



REPUBLIC OF KENYA
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MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

VOLUME FOUR

**SOCIAL STUDIES, ART AND CRAFT, CHRISTIAN RELIGIOUS EDUCATION,
ISLAMIC RELIGIOUS EDUCATION AND HINDU RELIGIOUS EDUCATION**

GRADE 4

MARCH 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

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VOLUME FOUR

Social Studies, Art and Craft, Christian Religious Education,
Islamic Religious Education and Hindu Religious Education

KENYA INSTITUTE OF CURRICULUM EDUCATION

MARCH 2019



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FOREWARD

The Basic Education Curriculum Framework (BECF) in Kenya outlines the vision and mission of the curriculum reforms.

The vision of the curriculum reform is to develop:

“An engaged, an empowered and ethical citizen”.

The Mission is:

“To nurture the potential of every learner”.

The country has made a shift towards a competency based curriculum. Seven core competencies have been identified for Basic Education namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self Efficacy. Learners will be provided with opportunities to participate and excel in learning and nurturing of their talents.

Curriculum designs have been developed to aid the implementation of the Basic Education Curriculum Framework. They outline the National Goals of Education, The Middle School General learning outcomes as well as the Subject General and Specific learning outcomes. The curriculum designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues to be infused and integrated and community service learning activities among others.

It is our hope that all educators in Middle School level (Upper Primary) will anchor their delivery of the curriculum on the Basic education Curriculum Framework and the curriculum designs.

Amb. (Dr.) Amina Mohamed
CABINET SECRETARY
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GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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

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



ESSENCE STATEMENT

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

SUGGESTED TIME ALLOCATION

#	Learning Area	Lessons Per Week
1.	Kiswahili Language or KSL for learners who are deaf	4
2.	English language	4
3.	Other Languages	2
4.	Science and Technology	4
5.	Social Studies (Citizenship, Geography, History)	3
6.	Mathematics	5
7.	Home science	3
8.	Agriculture	3
9.	Religious Education (CRE/IRE/ HRE)	3
10.	Creative Arts (Art, Craft, Music)	3
11.	Physical and Health Education	5
12.	PPI	1
	TOTAL	40



GENERAL LEARNING OUTCOMES

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

1. Explore the environment for learning and enjoyment.
2. Demonstrate desirable values, attitudes and practices for sustainable social interactions.
3. Develop appropriate organizational, practical and technological competencies for problem solving.
4. Understand and appreciate Human Rights and civic responsibility for attainment of social justice.
5. Respect and appreciate cultural and human diversity to promote cohesion and integration.
6. Apply acquired competencies in solving environmental challenges for sustainable development.
7. Understand the System of Governance in Kenya and be willing to participate in its processes.
8. Participate in Community Service Learning to manage pertinent and contemporary issues in society effectively.

SOCIAL STUDIES



Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 NATURAL AND BUILT ENVIRONMENTS	1.1 Natural Environment 1.1.1 Compass Direction (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the four cardinal points of a compass b) use the four cardinal points to give direction of places c) identify the eight compass points d) use the eight compass points to show direction on a map e) appreciate the use of eight compass rose in everyday life 	Learners are guided to: <ul style="list-style-type: none"> • Brainstorm in pairs the four cardinal points. • Practice in pairs giving direction of places using the four cardinal points • Draw and label the four cardinal points • Think, pair and share the eight compass points • Practice giving direction using the eight compass points • Play computer games on compass direction for enjoyment • Draw and label the eight compass points • Use the eight compass points to show direction on the worksheet/interactive map to enrich the mapping skill 	<ol style="list-style-type: none"> 1. How could we tell direction of places? 2. How could we give direction of places using a compass?
	1.1.2. Location and size of the County (5 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sub counties in the county b) locate the county in relation to neighbouring counties c) estimate the size of the county in relation to neighbouring 	Learners are guided to: <ul style="list-style-type: none"> • Brainstorm in groups and identify sub-counties in their County. • Use relevant map in print or online to identify the location of the County in relation to neighbouring counties • Trace out, colour and display the map of the County in class. 	Which counties neighbour our county?

		<p>counties</p> <p>d) appreciate location and size of the county in relation to neighbouring counties</p>	<ul style="list-style-type: none"> • Play a game on location of the county in relation to the neighbouring counties. 	
	<p>1.1.3 Physical features in the County (5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main physical features in the County</p> <p>b) examine the importance of the main physical features in the County</p> <p>c) adopt responsible behaviour to conserve the physical features</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Explore the school neighbourhood to identify and record (<i>drawing, taking photographs</i>) the main physical features in the county (<i>Vegetation, mountains, hills, rivers, lakes, oceans, valleys and plains</i>) • Discuss in groups the importance of the main physical features in the county and share the discussion points in class • Model some of the main physical features in the county • Display pictures or models of the main physical features in the county in class • Find out from parents or guardians how to conserve the main physical features in the county and report. 	<ol style="list-style-type: none"> 1. What are the main physical features found in our County? 2. How important are the physical features in our County?
	<p>1.1.4 Seasons in the County (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize seasons experienced in the county</p> <p>b) explain how seasons influence human activities in the county</p> <p>c) appreciate the different seasons</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Use appropriate media and brainstorm in groups about seasons experienced in the County. (<i>Hot, cold, dry and rainy season</i>) • Sing songs about seasons experienced in the County • Observe and record human 	<ol style="list-style-type: none"> 1. Which seasons are experienced in our County? 2. How do different seasons influence human activities in our county?



		experienced in the county	activities associated with the present season. <ul style="list-style-type: none"> Share information on seasons in class. 	
	<p>1.2. Built Environments 1.2.1 Historic built environments in the County (5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the main historic built environments in the County state the importance of the main historic built environments in the County state ways of caring for historic built environments in the County Participate in caring for the historic built environments in the county. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Think, pair and share the main historic built environments in the County (<i>Museums, monuments, Cultural centres</i>) Use appropriate media to identify historic built environments in the county Visit some of the historic built environments and record (<i>take photographs, audio tape conversations on the environments or take notes</i>) Create a picture booklet on the historic built environments Discuss with parents or guardians on the historic built environments in the county. Participate in caring for historic built environments within the locality as service learning. Develop a communication message on the importance of caring for historic built environments. 	<ol style="list-style-type: none"> Which are the main historic built environments in our County? How could we care for the main historic built environments in our County?
<p>Core Competencies to be developed: Promotion of Citizenship as they appreciate and conserve the physical features and historic built environments. Digital literacy as learners use digital devices to play games on the eight compass points. Critical thinking, communication and collaboration as learners work in groups.</p>				

PCIs: Promotion of environmental conservation as learners appreciate the natural and built environments in the County.	Values: Promotion of patriotism as they appreciate the historic built environments Promotion of unity, love and respect as learners work together in groups.
Links to other subjects: Language, Music, Art and Craft, Religious Education, Science and Mathematics.	Suggested Community Service Learning activities: Finding out from their parents and guardians about the location and size of their County and conservation of the main physical features.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
The four cardinal compass points	Consistently and correctly identifies and uses the four cardinal points of a compass to show direction of places with a lot of ease	Correctly identifies and uses the four cardinal points of a compass to show direction of places with ease	Identifies but cannot use the four cardinal points to show direction of places	Hardly identifies or uses the four cardinal points to show direction of places
Eight compass points	Consistently and correctly identifies and uses the eight compass points to show direction of places with a lot of ease	Correctly identifies and uses the eight compass points to show direction of places with ease.	Identifies but cannot use the eight compass points to show direction of places.	Hardly identifies or uses the eight compass points to show direction of places.
The location and size of the County	Consistently and correctly identifies the sub counties in the county, locates and estimates the size of the County in relation to neighbouring counties with a lot of ease	Correctly identifies the sub counties in the county, locates and estimates the size of the County in relation to neighbouring counties with ease	Identifies the sub counties in the county, locates and estimates the size of the County in relation to neighbouring counties	Hardly identifies or locates nor estimates the size of the County in relation to the neighbouring counties
Physical features in the County	Consistently and correctly identifies and locates main physical features in the County with a lot of ease	Correctly identifies and locates main physical features in the County with ease	Identifies but cannot locate main physical features in the County	Hardly identifies or locates the physical features in the County



Seasons in the County	Consistently and correctly identifies seasons experienced and their influence on human activities in the County with a lot of ease	Correctly identifies seasons experienced and their influence on human activities in the County with ease	Identifies but cannot describe the seasons experienced and their influence on human activities in the County	Hardly identifies seasons experienced nor their influence on human activities in the County.
Historic built environments in the County	Consistently and correctly identifies the historic built environments in the County, states their importance and ways of caring for them with a lot of ease.	Correctly identifies the historic built environments in the County, states their importance and ways of caring for them with ease.	Correctly identifies some of the main historic built environments in the County but cannot state their importance nor ways of caring for them.	Hardly identifies main historic built environments neither states their importance nor ways of caring for them in the county

Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
2.0 PEOPLE AND POPULATION	2.1 Inter-dependence of people (6 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify ways in which people depend on each other in the County b) investigate the benefits of inter-dependence of people in the County c) appreciate interdependence of people in the County 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Use key words to search for the meaning of interdependence • Use appropriate media to identify ways in which people depend on each other in the county. • Work in groups to create a chart on benefits of interdependence among people • Role-play inter-dependence of people. • Recite a poem about the importance of inter-dependence of people • Find out from parents and guardians about the importance of inter-dependence of people and report back. 	<ol style="list-style-type: none"> 1. How do people in the County depend on each other? 2. Why should we support each other in the County?
	2.2 Population distribution (5 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe population distribution in the County b) recognize common patterns of population distribution in the county c) describe patterns of population distribution in the county d) appreciate population distribution in the county 	<p>learners are guided to:</p> <ul style="list-style-type: none"> • Use key words to find out the meaning of population distribution (<i>sparse, uneven, densely</i>). • Draw a map of the county showing population distribution • Use a digital map of the County to identify the patterns of population distribution in the county (<i>linear, scattered, clustered</i>) • Share the identified patterns of population distribution with the class 	<ol style="list-style-type: none"> 1. How is the population spread out in our county?



			<ul style="list-style-type: none"> • Use the map of the county to plot patterns of population distribution • Display the map in the appropriate learning corner 	
Core Competencies to be developed: Promotion of learning to learn as learners identify patterns of population distribution in the County; communication and collaboration as learners work together in groups :creativity and imagination as they draw the map of the county showing population distribution..				
PCIs: Development of life skills as learners role play inter-dependence of people			Values: Promotion of unity, patriotism, respect, peace, love as learners appreciate inter-dependence of people in the County	
Links to other subjects: Language, Art and craft, Religious Education, Mathematics.			Suggested Community Service Learning activities: Share with parents and guardians about the importance of inter-dependence of people and report back.	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Inter-dependence of People	Consistently and correctly discusses ways and benefits of inter-dependence of people in the county with a lot of ease	Correctly discusses ways and benefits of inter-dependence of people in the county with ease	Identifies ways in which people in the County depend on each other but cannot explain the benefits of interdependence.	Hardly identifies ways in which people in the County depend on each other nor explains benefits of inter-dependence of people.
Population Distribution	Consistently and correctly describes population distribution and patterns in the County with a lot of ease	Correctly describes population distribution and patterns in the County with ease	Describes population distribution but cannot describe the patterns in the County with challenges	Hardly describes population distribution nor patterns of population in the County Correctly

Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
3.0 CULTURE AND SOCIAL ORGANIZATIONS	3.1 Culture 3.1.1 Aspects of Traditional Culture in the County. (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify aspects of traditional culture in the County b) describe aspects of traditional culture in the County c) examine the importance of aspects of traditional culture in the County d) appreciate aspects of traditional culture in the County	Learners are guided to: <ul style="list-style-type: none"> Brainstorm in pairs to identify aspects of traditional culture in the County. (<i>dressings , food, housing, artefacts, sports and games, festivals and ceremonies</i>) Work in groups to describe aspects of traditional culture in the County. Discuss in groups the importance of aspects of traditional culture in the County. Collect and record aspects of traditional culture in the community.(<i>pictures ,songs, artefacts, dress, food, paintings</i>) Display different aspects of traditional culture in class Conduct peer assessment of the displays. 	<ol style="list-style-type: none"> What are the aspects of traditional culture? Why is culture important to us?
	3.2.The school (3 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the history of the school b) interpret the school motto and core values	Learners are guided to: <ul style="list-style-type: none"> Carry out a research on “The history of the school” Share the history of the school with others in class Create a journal on the history 	<ol style="list-style-type: none"> How was our school started? In which ways can we exhibit core values of our school? How is our school daily



		<p>of the school</p> <p>c) describe the daily routine of the school</p> <p>d) uphold the core values of the school</p>	<p>of the school</p> <ul style="list-style-type: none"> • Use digital devices to develop a poster on the school motto and core values and display it in class • Peer assess the best poster • Create a school daily routine chart • Sing songs on the school achievements 	<p>routine?</p>
<p>Core Competencies to be developed: Promotion of digital literacy, imagination and creativity as learners create posters of the school motto and core values display them in class.</p>				
<p>PCIs: Promotion of life skills as learners take photographs and use them to write history of the school.</p>			<p>Values: Promotion Of: Citizenship as learner’s exhibit core values of the school, responsibility and unity as learners brainstorm in pairs on the history of the school. Patriotism as they learn about their school</p>	
<p>Links to other subjects: - Language, Art and Craft, Religious Education, Music, Mathematics.</p>			<p>Suggested Community Service Learning activities: Find out from parents and guardians about the history of the school.</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Aspects of Traditional Culture	Consistently and correctly identifies, describes and explains importance of aspects of traditional Culture with a lot of ease.	Correctly identifies and describes aspects of traditional Culture and their importance with ease.	Identifies traditional aspects of Culture but cannot describe them nor their importance.	Hardly identifies aspects of traditional Culture neither describes them nor their importance.
The school history, motto ,core values and routine	Consistently and correctly narrates history of the school, interprets its motto, core values and describes routine with a lot of ease	Correctly narrates history of the school, interprets its motto, core values and describes routine with ease.	Describes the school routine, interprets the school motto, core values but cannot narrate history of the school	Hardly narrates the school history, interprets the school motto, core values nor describes the school routine.



Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
4.0 RESOURCES AND ECONOMIC ACTIVITIES	4.1 Resources in the County (2 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify the main resources found in the county b) develop desire to conserve resources in the county 	Learners are guided to: <ul style="list-style-type: none"> • Use appropriate media to identify the main resources found in the county • Write a report on the identified main resources found in the county • Collect and display samples of resources in learning corners. (<i>observe safety</i>) • Brainstorm in groups on how to conserve the resources found in the county. 	How could we conserve the resources found in the county?
	4.2 Economic activities in the County (2 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify the main economic activities carried out in the county b) explain the importance of main economic activities carried out in the county c) develop desire to participate in economic activities in the county 	Learners are guided to: <ul style="list-style-type: none"> • Use appropriate media to identify the main economic activities in the county • Explore the local environment and use other sources to identify the main economic activities carried out • Write a report on the identified main economic activities • Play relevant educational computer games on economic activities carried out in the county • Discuss in groups the importance of main economic 	How important are the economic activities in the county?

			activities in the county.	
	4.3 Trade in the County (3 lessons)	By the end of the sub- strand the learner should be able to; a) identify methods of trade in the county b) explore the benefits of trade in the County c) appreciate lawful trading activities in the County	Learners are guided to: • Brainstorm in groups on methods of trade in the County (<i>Barter & Currency</i>) • Discuss in pairs the benefits of trade in the County • Visit a trading centre to learn more about trading activities and report back • Role-play trading activities.	What are the benefits of trade in the County?
	4.4 Industries in the County (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify industries in the County b) explain the benefits of industries in the County c) appreciate products from industries in the county	Learners are guided to:- • Brainstorm in pairs and identify industries in the County. • Discuss in groups the benefits of industries in the County. • Visit and take photos or video clips of industries found in the County • Create a journal of industries visited and share with others in class and school. • Collect and display sample products from industries in the classroom.	How could we benefit from industries in the County?
	4.5 Enterprise Project at school (9 lessons)	By the end of the sub-strand, the learner should be able to: a) actively participate in	Learners are guided to: • Brainstorm in groups and identify enterprise project that can be undertaken at school.	1. How could we start an enterprise project at school? 2. How could we manage



		<p>initiating an enterprise project at school</p> <p>b) actively participate in an enterprise project at the school</p> <p>c) uphold ethics in managing the enterprise project money at the school</p> <p>d) appreciate collective efforts in the success of enterprise project at school</p>	<ul style="list-style-type: none"> • Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools. • Plan for a viable enterprise project at school. • Share responsibilities on the planned enterprise project. • Discuss in groups ethical practices to be observed in managing the enterprise project money. • Undertake the enterprise project at school and evaluate its success. • Participate in the school entrepreneurship week. 	<p>the enterprise project in an honest way?</p>
<p>Core Competencies to be developed: Promotion of critical thinking, communication and collaboration as learners brainstorm in pairs to identify industries in the County and write reports on industries visited.</p>				
<p>PCIs: Development of financial literacy as learners undertake the enterprise project; Conservation of the environment and sustainable use of natural resources.</p>			<p>Values: Promotion of honesty as they undertake the enterprise project; Patriotism as learners are made aware of the diversity and richness of resources in the county. Promotion of respect, responsibility as they work together, collect and display sample products.</p>	
<p>Links to other subjects: - Language, Art and Craft, Religious Education, Mathematics, Science and Technology.</p>			<p>Suggested Community Service Learning activities: Visit and take photos or and video clips of industries in the County and share with others in school.</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Main resources and economic activities in the County.	Consistently and correctly identifies main resources and economic activities and explains their importance in the County with a lot of ease.	Correctly identifies main resources and economic activities and explains their importance in the County with ease.	Identifies some of the main resources and economic activities but cannot explain their importance in the County.	Hardly identifies main resources and economic activities nor explains their importance in the County.
Trade in the County	Consistently and correctly identifies methods of trade in the County and explains benefits of trade with a lot of ease.	Correctly identifies methods of trade in the County and explains benefits of trade with ease.	Identifies methods of trade in the County but cannot explain benefits of trade.	Hardly identifies methods of trade in the County nor explains benefits of trade.
Industries in the County	Consistently and correctly identifies industries in the County, explains the importance and ways of promoting them with a lot of ease.	Correctly identifies industries in the County, explains the importance and ways of promoting them with ease.	Identifies industries in the County but cannot explain the importance and ways of promoting them.	Hardly identifies industries in the County nor explains the importance and ways of promoting them.
Enterprise Project at school	Consistently and correctly plans and participates in initiation of enterprise project in school and upholds ethics in managing them with a lot of ease.	Correctly plans and participates in initiation of enterprise project in school and upholds ethics in managing them with ease.	Plans and participate in initiation of enterprise project in school but cannot upholds ethics in managing them.	Hardly participates in planning and initiation of enterprise project in school nor and upholds ethics in managing them.



Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
5.0 POLITICAL SYSTEMS AND CHANGE	5.1 Community Leadership 5.1.1 Community leaders (5 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify community leaders in the County state the duties of community leaders in the County state qualities of a good leader in the community desire to support good community leadership in the County. 	Learners are guided to: <ul style="list-style-type: none"> Brainstorm in groups and identify leaders in the community(<i>Council of Elders, Religious and Cultural Leaders</i>) Discuss in groups duties of community leaders and do class presentation Find out qualities of a good leader from the community and other sources Discuss in groups and identify qualities of a good leader in the community Role - play good leadership in the community Design and display a poster on qualities of good leadership in the community Find out more about good leadership in the community from parents or guardians and report. 	<ol style="list-style-type: none"> Who is a community leader? What are the qualities of a good leader in the community?
Core Competencies to be developed: Promotion of self-efficacy as learners role-play good community leadership. Communication and collaboration during discussions on qualities of good leadership. Creativity and imagination as they design posters.				
PCIs: Promotion of life skills as they learn about qualities of good leadership, decision making and self-awareness as they develop the poster on good community leadership.			Values: Promotion of integrity, unity, respect, Social justice and responsibility as learners explore qualities of good community leadership.	
Links to other subjects: - Language, Art and Craft, Religious Education.			Suggested Community Service Learning activities: Visit elders in community to learn more about good leadership in the community	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Community leadership in the county	Consistently and correctly identifies community leaders and states their duties with a lot of ease.	Correctly identifies duties of community leaders and states their duties with ease.	Identifies community leaders and states some of their duties in the County	Rarely identifies community leaders nor states their duties in the County.
Qualities of good community leadership	Consistently and correctly states the qualities of good community leadership with a lot of ease	Correctly states the qualities of good community leadership with ease.	States some qualities of good community leadership.	Hardly states qualities of good community leadership.



Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
6.0 CITIZENSHIP	6.1 Good citizenship in school (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify qualities of good citizenship in school b) demonstrate qualities of good citizenship in school c) appreciate qualities of good citizenship in school.	learners are guided to: <ul style="list-style-type: none"> • Brainstorm in groups and identify qualities of good citizenship in school • Discuss in groups how to become a good citizen in school • Write an essay on a good digital citizen (<i>using technology in a positive way</i>) and share the essays in class. 	How could you demonstrate good citizenship in school?
	6.2 Human Rights 6.2.1 Forms of Child abuse (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify cultural practices that are harmful to children b) state ways in which children are abused in the community c) recognize effects of child abuse in the community d) protect self and others from child abuse in the community e) demonstrate knowledge of Child Rights and responsibilities in the community.	learners are guided to: <ul style="list-style-type: none"> • Use appropriate statements to identify cultural practices that violate child rights in the community. • Discuss in groups ways in which children are abused in the community. (<i>Slavery, Child Trafficking, child labour, Sexual abuse, abuse of children with special needs</i>) • Use appropriate case study (real or imaginary) to identify harmful cultural practices in the community. (<i>Early and forced marriages, Female genital mutilation,</i>) • Use digital devices to find out 	<ol style="list-style-type: none"> 1. Which cultural practice are harmful to children? 2. How could children be abused in the community? 3. What are the effects of child abuse? 4. How could we protect ourselves from child abuse?

