

SEMESTER ONE

GRADE 1

PERIOD I

Topic: **Creation**

LEARNING OUTCOMES	objectives	CONTENTS	ACTIVITIES	MATERIALS	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.	<p>Upon completion of this topic, learners will:</p> <p>.1Name the Creator</p> <p>2.Explain the process of creation</p> <p>3.Explain the purpose of creation</p> <p>4.Draw pictures of what they learned were created</p>	<p>Creator</p> <p>Creation of all things</p> <p>Discussion of the heaven, hell and earth</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Write one to two paragraphs on creation</p> <ol style="list-style-type: none"> <li>Group discussion on the creation of Man</li> <li>Discuss things we can do because we are alive or created</li> <li>Draw things that were created</li> <li>Discuss pictures of things that were created</li> </ol> <p><b><u>Assignments Exercises</u></b></p> <p>Class group discussion</p> <p>Drawing</p> <p>Writing</p> <p>Coloring</p> <p>Reading</p> <p><b><u>Field trip</u></b></p>	<p><b><u>Primary texts:</u></b></p> <p>Holy Bible</p> <p>Genesis 1–26</p> <p>The Holy Qur'an</p> <p>Holy Q'ran 6:23</p> <p><b><u>Supplementary texts:</u></b></p> <p>101 Bible Stories</p> <p><b><u>Materials:</u></b></p> <p>Charts</p> <p>Posters sheets</p> <p>Markers</p> <p>Pen,</p> <p>Coloring, etc.</p>	<p><b><u>EXPECTED Competencies:</u></b></p> <p>Reading</p> <p>Drawing</p> <p>Coloring</p> <p>Speaking</p> <p>Explain in your word who is your creator</p> <p>Discuss the purpose of creation</p> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>Tools that can be used to check competencies: Select relevant options</u></b></p> <p>Oral and written tests</p> <p>Reading</p>

SEMESTER ONE

GRADE 1

PERIOD II

Topic: **THE TEN COMMANDMENTS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMNT
Learners will keep and abide by the Ten Commandments by reading daily and discussing the Word of God.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate faithful and obedient behavior in the family, school and society</li> <li>2. Demonstrate love for God, Creator and his creation</li> <li>3. Exhibit kindness</li> </ol>	<p>Love</p> <p>Obedience</p> <p>Law and respect in the family and community</p> <p>Self esteem</p> <p>Kindness to others</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Learner read Scripture verses and Bible stories</p> <p>Discuss the importance of the commandments and its impact on everyday activities.</p> <p>Learners read discuss and color “The Good Samaritan” pictures.</p> <p><b><u>Assignments Exercises</u></b> Class group discussion Drawing Writing Coloring Reading</p> <p><b><u>Field trip</u></b></p>	<p><b><u>Primary texts:</u></b> The Holy Bible Ex. 2-17 and Luke 10: 25- 37</p> <p>Holy Q’ran</p> <p><b><u>Supplementary texts:</u></b> The Ten Commandments Bible stories Ten Commandments By Mousa</p> <p><b><u>Materials:</u></b> Flyers Posters Coloring,</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking</p> <p>Students demonstrate the ability to love family members, class mates and others Community out going to hospitals, market places and prison</p> <p>Students dramatize ways of the Good Samaritan.</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b> Oral and written tests Reading</p>

SEMESTER ONE

GRADE 1

PERIOD III

Topic: **The Lord Jesus Christ**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /Assessment
Learners discuss the birth, life, death and resurrection of Jesus Christ	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Know who Jesus is</li> <li>2. Discuss the birth and life of Jesus Christ</li> <li>3. Understand the Divine qualities of Jesus Christ</li> <li>4. Explain the death and resurrection of the Lord Jesus Christ</li> </ol>	<p>Birth of Jesus Christ</p> <p>His purpose -- The calling of his disciples</p> <p>Jesus Divine qualities</p> <p>His Death and Resurrection</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Class discussion and reading about the birth, life, death and resurrection of Jesus Christ Children practice the qualities of Jesus on their own level on the daily basis. Through classroom play, children show the life of Jesus</p> <p><b><u>Assignments Exercises</u></b> Reading Writing Coloring Story telling</p> <p><b><u>Field trip</u></b> Learners make field trip to market place, hospital or church to practice acts of kindness and respect as Jesus taught</p>	<p><b><u>Primary texts:</u></b> Holy Bible John 3:16; Mat 1:18-25; Mat 2; Luke 1 &amp; 2; Mark 16:1-13,</p> <p><b><u>Supplementary texts:</u></b> Children Bible and other Christian materials</p> <p><b><u>Materials</u></b> Charts Poster sheets Flyers Drawing Coloring</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking</p> <p>Learners dramatize one or two Bible stories</p> <p><b><u>Assessment Strategies:</u></b> <b><u>Tools: that can be used to check competencies: Select relevant options</u></b> Oral and written tests Reading</p>

SEMESTER TWO

GRADE 1  
PERIOD IV

Topic: Religious Personality Prophet Mohammed (Muslim Emphasis)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners understand and recognize Mohammed as a Prophet and Messenger of God	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss and understand the birth and childhood of Prophet Mohammed</li> <li>2. Write and discuss the manhood of Prophet Mohammed</li> <li>3. Tell stories illustrating his human qualities; his behavior, gentleness, humility, obedience and truthfulness</li> </ol>	<p>Birth and childhood of Prophet Mohammed s.a.s</p> <p>His calling</p> <p>Human Qualities</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignments Exercises</u></b></p> <p>Learners discuss the birth of Prophet Mohammed in Mecca, His naming and out-dooring</p> <p>Discuss the qualities of Prophet Mohammed.</p> <p>Learners understand the meaning of “<b>May the Peace and Blessings of Allah be upon Him</b>”</p> <p>Classroom discussion</p> <p><b><u>Field trip</u></b> Learners visit a Mosque</p>	<p><b><u>Primary texts:</u></b> The Holy Qur’an</p> <p>Qur’an Book of Discipline</p> <p><b><u>Supplementary texts:</u></b> Life of Mohammed by F. R. Hakeen</p> <p><b><u>Materials:</u></b> Charts Pencils Poster sheets Flyers Drawing Coloring</p>	<p><b><u>Expected competencies:</u></b> Reading Drawing Coloring Speaking</p> <p>Learners will dramatize one or two stories from the Holy Qur’an about Prophet Mohammed</p> <p>Learners can make field trip to market place, hospital or mosque to practice act of kindness and respect as Prophet Mohammed taught.</p> <p><b><u>Assessment Strategies:</u></b></p> <p><b><u>Tools: that can be used to check competencies: Select relevant options</u></b></p> <p>Oral and written tests Reading</p>

