

INTRODUCTION

The Religious and Moral syllabus provide learners with the knowledge of coping with moral and ethical issues involving principles such as tolerance, responsibility, honesty, justice and fairness.

The General objectives for Grades 1 - 6 Religious & Moral Education:

1. Comprehension of religion's role to mankind.
2. Prioritize the concept of reconciliation in daily interactions.
3. Utilize multi-religious stand points towards sexuality issues.
4. Demonstrate stewardship of family, time, expertise and physical environment.

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

SEMESTER ONE

GRADE: 1

PERIOD: I

TOPIC: CREATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand and are able to describe the Creator, the purpose and process of creation, and the value of training the whole man - the mind, body and soul.	Upon completion of this topic, learners will: 1. Name the Creator 2. Explain the process of creation 3. Explain the purpose of creation 4. Draw pictures of what they learned were created	Creator Creation of all things Discussion of the heaven, hell and earth	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignments Exercises</u> Write one to two paragraphs on creation a. Group discussion on the creation of Man. b. Discuss things we can do because we are alive or created. c. Draw things that were created. d. Discuss pictures of things that were created Class group discussion Drawing Writing Coloring Reading <u>Field trip</u>	<u>Primary texts:</u> Holy Bible Genesis 1–26 The Holy Quran Holy Quran 6:23 <u>Supplementary texts:</u> 101 Bible Stories <u>Materials:</u> Charts Posters sheets Markers Pen, Coloring, etc.	<u>EXPECTED Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES</u> <u>Tools that can be used to check competencies: Select relevant options</u> Oral and written tests Reading

SEMESTER ONE

GRADE: 1

PERIOD: II

TOPIC: THE TEN COMMANDMENTS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners will keep and abide by the Ten Commandments by reading daily and discussing the Word of God.	Upon completion of this topic, learners will: 1. Demonstrate faithful and obedient behavior in the family, school and society. 2. Demonstrate love for God, Creator and his creation. 3. Exhibit kindness	Love Obedience Law and respect in the family and community Self esteem Kindness to others	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment/Exercises</u> Learner read the ten commandments of God from the Holy Bible and the Holy Quran Discuss the importance of the commandments and its impact on everyday activities. Learners read, discuss and color “The Good Samaritan” pictures. Class group discussion Drawing Writing Coloring Reading <u>Field trip</u>	<u>Primary texts:</u> The Holy Bible Ex. 20:2-17 and Luke 10: 25- 37 Holy Quran Read the teachings of Prophet Moses according to the Holy Quran <u>Supplementary texts:</u> The Ten Commandments Bible stories Ten Commandments By Mousa <u>Materials:</u> Flyers Posters Coloring,	<u>Expected Competencies:</u> • Critical thinking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options</u> Oral and written tests Reading

SEMESTER ONE

GRADE: 1

PERIOD: III

TOPIC: THE LORD JESUS CHRIST

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners discuss the promise of the Messiah, the birth, life, death and resurrection of Jesus Christ	Upon completion of this topic, learners will: 1. Know who Jesus is. 2. Discuss the birth and life of Jesus Christ. 3. Understand the Divine qualities of Jesus Christ 4. Explain the death and resurrection of the Lord Jesus Christ	Birth of Jesus Christ His purpose -- The calling of his disciples Jesus Devine qualities His Death and Resurrection	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment/Exercises</u> Learners read and discuss the promise of the Messiah, the birth, life, death and resurrection of Jesus Christ Learners practice the teachings of Jesus Christ on a daily basis. Through classroom play, learners demonstrate an understanding of the teachings and life of Jesus Christ <u>Field trip</u> Learners make field trip to market place, hospital or church to practice acts of kindness and respect as Jesus Christ taught	<u>Primary texts:</u> Holy Bible Isaiah 9:6-7, Zec. 12:8 John 3:16; Mat 1:18-25; Mat 2; Luke 1 & 2; Mark 16:1-13, Holy Quran in 93 verses <u>Supplementary texts:</u> Children Bible and other Christian materials <u>Materials</u> Charts Poster sheets Flyers. Drawing Coloring	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools: that can be used to check competencies:</u> <u>Select relevant options</u> Oral and written tests Reading

SEMESTER TWO

GRADE 1

PERIOD IV

TOPIC: RELIGIOUS PERSONALITY PROPHET MOHAMMED (MUSLIM EMPHASIS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES / ASSESSMENT
Learners understand and recognize Mohammed as a Prophet and Messenger of God	Upon completion of this topic, learners will: - Discuss and understand the birth and childhood of Prophet Mohammed. - Write and discuss the Prophet Mohammed. - Tell stories illustrating his human qualities; his behavior, gentleness, humility, obedience and truthfulness	Birth and childhood of Prophet Mohammed s.a.s His calling Human Qualities	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignments Exercises</u> Learners read and discuss the birth and life of Prophet Mohammed in Mecca Discuss the qualities of Prophet Mohammed as: A Military Leader A Philosopher A Prophet Learners understand the meaning of “May the Peace and Blessings of Allah be upon Him” Classroom discussion <u>Field trip</u> Learners visit a Mosque	<u>Primary texts:</u> The Holy Quran Quran Book of Discipline Muhammad Biography (c.570-632) The internet <u>Supplementary texts:</u> Life of Mohammed by F. R. Hakeen <u>Materials:</u> Charts Pencils Poster sheets Flyers Drawing Coloring	<u>Expected competencies:</u> - Critical thanking - Research and problem solving - Digital skills - Effective communication - Effective writing - Creativity and innovation <u>Assessment Strategies:</u> <u>Tools: that can be used to check competencies: Select relevant options</u> Oral and written tests Reading

SEMESTER TWO

GRADE: 1

PERIOD: V

TOPIC: DEATH AND HEREAFTER

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the meaning of Death: Spiritual and physical death Reward of Heaven for those who obey God Punishment in hell after death for sinners.	Upon completion of this topic, learners will: 1. Understand the meaning of Death. 2. Discuss the types of Deaths. 3. Students learn about “Judgment Day”, the penalty of sin/reward of heaven or hell	Death as a result of sin Types of death: Physical and Spiritual Death as a departure from the earthly body. Death as going to another place called after life.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignments Exercises:</u> Learners read Scriptures on life, death, hell and heaven Learners discuss the afterlife—heaven and hell Learners dramatize the effect of death in order to appreciate the beauty and seriousness of life Interview pastors or imams <u>Field trip</u>	<u>Primary texts:</u> Holy Bible: Gen 3:16-19, Rev 21:4, John 1: 1-3, Mat 25:31-46 Holy Quran <u>Materials:</u> Poster sheets Markers Pens Pencils Blanket White cloth	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools: that can be used to check competencies: Select relevant options</u> Oral and written tests Reading