			<p>ways in which children can be protected from child abuse in the community</p> <ul style="list-style-type: none"> • Interact with a resource person and discuss forms of child abuse and protection in the community. • Recite poems on child protection. 	
	<p>6.3 Peace 6.3.1 Living in Peace with others in school (4 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify factors that promote peace in school b) uphold peace in school c) appreciate living together in peace in the society 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Discuss in groups ways of promoting peace in school • Role play a peaceful situation • Use digital devices to create communication messages on peace and display them at strategic points in the school compound • Participate in national and international events on Peace. • Find out from parents and guardians the importance of upholding peace 	<p>How can we live in peace with others in school?</p>
	<p>6.3.2 Peace Education Project (7 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) plan for a viable peace education project at school b) actively participate in a peace education project in school c) appreciate collective efforts in 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Brainstorm in groups and identify peace education project that can be undertaken at school. • Search the in Internet to find out examples of peace education projects undertaken 	<ol style="list-style-type: none"> 1. How could we plan for a peace education project in school? 2. How can we ensure the peace education project in school succeeds?



		the success of peace education project at school.	<p>in schools (<i>Peace gardens/nature trails, Peace corners, Peace competition essays</i>).</p> <ul style="list-style-type: none"> • Plan for a viable peace education project at school. • Share responsibilities on the planned peace education project. • Undertake the peace education project at school and evaluate its success. 	
<p>Core Competencies to be developed: Promotion of self- efficacy as they role play and recite poems on protection of children from harmful cultural practices; Promotion of communication and collaboration as they work in pairs; Promotion of learning to learn and peace as they undertake the peace education project at school.</p>				
<p>PCIs: Promotion of citizenship as they role-play good citizenship at school and write essays on qualities of good citizenship at school.</p>			<p>Values: Promotion of unity and peace as they undertake the peace education project at school. Social justice as they learn about forms of child abuse.</p>	
<p>Links to other subjects: - Language, Art and Craft, Religious Education, Science and technology.</p>			<p>Suggested Community Service Learning activities: Design communication messages on peace and display them at strategic points in the school compound. Participate in Commemorating of International Peace day, Day of African Child at school. Undertake Peace Education Project at school.</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Good Citizenship in school	Consistently and correctly identifies qualities of good citizenship in school and demonstrates good citizenship with a lot of ease.	Correctly identifies qualities of good citizenship in school and demonstrates good citizenship with ease.	Identifies qualities of good citizenship in school but cannot demonstrate good citizenship.	Hardly identifies qualities of a good citizen in school nor demonstrates good citizenship.
Forms of Child abuse	Consistently and correctly identifies forms of child abuse and child protection with a lot of ease.	Correctly identifies forms of child abuse and child protection with ease.	Identifies some forms of child abuse and child protection	Hardly identifies forms of child abuse nor child protection.
Living in peace with others in school	Consistently and correctly discusses the importance of peace in school, develops messages on peace and promotes peace at school with a lot of ease	Correctly discusses the importance of peace in school, develops messages on peace and promotes peace at school with ease.	Discusses the importance of peace in school but cannot develop peace messages at school.	Hardly discusses the importance of peace in school nor develops messages on peace building at school.
Peace education project at school	Consistently and correctly plans and participates in establishment of a peace education project in school with a lot of ease	Correctly plans and participates in establishment of a peace education project in school with ease.	Plans but cannot participate in establishment of a peace education project in school.	Hardly participates in planning or establishment of peace education project in school.



Strand	Sub Strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
7.0 GOVERNANCE IN KENYA	7.1 Democracy in school (3 lessons)	By the end of the sub-strand the learner should be able to: a) identify democratic processes in school b) examine the benefits of democracy in school c) practice democracy in school	Learners are guided to: <ul style="list-style-type: none">• Discuss in groups ways of practicing democracy in school.• Use appropriate media to identify ways of practicing democracy in school.• Discuss in groups benefits of democracy in school.• Find out more about benefits of democracy in school and share with others.• Simulate a real life situation that depicts democracy in school.• Document democratic processes in school and community in a journal.	1. How could we practice democracy in school? 2. What are the benefits of democracy in school?
	7.2 Children’s Government in school (4 lessons)	By the end of the sub-strand, the learner should be able to: a) outline the composition of Children’s Government in school b) describe the functions of the Children’s Government in school c) actively participate in Children’s Government in school.	Learners are guided to: <ul style="list-style-type: none">• Discuss in groups the composition of Children’s Government in school.• Share experiences in groups on functions of Children’s Government in school.• Write an essay on ways of supporting Children’s Government in school.• Simulate the Children’s Government in session in school.	1. What is the composition of Children’s Government in school? 2. How could we support Children’s Government in school?
	7.3 The County	By the end of the sub-strand the learner	Learners are guided to:	1. What is the

	<p>Government in Kenya (6 lessons)</p>	<p>should be able to:</p> <ol style="list-style-type: none"> outline the composition of a County Government in Kenya identify sources of money for the County Government state the duties of a County Governor in Kenya appreciate the role played by the County Government in Kenya. 	<ul style="list-style-type: none"> Brainstorm in pairs to understand the meaning of a County Government in Kenya In pairs, identify sources of money for County Government (<i> fines ,Business permits ,licences, parking fees, Cess, landrates, market fee,allocation from national government</i>) Find out from parents or guardians or teachers how the County Government uses its money and write a report. Share the report in class Discuss in groups the composition of a County Government in Kenya (<i>County Executive and County Assembly</i>) Interact with a resource person to learn more about the duties of a County Governor in Kenya Write key points on duties of a County Governor in Kenya Visit the County Government Offices or use appropriate media to learn more about the duties of a County Governor in Kenya Role-play a county assembly in session. 	<p>composition of the County Government in Kenya?</p> <ol style="list-style-type: none"> Where does the County Government get money to do its work? What are the duties of a County Governor in Kenya?
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Core Competencies to be developed: Patriotism as they learn about County Government. Promotion of learning to learn as they learn democracy in school and promotion of self-efficacy as they share experiences in groups on benefits of Children’s Government. Imagination and creativity as they write essays. Communication and collaboration as they discuss in groups and interact with the resource person.	
PCIs: Promotion of life skills and values of good governance as they learn about Children’s Government and County Government. Financial literacy as they learn about sources of money for government.	Values: Promotion of patriotism, unity and respect as they discuss and interact in groups.
Links to other subjects: - Language, Art and Craft, Math and Religious Education.	Suggested Community Service Learning activities: Interact with a resource person to talk about duties of a County Governor in Kenya.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Democracy in school	Consistently and correctly identifies democratic processes in school and explains its importance with a lot of ease.	Correctly identifies democratic processes in school and explains its importance with ease.	Identifies democratic processes in school but cannot explain its importance.	Hardly identifies democratic processes in school nor explains its importance.
Children’s Government	Consistently and correctly describes the composition of children’s Government and explains its benefits with a lot of ease.	Correctly describes the composition of children’s Government and explains its benefits with ease.	Describes the composition of children’s Government but cannot explain its benefits.	Hardly describes the composition of children’s Government nor explain its benefits.
The County Government in Kenya	Consistently and correctly describes the composition of the County Government in Kenya, identifies sources of money for the county Government and duties of a County Governor, with a lot of ease.	Correctly describes the composition of the County Government in Kenya identifies some sources of money for the county Government and duties of a County Governor with ease.	Describes the composition of the County Government in Kenya but cannot correctly identify a few sources of money for the county Government nor explains the duties of a County Governor.	Hardly describes the composition of the County Government in Kenya or identifies sources of money for the county Government nor explains the duties of a County Governor.

SUGGESTED NON FORMAL ACTIVITIES

	STRAND	ACTIVITY
1	Natural and Built Environments	Learners to model historic built environments and display in class.
2	People and Population	Learners to find out from parents and guardians about the importance of inter-dependence of people in the county and write a report.
3	Culture and Social Organizations	Learners to find out about history of the school from parents, guardians or teachers, collect and display cultural artefacts in the classroom.
4	Resources and Economic Activities	Learners to use appropriate media or visit and take photos or video clips of industries in the County and share with others in school.
5	Political Systems and Change	Learners to visit elders in the community to learn more about good leadership in the community.
6	Citizenship	Learners to participate in Peace Education clubs at school.
7	Governance in Kenya	Learners to visit the County Government offices or use appropriate media to learn more about the functions of a County Governor in Kenya.



SUGGESTED ASSESSMENT METHODS

Oral Questions, Teacher made tests, Observation, Project Work, Profiling, Journaling, Anecdotal Records, Checklist and Portfolio.

SUGGESTED LEARNING RESOURCES

The suggested list of learning resources is neither exhaustive nor prescriptive. It is important for the teacher to explore the wealth of learning resources, improvise or collect samples during a field study. The suggested resources include:

- Local and extended environment
- Real objects/Specimens/realia
- Maps
- Photographs, pictures and paintings
- Flash cards and posters
- TV/video/films/slides/ Internet sources
- Live Radio Broadcasts
- Vetted digital resources, educational computer games
- Approved textbooks and other printed resources
- Worksheets, Activity sheets
- Resource persons
- Artefacts
- Museum, Monuments, Cultural and historical sites
- Newspaper cuttings
- Magazines/journals
- Libraries
- Display boards

ART AND CRAFT



Essence Statement for Art and Craft

Art and Craft in upper primary (Grade 4-6) involves acquiring and applying specific concepts, techniques and related vocabulary to increase capacity for effective pursuit of artistic goals. At this level, the learner will be exposed to deeper knowledge and skills in Art and Craft in order to build on the competences introduced at the lower primary. The span of strands at this level has been broadened to include; Mixed Media and Technology, Indigenous Kenyan Crafts, Presentation and exhibition.

In line with global trends, this learning area endeavours to embrace emerging technologies as part of the teaching and learning tools. For the learner to acquire 21st century competences in Art and Craft, the basic ICT competences acquired in learning experiences at the lower primary will be broadened. Mixed Media and Technology includes competences in Graphic Design, Paper Craft, Puppetry, Animation and Photography. Technology will enhance the learner's competence in digital literacy in Graphic Design through computer aided lettering and animation. Photography will offer the learner an avenue to use artistic elements and principles in the creation of digital images.

The broad strand on Indigenous Kenyan Crafts seeks to enhance the learner's appreciation of indigenous artistic cultural heritage. The learner will engage with skilled resource persons in the community to learn and apply traditional skills in Weaving and Basketry, Pottery and Leatherwork.

Presentation and exhibition skills will equip the learner with relevant and appropriate competences to enhance finished art products. This competence will aid in the addition of 2D and 3D artworks which in turn will promote their aesthetic appeal.

Consistent with child artistic theories and of Dewey's social constructivism theory, emphasis will be on an experiential, participatory approach that will give the learner an opportunity to articulate their thoughts through creativity and collaboration. Subsequently, this will prepare the learner to acquire the knowledge, skills and attitudes to transit to the lower secondary level.

Subject General Learning Outcomes

By the end of the level, the learner should be able to;

1. Apply inherent creative techniques of Indigenous Kenyan Crafts within their social context.
2. Use emerging technologies as a learning tool to explore creative ideas in the process of making artwork.
3. Create 2D and 3D artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment.
4. Apply appropriate presentation and exhibition skills in enhancement of their 2D and 3D artworks.
5. Apply environmental conservation values of re-use and recycle of materials for creative purposes.
6. Develop self-confidence and sense of achievement through making and responding to artworks of self and others.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PICTURE MAKING	1.1 Drawing 1.1.1 Smudge technique (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe actual /virtual samples of value gradation strips to help them create their own. b) Create value gradation strips in dry media through smudge technique to show light and dark gradation. c) Talk about own and others' gradation strips.	Learners are guided to; • Observe and identify actual /virtual samples of value gradation strips to motivate them create their own. • Identify samples of dry media • Experiment individually with a variety of dry media to create value gradation strips using smudge technique. • Display and talk about own and others' work.	1. Why do some parts of an object look light or dark? 2. What ways can one use to create value gradation effect when smudging with dry media?
	1.1 Drawing 1.1.2 Still-life drawing (smudge technique) (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe a still life set up for motivation in creation of own composition. b) Create a still life composition using smudge technique to show light and dark gradation. c) Talk about own and others' still life compositions.	Learners are guided to; • Observe and discuss a still life set up to motivate them draw their own. • Individually draw and create value gradation in a still life arrangement of two objects using smudge technique, (choosing from; tin, bottle, bowl or pot). • Display and talk about own and others' drawings	1. Why are some parts of an object in a still life composition not seen by all? 2. How can one create light and dark effect on object drawn using smudge technique?
	1.1 Drawing 1.1.3 Human forms (smudge technique) (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe each other's body features for motivation in drawing the human form. b) Draw human forms from memory and create value gradation using smudge technique for self expression. c) Talk about own and others' drawings of human forms.	Learners are guided to; • Observe and identify each other's body features for motivation in drawing the human form • Individually draw human forms from memory and create value gradation through smudge technique. • Display and talk about own and others' work.	1. Why do some parts of an object appear darker or lighter?



Core competences to be developed: <ul style="list-style-type: none"> • Digital literacy as the learner observes virtual samples of value gradation strips • Communication and collaboration as the learner interact with others during the activity • Learn to learn as they experiment with light and shade in the creation of the compositions • Self-efficacy as the learner displays and talks about own and others' work 	
PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work ESD- the learner to be sensitized on re-use of materials such as paper	Values: <ul style="list-style-type: none"> • Respect each other's' work during display and discussion • Show responsibility for own and others materials • Love is promoted as the learners share resources
Links to other subjects: English – To teach the vocabularies: gradation, strips, value	Suggested resources: Dry media (charcoal, coloured chalk, pastels, burnt sticks, pencils, coloured pencils), paper, sharpeners, eraser

ASSESSMENT RUBRIC: SMUDGE TECHNIQUE

Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaching expectation (2)	Below expectation (1)
Creating value through smudge technique	Blending is smooth with seamless gradation Created more than four consistent values	Blending is smooth with rough gradation Created four consistent gradation values	Blending is rough and there are grooves etched in the paper Created three values	No blending Grooves are etched into the paper The values are inconsistent
Execution of smudge Technique	The smudge shading is crisp, well smeared and accurately blended.	The smudge shading is well smeared and blended	The smudges are not crisp, not well smeared and not blended	No visible smudges

ASSESSMENT RUBRIC: STILL LIFE COMPOSITION

Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaching expectation (2)	Below expectation (1)
Proportion & Shape (size relationship of the two forms and correct shapes)	Proportions between the two forms is accurate and precise The shape of the objects is perfectly drawn	Both forms are proportional The shape of the objects appropriately drawn	One or both forms are not proportional One or both shapes inaccurately drawn	Only one form drawn (too large or too small) The shape(s) are unrecognizable
Use of Space (Overlapping of forms)	The two forms overlap Creative balance of positive and negative space	The two forms overlap Balance of positive and negative space	Poor overlap of the two forms Unbalanced positive and negative space	No overlapping of forms Unbalanced positive and negative space

Execution of smudge technique	The smudge shading is crisp, well smeared and smoothly blended.	The smudge shading is well smeared and blended	The smudges are fairly smeared and not well blended	Poorly smeared and not blended
ASSESSMENT RUBRIC: HUMAN FORMS				
Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaches expectation (2)	Below expectation (1)
Proportionate drawing of body parts	All body parts are very proportional	Body parts are proportional	Some body parts are not proportional	All body parts not proportional
Execution of smudge technique	Smudge shading is crisp, well smeared and smoothly blended.	Smudge shading is well smeared and blended	Smudges are fairly smeared and not well blended	Poorly smeared and not blended



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions'
1.0 PICTURE MAKING	1.2 Crayon Etching 1.2.1 Pictorial composition in crayon etching (3 lessons)	By the end of the sub-strand the learner should be able to; a) Observe actual or virtual pictorial compositions created using crayon etching technique b) Create a pictorial composition using crayon etching technique for self-expression. c) Talk about own and others' crayon etching composition.	Learners are guided to; <ul style="list-style-type: none"> • Observe and discuss actual or virtual pictorial compositions created using crayon etching technique • Identify and name materials and tools used in crayon etching compositions in groups • Individually, create pictorial composition using crayon etching technique • Display and talk about own and others' crayon etching compositions. 	<ol style="list-style-type: none"> 1. Why is oil based ink/paint used to cover the waxy crayons? 2. What is the importance of using bright colours in crayon etching? 3. Why shouldn't one work in direct sunlight when doing crayon etching?
Core competences to be developed: <ul style="list-style-type: none"> • Digital literacy as the learner observes virtual samples of crayon etching • Communication and collaboration as the learner interact with others during the activity • Learn to learn as they experiment with waxy crayons in the creation of the compositions • Self-efficacy as the learner displays and talks about own and others' work 				
PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work ESD – the learner to be sensitized on re-use of materials such as candle wax to make waxy crayons HEALTH – The learner to clean their hands after handling the materials		Values: <ul style="list-style-type: none"> • Respect each other's' work during display and discussion • Show responsibility for own and others materials • Love is promoted as the learners share resources 		
Links to other subjects: English – To teach the vocabularies: smudge, etching		Suggested resources: Waxy crayons, paper, paint, glue, soapy water, Indian ink, brush		
ASSESSMENT RUBRIC -CRAYON ETCHING				

Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaching expectation (2)	Below expectation (1)
Proportionality of shapes and forms	Accurate proportions of shapes and forms	Proportional shapes and forms	Some shapes and forms not proportional	All shapes and forms not proportional
Use of Media in creating crayon etching	Even and firm pressure in crayon application	Firm pressure in crayon application	Crayon application firm but not even	Crayon application not firm nor even
Execution of etching technique	Creative even scraping away of black colour across the working surface to reveal detailed bold patches	Even scraping away of black colour across the working surface	Uneven scraping of black colour across the working surface	Random uneven scraping of black colour across the working surface



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PICTURE MAKING	1.3 Painting 1.3.1 Tonal variation strip (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of black and white tonal variation/gradation strips, from the actual and or virtual learning environment. b) Create black and white tonal variation strips to show effect of light and dark. c) Talk about their own and others' tonal variation strips.	Learners are guided to; <ul style="list-style-type: none"> Observe and distinguish black and white tonal variation strips from the actual and or virtual learning environment. Experiment in groups with black and white in creating tonal variation strips. Individually create tonal variation strips. Display and talk about own and others' tonal variation strips. 	1. What change in colour can you see on the gradation paper strip? 2. How best should one add black to another colour when toning a colour?
	1.3 Painting 1.3.2 Tonal value using white (4 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe actual/virtual pictures of cylindrical forms with tonal values created in white and another colour. b) Create tonal value on cylindrical forms using white and another colour to show light and dark effect. c) Talk about the effect of adding white to another colour.	Learners are guided to; <ul style="list-style-type: none"> Observe and identify actual /virtual pictures of cylindrical forms with tonal values created in white and another colour to motivate them create their own. Experiment individually with white and another colour to create tonal value on cylindrical forms Display and talk about own and others' work. 	1. What happens when you add white to another colour? 2. Why do some parts of the cylinder look lighter than others when painting?
	1.3 Painting 1.3.3 Tonal value using black (4 lessons)	a) By the end of the sub-strand, the learner should be able to; b) Observe actual/virtual pictures of simple 2-D objects in the locality. c) Create tonal value on cylindrical forms using black and another colour to show light and dark effect. d) Discuss the effect of adding black to another colour.	Learners are guided to; <ul style="list-style-type: none"> Observe and identify actual /virtual pictures of cylindrical forms with tonal values created in black and another colour to motivate them create their own. Individually paint a cylindrical form using one colour while varying its shades by adding black colour 	1. What effect do you get when you add black to another colour? 2. Why shouldn't one add too much black to another colour when toning?

			<ul style="list-style-type: none"> • Display and talk about own and others' work. 	
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Core competences to be developed:

- Digital literacy as the learner observes virtual samples of value gradation strips
- Communication and collaboration as the learner interacts with others during the activity
- Learning to learn as the learner experiments with white and black to lighten and darken a colour.
- Self efficacy as the learner displays and talks about own and others' work

<p>PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work ESD: Learners will be sensitized on re-use of waste materials for art activities HEALTH-the learner to clean their hands after handling the materials</p>	<p>Values:</p> <ul style="list-style-type: none"> • Cooperation as they do their tonal gradation strips together • Sharing of art materials • Respect each other's work during display and discussion • Show responsibility for own and others materials when working
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<p>Links to other subjects: English- learner to be taught new terminologies i.e. tonal gradation Social studies, Science and technology – Learner to be taught importance of re-use of waste materials for art activities</p>	<p>Suggested resources: Paint, paper, brushes, water containers</p>
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ASSESSMENT RUBRIC: TONAL VARIATION STRIP

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Creation of tonal value	Accurate gradation with more than four values. Seamless transition from one value to the next.	Gradation with three values. Transition from one value to the next.	Gradation with two values and With irregular transition	No gradation and no value

ASSESSMENT RUBRIC: WHITE AND ANOTHER COLOUR TO CREATE TONAL VALUE

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectations (1)
Creation of tonal value	Accurate gradation with more than four values. Seamless transition from one value to the next.	Gradation with three values. Transition from one value to the next.	Gradation with two values with irregular transition	No gradation and no value
Drawing shape of cylindrical form	Accurate and detailed shape	Accurate shape	Inaccurate shape	Incomprehensible shape



ASSESSMENT RUBRIC: BLACK AND ANOTHER COLOUR TO CREATE TONAL VALUE

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Creation of tonal value	Accurate gradation with more than four values. Seamless transition from one value to the next.	Gradation with three values. Transition from one value to the next	Gradation with two values with irregular transition	No gradation and no value
Drawing shape of cylindrical form	Accurate and detailed shape	Accurate shape	Inaccurate shape	Incomprehensible shape

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PICTURE MAKING	1.4 Montage 1.4.1 Cutting, and pasting techniques (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe virtual samples of montage in order to create their own. b) Create montage composition based on theme of foods and nutrition. c) Appreciate own and others' montage pictures.	Learners are guided to; <ul style="list-style-type: none"> Observe and give views on teacher's and/or virtual samples of montage Cut and paste pictures on theme of food to create a montage composition of a balanced diet Display and talk about own and others' work. 	<ol style="list-style-type: none"> Which of the foods you like to eat can make a balanced diet? What local adhesives can be used to stick cut-out pictures on the paper?