SEMESTER TWO

GRADE 1

PERIOD V

TOPIC: **DEATH AND HEREAFTER**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners understand the meaning of Death; spiritual and physical; reward of Heaven and punishment after death for sinners.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Understand the meaning of Death.</li> <li>2. Discuss the types of Deaths</li> <li>3. Students learn about “Judgment Day”, the penalty of sin/reward of heaven or hell</li> </ol>	<p>Death as a result of sin</p> <p>Types of death: Physical and Spiritual</p> <p>Death as a departure from the earthly body.</p> <p>Death as going to another place called after life,.</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignments Exercises:</u></b></p> <p>Read Scriptures on life, death, hell and heaven</p> <p>Class discussion on the afterlife—heaven and hell</p> <p>Students dramatize the effect of death in order to appreciate the beauty and seriousness of life</p> <p>Interview pastors or imams</p> <p><b><u>Field trip</u></b></p>	<p><b><u>Primary texts:</u></b> Holy Bible: Gen 3:16-19, Rev 21:4, John 1: 1-3, Mat 25:31-46</p> <p>Holy Qur’an</p> <p><b><u>Materials:</u></b> Poster sheets Markers Pens Pencils Blanket White cloth</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking</p> <p>Learners understand:</p> <ol style="list-style-type: none"> <li>1. The meaning of death.</li> <li>2. How they feel about death</li> <li>3. What they think about life after death</li> <li>4. Writes paragraph each on life, death and the after life</li> <li>5. Discuss how the above will impact their lives</li> </ol> <p><b><u>Assessment Strategies:</u></b></p> <p><b><u>Tools: that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b></p> <p>Oral and written tests Reading</p>

SEMESTER TWO

GRADE 1

PERIOD VI

TOPIC: **WORSHIP AND OFFERING**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will be able to acknowledge God, take part in praise and worship, pray and name the various kinds of offerings.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Know the purpose of praying</li> <li>2. Do self-prayer/praise without assistance.</li> <li>3. Collectively sing with other people</li> </ol>	<p>Kinds of worship/offering</p> <p>Praising God through songs, prayers and praises</p> <p>Types of worships: private, fellowship, prayer meetings, general worship, etc.</p> <p>Kinds of offerings: general offering, tithe, prayer offering,</p> <p>Worship God with thanksgiving</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignments Exercises:</u></b></p> <p>Have Spontaneous prayers and praises</p> <p>Read scriptures in reference to prayers, praises and oneself in service to the Lord</p> <p>Sing simple songs of praise to God.</p> <p>Write in two or three sentences various kinds of offerings and their importance.</p> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b> The Holy Bible: Luke 5:16; Mark 1:35; Gen 14:20; Mal 3:8;</p> <p>The Holy Qur'an Qur'an 73:1 – 20</p> <p><b><u>Supplementary texts:</u></b> Mohammad Book of Prayers</p> <p><b><u>Materials:</u></b> Charts Poster sheets Drawing Coloring</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking Praying Singing Learning Bible verses</p> <p>Demonstrate acts of giving</p> <p><b><u>Assessment Strategies</u></b></p> <p><b><u>Tools that can be used to check competencies: Select relevant options:</u></b> Oral and written tests Reading</p>

SEMESTER ONE

GRADE 2

PERIOD I

TOPIC:

**CREATION.**

Learning Outcome	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCES/ASSESSMENT
Learners understand in its fullness God Creation story	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. List the Creation by God as it relates to animals, plants and the Heavenly Bodies.</li> <li>2. List some animals and Plants made by God.</li> <li>3. Explain about the sky, Sun, Moon and Stars</li> </ol>	<p>The Creation Story;</p> <ul style="list-style-type: none"> <li>-Animals</li> <li>-man</li> <li>-plants</li> <li>-the universe</li> </ul> <p>Explain the existence of the Sky, Sun, Moon and Stars.</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignments</u></b></p> <p>Read and discuss creation</p> <p>Spontaneous prayer of praise and thanksgiving to God for his creation.</p> <p>Sing Songs and Rhymes of praises, read Bible verses of about creation</p> <p>How many days it took to make the world</p> <p><b><u>Field trip:</u></b> Learners will go out of the class to observe and describe God's Creation</p>	<p><b><u>Primary texts:</u></b> The Holy Bible: Genesis 1 &amp; 2; Psalm 24:1 &amp; 2; Bible Stories 101</p> <p>The Qur'an 2: 164.</p> <p><b><u>Supplementary texts:</u></b> 101 Bible stories</p> <p><b><u>Materials:</u></b> Poster sheets Colorings Markers Pens</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking Praying Singing Learning Bible verses</p> <p>Demonstrate acts of giving</p> <p><b><u>Assessment Strategies:</u></b></p> <p><b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options:</u></b> Oral and written tests Reading</p>

SEMESTER ONE

GRADE 2  
PERIOD II  
TOPIC: **COMMITMENT**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /Assessment
Learners will know that God is the greatest promise keeper and understand the importance of keeping promises to God and to each other.	<p>Upon completion of this topic ,learners will:</p> <ol style="list-style-type: none"> <li>1. Explain God's Promises to man.</li> <li>2. Explain man's Promises to God.</li> <li>3. Understand the importance of keeping promises</li> </ol>	<ol style="list-style-type: none"> <li>1. God's commitment/promises to mankind</li> <li>2. Man's commitment to God</li> <li>3. Man's commitment to man.</li> </ol>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercises</u></b></p> <ol style="list-style-type: none"> <li>1. Read scripture verses from the Bible like "God is love", "Love your neighbor as yourself" and "Children obey your parents in the Lord"</li> <li>2. Read scripture verses from the Qur'an.</li> <li>3. Children promise to obey Parents, Teachers and those who take care of them.</li> <li>4. Make and keep promises to friends</li> <li>5. Discuss promises that were broken and how you felt.</li> <li>6. Students should be able to explain in one paragraph God's promises to man</li> </ol> <p><b><u>Field trip</u></b> Outdoor observation</p>	<p><b><u>Primary texts:</u></b> The Holy Bible: Gen. 1 &amp; 2; Gen. 9:13-16 Ps. 104 Luke 10:27</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> Bible Story 101 Holy Qur'an: 2:164</p> <p>Other reference Books 101 Bible story</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking Praying Singing</p> <p><b><u>Assessment Strategies:</u></b></p> <p><b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options:</u></b> Oral and written tests Reading</p>