SEMESTER TWO

GRADE: 1

PERIOD: VI

TOPIC: WORSHIP AND OFFERING

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners will be able to: Acknowledge God Take part in praise and worship Pray Name the various kinds of offerings.	Upon completion of this topic, learners will: 1. Know the purpose of praying. 2. Do self-prayer/praise without assistance. 3. Collectively sing with other people	Kinds of worship/offering Praising God through songs, prayers and praises Types of worships: private, fellowship, prayer meetings, general worship, etc. Kinds of offerings: general offering, tithe, prayer offering, Worship God with thanksgiving	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignments Exercises:</u> Learners have Spontaneous prayers and praises Read scriptures in reference to prayers, praises and oneself in service to the Lord Sing simple songs of praise to God. Write in two or three sentences various kinds of offerings and their importance. <u>Field trip:</u>	<u>Primary texts:</u> The Holy Bible: Gen 14:19-20; Mal 3:8; Luke 5:16; Mark 1:35 The Holy Quran Quran 73:1 – 20 <u>Supplementary texts:</u> Mohammad Book of Prayers <u>Materials:</u> Charts Poster sheets Drawing Coloring	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options:</u> Oral and written tests Reading

SEMESTER ONE

GRADE: 2

PERIOD: I

TOPIC: CREATION

LEARNING OUTCOME	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCES/ ASSESSMENT
Learners understand in its fullness God's Creation story	Upon completion of this topic, learners will: - List the Creation by God as it relates to animals, plants, the Heavenly Bodies and Man - List some animals and Plants made by God. - Explain about the sky, Sun, Moon and Stars	The Creation Story; -Animals -man -plants -the universe Explain the existence of the Sky, Sun, Moon and Stars.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment/Exercises</u> Learners read and discuss creation Spontaneous prayer of praise and thanksgiving to God for his creation. Sing Songs and Rhymes of praises, read Bible verses on creation How many days it took to make the world <u>Field trip:</u> Learners will go out of the class to observe and describe God's Creation	<u>Primary texts:</u> The Holy Bible: Genesis1& 2; Psalm 24:1&2; Bible Stories 101 The Holy Quran The Quran 2: 164. <u>Supplementary texts:</u> 101 Bible stories <u>Materials:</u> Poster sheets Colorings Markers Pens	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options:</u> Oral and written tests Reading

SEMESTER ONE

GRADE: 2
PERIOD: II
TOPIC: COMMITMENT

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES / ASSESSMENT
Learners will know that God is the greatest promise keeper Learners understand the importance of keeping promises to God and to each other.	Upon completion of this topic learners will: 1. Explain God's Promises to man. 2. Explain man's Promises to God. 3. Understand the importance of keeping promises	1. God's commitment/promises to mankind. 2. Man's commitment to God. 3. Man's commitment to man.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises</u> 1. Learners read scripture verses from the Bible for example "God is love", "Love your neighbor as yourself" and "Children obey your parents in the Lord" 2. Read scripture verses from the Quran. 3. Children promise to obey Parents, Teachers and those who take care of them. 4. Make and keep promises to friends 5. Discuss promises that were broken and how you felt. 6. Students should be able to explain in one paragraph God's promises to man	<u>Primary texts:</u> The Holy Bible: Gen. 1 & 2; Gen. 9:13-16 John 3:16; 1 John 4:8 The Holy Quran <u>Supplementary texts:</u> Bible Story 101 Holy Quran: 2:164 Other reference Books 101 Bible story	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> Oral and written tests

			<u>Field trip</u>		Reading
			Outdoor observation		

SEMESTER ONE

GRADE: 2

PERIOD: III

TOPIC: COMMANDMENTS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the Commandments of God, his responsibilities to God and his fellow Man through acts of kindness, love, loyalty, honesty and truthfulness.	Upon completion of this topic, learners will: 1. Show forgivingness, 2. Demonstrate loyalty, truthfulness and love to his Creator and to his fellow man 3. Perform honest duties to God and Man	God's faithfulness to Man Man's responsibility to God and to his fellow man in acts: Forgivingness Kindness Helpfulness Honesty Truthfulness and loyalty	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners write on the examples of kindness and love. 2. Show example of giving, and showing kindness at home and in the community 3. Learners will resist the temptation to take things that are not theirs <u>Field trip</u> Field trip to the market, hospital and community at large	<u>Primary texts:</u> The Holy Bible: Mat. 5:44-45 Luke 22:54 – 62 John 10:18 John 13:34 The Holy Quran: <u>Supplementary texts:</u> 101 Bible story <u>Materials:</u> Postal, Magazines Newspapers	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> Oral and written tests Reading Written and oral tests

SEMESTER TWO

GRADE: 2

PERIOD: IV

TOPIC: WORSHIP AND OFFERING

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners will pray to God through Jesus Christ, understand the role of Jesus Christ in the Church as the Son of God and demonstrate acts of charity at home, at school and abroad Learners will learn to recite the Al-Fatiha (prayer for the guidance, lordship and mercy of God),	Upon completion of this topic, learners will: 1. Private and public praying. 2. Pray for others 3. Know Times of meditation 4. Know Types of Offering	Who is Jesus Christ? Praying to God in the name of Jesus Praying in private and in public, in the church, classroom and other gathering Committing oneself to acts of charity	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners dramatize stories in the Holy Bible and the Holy Quran as it relates to giving freely. 2. Carry out spontaneous prayers for others. 3. Learn the Lord Prayer and Al-Fatiha of the Holy Quran through reading and listening Learners give free in acts of kindness 4. Attend places of worship and practice	<u>Primary texts:</u> The Holy Bible: John 3:16 Mat. 17:5 Mat. 16:16 Mat. 6:9 – 13 Luke 11:9 – 13; I Sam 3:10 – 18, etc. Prayers from the Holy Quran <u>Supplementary texts:</u> Quran 3:45; 37:103 – 106 etc. <u>Materials:</u> Posters Drawing	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> Oral and written tests Reading Written and oral tests

			praying aloud and quietly 5. Write a paragraph each on: Private prayer General prayer <u>Field trip:</u>		
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SEMESTER TWO

