	Requires guidance to discuss how prudent use of plants found in their locality is essential to economic growth

COMMUNITY SERVICE LEARNING (CSL) PROJECT

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creatio n	**2.4 Responsibility over Plants and Animals (3 lessons)**	By the end of the sub strand, the learner should be able to: a) identify the type of plants/ animals within the locality and select one category suitable for the project b) apply knowledge attained from the biblical teaching on responsibilities given to human beings by sharing roles c) develop a plan for when the project starts and ends including number of stages and resources to promote responsible behaviour d) discus how the project will benefit the community and learner	Learners are guided to: • brainstorm on plants and animals within the locality suitable for a project • in groups, share different roles in preparation for the project • as a class come up with simple plan that contains, project title, objectives, stages, resources required start and end of the project (within a term, two terms or a year) and expected results • interview any resource person with relevant on animals and plants • in small groups identify either plants, animals or other living creatures in the environment and align them with the project by outlining what, how, where, when, by who/ by what means	1. Why should you take responsibilit y over living creatures on the land and waters? 2. How can you involve the community to use plants wisely?

		e) Identify project successes, setbacks and areas of improvement f) Appreciate the responsibility over plants and animals in their locality.	• use internet resources or available textbooks to gather information on the project strategies and inputs • as a class identify the project location • in groups identify ways of using locally available materials such as sacks or buckets to minimise cost • in groups, talk to the school community about the project to solicit support • discuss in groups the benefits of the project to the learners themselves and community • write a simple report on success, setbacks, areas of improvement and way forward for the project	

Core Competencies to be developed:
- Learning to learn: the learners identify new plants that can be grown sustainably in their environment.
- Communication and collaboration: the learners work together to identify priority areas for the project, project title, outcomes and purpose; relevant to solving the problem in the catchment area.
- Imagination and creativity: the learners devise a plan when the project starts and ends.
- Critical thinking and problem solving: the learners come up with simple proposals outlining steps and processes to be undertaken.

• Digital literacy: the learners use internet resources to gather more information on the project strategies and inputs.
Values:
• Responsibility: the learners liaise with the community on the project regarding sustainability of plants
• Unity: the learners devise a plan when the project starts and ends for example within a term, two terms or a year
• Love: the learners share how they will scale up the new practices at home o region or county
• Peace: the learners conduct oral interviews in the community to get feedback on the project.
Pertinent and Contemporary Issues (PCIs):
• Environmental issues as learners are encouraged to take responsibility over plants, animals and other living creatures for sustainable development
Links to other subjects:
• Social studies: the earners make recommendations and conclusions regarding project success on plants grown in the community
• English: the learners prepare report to disseminate to the stakeholders
• Computer science: the learners use internet resources to gather more information on the project strategies and inputs

Assessment Rubric for CSL Project				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectations**	**Below expectations**
Ability to establish the nature and scope of the project to be undertaken by the class	Coherently and comprehensively establishes the nature and scope of the project to be undertaken by the class	Comprehensively establishes the nature and scope of the project to be undertaken by the class	Establishes to some extent the nature and scope of the project to be undertaken by the class	Requires assistance to establish the nature and scope of the project to be undertaken by the class

Ability to develop a plan for the identified project in the school	Systematically and adequately develops a plan for the identified project in the school	Adequately develops a plan for the identified project in the school	Develops part of a plan for the identified project in the school	Requires assistance to develop a plan for the identified project in the school
Ability to implement and take part in the project by assigning individual roles and responsibilities	Comprehensively implements and actively takes part in the project	Implements and takes part in the project	Implements and takes part in some stages of the project	Requires support to implement and take part in the project
Ability to appraise the project to ascertain its relevance to the community and the learner	Systematically and comprehensively appraises the project to ascertain its relevance to the community and the learner	Comprehensively appraises the project to ascertain its relevance to the community and the learner	Appraises aspects of the project to ascertain its relevance to the community and the learner	Requires assistance to appraise the project and ascertain its relevance to the community and the learner
Ability to evaluate the stages of the project to ascertain its effectiveness	Systematically and comprehensively evaluates the stages of the project to ascertain its effectiveness	Comprehensively evaluates the stages of the project to ascertain its effectiveness	Evaluates some of the stages of the project to ascertain its effectiveness	Requires assistance to evaluate the stages of the project to ascertain its effectiveness

STRAND 3.0: THE BIBLE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	**3.1 Functions of the Bible** (**3 Lessons**)	By the end of the sub strand, the learner should be able to; a) explain the importance of the Bible and how it is used in the contemporary society b) discuss the role of the Bible for holistic growth c) explain how God's word inspires different services among Christians d) appreciate the Bible as the inspired Word of God	**Learners are guided to:** ● brainstorm how the Bible is used in different occasions and places ● debate and write main points on how the Bible is used in the society ● read in turns Timothy 3:16-17, Proverbs 30:5-6, John 1:1-2 and explain the teachings of the Bible texts ● prepare in groups a PowerPoint presentation on the importance of the Bible and how it is used in today's society ● write summary points on how the Bible used in spreading the Word of God ● discuss in groups how the Bible promotes spiritual, moral, social,	1. Why is the Bible different from other books? 2. How do you apply the word of God in your daily life?

			emotional, physical and intellectual growth of a person.	
			● discuss different types of service Christians engage in their local community in service to God and humanity	
			● Prepare a TV or Radio lesson on how God's word inspires service among Christians	
			● read the Bible in groups and report to the class the meaning of passages read	

Core Competencies to be developed:
- Creativity and imagination: the learners prepare a TV/Radio lesson on how God's word inspires service among Christians
- Critical thinking and problem solving: the learners investigate how God's word inspires service among Christians
- Learning to learn: the learners discuss how the Bible promotes spiritual, moral, social, emotional, physical and intellectual growth of a person
- Communication and collaboration: the learners read the Bible in groups and report to the class the meaning of passages read
- Digital literacy: the learners search the internet on how the Bible is useful as a tool for holistic growth.