Core competences

- Digital literacy as the learner observes actual/ virtual samples of value gradation strips
- Communication and collaboration as the learner interacts with others during the activity
- Critical thinking and problem solving as learners cut and paste paper cut outs to create pictures
- Self efficacy as the learner displays and talks about own and others' work

PCIs

LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work

ESD-the learner to be sensitized on re-use of waste materials to make montage

HEALTH-the learner to clean their hands after handling the materials. Learners to enhance knowledge on balanced diet

DRR-to be sensitized on dangers of toxic nature of some adhesives

Values:

- Respect each other's' work during display and discussion
- Responsibility for own and others materials
- Love is promoted as the learners share resources
- Unity as they work together
- Peaceful co-existence as they work together

Science and technology - learners to be taught on balanced diet

Resources: Adhesives, papers, cutting tools, magazines, newspapers, mounting boards

ASSESSMENT RUBRICS: MONTAGE ON FOOD THEME

Indicators	Exceeds expectation (4)	Meets expectation (3)	Approaches expectation (2)	Below expectation (1)
Interpretation of Theme	Creatively shows different classes of food	Shows the different classes of foods	Some classes of foods not shown	Only one class of food shown
Balance of forms in the composition	Creatively balanced forms in the composition	Balanced forms in the composition	Some forms not balanced in the composition	No balance of forms in the composition
Overlapping of forms in the composition	Creatively overlaps forms within the Montage composition	Overlaps forms within the Montage composition	Some forms not overlapped within the Montage composition	Forms not overlapped



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 INDIGENOUS KENYAN CRAFTS	2.1 Basketry 2.1.1 Traditional Twine technique (4 lessons)	By the end of the sub-strand, the learner should be able to; a) Interact with actual/virtual samples of twined items for motivation to weave their own. b) Weave functional circular items with plant fibres using traditional twine technique. c) Appreciate own and others' woven items.	Learners are guided to; <ul style="list-style-type: none"> • Interact with teacher's actual/ virtual samples and or community resource person's twined items for motivation to weave. • Select and prepare plant fibres from the locality for twine weaving. • Weave functional items with natural fibres using twinning technique • Display and talk about own and others' work. 	<ol style="list-style-type: none"> 1 Which plants in the locality have fibres that can be used in weaving? 2 How can we prepare fibres from these plants in readiness for weaving? 3 How do we interlace the wefts around the warp in twining?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration as the learner interact with others during the activity • Self efficacy as the learner displays and talks about own and others' work • Citizenship as they learn indigenous knowledge from the community resource person • Learning to learn as the learners experiments with natural fibres in twine technique • Critical thinking and problem solving as the learner make functional items 				
PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work DRR- Learners to observe safety measures when handling materials and tools Health- learners to observe washing of hands after handling resources			Values: <ul style="list-style-type: none"> • Unity as they do their tonal gradation strips together • Love is promoted as the learners share resources • Respect each other's' work during display and discussion • Show responsibility for own and others materials when working 	
Links to other subjects Social studies- learners to be sensitized on importance of weaving as an economic activity English- learners to be taught vocabularies: Twining, weaving, warps, wefts				

ASSESSMENT RUBRIC: TWINE TECHNIQUE				
Indicator	Exceeds Expectation (4)	Meets Expectation (3)	Approaches Expectation (2)	Below Expectation (1)
Preparation of Fibres (in regards to functionality)	Appropriate fibres selected and thoroughly prepared	Appropriate fibres selected and prepared	Appropriate fibres selected but not well prepared	Inappropriate fibres selected and not well prepared
Execution of twine Technique	The wefts interlace around each warp with consistent tension	The wefts interlace around each warp	Some wefts not interlaced around the warps	Most wefts not interlaced around the warps
Finishing of the woven item	Very Neat Woven tightly Weft pieces close together	Woven tightly Weft pieces close together	Some gaps in weaving	Large gaps between the weft pieces Sloppy appearance



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 INDIGENOUS KENYAN CRAFTS	2.2 Leatherwork 2.2.1 Thonging technique (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Interact with actual /virtual samples and select leather items made by thonging. b) Make a simple drum using thonging technique Appreciate own and others' drums	Learners are guided to; <ul style="list-style-type: none"> • Interact with teacher's actual /virtual samples and or community resource person's select leather items made by thonging for motivation to make their own • Select materials and tools used in thonging technique. • Use re-used leather in groups to make simple drums through thonging technique. • Perform a traditional dance using the drum 	<ol style="list-style-type: none"> 1. Which animals in our locality give us hides and skins? 2. Where can one get leather for re-use in our locality? 3. Why is thonging done in the making of drums?
Core competences to be developed: <ul style="list-style-type: none"> • Imagination and creativity: as learners execute the workmanship of the simple drums • Digital literacy: as the learners observe leather items on digital gadgets • Self-efficacy: as learners display and talk about their drums • Communication and collaboration: as learners work in groups as they make the simple drums • Citizenship as the learners perform traditional dances from varied cultures. • Critical thinking and problem solving as learners make drums using leather 				
PCIs DRR: safety measures as they handle materials and tool used in thonging LIFE SKILLS: assertiveness as they talk about their work ESD: re-use of materials such as Leather Financial literacy- Sensitized on value of drums in creative economy Animal welfare- Learners to be sensitized on taking care of animals which are a source of leather Citizenship -learners to dance traditional compositions using the drums they have made			Values: <ul style="list-style-type: none"> • Respect-allow one another to say what they feel about each group's work and dance performance • Love is promoted as the learners share resources • Unity as they work together • Responsibility in taking care of materials 	
Links to other subjects: Music: as they learn musical instruments (percussion instruments) English -vocabulary to be taught -, thonging Social studies -To be taught on benefits of skins and hides as an artistic resource				

ASSESSMENT RUBRIC: THONGING TECHNIQUE				
Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaching expectation (2)	Below expectation (1)
Execution of thonging process	All the thonging processes followed accurately	Some steps of the thonging process followed	Few steps of the thonging processes followed	steps of the thonging process not followed
Craftsmanship in the finished product	The thonging stitches were consistent and firm on the support Drum produces quality sound	Leather thonged together and mounted onto the support Drum produces sound	The thonging not consistent and not firm on the support Drum produces poor quality sound	Leather not thonged together and not mounted onto the support Drum produces poor quality sound



Strand	Sub-Strand Sub-Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 INDIGENOUS KENYAN CRAFTS	2.3 Pottery 2.3.1Modelling- Pinch technique (4 Lessons)	By the end of the sub strand, the learner should be able to; a) Interact with actual and / or virtual samples of indigenous pottery items for motivation b) Model pinch pots using traditional pottery techniques c) Discuss about own and others' work	Learners are guided to; <ul style="list-style-type: none"> • Observe and identify actual and / or virtual samples of indigenous pots from the teacher and or community resource person for motivation model make their own. • Model pots of different shapes individually using indigenous pinch techniques • Display and talk about own and others' work 	<ol style="list-style-type: none"> 1. What materials can be used for modelling from the immediate environment? 2. How can you make you pot of even thickness as you pinch?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as the learner observes virtual samples of modelled indigenous pots • Communication and collaboration as the learner interact with others during the activity • Citizenship as learners learn indigenous pottery techniques from the community resource person • Learning to learn as the learner experiments with various resources in modelling indigenous pots • Critical thinking and problem solving as the learner models pinch pots • Self efficacy as the learner displays and talks about own and others' work 				
<p>PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work. DRR- safety measures while sourcing for modelling resources in the river banks HEALTH-the learner to clean their hands after handling the materials</p>			<p>Values:</p> <ul style="list-style-type: none"> • Respect each others' work during display and discussion • Show responsibility for own and others materials when working • Love is promoted as the learners share resources 	
<p>Links to other subjects Science & Technology- to teach types of soil English-teach vocabularies; pinch, modelling</p>			<p>Suggested resources: Clay, water, firewood, match box, incising tools, grog</p>	

ASSESSMENT RUBRIC: PINCH TECHNIQUE				
Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaches expectation (2)	Below expectations (1)
Form and Finish of the pot	Walls of even uniform thickness Perfectly formed and smoothed lip Stable creative form	Walls are uniform The lip is even Stable form	Walls not uniform Uneven lip Stable form	Thick sloppy walls Uneven lip Unstable form
Decoration of the pot using indigenous decorations	Employment of intricate indigenous decorations	Employment of indigenous decorations	Limited employment of indigenous decorations	No indigenous decorations employed



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.1 Graphic Design 3.1.1 Free hand Lower and Upper case lettering (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe displayed short messages in lower and upper case letters. b) Design short messages with lower and upper case using freehand letters for communication. c) Appreciate the activity of creating short messages for communication.	Learners are guided to; <ul style="list-style-type: none"> Observe and identify slides/flash cards of short messages in lower and upper case letters to motivate them make their own Individually design short messages using freehand lower and upper case letters based on DRR or Health themes for communication Display and talk about own and others' short messages. 	<ol style="list-style-type: none"> How can you form a four word message on importance of washing hands? Why is it important to shape the letters clearly in a written message?
	3.1 Graphic Design 3.1.2 Free hand Block lettering (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe displayed block letters in order to make their own. b) Construct simple freehand block letters to communicate short messages. c) Discuss about own and others' messages constructed by block letters.	Learners are guided to; <ul style="list-style-type: none"> Observe and identify slides/flash cards of block letters to motivate them make their own Individually draw and colour freehand block letters applying the right proportions based on ESD Display and talk about own and others short messages 	<ol style="list-style-type: none"> How do you form block letters? Where are block letters used? Why is the ESD message you communicated important?
Core competences to be developed: <ul style="list-style-type: none"> Digital literacy as the learner observes displayed slides /flash cards Communication and collaboration as the learner interact with others during the activity Critical thinking as the learner forms communicative messages Learning to learn as the learner designs letters and messages Self efficacy as the learner displays and talks about own and others' work 				
PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work.			Values: <ul style="list-style-type: none"> Respect each others' work during display and discussion Show responsibility for own and others materials when 	

Health- learner sensitized on health through the written messages DRR- learner to communicates safety messages through lettering ESD- learner sensitized on DRR through the written message		working • Love is promoted as the learners share resources		
Links to other subjects: English – as they learn good handwriting Science & Technology – Communicating messages on health education		Suggested resources: rulers, stencils, pencils, erasers, paper, cutters, ink, paint		
ASSESSMENT RUBRIC: LOWER- & UPPER-CASE LETTERS				
Indicators	Exceeds expectation (4)	Meets expectation (3)	Approaching expectation (2)	Below expectation (1)
Complete message in Upper and Lower letters	Neat, complete and short message in lower and upper letters	Complete and short messages in lower and upper letters	Incomplete message in lower and upper letters	mixed up letters, no message
Clarity of letters in terms of shape	All letters are accurately shaped, neat and legible	letters are well shaped and legible	Some letters are not well shaped nor legible	All letters are not well shaped, clear nor legible
ASSESSMENT RUBRIC: BLOCK LETTERS				
Indicator	Exceeds expectations (4)	Meets expectation (3)	Approaching expectations (2)	Below expectations (1)
Complete message in block letters	Neat, complete and short message in block letters	Complete and short messages in block letters	Incomplete message in block letters	Mixed up letters, no message
Shading of letters	All letters neatly and consistently coloured	All letters coloured consistently	Few letters were coloured	No letters were coloured
Proportionality of letters	All letters neatly constructed with accurate proportion	All letters constructed proportionally	Some letters constructed proportionally	All letters are not proportional



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.2 Paper craft 3.2.1 Expandable folders (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of expandable folders from the actual/virtual environment. b) Design an expandable folder for storing their artwork. c) Discuss about own and others' expandable folders.	Learners are guided to; <ul style="list-style-type: none"> Observe and talk about samples of expandable folders from the actual/virtual environment to motivate them make their own Identify appropriate tools and materials used in making an expandable folder from the learning environment. Individually make an expandable folder to store artwork Display and talk about own and others' work 	<ol style="list-style-type: none"> What materials are appropriate in making folders? What is the use of a folder? Which ways can one use to attach the tie and dye fabric onto the expandable folder?
	3.2 Paper craft 3.2.2 Tie and Dyed expandable folders (4 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe folders enhanced using tie and dye technique from actual/virtual learning environment. b) Tie and dye a piece of cloth to be used in enhancing an expandable folder. c) Discuss about own and others' enhanced expandable folders.	Learners are guided to; <ul style="list-style-type: none"> Observe and identify folders enhanced using tie and dye technique to inspire them to make their own Identify materials and tools to be used in making tie and dye. Individually tie and dye a fabric to be used in enhancing an expandable folder for storing artwork. Display and talk about own and others' work. 	<ol style="list-style-type: none"> Which ways can one use to attach the tie and dye fabric onto the expandable folder?
	3.2 Paper craft 3.2.3 Block printed expandable folder (4 lessons)	By the end of the lesson, the learner should be able to; a) Observe block prints from actual/virtual environments. b) Create a block print pattern on a piece of cloth to be used in enhancing an expandable folder. c) Discuss about own and others' enhanced expandable folders.	Learners are guided to; <ul style="list-style-type: none"> Observe and identify block prints from actual/virtual environments to motivate them create their own. Individually experiment with stamp making materials (eg soft wood, Styrofoam, linoleum etc) to create a block print pattern on a piece of cloth to be used in enhancing an expandable 	<ol style="list-style-type: none"> Which materials from our environment can be used for block printing?

			folder. <ul style="list-style-type: none"> Display and talk about own and others' work. 	
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Core competences to be developed:

- Digital literacy as the learner observes virtual samples of block prints, tie and dye
- Communication and collaboration as the learner interacts with others during the activity
- Learning to learn as the learner experiments with resources to make tie and dye and block prints
- Self efficacy as the learner displays and talks about own and others' work

<p>PCIs</p> <p>LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work.</p> <p>HEALTH- learners to wash their hands after handling the resources</p> <p>ESD-Learners to be sensitized on the need to take care of the environment that provides resources for blocks printing, tie and dye</p>	<p>Values:</p> <ul style="list-style-type: none"> Respect each other's' work during display and discussion Show responsibility for own and others materials when working Love is promoted as the learners share resources
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<p>Links to other subjects:</p> <p>English: Learners to be taught the vocabularies: expandable, folder</p>	<p>Suggested resources: Sharp cutting tools, rulers, pencils, erasers, decorated fabric, adhesives</p>
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ASSESSMENT RUBRICS: EXPANDABLE FOLDER

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Complete folder with pleats	Neatly folded pleats on the completed folder	Folded pleats on the completed folder	Incomplete expandable folder, untidy pleats	Incomplete, untidy folder, no pleats

ASSESSMENT RUBRIC: TIE AND DYE

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Designing Tie and Dye on the fabric	Clear crisp creative design with intricate tie and dye features	Design with distinct tie and dye features	Muddled tie and dye feature	No visible tie and dye features
Attaching Tie and Dye fabric onto the folder	Firmly, neatly and creatively attached	Firmly and neatly attached	Loosely attached	Untidily and loosely attached



ASSESSMENT RUBRIC: BLOCK PRINTING				
Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Designing the motif on the stamps	Clear, crisp, creative motif with intricate features	Motif with clear features	Motif with unclear features	No visible features on the motif
Creating a repeat pattern on the fabric	Creative, orderly and precise repeats	Orderly repeats	Disorderly repeats	No repeats made

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.3 Puppetry 3.3.1 Glove puppets (4 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe a glove puppet performance in an open window theatre. b) Make glove puppet characters with simple plots. c) Manipulate glove puppets in an open window theatre. d) Appreciate creating glove puppets and performing in an open window theatre.	Learners are guided to; <ul style="list-style-type: none"> Observe and discuss a glove puppet performance by teacher and or resource person to motivate them in making their own. Enhance old glove/sock (by painting, sticking, stitching etc) to create the characters chosen by the group. Practice manipulation of the hand puppets according to plot (story) agreed upon by the group members Perform a brief story using glove puppets in an open window theatre for enjoyment. 	1.What materials and tools can we get from our environment to make glove puppets? 2. How can you use a glove puppet in entertainment?
	3.3 Puppetry 3.3.2.Stick/rod puppets (4 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe actual/virtual stick /rod puppet performance in a doorway theatre. b) Make animal-headed puppets mounted on stick/rod for creative performance. c) Perform a show on a selected theme using animal-headed puppets mounted on stick/rod in a doorway theatre. d) Appreciate creating stick/rod puppets and performing in a doorway theatre.	Learners are guided to; <ul style="list-style-type: none"> Observe and discuss actual/virtual stick /rod puppet performance for motivation Assemble materials and make animal-headed stick /rod puppets for creative performance in groups Perform a show on a selected theme using the animal-headed puppets in a doorway theatre for enjoyment. 	1. What materials and tools can we get from our environment to make stick/rod puppets 2. What interesting thing should we base our performance with stick/rod puppets?

Core competences to be developed:

- Digital literacy as the learner observes samples of puppets
- Communication and collaboration as the learner interacts with others during the activity
- Learning to learn as learner makes and performs using puppets
- Critical thinking as learner makes and performs using puppets
- Self efficacy as the learner displays and talks about own and others' work

PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about	Values: <ul style="list-style-type: none"> • Show respect for others' artwork during displays
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<p>their work.</p> <p>ESD: Re-use of cast away sticks or socks to make puppets</p> <p>HEALTH-Learners to be sensitized on need to wash old socks before making glove puppets with them</p> <p>DRR-Learner to be sensitized on safety precautions when handling cutting tools , nails and hammer</p>	<ul style="list-style-type: none"> • Show responsibility for own and others’ art materials • Love is promoted as the learners share resources
<p>Links to other subjects:</p> <p>Music: When performing songs/poems using puppets</p> <p>Home science- Learners to learn stitching techniques</p>	<p>Suggested resources: used socks, sticks/rods, found materials, cloth pieces, wires, nails, wood, cutting tools, adhesives, strings, saws, hammer</p>

ASSESSMENT RUBRICS: GLOVE PUPPETS

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Completion and craftsmanship of the glove puppet	Creatively completed puppet characters Neatly assembled	Completed puppet characters Well assembled	Puppets not completed Poor assemblage	No puppet character made
Plot (story and character performance)	Creative story appropriate to puppet character performance	Story appropriate to the puppet character performance	Story unrelated to the puppet character performance	No story and no puppet character
Partitioning of the open window	Window was appropriately partitioned, dressed and decorated	Window was appropriately partitioned and dressed	Window inappropriately partitioned but dressed Window appropriately partitioned but not dressed Window appropriately partitioned but inappropriately dressed	Window was not partitioned
Teamwork (level of participation in group activity)	Actively involved and displays group leadership skills	Actively involved in the group activity	Minimal participation as a member of the group	No participation as a group member

ASSESSMENT RUBRICS: STICK/ROD PUPPETS				
Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectation (1)
Completion and craftsmanship of the stick/rod puppet	Creatively completed puppet characters Neatly assembled	Completed puppet characters Well assembled	Puppets not completed Poor assemblage	No puppet character made
Suitability of puppet character to theme in the performance	Theme and puppet character perfectly suited Creative performance	Puppet character is appropriate to the theme Good performance	Puppet character is unrelated to the theme Uncoordinated performance	No puppet character and no theme
Partitioning of the doorway	Window was appropriately partitioned, dressed and decorated	Window was appropriately partitioned and dressed	Window inappropriately partitioned but dressed Window appropriately partitioned but not dressed Window appropriately partitioned but inappropriately dressed	Window was not partitioned
Teamwork (level of participation in group activity)	Actively involved and displays group leadership skills	Actively involved in the group activity	Minimal participation as a member of the group	No participation as a group member



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question:
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.4 Photography 3.4.1 Elements of photography (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe images and photographs from virtual and actual environment. b) Capture images using digital devices for application of the elements of photography. c) Appreciate own and others' photographic images.	Learners are guided to; <ul style="list-style-type: none"> Observe and talk about images and photographs from virtual and actual environment Observe elements of photography such as focus quality, appropriate background, view point, appropriate lighting and placement of forms in the frame in groups as they capture images using digital devices from their surroundings Display and talk about own and others' work 	<ol style="list-style-type: none"> Why do we take photographs? What are digital photographs? What devices can one use to take photographs?
	3.4 Photography 3.4.2 Creating and naming folders (1 lesson)	By the end of the sub-strand, the learner should be able to; a) Discuss reasons for storing digital photographs in folders b) Create and name folders for storing digital photographs c) Appreciate the need for creation of folders in photography	Learners are guided to; <ul style="list-style-type: none"> Discuss reasons for storing digital photographs Create and name folders for storing digital photographs Store digital photographs 	<ol style="list-style-type: none"> Why do we store photographs? Where do we store digital photographs? How does one create folders to store digital photographs?
Core competences to be developed: <ul style="list-style-type: none"> Digital literacy as the learner interacts with digital devices in taking photographs Communication and collaboration as the learner interacts with others during the activity Self efficacy as the learner displays and talks about own and others' work Learning to learn as the learner interacts with digital devices in taking photographs 				
PCIs LIFE SKILLS: Self-awareness, self-esteem and assertiveness as they display and talk about their work. Financial literacy: Learner to be sensitized on economic benefits of photography			Values: <ul style="list-style-type: none"> Respect each others' work during display and discussion Show responsibility for own and others materials when working 	

	<ul style="list-style-type: none"> Love is promoted as the learners share resources
Links to other subjects: English- to be taught on vocabularies; photography, focal point, view point	Suggested resources: Digital camera, mobile phones, tablets, internet, desk top computer, printers, printing paper, printing ink, printer

ASSESSMENT RUBRICS: PHOTOGRAPHY

Indicator	Exceeds expectation (4)	Meets expectations (3)	Approaching expectation (2)	Below expectations (1)
Focus quality of digital photographs	Accurately focuses on centre of interest, no shakiness, or blurring	Focuses on centre of interest , no shakiness or blurring	Mostly focuses on centre of interest , some shakiness and blurring	Barely focuses on centre of interest mostly shaky and blurred
Appropriate background of digital photographs	Background creatively contrasts well with the forms	Background contrasts well with the forms	Background does not entirely contrast with the forms	Background does not contrast with the forms
Appropriate lighting of digital photographs	Clear detailed images	Detailed images	Fairly detailed images	Blurred images
Appropriate format of digital photographs	Creative placement of forms in the right format	Appropriate placement of forms in the right format	Poor placement of forms in the right format	Wrong choice of forms



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 PRESENTATION AND EXHIBITION	4.1 Mounting Artwork 4.1.1 Types and uses of Adhesives 4.1.2 Mounting 2 D artworks using matting technique (3 lessons)	By the end of the sub-strand the learner should be able to; a) Identify different types of adhesives used in mounting 2D artwork. b) Mat mount 2D artwork for aesthetics and presentation purposes. c) Appreciate own and others' displayed artwork.	Learners are guided to; <ul style="list-style-type: none"> • Identify and experiment with different types of adhesives used in mounting 2D artwork. • Mount 2D artwork on using matting technique. • Display and talk about own and others' work. 	<ol style="list-style-type: none"> 1. What local adhesives are suitable for mounting 2D artworks? 2. What surfaces are suitable for mounting 2D artwork?
	4.2 Exhibition skills 4.2.1 Exhibiting 2D and 3D artwork (2 lessons)	By the end of the sub-strand the learner should be able to; a) Take a walk around the exhibition space noting the lighting and display surfaces b) Select own 2D mounted and 3D artworks c) Plan the arrangement of the selected artworks in the exhibition space d) Display selected artworks on the exhibition space. e) Appreciate own and others' exhibited artworks	Learners are guided to; <ul style="list-style-type: none"> • Take a walk around the exhibition space noting the lighting, use of space and display surfaces. • Select from own 2D mounted and 3D artworks • Plan the arrangement of the selected artworks in the exhibition space • Display selected artworks in the exhibition area. • Talk about own and others' displayed work. 	<ol style="list-style-type: none"> 1. Why is it important to consider the direction of light when displaying artwork? 2. How should we prepare display surfaces for 2D and 3D artwork?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration as the learner interacts with others during the activity • Self-efficacy as the learner displays and talks about own and others' work • Critical thinking and problem solving as the learner mounts and displays their 2D and 3D artwork • Learning to learn as the learner experiments with different adhesives to mount their work 				
PCIs: ESD--Learners will be made aware of re-use of materials such as paper, fabric for exhibition			Link to Values: <ul style="list-style-type: none"> • Sharing the available resources. 	