GRADE: 2

PERIOD: V

TOPIC: RELIGIOUS PERSONALITY - CHRISTIAN EMPHASIS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners understand the teachings of Jesus Christ and will practice them	Upon completion of this topic, learners will: 1. Explain the need to live by the teachings of Paul as in Ephesians 6, and other New Testament Writers	Jesus His birth His purpose and his works His Death His resurrection and ascension Understand the purpose for which: Jesus Christ came His miracle Death His resurrection His ascension	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners will read with comprehension the birth, life and death of Jesus Christ 2. Using class discussion, learners will use nails, wood and thongs to dramatize the works of Jesus Christ 3. Learners will determine ways by which they can help others 4. Learners will dramatize the story of Jesus' death and resurrection.	<u>Primary texts:</u> The Holy Bible Exodus 20: 2-17; Ephesians 6:1-24; Film show <u>Supplementary texts:</u> 101 Bible story <u>Materials:</u> Poster sheets Flyers Nails Wood Very bright flashlight	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools that can be used to check competencies: Select relevant options</u> Oral and written tests oral tests

			5. Learners should write a paragraph each about the following topics: The birth and death of Jesus Christ <u>Field trip:</u>		
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SEMESTER TWO

GRADE 2

PERIOD VI

TOPIC: DEATH AND AFTER LIFE

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIS/ ASSESSMENT
Learners will be able to explain Death as a: Departure from the earthly body; Know the differences between physical and spiritual death; Understand the reward or punishment waiting after death	Upon completion of this topic, learners will: - Understand and explain the meaning of Death. - Discuss the types of Deaths. - Learn about “Judgment Day”, the penalty of sin/reward of heaven or hell	Sin is the cause of death What is death? Types of death: Physical and Spiritual Death as a gateway for the soul to the afterlife Punishment or reward for life lived on earth	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> Learners read Scriptures and other Bible stories on life, death, hell and heaven Discus death and the afterlife Learners discuss the effect of death for the sinners in order to appreciate the beauty and seriousness of life. - Express how they feel about death - Write a paragraph each on what they understand about life, death and the after life	<u>Primary texts:</u> The Holy Bible: Gen. 3:1 – 15; Gen 3:16-19, Rev 21:4, John 1: 1-3, Mat 25:31-46 The Holy Quran on death and punishment <u>Supplementary texts:</u> Children Bible Story 101 <u>Materials:</u> Poster sheets Markers Pens, Pencils	<u>Expected Competencies:</u> - Critical thanking - Research and problem solving - Digital skills - Effective communication - Effective writing - Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> Oral and written tests Reading Written

			3. Discuss how the above will impact their daily lives <u>Field trip:</u>	Blanket White, black and red cloth	
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SEMESTER ONE

GRADE: 3

PERIOD: I

TOPIC: CREATOR / CREATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners understand: The creative works of God; The creative powers of God The purpose of God's creation	Upon completion of this topic, learners will: 1. Understand how the earth came into existence 2. Understand the growth of man, plants and animals 3. The purpose of God's Creation	The Creator Earth Growth: Plants, flowers, fowl, rivers, ocean, mountains and animals Creation of Man	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners read scriptures, do group assignment and prepare written or oral reports 2. Discuss: The purpose for God creating Man Why did God Choose Noah Why did God destroy the earth with His powerful flood? <u>Field trip:</u>	<u>Primary texts:</u> The Holy Bible Gen. Chapters 6, 7 & 8; Psalm 8: 1 - 3 Psalm 24:1 – 2 Holy Quran: The Holy Quran 35: 27 – 29 <u>Supplementary texts:</u> The Book of Creation Mousa Book of Creation <u>Materials:</u> Coloring Poster sheets	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>Assessment Strategies:</u> <u>Tools that can be used to check competencies: Select relevant options</u> • Oral and written tests • Reading • Written • Class work

			Class outdoor observation		• Quizzes • Assignment • Drawing • Outdoor observation
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SEMESTER ONE

**GRADE 3
PERIOD II**

TOPIC: KNOWING THE DIFFERENT SCRIPTURES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES / ASSESSMENT
Learners know the names and numbers of the Books of the Holy Bible and of the Holy Quran Understand the differences between Holy Scriptures and other writings according to faith.	Upon completion of his topic, learners will: 1. Define Scriptures 2. Name the various kinds of Scriptures 3. Purpose of Scriptures 4. Know the Books of the Holy Bible and of the Holy Quran	The Scriptures The Holy Bible Christian Scriptures The Holy Quran Islamic Holy Book	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners discuss the differences between the Holy Scripture, the Islamic Holy Book and different writings. 2. Name the Books of the Holy Bible and its numbers 3. Name the Books of the Holy Quran and its numbers 4. Group written report Write a paragraph each on the following: a. Christian Scripture b. Islamic Holy Book	<u>Primary texts:</u> The Holy Bible Tim. 3:16 Peter 1:20 - 21 The Holy Quran <u>Supplementary texts:</u> Other related Literatures <u>Materials:</u> Poster flyers, etc.	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES</u> <u>Tools that can be used to check competencies: Select relevant options</u> • Oral and written tests • Reading • Written

			<u>Field trip:</u>		• Class work • Quizzes • Assignments
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SEMESTER ONE

GRADE 3 PERIOD III

TOPIC: WORSHIP AND OFFERING

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	EVALUATION/ COMPETENCIES
Learners understand the difference in worship of God through Jesus Christ and the worship of God through Prophet Mohammed Know the importance of giving offerings and to reverence places of worship	Upon completion of this topic, students will: 1. Name and Describe Places of Worship. 2. Demonstrate Private, Public and Devotional Prayer. 3. Know Times of meditation 4. Know Types of Offering for both Christian and Muslim and Holy day	Forms of Worship Prayer in General Worship God with tithes and Offerings Worship God in Thanksgiving Worship God with personal service Prayers are offered by standing, sitting, kneeling and or prostrating	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners read scriptures of prayers, Sing hymns and songs used at various services and at home devotion. 2. Visit various churches and mosques during service wherever appropriate, according to faith. 3. Pray in public and private places.	<u>Primary texts:</u> The Holy Bible: Luke 2: 42 – 50 Luke 4:16 – 22 Psalm 100 The Holy Quran Quran 2:9 – 10 <u>Supplementary texts:</u> Religious Books, Various Prayer Books wherever appropriate, by faith <u>Materials:</u> Posters, Markers, Pens, pencils, coloring, etc.	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> • Oral and written tests • Reading • Written