Values:
- Unity: the learners work in groups and prepare Power Point presentations
- Respect: the learners analyse the role of the Bible and read the Bible passages in turns
- Responsibility: the learners engage in Christian service in their local community.

Pertinent and Contemporary Issues (PCIs):
- Effective communication: the learners use the Bible to share the Word of God, discuss in groups and role play

- Peace Education: the learners put into practice the Word of God and live harmoniously
- Decision making: the learners read the Word of God and offer service to God in different ways.

Links to other subjects:
- English Language: the learners read and discuss the Bible texts
- Computer Science: the learners use digital devices to carry out online search
- Performing Arts: the learner's role- play on the use of the Bible in spreading the Word of God and record this on a digital device.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the importance of the Bible and how it is used in the contemporary society	Accurately explains using examples, the importance of the Bible and how it is used in the contemporary society	Accurately explains the importance of the Bible and how it is used in the contemporary society	Explains partly the importance of the Bible and how it is used in the contemporary society	Has challenges explaining the importance of the Bible and how it is used in the contemporary society
Ability to discuss the role of the Bible for holistic growth	Correctly discusses and explains the role of the Bible	Correctly discusses the role of the Bible	Discusses partially the role of the Bible	Needs assistance to discuss any of the role of the Bible
Ability to explain how God's word inspires different services among Christians	Correctly explains with relevant examples, how God's word inspires different services among Christians	Correctly explains how God's word inspires different services among Christians	Explains partly how God's word inspires different services among Christians	Has difficulty explaining how God's word inspires different services among Christians

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	1.2 Divisions of the Bible (**4 lessons**)	By the end of the sub strand, the learner should be able to: a) identify the books of the Old and New Testament to enhance understanding of the Word of God b) classify the books of the Old and New Testament according to their divisions c) appreciate the books of the Old and New Testament as she/he reads the Bible.	Learners are guided to: ● Name the books of the Old and New Testament to enhance understanding of the Word of God ● brainstorm in pairs because there are two major divisions of the Bible ● identify and list the books of the Old and New Testament chronologically ● in groups sort out and design posters on categories of books of the Old and New Testament according to divisions and authorship.	1. Why is it important to know the books of the Bible?
Core Competencies to be developed:				
• Learning to learn: the learners brainstorm in pairs why there are two major divisions of the Bible				

● Communication and collaboration: the learners sort out and design posters on the categories of books in the Old and New Testament according to their divisions
● Digital literacy: the learners carry out an online inquiry on the books of the Bible and their categories and use a digital device to present the findings
Values:
● Unity: the learners brainstorm in pairs because there are two major divisions of the Bible
● Responsibility: the learners read the Bible for moral and spiritual growth.
Pertinent and Contemporary Issues (PCIs):
● Effective communication: the learners' sort and design a poster on categories of books in the Old and New Testament according to their divisions and authorship,
Links to other subjects:
● English Language: the learners work in groups to design posters on categories of the books of the Old and New Testament
● Mathematics: the learners' sort and chronologically sequence books of the Old and New Testament
● Computer Science: the learners carry out an online inquiry on the books of the Bible.

Assessment Rubrics				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to identify the books of the Old and New Testament to enhance application of biblical knowledge	Correctly and sequentially identifies all the books of the Old and New Testament	Correctly identifies all the books of the Old and New Testament	Identifies some of the books of the Old and New Testament	Needs assistance to identify books of the Old and New Testament

Ability to classify the books of the Old and New Testament according to their divisions and authorship	Clearly and accurately classifies the books of the Old and New Testament	Accurately classifies the books of the Old and New Testament	Classifies some of the books of the Old and New Testament	Needs assistance to classify books of the Old and New Testament

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	**3.3 Bible Translation (4 lessons)**	By the end of the sub strand, the learner should be able to: a) discuss reasons for translation of the Bible to local languages. b) Identify different translations and versions of the Bible used in Kenya c) Examine the social economic effects of translation of the Bible into local languages	Learners are guided to: ● brainstorm n how people have benefited from different translations of the Bible ● in groups discuss reasons that led to the translation of the Bible into local languages and present their points to the class ● discuss in groups the different translations and versions of the Bible and write them on flash cards ● interview a resource person on the social economic effects of translation of the Bible into local languages	1. What skills does a Bible translator require? 2. Which challenges do Bible translators face? 3. Why is it important to translate the Bible?

		d) appreciate the work of Bible translation in Kenya to promote social cohesion	● Debate on the theme: "is Bible translation still necessary in our society today?"	

Core Competencies to be developed:
- Learning to learn: the learners share the benefits of Bible translation with their parents or guardians
- Digital literacy: the learners carry out online search on the benefits of Bible translation into local languages
- Critical thinking and problem solving: the learner's debate on the theme: "Is Bible translation still necessary in our society today?"

