



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

**JUNIOR SCHOOL CURRICULUM DESIGN**

**CHRISTIAN RELIGIOUS EDUCATION**

**GRADE 7**

First Published in 2022

Revised 2024

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## **FOREWORD**

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

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

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

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



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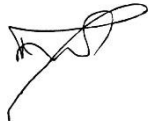
## **PREFACE**

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner's potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to Grade 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



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## **ACKNOWLEDGEMENT**

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

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 7 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 7 and the preparation of learners for transition to Grade 8.



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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## TIME ALLOCATION

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

## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

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

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

## **ESSENCE STATEMENT**

Christian Religious Education is the study of God's self-revelation to human beings through personal experiences, the life and Ministry of Jesus Christ, the Holy Spirit and the Bible. Christian Religious Education at Junior School aims to equip the learner with basic principles for Christian living. Further, the subject seeks to foster the holistic development of the learner, in regards, to the moral, spiritual, emotional, and intellectual aspects. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values.

Christian Religious Education is grounded in constructivist, multiple intelligence, and cognitive development learning theories. These theories emphasise connecting learners' own experiences with what they have learnt. Hence, the suggested learning experiences are engaging, participatory, interactive, collaborative, and incorporate cooperative problem-solving activities. The six strands are deliberately designed to develop the intellectual skills necessary for moral living, including reflection, discernment, critical thinking, and deciding how to act according to an informed conscience. The competencies acquired at this level will lay a strong moral, spiritual and intellectual foundation for the learner's as they move to the next grade.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. demonstrate responsibility by conserving the environment as good stewards of God's creation.
2. make use of acquired knowledge, skills, values, and attitudes to make informed moral decisions.
3. apply the teachings of Jesus Christ in their daily lives to promote social equality and responsibility.
4. take part in different activities both in the church and society as guided by the Word of God.
5. practice acquired moral values, skills and attitudes in their daily interactions to overcome the challenges they face as young people.
6. utilise ICT learning resources for the acquisition and application of knowledge in different learning contexts.

## SUMMARY OF STRANDS AND SUB-STRANDS

<b>Strand</b>	<b>Sub-Strands</b>	<b>Suggested Number of Lessons</b>
1.0 Overview of Christian Religious Education	1.1 Importance of Learning CRE	6
2.0 Creation	2.1 Accounts of Creation	6
	2.2 Responsibility over Animals, Fish and Birds	6
	2.3 Responsibility over Plants	6
	2.4 Use and Misuse of God's Creation	6
3.0 The Bible	3.1 Functions of the Bible	6
	3.2 Divisions of the Bible	6
	3.3 Bible Translations	6
	3.4 Leadership in the Bible: Moses	7
4.0 The Early Life of Jesus Christ	4.1 Background to the Birth of Jesus Christ	6
	4.2 Annunciation of the Birth of John the Baptist	7

	4.3 The Birth and Childhood of Jesus Christ	7
5.0 The church in Action	5.1 Selected Forms of Worship	6
	5.2 Role of the Church in Education and Health	5
6.0 Christian Living Today	6.1 Human Sexuality	7
	6.2 Christian Marriage and Family	7
	6.3 Alcohol, drugs and substance use	7
	6.4 Gambling	6
	6.5 Social Media	7
<b>Total Number of Lessons</b>		<b>120</b>

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

**STRAND 1.0: INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Overview of Christian Religious Education</b></p>	<p><b>1.1 Importance of Studying Christian Religious Education</b></p> <p>(6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) analyse the importance of learning Christian Religious Education,</p> <p>b) discuss how Christian Religious Education promotes sound moral and religious values,</p> <p>c) compile five values needed to foster responsible living</p> <p>d) apply the values acquired in their daily interactions,</p> <p>e) appreciate the learning of Christian Religious Education by living responsibly.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● brainstorm in small groups the meaning of Christian Religious Education,</li> <li>● search the meaning of Christian Religious Education using a digital device or print materials and make short notes,</li> <li>● discuss in teams the importance of studying Christian Religious Education and note key points,</li> <li>● write a personal reflection journal on how learning CRE has changed his or her behaviour,</li> <li>● list and share five values they need, to live a morally upright life,</li> <li>● use charts, posters, or flashcards to write messages that promote sound moral and religious values,</li> </ul>	<p>Why is it important to study Christian Religious Education?</p>

			<ul style="list-style-type: none"> <li>● compose a poem on how Christian Religious Education promotes sound moral and religious values.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: is enhanced as learners brainstorm and explain the meaning of Christian Religious Education.</li> <li>● Self-efficacy: is nurtured as learners list and share values they need to live harmoniously with others.</li> <li>● Digital Literacy: is enhanced as learners search for the meaning of Christian Religious Education using digital devices.</li> <li>● Imagination and Creativity: is exhibited as learners compose a poem on how Christian Religious Education promotes sound moral and religious values.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect for one another: the learners list and share values they need to live harmoniously with others.</li> <li>● Responsibility: the learners use charts/ posters/flashcards to write messages that promote sound moral and religious values.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Effective Communication: learners brainstorm in small groups the meaning of Christian Religious Education and make a presentation in class.</li> <li>● Creative thinking: learners compose a poem on how Christian Religious Education promotes sound moral and religious values.</li> <li>● Self-awareness: learners write a personal reflection journal on how learning CRE has changed their behaviour.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● English: learners debate and discuss in groups.</li> <li>● Pre-technical Studies: learners use digital devices to search for information on the meaning of Christian Religious Education.</li> </ul>				

<b>Suggested Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to analyse the importance of learning Christian Religious Education.	Analyses the importance of learning Christian Religious Education in details.	Analyses the importance of learning Christian Religious Education.	Analyses the importance of learning Christian Religious Education but omits some details.	Analyses the importance of Christian Religious Education but omits major details.
Ability to compile five values needed to foster responsible living.	Compiles five values needed to foster responsible living and encourages peers to do so.	Compiles five values needed to foster responsible living.	Compiles four to three values needed to foster responsible living.	Compiles two to one value needed to foster responsible living.



**STRAND 2.0: CREATION**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	<p><b>2.1 Accounts of Creation</b></p> <p>(6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) narrate the biblical accounts of creation,</li> <li>b) discuss the similarities and differences between the two accounts of creation,</li> <li>c) identify five attributes of God from the creation accounts,</li> <li>d) value God’s creation by conserving the environment.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● name features found in the natural environment,</li> <li>● take a nature walk and appreciate God’s creation in the school compound or the surrounding area,</li> <li>● read Genesis 1:1-50 &amp; 2:1-2:4A on first creation account and Genesis 2:4B-25 on second creation account,</li> <li>● watch a video clip on the two biblical accounts of creation,</li> <li>● summarise the main points on the first and second creation accounts,</li> <li>● discuss the similarities and differences between the two accounts of creation and write short notes,</li> <li>● in teams, use digital devices or print media to research on the attributes of God and write them on a chart,</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the first account of creation different from the second account?</li> <li>2. Why is it important to learn about the creation accounts?</li> </ol>