SEMESTER ONE

GRADE 2

PERIOD III

TOPIC: **COMMANDMENTS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	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	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc  <b><u>Assignment Exercises:</u></b>  1. Learners will show 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  <b><u>Field trip</u></b> Field trip to the market, hospital and community at large	<b><u>Primary texts:</u></b> The Holy Bible: Mat. 5:44-45 Luke 22:54 – 62 John 10:18 John 13:34  The Holy Qur'an:  <b><u>Supplementary texts:</u></b> 101 Bible story  <b><u>Materials:</u></b> Postal Magazines Newspapers	<b><u>Expected Competencies:</u></b> Reading Drawing Coloring Speaking Learning to love, tell the truth, forgiving each other and acts of kindness  <b><u>Assessment Strategies:</u></b>  <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b>  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	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	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Private and public praying</li> <li>2. Pray for others</li> <li>3. Know Times of meditation</li> <li>4. Know Types of Offering</li> </ol>	<p>Who is Jesus Christ?</p> <p>Praying to God in the name of Jesus</p> <p>Praying in private and in public, in the church, classroom and other gathering</p> <p>Committing oneself to acts of charity</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercises:</u></b></p> <ol style="list-style-type: none"> <li>1. Dramatize some of the stories in the Bible and in the <b>Qur'an</b> as it relates to giving freely.</li> <li>2. Carry out spontaneous prayers for others.</li> <li>3. Learn the Lord Prayer and chapters of the <b>Qur'an</b> through reading and listening</li> </ol> <p>Dramatize acts of kindness by freely giving</p> <ol style="list-style-type: none"> <li>4. Attend places of worship and practice praying aloud and quietly</li> <li>5. Write a paragraph each on: private prayer General prayer</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b> 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.</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> Qur'an 3:45; 37:103 – 106 etc.</p> <p><b><u>Materials:</u></b> Posters Drawing</p>	<p><b><u>Expected Competencies:</u></b> Reading Drawing Coloring Public speaking Writing</p> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>Tools that can be used to check competencies: Select relevant options</u></b></p> <p>Oral and written tests Reading Written and oral tests</p>					

SEMESTER TWO

GRADE: 2

PERIOD: V

TOPIC: **RELIGIOUS PERSONALITY - Christian Emphasis**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners understand the birth, death and resurrection of Jesus Christ and will practice the teachings of Jesus Christ	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the birth of Jesus Christ/his miracles</li> <li>2, Explain the death of Jesus Christ</li> <li>3. Explain His resurrection/ascension</li> </ol>	<p>Jesus</p> <p>His birth</p> <p>His purpose and his works</p> <p>His Death</p> <p>His resurrection and ascension</p> <p>Understand the purpose for which:</p> <p>Jesus Christ came</p> <p>His miracle</p> <p>Death</p> <p>His resurrection</p> <p>His ascension</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercises:</u></b></p> <ol style="list-style-type: none"> <li>1. Learners will read with comprehension the birth, life and death of Jesus Christ</li> <li>2. Using class discussion, learners will use nails, wood and thongs to dramatize the works of Jesus Christ</li> <li>3. Learners will determine ways by which they can help others</li> <li>4. Learners will dramatize the story of Jesus' death and resurrection.</li> <li>5. Learners should write a paragraph each about the following topics: The birth and death of Jesus Christ</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b></p> <p>The Holy Bible Luke 1 &amp;2 Matt. 1 &amp; 2 Mat. 28:1 – 10 Mat. 28:17 – 20</p> <p>Film show</p> <p><b><u>Supplementary texts:</u></b></p> <p>101 Bible story</p> <p><b><u>Materials:</u></b></p> <p>Poster sheets Flyers Nails Wood Very bright flashlight</p>	<p><b><u>Expected Competencies:</u></b></p> <p>Reading Comprehension Analytical Drawing Coloring Public speaking Writing Acting</p> <p><b><u>Assessment Strategies:</u></b></p> <p><b><u>Tools that can be used to check competencies:</u></b></p> <p><b><u>Select relevant options</u></b></p> <p>Oral and written tests Reading Written and oral tests</p>

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SEMESTER TWOGRADE 2PERIOD VITOPIC: **DEATH AND AFTER LIFE**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will be able to explain Death as a departure from the earthly body, know the difference between physical and spiritual death and understand the reward or punishment waiting after death	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Understand and explain the meaning of Death.</li> <li>2. Discuss the types of Deaths</li> <li>3. Learn about “Judgment Day”, the penalty of sin/reward of heaven or hell</li> </ol>	<p>Sin is the cause of death</p> <p>What is death?</p> <p>Types of death: Physical and Spiritual</p> <p>Death as a gateway for the soul to the afterlife</p> <p>Punishment or reward for life lived on earth</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercises:</u></b></p> <p>Read Scriptures and or Bible stories on life, death, hell and heaven</p> <p>Discus death and the afterlife</p> <p>Learners dramatize the effect of death for the sinners in order to appreciate the beauty and seriousness of life 1. Express how they feel about death</p>	<p><b><u>Primary texts:</u></b> The Holy Bible: Gen. 3:1 – 15; Gen 3:16-19, Rev 21:4, John 1: 1-3, Mat 25:31-46</p> <p>The Holy Qur’an on death and punishment</p> <p><b><u>Supplementary texts:</u></b> Children Bible Story 101</p> <p><b><u>Materials:</u></b> Poster sheets Markers Pens Pencils Blanket White, black and red cloth</p>	<p><b><u>Expected Competencies:</u></b> Reading Comprehension Analytical Drawing Coloring Public speaking Writing Acting</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b></p> <p>Oral and written tests Reading Written</p>

			<p>2. Write a paragraph each on what they understand about life, death and the after life</p> <p>3. Discuss how the above will impact their daily lives</p> <p><b><u>Field trip:</u></b></p>		
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SEMESTER ONE

GRADE 3

PERIOD I

TOPIC: **CREATOR / CREATION**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners understand the creative works of God, the creative power of God and can explain who is the greatness of God's creation	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Understand how the earth came into existence</li> <li>2. Understand the growth of man, plants and animals</li> </ol>	<p>The Creator</p> <p>Earth Growth: Plants, flowers, fowl, rivers, ocean, mountains and animals</p> <p>Creation of Man</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercises:</u></b></p> <ol style="list-style-type: none"> <li>1. Read Scripture</li> <li>2. Group assignment, written or oral</li> <li>3. Demonstrate growth of plants and animals through planting seeds</li> <li>4. Compare two students in the class to see who is growing taller than the other.</li> <li>5. Write one paragraph each on followings:               <ol style="list-style-type: none"> <li>a. Who is the creator</li> <li>b. How was animals, birds and trees created</li> <li>c. How was man created</li> </ol> </li> </ol> <p><b><u>Field trip:</u></b> Class outdoor observation</p>	<p><b><u>Primary texts:</u></b> The Holy Bible</p> <p>Gen. 1 &amp; 2 Psalm 8: 1 - 3 Psalm 24:1 – 2</p> <p>Holy Qur'an:</p> <p><b><u>Supplementary texts:</u></b> The Book of Creation</p> <p>The Holy Qur'an 35: 27 – 29 Mousa Book of Creation</p> <p><b><u>Materials:</u></b> Coloring Poster sheets</p>	<p><b><u>Expected Competencies:</u></b> Effective Comprehension Analytical skills Drawing Coloring Public speaking Writing Group dynamic</p> <p><b><u>Assessment Strategies:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b></p> <p>Oral and written tests Reading Written Class work Quizzes Assignment Drawing</p> <p>Outdoor observation</p>