Values:
- Love: the learners learn that Bible translation embraces languages of all nations
- Unity and peace: the learners discuss how translation of the Bible into local languages has helped to promoted inter-communal relations and peaceful co-existence

Pertinent and Contemporary Issues (PCIs):
- Global citizenship: the learners learn the process of translating the Bible into different languages
- Digital citizenship: the learners learn the use of technology in translating the Bible into different languages.

Links to other subjects:
- English language: the Learners debate on the theme: "Is Bible translation still necessary in our society today?"
- Performing and Visual Arts: the learners compose a poem, on the benefits of Bible translation
- Computer Science: the learners carry out an online inquiry on the benefits of translating the Bible into local languages
- Social Studies: the learners explain the benefits of Bible translation in their community.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation

Ability to discuss reasons for translation of the Bible to enhance understanding of the Word of God	With relevant illustrations, correctly discusses the reasons for translation of the Bible into local languages	Correctly discusses the reasons for translation of the Bible into local languages	Discusses some of the reasons for translation of the Bible into local languages	With support, discusses the reasons for translation of the Bible into local languages
Ability to identify different translations and versions of the Bible used in Kenya	Correctly identifies and explains different translations and versions of the Bible used in Kenya	Correctly identifies different translations and versions of the Bible used in Kenya	Identifies some different translations and versions of the Bible used in Kenya	Needs assistance to identify any translation and version of the Bible used in Kenya
Ability to examine the social economic effects of translation of the Bible into local languages	Accurately examines and identifies the social economic effects of translation of the Bible into local languages	Correctly examines the social economic effects of translation of the Bible into local languages	Examines some the social economic effects of translation of the Bible into local languages	Has challenges examining the social economic effects of translation of the Bible into local languages, requires assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Bible	**3..4 Leadership in the Bible: Moses** (**4 Lessons**)	By the end of the sub strand, the learner should be able to: a) describe how God prepared Moses for leadership b) identify the roles played by Moses during the Exodus c) discuss the qualities of Moses which Christians can emulate	Learners are guided to: ● discuss characteristics of a good leader ● read Exodus 2:11-13, 3:1-2, 11, and 6:12, and state ways that God prepared Moses for leadership ● read Exodus 14:13-16, 21, 15:22-25, 18:7-10, 18:17-24; 18:24, Deuteronomy 4:1-3, 5,6, and discuss roles performed by Moses during the Exodus ● discuss in groups, qualities of Moses which Christians can emulate	1. Why did God preserve the life of Moses? 2. Which qualities of a good leader would you like to emulate? 3. Why is good leadership important?

		d) emulate the leadership qualities in Moses and apply them in day to day living.	● Debate the advantages of choosing good leaders in society	

Core Competencies to be developed:
- Self-efficacy: the learners emulate the leadership qualities in Moses
- Citizenship: the learners explore how Moses effectively carried out his responsibilities
- Digital literacy: the learners watch a video clip on how God prepared Moses for leadership and make TV presentation in class
- Imagination and creativity: the learners compose and sing a relevant song on Moses as a leader
- Critical thinking and problem solving: the learners analyse qualities of a good leader

Values:
- Responsibility: the learners identify leadership roles played by Moses during the Exodus
- Love: the learners observe how Moses interceded for the Israelites when they committed sin
- Social justice: the learners learn why Moses led the Israelites from bondage in Egypt.

Pertinent and Contemporary Issues (PCIs):
- Human rights: the learners learn how Moses stood up for the rights of the Israelites
- Good governance: the learners learn how Moses led the Israelites from Egypt
- Decision making: the learners discuss in groups, the qualities to consider when choosing leaders in school
- Effective communication: the learners make presentations in class.

Links to other subjects:
- Computer Science: the leaners browse the internet on how God prepared Moses for leadership and present their points using a PowerPoint presentation

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe how God prepared Moses for leadership to develop their leadership skills	Explicitly and accurately explains how God prepared Moses for leadership	Accurately explains how God prepared Moses for leadership	Explains some ways in which God prepared Moses for leadership	Requires assistance to explain how God prepared Moses for leadership
Ability to identify the roles played by Moses during the Exodus	Correctly describes and explains the roles played by Moses during the Exodus	Correctly describes the roles played by Moses during the Exodus	Describes some l roles played by Moses during the Exodus	Requires assistance to describe any role played by Moses during the Exodus
Ability to discuss qualities of Moses which Christians can emulate	Clearly discusses and explains qualities of Moses which Christians can emulate	Clearly discusses qualities of Moses which Christians can emulate	Partly discusses qualities of Moses which Christians can emulate	Needs assistance to discuss any quality of Moses which Christians can emulate

STRAND 4.0: THE LIFE AND MINISTRY OF JESUS CHRIST

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 The Life and Ministry of Jesus Christ	**4.1 Background to the Birth of Jesus Christ** (**5 Lessons**)	By the end of the sub strand, the learner should be able to: a) identify and sequence the prophecies about the coming of Jesus Christ to promote critical thinking b) explain how Old Testament prophecies	Learners are guided to: ● brainstorm in groups, the meaning of prophecy ● read in turns Isaiah 9:6-7 and Jeremiah 23:5-6, and discuss in groups the prophecies about the coming of Jesus Christ	1. What roles are played by prophets? 2. Why did Mary visit Elizabeth? 3. Why was the birth of John

		about the Messiah were fulfilled by the coming of Jesus Christ c) describe the annunciation and birth of John the Baptist to enhance background knowledge d) relate the birth of John the Baptist to the coming of Jesus Christ to deepen understanding e) analyse how Christians apply the message of John the Baptist in their lives today f) appreciate the fulfilment of the prophecies about the coming of Jesus Christ	● do an online search on the prophecies about the coming of Jesus Christ and present the points to the class ● prepare flash cards with Bible texts about prophecies regarding the coming of Jesus Christ ● read in turns Matthew 1:18-23 and state how Jesus Christ fulfilled the Old Testament prophecies ● summarize on charts how Jesus Christ fulfilled the Old Testament prophecies ● read in turns Luke 1:5-25; explain the text and summarize main points on charts ● role play the annunciation and birth of John the Baptist and record it using a digital device ● read in turns Luke 3:16 and John 1:29-30; and discuss what they learn from the text	the Baptist important?

			- compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ - read in turns Luke 3:7-15 and discuss in pairs the message of John the Baptist - identify how Christians apply the message of John the Baptist in their lives today - brainstorm the skills which Christians need to avoid evils condemned by John the Baptist - Prepare a radio lesson on the message of John the Baptist	

Core Competencies to be developed:
- Digital literacy: the learners carry out searches online for the prophecies about the coming of Jesus Christ
- Imagination and creativity: the learners compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ
- Critical thinking: the learners discuss the relevance of the message of John the Baptist to Christians today
- Citizenship: the learners brainstorm the skills which Christians need to avoid evils condemned by John the Baptist
- Communication and collaboration: the learners role-play the annunciation and birth of John the Baptist and record this using a digital device.

Values:

● Love: the learners practice the teachings of John the Baptist through sharing with the needy	
● Unity and cooperation: the learners work in groups	
● Social justice: the learners brainstorm how they can apply the message of John the Baptist in their daily lives.	

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: the learners brainstorm how to avoid evils condemned by John the Baptist
- Decision making: the learners apply the message of John the Baptist in their lives by practising empathy and social justice in their interactions with others
- Human rights: the learners brainstorm the skills which Christians need to avoid evils condemned by John the Baptist.

Links to other subjects:
- English language: the learners read Bible texts and brainstorm the meaning of prophecy, in groups
- Computer Science: the learners watch a video clip or listen to an audio on the annunciation and birth of John the Baptist
- Social Studies: the learners read in turns Luke 3:7-15 and discuss the message of John the Baptist and its relevance to their daily lives.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the prophecies about the coming of Jesus Christ to promote critical thinking	Correctly outlines the prophecies about the coming of Jesus Christ and quotes relevant Bible texts	Correctly outlines the prophecies about the coming of Jesus Christ	Outlines some prophecies about the coming of Jesus Christ	Has difficulty in outlining the prophecies about the coming of Jesus Christ

Ability to explain how Old Testament prophecies about the Messiah were fulfilled by Jesus Christ	With relevant examples, accurately explains how Old Testament prophecies about the Messiah were fulfilled by Jesus Christ	Accurately explains how Old Testament prophecies about the Messiah were fulfilled by Jesus Christ	Explains how some of the Old Testament prophecies about the Messiah were fulfilled by Jesus Christ	With guidance, explains how some of the Old Testament prophecies about the Messiah were fulfilled by Jesus Christ
Ability to describe the annunciation and birth of John the Baptist as a precursor of Jesus Christ	Correctly describes the annunciation and birth of John the Baptist and gives relevant Bible texts	Correctly describes the annunciation and birth of John the Baptist	Describes to some extent the annunciation and birth of John the Baptist	Has difficulty describing the annunciation and birth of John the Baptist
Ability to relate the birth of John the Baptist to the coming of the Messiah	Appropriately relates the birth of John the Baptist to the coming of the Messiah with ease	Appropriately relates the birth of John the Baptist to the coming of the Messiah	Relates some aspects of the birth of John the Baptist to the coming of the Messiah	Has difficulties relating the birth of John the Baptist to the coming of the Messiah
Ability to analyse how Christians apply the message of John the Baptist in their lives today	Correctly analyses with relevant examples how Christians apply the message of John the Baptist	Correctly analyses how Christians apply the message of John the Baptist in their lives today	Analyses to some extent how Christians apply the message of John the Baptist in their lives today	Requires support to analyse how Christians apply the message of John the Baptist in their lives today.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 The Life and **Ministry of Jesus Christ**	**4.2 The Birth and Childhood of Jesus Christ** (**5 Lessons)**	By the end of the sub strand, the learner should be able to: a) analyse the events that took place during the	Learners are guided to: ● read in turns Luke 1:26-38 and Luke 2:1-20 ● in pairs explain the events that took place during the annunciation and birth of Jesus write the points on	1. Which events take place during dedication of a child? 2. What activities do you

		annunciation and the birth of Jesus b) describe the dedication of Jesus Christ in the Temple for spiritual growth c) discuss the story of Jesus in the Temple with elders to understand His mission d) examine values which Christians learn from the birth and childhood of Jesus Christ e) appreciate the dedication of Jesus Christ and relate it to similar practises in the churches today	charts and present to the class. ● brainstorm how children are dedicated in the churches today read in turns Luke 2:22-38 and in groups, discuss the importance of the dedication of Jesus Christ in the Temple ● read Luke 2:41-52 and explain the story of Jesus at the Temple with elders ● watch a video clip on the story of Jesus with the elders in the Temple ● discuss in groups values which Christians learn from the birth and childhood of Jesus Christ ● prepare flash cards on the values which Christians learn from the birth and childhood of Jesus Christ and display them in class and display them in the class.	participate in the Church? 3. Why do Christians celebrate the birth of Jesus Christ?