			<ul style="list-style-type: none"> <li>● practice environmental conservation measures, such as, planting trees or volunteer for clean ups in the community,</li> <li>● compose and sing a song on the second creation account.</li> </ul>	
<p><b>Core-Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: learners discuss in pairs the similarities and differences between the two biblical accounts of creation.</li> <li>● Creativity and Imagination: learners compose a song on the second creation account.</li> <li>● Digital Literacy: learners in groups, use digital devices to search for the attributes of God.</li> <li>● Learning to Learn: learners take a nature walk and observe natural features found in the environment.</li> </ul>				
<p><b>Values:</b>  Responsibility: learners conserve the environment by planting trees.  Integrity: learners avoid littering the compound/environment even when no one is watching.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Gender Mainstreaming: learners recognise that God created human beings as male and female to complement each other.</li> <li>● Environmental issues in education: learners take a nature walk and explore features in their environment.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Social Studies: learners interact with the environment during the nature walk.</li> <li>● English: learners read Bible texts on the biblical accounts of creation.</li> <li>● Creative Arts and Sports: learners compose and sing a song on the second account of creation.</li> <li>● Pre-technical Studies: learners conduct an online search using digital devices on the attributes of God.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	<b>2.2 Stewardship over Creation</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the biblical responsibilities given to human beings over creation,</li> <li>b) discuss ways they can protect animals, fish, and birds,</li> <li>c) practise good stewardship by taking care of animals, fish, and birds,</li> <li>d) appreciate God's creation by conserving the environment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on how they care for animals, fish, and birds and make summary notes,</li> <li>• read Genesis 2:15-20, James 3: 7 and discuss the responsibilities given to human beings by God,</li> <li>• discuss ways they can protect animals, fish, and birds,</li> <li>• visit a zoo, animal park or farm and observe how animals, fish, and birds are taken care of, and write a report for presentation in class,</li> <li>• write sensitisation messages on charts or posters on the importance of good stewardship over animals, fish, and birds,</li> <li>• display the poster or chart in class or on the school notice boards,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you care for animals, fish, and birds?</li> <li>2. How can you reduce conflicts between human beings and wild animals?</li> </ol>

			<ul style="list-style-type: none"> <li>• compose a poem on how they take care of animals, fish and birds in their environment.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem-solving: learners discuss ways they protect animals, fish, and birds.</li> <li>● Learning to Learn: learners write sensitisation messages on charts/posters on the importance of good stewardship.</li> <li>● Creativity and Imagination: learners compose a poem on how they take care of animals, fish, and birds.</li> <li>● Communication and Collaboration: learners brainstorm on how they take care of animals, fish, and birds.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners take care of animals, fish, and birds.</li> <li>● Social Justice: learners advocate for animal rights and welfare.</li> <li>● Patriotism: learners show love for their country as they visit a zoo, animal park or farm and observe how animals, fish, and birds are taken care of.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Animal rights and welfare issues in education: learners visit the nearest animal orphanage or national park and write a report on lessons learnt for presentation in class.</li> <li>● Environmental issues in education: learners discuss different ways of taking care of animals, fish, and birds.</li> </ul>				
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>● English: learners write sensitisation messages on charts or posters on the importance of good stewardship over animals, fish and birds.</li> <li>● Agriculture: learners brainstorm on how they take care of animals, fish, and birds.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	<b>2.3 Responsibility over Plants</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the biblical responsibilities given to human beings over plants,</li> <li>b) apply the biblical teachings acquired to conserve the environment,</li> <li>c) discuss how responsible use of plants contribute to economic growth,</li> <li>d) choose an income generating crop and plant it at home or school.</li> <li>e) desire to contribute to a healthy ecosystem.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● list different types of plants found in the environment and how they take care of them,</li> <li>● take a nature walk in the environment, observe different plants, draw them on charts, and display them in class,</li> <li>● read Genesis 1:29: Genesis 2:15 and Psalm 104:14, summarise the teachings on charts and make a presentation,</li> <li>● buzz on how they care for plants in their environment,</li> <li>● brainstorm how responsible use of plants contributes to economic growth,</li> <li>● interact with a resource person (environmentalist/ forest officer/any other relevant person) and interview them on</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you take care of plants?</li> <li>2. How do you care for plants in your environment?</li> </ol>

			<p>the economic benefits of plants,</p> <ul style="list-style-type: none"> <li>● plant an income-generating crop either at home or school,</li> <li>● take care of the plant until you get results.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners interview a resource person and ask questions on responsible ways of using plants.</li> <li>● Communication and collaboration: learners buzz on how they care for plants in their environment.</li> <li>● Self-efficacy: learners interact with a resource person (environmentalist, forest office or any other relevant person) and interview them on the economic benefits of plants.</li> <li>● Critical thinking and Problem-solving: learners plant an income-generating crop either at home or school.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners plant an income-generating crop either at home or school.</li> <li>● Social Justice: learners advocate for environmental conservation by taking good care of plants in their environment.</li> <li>● Unity: learners take turns to read Genesis 1:29: Genesis 2:15 and Psalm 104:14 and summarise the biblical teachings on charts.</li> </ul>				

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

- Learner support programmes: learners participate in environmental club activities.
- Education for Sustainable Development (ESD): learners explain different ways they care for plants and animals.
- Financial Literacy: learners discuss how responsible use of plants contribute to economic growth, they also plant an income-generating crop.
- Parental Engagement-Resource mobilization: learners involve parents who may assist them with resources to plant an income generation crop.

**Links to other Subjects:**

- Social Studies: learners buzz on how they care for plants.
- Agriculture: learners plant a crop at school or at home and care for it.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	2.4 Use of Natural Resources  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) explain ways in which human beings use and misuse natural resources, b) explore the effects of misusing natural resources, c) discuss Biblical teachings on good use of natural resources, d) conserve the environment as responsible citizens.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on how their communities use natural resources,</li> <li>● discuss how their communities have misused natural resources; write the points on charts and present them to the class,</li> <li>● conduct an online or library research on how human beings have used and misused natural resources and make a PowerPoint presentation or use a chart,</li> <li>● debate on the effects of destroying the environment,</li> <li>● read Genesis 2:15, Exodus 23:10-11, and Deuteronomy 20:19 and discuss the biblical teachings on good use of natural resources/God’s creation,</li> <li>● write the points from the Biblical teachings on charts and present them to the class,</li> <li>● jointly compose songs on the beauty of God’s creation,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you conserve the environment?</li> <li>2. How do human beings benefit from natural resources?</li> </ol>



			<ul style="list-style-type: none"> <li>● engage in cleaning the school, as a way of conserving the environment.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners brainstorm on how human beings use and misuse natural resources/God’s creation.</li> <li>● Critical thinking: learners discuss the effects of misusing natural resources.</li> <li>● Digital Literacy: learners use online resources to search for ways in which human beings use and misuse natural resources.</li> <li>● Creativity and Imagination: learners compose songs on the beauty of God’s creation.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners engage in cleaning the school compound as a way of conserving the environment.</li> <li>● Respect: learners take turns to air their views and respect each other’s opinion.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Environmental Issues in Education: learners engage in environmental conservation activities.</li> <li>● Social Justice: learners use God’s creation responsibly.</li> </ul>				
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>● Agriculture: learners participate in responsible use of God’s creation/environment.</li> <li>● Pre-technical Studies: learners conduct an online search and make a presentation using PowerPoint slides.</li> <li>● English: learners compose a song and debate on the effects of destroying the environment.</li> </ul>				

<b>Suggested Assessment Rubric</b>				
<b>Indicator \ Level</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Ability to narrate the biblical accounts of creation.	Narrates the biblical accounts of creation in details and cites relevant examples.	Narrates the biblical accounts of creation.	Narrates the biblical accounts of creation but omits some details.	Narrates the biblical but omits major details.
Ability to discuss the similarities and differences in the two biblical accounts of creation.	Discusses the similarities and differences in the two accounts of creation in details.	Discusses the similarities and differences in the two accounts of creation.	Discusses similarities and differences in the two accounts of creation but leaves out minor details.	Discusses similarities and differences in the two accounts of creation but leaves out major details.
Ability to identify five attributes of God from the biblical accounts of creation.	Identifies five attributes of God from the biblical accounts of creation using illustrations.	Identifies five attributes of God from the biblical accounts of creation.	Identifies four to three attributes of God from the biblical accounts of creation.	Identifies two to one attributes of God from the biblical accounts of creation.