SEMESTER ONE

GRADE 3

PERIOD II

TOPIC: **KNOWING THE DIFFERENT SCRIPTURES**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners know the names and numbers of the Holy Bible and the Holy Qur'an and understand the differences between Holy Scriptures and other writings	Upon completion of his topic, learners will: 1. Define Scriptures 2. Name the various kinds of Scriptures 3. Purpose of Scriptures	The Scriptures  The Holy Bible Christian Scriptures  The Holy Qur'an Islamic Holy Book	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc  <b><u>Assignment Exercises:</u></b>  1. Learn and understand the difference 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 Qur'an and its numbers 4. Group written report Write a paragraph each on the following: a. Christian Scripture b. Islamic Holy Book  <b><u>Field trip:</u></b>	<b><u>Primary texts:</u></b> The Holy Bible Tim. 3:16 Peter 1:20 - 21  The Holy Qur'an  <b><u>Supplementary texts:</u></b> Other related Literatures  <b><u>Materials:</u></b> Poster flyers, etc.	<b><u>Expected Competencies:</u></b>  Effective Comprehension Analytical skills Drawing Coloring Public speaking Writing Group dynamic  <b><u>ASSESSMENT STRATEGIES</u></b>  <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b> Oral and written tests Reading Written Class work Quizzes Assignments

SEMESTER ONE

GRADE 3

PERIOD III

TOPIC: **WORSHIP AND OFFERING**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES					
Learners understand the difference in worship of God through Jesus Christ and 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	Forms of Worship  Prayer in General  Worship God with tattle and Offerings  Worship God in Thanksgivin g  Worship God with personal service  Prayers are offered by standing, sitting, kneeing and or prostrating	<b><u>Using Inclusive and Differentiate d Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc  <b><u>Assignment Exercises:</u></b>  1. Read prayers Sing hymns and songs used at various services and at home devotion 2. Visit various churches and mosques during	<b><u>Primary texts:</u></b> The Holy Bible: Luke 2: 42 – 50 Luke 4:16 – 22 Psalm 100  The Holy Qur'an  <b><u>Supplementa ry texts:</u></b> Qur'an 2:9 – 10 Religious Books, Various Prayer Books wherever appropriate, by faith  <b><u>Materials:</u></b> Posters	<b><u>Expected Competencies:</u></b> Effective Comprehension Analytical skills Drawing Coloring Public speaking Writing Group dynamic  <b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b>  Oral and written tests Reading Written Class work Quizzes Assignments					





SEMESTER TWO

GRADE 3  
PERIOD IV  
TOPIC: RELIGIOUS SERVICES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners understand and practice religion according to their faith by attending places of worship and private devotion	<p>Upon completion of this topic, learners will:</p> <p>1. Explain the services in other Christian churches and Salat in the Mosque.(where appropriate)</p>	<p>Various Types of Religious Services:</p> <p>Services in the Christian Churches</p> <p>Salat for Muslims in the Mosque</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercise:</u></b> Lead prayers and morning devotion around the flag pole</p> <p>Worship in places according to faith and beliefs</p> <p>Draw and color people, attending church or mosque according to their faith</p> <p>Write a paragraph on Christian Church Services or Salat for Muslims (according to their faith)</p> <p>Oral report on visit to church and mosque</p> <p><b><u>Field trip:</u></b> Visit places of worship according to faith</p>	<p><b><u>Primary texts:</u></b> The Holy Bible</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> Other related Books according to the belief systems</p> <p><b><u>Materials:</u></b> Color, paint, poster, pencil, pens</p>	<p><b><u>Expected Competencies:</u></b> Effective Comprehension Analytical skills Drawing Coloring Public speaking Writing Group dynamic</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b></p> <p><b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b> Oral and written tests Reading Written Class work Quizzes Assignments</p>

SEMESTER TWO

**GRADE 3**

**PERIOD V**

**TOPIC: CONFLICT AND ITS RESOLUTION PROCESS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES/ASSESSMENT
Learners understand the causes of Conflicts (both spiritual and physical), and the process of Conflict Resolutions using religious teachings.	Upon completion of this topic, learners will: 1. Define Conflict. 2. Name the kinds of Conflicts 3. State the causes of Conflicts	1. Definition of Conflict. 2. Kinds of Conflicts. 3. Causes of Conflicts 4. Resolution to Conflict	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercise:</u></b></p> <p>1. Define the word Conflict 2. Research and write one paragraph each on: Types of conflicts: Physical conflict Spiritual Emotional Family Ethnic Governmental 3. Stage a resolution process for the two conflicts</p> <p><b>Field trip:</b></p>	<p><b><u>Primary texts:</u></b> The Holy Bible The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> Other Religious Literatures</p> <p><b><u>Materials:</u></b> Charts Poster sheets Pencils Colorings</p>	<p><b><u>Expected Competencies:</u></b> Effective Comprehension Conflict resolution Drawing Coloring Public speaking Writing Group dynamic</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies: Select relevant options</u></b></p> <p>Oral and written tests Reading Written Class work Quizzes Assignments</p>

SEMESTER TWO

**GRADE** 3  
**PERIOD** VI  
**TOPIC:** DEATH AND HEREAFTER

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to differential between physical, Spiritual, and Emotional Deaths and accepting Death as a reality of life.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the death of plants</li> <li>2. Explain the death of man</li> <li>3. Explain what is death</li> </ol>	<p>Death as a characteristic of living things</p> <p>Death of man</p> <p>Death of animals</p> <p>Death of Plants</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b>            Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercises:</u></b></p> <ol style="list-style-type: none"> <li>1. Define Death and its characteristics</li> <li>2. Know the differences:               <ol style="list-style-type: none"> <li>a. Physical</li> <li>b. Spiritual</li> <li>c. Emotional deaths</li> </ol> </li> <li>3. Interview pastors and imams on the subject of deaths</li> <li>4. Give oral presentation on the three death</li> </ol> <p><b><u>Field trip:</u></b>            Interview a pastor and/or an imam</p>	<p><b><u>Primary texts:</u></b>            The Holy Bible            1 Thes. 4:14 – 16            Rev. 21:1</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b>            Reference Books</p> <p><b><u>Materials:</u></b>            Charts            Poster sheets            Pencils            Colorings</p>	<p><b><u>Expected Competencies:</u></b>            Effective Comprehension            Drawing            Coloring            Public speaking            Writing            Group dynamic            Counseling            Interview</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options</u></b></p> <p>Oral and written tests            Reading            Written            Class work            Quizzes            Assignments</p>