Core Competencies to be developed:

Core Competencies to be developed:
- Digital Literacy: the learners prepare a PowerPoint presentation on the events that took place during the birth of Jesus
- Critical thinking and problem solving: the learners watch a video clip and make observations on the story of Jesus in the Temple with elders
- Learning to learn: the learners discuss the mission of Jesus from his interaction with elders in the Temple
- Communication and collaboration: the learners share personal experiences during church services.

Values:
- Love: the learners learn that the reason for the birth of Jesus Christ is a demonstration of God's love for humankind
- Responsibility: the learners learn why parents should be concerned with their children.

Pertinent and Contemporary Issues (PCIs):
- Child rights and protection: the learners learn that Jesus' parents were concerned with the welfare of Jesus when he got lost in the Temple
- Effective Communication: the learners brainstorm how children are dedicated in the churches today
- Learner Support Programmes -Parental engagement: the learners learn that Jesus' parents were concerned with His welfare

Links to other subjects:
- English language: the learners compose and sing a song about the story of Jesus in the Temple and record it using available digital devices
- Computer Science: the learners use digital devices to compose and sing a song about the story of Jesus in the Temple.
- Social Studies: the learners learn that the parents of Jesus were concerned with the welfare of Jesus
- Music: the learners sing songs about Jesus in the Temple.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation

Ability to analyse the events that took place during the annunciation and the birth of Jesus	Explicitly analyses and explains the events that took place during the annunciation and birth of Jesus	Explicitly analyses the events that took place during the annunciation and birth of Jesus	Analyses some of the events that took place during the annunciation and birth of Jesus	With guidance, analyses the events that took place during the annunciation and birth of Jesus
Ability to describe the dedication of Jesus Christ in the Temple for spiritual growth	Correctly describes and explains the dedication of Jesus Christ in the Temple with textual evidence	Correctly describes the dedication of Jesus Christ in the Temple	Describes to some extent the dedication of Jesus Christ in the Temple	Has difficulty describing any of the events that took place during the birth of Jesus
Ability to discuss the story of Jesus in the Temple with elders to understand His mission	Correctly discusses and explains the story of Jesus in the Temple with elders with ease	Correctly discusses the story of Jesus in the Temple with elders	Discusses some aspects of the story of Jesus in the Temple with elders	With assistance, discusses an aspect of the story of Jesus in the Temple with elders
Ability to examine values Christians learn from the birth and childhood of Jesus Christ	Correctly examines the values Christians learn from the birth and childhood of Jesus Christ with relevant examples	Correctly examines values Christians learn from the birth and childhood of Jesus Christ	Examines some values Christians learn from the birth and childhood of Jesus Christ	Requires support to examine values Christians learn from the birth and childhood of Jesus Christ

STRAND 5.0: THE CHURCH

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	**5.1 Selected Forms of Worship (4Lessons)**	By the end of the sub strand, the learner should be able to: a) explain the biblical teachings on selected forms of worship b) discuss the importance of prayer and fasting to Christians c) identify the circumstances under which Christians apply the teachings of Jesus Christ on prayer and fasting d) appreciate different forms of worship as a way of building a strong relationship with God	Learners are guided to: ● In pairs, discuss the meaning of "worship" ● read in turns Exodus 15:20, Psalm 30:11; 96:1-2, 150:1-5, Ephesians 5:19; and discuss the Bible texts on form of worship ● brainstorm, in groups, why prayer and fasting are an important form of worship ● describe in groups the importance of prayer and fasting to Christians use a digital device or a poster to summarise points on the importance discuss prayer and fasting to Christians ● create a poster on Psalm 150:1-5 and display it on the noticeboard ● in groups, state the circumstances under which Christians apply the teachings of Jesus Christ on prayer and fasting	1. Why is worship important to Christians in their day- to - day lives? 2. Why is prayer and fasting important in the life of a Christian?

				● compose a song in groups on the Lord's prayer and sing it	

Core competencies to be developed:
- Creativity and imagination: the learners compose a song on the Lord's prayer, in groups
- Learning to learn: the learners learn discuss the importance of prayer and fasting to Christians
- Self-efficacy: the learners in groups state the circumstances under which Christians apply the teachings
- Critical thinking: the learners identify ways in which they apply the teaching of Jesus on prayer and fasting in their daily lives.

Values:
- Respect: the learners brainstorm because prayer and fasting are important aspects of worship.
- Unity: the learners work in groups searching the internet for information on prayer and fasting.

Pertinent and Contemporary Issues (PCIs):
- Self-esteem: the learners communicate to God through prayer
- Effective communication: the learners state examples of how they apply the teaching of Jesus Christ on prayer and fasting in their daily lives

Links to other subjects:
- Performing Arts as learners compose a song in groups on the Lord's prayer and sing it
- Computer Studies as they conduct online research on the importance of prayer, fasting and music and present to the class using digital devices
- Visual Arts as learners create a poster on Psalm 150:1-5 and recite or read the words aloud in class.