Ability to explain the biblical teachings on responsibilities over animals, fish, and birds.	Explains the biblical teachings on responsibilities over animals, fish, and birds in details.	Explains the biblical teachings on responsibilities over animals, fish, and birds.	Explains the biblical teachings on responsibilities over animals, fish, and birds but leaves out minor details.	Explains biblical teachings on responsibilities over animals, fish, and birds but leaves out major details.
Ability to explain seven ways in which human beings use and misuse natural resources.	Explains seven ways in which human beings use and misuse natural resources and cites relevant examples.	Explains seven ways in which human beings use and misuse natural resources.	Explains six to four ways in which human beings use and misuse natural resources.	Explains three to one way in which human beings use and misuse natural resources.

**STRAND 3.0: THE BIBLE**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 The Bible</b></p>	<p><b>3.1 Functions of the Bible</b>  (6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) explain the importance of the Bible in the society today,</li> <li>b) describe how the Bible promotes holistic growth,</li> <li>c) analyse how God’s Word inspires different services among Christians today,</li> <li>d) appreciate the Bible as the inspired Word of God.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm on how the Bible is used in the society today and write the main points,</li> <li>• read 2 Timothy 3:16-17, Hebrews 4:12 and outline lessons learnt,</li> <li>• in teams prepare PowerPoint slides or charts on the importance of the Bible and make a presentation in class,</li> <li>• write summary points on how the Bible is used in spreading the Word of God,</li> <li>• discuss how the Bible promotes the spiritual, moral, social, emotional, and intellectual growth of a person,</li> <li>• list different services offered by Christians in the local communities,</li> <li>• make a presentation on how God’s word inspires different services among Christians today,</li> </ul>	<p>Why is the Bible important in the life of a Christian?</p>

			<ul style="list-style-type: none"> <li>• participate in different services in their local community and write a journal,</li> <li>• compose a song about the Bible.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: learners compose a song about the Bible.</li> <li>• Critical thinking: learners prepare a presentation on how God’s word inspires different services among Christians today.</li> <li>• Learning to Learn: learners discuss how the Bible promotes the spiritual, moral, social, emotional, and intellectual growth of a person.</li> <li>• Digital Literacy: learners prepare PowerPoint slides on the importance of the Bible in the society today.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: learners work in groups and prepare PowerPoint slides or charts on the importance of the Bible.</li> <li>• Respect: learners take turns to read the Bible texts.</li> <li>• Responsibility: learners engage in different services in their local community.</li> <li>• Peace: learners put into practise the Word of God and live harmoniously with each other.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Effective Communication: learners use the Bible to evangelise/ spread the Word of God to others.</li> <li>• Decision-making: learners read the Word of God and offer service to God and humanity in different ways.</li> </ul>				
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• English: learners read and discuss the Bible texts provided.</li> <li>• Pre-technical Studies: learners use digital devices to prepare PowerPoint slides and make presentations.</li> <li>• Creative Arts and Sports: learners compose and sing a song about the Bible.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Bible	<b>3.2 Divisions of the Bible</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the two divisions of the Bible, b) categorize the books in the Old and New Testament, c) appreciate the Bible for reflective learning and living.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm in pairs the two major divisions of the Bible,</li> <li>• use flashcards to sort and arrange books of the Bible sequentially,</li> <li>• use a digital device or the Bible to read out Books in the Old and New Testament,</li> <li>• jointly, outline the four major categories of books in the Old Testament,</li> <li>• team up to outline the four major categories of books in the New Testament,</li> <li>• share tasks to design a bookmark on the books of the Bible and place it in your Bible story Book or the Bible.</li> </ul>	Why is it important to know the books of the Bible?

**Core Competencies to be developed:**

- Learning to Learn: learners in pairs outline the four major categories of books in the Old Testament.
- Communication and Collaboration: learners brainstorm on the two major divisions of the Bible.
- Creativity and Imagination: learners design a bookmark on the books of the Bible.

**Values:**

- Unity: learners work in groups to sort and arrange books of the Bible in order using flashcards.
- Responsibility: learners in pairs design a bookmark on the books of the Bible and place it in their books/Bible.

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

- Effective Communication: learners in pairs brainstorm on the books in the Old and New Testament.
- Creative and Critical thinking: learners in groups design a bookmark on the books of the Bible.

**Links to other subjects:**

Mathematics: learners sort and arrange sequentially books of the Old and New Testament.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Bible	<b>3.3 Bible Translation</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify versions of the Bible used today,</li> <li>b) discuss reasons for translating the Bible into local languages,</li> <li>c) describe the translation of the Bible from the original languages to local languages,</li> <li>d) examine the social and economic effects of translating the Bible into local languages,</li> <li>e) appreciate the work of Bible translation in Kenya .</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• mention versions of the Bible used in Kenya today ,</li> <li>• buzz on the reasons that led to the translation of the Bible into local languages,</li> <li>• discuss Bible translation from the original languages (Hebrew, Greek) to local languages,</li> <li>• brainstorm on the benefits of Bible translation,</li> <li>• interview a resource person on the social and economic effects of translating the Bible to local languages,</li> <li>• debate on the topic, ‘Bible translation is still necessary today.’</li> </ul>	Why is it important to translate the Bible into different languages?



**Core Competencies to be developed:**

- Learning to Learn: learners discuss reasons that led to translating the Bible into local languages.
- Critical thinking and Problem-solving: the learner's debate on the topic, 'Bible translation is still necessary in our society today.'

**Values:**

- Unity: learners work in groups to discuss, brainstorm, and appreciate the importance of Bible translation.
- Respect: learners take turns and respect each other's views and ideas.

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

Digital Citizenship: learners use digital devices to search for different Bible versions.

**Links to other Subjects:**

English: learners interview resource persons on the social and economic effects of translating the Bible into local languages

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Bible	<b>3.4 Leadership in Israel</b> <ul style="list-style-type: none"> <li>• <i>Moses</i></li> </ul> (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe how God prepared Moses for leadership in Israel ,</li> <li>b) identify the roles played by Moses during the Exodus,</li> <li>c) outline leadership qualities they can emulate from Moses,</li> <li>d) apply leadership qualities learnt from Moses in their daily lives,</li> <li>e) choose leaders of integrity to foster stable governments,</li> <li>f) value responsibility by choosing credible leaders.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss in groups characteristics of a good leader,</li> <li>• brainstorm on qualities they consider when choosing leaders at school or church,</li> <li>• read Exodus 2:11-13, 3:1-2, 11-12, and 6:12, and list ways God prepared Moses for leadership,</li> <li>• read Exodus 14:13-16, 21, 15:22-25, 18:5-10, 18:17-24; Deuteronomy 4:1-3, 5,6, and discuss roles performed by Moses during the Exodus,</li> <li>• conduct an online or library research on leadership qualities portrayed by Moses and summarise them on a chart,</li> </ul>	Why was leadership in Israel important?

			<ul style="list-style-type: none"> <li>• write a journal on how to be a good leader at school, church, and in the community,</li> <li>• debate on the advantages of choosing leaders of integrity in today's society.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: learners apply leadership qualities portrayed by Moses in their interaction with others.</li> <li>• Citizenship: learners explore how Moses effectively carried out his responsibilities and apply them in their lives.</li> <li>• Imagination and Creativity: learners write a journal on how to be a good leader at school, church, and in the community.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: learners debate on the advantages of choosing leaders of integrity in the society today.</li> <li>• Social Justice: learners choose leaders of integrity at school and in the Church.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Human Rights: learners emulate Moses by respecting the rights of other learners.</li> <li>• Good Governance: learners apply leadership qualities learnt from Moses in daily life.</li> <li>• Decision-making: learners choose leaders of integrity at school and in church.</li> <li>• Effective Communication: learners discuss in groups the characteristics of good leaders.</li> </ul>				
<p><b>Links to other Subjects:</b>  Social Studies: learners research and make notes on leadership qualities portrayed by Moses.</p>				

<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain the importance of the Bible in the society today.	Explains the importance of the Bible in the society today in details.	Explains the importance of the Bible in the society today.	Explains the importance of the Bible in the society today but omits minor details.	Explains the importance of the Bible in the society today but omits major details.
Ability to analyse how God's word inspires different services among Christians today.	Analyses how God's word inspires different services among Christians today and cites relevant examples.	Analyses how God's word inspires different services among Christians today.	Partly analyses how God's word inspires different services among Christians today.	Attempts to analyse how God's word inspires different services among Christians today.
Ability to categorise the books of the Old and New Testament.	Categorises the books of the Old and New Testament in details.	Categorises the books of the Old and New Testament.	Categorises the books of the Old and New Testament but leaves out some information.	Categorises books of the Old and New Testament but leaves out major information.