			4. Draw and color pictures of churches and mosque 5. Write a paragraph each on: a. Self-prayer b. Meditation <u>Field trip:</u>		• Class work • Quizzes • Assignments
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SEMESTER TWO

GRADE 3

PERIOD IV

TOPIC: RELIGIOUS SERVICES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand and practice religion according to their faith by attending places of worship, and private devotions.	Upon completion of this topic, learners will: 1. Explain the religious services in Christian churches. 2. Explain religious services in Mosque (according to faith)	Various Types of Religious Services: Services in the Christian Churches Al-Fatiha for Muslims in the Mosque	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> Learners lead prayers and morning devotion around the flag pole Learners worship in places according to their faith and beliefs Draw and color people, attending church or mosque according to their faith. Write a paragraph on Christian Church Services or say the Al-Fatiha for Muslims (according to their faith) Oral report on visit to church and mosque	<u>Primary texts:</u> The Holy Bible Various Bible verses on Religious Services; 101 Bible Stories The Holy Quran Various Scriptures on Religious Services <u>Supplementary texts:</u> Other related Books according to the belief systems <u>Materials:</u> Color, paint, poster, pencil, pens	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options</u> • Oral and written tests • Reading • Written

			<u>Field trip:</u> Visit places of worship according to faith		• Class work • Quizzes • Assignments
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SEMESTER TWO

GRADE 3

PERIOD V

TOPIC: CONFLICT AND ITS RESOLUTION PROCESS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the causes of Conflicts, physical, spiritual and emotional Learners uses process of Conflict Resolutions using religious teachings from both the Holy Bible and the Holy Quran according to faith.	Upon completion of this topic, learners will: 1. Define Conflict; 2. Name the kinds of Conflicts; 3. State the causes of Conflicts and 4. Know the methods of conflict resolution.	1. Definition of Conflict. 2. Kinds of Conflicts. 3. Causes of Conflicts 4. Resolution to Conflict	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners define the word Conflict 2. Research and write one paragraph each on: Types of conflicts: Physical conflict Spiritual Emotional Family Ethnic Governmental	<u>Primary texts:</u> The Holy Bible A Program of Ministry to Manage Conflict www.tntemple.edu The Holy Quran Peace and Conflict Resolution in Islam https://www.academia.edu Teacher's Guide: Conflicition Resolution PreK to Grade 3 https://classroom.kidshealth.org <u>Supplementary texts:</u> Other Religious Literatures <u>Materials:</u> Charts, Poster sheets, Pencils Colorings	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>AEESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> • Oral and written tests • Reading

			3. Stage a resolution process for the two conflicts Field trip:		• Written • Class work • Quizzes • Assignments
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SEMESTER TWO

GRADE: 3

PERIOD: VI

TOPIC: DEATH AND HEREAFTER

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to differential between Physical, Spiritual, and Emotional Deaths and accepting Death as a reality of life.	Upon completion of this topic, learners will: 1. Explain the death of plants 2. Explain the death of man 3. Explain what is death	Death as a characteristic of living things Death of man Death of animals Death of Plants	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners define Death and its characteristics 2. Discuss the differences between Physical deaths and Spiritual death 3. Interview pastors and imams on the subject of deaths 4. Give oral presentation on the two deaths <u>Field trip:</u> Interview a pastor and/or an imam	<u>Primary texts:</u> The Holy Bible 1 Thes. 4:14 – 16; Rev. 21:1-5 The Holy Quran <u>Supplementary texts:</u> Reference Books <u>Materials:</u> Charts Poster sheets Pencils Colorings	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> • Oral and written tests • Class work • Quizzes • Assignments

SEMESTER ONE

GRADE: 4
PERIOD: I
TOPIC: CREATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners are able to identify the uniqueness of an individual and list those physical characteristics that make him unique. Learners understand that God’s Creation is continuous.	Upon completion of this topic, learners will: 1. Explain how and why each person is different which results in the uniqueness of the individual. 2. Identify the physical characteristics of the individual. 3. State the mental characteristics of an individual	Creation: The uniqueness of individuals Physical characteristics Mental characteristics	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners discuss the uniqueness of the individual. 2. Explain how and why individuals are unique one from the other. 3. Written presentation on the characteristics of an individuals. 4. Explain or identify some of the physical characteristics of an individual.	<u>Primary texts:</u> The holy Bible Gen. 1:26 – 27 Gen. 2 : 7 Gen. 2:21 – 22 Rev. 21:1-8 The Holy Quran The great Flood: Quran, SURA 11 and SURA 71 – LIVIUS <u>Supplementary texts:</u> Other religious Literature. <u>Materials:</u> Charts, Poster sheets, Pencils Colorings	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options</u> • Oral and written tests • Reading • Written • Class work • Quizzes

			5. Group discussion. 6. Draw three persons with different characteristics <u>Field trip:</u>		• Assignments
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SEMESTER ONE

GRADE 4

PERIOD: II

TOPIC: COMMANDMENTS OF GOD

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the need to live in fellowship with God and his fellow Man and to be law abiding citizens.	Upon completion of this topic, learners will: 1. Read the moral laws of God 2. Understand the moral laws of various Communities and Societies	Commandments facilitate harmonious living Moral, ceremonial and civil laws	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignments Exercises:</u> 1. Learners read and write the Ten Commandments. 2. Discuss the laws of God given to Man. 3. Write five moral laws of the Constitution of Liberia. 4. Write three to four paragraphs explaining the ceremonial laws of the community and society. 5. Write two to three paragraphs explaining the purpose of the Ten Commandments of God.	<u>Primary texts:</u> The Holy Bible Ex. 20:3 - 17 The Holy Quran <u>Supplementary texts:</u> The Book of Moses The Book of Discipline The Constitution of the Republic of Liberia Other religious Literatures.	<u>Expected Competencies:</u> • Critical thinking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation ASSESSMENT STRATEGIES: <u>Tools that can be used to check competencies:</u> <u>Select relevant options</u> • Oral and written tests • Reading • Writing