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to explain the Biblical teachings on selected forms of worship to promote spiritual growth	Correctly explains and identifies the Biblical teachings on selected forms of worship	Correctly explains the Biblical teachings on selected forms of worship	Explains some of the Biblical teachings on selected forms of worship	Hardly explains any Biblical teaching on selected forms of worship with guidance
Ability to discuss the importance of prayer and fasting to Christians	Correctly discusses and explains the importance of prayer and fasting to Christians	Correctly discusses the importance of prayer and fasting to Christians	Discusses partly the importance of prayer and fasting to Christians	Hardly discusses the importance of prayer and fasting to Christians and requires assistance
Ability to identify the circumstances under which Christians apply the teachings of Jesus Christ on prayer and fasting	Correctly identifies and lists the circumstances under which Christians apply the teachings of Jesus Christ on prayer and fasting	Correctly identifies the circumstances under which Christians apply the teachings of Jesus Christ on prayer and fasting	Partly identifies the circumstances under which Christians apply the teachings of Jesus Christ on prayer and fasting	Needs support to identify any the circumstance under which Christians apply the teachings of Jesus Christ on prayer and fasting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	**5.2 Role of the Church in Education and Health** **(4 Lessons)**	By the end of the sub-strand the learner should be able to: a) discuss the contribution of Christian missionaries towards education and health in Kenya b) examine strategies employed by the Church today to promote education and health c) identify barriers to effective missionary work in the world today d) explain ways through which Christians are promoting missionary work in Kenya e) appreciate the contribution of the Church in education and health.	Learners are guided to: • Identify missionaries' contribution towards education and health in Kenya, compile a brief report and present to the class. • use google map to identify in groups schools and health care facilities established by Christian missionaries in Kenya • brainstorm on the role of the church in education and health in their communities • carry out an online search on the role of the church in education and health and present findings in class • in groups discuss and summarise on a chart barrier to effective missionary work in the world today • In groups identify ways through which Christians are promoting missionary work in Kenya • Interact with a resource person to find out more on church sponsorship	1. Why did the early Christian missionaries establish schools and health facilities? 2. How do financial problems affect missionary work?

| | | | in health or education institution in their locality | |
| | | | ● Brainstorm on youth activities they engage in their different churches and report in the class. | |

Core Competencies to be developed:
- Digital literacy: the learners carry out an online search on the role of the church in education and health and use google map to identify, schools and health care facilities established by Christian missionaries in Kenya
- Communication and collaboration: the learners brainstorm on youth activities they engage in their different churches and report in the class
- Critical thinking and problem solving: the learners explain the remedies for promoting of missionary work
- Citizenship: the learners identify and summarise on a chart barrier to effective missionary work in the world today.

Values:
- Love and responsibility: the learners visit and offer voluntary work to the church sponsored health facilities or education institution in their locality
- Social justice: the learners examine strategies employed by the Church today to promote education and health.

Pertinent and Contemporary Issues (PCIs):
- Health issues in education: the learners examine strategies employed by the Church today to promote education and health
- Human rights: the learners learn about the contribution of the Church in education and health.

Links to other subjects:
- English langue: the learners' debate on the role of the Church in the provision of chaplaincy, pastoral care and psychosocial support in health and education institutions
- Social Studies: the learners discuss the contribution of the Christian missionaries towards education and health in Kenya

- Computer Studies: the learners carry out an online search on the role of the church in education and health and use google map to identify, the schools and health care facilities established by Christian missionaries in Kenya
- Health Education: the learners examine strategies employed by the Church today to promote education and health.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the contribution of Christian missionaries towards education and health in Kenya	Exhaustively and accurately discusses the contribution of Christian missionaries towards education and health	Accurately discusses the contribution of Christian missionaries towards education and health	Discusses some contribution of Christian missionaries towards education and health	Requires assistance to discuss the contribution of Christian missionaries towards education and health
Ability to examine strategies employed by the Church today to promote education and health	Systematically and accurately examines strategies employed by the Church today to promote education and health	Accurately examines strategies employed by the Church today to promote education and health	Examines some strategies employed by the Church today to promote education and health	Requires assistance to examine strategies employed by the Church today to promote education and health
Ability to identify barriers to effective missionary work in the world today	Clearly and correctly identifies barriers to effective missionary work in the world today	Correctly identifies barriers to effective missionary work in the world today	Partly identifies barriers to effective missionary work in the world today	Requires assistance to identify a barrier to effective missionary work in the world today

Ability to explain ways through which Christians are promoting missionary work in Kenya	Correctly explains and outlines ways through which Christians are promoting missionary work in Kenya	Correctly explains ways through which Christians are promoting missionary work in Kenya	Explains some of the ways through which Christians are promoting missionary work in Kenya	Hardly explains any of the ways through which Christians are promoting missionary work in Kenya, needs guidance

STRAND 6.0: CHRISTIAN LIVING TODAY

Strand	Sub strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living Today	**6.1 Christian and Marriage Family (5 Lessons)**	By the end of the-sub strand, the learner should be able to: a) discuss the biblical teachings on marriage and family to develop positive attitudes b) explain ways through which Christians to promote virtues among young people before marriage c) identify the skills required to sustain and support stable families in the society d) appreciate the importance of marriages and	Learners are guided to: ● brainstorm in pairs different types of families ● read in turns Genesis 2:23-24; Songs of Solomon 8:6-7; Isaiah 54:5; Ephesians 5:25-33; and summarize the biblical teachings on marriage ● read in turns Exodus 20:12; Psalm 127:3-5; Colossians 3:21; Ephesians 6:4, and summarize the biblical teachings on family ● interact with a religious leaders or resource person to find out ways through which Christians to promote virtues among young people before marriage ● in groups, prepare a summary using charts, on ways through which Christians to promote virtues among young people before marriage	1. What are the common practices of Christian marriage? 2. What is the difference between marriage and family? 3. Why is it important for families and marriages to have harmonious relationships?