<p>purposes</p> <p>DRR-learners to observe safety measures as they source and use adhesives from the environment, use cutting tools.</p>	<ul style="list-style-type: none"> • Respect others opinions and artwork. • Love is promoted as the learners share resources
<p>Links to other subjects:</p> <p>English – learners will be taught the new words, to expand their vocabulary: matting, adhesive, display, mounting</p>	<p>Suggested resources: woods, nails, hammers, saws, adhesives, papers, hard boards, soft boards, hessian, manilla, carton paper</p>

ASSESSMENT RUBRICS: MOUNTING ARTWORK

Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaches expectation (2)	Below expectation (1)
Suitability of adhesives used in mounting	Appropriately selects and creatively uses adhesives in regards to weight of material	Appropriately selects and uses adhesives in regards to weight of material	Inconsistently selects and uses adhesives in regards to weight of material	Neither selects nor uses adhesives in regards to weight of material
Craftsmanship in the mounted art work	2 D Art work is creatively balanced and neatly pasted on matting surface	2 D Art work is balanced on matting surface	2 D Art work is not balanced on matting surface	2 D Art work is not balance and not neatly pasted on matting surface
Safety (safe use of media/equipment used for mounting and display)	Effectively observes of safety measures when handling cutting tools	Observes safety measures when handling cutting tools	Sometimes observes safety measures when handling cutting tools	No observance of safety measures when handling cutting tools

ASSESSMENT RUBRICS: EXHIBITION SKILLS

Indicator	Exceeds expectation (4)	Meets expectation (3)	Approaching expectation (2)	Below expectations (1)
Use of space allocated for display	Creatively balanced and displayed appropriate number of artwork in the space allocated	Displayed appropriate number of artworks in the space allocated	Displayed either too many (or few) artworks in the space allocated	Scanty artwork displayed in the space allocated



SUGGESTED COMMUNITY SERVICE LEARNING ACTIVITIES:

1. Card making for patients in hospitals/the senior citizens/prisoners/children in Care centres.
2. Create paintings to decorate social halls/hospitals/homes/worship centres among other communal space
3. Make Artworks and sell to help needy students.
4. Use puppetry and animation to entertain the school community on PCI themes
5. Design PCI messages on posters to be put around the school and community centres
6. Photo-stories based on PCI themes taken and displayed to sensitize the community
7. Create murals on PCI themes on school or public walls
8. Perform traditional dances using drums made during public functions

SUGGESTED NON-FORMAL ACTIVITIES TO SUPPORT LEARNING

1. In-house exhibitions of learners' artwork
2. Making murals with PCI messages
3. Form art clubs to enhance practice of skills

ASSESSMENT METHODS:

1. Question and answer
2. Portfolio
3. Discussion,
4. Observation
5. Demonstration

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES



Essence Statement

This learning area builds on the competences introduced in early years of Education. It enhances the learner's understanding and belief in God Almighty as the creator of the universe through His revelation to mankind and salvation through Jesus Christ His Son. Further, the learner is firmly grounded in the Christian faith by reading the Holy Bible and practising its teachings through the guidance of the Holy Spirit. The life approach method is used, this implies, that the teacher begins the lesson by exploring the experiences of the learner and guiding him/her to discover the religious significance of those experiences in relation to the Christian faith. The knowledge, skills, attitudes, moral and ethical values acquired will help the learner to cope with day to day challenges in his/her life.

This is in line with constructivist theory and it involves making links between learner's own experiences, needs, interests, questions and beliefs by engaging in collaborative and co-operative problem-solving activities. Hence this learning area, endeavours to develop a God fearing, responsible, assertive, honest and obedient Christian learner. In light of this, the learner will be able to make sound day-to-day choices under the guidance of the Holy Spirit. He/she will also be able to develop harmonious relationships with others by practising the teachings of Jesus Christ.

Subject General Learning Outcomes

By the end of upper primary, the learner should be able to:

- a) demonstrate an awareness of the love of God as the Sole Creator and heavenly father
- b) appreciate the Holy Bible as the word of God and apply its teachings in their day to day lives
- c) apply the teachings of Jesus Christ in their interactions with others to form harmonious relationships
- d) acquire Christian values and morals to make informed day to day choices
- e) recognize the Church as a house of God and become responsible Christians
- f) use social media appropriately as God fearing Christians

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Self- awareness 1.1.1 Made in the image and likeness of God 2 lessons	By the end of the Sub strand, the learner should be able to: a) mention his/her name for identification and self-awareness b) recognise that he/she is unique as a creation of God. c) recognize God as the Creator of our bodies d) appreciate his/her uniqueness as God’s special creation	<ul style="list-style-type: none"> • Learners to say their names • Learners to say what is unique about them • Learners to recite Psalms 139:13 about being fearfully and wonderfully made • Learners to read Genesis 1:27 about, ‘created in the image and likeness of God’ • Learners to sing a song related to their uniqueness • Learners to sing the song related to body parts 	<ol style="list-style-type: none"> 1. Why are you special before God? 2. Which unique qualities do you have?
	1.1.2 Thoughts and feelings 3 lessons	<ol style="list-style-type: none"> a) identify good thoughts and feelings in his/her day to day life b) explain why it is important to rejoice in the Lord always according to Philippians 4:4 c) explain why we should not be angry or sin as stated in Ephesians 4:26 d) apply the lessons learnt to cope with emotions in their day to day lives e) desire to control emotions in their interactions with others 	<ul style="list-style-type: none"> • Learners to sing a song related to good thoughts and feelings • Learners to list good thoughts such as sharing with others, helping parents, being happy, respecting others • Learners recite Philippians 4:4 about rejoicing in the Lord always • Learners recite Ephesians 4:26 • Hold a discussion with learners on the need to cope with emotions in our lives • Learners to use digital devices to draw and colour pictures of faces depicting various emotions • Learners role play on forgiving others • Learners to sing songs related to rejoicing in the Lord (Philippians 4:4) 	<ol style="list-style-type: none"> 1. How do you control your thoughts and feelings? 2. How do you cope with anger or sadness?



	1.1.3 Making choices 3 lessons	a) identify personal choices that are acceptable to God b) discuss results of choices they make in their daily lives c) make right choices in their day to day lives d) acquire responsibility by making right choices	<ul style="list-style-type: none"> • In pairs, learners to list good choices • learners to list results of choices that they make • Learners to sing a song about good choices • Learners to role play ‘making right choices that are acceptable to God’ 	1. What are the effects of the choices you make?
Core Competences to be developed: Self-efficacy as the learner appreciates himself or herself as created in the image and likeness of God, imagination and creativity through drawing and colouring, communication and collaboration as they discuss in groups and role play, critical thinking and problem solving as they learn how to make right choices, digital literacy by watching a video clip, communication and collaboration as they discuss				
Links to PCIs: Life skills; self-awareness and self-esteem, assertiveness, decision making, problem solving, critical thinking, effective communication, coping with emotions, interpersonal relationships, cohesion- peaceful and harmonious living with others as God’s creation			Links to Values: Respect, responsibility, self-control, peace, love for self and others as they appreciate themselves as God’s wonderful creation	
Links to other learning activity area: Creative Arts Activities as they sing, dance, draw and colour, Language Activities as they recite Bible verses			Suggested Community Service Learning activities: Learners to interact with parents and Sunday/Sabbath school teachers to guide them on how to make desirable choices	

Assessment Rubrics

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Display self-esteem/confidence	Accurately and consistently display confidence in their interaction with others	Consistently display confidence in their interaction with others	Sometimes display confidence in their interaction with others	Minimally display confidence in their interaction with others
Make right choices	Habitually and accurately make right choices	Habitually make right choices	Occasionally make right choices	Seldom make right choices

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Creation	1.2 My family 1.2.1 Family members 3 lessons	By the end of the Sub strand, the learner should be able to: a) name family members in the nuclear family b) identify members of the extended family c) draw a family tree and explain the relationships within the family d) respect members of the family for harmonious co-existence e) explain why it is important to honour parents as stated in Ephesians 6:1-3	<ul style="list-style-type: none"> • Learners to sing the song related to family relationships • Learners to name family members in the nuclear family • Learners to name family members in the extended family (cousins, aunts, uncles, grandparents and great grandparents) • Learner to draw a family tree and write names of family members on it • Learners to list ways of respecting family members • Learners to type a poem on their digital devices about respect for family members • Learners to watch a video clip of family members eating or praying together • Learners to recite Ephesians 6:1-3 on respecting parents 	<ol style="list-style-type: none"> 1. Who are your family members? 2. Why should you respect family members?
Creation	1.2.2 Family relationships 3 lessons	<ol style="list-style-type: none"> a) read the story of Ammon and Tamar in 2 Samuel 13:4-14 b) take care when alone with people of the opposite sex c) identify ways of protecting oneself from sexual abuse d) recognize whom to report to if touched inappropriately/ sexually abused 	<ul style="list-style-type: none"> • Learners to sing a song related to respecting their body • Learners to read 2 Samuel 13:4-14 • Learners in groups to list how to protect themselves from sexual abuse • Learners to say whom to report to if they are touched inappropriately/sexually abused • Learners to role play ways to protect 	<ol style="list-style-type: none"> 1. How should you protect yourself from sexual abuse? 2. Whom do you report to if touched inappropriately?



		<p>e) acquire the value of chastity and say no! to sexual sins</p> <p>f) recognise that the body is the temple of the Holy Spirit as stated in 1 Corinthians 6:19</p> <p>g) appreciate the body as a temple of the Holy Spirit and live a holy life</p>	<p>themselves from sexual abuse because their bodies are the temple of the Holy Spirit (1 Corinthians 6:19)</p> <ul style="list-style-type: none"> Learners to watch a video clip of children being tempted with gifts but they say NO! to strangers 	
Core Competences to be developed: Learning to learn as they name family members, imagination and creativity as they draw and colour the family tree, digital literacy as they watch a video clip				
Link to PCIs: Life skills; self-esteem, self-awareness, interpersonal relationships, friendship formation, critical thinking, citizenship: social cohesion, patriotism as they appreciate their family as part of the wider Kenya nation (family), problem solving, parental engagement, human sexuality awareness as they appreciate healthy relations in their family, Gender awareness and being watchful about gender-based violence			Link to Values: Love, respect, unity, responsibility humility, fairness, integrity and peace	
Links to other learning activity areas: Agriculture as they link the family to a tree, Creative Arts Activities as they draw the family tree Language Activities; writing names of family members			Suggested Community Service Learning activities: Learners to interact with parents and senior members of the family to understand their family tree	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectation	Approaching expectation	Below expectation
Can draw the family tree	Accurately and consistently draws the family tree and writes names of family members on it	Correctly draws the family tree and writes names of family members on it	Sometimes draws the family tree and writes some names of family members on it	Hardly draws the family tree and seldom writes names of family members on it
Is assertive	Correctly and clearly understands that his/her body is a temple of the Holy Spirit and does not condone sexual sin	Correctly and clearly understands that his/her body is a temple of the Holy Spirit and does not condone sexual sin	Minimally understands that his/her body is a temple of the Holy Spirit	Hardly understands that his/her body is a temple of the Holy Spirit

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Creation	1.3 Attributes of God 1 lesson	By the end of the Sub strand, the learner should be able to: a) identify the attributes of God and revere Him b) appreciate God as a loving Father in their day to day lives	<ul style="list-style-type: none"> Learners to sort and match letters on attributes of God (Sole creator, Loving, Holy) Learners to join words about the attributes of God from a puzzle (sole creator, loving, holy) Learners to compose a poem on, ‘God our loving Father’ Learners to sing a song about the love of God 	<ol style="list-style-type: none"> Which are the attributes of God? Why should you know the attributes?
Core Competences to be developed: Communication and collaboration as they sort and match letters, learning to learn as they list the attributes of God, imagination and creativity as they search words on the attributes of God, self-efficacy as they realise God’s love				
Link to PCIs: Life skills; decision making, effective communication, self-awareness and self-esteem			Links to Values: Obedience, respect, responsibility, loyalty, love, peace	
Links to other learning activity areas: Language Activities as they write, sort, match letters and compose a poem, Creative Arts Activities as they sing			Suggested Community Service Learning activities: Visit a local church to learn more about God’s goodness	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Lists the attributes of God	Accurately and excellently lists the attributes of God	Accurately lists the attributes of God	Sometimes lists the attributes of God	Minimally lists the attributes of God



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.1 Respect for the Holy Bible 3 lessons	By the end of the Sub strand, the learner should be able to: a) handle the Bible with respect as the inspired word of God b) identify the books in the Old and New Testament c) play a game on naming some Books in the Old and New Testament d) recite Isaiah 49:16 and desire to read the Holy Bible always	<ul style="list-style-type: none"> • Learners to sing a song related to respecting the Bible • Learners to role play ways of handling the Bible with respect • In pairs learners to observe and read charts containing books in the Old and New Testament • Learners to play games on naming some Books in the Old and the New Testament • Learners to recite Isaiah 49:16 • Learners to sing a song about the books in the Holy Bible 	<ol style="list-style-type: none"> 1. Why should you respect the Holy Bible? 2. Why is it important to know the books in the Bible? 3. Why should you read your Bible always?
Core Competences to be developed: Communication and collaboration as they sort and group books in the Old Testament and New Testament, imagination and creativity as they sort and group Bible books, learning to learn; how to respect the Holy Bible, Self-efficacy as they respect the Bible				
Link to PCIs: Life skills; effective communication, self-esteem, assertiveness, decision making, citizenship – respect for Holy Bible as a religious Book			Link to Values: Cooperation, respect, love, peace, obedience, care for the Holy Bible	
Links to other learning activity area: Mathematical Activities; number of books in the Holy Bible, Creative Arts Activities as they role play, Language Activities as they read Bible Books form a chart			Suggested Community Service Learning activities: Attend Sunday/Sabbath school in their churches so as to learn more about the Holy Bible	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Respects the Bible	Perfectly and consistently handles the Holy Bible with respect	Accurately handles the Holy Bible with respect	Fairly handles the Holy Bible with respect	Minimally handles the Holy Bible with respect
Identifies number of books in the Old and New Testament	Consistently and correctly identifies the number of books in the Old and New Testament	Correctly identifies the number of books in the Old and New Testament	Occasionally identifies some books in the Old and New Testament	hardly identifies the number of books in the Old and New Testament



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Holy Bible	2.2 Bible Stories 2.2.1 Zacchaeus the tax collector 3 lessons	By the end of the Sub strand, the learner should be able to: a) read the story of Zacchaeus in Luke 19:2-10 b) recount how Zacchaeus changed his behaviour positively c) demonstrate integrity when using money d) discuss why it is important to repent sins in order to be like Christ	<ul style="list-style-type: none"> • In groups, learners to read Luke 19:2-10 • Learners to draw and colour Zacchaeus on a tree ,then share the drawings • Learners to tell a friend how to turn away from bad behaviour • Learners to role play the story of Zacchaeus • Learners to record the role play using their digital devices • Learners to list ways of using money wisely • Learners to Sing a song related to Jesus Christ as the saviour 	<ol style="list-style-type: none"> 1. Why did Zacchaeus climb the sycamore tree? 2. What happened after Zacchaeus climbed down from the tree? 3. What should we do to be like Christ?
Core Competences to be developed: Imagination and creativity as they draw and colour Zacchaeus on a tree, communication and collaboration as they discuss and share their drawings, learning to learn as they learn new terms that is; tax collector, digital literacy as they record the role play using a digital device, self-efficacy as they learn how to turn away from bad deeds				
Link to PCIs: Life skills; self-esteem, self-awareness, assertiveness, creativity, decision making, citizenship expressed through patriotism as Zacchaeus dedicated his life to serving his government regardless of the challenges his work posed on him and his family			Link to Values: Obedience, humility, responsibility, courage, love, faith, integrity as they appreciate how Zacchaeus pledged to return all that he had taken from others	
Links to other learning activity area: Language Activities through reading the story, Creative Arts Activities as they draw, colour, role play and sing			Suggested Community Service Learning activities: Visit a customs officer (in the company of a parent or guardian) who will enlighten them on the meaning of the term taxes and why people are taxed	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Behaviour change	Consistently and accurately retells the story of Zacchaeus and demonstrates change in behaviour	Consistently retells the story of Zacchaeus and demonstrates change in behaviour	Periodically retells the story of Zacchaeus and sometimes demonstrate change in behaviour	Rarely retells the story of Zacchaeus and seldom demonstrate change in behaviour



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Holy Bible	2.2.2 Balaam's Donkey 3 lessons	By the end of the Sub strand, the learner should be able to: a) read Numbers 22:1-6, 20-34 and retell the story of Balaam and his donkey b) apply the story in their lives by obeying God's instructions c) acquire the value of love by speaking good things about others d) acknowledge God's greatness by revering Him in his/her day to day life	<ul style="list-style-type: none"> • In groups learners to read Numbers 22:1-6, 20-34 • In pairs learners to list the importance of obeying God and their seniors' • Learners to role play the story of Balaam's Donkey • Learners to discuss why they should bless and not curse/speak ill about others as per Numbers 22:1-6, 20-34 • Learners to use a digital device and draw the scenarios in this story • Learners to sing a song related to obedience 	<ol style="list-style-type: none"> 1. Why did the donkey talk' 2. Why should we obey God? 3. What are the results of disobedience?
Core Competences to be developed: Communication and collaboration as learners discuss and role play, imagination and creativity as learners draw using a digital device, learning to learn as they read about the story, critical thinking and problem solving as they discuss why it is important to obey and bless/speak good about others				
Link to PCIs: Life skills; Effective communication, assertiveness, self-esteem, citizenship as the learners appreciate the importance of obedience, animal welfare as learners learn how best to treat animals unlike the way Balaam beat his donkey			Link to Values: Respect, responsibility, cooperation, courage, patriotism as the learners learn and practice obedience including obedience to the laws of their country	
Links to other learning activity areas: Language Activities through reading, Creative Arts Activities through drawing and role play			Suggested Community Service Learning activities: Learners to learn more about obedience from parents and members of the community	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Is obedient	Accurately and precisely retells the story and applies the lessons learnt by being obedient	Accurately retells the story and applies the lessons learnt by being obedient	Periodically retells the story and sometimes applies the lessons learnt by being obedient	Rarely retells the story and minimally obeys



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Holy Bible	2.2.3 Samson kills a Lion 2 lessons	By the end of the Sub strand, the learner should be able to: a) read Judges 14: 5- 9 and retell the story of Samson b) acknowledge God’s power in his/her life c) trust in God to cope with the challenges of life	<ul style="list-style-type: none"> • Learners to read Judges 14:5-9 • Learners to model/draw a lion • Learners to write a poem on ‘Samson kills a lion’ • Learners to sing a song on God’s power • Learners to role play the story, ‘Samson kills a Lion’ 	<ol style="list-style-type: none"> 1. How did Samson kill a lion? 2. What do you do when faced with challenges?
Core Competences to be developed: Communication and collaboration as learners discuss and role play, imagination and creativity as learners draw, colour and model, learning to learn as they read about the story, critical thinking and problem solving as they discuss on how to overcome challenges, digital literacy as they watch a video clip, self-efficacy as demonstrated by Samson				
Link to PCIs: Life skills; decision making, effective communication, assertiveness, self-esteem and problem solving, safety and security as they learn how to protect themselves or cope with life challenges			Link to Values: Courage, faith, and responsibility as they ensure their own security	
Links to other learning activity area: Language Activities through reading and writing, Creative Arts Activities through drawing, colouring and modelling			Suggested Community Service Learning activities: Learners to ask their parents/guardian to narrate the story to them	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Depends on God	Accurately and precisely retells the Bible story and depends on God to cope with daily challenges	Accurately retells the Bible story and depends on God to cope with daily challenges	Periodically retells the Bible story and sometimes depends on God to cope with daily challenges	Rarely retells the Bible story and hardly depends on God to cope with daily challenges

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Holy Bible	2.2.4 Joseph interprets a Dream 3 lessons	By the end of the Sub strand, the learner should be able to: a) read Genesis 41:14-24, 28-30 and retell the story of Joseph interpreting the dream b) apply the lessons learnt and trust in God's wisdom c) demonstrate an awareness that the fear of God is the beginning of wisdom	<ul style="list-style-type: none"> In turns, learners to read Genesis 41:14-24, 28-30 Learners to share dreams they have dreamt about and try to interpret them Learners to dramatize Joseph interpreting the dream Learners to draw a picture of Joseph before Pharaoh and colour it Learners to sing a song related to this story Learners to recite Proverbs 1:7 	<ol style="list-style-type: none"> What is a dream? What did Pharaoh dream about? How was the dream interpreted?
Core Competences to be developed: Communication and collaboration as learners discuss, imagination and creativity as learners draw and colour, learning to learn as they read about the story, critical thinking and problem solving as they share and interpret dreams, Self-efficacy as they put their trust in God				
Link to PCIs: Life skills; self-esteem, effective communication, problem solving, assertiveness, food security as they appreciate Joseph's interpretation about food security in Egypt, citizenship – exhibited in caring for the wellbeing of the majority as Joseph helped Pharaoh ensure food security not of just their countrymen but other countries in the neighbourhood including Israel the homeland of Joseph			Link to values: Trust, care, cooperation, patriotism as the learners appreciate how Joseph expressed his love for his adopted Country Egypt by ensuring their food security.	
Links to other learning activity areas: Language Activities through reading, Creative Arts Activities through drawing, dramatizing and singing, Social Studies Activities through sharing			Suggested Community Service Learning activities: In the company of a parent or a guardian visit a church elder to listen to experiences on dreams and their interpretation	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Depends on God	Accurately and precisely narrates the story and depends on God's wisdom	Accurately narrates the story and depends on God's wisdom	Periodically narrates the story and sometimes depends on God's wisdom	Minimally narrates the story and seldom depends on God's wisdom