			6. Class discussion on the similarity and/or differences between the Laws of God and the Laws of Man <u>Field trip:</u>		• Class work • Quizzes • Assignments
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SEMESTER ONE

GRADE: 4

PERIOD: III

TOPIC: RELIGIOUS PERSONALITY

LEARNING OUTCOMES	OBJECTIONS	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the fundamental teachings of the Christian faith through Jesus Christ, the Apostles, and other writers of the New Testament. Learners understand the teachings of Islam through Prophet Mohammed in the Holy Quran and other writers of the faith Learners able to distinguish between Christianity, Islam and other religions	Upon completion of this topic, learners will: 1. Identify Jesus as the Healer 2. List events of Healings performed by Jesus 3. Name the redemptive role of Jesus in the life of mankind 4. Explain the calling of Muhammad. 5. State the moral teachings of Muhammad.	Religious Personalities: Jesus Christ as Redeemer and Healer Prophet Mohammad, His calling and moral teachings	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercises:</u> 1. Learners read and discuss religious Personalities. 2. Research the healing and teaching ministry of Jesus. 3. Explain Jesus as a Redeemer 4. Research the teaching and concern for morality of Prophet Mohammed s.a.s 5. Group work and class presentation on question # 4 6. Write two or three paragraphs on the healing and teaching of Jesus, the Redeemer	<u>Primary texts:</u> The Holy Bible Mat. 5 – 25 Mat. 27:1 – 6 Mat. 28:1 - 13 The Apostle of Jesus Christ The Holy Quran <u>Supplementary texts:</u> Other Religious <u>Materials:</u> Books Flyers Poster Markers, pens, pencil	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options</u> • Oral and written tests • Reading • Writing

	6. Explain the life and work of some Prophets		7. Write two or three paragraphs on the teaching and morality of Prophet Mohammed s.a.s <u>Field trip:</u>		• Class work • Quizzes • Assignments
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SEMESTER TWO

GRADE: 4

PERIOD: IV

TOPIC: DEATH AND HEREAFTER

LEARNING OUTCOMES	OBJECTIONS	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners comprehend the fact that God is the only source of life Learners recognize that everyone must die Learners understand that the life one lives determines where the Soul goes - Hell or Heaven	Upon completion of this topic, learners will: 1. Recognize God as the only source of Life. 2. Differentiate between body and Soul of a person. 3. Explain what the Bible and the Quran teach about death and hereafter.	God is the source of all life: Body Soul What is death What happens to the Soul after Death Where does the Soul go after Death	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise</u> 1. Learners read and discuss Death, Body and Soul 2. Research and discuss in who is the giver of Life 3. Research who controls Death 4. Discuss where the Soul goes after Death	<u>Primary texts:</u> The Holy Bible Luke 16: 10=31; John 5:24; 1 John 1:18; Rev. 2:10; Mat. 25:31-46 Rev. 6:8 The Holy Quran Read the topic of Death and the After Life according to the teachings of the Holy Quran Islamic view of death: http://en.wikipedia <u>Supplementary texts:</u> Other religious Literatures. <u>Materials:</u> Books, Flyers, Poster, Markers, pens, pencil	<u>Expected Competencies:</u> • Critical thinking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing • Class work

			5. Write two or three paragraphs on each of the followings: - Death - Soul - Hell - Heaven <u>Field trip:</u>		- Quizzes - Assignments
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SEMESTER TWO

GRADE: 4

PERIOD: V

TOPIC: COMMITMENT - MAN'S COMMITMENT TO GOD, TO HIS FELLOW MAN AND TO HIMSELF

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the importance of keeping commitment to: God His Fellow Man Himself Learners demonstrate personal commitment to God by keeping and observing Gods moral laws, ceremonial laws and civil laws by living a reconciled life with God and with Man Learners will know God's commitment to Man	Upon completion of this topic, learners will: 1. Recognize man's duty to respond to God. 2. Identify man's need for reconciliation with God. 3. Demonstrate personal commitment to God by keeping/observing God's moral rules.	Define Commitment God promise to Man Man duty to God Man reconciliation with God Man duty to fellow Expressions of commitment	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners research the various steps to repentance and reconciliation for sin. 2. Read the Covenant between God and Man 3. Students give testimonies of how their parents treat them when they do wrong 4. Write a short story on:	<u>Primary texts:</u> The Holy Bible 2 Cor. 5:18 - 19 Heb. 2:17; Daniel 6 & 10 Mat. 5:24; Rom. 5:10 The Holy Quran Daniel in the SHIA <u>Supplementary texts:</u> Other religious Literatures. <u>Materials:</u> Books, Flyers, Poster Markers, pens, pencil	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing

			a. God's gift to Man b. Man failure to respond to God <u>Field trip:</u>		• Class work • Quizzes • Assignments
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SEMESTER TWO

GRADE: 4
PERIOD: VI
TOPIC: SALVATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners are able to analyze how Man fit in God's Salvation Plan Learners know the meanings of Salvation, Repentance and living a sanctified life	Upon completion of this topic, learners will: 1. Define Salvation 2. Explain Repentance 3. Discuss Sanctification.	Meaning of Salvation. Repentance. Sanctification.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners read and discuss salvation of Man through Jesus Christ. 2. Define and explain the meaning of repentance. 3. Let the students dramatize repentance and sanctification 4. Write an essay on: a. Repentance b. Salvation c. Sanctification <u>Field Trip</u>	<u>Primary texts:</u> The Holy Bible John 3:16 Luke 19:9; Acts 4:12; Rom. 1:16 Rom. 11:11 2 Tim. 2:10 The Holy Quran Salvation - Wikipedia <u>Supplementary texts:</u> Other religious Literatures. <u>Materials:</u> Books, Flyers, Poster, Markers, pens, pencil	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Class work • Quizzes • Assignments