SEMESTER ONE

**GRADE**     4  
**PERIOD**    I  
**Topic**       **CREATION**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners are able to identify the uniqueness of an individual and list those physical characteristics that make him unique .	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the uniqueness of the individual</li> <li>2. Identify the physical characteristics of an individual</li> <li>3. State the mental characteristics of an individual</li> </ol>	<p>Creation: The uniqueness of individuals</p> <p>Physical characteristics</p> <p>Mental characteristics</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercises:</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the uniqueness of the individual</li> <li>2. Explain how and why individuals are unique one from the other</li> <li>3. Written presentation on the characteristics of an individuals</li> <li>4. Explain or identify some of the physical characteristics of an individual</li> <li>5. Group discussion</li> <li>6. Draw three persons with different characteristics</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b> The holy Bible Gen. 1:26 – 27 Gen. 2 : 7 Gen. 2:21 – 22</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> Other religious Literature.</p> <p><b><u>Materials:</u></b> Charts Poster sheets Pencils Colorings</p>	<p><b><u>Expected Competencies:</u></b> Effective Comprehension Drawing Coloring Public speaking Writing Group dynamic</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b> Oral and written tests Reading Written Class work Quizzes Assignments</p>

SEMESTER ONE

**GRADE 4  
PERIOD II**

**Topic:**

**COMMANDMENTS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners understand the need to live in fellowship with God and his fellow Man and to be law abiding citizens.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Recite the laws of God</li> <li>2. Recite the moral laws of their various Communities/Societies</li> </ol>	<p>Commandments facilitate harmonious living</p> <p>Community and Society laws make easier for man to live with man</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignments Exercises:</u></b></p> <ol style="list-style-type: none"> <li>1. Reading and writing the Ten Commandments</li> <li>2. Discuss the laws of God given to Man</li> <li>3. Write five moral laws of the Constitution of Liberia</li> <li>4. Write three to four paragraphs explaining the laws of the community and society.</li> <li>5. Write two to three paragraphs explaining the purpose of the Ten Commandments of God</li> <li>6. Class discussion on the similarity and/or differences between the Law of God and the Law of Man</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b> The Holy Bible Ex. 20:1 - 17</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> The Book of Moses The Book of Discipline The Constitution of the Republic of Liberia Other religious Literatures.</p>	<p><b><u>Expected Competencies:</u></b></p> <p>Effective Comprehension Public speaking Writing Effective communication skills Analytical skills Creativity and innovation Group dynamic</p> <p><b>ASSESSMENT STRATEGIES:</b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b></p> <p>Oral and written tests Reading Writing Class work Quizzes Assignments</p>

SEMESTER ONE

**GRADE 4**

**PERIOD III**

**Topic: RELIGIOUS PERSONALITIES**

LEARNING OUTCOMES	OBJECTIONS	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT					
Learners understand the fundamental teachings of Christianity through Jesus Christ, the teachings of Islam through Prophet Mohammed and are able to distinguish between the doctrines of Christianity and Islamic	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 6. Explain the life and work of some Prophets	Religious Personalities:  Jesus Christ as Redeemer and Healer  Prophet Mohammad, His calling and moral teachings	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.  <b><u>Assignment Exercises:</u></b>  1. Discussion on 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	<b><u>Primary texts:</u></b> The Holy Bible Mat. 5 – 25 Mat. 27:1 – 6 Mat. 28:1 - 13  The Holy Qur'an  <b><u>Supplementary texts:</u></b> Other Religious  <b><u>Materials:</u></b> Books Flyers Poster Markers, pens, pencil	<b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Analytical skills Creativity and innovation  <b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options</u></b> Oral and written tests Reading Writing Class work Quizzes Assignments					

			healing and teaching of Jesus, the Redeemer 7. Write two or three paragraphs on the teaching and morality of Prophet Mohammed s.a.s  <u>Field trip:</u>							
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**SEMESTER TWO**

**GRADE**    4  
**PERIOD**   IV  
**Topic:**    **DEATH AND HEREAFTER**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners comprehend the fact that God is the only source of life, recognize that everyone must die; and the life one lives determines where the Soul goes - Hell or Heaven	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Recognize God as the only source of Life.</li> <li>2. Differentiate between body and Soul of a person.</li> <li>3. Explain what the Bible and the Qur'an teach about death and hereafter.</li> </ol>	<p>God is the source of all life: Body Soul</p> <p>What is death</p> <p>What happens to the Soul after Death</p> <p>Where does the Soul go after Death</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b>            Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercise</u></b></p> <ol style="list-style-type: none"> <li>1. Research Death, Body and Soul</li> <li>2. Research and discuss in who is the giver of Life</li> <li>3. Research who controls Death</li> <li>4. Discuss where the Soul goes after Death</li> <li>5. Write two or three paragraphs on each of the followings:               <ol style="list-style-type: none"> <li>a. Death</li> <li>b. Soul</li> <li>c. Hell</li> <li>d. Heaven</li> </ol> </li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b>            The Holy Bible            John 5:24; 1            John 1:18; Rev. 2:10; Mat. 10:28; Job 9:17; Rev. 6:8</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b>            Other religious Literatures.</p> <p><b><u>Materials:</u></b>            Books            Flyers            Poster            Markers, pens, pencil</p>	<p><b><u>Expected Competencies:</u></b>            Effective Comprehension            Public speaking            Writing            Effective communication skills            Analytical skills            Creativity and innovation            Group dynamic            Report writing</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b></p> <p><b><u>Tools that can be used to check competencies: Select relevant options:</u></b>            Oral and written tests            Reading            Writing            Class work            Quizzes            Assignments</p>

# **SEMESTER TWO**

**GRADE : 4**

**PERIOD : V**

**TOPIC : COMMITMENT**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners demonstrate personal commitment to God by keeping and observing Gods moral laws, and by living a reconciled life with God and 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	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.  <b><u>Assignment Exercise:</u></b>  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: a. God's gift to Man b. Man failure to respond to God  <b><u>Field trip:</u></b>	<b><u>Primary texts:</u></b> The Holy Bible 2 Cor. 5:18 - 19 Heb. 2:17; Daniel 9:24 Mat. 5:24; Rom. 5:10  The Holy Qur'an  <b><u>Supplementary texts:</u></b> Other religious Literatures.  <b><u>Materials:</u></b> Books Flyers Poster Markers, pens, pencil	<b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Effective communication skills Analytical skills Creativity and innovation Group dynamic Report writing  <b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options:</u></b>  Oral and written tests Reading Writing Class work Quizzes Assignments