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
The Holy Bible	2.3 Bible Patriarchs 2.3.1 Abraham 2 lessons	By the end of the Sub strand, the learner should be able to: a) read Genesis 12:1-5 and recount the call of Abraham b) obey God’s instructions in his/her day to day life c) mention his/ her name and it’s meaning for self-identity d) discuss Abram’s change of name to Abraham as outlined in Genesis 17:1-5 e) recite Genesis 12:3 and appreciate God’s blessings in his or her life	<ul style="list-style-type: none"> • Learners to sing the song on Abraham the father of faith • Learners to read Genesis 12: 1-5 • Learner to role play the call of Abraham • Learner to tell the meaning of their names • Learner to read Genesis 17:1-5 on the change of Abraham’s name • Learner to recite Genesis 12:3 	<ol style="list-style-type: none"> 1. Why was the name Abram changed? 2. Why is your name important? 3. How did Abraham show obedience to God?
Core Competences to be developed: Learning to learn as they learn new ideas, imagination and creativity as they role play and sing, self -efficacy as they tell their name and its meaning				
Link to PCIs: Self-awareness, self-esteem, assertiveness, decision making, friendship formation and maintenance, citizenship; obedience to the law just like Abraham obeyed God’s command to leave his country to a land unknown to him			Link to values: Obedience, faith, love, responsibility, trust, respect to God as the giver of divine law and guidance for eterni	
Links to other learning activity areas: Creative Arts Activities as they role play, sing and draw, Language Activities as they read and recite verses from the Holy Bible			Suggested Community Service Learning Activities: Role play th call of Abraham in Sunday/Sabbath School	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Is obedient	Accurately and precisely recounts the call of Abraham and is obedient	Accurately recounts the call of Abraham and is obedient	Periodically recounts the call of Abraham and is sometimes obedient	Rarely recounts the call of Abraham and seldom obeys

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ 3.1.1 Annunciation of the birth of Jesus Christ 3 lessons	By the end of the Sub strand, the learner should be able to: <ol style="list-style-type: none"> narrate the annunciation of the Birth of Jesus Christ as outlined in Luke 1: 26-37 acknowledge the uniqueness of the birth of Jesus Christ recite Luke 1:37 and trust in God’s power in his/her life Emulate Mary the mother of Jesus and abstain from sexual sins before marriage 	<ul style="list-style-type: none"> In turns, learners to read Luke 1:26-37 Learners to role play the annunciation of the birth of Jesus Christ Learners to watch a video clip on the annunciation of Jesus Christ’s birth Learners to sing a song about the annunciation of the birth of Jesus Christ Learners to recite Luke 1:37 	<ol style="list-style-type: none"> Why should you live holy lives? Who announced the bi of Jesus Christ? Why is the birth of Jes Christ unique?
	3.1.2 Birth of John the Baptist 2 lessons	<ol style="list-style-type: none"> retell the Birth of John the Baptist as written in Luke 1:5-13,57 discuss how John the Baptist prepared the way for the Messiah as outlined in Luke 1:76-79 appreciate the need to live a righteous life by turning away from sins 	<ul style="list-style-type: none"> In pairs, learners to read Luke1:5-13 role play the angel’s appearance to Zechariah in the temple Learners to watch a video clip on the birth of John the Baptist Learners to read Luke 1:76-79 Learners to sing a song about John the Baptist 	<ol style="list-style-type: none"> Who was John the Baptist? What was his role?



Core Competences to be developed: Imagination and creativity through role play, digital literacy as they watch a video clip, learning to learn as they read the Bible	
Link to PCIs: Life skills; self-awareness and self-esteem, Education for Sustainable Development- child protection exhibited in preparation for the birth of Jesus and John the Baptist, human sexuality – the priority of celibacy before child bearing as Mary and Joseph presented a great example to many girls and boys on importance of abstinence before marriage/ celibacy	Link to Values: Humility, thanksgiving, obedience, peace, love, faith, patience
Links to other learning activity areas: Creative Arts Activities reinforced through singing and role play, Language Activities through reading the Holy Bible	Suggested Community Service Learning Activities: In the company of parents or guardian, visit old people in the community and help them with household chores

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Can retell the annunciation	Accurately and precisely retells the annunciation of the birth of Jesus Christ	Accurately retells the annunciation of the birth of Jesus Christ	Fairly retells the annunciation of the birth of Jesus Christ	Minimally retells the annunciation of the birth of Jesus Christ
Can retell the birth of John the Baptist	Excellent and accurately retells the birth of John the Baptist	Excellent retells the birth of John the Baptist	Fairly retells the birth of John the Baptist	Minimally retells the birth of John the Baptist

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The life of Jesus Christ	3.2 The Miracles of Jesus Christ 3.2.1 Healing of Blind Bartimaeus 3 lessons	By the end of the Sub strand, the learner should be able to: a) retell the healing of blind Bartimaeus in Mark 10:36-52 b) recognize the healing power of Jesus Christ c) appreciate Jesus' power over sickness and disease	<ul style="list-style-type: none"> • Learners to sing a song about the healing power of God • Learners to read Mark 10:46-52 • Learners to role play the healing of blind Bartimaeus • Learners to record the role play using a digital device • Learners to share an incident when they prayed to God for healing 	<ol style="list-style-type: none"> 1. How did blind Bartimaeus port faith in Jesus? 2. What was Jesus response?
Core Competences to be developed: Communication and collaboration through discussion and role play, imagination and creativity as they sing, digital litera as they record the role play using a digital device, learning to learn as they read the Holy Bible, critical thinking and problem solving as the learners appreciat how blind Bartimaeus got a solution to his blindness (his problem) by seeking help from Jesus.				
Link to PCIs: Non-communicable diseases, life skills; problem solving, empathy, coping with emotions, decision making, assertiveness as Bartimaeus assertively sought for healing from Jesus despite the many discouragements from others, inclusivity			Link to Values: Thankfulness, kindness, faith, love, concern, sharing, patienc social justice exhibited by Jesus healing of blind Bartimaeus thus emancipati him from his deplorable state of begging	
Link to other learning activity areas: Home Science Activities in teaching types of diseases, Language Activities as they read and learn new vocabulary, Creative Arts Activities through singing			Suggested Community Service Learning Activities: Learners to request their parents or guardian to take them to visit a sick member of their society to appreciate the desperation people go through when they are sick and then pra for their healing.	



Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Faith in God	Excellently and correctly narrates the healing of blind Bartimaeus and trusts God for healing	Correctly narrates the healing of blind Bartimaeus and trusts God for healing	Fairly narrates the healing of blind Bartimaeus and sometimes trusts God for healing	Rarely narrates the healing of blind Bartimaeus and seldom trust God for healing

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Life of Jesus Christ	3.2.2 The ten Lepers 3 lessons	By the end of the Sub strand, the learner should be able to: a) discuss the story of the ten lepers in Luke 17:11-19 b) appreciate the miracle by having faith in God c) outline ways of showing gratitude to God in day to day life d) portray gratitude by thanking those who do good to him/ her	<ul style="list-style-type: none"> • In turns, learners to read Luke 17:11-19 • Learners to role play the healing of the ten lepers • draw the ten lepers using a digital device • In groups, learners to list ways they express gratitude to God • Learners to write a ‘Thank you note’ to God for the gift of life • Learners to list ways they express gratitude to others • Learners to sing a song related to showing gratitude to God 	<ol style="list-style-type: none"> 1. What happened to the ten lepers? 2. What did Jesus tell the thankful leper?
Core Competences: Communication and collaboration through discussion and role play, imagination and creativity as they write a ‘thank you’ note, digital literacy as they draw using a digital device and watch a video clip, learning to learn as they read the Holy Bible				
Link to PCIs: Communicable diseases, life skills; problem solving, assertiveness, empathy, decision making, inclusivity, citizenship- by Jesus healing the frustrated and separated lepers, Jesus enabled them to rejoin other normal members of the society as normal citizens			Link to Values: Thankfulness, kindness, faith, love, concern, forgiveness, social justice – learners to appreciate the emancipating act of Jesus for the separated and marginalized lepers	
Link to other learning activity areas: Home Science Activities as they learn types of diseases, Language Activities as they read and learn new vocabulary, Creative Arts Activities as they role play and sing			Suggested Community Service Learning Activities: Learners to find out from their parents or guardians ways of managing contagious diseases just like leprosy in the days of Jesus	



Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Is thankful	Consistently and promptly thank God and those who do good to them	Promptly thank God and those who do good to them	Occasionally thank God and those who do good to them	Rarely thank God and those who do good to them

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Life of Jesus Christ	3.2.3 Jesus raises a Widow's Son 2 lessons	By the end of the Sub-strand, the learner should be able to: a) read the story about the widow's son in Luke 7:11-16 b) recognize God's power over death and believe in Resurrection c) apply lessons learnt by showing compassion to others d) appreciate the miracle by praying to God when faced with challenges	<ul style="list-style-type: none"> Learners to read Luke 7: 11-16 In groups, learners to list challenges they face in their lives and whom to depend on Learners say how Jesus showed compassion to the widow Learners to watch a video clip on the raising of the widow's son Learners to recite John 11:25 Learners to Sing a song about God's power over death 	<ol style="list-style-type: none"> What did Jesus tell the widow? Who raised the dead person? Why did the people praise God?

Core Competences: Communication and collaboration through discussion, digital literacy as they watch a video clip, learning to learn as they read the Holy Bible, Critical thinking and problem solving as learners appreciate how Jesus helped the widow solve her depressing and desperate situation

Link to PCIs: Life skills; problem solving, empathy, gender empowerment – Jesus, in a male dominated society of His days emancipated the widow out of her desperation of loneliness, frustration and discriminating situation that would befall her had her only son not been raised back to life

Link to Values: Thankfulness, kindness, faith, love, concern, compassion, social justice
Jesus resurrecting act empowered the widow to find face again in the society where childless widows were not well treated.

Link to other learning activity areas: Language Activities as they read and learn new vocabulary, Creative Arts Activities as they sing, Social Studies Activities as they learn about dealing with loss and bereavement in the society.

Suggested Community Service Learning Activities: In the company of a guardian, visit family that has lost a member, pray for them and encourage them

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Depends on God	Consistently and promptly depend on God by praying when faced with challenges	Consistently depend on God by praying when faced with challenges	Sometimes depend on God by praying when faced with challenges	Rarely depend on God and seldom pray when faced with challenges



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
The Life of Jesus Christ	3.3 Teachings of Jesus Christ 3.3.1 Forgiveness 2 lessons	By the end of the Sub-strand, the learner should be able to: a) outline the importance of forgiving others b) appreciate forgiveness by not repaying evil for evil c) resist vengeance as outlined in Mathew 5:39	<ul style="list-style-type: none"> • Learners to read Matthew 5:39 • Learners to role play acts of forgiveness • Learners to say why they should forgive others • Learners to sing a song about loving others • Learners to recite Mathew 5:39 	<ol style="list-style-type: none"> 1. What is revenge? 2. What do you do when somebody wrongs you? 3. Why should you not pay evil for evil?
	3.3.2 Helping those in need 2 lessons	a) state the importance of helping those in need b) demonstrate kindness by sharing with those in need c) recite Mathew 5:42 and help those in need promptly	<ul style="list-style-type: none"> • Learners to read, Matthew 5:42 • Learners to mention instances they helped someone at school, home or in church e.g. they gave a pencil, rubber or shared lunch with another pupil • Learners to role play sharing • Learners to recite Matthew 5:42 	<ol style="list-style-type: none"> 1. Who are the people in need? 2. Why should you help them?
Core Competences: Communication and collaboration through discussion, critical thinking and problem solving as they discuss on reconciliation, self-efficacy as they make decisions on forgiveness, learning to learn as they read the Holy Bible, citizenship as learners appreciate how they can still live peacefully even with those who may not be friendly to them				
Link to PCIs: Life skills; problem solving, assertiveness, self-awareness, decision making, effective communication, interpersonal relationships, conflict resolution		Link to Values: Love, concern, compassion, forgiveness, sharing, patriotism – as learners appreciate the need to love their country and their countrymen regardless of gender, race, ethnicity or socio-economic status		
Link to other learning activity areas: Language Activities as they read and learn new words, Creative Arts Activities as they role play		Suggested Community Service Learning Activities: In the company of a parent/guardian, visit a children’s home and show kindness by giving them clothes, foodstuffs, books or other items		

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Does not revenge	Excellent and consistently does not revenge when wronged by others	Consistently does not revenge when wronged by others	Sometimes does not revenge when wronged by others	Hardly fails to revenge when wronged by others
Doing good to others	Promptly and consistently assist those in need	Consistently assist those in need	Occasionally assist those in need	Rarely assist those in need



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Life of Jesus Christ	3.3.3 Parable of the lost coin 2 lessons	By the end of the Sub-strand, the learner should be able to; a) describe the parable of the lost coin and its significance in day to day lives b) recognise God’s love for the sinner and the need to live a righteous life. c) discuss how he/she should lead a holy life that is pleasing to God d) appreciate God’s love and lead upright lives	<ul style="list-style-type: none"> • Learners to read Luke 15: 8-10 • Learners to role play the parable of the lost coin • In pairs, learners to say how God loves them • Learners explain why it is important to live a holy life as a Christian • Learners to sing a song about God’s willingness to save the lost 	<ol style="list-style-type: none"> 1. What is a parable? 2. What do you learn from the parable of the lost coin? 3. How does God show love for the sinner?
Core Competences to be developed: Imagination and creativity as they role play, self-efficacy as they make decisions to follow Christ, learning to learn as they read the Holy Bible and learn new vocabulary, critical thinking and problem solving as learners appreciate the process the woman went through in trying to find the lost coin				
Link to PCIs: Life skills; problem solving, assertiveness, self-awareness, decision making, interpersonal relationships, financial literacy- as the learners appreciate the value of currency or money as depicted by the woman’s persistence in search for her lost coin, citizenship – desire to help and work for the salvation of the lost persons (sinners) in their society as an extension of good neighbourliness and care for one another in the society.			Link to Values: Love, concern, compassion, faith, and responsibility over one’s property as the woman looked for her lost coin, social justice – as Jesus seeks for the lost people just like the woman searched for her lost coin.	
Links to other learning activity areas: Language Activities as they read and learn new words, Creative Arts Activities as they sing, role play, draw and colour, Mathematical activities as they look for the coin in the role play			Suggested Community Service Learning activities: In the company of church leaders, learners to engage in sport evangelism in their community to promote love and concern	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Participates in sport evangelism	Very good understanding of the parable and participates in sport evangelism	Good understanding of the parable and participates in sport evangelism	Fair understanding of the parable and sometimes participates in sport evangelism	Minimal understanding of the parable and hardly participates in sport evangelism

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Life of Jesus	3.3.4 Parable of the mustard seed 3 lessons	By the end of the Sub-strand, the learner should be able to; a) read Luke 13:18-19 about the Mustard seed b) describe how the Kingdom of God grows from a small beginning c) explain how we contribute to the growth of the Kingdom of God d) appreciate the growth of God's kingdom by evangelizing to others	<ul style="list-style-type: none"> • Learners to read Luke 13:18-19 • Learners to collect small seeds from the school compound • Learners to plant the seeds, water them and observe as the seeds sprout and grow to a big tree • Learners to draw a big tree with birds on its branches • Learners to role play the activities they do in Church • Learners to watch a video clip on a mustard seed • Learners to sing a song about the kingdom of God 	<ol style="list-style-type: none"> 1. What is a mustard seed? 2. How does the mustard seed story relate to the Kingdom of God?
Core Competences to be developed: Communication and collaboration through discussion, imagination and creativity through singing and drawing, learning to learn as they learn new vocabulary				
Link to PCIs: Environmental awareness by taking care of trees, life skills; effective communication, critical thinking, decision making, creative thinking as the learners imagine how the small seeds grow to become a huge tree that benefits so many animals including human beings, relating how this analogy relates to the Kingdom of God will equally build imaginative skills			Link to Values: Care, responsibility, unity, cooperation, love, peace, faith	
Links to other learning activity areas: Agriculture as they collect seeds and plant trees, Creative Art Activities as they draw, sing and role play, Language Activities as they read the Bible			Suggested Community Service Learning Activities: Participate in Sunday/Sabbath School and later discuss with the religious leader on how the local church has grown	



Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Participates in Sunday/Sabbath school	Very good understanding of parable and participates in Sunday/ Sabbath school activities	Good understanding of the parable and participates in Sunday/ Sabbath school activities	Fair understanding of the parable and fairly participates in Sunday/ Sabbath school activities	Minimal understanding of the parable and hardly participates in Sunday/ Sabbath school activities

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
The Life of Jesus	3.3.5 Nicodemus' encounter with Jesus Christ 3 lessons	By the end of the Sub-strand, the learner should be able to: a) retell the story of Nicodemus as written in John 3:1-5 b) acknowledge that repentance of sins draws us close to Christ c) discuss the importance of baptism for Christians d) recite John 3:16 and believe in Jesus Christ to inherit eternal life	<ul style="list-style-type: none"> • Learners to read John 3: 1-5 • Learners to role play the story of Nicodemus' encounter with Jesus Christ • Learners to discuss how repentance of sins can draw them to Christ • Learners to watch a video on Nicodemus conversion • Learners to say why baptism is important to Christians • Learners to sing a song on Nicodemus conversion 	<ol style="list-style-type: none"> 1. Who was Nicodemus? 2. What was Nicodemus question to Jesus Christ? 3. What answer did Jesus give about salvation?
Core Competences to be developed: Communication and collaboration as they discuss, imagination and creativity as they role play, learning to learn as they read the Holy Bible, self-efficacy as they decide to commit their lives to Jesus Christ				
Link to PCIs: Life skills; self-efficacy, decision making, assertiveness, effective communication, conflict resolution and management, problem solving as Nicodemus sought how to inherit eternal life, coping with emotions/ stress – as the learner's cope with his or her emotions			Link to Values: Humility, love, courage, integrity, peace, responsibility	
Links to other learning activity areas: Language Activities as they learn new vocabulary, Creative Arts as they role play and sing			Suggested Community Service Learning: Visit church leaders to learn more about faith and salvation	



Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Positive change in behaviour	Very good understanding of the story and exhibit change in behaviour	Good understanding of the story and exhibit change in behaviour	Fair understanding of the story and exhibits minimal change in behaviour	Minimal understanding of the story and hardly exhibit change in behaviour

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Christian Values	4.1 Trust: 3 lessons	By the end of the Sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Emulate Joseph by resisting sexual temptations as young people (Genesis 39:7-12) b) exercise precaution when with people of the opposite sex c) identify people he/she can trust for his/her own safety d) recite Psalm 125:1 on trusting God 	<ul style="list-style-type: none"> • Learners to read Genesis 39:7-12 on the story of Joseph and Potiphar's wife • Learners to list people they can trust at home, school and the community • In pairs, learners to role play saying no to strangers • In groups, learners to discuss whom to report to when in danger • Learners to write a poem on, 'People I trust' • Learners to role play saying, 'No' to strangers to avoid child abuse or kidnap • Learners to list the importance of trusting God. • Learners to sing a song about trusting God 	<ol style="list-style-type: none"> 1. Whom do you trust at home? 2. Whom do you trust at school? 3. Why should you trust in people?