<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to examine five social-economic effects of translating the Bible into local languages.	Examines five social-economic effects of translating the Bible into local languages and cites relevant examples.	Examines five social-economic effects of translating the Bible into local languages.	Examines four to three social-economic effects of translating the Bible into local languages.	Examines two to one social-economic effects of translating the Bible into local languages.
Ability to describe how God prepared Moses for leadership.	Describes how God prepared Moses for leadership in details.	Describes how God prepared Moses for leadership.	Describes how God prepared Moses for leadership but omits minor details.	Describes how God prepared Moses for leadership but omits major details.
Ability to identify ten roles played by Moses during the Exodus.	Identifies ten roles played by Moses during the Exodus using illustrations.	Identifies ten roles played by Moses during the Exodus.	Identifies nine to five roles played by Moses during the Exodus.	Identifies four to one role played by Moses during the Exodus.
Ability to apply six leadership qualities learnt from Moses in daily life.	Applies six leadership qualities learnt from Moses and cites relevant examples.	Applies six leadership qualities learnt from Moses in daily life.	Applies five to three leadership qualities learnt from Moses in daily life.	Applies two to one leadership qualities learnt from Moses in daily life.

## STRAND 4.0: THE EARLY LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Early life of Jesus Christ</b>	<b>4.1 Prophecies about the Messiah</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the Old Testament prophecies about the Messiah,</li> <li>b) elaborate the fulfilment of the Old Testament prophecies about the Messiah,</li> <li>c) value the fulfillment of the Old Testament prophecies.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the word prophecy and share findings with the class,</li> <li>• buzz on the meaning of the word, ‘<i>Messiah</i>’</li> <li>• write the meaning of the word, Messiah on flashcards,</li> <li>• read Isaiah 7:13-14, 9:6-7, and Jeremiah 23:5-6, and list the prophecies about the coming of the Messiah,</li> <li>• write the Bible texts on the coming of the Messiah on flashcards and place them in their note books for reference/revision,</li> <li>• watch a video clip on prophecies about the Messiah,</li> <li>• conduct an online or library research on fulfilment of</li> </ul>	How were the Old Testament prophecies about the Messiah fulfilled?

			<p>prophecies about the Messiah and present the points in class,</p> <ul style="list-style-type: none"> <li>team up to read Matthew 1:18-23 and Luke 1: 26-3 and summarise the fulfillment of the Old Testament prophecies.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Digital Literacy: learners carry out internet search on the prophecies about the coming of the Messiah.</li> <li>Communication and Collaboration: learners team up to read Matthew 1:18-23, Luke 1: 26-3 and summarise how Jesus Christ fulfilled the Old Testament prophecies.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Unity: learners work in groups and pairs and take turns to air their views.</li> <li>Responsibility: learners perform and complete various assignments on time.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>Effective Communication: learners articulate issues confidently during brainstorming sessions.</li> <li>Information Technology: learners observe cyber security rules as they research on the prophecies about the Messiah.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>English: learners read Bible texts and brainstorm on the meaning of the term, ‘<i>Prophecy</i>.’</li> <li>Social Studies: learners discuss the message about peace in relation to the coming of the Messiah, the prince of Peace.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Early life of Jesus Christ</b>	<b>4.2 John the Baptist</b> <ul style="list-style-type: none"> <li>• <i>A Precursor to the Messiah</i></li> </ul> <p>( 7 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) elaborate the annunciation and birth of John the Baptist,</li> <li>b) relate the birth of John the Baptist to the coming of the Messiah,</li> <li>c) interpret John’s description of the Messiah in Luke 3:16 and John 1:29-30,</li> <li>d) discuss the message of John the Baptist in Luke 3:7-18,</li> <li>e) apply values acquired from the teachings of John the Baptist in daily life ,</li> <li>f) desire to live a morally upright life.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read Luke 1:5-25 on the annunciation of the birth of John the Baptist and retell the story,</li> <li>• read Luke 1:57-66 and make short notes on the birth of John the Baptist,</li> <li>• role-play the annunciation of John the Baptist and record it using a digital device,</li> <li>• read Luke 3:16 and John 1:29-30 and write the main points on flash cards,</li> <li>• compose a poem on how the birth of John the Baptist prepared the way for the coming of the Messiah,</li> <li>• read Luke 3:7-18 and discuss the message of John the Baptist,</li> <li>• list the values outlined in the message of John the Baptist,</li> <li>• dramatize ways of applying values acquired from the message of John the Baptist in daily life,</li> </ul>	<p>How is John the Baptist a precursor to the Messiah?</p>



			<ul style="list-style-type: none"> <li>• sing a song related to the mission of John the Baptist.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Imagination and Creativity: learners compose a poem on how the birth of John the Baptist relates to the coming of the Messiah.</li> <li>● Critical thinking: learners discuss the relevance of the message of John the Baptist to Christians today.</li> <li>● Citizenship: learners brainstorm on values needed by Christians to avoid social evils in the society today.</li> <li>● Communication and Collaboration: learners role-play the annunciation of John the Baptist and record it using a digital device.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: learners practise the teachings of John the Baptist by sharing what they have with the needy.</li> <li>● Unity: learners work in groups and pairs and take turns to air their views.</li> <li>● Social Justice: learners brainstorm on how they can apply the message of John the Baptist in their lives.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Social Cohesion: learners brainstorm on how to avoid evils condemned by John the Baptist.</li> <li>● Decision-making: learners apply the message of John the Baptist in their lives by practising empathy and social justice.</li> <li>● Human Rights: the learners brainstorm on the values they need to avoid evils such as accusing others falsely.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● English: learners read Bible texts and brainstorm on the meaning of the term, ‘Prophecy.’</li> <li>● Social Studies: learners discuss the message about social justice and responsibility.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Early Life of Jesus Christ</b>	<b>4.3 The Birth and Childhood of Jesus Christ</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) elaborate the annunciation and birth of Jesus Christ,</li> <li>b) describe the dedication of baby Jesus,</li> <li>c) relate the dedication of Jesus to similar practises in the church today,</li> <li>d) narrate the story of Jesus Christ in the Temple,</li> <li>e) identify values learnt from the birth and childhood of Jesus Christ,</li> <li>f) acknowledge the gift of our Saviour by celebrating His birth.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read Luke 1:26-38 and Luke 2:1-20 in turns,</li> <li>• brainstorm on the events that took place during the annunciation of the birth of Jesus Christ,</li> <li>• collaboratively, make a presentation on the annunciation of the Birth of Jesus Christ using PowerPoint slides or charts,</li> <li>• watch a video clip on the birth of Jesus Christ and write the key points on a chart,</li> <li>• share experiences of how children are dedicated in church today,</li> <li>• mention the importance of dedicating babies in church today,</li> </ul>	Why do Christians celebrate the birth of Jesus Christ?