SEMESTER TWO

GRADE 4  
PERIOD VI  
TOPIC: SALVATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners are able to analyze how Man fit in God's Salvation Plan, know the meanings of Salvation, Repentance and living a sanctified life	<p>Upon completion of this topic, learners will:</p> <p>1 .</p> <p>D e f i n e</p> <p>S a l v a t i o n</p> <p>2 .</p> <p>E x p l</p>	<p>Meaning of Salvation.</p> <p>Repentance.</p> <p>Sanctification.</p>	<p><b>Using Inclusive and Differentiated Learning</b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b>Assignment Exercise:</b></p> <p>1. Explanation of salvation. 2. Define and explain the meaning of repentance. 3. Let the students dramatize repentance and sanctification 4. Write an</p>	<p><b>Primary texts:</b> The Holy Bible Luke 19:9; Acts 4:12; Rom. 1:16 Rom. 11:11 2 Tim. 2:10</p> <p>The holy Qur'an</p> <p><b>Supplementary texts:</b> Other religious Literatures.</p> <p><b>Materials:</b> Books Flyers Poster Markers, pens, pencil</p>	<p><b>Expected Competencies:</b> Effective Comprehension Public speaking Writing Effective communication skills Analytical skills Group dynamic Report writing</p> <p><b>ASSESSMENT STRATEGIES:</b> <b>Tools that can be used to check competencies:</b> <b>Select relevant options:</b></p> <p>Oral and written tests Reading Writing</p>

	a i n  r e p e n t a n c e 3 .  D i s c u s s  S a n c t i f i c a t i		essay on: a. Repentance b. Salvation c. Sanctification  <u>field trip</u>		Class work Quizzes Assignments
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**SEMESTER ONE**

**GRADE 5**  
**PERIOD 1**  
**TOPIC: CREATION**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will describe the fall of man, explain the full story of God's creation and the trust that Man would be given dominium over the works of the hands of God	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Explain about creation in general.</li> <li>2. Explain the development of creation.</li> <li>3. Explain about the fall of man.</li> </ol>	<p>CREATION</p> <p>Man's responsibility to God.</p> <p>Man as God's steward/viceroy.</p> <p>Development of creation</p> <p>The Fall of man</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b>            Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercise:</u></b></p> <ol style="list-style-type: none"> <li>1. Learners conduct research and have class discussion on the fall of Man</li> <li>2. Write an essay on;               <ol style="list-style-type: none"> <li>a. Creation</li> <li>b. Man responsibility to God</li> </ol> </li> <li>3. Written an essay on the development of creation.</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b>            The Holy Bible            Genesis 1:28;            Psalm 8;            Matthew 25: 14 – 30            Psalm 100:3</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b>            Qur'an 2: 30;            16:10 – 16            Other religious Literatures</p> <p><b><u>Materials:</u></b>            Books            Flyers            Poster            Markers, pens, pencil</p>	<p><b><u>Expected Competencies:</u></b>            Effective Comprehension            Public speaking            Writing            Effective communication skills            Analytical skills            Group dynamic            Report writing</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options:</u></b></p> <p>Oral and written tests            Reading            Writing            Class work            Quizzes            Assignments</p>

SEMESTER ONE

GRADE 5

PERIOD II

TOPIC: COMMITMENT

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will understand God's covenant with Man, Man's commitment to God, obeying and living by God's Commandments.	<p>Upon completion of this topic, learners will:</p> <p>1. Demonstrate personal commitment to God through services. Identify our duties to God.</p> <p>2. State areas of man's failure to respond to God. 3. Reconcile with God.</p>	<p>Commitment</p> <p>Our duty to respond to God</p> <p>Man's failure to respond to God</p> <p>Man's reconciliation with God</p> <p>Personal commitment to God</p> <p>Expressions of commitment.</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercise:</u></b></p> <p>1. 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.</p> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b> The Holy Bible Luke 15: 11 – 31</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b> Religious Literatures for Christian and Muslim.</p> <p><b><u>Materials:</u></b> Books Flyers Poster Markers, pens, pencil</p>	<p><b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Report writing Acting</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options:</u></b></p> <p>Oral and written tests Reading Writing Class work Quizzes Assignments</p>

**SEMESTER ONE**

**GRADE 5**  
**PERIOD III**  
**TOPIC:**

**COMMANDMENTS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	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	<p><b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercise:</u></b></p> <ol style="list-style-type: none"> <li>1. Learners research the historical background of God giving to Man, the Ten Commandments</li> <li>2. Learners understand that the Ten Commandment will result in positive choices they make</li> <li>3. Learners demonstrate positive approach to the teaching of the Ten Commandments –</li> <li>4. Illustrate the Love of God; Love for fellow Man and faithfulness to God through their actions</li> <li>5. Write an essay on:               <ol style="list-style-type: none"> <li>a. The Ten Commandments</li> <li>b. Interpretation of God's Law in their daily lives</li> <li>c. Do acts of kindness in the community</li> </ol> </li> </ol> <p><b><u>Field trip:</u></b> Visit to the community/hospital</p>	<p><b><u>Primary texts:</u></b> The Holy Bible Exodus 19 &amp; 20</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b></p> <p><b><u>Materials:</u></b> Books Flyers Poster Markers, pens, pencil</p>	<p><b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Effective communication skills Analytical skills Group dynamic Report writing Research</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies: Select relevant options:</u></b>  Oral and written tests Reading Writing Class work Quizzes Assignments</p>



**SEMESTER TWO**

**GRADE**     5  
**PERIOD**   IV  
**TOPIC:**    **WORSHIP AND OFFERING**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners know the various types of worship based on faith and belief systems and understand the purpose and use of offerings.	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.	The importance of worship.  Place of worship.  Type of offering.	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.  <b><u>Assignment Exercise:</u></b>  1. Learners explain where they pray alone and with others 2. Learners discuss acts they offer to God in service to God 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  <b><u>Field trip:</u></b>	<b><u>Primary texts:</u></b> 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,  The Holy Qur'an  <b><u>Supplementary texts:</u></b> See Muslim Prayer Book by A.B. Rafiq Other religious Literatures  <b><u>Materials:</u></b> Books Flyers Poster Markers, pens, pencil	<b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Report writing Research  <b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options:</u></b>  Oral and written tests Reading Writing Class work Quizzes Assignments

**SEMESTER TWO**

**GRADE**    5  
**PERIOD**   V  
**TOPIC:**    RELIGIOUS PERSONALITIES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will know Jesus Christ as the Savior of Mankind, recognize Prophet Mohammad as a Messenger of God and will understand the Missionary works of the church and Islam in Liberia and West Africa.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Recognize Jesus as the Savior of Mankind</li> <li>2. Explain the works of Prophet Mohammad.</li> <li>3. Compare and contrast the roles of Pastors and Imams.</li> <li>4. Discuss the Ministry of the Church.</li> <li>5. Name some Pioneer Missionaries of Islam in West Africa.</li> <li>6. Discuss the life and works of some Biblical Churches in the growth and development of Liberia</li> </ol>	<p>Jesus, the Savior of Mankind (Christian)</p> <p>Mohammad's Works as a Prophet</p> <p>The role of Pastors and Imams</p> <p>The Ministry of the Church.</p> <p>Some pioneer Missionaries of Islam in West Africa</p> <p>The life and works of some Biblical churches in the growth and development of Liberia</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b>  Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercise:</u></b>  1. 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 Nanyar 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  4. Calculate the Islamic year from the time of the Hijrah and learn to prayer</p> <p><b><u>Field trip:</u></b>  Interview a pastor and a imam on their roles in the church and mosque and Jesus Christ, as the Savior of Mankind.</p>	<p><b><u>Primary texts:</u></b>  The Holy Bible  Ex 4: 1 – 17; Jer 1: 1 – 10; 1 Kgs 1: 34 – 35; Mk 1: 16 – 20, Is 9:6 &amp; 71 Is 7:14; Is 53:1 – 12; Mat. 2: 1 - 6</p> <p>The Holy Qur'an</p> <p><b><u>Supplementary texts:</u></b>  Books on Islam teaching</p> <p><b><u>Materials:</u></b>  Poster sheets  Colorings  Pencils  Markers</p>	<p><b><u>Expected Competencies:</u></b>  Effective Comprehension  Public speaking  Writing  Group dynamic  Effective communication skills  Analytical skills  Report writing  Research</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies:</u></b>  <b><u>Select relevant options:</u></b></p> <p>Oral and written tests  Reading  Writing  Class work  Quizzes  Assignments:</p>