| | | families as sacred institutions. | ● carry out an online search on the skills required to sustain and support stable families in the societies and write their points on charts
● write key messages on the skills required to sustain and support stable families in the society
● compose and recite poems on '*God is the centre, for stable families'* | |

Core Competencies:
- Critical thinking and problem solving: the learners write key messages on the skills required to sustain and support stable families in the society
- Citizenship: the learners discuss the biblical teachings on marriage and family to develop positive attitudes
- Learning to learn: the learners interact with a religious leader or resource person to find out strategies used by Christians to promote virtues among young people before marriage
- Digital literacy: the learners carry out an online search on the skills required to sustain and support stable families in the society
- Creativity and imagination: the learners compose and recite poems on '*God is the centre, for stable families.*

Values:
- Unity: the learners discuss the biblical teachings on marriage and family to develop positive attitudes
- Love: the learners appreciate the importance of marriages and families as sacred institutions
- Responsibility: the learners interact with a religious leaders or resource person to find out strategies used by Christians to promote virtues among young people before marriage.

Pertinent and Contemporary Issues (PCIs):

- Self-esteem: the learners evaluate the skills required to sustain and support stable families in the society
- Decision making: the learners write key messages on the skills required to sustain and support stable families in the society
- Social cohesion: the learners in groups, prepare a presentation on strategies used by Christians to promote virtues among young people before marriage.

Links to other subjects:
- Social Studies: the learners learn about marriage and families as social institutions
- English Language: the learners compose and recite poems on '***God is the centre, for stable families***'
- Computer Studies: the learners carry out an online search on the skills required to sustain and support stable families in the society.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss the biblical teachings on marriage and family to develop positive attitudes	Appropriately discusses and explains the biblical teachings on marriage and family	Appropriately discusses the biblical teachings on marriage and family	Discusses some of the biblical teachings on marriage and family	Requires assistance to discuss the biblical teachings on marriage and family
Ability to explain ways through which Christians to promote virtues among young people before marriage	Correctly explains and lists ways through which Christians to promote virtues among young	Correctly explains ways through which Christians to promote virtues among young people before marriage	Partly explains ways through which Christians to promote virtues among young people before marriage	Requires support to explain any of the ways through which Christians to promote virtues among young

	people before marriage			people before marriage
Ability to identify the skills required to sustain and support stable families in the society	Accurately outlines and identifies the skills required to sustain and support stable families	Accurately identifies the skills required to sustain and support stable families	Identifies some skills required to sustain and support stable families	Requires guidance to identify any of the skills required to sustain and support stable families

Strand	Sub strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living Today	**6.2 Gambling as a form of addiction (4 Lessons)**	By the end of the sub strand, the learner should be able to: a) identify the biblical teachings on dangers of gambling for ones well being b) discuss the causes of gambling in society today to enhance understanding c) examine the negative effects of gambling on individuals and family to promote consumer awareness d) explore measures taken by Christians and the government to help young people overcome gambling e) desire to live an addiction free life to	Learners are guided to: ● brainstorm in pairs the meaning and types of addiction ● read in turns 1Timothy 6:9; Proverbs 13:11 and 28:20-22 and summarize the points on biblical teachings on charts and present to the class. ● in groups use digital devices /read relevant textbooks to identify on the causes of gambling and share in class ● Role play the negative effects of gambling on individual and family and present to the class using a digital device ● listen to a resource person give a talk/speech on negative effects of gambling on individuals and families ● read in turns Proverbs 13:11; 1st Timothy 6:10; Hebrew 13:5 on the teachings of the Bible on overcoming gambling	1. What are the disadvantages of gambling? 2. Why do people engage in gambling? 3. Which skills can help a person to avoid gambling?

		promote psycho-social support	- debate on measures taken by Christians and the government to help young people overcome gambling - share success stories or case studies on measures taken by Christians and the government to help young people overcome gambling - brainstorm on the value of addiction free life	

Core Competencies to be developed:
- Learning to learn: the learners summarize the points on biblical teachings on charts and present to the class.
- Communication and collaboration: the learners' debate on measures taken by Christians and the government to help young people overcome gambling
- Critical thinking and problem solving: the learners role play the negative effects of gambling on individual and family

Values:
- Responsibility: the learners make the right decisions to avoid addictions
- Respect for self and others: the learners avoid situations that can lead to addiction
- Love: the learners help their peers to overcome their addictions.

Pertinent Contemporary Issues (PCIs)
- Assertiveness: the learners say no to all forms of addiction
- Self-: the learners recognize the causes and effects of addiction
- Decision making: the learners make right decisions not to involve themselves in gambling
- Learner support programmes: guidance and counselling: the learners listen to a resource person on effects of gambling
- Health issues: the learners advocate for human wellness.