Core Competences to be developed: Critical thinking and problem solving as they identify people they can trust and people to report to when in danger, self-efficacy as they say, "No" to strangers, imagination and creativity as they compose a poem and creatively negotiate for their escape from potentially dangerous persons whether strangers or family members

Link to PCIs: Life skills; critical thinking, self-esteem, self-awareness, assertiveness, effective communication, interpersonal relationship, child rights and child protection as the learners learn how to detect, deter and escape from harmful strangers or	Link to Values: Trust, integrity, responsibility, love, respect, unity, peace
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relatives	
Link to other learning activity areas: Language Activities as they read and write a poem, Creative Arts as they sing, Social studies Activities; trust enhances relationships in the society, Mathematical Activities as they list people they can trust	Suggested Community Learning Activities: Involve parents to discuss their children about people they should trust

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Know whom to trust	Perfect and reliable knowledge of people to trust for their safety	Perfect knowledge of people to trust for their safety	Fair knowledge of people to trust for their safety	Barely has knowledge of people to trust for their safety



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Christian Values	4.2 Truthfulness 3 lessons	By the end of the Sub-strand, the learner should be able to: a) state the importance of telling the truth always b) desire to always speak the truth as outlined in Ephesians 4:25 c) resist lying as cited in Proverbs 12: 19	<ul style="list-style-type: none"> • Learners to read Ephesians 4:25 • Learners to say why they should tell the truth always. • In pairs, learners to say when they did not tell the truth and how to overcome lies • Learners to write a poem on the importance of telling the truth always • Learners to recite Proverbs 12: 19 	<ol style="list-style-type: none"> 1. Why should you tell the truth always? 2. What does the word of God say about telling the truth?
Core Competences to be developed: Communication and collaboration as they discuss in pairs, self-efficacy in developing self-awareness and integrity				
Link to PCIs: Citizenship; integrity, social, cohesion, parental engagement, Life skills; decision making, assertiveness, self-esteem			Link to Values: Responsibility, peace, integrity as they appreciate the importance of telling the truth always	
Link to other learning activity areas: Creative Arts as they sing, Language Activities as they read and recite			Suggested Community Service Learning Activities: Visit a church leader to talk about truthfulness in relation to church offering	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Tells the truth	Correctly and habitually tells the truth in their interaction with others	Habitually tells the truth in their interaction with others	Sometimes tells the truth in their interaction with others	Minimally tells the truth in their interaction with others

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Christian Values	4.3 Obedience 4.3.1 Obedience at home and school. 3 lessons	By the end of the Sub-strand, the learner should be able to: a) read Exodus 20:12 and state the benefit of honouring parents b) obey parents and siblings for harmonious co-existence c) practice responsibility by obeying teachers and other leaders in the school d) outline the results of disobedience and desire to be always obedient	<ul style="list-style-type: none"> • Learners to read Exodus 20:12 • Learners to compose a poem on benefits of obeying parents • Learners to list results of obeying school rules • In groups, learners to list results of disobedience • Learners to sing the song on benefits of obedience 	<ol style="list-style-type: none"> 1. Why should you obey your parents? 2. Why should you obey your teachers? 3. What are the results of disobedience?
Core Competences to be developed: Communication and collaboration as they discuss in groups, imagination and creativity as they compose a poem, learning to learn as they read the Holy Bible, effective communication as they discuss in groups				
Link to PCIs: Learner support programmes; learning to live together, obedience, parental engagement; children to obey parents, life skills; critical thinking, interpersonal relationship, effective communication, citizenship –obedience to authority facilitates maintenance of law and order at home and the wider society			Link to Values: Obedience, respect, responsibility, love, patriotism – love for one’s country enhanced by obedience to the country’s laws and regulations	
Links to other learning activity areas: Language Activities as they recite poems, Creative Arts Activities as they sing			Suggested Community Service Learning Activities: Visit a senior citizen and listen to advise on the importance of obedience	



Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Is obedient	Very good understanding of obedience and consistently obeys parents, teachers and the children's government	Good understanding of obedience and obeys parents, teachers and the children's government	Some understanding of obedience and sometimes obeys parents, teachers and the children's government	Hardly obeys parents, teachers and the children's government

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Christian Values	4.4 God's love 4.4.1 Loving others 3 lessons	By the end of the Sub strand, the learner should be able to: a) recognize that God loves children as written in Matthew 19:13-15 b) demonstrate love for others by being kind to them c) appreciate God's love by following His teachings	<ul style="list-style-type: none"> • In groups, learners to discuss Jesus Christ's love for little children • Learners to role play Jesus blessing little Children (Mathew 19:13-15) • Learners to draw Jesus praying for little children • Learners to watch a video clip on Jesus Christ blessing little children 	<ol style="list-style-type: none"> 1. How did Jesus Christ show love to little children? 2. How to you show love to others as a Christian?
Core Competences to be developed: Learning to learn as they learn new ideas, communication and collaboration as they discuss, digital literacy as they watch a video clip				
Link to PCIs: Social cohesion, life skills; self-esteem, self-awareness, effective communication, citizenship			Link to Values: Forgiveness, humility, love, tolerance, responsibility, unity, peace	
Links to other learning areas: Language Activities as they read the Holy Bible, Creative Arts Activities as they sing and role play, Social Studies Activities as they learn about the children's government			Suggested Community Service Learning Activities: Visit the church leaders and learn more about God's love	



Assessment Rubric

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Recognise's God's love	Excellent understanding of God's love for them	Good understanding of God's love for them	Some understanding of God's love for them	Minimal understanding of God's love for them

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Christian Values	4.5 Responsibility 4.5.1 Personal and school property 2 lessons	By the end of the Sub-strand, the learner should be able to; a) identify personal items and how they take care of them b) identify school properties and how to take care of them c) acquire responsibility by taking care of both school and personal property	<ul style="list-style-type: none"> Learners to display personal property e.g. pullover, pen, pencils, eraser, crayons In pairs, learners to list the use of each of his/ her personal and school property. Learners to say why they should take good care of their personal and school property Learners to compose a poem on taking care of personal and school property 	<ol style="list-style-type: none"> What are personal and school properties? How do you take care of personal and school property?
Core Competences to be developed: Self-efficacy; ability to carry their items to school, imagination and creativity as they compose a poem, communication and collaboration as they discuss in groups				
Link to PCIs: Parental empowerment and engagement; children should carry items to use at school, learner support programmes; responsible pupils, life skills; self-awareness and self-esteem, creative thinking, citizenship-responsibility in protection and respect of public property			Link to Values: Responsibility, cooperation, integrity, respect, concern, patriotism – responsibility exhibited in taking care of personal and public property to demonstrate one’s love for his or her nation	
Links to other learning activity area: Mathematical Activity Area through counting number of items, Creative Arts Activities by composing a poem, Home science Activities as they take care of personal items			Suggested Community Service Learning Activities: Learners to practice personal hygiene at home by washing personal effects e.g. handkerchiefs, inner wears and socks	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Takes care of school/personal items	Very good understanding of responsibility and takes care of personal and school property	Good understanding of responsibility and take care of personal and school property	Fair understanding of responsibility and sometimes takes care of personal and school property	Minimal understanding of responsibility and seldom take care of personal and school property



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Christian Values	4.6 Holiness 4.6.1 The Temple of the Holy Spirit. 4 lessons	By the end of the Sub-strand, the learner should be able to; a) recognize that we need to glorify God with our bodies as written in 1 Corinthians 6: 19-20 b) acquire the value of holiness by keeping away from situations that lead to sin c) recite 1 Corinthians 6:19 on leading holy lives d) appreciate the body as the temple of the Holy Spirit	<ul style="list-style-type: none"> • In pairs, learners to read 1 Corinthians 6:19-20 • In pairs, learners to list sins that do not please God • In groups, learners to discuss how to avoid situations that lead to sins • Learners to sing a song on holiness 	<ol style="list-style-type: none"> 1. What is holiness? 2. What can make us unholy?
Core Competences to be developed: Self-efficacy saying ‘No’ to things that make them unholy, communication and collaboration as they discuss, read and sing, imagination and creativity as they discuss how to avoid things that do not please God, learning to learn as they learn about holiness				
Link to PCIs: Life skills: Assertiveness, decision making, coping with emotions, human sexuality as learners appreciate sexual abstinence as a way of keeping their bodies holy, social cohesion – as learners appreciate how trust and peaceful relations is enhanced by avoiding premarital sex			Link to Values: Self-esteem, self-awareness, respect, holiness, integrity, responsibility	
Links to other subjects: Home Science Activities as they take care of their bodies, Creative Arts Activities as they recite and sing, Language Activities as they read the Holy Bible, Mathematical Activities as they list activities that make them unholy			Suggested Community Service Learning Activities: Attend church, Christian camps and gatherings to learn more about holiness	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Leads Holy Lives	Clearly and excellently understands holiness and lives a holy life	Good understanding of holiness and lives a holy life	Fair understanding of holiness and lives a holy life	Rarely understands what holiness is and hardly lives a holy life



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	5.1 House of God 2 lessons	By the end of the Sub strand, the learner should be able to: a) read Matthew 21:12-14 and say the importance of respecting the Church b) participate in Church activities as outlined in 1 Corinthians 14:26 to grow spiritually c) appreciate the Church as a house of worship	<ul style="list-style-type: none"> • learners to read Matthew 21:12-14 • Learners to read 1Corinthians 14:26 • In groups, learners to discuss ways they serve God in Church • In pairs, learners to list ways of respecting the church • Learners to write a poem about respecting the Church • Learners to sing a song related to serving God 	<ol style="list-style-type: none"> 1. What is a Church? 2. How can you show respect in the Church? 3. What do you do in Church?
Core competences to be developed: Communication and collaboration as they role play in groups, imagination and creativity as they compose a poem and sing a song, learning to learn as they list ways of serving God in Church				
Link to PCIs: Life skills; effective communication, self-esteem and self-awareness, friendship formation and maintenance, decision making, citizenship - social cohesion			Link to Values: Responsibility, respect, faith, unity, cooperation, love, patriotism – respect for religious facilities	
Link to other learning activity areas: Mathematical Activities as they count and record the number of times they serve God in church, Creative Arts Activities as they role play and sing, Language Activities as they discuss ways of serving God			Suggested Community Service Learning Activities: Learners count and record the number of times they serve God in church, learners to record the number of times they go to church with their parents	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Serving God	Actively and regularly participates in Sunday School activities	Actively participates in Sunday School activities	Sometimes participates in Sunday School activities	Seldom participates in Sunday School activities



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
The Church	5.2 The Early Church 3 lessons	By the end of the Sub-strand, the learner should be able to; a) read Matthew 10: 1-4 to identify the first disciples of Jesus Christ b) describe how the early church was started as outlined in Acts 2:38 -41 c) desire to turn away from sins as stated in Acts 2:38	<ul style="list-style-type: none"> • Learners to read Matthew 10:1-4 and list the disciples of Jesus Christ • sort the names of the 12 disciples by using flash cards • Learners to search for the names of the disciples in a word puzzle • Learners to watch a video clip on the twelve disciples • Learners to read Acts 2:38 - 41 on how the early church was started • Learners to role play the birth of the early church • Learners to repent their sins 	<ol style="list-style-type: none"> 1. How many disciples did Jesus Christ have? 2. What happened after Peter preached?
Core Competences to be developed: Digital literacy as they watch a video clip, communication and collaboration as they discuss, critical thinking and problem solving as they sort names of the 12 disciples				
Link to PCIs: Life skills; assertiveness, self-awareness, self-esteem, decision making citizenship – social cohesion in early church as they shared with each other to ensure that no one lacked a necessity			Link to Values: Love, sharing, giving, integrity, service, responsibility, patriotism – love for one’s country is depicted by loving fellow nationals as is expected in the church	
Links to other learning activity areas: Mathematical Activities as they use flash cards to sort the 12 disciples, Language Activities as they read the Holy Bible, Creative Arts activities as they sing			Suggested Community Service Learning activities: Visit a church elder in the company of the parent/guardian to know more about the early church	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Can list the 12 disciples	Accurately and excellently list all the disciples of Jesus Christ	Excellently list all the disciples of Jesus Christ	Sometimes list some disciples of Jesus Christ	Hardly list the disciples of Jesus Christ



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
The Church	5.3 Standing Firm in Faith 3 lessons	By the end of the Sub strand, the learner should be able to: a) name the city where believers were first called Christians b) describe how Stephen was stoned for standing firm in his faith. c) explain why he/she should not join ungodly groups. a) acquire the virtue of assertiveness and stand up for his/her faith	<ul style="list-style-type: none"> • Learners to sing a song related to standing firm in the Christian faith • Learners to read Acts 11: 26 and say where believers were first called Christians • Learners to identify Antioch, from a Bible map • In groups, learners to read Acts 7: 54-60 about how Stephen was stoned to death • Learners to explain why they should not join ungodly groups; radicalized groups, groups that do not recognise Jesus Christ • Learners to list ways they can stand firm for their faith 	<ol style="list-style-type: none"> 1. Where were believers first called Christians? 2. Why should you stand firm in your Christian faith? 3. What are ungodly groups? 4. Why should you not join ungodly groups
Core competences to be developed: Communication and collaboration as they discuss, imagination and creativity as they sing, learning to learn as they identify Antioch from the map				
Link to PCIs: Life skills; assertiveness, self-awareness, self-esteem, decision making, citizenship – willingness to defend one’s faith even at the risk of one’s life is a mark of a true citizen of a heaven- a principle that is expected of a national especially the soldiers who risk their lives to defend their country			Link to Values: Faith, love, service, responsibility, patriotism – love for one’s country is exemplified in one’s convictions, for example; disciples defended their faith even in the face of suffering	
Links to other learning activity area: Creative Arts Activities as they sing, Language Activities as they read and retell, Social Studies as they look for Antioch on the map			Suggested Community Service Learning Activities: Ask your Sunday/Sabbath school teacher about ungodly groups you should not join	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Commitment to faith	Consistently and effectively serves God by praying, singing and showing acts of mercy	Consistently serves God by praying, singing and showing acts of mercy	Sometimes serves God by praying, singing and showing acts of mercy	Seldom serves God by praying, singing and showing acts of mercy



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
The Church	5.4 The Lord's Prayer 3 lessons	By the end of the Sub strand, the learner should be able to: a) read Matthew 6:9-13 on the Lord's prayer b) recite the Lord's prayer and pray to God always c) say a prayer to God every day to grow spiritually	<ul style="list-style-type: none"> • Learners to sing a song related to the Lord Prayers • Learners to read Matthew 6:9-13 • Learners to discuss why it is important to pray everyday • Learners to recite the Lord's prayer • Learners to record the number of times they pray per week 	<ol style="list-style-type: none"> 1. What is prayer? 2. Why should you always pray as a Christian?
Core Competences to be developed: Communication and collaboration as they discuss, sing and recite, learning to learn as they read and recite the Lord's prayer				
Link to PCIs: Life skills; creative thinking, self-awareness and self-esteem, assertiveness, critical thinking, effective communication			Link to Values: Respect, responsibility, faith, love	
Link to other learning activity areas: Creative Arts Activities as they sing, Language Activities as they read the Bible and recite, Mathematical Activities as they record the number of times, they pray per day			Suggested Community Service Learning Activities: Learners to attend church services to learn more about prayers.	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Can pray	Excellently and frequently Prays to God	Frequently Prays to God	Sometimes Prays to God	Hardly Prays

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
The Church	5.5 Fruit of the Holy Spirit. 3 lessons	By the end of the Sub-strand, the learner should be able to: a) list the fruit of the Holy Spirit as written in Galatians 5:22-23 b) portray the fruit of the Holy Spirit in his/her life by living harmoniously with others c) desire to be led by the Holy Spirit in their day to day lives	<ul style="list-style-type: none"> • In pairs learners to read Galatians 5: 22-23 • Learners to list the fruit of the Holy Spirit; love, joy, peace, patience, kindness, goodness, faithfulness, humility, self-control • Learners write the fruit of the Holy Spirit on flash cards and display it in class • In groups, learners to list good things, they should do to others as Christians • Learners to compose a song on the fruit of the Holy Spirit 	<ol style="list-style-type: none"> 1. Which is the fruit of the Holy Spirit? 2. Why should you have the fruit of the Holy Spirit? 3. Which actions portray the fruit of the Holy Spirit?
Core Competences to be developed: Creativity and imagination by drawing the fruit of the Holy Spirit and composing a song, collaboration and communication as they discuss				
Link to PCIs: Decision making, assertiveness, self-awareness, self-esteem; empowerment by the Holy Spirit, mentorship, critical thinking, interpersonal relationship, social cohesion and better citizenship is built and demonstrated as believers bear the fruit of the Holy Spirit			Link to Values: Love, peace, unity, courage, sharing, cooperation, self-control, gentleness, goodness, faithfulness, joy	
Link to other learning activity areas: Language Activities as they read the Holy Bible, Creative Arts Activities as they sing, draw and colour			Suggested Community Service Learning: In the company of your parent/guardian visit an orphanage and show love and care to them	



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
The Church	5.5.1 Self-control 2 lessons	By the end of the Sub strand, the learner should be able to: a) practice self-control in his/her day to day life b) read Galatians 5:23-25 and exercise self-control c) make right choices in his/her daily life d) make right decisions that are guided by the Holy Spirit e) demonstrate self-control by avoiding behaviour that defiles the body	<ul style="list-style-type: none"> • Learners to read Galatians 5:23-25 • Learners to role play, 'making decisions that portray self-control' • Learners to discuss in groups, choices they make in their day to day lives • Learners to list choices that portray self-control • Learners to list things that defile them e.g. engaging in sex, watching ungodly movies, drug use and abuse • Learners to say how they can avoid defiling their bodies • Learners to compose a song on self-control as a gift of the Holy Spirit 	<ol style="list-style-type: none"> 1. What is self-control? 2. Why should you practice self-control?
Core competences to be developed: Creativity and imagination as they role play making choices and compose a song, collaboration and communication as they discuss				
Link to PCIs: Life skills; assertiveness, self-awareness, self-esteem, decision making, citizenship – willingness to make right choices, empowerment by the Holy Spirit, mentorship, critical thinking			Link to Values: Faith, responsibility, humility, self-control	
Links to other learning activity area: Creative Arts Activities as they sing and role play, Language Activities as they read, Social Studies as they live in harmony by not abusing others			Suggested Community Service Learning Activities: List and record choices they make every day that portrays self-control as the fruit of the Holy Spirit	

Assessment Rubric

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Exhibits the fruit of the Holy Spirit	Habitually and faultlessly exhibit the fruit of the Holy Spirit by expressing love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control	Habitually exhibit the fruit of the Holy Spirit by expressing love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control	Occasionally exhibit some fruits of the Holy Spirit in their interactions with others	Minimally exhibit the fruit of the Holy Spirit as they interact with others



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Morality and Social Media	6.1 use of social media 2 lessons	By the end of the Sub strand, the learner should be able to: a) list digital devices used at home and at school b) use his/her free time well as a morally upright Christian c) acquire the value of responsibility by using social media appropriately	<ul style="list-style-type: none"> In groups, learners to list some digital devices In pairs, learners to discuss appropriate use of social media Learners to use social media devices to listen to a gospel song or watch a video clip based on the Bible 	<ol style="list-style-type: none"> what are good morals? what is the importance of using social media appropriately?
Core Competences to be developed: Communication and collaboration as they discuss, digital literacy as they use digital devices, learning to learn as they listen to a gospel song				
Link to PCIs: Life skills; self-awareness, assertiveness, decision making, effective communication, safety and security, citizenship – responsible consumption and use of social media enhances better social cohesion and responsible citizenship in the society			Link to values: Self-control, integrity, holiness, responsibility and respect which is built by responsible use and consumption of social media	
Link to other learning activity areas: Creative Arts Activities as they listen and sing a song, Language Activities as they read, Mathematical Activities as they list social media devices			Suggested Community Service Learning Activities: Use a digital device to perform a gospel song/dance in church	

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Use social media responsibly	consistently and excellently use social media responsibly	Consistently use social media responsibly	Fairly use social media responsibly	Minimally use social media responsibly

Suggested Non-Formal Activities

Strand/Sub strand	Non-Formal Activities
1.0 Creation	
1.1 Self-Awareness	Role play a situation involving making right choices at home or during Pastoral Programs Instructions
1.2 My Family	Read and discuss Bible verses with their family members
1.3 Attributes of God	Make flash cards with attributes of God and hang them at strategic places in the school
2.0 The Holy Bible	
2.1 Respect for the Holy Bible	Participate in Bible club and practice handling the Holy Bible with respect
2.2 Bible stories	Present a drama on Zacchaeus in Sunday school or during the schools' Parents' Day
2.2.1 Zacchaeus the tax collector	
2.2.2 Balaam's Donkey	Participate in taking care of domestic animals at home and practice obedience
2.2.3 Samson kills a lion with bare hands	Narrate the story of Samson during Pastoral Programme
2.2.4 Joseph interprets Pharaohs dream	Share what they dreamt with family members
2.3. Patriarchs	Find out their family great grandparents /family lineage from their relatives or guardians
2.3.1. Abraham	



3.0 The Life of Jesus Christ	
3.1 Annunciation of the birth of Jesus 3.1.2 Birth of John the Baptist	Role play the annunciation of the birth of Jesus and take part in Christmas celebrations
3.2 Miracles of Jesus Christ 3.2.1 Healing of the blind Bartimaeus	Interact with learners with disabilities and to show love and concern
3.2.2 Healing of the ten lepers	Role play, ‘Doctor and nurse treating patients’ then make a presentation during Pastoral Programme Instruction
3.2.3 Raising the widow’s son at Nain	In the company of a parent/guardian visit close relatives who have lost loved ones
3.3 Teachings of Jesus Christ 3.3.1 Do not revenge 3.3.2 Helping those in need	Compose a poem on forgiving a friend who wronged you and recite it to him or her In the company of a parent/guardian visit the elderly and assist them with simple chores, e.g. sweeping the compound, washing dishes, fetching water
3.3.3 The parable of the lost coin	In the company of a parent/guardian visit children who have not been going to school for a long time and encourage them to go back to school
3.3.4 The parable of the mustard seed	In the company of their Sunday school teacher witness to other children in their community about the love of God
3.3.5 Nicodemus encounter with Jesus Christ	Talk to their friends about challenges they experience in their day to day lives

4.0 Christian Values	
4.1 Trust 4.1.1 People I trust at home and school	Invite children's help desk police officer to talk to pupils during open forums on people they can trust
4.2 Truthfulness 4.2.1 Telling the truth always	Practice telling the truth always during their interactions with others
4.3 Obedience 4.3.1 Obedience at home and school	Sing songs on obedience during Pastoral Programme Instruction Recite and dramatize Ephesians 6:1-2 in the church
4.4 God's Love 4.4.1 Loving others	Prepare a play showing love for others and make a presentation during school parents day
4.5 Responsibility 4.5.1 Care for personal and school property	Ensure they take good care of school and personal property by putting them in the right place
4.6 Holiness 4.6.1 The body as the temple of the Holy Spirit	Take part in peer counselling session on morality
5.0 The Church	
5.1 Church as a house of worship	Recite 1Corinthians 14:26 during Sunday school
5.2 The early Church	Sing songs about the early church during school assemblies
5.3 Stand up for your faith	Join their various church congregations during baptismal activities



5.4 The Lord's prayer	Sing/recite the Lord's prayer during school gatherings
5.5 The fruit of the Holy Spirit	Present a well labelled tree with the fruit of the Holy Spirit in church
6.0 Social Media and Morality	
6.1 Appropriate use of social media	Use digital devices to record themselves singing a gospel song

Suggested Resources

Strand/Sub strand	Suggested Resources
1.0 Creation	
1.1 Self-Awareness	The Good News Bible, The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
1.2 My Family	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
1.3 Attributes of God	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.0 The Holy Bible	
2.1 Respect for the Holy Bible	The Good News Bible, The Children’s Bible, pencils, crayons, flash cards
2.2 Bible stories	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.2.1 Zacchaeus the tax collector	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.2.2 Balaam’s Donkey	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.2.3 Samson kills a lion with bare hands	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards,



	pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.2.4 Joseph interprets Pharaoh's dream	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.3. Patriarchs	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
2.3.1. Abraham	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.0 The Life of Jesus Christ	
3.1 Annunciation of the birth of Jesus	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.1.2 Birth of John the Baptist	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.2 Miracles of Jesus Christ	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.2.1 Healing of the blind Bartimaeus	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.2.2 Healing of the ten lepers	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.2.3 Raising the widow's son at Nain	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
3.3 Teachings of Jesus Christ	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera

3.3.1 Do not revenge	cards, pencils, crayons, models, learners tablets, projectors, radio, smart phone, TV, camera
3.3.2 Helping those in need	
3.3.3 The parable of the lost coin	The Good News Bible ,The Children’s Bible, Bible story books, flash cards, pictures, videos, charts, posters, photographs, hymn books, audio player, picture cards, pencils, crayons, learners tablets, projectors, radio, smart phone, TV, camera, coins
3.3.4 The parable of the mustard seed	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera, small seeds
3.3.5 Nicodemus encounter with Jesus Christ	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, audio player, picture cards, pencils, learners tablets, projectors, radio, smart phone, TV, camera
4.0 Christian Values	
4.1 Trust	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
4.1.1 People I trust at home and school	
4.2 Truthfulness	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
4.2.1 Telling the truth always	
4.3 Obedience	The Good News Bible ,The Children’s Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
4.3.1 Obedience at home and school	



4.4 God's Love 4.4.1 Loving others	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
4.5 Responsibility 4.5.1 Care for personal and school property	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
4.6 Holiness 4.6.1 The body as the temple of the Holy Spirit	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
5.0 The Church	
5.1 Church as a house of worship	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
5.2 The early Church	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera, Bible maps
5.3 Stand up for your faith	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera

5.4 The Lord's prayer	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
5.5 The fruit of the Holy Spirit	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera
6.0 Social Media and Morality	
6.1 Appropriate use of social media	The Good News Bible ,The Children's Bible, Bible story books, prayer books, flash cards, pictures, videos, charts, posters, photographs, hymn books, plasticine, audio player, picture cards, pencils, models, crayons, learners tablets, projectors, radio, smart phone, TV, camera

Suggested Assessment: Oral questions, portfolio, observation, written quizzes, question and answer, reciting, checklists, filling in blank spaces, anecdotal notes, authentic tests, word search/ puzzle, projects, unravelling a maze, journals



ISLAMIC RELIGIOUS EDUCATION

ESSENCE STATEMENT

Islamic Religious Education aims at fulfilling the constitutional requirement of providing an enabling environment for learners to grow spiritually and morally. This learning area provides competencies(skills, attitudes and knowledge) drawn from seven broad areas namely Qur'an, Hadith/Sunnah Pillars of *Iman* (Faith), Devotional Acts, *Muamalaat* (Social relations), *Akhlaq* (Moral values) and History of Islam. It prepares learners to grow a responsible citizens who are at peace with Allah (S.W.T), self, others, and the environment. Learners interested in this learning area may aspire career paths as scholars of Islamic studies, judicial officials (*Kadhis*), and spiritual leaders. The Qur'an and the *Sunnah* (practices of Prophet Muhammad (S.A.W.) form one of the key frameworks in facilitating learning in this area, in addition to the Vygotsky's Social Cultural Theory which finds parallel with the prophetic concept of *fitra* (pure state of being).