			<ul style="list-style-type: none"> <li>• read Luke 2:22-38 in turns and make short notes,</li> <li>• in groups discuss the importance of the dedication of baby Jesus,</li> <li>• read Luke 2:41-52 and retell the story of Jesus Christ in the Temple,</li> <li>• create a mind map on the story of Jesus Christ with the elders in the Temple,</li> <li>• in pairs write on flashcards values that Christians learn from the birth and childhood of Jesus Christ.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: learners discuss the mission of Jesus Christ based on his interaction with the elders in the Temple.</li> <li>• Communication and Collaboration: learners in groups discuss the importance of the dedication of baby Jesus.</li> </ul>				

**Values:**

- Love: is exhibited as learners respect each other's opinions and take turns airing their views during group discussions.
- Peace: learners acquire values like peace, sharing, and kindness from the early life of Jesus Christ hence they co-exist with others peacefully.

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

- Children rights and protection: the parents of Jesus were concerned with the welfare of Jesus when he got lost in the Temple.
- Effective Communication: learners share experiences of how children are dedicated in church today.

**Link to other subjects:**

- Social Studies: Jesus's parents were concerned about His welfare.
- English: learners make presentations in class on the annunciation and the birth of Jesus Christ.

<b>Suggested Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the Old Testament prophecies about the Messiah.	Describes the Old Testament prophecies about the Messiah in details.	Describes the Old Testament prophecies about the Messiah.	Describes the Old Testament prophecies about the Messiah but omits minor details.	Describes the Old Testament prophecies about the Messiah but omits major details.
Ability to relate the birth of John the Baptist to the coming of Jesus Christ.	Relates the birth of John the Baptist to the coming of Jesus Christ exhaustively.	Relates the birth of John the Baptist to the coming of Jesus Christ.	Relates the birth of John the Baptist to the coming of Jesus Christ but leaves out some information.	Relates the birth of John the Baptist to the coming of Jesus Christ but leaves out a lot of information.
Ability to utilise the values acquired to form harmonious relationships.	Constantly utilises values acquired to form harmonious relationships.	Utilises the values acquired to form harmonious relationships.	Sometimes utilises the values acquired to form harmonious relationships.	Utilises the values acquired to form harmonious relationships but with consistent guidance.
Ability to elaborate the events that took place during the	Elaborates the events that took place during the annunciation and	Elaborates the events that took place during	Elaborates the events that took place during the annunciation and birth of	Elaborates the events that took place during the annunciation and

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
annunciation and the birth of Jesus Christ.	birth of Jesus Christ sequentially.	the annunciation and birth of Jesus Christ.	Jesus Christ but leaves out minor steps.	birth of Jesus Christ but leaves out major steps.
Ability to identify six values Christians learn from the birth and childhood of Jesus Christ.	Identifies more than six values learnt from the birth and childhood of Jesus Christ.	Identifies six values learnt from the birth and childhood of Jesus Christ.	Identifies five to three values learnt from the birth and childhood of Jesus Christ.	Identifies two to one value learnt from the birth and childhood of Jesus Christ.

## STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.1 Selected Forms of Worship</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline the teachings on praise and thanks giving from the scriptures provided,</li> <li>discuss the importance of prayer and fasting,</li> <li>explain teachings on prayer and fasting from the scriptures provided,</li> <li>practise the teachings of Jesus Christ on prayer and fasting,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>define the word, “<i>Worship.</i>”</li> <li>share experiences of how worship is done in his or her church,</li> <li>jointly read Exodus 15:20-21, Psalm 30:11-12; 96:1-2, 150:1-5, Ephesians 5:19; and outline the teachings on praise and thanksgiving,</li> <li>brainstorm, in groups, why prayer and fasting is an important form of worship,</li> <li>use a digital device or a poster to summarise points on the importance of prayer and fasting,</li> <li>team up to read Luke 4:1-2, Act 13:1-3, Matthew 6:9-13, 1 Thessalonians 5:16-18,</li> <li>outline lessons learnt from the Bible texts and make a presentation using a digital device or a chart,</li> <li>read Matthew 6:16 and discuss how one should conduct himself or herself when fasting,</li> <li>journal how they practise different forms of worship,</li> </ul>	Why is prayer and fasting important in the life of a Christian?

		<p>e) take part in different forms of worship at home, church and in school,</p> <p>f) pray to God always to grow spiritually.</p>	<ul style="list-style-type: none"> <li>● participate in worship at home, church and in school and write a report for presentation in class</li> <li>● brainstorm on the topic, “<i>we were created to worship God.</i>”</li> <li>● in collaboration, read and compose a song based on Psalms 150:1-5,</li> <li>● sing a song on the Lord's prayer.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: learners compose a song based on Psalm 150:1-5.</li> <li>● Learning to Learn: learners discuss the importance of prayer and fasting.</li> <li>● Self-efficacy: learners write a journal on how they practise different forms of worship.</li> <li>● Critical thinking: learner’s brainstorm on the topic, “<i>We were created to worship God</i>”.</li> </ul>				
<ul style="list-style-type: none"> <li>● Respect: learners take turns as they share experiences of how worship is done in their churches.</li> <li>● Unity: learners work in groups as they read and compose a song based on the scriptures provided.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Self-awareness: learners write a journal on how they practise different forms of worship.</li> <li>● Effective Communication: learners brainstorm, in groups, why prayer and fasting is an important form of worship.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● Creative Arts and Sports: learners sing a song on the Lord's Prayer.</li> <li>● Pre-technical Studies: learners make a presentation using a digital device.</li> </ul>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.2 Role of the Church in Education and Health</b>  (5 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) appraise the contribution of the Church towards education and health,</li> <li>b) identify barriers to effective Church mission work in Kenya today,</li> <li>c) recommend solutions to barriers hindering effective mission work,</li> <li>d) appreciate the contribution of the Church in education and health.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on healthcare facilities established by churches in their communities,</li> <li>● use google maps/County maps to identify healthcare facilities established by the church in Kenya today,</li> <li>● carry out an online research on the role of the church in education and health and present the findings in class,</li> <li>● discuss and summarise on charts, barriers to effective church mission work,</li> <li>● discuss solutions to barriers hindering effective mission work in Kenya today,</li> <li>● interview vetted resource persons on the contribution of the Church to education and health in Kenya today.</li> </ul>	How does the church support education and health?

**Core Competencies to be developed:**

- Digital Literacy: learners use google maps to identify, schools and healthcare facilities established by the church.
- Citizenship: learners recommend solutions to challenges facing effective church mission work in Kenya today.

**Values:**

- Unity: learners in groups brainstorm on healthcare facilities established by churches in their communities.
- Love: learners appreciate the role-played by the church in establishing schools and health facilities.

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

- Health issues in education: the learners use google maps or County maps to identify healthcare facilities established by the church in Kenya today.
- Human Rights: they learn about human rights issues which involves the contribution of the Church in education and health.

**Link to other subjects:**

- English: learners' interview vetted resource persons on the contribution of the Church in education and health in Kenya today.
- Social Studies: learners use google maps to identify, the schools and healthcare facilities established by the church in Kenya.

<b>Suggested Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain teachings on selected forms of worship.	Explains teachings on selected forms of worship and gives relevant biblical examples.	Explains teachings on selected forms of worship.	Explains teachings on selected forms of worship but leaves out some information.	Explains Biblical teachings on selected forms of worship but leaves out major information.
Ability to describe how they practise the teachings of Jesus Christ on prayer and fasting.	Describes how they practise the teachings of Jesus Christ on prayer and fasting in details.	Describes how they practise the teachings of Jesus Christ on prayer and fasting.	Describes how they practise the teachings of Jesus Christ on prayer and fasting but omits minor details.	Describes ways they practise the teachings of Jesus Christ on prayer and fasting but omits major details.
Ability to discuss the contribution of the church towards education and health in Kenya.	Discusses the contribution of the church towards education and health in Kenya in details.	Discusses the contribution of the church towards education and health in Kenya.	Discusses the contribution of the church towards education and health in Kenya but leaves out minor details.	Discusses the contribution of the church towards education and health in Kenya but leaves out major details.