SEMESTER ONE

GRADE 5

PERIOD 1

TOPIC: CREATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners will describe the Fall story of God's creation and the trust that Man would be given dominium over the works of the hands of God, Learners will describe the Fall of Man and Man as a new Creation through Jesus Christ	Upon completion of this topic, learners will: 1. Explain about creation in general. 2. Explain the development of creation. 3. Explain about the fall of man.	Creation Man's responsibility to God. Man as God's steward/viceroy. Development of creation The Fall of man	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners conduct research and have class discussion on the fall of Man 2. Write an essay on; a. Creation b. Man responsibility to God 3. Written an essay on the development of creation. <u>Field trip:</u>	<u>Primary texts:</u> The Holy Bible Genesis 1; Genesis 1:28; Psalm 8; Matthew 25: 14 – 30 Psalm 100:3 2 Cor. 5:17 http://biblehub.com The Holy Quran Quran 2: 30; 16:10 – 16 Prophet Adam & the story of Creation, Islam Land https://www.island.com <u>Supplementary texts:</u> Other religious Literatures <u>Materials:</u> Books, Flyers, Poster Markers, pens, pencil	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing • Class work • Quizzes • Assignments

SEMESTER ONE

GRADE 5

PERIOD II

TOPIC: COMMITMENT - MAN'S COMMITMENT TO GOD, TO HIS FELLOW MAN AND TO HIMSELF

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners will understand: God's covenant with Man, Man's commitment to God, Man obeying and living by God's Commandments.	Upon completion of this topic, learners will: 1. Demonstrate personal commitment to God through services. Identify our duties to God. 2. State areas of man's failure to respond to God. 3. Reconcile with God.	Commitment Our duty to respond to God Man's failure to respond to God Man's reconciliation with God through Jesus Christ Personal commitment to God Expressions of commitment.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners dramatize the parable of the prodigal son as means of reconciliation 2. Acts of restoring relationship with friends, each other and classmates in forgivingness 3. Explain about our duties as personal commitment to God and the Church and or the Mosque. 4. Accepting the Lord Jesus Christ as Lord and Savior <u>Field trip:</u>	<u>Primary texts:</u> The Holy Bible Luke 15: 11 – 31 The Holy Quran Scholarly articles for commitment is perspective Hashim cited by 86 Dignity of Man – Kamali cited by 96 www.pewforum.org <u>Supplementary texts:</u> Religious Literatures for Christian and Muslim. <u>Materials:</u> Books, Flyers, Poster Markers, pens, pencil	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing • Class work • Quizzes • Assignments

SEMESTER ONE

GRADE: 5

PERIOD: III

TOPIC: COMMANDMENTS – TO WALK IN GOD’S INSTRUCTIONS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to make their own choice of religion because they are able to distinguish between God’s Laws and Man’ Laws	Upon completion of this topic, students will: 1. Name and explain the laws of God. 2. Identify religions of your choice.	The Ten Commandments of God Obey the Laws Freedom and Happiness	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners research and discuss the historical background of God giving to Man, the Ten Commandments 2. Learners understand that the Ten Commandment will result in positive choices they make 3. Learners demonstrate positive approach to the teaching of the Ten Commandments. 4. Illustrate the Love of God; Love for fellow Man and faithfulness to God through their actions	<u>Primary texts:</u> The Holy Bible Ephesians 5; Exodus 20:3-17 50 Commandments of Jesus – Verse Gate – Medium http://servingourneighbours.org The Holy Quran The Ten Commandments in Islam, Faith in Allah https://abuaminaelias.com Jesus greatest Commandment- The Religion of Islam https://www.islamreligion.com <u>Supplementary texts:</u> 101 Bible Stories <u>Materials:</u> Books Flyers Poster	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing • Class work

			5. Write an essay on: - The Ten Commandments - Interpretation of God's Law in their daily lives - Do acts of kindness in the community <u>Field trip:</u> Visit to the community/hospital	Markers, pens, pencil	- Quizzes - Assignments
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SEMESTER TWO

GRADE: 5

PERIOD: IV

TOPIC: WORSHIP AND OFFERING

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES /ASSESSMENT
Learners know the various types of worship to God, The Creator Learners understand the purpose and use of offerings in the Church and in the Mosque according to their faith	Upon completion of this topic, learners will: 1. State the importance of worship and offering. 2. Identify places of worship from multi-religious schools of thought. 3. State some unique types of offering/sacrifices offered by various religious groups, according to faith.	The importance of worship. Place of worship. Type of offering.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners explain where they pray alone and with others. 2. Learners discuss gifts offer to God in service to Him. 3. Learners research Scripture readings on: a. Praying alone b. Praying with others c. Giving Offering to God in Worship 4. For Muslims – Study the prayers at the time of sacrifice. 5. Name the different types of prayers and their purpose in worship.	<u>Primary texts:</u> The Holy Bible John 3:16; Mat. 17:5; Mat. 16:16 Mat. 6:9 – 13; Luke 11:9 – 13; I Sam 3:10 – 18, Christian - Religion www.bbc.co.uk Christianity - Wikipedia Christian Workshop – AllAboutGOD.com https://www.allaboutgod.com https://cmalliance.org The Holy Quran https://www.whyislam.org Islamic religious leaders https://en.m.wikipedia.org <u>Supplementary texts:</u> See Muslim Prayer Book by A.B. Rafiq Other religious Literatures	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options:</u> • Oral and written tests

			6. When are sacrifices offer and for why purpose in both religion. <u>Field trip:</u>	<u>Materials:</u> Books, Flyers, Poster Markers, pens, pencil	• Reading • Writing • Class work • Quizzes • Assignments
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SEMESTER TWO

GRADE: 5

PERIOD: V

TOPIC: RELIGIOUS PERSONALITIES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
Learners will know Jesus Christ as the Savior of Mankind Learners will recognize Prophet Mohammad as a Messenger of God Learners will understand the Missionary works of the church and Islam in Liberia and West Africa. Learners will know by names religious personality of faith for both Christian and Islam including local pastors and imams.	Upon completion of this topic, learners will: 1. Recognize Jesus as the Savior of Mankind. 2. Explain the works of Prophet Mohammad. 3. Compare and contrast the roles of Pastors and Imams. 4. Discuss the Ministry of the Church. 5. Name some Pioneer Missionaries of Islam in West Africa, according to faith.	Jesus, the Savior of Mankind (Christian) Mohammad's Works as a Prophet The role of Pastors and Imams The Ministry of the Church. Some pioneer Missionaries of Islam in West Africa The life and works of some Biblical churches in the growth and development of Liberia	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners read and explain the purpose for which Jesus, the Son of God was born as Savior of the World. 2. Research the call of Mohammed as Prophet by God. 3. Give some ideas about Alhaji Nayyar as the first Muslim Missionary to West Africa who preached the correct teachings about reliance on Allah, no use of Talismans, and medical cure for diseases.	<u>Primary texts:</u> The Holy Bible Gen. 6:5-8; John 3:16 Ex 4: 1 – 17; Jer. 1: 1 – 10; I Kgs 1: 34 – 35; Mk 1: 16 – 20, Is 9:6 & 71 Is 7:14; Is 53:1 – 12; Mat. 2: 1 - 6 The Holy Quran Understanding Muslim teachings and tradition: https://www.amaon.com Top Ten Books about Muslims and Islam https://www.huffingtonpost.com <u>Supplementary texts:</u> Books on Islam teaching <u>Materials:</u> Poster sheets, Colorings, Pencils Markers	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies:</u> <u>Select relevant options:</u> • Oral and written tests • Reading • Writing