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Recite, read, and write the selected *surahs* to enhance interaction with the Qur'an as a primary source of guidance.
2. Deduce lessons from selected *surahs* and apply them in daily life.
3. Appreciate and emulate the practices of the Prophet as the best role model.
4. Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
5. Demonstrate interest in and positive attitude towards performance of acts of *Ibadah* (worship).
6. Acquire Islamic values to grow as a responsible and ethical citizen.
7. Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 QUR'AN	1.1 Selected Surahs (i) Al-Fatiha (ii) An-Naas (iii) Al-Falaq (iv) Al-Ikhlās (v) Al-Masad (vi) An-Nasr (vii) Al-Kafirun (21 Lessons)	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life. d) Appreciate the importance of the selected <i>surahs</i> by adhering to their teachings.	- Learners are guided to discuss the basic meaning of the selected <i>surahs</i> . - Learners listen to recorded translation of the selected <i>surahs</i> from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected <i>surahs</i> . - Using digital devices/flash cards match and sort verses of the selected <i>surahs</i> with their corresponding meaning.	1. Why do we recite suratul -Fatiha in every <i>swalah</i> ? 2. Which <i>surahs</i> do Muslims recite before going to bed? 3. What lessons do we learn from the selected <i>surahs</i> ? 4. Why do we recite the selected <i>surahs</i> ?
Core Competences to be Developed: <i>Communication and collaboration through group discussion; Digital literacy through use of digital devices to listen, match and sort; Critical thinking and problem solving through matching and sorting.</i>				
PCIs: <i>Social cohesion through discussion on the meaning of Suratul-</i>			Values: <i>Responsibility in learning the selected surahs; Respect for other members of the society through the teachings of the</i>	

<i>Kafirun; Self-esteem as learners master the selected surahs.</i>	<i>selected surahs.</i>
Links to Other Subjects: <i>Language activities – Arabic; Social studies as learners acquire language skills and learn interpersonal relationships from the selected surahs.</i>	Suggested Community Service Learning Activities: <i>Learners attend madrasa to learn meaning and lessons derived from other surahs of the Qur’an; Learners explain the meaning and lessons of the selected surahs to siblings, parents/guardians and friends.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Meaning and lessons learnt from the selected <i>surahs</i>	Learner confidently gives meaning and lessons learnt from the selected <i>surahs</i>	Learner gives meaning and lessons learnt from the selected <i>surahs</i>	Learner gives meaning and has difficulties in deriving lessons learnt from the selected <i>surahs</i>	Learner gives meaning and lessons learnt from the selected <i>surahs</i> with difficulties.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	2.1 Prophet Muhammad (S.A.W.) a model of good character (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) Read the selected hadith on the character of the Prophet as a role model. b) Discuss ways in w which Prophet Muhammad (S.A.W.) is a model of good character. c) Emulate the character of the Prophet in his/her daily life. d) Appreciate the Prophet as a role model by practicing his character traits in daily life.	<ul style="list-style-type: none"> - Learners are guided to read the hadith: <i>“I have been sent for the purpose of perfecting good morals.”</i> (Narrated by Al-Hakim) - In pairs or small groups learners are guided to discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character (trustworthy, truthful, kind, and generous). - Learners role play character traits of the Prophet - Learners are guided to watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher. 	<ol style="list-style-type: none"> 1. What are the character traits of a good child? 2. What were the character traits of Prophet Muhammad (S.A.W.) as a youth? 3. What is the difference between the character of the Prophet and the youth of today?
Core Competences to be Developed: <i>Communication and collaboration through group discussion; Digital literacy through use of digital devices; Critical thinking and problem solving through group discussions.</i>				
PCIs: <i>Social cohesion through emulating the character of the Prophet as a</i>			Values: <i>Respect, love, and responsibility as learners emulate the sayings and deeds of the Prophet; Social justice as learner</i>	

<i>peace-maker.</i>	<i>emulate the Prophet's equal treatment to all.</i>
Links to Other Subjects: <i>Language activities – Listening and communication skills as learners read and discuss the selected hadith.</i>	Suggested Community Service Learning Activities: <i>Learners attend madrasa to learn more hadiths on character of the Prophet.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Prophet Muhammad (S.A.W.) as a model of good character	Learner confidently and correctly interprets the hadith and outlines the qualities of the Prophet as a role model	Learner correctly interpret the hadith and outlines some of the qualities of the Prophet as a role model	Learner interprets the hadith, but has difficulties in outlining qualities of the Prophet as a role model	Learner has difficulties in interpreting the hadith and outlining the qualities of the Prophet as a role model



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	2.2 Hadith on Etiquette on Eating (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) Read the selected hadith on appropriate manners of eating. b) Practice the etiquettes taught in the hadith when taking meals. c) Appreciate the importance of eating in accordance with the teachings of the prophet to earn rewards from Allah (S.W.T.).	- Learners are guided to read the hadith: “... <i>Mention the name of Allah, eat with your right, and eat what is directly in front of you.</i> ” (Narrated by Al-Bukhari). - In pairs or small groups learners demonstrate the etiquettes on eating. - Learners role play manners of eating - Learners are guided to watch a video on good manners of eating.	1. What do you do before eating? 2. What is the benefit of saying <i>Bismillah</i> while eating? 3. Why do you have to eat what is in front of you?
Core Competences to be Developed: <i>Communication and collaboration through group discussion; Digital literacy through use of digital devices; Critical thinking and problem solving through group discussions.</i>				
PCIs: <i>Self-esteem through good manners of eating.</i>			Values: <i>Respect for others while eating together; Unity as learners share meals.</i>	
Links to Other Subjects: <i>Home science as learners discuss manners of eating e.g. washing hands before and after eating.</i>			Suggested Community Service Learning Activities: <i>Learners share with family members on etiquettes of eating as per the hadith.</i>	

Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Etiquette of eating	Learner systematically demonstrates the etiquettes of eating as outlined in the hadith	Learner demonstrates the etiquettes of eating as outlined in the hadith	Learner demonstrates some of the etiquettes of eating as outlined in the hadith	Learner has difficulties in demonstrating the etiquettes of eating as outlined in the hadith.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	<p data-bbox="338 287 613 346">2.3 Hadith on brushing teeth</p> <p data-bbox="338 673 468 700">(3 Lessons)</p>	<p data-bbox="658 287 978 346">By the end of the Sub strand, the learner should be able to:</p> <p data-bbox="658 381 991 481">a) Read the selected hadith on brushing teeth for the promotion of oral hygiene.</p> <p data-bbox="658 516 978 642">b) Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW).</p> <p data-bbox="658 677 1001 736">c) Practice brushing teeth as an act of <i>ibadah</i>.</p> <p data-bbox="658 771 991 870">d) Appreciate the importance of brushing teeth so as to earn rewards from Allah (S.W.T.).</p>	<p data-bbox="1024 287 1420 456">- Learners are guided to read the hadith: <i>“Brushing of teeth is a means of purification of mouths and pleasing Allah.” (Narrated by Ibn Majah).</i></p> <p data-bbox="1024 491 1397 548">- Learners are guided individually on how to brush their teeth.</p> <p data-bbox="1024 583 1410 682">- Learners discuss in small groups on the importance of brushing their teeth regularly.</p> <p data-bbox="1024 717 1363 817">- Learners recite/sing song/<i>qasida</i>/poem on brushing teeth.</p>	<p data-bbox="1441 287 1683 346">1. What do you use to brush your teeth?</p> <p data-bbox="1441 381 1683 440">2. When do you brush your teeth?</p> <p data-bbox="1441 475 1728 534">3. Why do you brush your teeth?</p>
<p data-bbox="159 963 1671 1022">Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions. Self-efficacy as they brush their teeth.</i></p>				
<p data-bbox="159 1057 972 1116">PCIs: <i>Self-esteem by being able to brushing their teeth; Personal hygiene as they brush their teeth.</i></p>			<p data-bbox="1024 1057 1658 1116">Values: <i>Responsibility as they regularly brush their teeth; Respect for Allah, self and other by brushing teeth for</i></p>	

	<i>purification and maintenance of oral hygiene.</i>
Links to Other Subjects: <i>Home science by maintaining oral hygiene; Science and technology as they use manufactured items for brushing teeth.</i>	Suggested Community Service Learning Activities: <i>Learners share with family members on the importance of brushing teeth as per the hadith.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Hadith on brushing teeth	Learner consistently brushes teeth and confidently explains the importance of brushing teeth.	Learner brushes teeth and explains the importance of brushing teeth.	Learner sometimes brushes teeth and explains the importance of brushing teeth.	Learner hardly brushes teeth and has difficulties in explaining the importance of brushing teeth



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	2.4 Hadith on Fitness: (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) Read the selected Hadith on physical fitness to promote healthy living. b) Discuss the importance of physical fitness in the life of a Muslim. c) Participate in games and sports while observing Islamic values. d) Appreciate the importance of physical fitness as means of being dearer to Allah (S.W.T).	- Learners are guided to read the hadith: <i>“A strong believer is better and dearer to Allah than a weak believer...”</i> (Narrated by Muslim) - Learners are guided to discuss the importance of physical fitness and values derived from participating in games and sports (e.g. teamwork, sharing, humility, fair-play, discipline, and leadership skills). - Learners in pairs or small groups to discuss the types of games and sports permissible in Islam. - Learners discuss Islamic etiquettes to be observed during games and sports activities (dressing mode, observing times for swalah).	1. What are the benefits of physical fitness? 2. What kind of games and sports do you participate in? 3. What Islamic rules do you observe while participating in games and sports activities? 4. What values are inculcated through participation in games and sports?
Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions. Self-efficacy through observation of appropriate rules in games and sports activities.</i>				

<p>PCIs: Learner support programmes through participating in games and sports; Life skills and value education through observation of games and sports values; Health education- to avoid lifestyle diseases through exercises and promoting good health.</p>	<p>Values: Respect by observing rules in games and sports; Unity as learners participate in games and sports; Responsibility by adhering to Islamic rules while participating in games and sports activities.</p>
<p>Links to Other Subjects: Physical and Health Education as they participate in various games and sports activities; Social Studies as learners interact and participate in games sports from other communities.</p>	<p>Suggested Community Service Learning Activities: Learners play with neighbours and other children in the society to strengthen their physical fitness.</p>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Hadith on Fitness	Learner accurately discusses the benefits of physical fitness and actively participates in games and sports.	Learner discusses the benefits of physical fitness and participates in games and sports.	Learner discusses some of the benefits of physical fitness and sometimes participates in games and sports.	Learner hardly discusses the benefits of physical fitness and rarely participates in games and sports.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 PILLARS OF IMAN	1.1 Attributes of Allah (S.W.T) (4 Lessons)	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Identify the Attributes of Allah (S.W.T.) and their corresponding meaning to strengthen their belief in Allah (S.W.T.).</p> <p>b) Explain the significance of the given Attributes of Allah (S.W.T.) in shaping his/her character.</p> <p>c) Apply the Attributes of Allah (S.W.T.) while making <i>dua</i> (supplication)</p> <p>d) Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith.</p>	<ul style="list-style-type: none"> - Learners are guided to listen to the Attributes of Allah from digital devices. - Learners sing <i>qasida</i> on the Attributes of Allah - Learners are guided to identify Attributes of Allah and their corresponding meaning (Al-Rahman, AL-Rahim, Al-Malik, AL-Salaam, AL-Samiu and Al-Basir). - Learners match and sort the attributes of Allah (S.W.T.) and their meaning - In pairs or small groups learners are guided to discuss the unique Attributes of Allah (S.W.T.). - Learners recite <i>duas</i> that mention the given Attributes of Allah (S.W.T.). 	<ol style="list-style-type: none"> 1. What are the favours of Allah (S.W.T.) to mankind? 2. What are the Attributes of Allah (S.W.T.)? 3. What does Allah (S.W.T.) do for us? 4. Why is it important to believe in the attributes of Allah (S.W.T.)?
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions. Digital literacy as learners use digital devices; Self-efficacy as learners sort and match different Attributes of Allah</i></p>				

<i>(S.W.T.) and their corresponding meaning.</i>	
PCIs: <i>Self-esteem as learners recite duas that mention the Attributes of Allah (S.W.T.).</i>	Values: <i>Peace with self and others as Allah (S.W.T.) is the source of peace; Responsibility – learners to act responsibly since Allah (S.W.T.) is All-Seeing.</i>
Links to Other Subjects: <i>Language: Arabic and English as learners acquire new vocabularies as they discuss the Attributes of Allah (S.W.T.) and their meaning.</i>	Suggested Community Service Learning Activities: <i>Learners recite duas that have Attributes of Allah (S.W.T.) at the mosque and during festivals.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Attributes of Allah (S.W.T.)	Learner confidently mentions the Attributes of Allah (S.W.T.) in their correct order, their meaning and significance.	Learner mentions the Attributes of Allah (S.W.T.), their meaning and significance.	Learner mentions some of the Attributes of Allah (S.W.T.), their meaning and significance.	Learner mentions some of the Attributes of Allah (S.W.T.), their meaning and significance with difficulties.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 PILLARS OF IMAN	3.2 Angel and their duties (4 Lessons)	By the end of the Sub strand, the learner should be able to: a) Identify the names of the angels and their duties as a Pillar of <i>Iman</i> . b) Explain the significance of belief in angels in life of a Muslim c) Appreciate angels as Allah’s creation as a Pillar of <i>Iman</i> .	<ul style="list-style-type: none"> - Learners are guided to name the angels of Allah, (<i>Jibril, Raqib and Atid, Mikail, Israil and Israfil</i>). - Learners match and sort the names of angels and their corresponding duties using flashcards/pocket boards. - In pairs or small groups learners are guided to discuss the significance of angels in their lives. - In pairs or small groups learners are guided to find names of angels from a crossword puzzle. - Learners are guided to sing <i>qasida</i> on angels and their duties from a digital device 	<ol style="list-style-type: none"> 1. What are the duties of angels? 2. Why did Allah (S.W.T.) create angels?
Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions; Self–efficacy by learning about angles and their duties; Digital literacy as they search for qasida on angels and their duties from internet.</i>				
PCI’s: <i>Self-esteem in the identification of angels and their duties.</i>			Values: <i>Responsibility by fulfilling duties given to them by the</i>	

	<i>school, and home just as angels fulfil duties given to them by Allah (S.W.T.)</i>
Links to Other Subjects: <i>Language: Arabic and English as learners acquire new vocabularies as they discuss the names of angels and their duties.</i>	Suggested Community Service Learning Activities: <i>Learners attend madrasa and mosques to learn about other angels.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Angels and their duties	Learner confidently and correctly mentions the names of the angels, their duties and gives the significance of belief in angels.	Learner correctly mentions the names of the angels, their duties and gives the significance of belief in angels.	Learner mentions the names of the angels, their duties but has some difficulties in giving the significance of belief in angels.	Learner has difficulties in mentioning the names of the angels, their duties and in giving the significance of belief in angels.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 PILLARS OF IMAN	3.3 Prophets mentioned in the Qur’an (6 Lessons)	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Mention the twenty five prophets of Allah (S.W.T.) named in the Qur’an as divine messengers.</p> <p>b) Identify the <i>Ulul Azm</i> prophets from among the twenty five prophets of Allah to strengthen their <i>Iman</i>.</p> <p>c) Explain the significance of belief in prophets in the life of a Muslim.</p> <p>d) Apply the virtues of the prophets of Allah in their daily life.</p> <p>e) Appreciate the belief in the prophets of Allah as a Pillar of <i>Iman</i>.</p>	<ul style="list-style-type: none"> - Learners identify fellow learners named after prophets. - Learners are guided to name the prophets of Allah in the Qur’an (Q.4:163-165, 6:84-86, 21: 85-88). - Learners select the <i>Ulul Azm</i> Prophets (Q. 46:35, 33:7) from a list of the 25 prophets. - In pairs or small groups learners are guided to discuss the significance of belief in prophets to a Muslim. - In pairs or small groups learners are guided to discuss the virtues (patience, kindness, honesty, truthfulness, generosity and obedience) of the prophets. - In pairs or small groups learners are guided to discuss how they apply the virtues of the prophets in their daily life. 	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets?

			- Learners sing <i>Qasida</i> on the 25 prophets.	
Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions.</i>				
PCIs: <i>Self-esteem as learners name prophets mentioned in the Qur'an; Social cohesion by emulating the virtues of the prophets of Allah (S.W.T.).</i>			Values: <i>Respect for the work of the prophets by following their teachings; Responsibility by applying the virtues taught and practised by the prophets.</i>	
Links to Other Subjects: <i>Social studies as learners discuss the virtues exhibited by the prophets of Allah (S.W.T.).</i>			Suggested Community Service Learning Activities: <i>Learners discuss the virtues of prophets with other siblings and members of their families.</i>	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Prophets mentioned in the Qur'an	Learner confidently and correctly names the 25 prophets in the Qur'an, their virtues and identifies the <i>Ulul Azm</i> .	Learner correctly names the 25 prophets in the Qur'an, their virtues and identifies the <i>Ulul Azm</i> .	Learner names some of the 25 prophets in the Qur'an, their virtues and identifies the <i>Ulul Azm</i> .	Learner has difficulties in naming the 25 prophets in the Qur'an, their virtues and in identifying the <i>Ulul Azm</i> .



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 DEVOTIONAL ACTS	4.1 <i>Twahara</i> (Ritual Purity) 1.1.1 Types of <i>Najasaat</i> (3 Lessons)	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Outline the types of <i>najasaat</i> (impurities) a Muslim should avoid in order to perform acts of <i>ibadah</i> (worship).</p> <p>b) Demonstrate appropriate ways of removing <i>najasaat</i> (impurities) for the purpose of purification.</p> <p>c) Appreciate maintenance of ritual cleanliness as a condition for <i>ibadah</i>.</p>	<p>- Learners are guided to name the different types of <i>najasaat</i> (<i>mukhaffafah</i> or light, <i>mutawassitah</i> or medium, and <i>mughalladha</i> or heavy).</p> <p>- Learners in pairs or small groups discuss items used in the purification of <i>najasaat</i>.</p> <p>- In pairs or small groups learners role play how to purify different <i>najasaat</i>.</p> <p>- Learners in groups discuss the importance of ritual cleanliness in the life of a Muslim.</p>	<ol style="list-style-type: none"> 1. What is <i>najasaat</i>? 2. How do you purify <i>najasaat</i>? 3. What items do you use in removing <i>najasaat</i>? 4. Why is it important to remove impurities?
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions.</i></p>				
<p>PCIs: <i>Personal hygiene through maintenance of ritual cleanliness.</i></p>			<p>Values: <i>Responsibility by maintaining cleanliness as an act of ibadah.</i></p>	

Links to Other Subjects: <i>Science and Technology as learners observe and maintain cleanliness.</i>	Suggested Community Service Learning Activities: <i>Learners maintain a state of ritual purity and environmental cleanliness while at home.</i>
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Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Types of <i>Najasaat</i> and their purification	Learner confidently and correctly names the 3 types of <i>najasaat</i> , explains and demonstrates how they are purified.	Learner names the 3 types of <i>najasaat</i> , explains and demonstrates how they are purified.	Learner names the 3 types of <i>najasaat</i> , explains but has difficulties in demonstrating how to purify them.	Learner names the 3 types of <i>najasaat</i> , but has difficulties in explaining and demonstrating how to purify them.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 DEVOTIONAL ACTS	1.1.2 Wudhu (Ablution) <ul style="list-style-type: none"> • Nullifiers of <i>wudhu</i> • Significance of <i>wudhu</i> <p>(3 Lessons)</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Discuss the nullifiers of <i>wudhu</i> (Ablution) so as to maintain a state of ritual purity.</p> <p>b) Explain the significance of <i>wudhu</i> in the life of a Muslim.</p> <p>c) Appreciate the need to be in a state of purity as a condition for <i>ibadah</i>.</p>	<p>- Learners are guided to search for nullifiers of <i>wudhu</i> (Ablution) using digital devices/from resource persons/books.</p> <p>- Learners in pairs or groups discuss the importance of maintaining <i>wudhu</i>.</p> <p>- Learners are guide to discuss times recommended to be in a state of <i>wudhu</i>.</p>	<ol style="list-style-type: none"> 1. What nullifies <i>wudhu</i>? 2. Why is it important to be in a state of <i>wudhu</i>? 3. When is it recommended to be in a state of <i>wudhu</i>?
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions; Self-efficacy by maintaining a state of wudhu; Digital literacy as they search for nullifiers of wudhu.</i></p>				
<p>PCIs: <i>Personal hygiene as learners perform wudhu; Self-esteem as they maintain a state of purity that promotes good health.</i></p>			<p>Values: <i>Responsibility in the maintenance of state of wudhu; Unity among Muslims by maintaining a state of ritual purity before performing an act of Ibadah.</i></p>	
<p>Links to Other Subjects: <i>Home science, Science and Technology as learners observe and maintain ritual purity.</i></p>			<p>Suggested Community Service Learning Activities: <i>Learners visit the mosque/ madrasa to learn more about the nullifiers and significance of wudhu.</i></p>	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Nullifiers and importance of <i>wudhu</i>	Learner accurately outlines the nullifiers of <i>wudhu</i> , and explains the significance of <i>wudhu</i> .	Learner outlines the nullifiers of <i>wudhu</i> , and explains the significance of <i>wudhu</i> .	Learner outlines the nullifiers of <i>wudhu</i> , but has difficulties in explaining the significance of <i>wudhu</i> .	Learner has difficulties in outlining the nullifiers of <i>wudhu</i> , and in explaining the significance of <i>wudhu</i> .