<b>Suggested Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify six barriers to effective Church mission work in Kenya today.	Identifies six barriers to effective Church mission work in Kenya today and uses illustrations.	Identifies six barriers to effective Church mission work in Kenya today.	Identifies five to three barriers to effective Church mission work in Kenya today.	Identifies two to one barrier to effective Church mission work in Kenya today.

## STRAND 6.0: CHRISTIAN LIVING TODAY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.1 Human Sexuality</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the meaning of human sexuality for holistic development,</li> <li>b) discuss healthy and unhealthy relationships for responsible living,</li> <li>c) discuss the circumstances that lead to unhealthy relationships,</li> <li>d) outline the consequences of engaging in sex before marriage,</li> <li>e) compile values and life skills needed to avoid irresponsible sexual behaviour,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of human sexuality,</li> <li>● discuss the meaning of healthy and unhealthy relationships,</li> <li>● outline the teachings in 1Corinthians 6:9 and 18 and summarise lessons learnt,</li> <li>● read Philippians 4:8-9 and Galatians 5:23 reflect on it and write a journal on values and life skills they apply as they relate with others,</li> <li>● write 1Thessalonians 4:3 on a flash card and recite it,</li> <li>● discuss circumstances that can lead to sexual temptations,</li> <li>● brainstorm on how to avoid temptations/tempting places,</li> <li>● role-play on how to overcome a tempting situation,</li> </ul>	How can you maintain sexual purity as a youth?

		<p>f) utilize values and life skills acquired to form healthy relationships.</p>	<ul style="list-style-type: none"> <li>● list/mention the negative effects of engaging in sex before marriage,</li> <li>● listen to and engage a resource person on values and life skills guiding good morals and summarise key points,</li> <li>● reflect on their relationships and journal their resolve to remain chaste until marriage as they depend on God’s strength/prayer,</li> <li>● carry out a debate in class on, ‘it is possible for a young person to remain chaste until marriage’.</li> <li>● compose and recite a poem titled, <i>‘Lord help me overcome temptations.’</i></li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners brainstorm on how to avoid temptations/tempting places.</li> <li>● Self-efficacy: learners journal their resolve to remain chaste until marriage as they depend on God’s strength/prayer.</li> <li>● Communication and Collaboration: learners debate on, ‘it is possible for a young person to remain chaste until marriage’.</li> </ul>				

**Values:**

- Respect for one another: learners brainstorm on the meaning of, 'healthy and unhealthy male-female relationships'.
- Responsibility: learners make decisions to avoid temptations/tempting places as they depend on God.
- Integrity: learners journal their resolve to remain chaste until marriage as they depend on God's strength/prayer.
- Peace: learners resolve to form healthy relationships.

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

- Effective communication: learners in groups discuss circumstances that can lead to sexual temptations.
- Self-awareness and assertiveness: learners reflect and keep a journal on values and life skills they apply as they relate with others.
- Peer pressure resistance: learners brainstorm on how to avoid negative peer influence.

**Link to other subjects:**

- English: learners read scriptures, debate and express themselves confidently.
- Creative Arts and Sports: learners compose and sing a poem titled, 'Lord help me overcome temptations'.
- Integrated Science: learners list or mention the negative effects of engaging in sex before marriage.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.2 Christian Marriage and Family</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the biblical teachings on marriage and family,</li> <li>b) explain ways the church promotes values among young people before marriage,</li> <li>c) identify values needed to maintain stability in families,</li> <li>d) appreciate the family as a sacred institution ordained by God.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● read Genesis 2:23-24: and Ephesians 5:22-33 in turns and summarise the main biblical teachings about marriage,</li> <li>● read Exodus 20:12, Psalm 127:3-5, Ephesians 6:4 and note the key points,</li> <li>● list values needed by young people before they enter into marriage,</li> <li>● interact with a religious leader or a resource person and interview them on how the church promotes values among young people before marriage,</li> <li>● carry out an online or library research on values needed to contribute towards stable families,</li> <li>● write key messages on charts or flashcards on values needed to contribute towards stable families,</li> <li>● role-play a stable Christian family,</li> <li>● compose and recite poems on '<i>God is the centre of stable families</i>'.</li> </ul>	How does a good marriage contribute to stability in the society?



**Core Competencies:**

- Critical thinking and Problem-solving: learners write key messages on values required to sustain and support stable families in the society today.
- Citizenship: learners discuss the biblical teachings on values required to contribute to stable families.
- Learning to Learn: learners interact with a religious leader to find out strategies used by the Church to promote values among young people before marriage.
- Digital Literacy: learners carry out an online search on values required to sustain and support stable families.
- Creativity and Imagination: the learners compose and recite poems on '*God is the centre of stable families*'.

**Values:**

- Unity: learners respect each other's ideas and take turns during group discussions.
- Love: learners list values needed to contribute to stable families.
- Responsibility: learners write key messages on charts or flashcards on values required to have stable families.

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

- Decision-making: learners evaluate and make decisions on the values required to contribute to stable families.
- Social Cohesion: learners in groups, prepare a presentation on strategies used by the church to promote values among young people before marriage.

**Link to other Subjects:**

- Social Studies: learners appreciate marriage and families as important institutions necessary for stability in the society.
- English: learners compose and recite poems on '*God is the centre of stable families*'.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living</b>	<b>6.3 Alcohol, Drugs and Substance use</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify drugs commonly abused by youths in Kenya today, b) discuss reasons why young people abuse drugs today, c) explore the effects of alcohol, drugs and substance abuse on an individual and the family, d) read the scriptures provided on the effects of alcohol, drug and substance abuse, e) recommend values and life skills needed to stay free from alcohol, drug and substance abuse, f) utilise values and life- skills acquired to live an alcohol, drug and substance-free life.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of alcohol, drug and substance abuse and share findings with the class,</li> <li>● list drugs commonly abused by youths in Kenya today,</li> <li>● discuss the causes of alcohol, drugs and substance abuse today,</li> <li>● research on persons who abused drugs and the effects it had on them,</li> <li>● conduct an internet or library research on the effects of alcohol, drugs and substance abuse and make a presentation in class,</li> <li>● read 1Corinthians 3:17, 1Corinthians 6:10, Ephesians 5:18, Proverbs 20:1, Proverbs 23:29-35, Proverbs 31:6 and Isaiah 5:11</li> </ul>	Why do young people abuse drugs and alcohol today?

			<ul style="list-style-type: none"> <li>● share lessons learnt from the scriptures and make notes,</li> <li>● debate on life skills and values needed to avoid alcohol, drug and substance abuse,</li> <li>● listen to a resource person sharing success stories on overcoming alcohol, drug and substance abuse as a youth,</li> <li>● reflect and write a journal on ways to avoid alcohol, drugs and substance abuse as a Christian youth.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: learners conduct an internet search on the effects of using alcohol, drugs and other substances and make a presentation in class.</li> <li>● Learning to Learn: learners discuss the causes of alcohol, drugs and substance abuse today.</li> <li>● Citizenship: learners desire to live a life free of alcohol, drug and substance abuse.</li> <li>● Communication and Collaboration: in groups, learners discuss the causes of alcohol, drugs and substance abuse today.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners make the right decisions and avoid alcohol drug and substance abuse.</li> <li>● Respect: learners respect themselves by avoiding alcohol, drugs and substance abuse.</li> <li>● Patriotism: learners decide to live responsibly by not engaging in alcohol, drug and substance abuse.</li> </ul>				

**Pertinent Contemporary Issues (PCIs)**

- Critical and Creative thinking: learners critically assess and avoid situations that can lead to alcohol, drug and substance use and abuse.
- Assertiveness: learners say ‘no’ to alcohol, drugs and substance abuse.
- Decision-making: learners make the right decisions of not engaging in alcohol, drugs and substance abuse.
- Guidance and Counselling: learners are guided on skills and values needed to avoid alcohol, drugs and substance abuse.