	6. Discuss the life and works of some Biblical Churches in the growth and development of Liberia		4. Calculate the Islamic year from the time of the Hijrah and learn the prayers. 5. Give the estimated year of Jesus birth <u>Field trip:</u> Interview a pastor and an imam on their roles in the church and mosque and Jesus Christ, as the Savior of Mankind.		• Class work • Quizzes • Assignments:
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SEMESTER TWO

GRADE 5

PERIOD VI

TOPIC: CONFLICTS AND ITS RESOLUTION PROCESS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners understand the definition, causes and types of conflicts Learners will intervene positively in preventing and resolving conflicts and crisis	Upon completion of this topic, learners will: 1. Define Conflict 2. Name the different kinds of Conflicts 3. State the causes of Conflicts 4. Discuss Conflict Resolution	Definition of Conflict. Kinds of Conflicts. Causes of Conflicts. Conflict Resolution.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners define and discuss types of Conflicts 2. Learners discuss in class the negative impact of conflict in the family, in school and society	<u>Primary texts:</u> The Holy Bible: Matthew 18:15 – 20 Conflict Resolution / Focus on the Family https://www.focusonhefamily.com Seven Steps to Conflicition Resolution – The Gospel Coalition https://www.gospelcoalition.org The Holy Quran Peace Building and Conflict Resolution in Islam – IslamicCity https://www.ilsamicity.org Principles and Practices of Peace and Conflict Resolution in Islam https://www.mediate.com <u>Supplementary texts:</u> Trauma healing and Resolution Book. Related Literatures on conflict Resolution.	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading

			3. Dramatize conflict and its resolution process. <u>Field trip:</u>	<u>Materials:</u> Poster sheets, Colorings, Pencils, Markers	• Writing • Class work • Quizzes • Assignments:
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SEMESTER ONE

GRADE 6

PERIOD 1

TOPIC: CREATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners will know the creation of the earth through: 1. The Holy Bible account 2. The Holy Quran account 3. The Big Bang Theory 4. Will be able to differentiate Myths, Facts and faith.	Upon completion of this topic, learners will: 1. Distinguish non-scriptural Myths from scriptural facts of the Holy Books. 2. Explain creation stories. 3. Name some Holy Books used by various religious groups in giving account of the creation stories 4. Will explain “The Big Bang Theory”	Creation stories Non-scriptural accounts The Holy Bible The Holy Quran	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners read and discuss “how the world came into existence”: a. through the Holy Bible b. through science 2. Learners understand the wondrous phenomena of the Universe, the Earth, with its Sun, Moon, and Stars 3. Learners will debate the topic of creation as stated in the Holy Books and as mentioned by science. 4. Write an essay on how you believe the Universe was created. <u>Field trip</u>	<u>Primary texts:</u> The Holy Bible Genesis 1 and 2. The Universe: The Big Bang Theory https://unacademy.com The Holy Quran (Quran 6:15; 19:36 and 12:102) The Big Bang Theory https://www.quora.com <u>Supplementary texts:</u> Other Books on Creation <u>Materials:</u> Poster sheets Colorings Pencils Markers	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> <u>Tools:</u> • Oral and written tests • Reading • Writing • Class work • Quizzes

SEMESTER ONE

GRADE 6

PERIOD II

TOPIC: COMMITMENT

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners will understand Commitment, Holiness, Witnessing, Trust and Faith Learners will understand the differences in the ceremonies practiced by both, the Christian Faith and the Islamic Faith	Upon completion of this topic, learners will: 1. Explain living for God 2. Define: a. Witnessing b. Holiness 3. Explain living for others: a. Humility b. Faith c. Trust 4. Name various kinds of ceremonies	Commitment Living for God: Witnessing and Holiness Living for others: Humility, Faith and Trust Ceremonies of Commitment Kinds of Ceremonies	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc <u>Assignment Exercise:</u> 1. Learners read and discuss in class the meaning of Living for God, Witnessing for God, Humility, Faith and Trust 2. Learners write essay on: Holiness and Trust as it pertains to you as a learner Types of Ceremonies practiced In the Church and In the Mosque as it relates to Holiness, Faith and Trust 3. Learners discuss in class: Baptism/Confirmation services, outdooring,	<u>Primary texts:</u> The Holy Bible: John 13: 1 – 20; Lev. 11:45; 1 Sam. 2:2; Titus 2:3; Heb. 12:14; Mark 1:1 – 9; Mark 16:16; John 4:1; Job 4:5; Psalm 125:1; Psalm 37:3 Commitment of the Christian Life – Tim Challies https://www.challies.com The Holy Quran Commitment to Islam Pew Forum on Religion and Public Life https://www.pewforum.org <u>Supplementary texts:</u> Holy Books of the Faith Related Literatures Other religious Pamphlets Maps/Globs	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> <u>Tools:</u> • Oral and written tests • Reading • Writing • Class work

			funeral ceremonies, Marriage celebrations, Naming Celebration and Jesus washing the feet of his disciples <u>Field trip:</u>	<u>Materials:</u> Poster sheets, Colorings, Pencils Markers	• Quizzes
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SEMESTER ONE

GRADE 6
PERIOD III
TOPIC:

CONFLICT AND ITS RESOLUTION PROCESS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners will apply various types of mediation skills in conflict resolution based on non-gender stereotypes. Learners will demonstrate the ability to prevent and/or solve conflict	Upon completion of this topic, learners will: 1. Define Conflict. 2. Name kinds of conflict 3. Styles of conflict management 4. Identify personal style of conflict management 5. Apply mediation skills in resolving conflicts	Conflicts and its resolution process. Styles of conflict management. Conflicts in the Bible and Quran. The Mediation process of conflicts.	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners research and write an essay on conflict management and its prevention. 2. Learners list causes of various kinds of conflicts. 3. Demonstrate through drama, play let or class discussion how learners can best mediate and/or manage conflict. 4. Invite expert guest to speak on the importance of HIV privacy in an effort to avert conflict. 5. Narrate for class discussion, two simple conflicts that took place in the school and/or community that were resolved <u>Field trip:</u>	<u>Primary texts:</u> The Holy Bible 1 King 3:16 - 28 Mat. 5:44; Mat. 19:19; Mat. 22:39; John 13:34 The Holy Quran <u>Supplementary texts:</u> Islamic Books on Conflict Resolution Trauma Healing and Reconciliation; Related Literatures on Conflicts Resolution and Management <u>Materials:</u> Poster sheets, Colorings, Pencils, Markers, Postal on Conflict Resolution	<u>Expected Competencies:</u> • Critical thinking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> <u>Tools:</u> • Oral and written tests • Reading • Writing • Class work • Quizzes

SEMESTER TWO

GRADE 6
PERIOD IV
TOPIC: WORSHIP AND OFFERING

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to describe various types of worship in different Churches and Mosques, and will know the difference between Al-Fatiha prayers for Muslim, the structures, symbols and Gestures for worship, from that of the Christian Faith Learners will know forms of worship, giving of offering and tithes, songs of praise, scripture reading in different churches according to denomination	Upon completion of this topic, learners will: 1. State the importance of the use of the Holy Books in worship. 2. Recite Id Prayers 3. Name some scriptures, symbols and Gestures used in some religious worships	Forms of worship Al-Fatiha Prayers, Structures symbols and Gestures Use of Holy Books in Worship	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners tell of the experiences they had worshipping in different churches and/or mosques. 2. Learners demonstrate forms of worship learned in various places of worship through class participation 3. Read selected prayers in the Holy Bible and the Holy Quran 4. Draw various forms of people at worship in the church and/or mosque were you visited 5. Make oral and written reports of four paragraphs on their recent visits and worship in a church	<u>Primary texts:</u> The Holy Bible: Ex 4:31; 1 Cur. 16:29; John 4:24; Rev 5:14; Rev 7:11; Ps 100:1 - 2; Ps 107:1 Prayer Books The Holy Quran: Quran: 73:1 – 5; 29:45. Al-Fatiha (The Opening)/The Threshold https://sufism.org https://quran.com <u>Supplementary texts:</u> Books of worship <u>Materials:</u> Poster sheets Colorings Pencils, Markers	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading

			and/or mosque focusing on worship and offering 6. Write one paragraph stating the importance of the use of the Holy Books in worship. <u>Field trip:</u>		• Writing • Class work • Quizzes
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SEMESTER TWO

GRADE 6

PERIOD V

TOPIC: RELIGIOUS PERSONALITIES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to analyze the Birth, Works, Death, Resurrection and Ascension of Jesus Christ in the Four Gospels and justify their similarities Learners are able to name Prophets, Kings and Hadith of the Islamic Faith Learners are able to name and discuss Christian Pioneers and their contribution to the educational system of Liberia Learners will be able to state how Mary became the Mother of Jesus	Upon completion of this topic, learners will: 1. Discuss about Jesus Christ in the four Gospels 2. List the names of some Prophets and Kings in the Quran and the Hadith 3. Name some Christian Pioneers in Liberia 4. Explain about the Mother of Jesus Christ 5. Explain about some Pioneers	Jesus Christ in the four Gospels. Mary, the Mother of Jesus Christ Christians pioneers in Liberia Some Prophets and Kings in the Quran and Hadith (for Muslims) Pioneers in the Muslim Faith	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners research the Birth, Works, Death, Resurrection and Ascension of Jesus Christ 2. Write a two page report on the Life of Jesus Christ 3. Research and have a class discussion on the works of Islamic Pioneers, Prophets, Kings and Hadith 4. Research the role of the Christian churches	<u>Primary texts:</u> The Holy Bible 10 of the Greatest Religious Leaders in History/Owlcation https://owlcation.com The Holy Quran 10 of the Greatest Religious Leaders in History/Owlcation https://owlcation.com <u>Supplementary texts:</u> Booklets: Ministry of Jesus The Parables of Jesus The Miracles of Jesus The Passion of Jesus Related religious Literatures	<u>Competencies:</u> • Critical thinking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing

	in the Muslim Faith.		in the promotion and development of education in Liberia <u>Field trip:</u>	<u>Materials:</u> Poster sheets, Colorings, Pencils	• Class work • Quizzes
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SEMESTER TWO

GRADE: 6

PERIOD: VI

TOPIC: DEATH AND HEREAFTER

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to give the differences of the following as it relates to the end of Man in death: a. Eternal Life b. Resurrection c. Judgment d. Reincarnation	Upon completion of this topic, will 1. Define the following: a. Eternal Life b. Resurrection c. Judgment d. Reincarnation 2. Explain i. Eternal Life ii. Resurrection iii. Judgment iv. Reincarnation	Eternal Life Resurrection Judgment Reincarnation	<u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc. <u>Assignment Exercise:</u> 1. Learners research, write and have class discussions on: Eternal Life Resurrection Judgment Reincarnation 2. Learners discuss the traditional beliefs on reincarnation of Man. 3. Give reasons while the dead will be judged some sent to Hell while others go to Heaven <u>Field trip:</u> Visit a place of worship, interview a pastor/imam and report on	<u>Primary texts:</u> The Holy Bible Mat 28:1-10; Mark 16:1 – 7; John 5:29' Acts 24:15, Rom 14:10; Rev 20:5 The Biblical View of Death https://www.christiancourier.com https://www.thoughtco.com The Holy Quran Islamic View of Death https://en.m.wikipedia.org https://www.al-islam.org <u>Supplementary texts:</u> Other related Literatures. <u>Materials:</u> Poster, Colorings, Pencils, Markers	<u>Expected Competencies:</u> • Critical thanking • Research and problem solving • Digital skills • Effective communication • Effective writing • Creativity and innovation <u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u> • Oral and written tests • Reading • Writing

			Resurrection, Judgment and Reincarnation		• Class work • Quizzes
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