**SEMESTER TWO**

**GRADE 5**

**PERIOD VI**

**TOPIC: CONFLICTS AND ITS RESOLUTION PROCESS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES/ASSESSMNT
Learners understand the definition, causes and types of conflicts and 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.	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc  <b>Assignment Exercise:</b> 1. Learners define and comprehend types of Conflicts 2. Learners discuss in class the negative impact of conflict in the family, in school and society 3. Dramatize conflict and its resolution process.  <b><u>Field trip:</u></b>	<b><u>Primary texts:</u></b> The Holy Bible: Matthew 18:15 – 20  The Holy Qur'an  <b><u>Supplementary texts:</u></b> Trauma healing and Resolution Book.  Related Literatures on conflict Resolution.  <b><u>Materials:</u></b> Poster sheets Colorings Pencils Markers	<b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Analytical skills Report writing Research Acting Creativity  <b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options:</u></b>  Oral and written tests Reading Writing Class work Quizzes Assignments:

# SEMESTER ONE

GRADE 6

PERIOD I

TOPIC: CREATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES/ASSESSMENT
Learners will know the creation of the earth through the Holy Bible account and/or through the “The Big Bang Theory” and will identify Myths from Facts	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Distinguish non-scriptural Myths from scriptural facts of the Holy Books.</li> <li>2. Explain creation stories.</li> <li>3. Name some Holy Books used by various religious groups</li> </ol>	<p>Creation stories</p> <p>Non-scriptural accounts</p> <p>The Holy Bible</p> <p>The Holy Qur’an</p>	<p><b>Using Inclusive and Differentiated Learning</b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b>Assignment Exercise:</b></p> <ol style="list-style-type: none"> <li>1. Learners research how the world came into existence:               <ol style="list-style-type: none"> <li>a. through the Holy Bible</li> <li>b. through science</li> </ol> </li> <li>2. Learners understand the wondrous phenomena of the Universe, the Earth, with its Sun, Moon, and Stars</li> <li>3. Learners will debate the topic of creation as stated in the Holy Books and as mentioned by</li> <li>4. Write an essay on how you believe the Universe was created science</li> </ol> <p><b>Field trip:</b></p>	<p><b>Primary texts:</b> The Holy Bible Genesis 1 and 2.</p> <p>The Holy Qur’an (Qur’an 6:15; 19:36 and 12:102)</p> <p><b>Supplementary texts:</b> Other Books on Creation</p> <p><b>Materials:</b> Poster sheets Colorings Pencils Markers</p>	<p><b>Expected Competencies:</b> Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Analytical skills Research Acting Creativity Debate</p> <p><b>ASSESSMENT STRATEGIES:</b></p> <p><b>Tools that can be used to check competencies:</b> <b>Select relevant options:</b> <b>Tools:</b> Oral and written tests Reading Writing Class work Quizzes</p>

**SEMESTER ONE**

**GRADE 6**  
**PERIOD II**  
**TOPIC: COMMITMENT**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will understand Commitment, Holiness, Witnessing, Trust, Faith and will know the differences in the ceremonies practiced by both, the Christian Faith and the Islamic Faith	<p>Upon completion of this topic, learners will</p> <ol style="list-style-type: none"> <li>1. Explain living for God</li> <li>2. Define: <ol style="list-style-type: none"> <li>a. Witnessing</li> <li>b. Holiness</li> </ol> </li> <li>3. Explain living for others <ol style="list-style-type: none"> <li>a. Humility</li> <li>b. Faith</li> <li>c. Trust</li> </ol> </li> <li>4. Name various kinds of ceremonies</li> </ol>	<p>Commitment</p> <p>Living for God: Witnessing and Holiness</p> <p>Living for others: Humility, Faith and Trust</p> <p>Ceremonies of Commitment</p> <p>Kinds of Ceremonies</p>	<p><b>Using Inclusive and Differentiated Learning</b>  Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b>Assignment Exercise:</b>  1. Do a written research and explain in class the meaning of Living for God, Witnessing for God, Humility, Faith and Trust  2. Write essay on Holiness and Trust as it pertains to you as a learner  3. Write an essay on types of Ceremonies practiced In the Church and In the Mosque as it relates to Holiness, Faith and Trust  3. Discuss in class: Baptism/Confirmation services, outdoorings, funeral ceremonies, Marriage celebrations, Naming Celebration and Jesus washing the feet of his disciples  <b>Field trip:</b></p>	<p><b>Primary texts:</b>  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</p> <p>The Holy Qur'an</p> <p><b>Supplementary texts:</b>  Holy Books of the Faith  Related Literature  Other religious Pamphlets  Maps/Globes</p> <p><b>Materials:</b>  Poster sheets  Colorings  Pencils  Markers</p>	<p><b>Expected Competencies:</b>  Effective Comprehension  Public speaking  Writing  Group dynamic  Effective communication skills  Analytical skills  Research  Debate</p> <p><b>ASSESSMENT STRATEGIES:</b></p> <p><b>Tools that can be used to check competencies: Select relevant options:</b>  <b>Tools:</b>  Oral and written tests  Reading  Writing  Class work  Quizzes</p>