**Links to other Subjects:**

- Integrated Science: learners learn the negative effects of alcohol, drug and substance abuse.
- Pre-technical Studies: learners conduct an online or library research on the causes and effects of alcohol, drugs and substance abuse.
- Social Studies: learners brainstorm on the causes of alcohol, drug and substance abuse and the values and life- skills needed for responsible living.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.4 Gambling</b> (7 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify types of gambling in Kenya today,</li> <li>b) discuss five causes of gambling,</li> <li>c) outline teachings on money and wealth from the scriptures provided,</li> <li>d) examine the effects of gambling on individuals and families,</li> <li>e) outline teachings on true riches from the scriptures provided,</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share collaboratively what they know about gambling,</li> <li>● brainstorm on the meaning and types of gambling,</li> <li>● jointly use digital devices or read relevant textbooks on the causes of gambling today,</li> <li>● share with classmates, how to avoid negative peer influence that can lead to gambling,</li> <li>● listen to and engage a resource person on how to avoid gambling,</li> <li>● read 1Timothy 6:10, Proverbs 13:11 and Proverbs 28:20-22, Ephesians 4:28 and summarise the key points on charts for presentation in class,</li> <li>● role-play the effects of gambling on individuals and families,</li> <li>● read, Matthew 6:19-21, Hebrew 13:5, 1Timothy 6:17-19 and outline lessons learnt on true riches,</li> </ul>	<p>Why do young people engage in gambling today?</p>

		f) utilize acquired skills and moral values to live a gambling free life.	<ul style="list-style-type: none"> <li>● conduct an online or library research on values and life skills needed to avoid gambling,</li> <li>● debate on, “<i>skills and values needed to avoid gambling.</i>”</li> <li>● Memory verse; recite 1 Corinthians 6:12 and explain the meaning.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners summarise the biblical teachings on charts and make a presentation in class.</li> <li>● Communication and Collaboration: learners’ debate on, ‘Skills and values needed to avoid gambling.’</li> <li>● Critical thinking and Problem-solving: learners role-play the effects of gambling on individuals and families.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: learners make the right decisions and avoid gambling.</li> <li>● Respect for self and others: learners utilize values and life skills acquired to avoid and overcome gambling.</li> </ul>				
<p><b>Pertinent Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: learners recognise their worth and say ‘No!’ to any enticement to gamble.</li> <li>● Decision-making: learners make decisions and avoid gambling.</li> <li>● Learner support programmes: guidance and counselling: learners interview a resource person on how to avoid gambling.</li> <li>● Health Issues: learners advocate for mental wellness as they brainstorm on skills and values needed to avoid gambling.</li> </ul>				
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>● Integrated Science: they learn the effects of gambling on an individual and families.</li> <li>● Creative Arts and Sports: learners role-play the effects of gambling on individuals and families.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Christian Living Today	6.5 Social Media ( 7 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify different social media platforms used by young people today,</li> <li>b) describe ways of using social media responsibly,</li> <li>c) examine ways in which social media is misused today,</li> <li>d) discuss ways they should respond to cyberbullying,</li> <li>e) recommend values and life skills needed for responsible use of social media.</li> <li>f) apply Christian values as they use different social media platforms,</li> <li>g) desire to use social media responsibly.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● list different social media platforms they interact with,</li> <li>● brainstorm on the dangers of chatting or meeting with online strangers,</li> <li>● list precautions they need to exercise whenever they use social media,</li> <li>● discuss how social media is misused today and make PowerPoint slides for presentation in class,</li> <li>● brainstorm on cyberbullying and how to respond,</li> <li>● write sensitisation messages on charts or posters on values and life-skills needed when using social media platforms,</li> </ul>	<p>Why should you be cautious when using social media?</p>

			<ul style="list-style-type: none"> <li>● interview a resource person on responsible use of social media,</li> <li>● write personal reflections on how to use social media responsibly.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: learners interview a resource person on responsible use of social media.</li> <li>● Self-efficacy: learners write sensitisation messages on charts or posters on values they need as they engage on social media platforms.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Integrity: learners decide to use social media appropriately even when no one is watching.</li> <li>● Responsibility: learners in pairs share precautions they need to exercise as they engage on social media platforms.</li> <li>● Respect: learners respect themselves while using social but not engaging in inappropriate chats. They also regulate time spent on social media.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Self-awareness and Self-esteem: learners make decisions to use social media responsibly.</li> <li>● Decision-making: learners make a decision not to visit sites that can corrupt their morals.</li> <li>● Assertiveness: learners in pairs brainstorm on how to respond to cyberbullying.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>● English: learners interview a resource person on responsible use of social media.</li> <li>● Pre-technical Studies: learners in groups discuss how social media is misused today and make a PowerPoint presentation in class.</li> </ul>				



<b>SUGGESTED ASSESSMENT RUBRIC</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain the meaning of human sexuality for holistic development.	Explains the meaning of human sexuality with relevant examples.	Explains the meaning of human sexuality.	Partially explains the meaning of human sexuality.	Explains the meaning of human sexuality when prompted.
Ability to discuss the circumstances that lead to unhealthy relationships.	Discusses the circumstances that lead to unhealthy relationships in details.	Discusses the circumstances that lead to unhealthy relationships.	Discusses the circumstances that lead to unhealthy relationships but omits minor details.	Discusses circumstances that lead to unhealthy relationships but omits major details.
Ability to explore eight consequences of engaging in sex before marriage.	Explores eight consequences of engaging in sex before marriage and uses digital devices to research.	Explores eight consequences of engaging in sex before marriage.	Explores seven to four consequences of engaging in sex before marriage.	Explores three to one consequence of engaging in sex before marriage.
Ability to identify six values needed to contribute towards stable families.	Identifies six values needed to contribute towards stable families and cites relevant examples	Identifies six values needed to contribute towards stable families.	Identifies five to three values needed to contribute towards stable families.	Identifies two to one value needed to contribute towards stable families.

<b>SUGGESTED ASSESSMENT RUBRIC</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify six drugs commonly abused by youths in Kenya today.	Identifies more than six drugs commonly abused by youths in Kenya today.	Identifies six drugs commonly abused by youths in Kenya today.	Identifies five to three drugs abused by youths in Kenya today.	Identifies two to one drug commonly abused by youths in Kenya today.
Ability to explore the effects of alcohol, substance and drug abuse on individuals and families.	Explores effects of alcohol, substance and drug abuse on individuals and families in details.	Explores effects of alcohol, substance and drug abuse on individuals and families.	Explores the effects of alcohol, substance and drug abuse on individuals and families but omits minor details.	Explores the effects of alcohol, substance and drug abuse but omits major details.
Ability to discuss five causes of gambling in the society today.	Discusses five causes of gambling in society today using relevant examples.	Discusses five causes of gambling in the society today.	Discusses four to three causes of gambling in the society today.	Discusses two to one cause of gambling in the society today.
Ability to examine the effects of gambling on individuals and families.	Examines the effects of gambling on individuals and families in details.	Examines the effects of gambling on individuals and families.	Examines the effects of gambling on individuals and families but omits minor details.	Examines the effects of gambling on individuals and families but omits major details.