Links to other subjects:

- Health Education: the learners learn the effects of addiction
- Performing Arts: the learners compose a song on the effects of gambling
- Computer Studies: the learners conduct an online inquiry on the causes and effects of addiction and present findings in class using digital devices.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the biblical teachings on gambling for ones well being	Accurately identifies and explains the biblical teachings on gambling	Accurately identifies the biblical teachings on gambling	Identifies partially the biblical teachings on gambling	Requires assistance to identify the biblical teachings on gambling
Ability to discuss the causes of gambling in Kenya today to enhance understanding	Correctly discusses the causes of gambling in Kenya today using relevant examples	Correctly discusses the causes of gambling in Kenya today	Discusses some of the causes of gambling in Kenya today	Requires support to discuss the causes of gambling in Kenya today
Ability to examine the effects of gambling on individuals and families to promote healthy living	Outlines and explicitly examines the effects of gambling on individuals and families	Appropriately examines the effects of gambling on individuals and families	Examines some of the effects of gambling on individuals and families	Requires assistance to examine the effects of gambling on individuals and families
Ability to explore measures taken by Christians and the government to help	Correctly identifies and explores measures taken by Christians and the	Correctly explores measures taken by Christians and the government to help	Explores some measures taken by Christians and the government to help	Has difficulty exploring measures taken by Christians and the government

young people to overcome gambling	government to help young people overcome gambling	young people overcome gambling	young people overcome gambling	to help young people overcome gambling

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

Strand	Sub Strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
Introduction to CRE	Importance of Learning CRE in Junior secondary	• Oral questions • Interrogating resource persons and writing summary points	• Good News Bible • CRE Course Books • Flash cards • Charts • realia • Digital Course Books- www.kec. ac.ke	Debating clubs to understand further benefits of learning CRE
Creation	**2.1 Accounts of Creation**	• Reading and explaining biblical teachings • Aural recording • Observations • Interviewing	• Good News Bible • CRE Course Books • Digital Course Books- www.kec.	Interviewing a resource person for more information on African creation stories
	2.2 Responsibility over Animals, Fish and Birds	• Reading and explaining biblical teachings	• Good News Bible • Digital Course Books- www.kec. • Course book for Grade 7 • Pictures and photographs	Environmental clubs/Junior clubs Interviewing resource person

			• Flash cards • Charts	Sensitization messages on posters/charts/litter bins
	2.3 Responsibility over Plants	• Observations • Interviewing • Reading and explaining biblical teachings	• Good News Bible • Digital Course Books- www.kec. • Course books • Digital Course Books- www.kec. ac.ke • Pictures and photographs	Environmental clubs/Junior clubs Interviewing resource person Sensitization messages on posters/charts litter / bins
	2.4 CSL Project Responsibility over Plants and Animals	• Oral questions Observations • Interviewing • Making presentations • Think and pair Assessment • Project report	• Project plan • Workbooks • Manilla papers • Pictures and photographs • Songs • Pictures and photographs • Video clips • Audio-visual resources	Interviewing resource person Sensitization messages on posters/charts
The Bible	3.1 Functions of the Bible	• Reading and explaining biblical teachings • Aural recording • Observations	• CRE Course Books • Good News Bible • Posters • Charts	Debating clubs

		• Interviewing	• Digital Course Books-www.kec.	
			• Digital Course Books-www.kec. ac.ke	
			• Flash cards	
			• Charts	
			• Video clips	
			• Audio-visual resources	
	1.3 Divisions of the Bible	• Reading and explaining biblical teachings	• Good News Bible	Discussion groups
			• Workbooks	
			• Manilla papers	
			• Pictures and photographs	
	3.3 Bible Translation	• Reading and explaining biblical teachings	• Good News Bible	Sensitization messages of socio economic effects of Bible translation
		• Aural recording	• Course Book	
		• Observations	• Charts	
		• Interviewing	• Posters	
	3.4 Leadership in the Bible: Moses	• Reading and explaining biblical teachings	• Good News Bible	
		• Making presentations	• CRE Course Books	
		• peer assessments		

4.0 The Life and Ministry of Jesus Christ	4.1Background to the Birth of Jesus Christ	• Aural recording • Observations • Interviewing • Reading and explaining biblical teachings	• Good News Bible • Posters • Models • Workbooks • Manilla papers • Pictures and photographs • CRE Course Books • Digital Course Books-www.kec. ac.ke • Flash cards • Charts • Video clips • Audio-visual resources	• Interviewing resource person • Sensitization messages on posters/charts
	4.2 The Birth and Childhood of Jesus Christ	• Aural recording • Observations • Reading and explaining biblical teachings • Interviewing	• Good News Bible • Posters • Manilla papers • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Digital Course Books-www.kec. ac.ke • Songs • Pictures and photographs • Charts • Video clips	• Interviewing resource person • Composing songs

			• Audio-visual resources	
The church in Action	**5.1 Selected Forms of Worship**	• Reading and explaining biblical teachings • Making presentations • Self-assessment/peer assessments	• Good News Bible • Posters • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Digital Course Books-www.kec. ac.ke • Songs • Pictures and photographs	Composing poems
	Role of the Church education and Health	• Reading and explaining biblical teachings • Making presentations • Self-assessment/ peer assessments	• Good News Bible • Posters • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Songs • Pictures and photographs	Christian union/YCS Clubs Interviewing resource person
6.0 Christian Living Today	**6.1 Christian and Marriage Family (7 Lessons)**	• Aural recording • Observations • Interviewing • Reading and explaining biblical teachings	• Good News Bible • Posters • Models • Charts • Manilla papers • Pictures and photographs • Newspaper Cuttings	Christian union/YCS Clubs Interviewing resource person

			• CRE Course Books • Digital Course Books-www.kec. ac.ke • Flash cards • Charts • Video clips • TV/radio lessons	
	6.2 Gambling as a form of Addiction	• Reading and explaining biblical teachings • Brainstorming	• Good News Bible • Flash cards • Charts • Posters • Digital Course Books-www.kec. ac.ke • Pictures and photographs • Video clips • Audio-visual resources	Christian union/YCS Clubs Interviewing resource person