**SEMESTER ONE**

**GRADE 6**

**PERIOD III**

**TOPIC: CONFLICTS AND ITS RESOLUTION PROCESS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
Learners will apply various types of mediation skills in conflict resolution based on non-gender stereotypes and will demonstrate the ability to prevent and/or solve conflict	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Define Conflict.</li> <li>2. Name kinds of conflict</li> <li>3. Styles of conflict management</li> <li>4. Identify your personal style of conflict management</li> <li>5. Apply mediation skills in resolving conflicts</li> </ol>	<p>Conflicts and its resolution process.</p> <p>Styles of conflict management.</p> <p>Conflicts in the Bible and Qur'an.</p> <p>The Mediation process of conflicts.</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p><b><u>Assignment Exercise:</u></b></p> <ol style="list-style-type: none"> <li>1. Research and write an essay on conflict management and its prevention</li> <li>2. List causes of various kinds of conflicts</li> <li>3. Demonstrate through drama, play let or class discussion how learners can best mediate and/or manage conflict</li> <li>4. Invite expert guest to speak on the importance of HIV privacy in an effort to avert conflict</li> <li>5. Narrate for class discussion, two simple conflicts that took place in the school and/or community that were resolved</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b></p> <p>The Holy Bible 1 King 3:16 - 28 Mat. 5:44; Mat. 19:19; Mat. 22:39; John 13:34</p> <p>The Holy Qur'an <b><u>Supplementary texts:</u></b> Islamic Books on Conflict Resolution Trauma Healing and Reconciliation; Related Literatures on Conflicts Resolution and Management</p> <p><b><u>Materials:</u></b></p> <p>Poster sheets Colorings Pencils Markers Postal on Conflict Resolution</p>	<p><b><u>Expected Competencies:</u></b></p> <p>Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Analytical skills Research Debate</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b></p> <p><b><u>Tools that can be used to check competencies:</u></b> <b><u>Select relevant options:</u></b> <b><u>Tools:</u></b></p> <p>Oral and written tests Reading Writing Class work Quizzes</p>

## SEMESTER TWO

**GRADE**      **6**  
**PERIOD**    **IV**  
**TOPIC:**      **WORSHIP AND OFFERING**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
<p>Learners are able to describe various types of worship in different Churches and Mosques, and will know the difference between Id prayers for Muslim, the structures, symbols and Gestures for worship, from that of the Christian Faith</p> <p>Learners will know forms of worship, giving of offering and tithes, songs of praise, scripture reading in different churches according to denomination</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. State the importance of the use of the Holy Books in worship</li> <li>2. Recite Id Prayers</li> <li>3. Name some scriptures, symbols and Gestures used in some religious worships</li> </ol>	<p>Forms of worship</p> <p>Id Prayers, Structures symbols and Gestures</p> <p>Use of Holy Books in Worship</p>	<p><b><u>Using Inclusive and Differentiated Learning</u></b>            Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b><u>Assignment Exercise:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell of the experiences you had worshipping in different churches and/or mosques</li> <li>2. Demonstrate forms of worship learned in various places of worship through class participation</li> <li>3. Read selected prayers in the Holy Bible and the Holy Qur'an</li> <li>4. Draw various forms of people at worship in the church and/or mosque were you visited</li> <li>5. Make oral and written reports of four paragraphs on your recent visit and worship in a church and/or mosque focusing on worship and offering</li> <li>6. Write one paragraph stating the importance of the use of the Holy Books in worship.</li> </ol> <p><b><u>Field trip:</u></b></p>	<p><b><u>Primary texts:</u></b>            The Holy Bible:            Ex 4:31; 1 Cor. 16:29;            John 4:24; Rev 5:14;            Rev 7:11; Ps 100:1 - 2;            Ps 107:1</p> <p>Prayer Books</p> <p>The Holy Qur'an:            Qur'an: 73:1 – 5;            29:45.</p> <p><b><u>Supplementary texts:</u></b>            Books of worship</p> <p><b><u>Materials:</u></b>            Poster sheets            Colorings            Pencils            Markers</p>	<p><b><u>Expected Competencies:</u></b>            Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Analytical skills Research Debate Essay/report writing</p> <p><b><u>ASSESSMENT STRATEGIES:</u></b></p> <p><b><u>Tools that can be used to check competencies: Select relevant options:</u></b>            Oral and written tests Reading Writing Class work Quizzes</p>

**SEMESTER TWO**

**GRADE**    6  
**PERIOD**   V  
**TOPIC:**    RELIGIOUS PERSONALITIES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES /ASSESSMENT
<p>Learners are able to analyze the Birth, Works, Death, Resurrection and Ascension of Jesus Christ in the Four Gospels and justify their similarities</p> <p>Learners are able to name Prophets, Kings and Hadith of the Islamic Faith</p> <p>Learners are able to name and discuss Christian Pioneers and their contribution to the educational system of Liberia</p> <p>Learners will be able to state how Mary became the Mother of Jesus</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss about Jesus Christ in the four Gospels</li> <li>2. List the names of some Prophets and Kings in the Qur'an and the Hadith</li> <li>3. Name some Christian Pioneers in Liberia</li> <li>4. Explain about the Mother of Jesus Christ</li> <li>5. Explain about some Pioneers in the Muslim Faith.</li> </ol>	<p>Jesus Christ in the four Gospels.</p> <p>Mary, the Mother of Jesus Christ</p> <p>Christians pioneers in Liberia</p> <p>Some Prophets and Kings in the Qur'an and Hadith (for Muslims)</p> <p>Pioneers in the Muslim Faith</p>	<p><b>Using Inclusive and Differentiated Learning</b>  Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p><b>Assignment Exercise:</b>  1. 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 in the promotion and development of education in Liberia</p> <p><b>Field trip:</b></p>	<p><b>Primary texts:</b>  The Holy Bible</p> <p>The Holy Qur'an</p> <p><b>Supplementary texts:</b>  Booklets:  Ministry of Jesus  The Parables of Jesus  The Miracles of Jesus  The Passion of Jesus  Related religious Literatures</p> <p><b>Materials:</b>  Poster sheets  Colorings  Pencils  Markers</p>	<p><b>Competencies:</b>  Effective Comprehension  Public speaking  Writing  Group dynamic  Effective communication skills  Research  Essay/report writing</p> <p><b>ASSESSMENT STRATEGIES:</b></p> <p><b>Tools that can be used to check competencies:</b>  <b>Select relevant options:</b>  Oral and written tests  Reading  Writing  Class work  Quizzes</p>



**SEMESTER TWO**

**GRADE 6**

**PERIOD VI**

**TOPIC: DEATH AND HEREAFTER**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	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	<b><u>Using Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.  <b><u>Assignment Exercise:</u></b> 1. Research, write and have class discussions on: Eternal Life Resurrection Judgment Reincarnation 2. 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 <b><u>Field trip:</u></b> Visit a place of worship, interview a pastor/imam and report on Resurrection, Judgment and Reincarnation	<b><u>Primary texts:</u></b> The Holy Bible Mat 28:1-10; Mark 16:1 – 7; John 5:29' Acts 24:15, Rom 14:10; Rev 20:5  The Holy Qur'an  <b><u>Supplementary texts:</u></b> Other related Literatures.  <b><u>Materials:</u></b> Poster, Colorings, Pencils, Markers	<b><u>Expected Competencies:</u></b> Effective Comprehension Public speaking Writing Group dynamic Effective communication skills Research Essay/report writing  <b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options:</u></b> Oral and written tests Reading Writing Class work Quizzes

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