<b>SUGGESTED ASSESSMENT RUBRIC</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify six social media platforms used by young people today.	Identifies six social media platforms used by young people today using illustrations.	Identifies six social media platforms used by young people today.	Identifies five to three social media platforms used by young people today.	Identifies two to one social media platforms used by young people today.
Ability to examine ways in which social media is misused today.	Examines ways in which social media is misused today in details.	Examines ways in which social media is misused today.	Examines ways in which social media is misused today but leaves out minor details.	Examines ways in which social media is misused today but leaves out major details.
Ability to discuss four ways to respond to cyberbullying.	Discusses four ways to respond to cyberbullying and cites relevant examples.	Discusses four ways to respond to cyberbullying.	Discusses three to two ways to respond to cyberbullying.	Discusses one way to respond to cyberbullying.
Ability to apply Christian values and life skills to live responsibly.	Constantly applies Christian values and life skills in their interactions to live responsibly.	Applies Christian values and life skills in their interactions to live responsibly.	Sometimes applies Christian values and life skills in their interactions to live responsibly.	Attempts to apply Christian values and life skills in their interactions to live responsibly.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT

### Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning with community service, enabling learners to reflect on, experience, and learn from the community. CSL activities are incorporated as a strand within Social Studies. The Social Studies teacher will be responsible for coordinating with teachers from other learning areas to carry out these integrated CSL class activities. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p><b>Reflection</b></p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

**Assessment of CSL integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Learning activities</b>
<b>1.0 Overview of Studying CRE</b>	<b>1.1 Importance of Learning Christian Religious Education</b>	<ul style="list-style-type: none"> <li>• Oral /Aural Questions</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Written Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• CRE approved Course Books</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Digital Course Books- www.kec. ac.ke</li> </ul>	Participate in societies such as CU and YCS to understand the benefits of learning Christian Religious Education
<b>2.0 Creation</b>	<b>2.1 Accounts of Creation</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Questionnaires</li> <li>• Journals</li> <li>• Anecdotal notes</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• CRE approved Course Books</li> <li>• Digital Course Books- www.kec.ac.ke</li> <li>• Realia</li> </ul>	Interview a resource person for more information on Creation Accounts

	<b>2.2 Responsibility over Animals, Fish and Birds</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Written Assignments</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Digital Course Books- www.kec.</li> <li>• CRE approved Course books</li> <li>• Pictures and photographs</li> <li>• Flashcards</li> <li>• Charts</li> </ul>	Write sensitisation messages on posters/charts on good stewardship and post them on the school notice board
	<b>2.4 Responsibility over Plants</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Oral /Aural Questions</li> <li>• Project</li> <li>• Written Assignments</li> <li>• Rating Scales</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• CRE approved course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> <li>• Pictures and photographs</li> </ul>	Participate in Environmental Conservation Activities
	<b>2.4 Use and Misuse of God's Creation</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Observation Schedule</li> <li>• Questionnaires</li> <li>• Making Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Audio-visual resources</li> <li>• Maps</li> </ul>	Write sensitisation messages on posters/charts on good use of God's creation

		<ul style="list-style-type: none"> <li>• Project</li> <li>• Authentic Tasks</li> </ul>		
<b>3.0 The Bible</b>	<b>3.1 Functions of the Bible</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Observation Schedules</li> <li>• Bible Quizzes</li> <li>• Rating Scales</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• CRE approved Course Books</li> <li>• Posters</li> <li>• Charts</li> <li>• Digital Course Books- www.kec.</li> <li>• Flashcards</li> <li>• Audio-visual Resources</li> </ul>	Participate in Bible competitions/Symposium
	<b>3.4 Divisions of the Bible</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Rating Scales</li> <li>• Observation Schedules</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Manilla papers</li> <li>• Charts</li> <li>• Audio-Visual resources</li> <li>• Pictures and photographs</li> </ul>	Conduct a competition/symposium on Books of the Bible
	<b>3.3 Bible Translation</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Written Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• CRE approved Course Books</li> <li>• Charts</li> <li>• Pictures</li> </ul>	Write sensitisation messages on the socio-economic effects of Bible translations



		<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Rubrics</li> <li>• Rating Scales</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Persons</li> <li>• Posters</li> </ul>	
	<b>3.4 Leadership in the Bible: Moses</b>	<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral/Aural Questions</li> <li>• Rating Scales</li> <li>• peer assessments</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• CRE approved Course Books</li> <li>• Pictures and photographs</li> <li>• Bible Maps</li> <li>• Audio-Visual resources</li> <li>• Kenya Education Cloud</li> </ul>	Make a presentation on good leadership to students vying for different leadership positions in the school
<b>4 The Early life of Jesus Christ</b>	<b>4.1 Background to the Birth of Jesus Christ</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> <li>• Anecdotal Notes</li> <li>• Rating Scales</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Models</li> <li>• Workbooks</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• CRE approved Course Books</li> </ul>	Prepare a drama on the background to the birth of Jesus Christ and present it during clubs/societies

			<ul style="list-style-type: none"> <li>• Digital Course Books- www.kec. ac.ke</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Audio-visual resources</li> </ul>	
	<p><b>4.2 John the Baptist A</b> <i>Precursor Of Jesus Christ</i></p>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> <li>• Self-assessment/</li> <li>• Peer Assessments</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> </ul>	<p>Make a presentation based on the annunciation of the birth of John the Baptist during clubs and societies (YCS,PATHFINDER,CU)</p>
	<p><b>4.3 The Birth and Childhood of Jesus Christ</b></p>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> <li>• Anecdotal Notes</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> </ul>	<p>Conduct a role-play on Jesus at the temple and make a presentation during clubs and societies</p>

			<ul style="list-style-type: none"> <li>• Hymn Books</li> <li>• Pictures and photographs</li> <li>• Charts</li> <li>• Audio-visual resources</li> </ul>	
<b>5.0 The church in Action</b>	<b>5.1 Selected Forms of Worship</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Questions</li> <li>• Rubrics</li> <li>• Anecdotal Notes</li> <li>• Peer Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Sing during an event at the school</li> <li>• Lead prayers during school assembly or academic day</li> </ul>
	<b>5.2 Role of the Church in education and Health</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> <li>• Self-assessment/</li> <li>• Peer Assessments</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• Hymn Books</li> <li>• Pictures and photographs</li> </ul>	Participate in activities at the Church or the community and write a report for presentation in class

<b>5 Christian Living Today</b>	<b>6.1 Human Sexuality</b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessments</li> <li>• Questions and Answers</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Anecdotal Notes</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• The Kenya Education Cloud-KEC</li> <li>• The internet</li> </ul>	Conduct debates on responsible and irresponsible sexual behaviour and values needed for responsible living
	<b>6.2 Christian Marriage and Family (7 Lessons)</b>	<ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Rating Scales</li> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Posters</li> <li>• Models</li> <li>• Charts</li> <li>• Manilla papers</li> <li>• Pictures and photographs</li> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> </ul>	Interview and engage a resource person on how young people should prepare for marriage and family
	<b>6.3 Alcohol and substance use</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Oral/Aural Questions</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Manilla papers</li> <li>• Resource persons</li> <li>• Pictures and photographs</li> </ul>	Dramatise during parents' day on the effects of alcohol, substance and drug abuse

		<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper Cuttings</li> <li>• CRE approved Course Books</li> <li>• Digital Course Books- www.kec. ac.ke</li> </ul>	
	<b>6.4 Gambling</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Project</li> <li>• Anecdotal notes</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• The Good News Bible</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Posters</li> <li>• Digital Course Books- www.kec. ac.ke</li> <li>• Pictures and photographs</li> <li>• Audio-visual resources</li> <li>• Flashcards</li> <li>• TV/radio lessons</li> </ul>	Initiate peer counselling in the school and report on progress achieved
	<b>6.5 Social Media</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Project</li> <li>• Anecdotal notes</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Charts</li> <li>• Posters</li> <li>• Digital Course Books- www.kec. ac.ke</li> <li>• Pictures and photographs</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Digital Devices</li> </ul>	Use a digital device to make a PowerPoint presentation on values needed to avoid negative social media influence