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 DEVOTIONAL ACTS	4.2 Conditions for <i>Swalah</i> (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) State the conditions for <i>Swalah</i> as a requirement for its validity b) Demonstrate the observable conditions for <i>swalah</i> in his/her daily life. c) Appreciate the need for observing the condition for <i>swalah</i> for its validity.	- Learners are guided to mention the 9 conditions for <i>swalah</i> . - Learners role play some of the conditions for <i>swalah</i> such as <i>wudhu</i> , appropriate dress, facing <i>Qibla</i> . - Learners in pairs or groups discuss the conditions for prayers. - Learners are guided to use digital devices in identifying times for <i>swalah</i> and direction of <i>Qibla</i> .	1. What do you do before praying? 2. How would you identify time for <i>swalah</i> and direction of <i>Qibla</i> ? 3. How do you dress for prayers? 4. Why should a Muslim observe the conditions for prayers?
Core Competences to be Developed: <i>Digital literacy as they use digital devices; Communication and collaboration through group discussion; Critical thinking and problem solving through group discussions; Self efficacy through performance of swalah.</i>				
PCIs: <i>Personal hygiene as a requirement for swalah; Self-esteem through the performance of swalah appropriately.</i>			Values: <i>Responsibility in performing swalah regularly as prescribed.</i>	
Links to Other Subjects: <i>Science and Technology, Social Studies, Mathematics, Home science as learners fulfil the conditions of swalah.</i>			Suggested Community Service Learning Activities: <i>Learners visit the mosque/ madrasa to learn more about the conditions for prayers; Learners guide others on how to prepare for swalah.</i>	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Conditions for <i>Swalah</i>	Learner accurately states the conditions for <i>swalah</i> , and demonstrates the observable ones.	Learner states the conditions for <i>swalah</i> , and demonstrates the observable ones.	Learner states the conditions for <i>swalah</i> , but has difficulties in demonstrating the observable ones.	Learner states with difficulties the conditions for <i>swalah</i> , and requires assistance in demonstrating the observable ones.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 DEVOTIONAL ACTS	4.3 Pillars of <i>Swalah</i> (4 Lessons)	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Explain the pillars of <i>swalah</i> as a requirement for its validity.</p> <p>b) Apply the pillars of <i>swalah</i> correctly in daily prayers.</p> <p>c) Appreciate the need for observing the pillars of <i>swalah</i> by emulating the Sunnah of the Prophet (S.A.W.).</p>	<ul style="list-style-type: none"> - Learners are guided in groups to discuss the pillars of <i>swalah</i>. - Learners role play the pillars of <i>swalah</i> - Learners are guided in watching pillars of <i>swalah</i> on digital devices. - Learners in groups demonstrate the pillars of <i>swalah</i>. 	<ol style="list-style-type: none"> 1. What do you do when praying? 2. What do you recite when praying? 3. Which postures are performed in prayers?
<p>Core Competences to be Developed: <i>Learning to Learn as learners observe the pillars of swalah ; Digital literacy; Communication and collaboration through group discussion;</i></p>				
<p>PCI's: <i>Postures of swalah prevent lifestyles diseases which promotes good health.</i></p>			<p>Values: <i>Responsibility as learners perform pillars of swalah appropriately; Unity as learners observe pillars of swalah together.</i></p>	
<p>Links to Other Subjects: <i>Physical Health Education as learners observe the pillars of swalah.</i></p>			<p>Suggested Community Service Learning Activities: <i>Learners visit the mosque and observe the pillars of swalah; Learners share information on the pillars of swalah with their siblings and friends.</i></p>	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Pillars of <i>Swalah</i>	Learner confidently and correctly states the pillars of <i>swalah</i> , and demonstrates them appropriately.	Learner correctly states the pillars of <i>swalah</i> , and demonstrates them appropriately.	Learner states the pillars of <i>swalah</i> , and has some difficulties in demonstrating them.	Learner has difficulties in stating the pillars of <i>swalah</i> , and in demonstrating them.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 AKHLAQ (MORAL VALUES)	5.1 Virtues: 5.1.1 Kindness to Allah’s Creatures (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) Mention Allah’s creatures in his/her environment. b) Explain the significance of showing kindness to Allah’s creatures in the environment. c) Demonstrate ways through which he/she can show kindness to Allah’s creatures as an act of <i>ibadah</i> . d) Appreciate Allah’s creatures by being kind to them.	<ul style="list-style-type: none"> - Learners are guided to mention creatures of Allah (S.W.T.) in their environment. - In pairs or in groups learners are guided to discuss the significance of being kind to Allah’s creatures. - Learners are guided on how to care for Allah’s creatures. - Learners are guided to watch digital devices/charts/photos appropriate ways of caring for Allah’s creatures (animals/insects/plants/fish). - Learners are guided to dramatize ways of showing kindness to Allah’s creatures. 	<ol style="list-style-type: none"> 1. What are some of Allah’s creatures in your environment? 2. Why should you be kind to Allah’s creatures? 3. How can you show kindness to Allah’s creatures?
<p>Core Competences to be Developed: <i>Learning to Learn as learners care for the creatures in the environment; Digital literacy as learners watch digital devices on appropriate ways of caring to Allah’s creatures; Communication and collaboration through group discussion; Creativity and imagination as learners dramatize ways of showing kindness to Allah’s creatures.</i></p>				

PCIs: <i>Environmental educations as learners learn how to care for creatures in the environment; Animal welfare as they dramatize ways of showing kindness to Allah’s creatures.</i>	Values: <i>Responsibility in caring for Allah’s creation; Love for the creatures of Allah; Respect by being kind to Allah’s creatures.</i>
Links to Other Subjects: <i>Science and technology as learners take care of the environment.</i>	Suggested Community Service Learning Activities: <i>Learners care and show kindness to Allah’s creatures at home and in the environment</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Kindness to Allah’s creatures	Learner confidently and correctly demonstrates ways in which he/she can be kind to Allah’s creatures and explains why one should be kind to the creatures.	Learner correctly demonstrates ways in which he/she can be kind to Allah’s creatures and explains why one should be kind to the creatures.	Learner demonstrates ways in which one can be kind to Allah’s creatures, but has difficulties in explaining why one should be kind to the creatures.	Learner has difficulties in demonstrating ways to be kind to Allah’s creatures, and in explaining why one should be kind to the creatures.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 AKHLAQ (MORAL VALUES)	5.1.2 Islamic Manners of Dressing (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) Explain appropriate code of dress as per the teachings of Islam. b) Practise Islamic manners of dress as an act of <i>ibadah</i> . c) Discuss the significance of Islamic code of dress to enhance character formation. c) Appreciate Islamic code of dress as a means of earning rewards from Allah.	<ul style="list-style-type: none"> - Learners are guided to identify features of the Islamic code /manners of dress. - Learners are guided to watch digital devices, observe charts/photos of different types of dresses and identify appropriate Islamic ones. - In pairs or in groups learners are guided to discuss the significance of the Islamic code of dress. - Learners model Islamic dress. 	<ol style="list-style-type: none"> 1. How should a Muslim dress? 2. What is the importance of the Islamic code of dress? 3. What are some of the dressing trends that should be avoided by a Muslim?
Core Competences to be Developed: <i>Learning to learn as learners learn the appropriate Islamic code of dress; Digital literacy as learners watch different types of dresses; Communication and collaboration through group discussion; Creativity and imagination as they model; Critical thinking and problem solving sort out appropriate and inappropriate dressing.</i>				
PCIs: <i>Guidance as learners dress in order to get rewards from Allah; Assertiveness by dressing as per the Islamic code.</i>			Values: <i>Responsibility through appropriate dressing; Respect for self and others through appropriate dressing; Integrity by avoiding unacceptable dressing trends.</i>	
Links to Other Subjects: <i>Home science as learners select dresses that</i>			Suggested Community Service Learning Activities: <i>Learners</i>	

<i>fulfil Islamic standard.</i>	<i>visit the mosque and madrasa to learn more about Islamic code of dressing and its significance.</i>
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Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Islamic manners of dressing	Learner confidently and correctly explains the appropriate code of dress and its significance.	Learner correctly explains the appropriate code of dress and its significance.	Learner explains the appropriate code of dress, with some difficulties in explaining its significance.	Learner has difficulties in explaining the appropriate code of dress and its significance.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 AKHLAQ (MORAL VALUES)	5.1.3 Positive Usage of Media (4 Lessons)	By the end of the Sub strand, the learner should be able to: a) Identify types of media in his/her environment to create awareness on various sources of information. b) Explain the positive use of media for Islamic character building. c) Observe Islamic ethics while using media in day-to-day life. d) Appreciate media as a gift from Allah (S.W.T.) by using them appropriately.	<ul style="list-style-type: none"> - Learners are guided to identify different types of media in their environment (print media, TV, movies, phones, laptops/desktops, videogames, PlayStation, Internet). - Learners are guided to watch videos on positive use of media. - Learners are guided to discuss Islamic teachings governing the use of media. - In pairs or in groups learners are guided to discuss the positive and negative uses of media. 	<ol style="list-style-type: none"> 1. What do you use media for? 2. How do you use media while observing Islamic teachings? 3. What should a Muslim avoid when using media? 4. How can you use media positively?
<p>Core Competences to be Developed: <i>Digital literacy as learners use digital devices to search and identify the positive and negative uses of media; Communication and collaboration through group discussion; Creativity and imagination as learners discuss the positive and negative usages of media; Learning to learn as they search and store information from the internet.</i></p>				
<p>PCIs: <i>Guidance in the appropriate use of media; Self-esteem in the proper use of the media.</i></p>			<p>Values: <i>Responsibility in the positive use of media; Integrity when following the teachings governing the use of media.</i></p>	

Links to Other Subjects: <i>Science and technology as learners search, download and store information from the internet; Social studies as learners learn about modern means of communication.</i>	Suggested Community Service Learning Activities: <i>Learners learn more from parents/guardians on responsible use of media.</i>
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Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches Expectations	Below Expectations
Positive usage of media	Learner confidently and correctly explains the appropriate use of media and observes the Islamic etiquettes while using media.	Learner correctly explains the appropriate use of media and observes the Islamic etiquettes while using media.	Learner explains the appropriate use of media and sometimes observes the Islamic etiquettes while using media.	Learner has difficulties in explaining the appropriate use of media and hardly observes the Islamic etiquettes while using media.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>5.2 Vices</p> <p>5.2.1 Evils of Begging</p> <p>(3 Lessons)</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Identify categories of people who deserve assistance in the society.</p> <p>b) Explain the evils of begging as a mean of fostering a work ethic.</p> <p>c) Appreciate work as an act of <i>ibadah</i> and a means of eradicating poverty.</p> <p>d) Identify ways of earning income while observing Islamic etiquettes.</p>	<p>- Learners are guided to identify categories of people deserving support (i.e. debtors, those who loose property through disaster, those acknowledged as destitute).</p> <p>- Learners are guided to discuss evils of begging according to the teachings of Islam.</p> <p>- In pairs or in groups learners are guided to discuss the importance of work as a means of discouraging begging.</p> <p>- Learners are guided to discuss ways of generating income.</p>	<p>1. Why do people beg?</p> <p>2. Why is begging discouraged?</p> <p>3. What can you do to avoid begging?</p>
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion; Creativity and imagination as discuss ways of eliminating begging.</i></p>				
<p>PCIs: <i>Self-awareness to avoid begging without justification; Social cohesion by assisting the less fortunate.</i></p>			<p>Values: <i>Responsibility by assisting the less fortunate in the society; Love for work to discourage begging; Integrity by not begging without justification.</i></p>	

Links to Other Subjects: <i>Social Studies as learners are encouraged to work and contribute to nation building.</i>	Suggested Community Service Learning Activities: <i>Learners learn more from mosques and madrasa on virtues of work and evils of begging.</i>
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Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Evils of begging	Learner confidently and correctly identifies categories of people who deserve to be assisted and discusses evils of begging.	Learner correctly identifies categories of people who deserve to be assisted and discusses evils of begging.	Learner identifies categories of people who deserve to be assisted and has difficulties in discussing evils of begging.	Learner has difficulties in identifying categories of people who deserve to be assisted and in discussing evils of begging.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>5.3 Dua (Supplication)</p> <p>5.3.1 Leaving and Entering the House</p> <p>(2 Lessons)</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Recite the <i>dua</i> to seek Allah’s protection.</p> <p>b) Use the <i>dua</i> in his/her day-to-day life when leaving and entering the house.</p> <p>c) Appreciate the importance of using the <i>dua</i> to get protection from Allah (S.W.T.).</p>	<p>- Learners are guided to recite from a digital device/chart the <i>dua</i>: “<i>In the name of Allah we enter, in the name of Allah we leave, and upon our lord we depend</i>”.</p> <p>- In pairs or in groups learners are guided to practice saying the <i>dua</i>.</p> <p>- In small groups learners are guided to discuss the importance of using the <i>dua</i>.</p> <p>- Learners role play the <i>dua</i> on leaving and entering homes.</p>	<p>1. What did you recite when you left home for school?</p> <p>2. What do you recite when entering home from school?</p> <p>3. Why do you recite the <i>dua</i> when leaving and entering the house?</p>
<p>Core Competences to be Developed: <i>Digital literacy as learners use digital device to search and recite the dua; Communication and collaboration through group discussion on the importance of the dua.</i></p>				
<p>PCIs: <i>Self-esteem as learners recite the dua.</i></p>			<p>Values: <i>Responsibility when practising the dua in day-to-day life.</i></p>	
<p>Links to Other Subjects: <i>Language activities – Arabic, English as</i></p>			<p>Suggested Community Service Learning Activities: <i>Learners learn more duas for various occasions from mosques and</i></p>	

<i>learners acquire new vocabularies in making supplication.</i>	<i>madrasa.</i>
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Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<i>Dua</i> for leaving and entering the house	Learner confidently and correctly recites and uses the <i>dua</i> for leaving and entering the house.	Learner correctly recites and uses the <i>dua</i> for leaving and entering the house.	Learner recites, but occasionally uses the <i>dua</i> when leaving and entering the house.	Learner has difficulties in reciting and using the <i>dua</i> for leaving and entering the house.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 MUAMALAAAT	6.1 Obligations of Parents to children (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) Discuss the obligations of parents to their children. b) Demonstrate ways in which parents can fulfil their obligations to their children. c) Discuss the importance of parents fulfilling their obligations towards their children d) Appreciate love and care given to them by their parents by being obedient.	<ul style="list-style-type: none"> - Learners are guided to discuss the obligation of parents to their children. -In pairs or small groups learners are guided to discuss parents’ obligations towards their children. - Learners in groups role play the obligations of parents to their children. - Learners in pairs or groups are guided to discuss the importance of parents fulfilling their obligations towards their children. - Learners to watch digital devices on the roles of parents to their children. 	<ol style="list-style-type: none"> 1. Whom do you stay with at home? 2. What are some of the things parents do for their children? 3. why is it important for parents to fulfil their obligation towards their children
<p>Core Competences to be Developed: <i>Communication and collaboration as learners discuss parents’ obligations towards children; Digital literacy as learners watch role of parents to their children; Critical thinking and problem solving as learners discuss the importance of parents fulfilling their obligations towards their children; Creativity and imagination as learners role play the duties towards their children.</i></p>				
<p>PCIs: <i>Child’s right to get education, shelter, and medical care; Care and</i></p>			<p>Values: <i>Respect for self and others; Responsibility by acting responsibly towards their parents; Love for children and other</i></p>	

<i>protection from parents to enhance safety and security of the children.</i>	<i>members of the society.</i>
Links to Other Subjects: <i>Social studies as learners appreciate love and care given to them by their parents/guardians.</i>	Suggested Community Service Learning Activities: <i>Learners perform simple duties at home.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Obligations of parents	Consistently and correctly discusses obligations of parents to their children.	Correctly discusses obligations of parents to their children.	Often discusses obligations of parents to their children.	Hardly discusses the obligations of parents to their children.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 MUAMALAAT	6.2 Obligations of Children to Parents (3 Lessons)	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Outline obligations of children to their parents.</p> <p>b) Explain the importance of obeying and respecting parents as a religious obligation.</p> <p>c) Demonstrate ways on how children obey and respect their parents as an act of worship.</p> <p>d) Appreciate their parents by respecting and obeying them.</p>	<ul style="list-style-type: none"> - Learners are guided to discuss the duties of children to their parents. - Learners are guided to discuss the importance of obeying and respecting their parents (Q 17:23-24). - Learners in small groups role play their obligations to their parents. - Learners watch digital devices showing children performing different obligations to their parents/guardians. - Listen to <i>qasidas</i> (e.g. <i>Ummy</i>) on importance of respecting and obeying parents. 	<ol style="list-style-type: none"> 1. How do you show obedience and respect to your parents? 2. What do your parents expect from you as their child? 3. Why should children be dutiful towards their parent?
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion; Digital literacy through use of digital devices; Critical thinking and problem solving as learners discuss the significance of obeying and respecting parents; Creativity and imagination as learners role play.</i></p>				
<p>PCIs: <i>Social cohesion by relating well with parents and other members of the</i></p>			<p>Values: <i>Respect for self, their parents and other members of</i></p>	

<i>society.</i>	<i>the society; Responsibility for obeying parents and fulfilling duties towards them; Love and care for their parents.</i>
Links to Other Subjects: <i>Social studies as learners fulfil their duties towards parents and others members in the society.</i>	Suggested Community Service Learning Activities: <i>Learners to help their parents in performing simple house chores.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Obligations of children	Learner correctly discusses children’s obligations to parents and explains the importance of obeying parents.	Learner discusses children’s obligations to parents and explains the importance of obeying parents.	Learner discusses children’s obligations to parents and has difficulties in explaining the importance of obeying parents.	Learner has difficulties in discussing children’s obligations to parents and in explaining the importance of obeying parents.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	6.3 Children’s Obligations to Other Family Members (3 Lessons)	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Discuss obligations of children to other family members as an act of <i>ibadah</i> (worship).</p> <p>b) Explain the significance of fulfilling obligations to other family members.</p> <p>c) Appreciate the strengthening of the bond with other family members by visiting them during special occasions.</p>	<ul style="list-style-type: none"> - Learners are guided to name other family members. - Learners to discuss children’s obligations to other family members (e.g. Respect, visiting, attending ceremonies, helping and caring for them etc.). - Learners are guided to discuss the significance of fulfilling obligations to other family members. - Learners in small groups role play their obligations to other family members. - Learners to watch digital devices on obligations of children to other family members. 	<ol style="list-style-type: none"> 1. Who are the other family members? 2. How do you develop good relationship with other family members? 3. What is the significance of strengthening your relationship with other family members?
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion on the obligation of children to other family members; Critical thinking and problem solving by discussing the significance of strengthening kinship bond ; Creativity and imagination as they role play. Learn to learn by extending their relation with family and other members of the society.</i></p>				
<p>PCIs: <i>Social cohesion as learners relate well with family and other members of the</i></p>			<p>Values: <i>Respect for family and other members of the society;</i></p>	

<i>society; Learning to live together by strengthening the kinship bond.</i>	<i>Responsibility by fulfilling duties towards other family members; Love and care to other family members.</i>
Links to Other Subjects: <i>Social studies as learners fulfil their duties towards family and other members of the society.</i>	Suggested Community Service Learning Activities: <i>Learners to visit other family members to strengthen their kinship bond.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Children’s obligations to other family members.	Learner accurately discusses children’s obligations to other family members and explains the significance of fulfilling the obligations.	Learner discusses children’s obligations to other family members and explains the significance of fulfilling the obligations.	Learner sometimes discusses children’s obligations to other family members and explains the significance of fulfilling the obligations.	Learner has difficulties in discussing children’s obligations to other family members and in explaining the significance of fulfilling the obligations.



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 HISTORY OF ISLAM	7.1 Prophet's Marriage to Khadija (R.A). (4 Lessons)	By the end of the Sub strand, the learner should be able to: a) Discuss the reasons why Khadija (R.A) proposed to marry the Prophet (S.A.W) so as to make responsible choices in life. b) Explain the role played by Khadija in the life of Prophet Muhammad (S.A.W). c) Appreciate the Prophet's marriage to Khadija as a model for Muslims.	- Learners to be guided to identify the qualities that led Khadija (R.A) to propose to marry the Prophet (e.g. trustworthy, honesty, hardworking). - Learners are guided to discuss the role of Khadija in the life of Prophet Muhammad (S.A.W). (E.g. First person to accept Islam, moral support, all his children were born by Khadija apart from Ibrahim, her wealth support etc.). - Learners are guided to listen to story o on the Prophet's marriage to Khadija from a digital device (R.A).	1. Why did Khadija proposed to Prophet Muhammad (S.A.W). 2. What role did Khadija play in the Prophet's life? 3. What lessons do we learn from prophet's marriage to Khadija (R.A)?
<p>Core Competences to be Developed: <i>Communication and collaboration through group discussion Prophet's marriage to Khadija (R.A); Critical thinking and problem solving learners discuss reasons behind prophet's marriage to Khadija (R.A); Creativity and imagination draw lessons from prophet's marriage to Khadija (R.A).</i></p>				
<p>PCIs: <i>Social cohesion by establishing marital bonds among members of the society.</i></p>			<p>Values: <i>Respect through appreciation of the institution of marriage; Responsibility by fulfilling marital duties; Love and</i></p>	

	<i>care among spouses.</i>
Links to Other Subjects: <i>Social Studies as learners appreciate the Islamic marriage in the society.</i>	Suggested Community Service Learning Activities: <i>Learners to visit madrasas/mosques to learn more about Prophet’s wives and children.</i>

Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Prophet’s Marriage to Khadija (R.A)	Confidently and accurately discusses the prophet’s marriage to Khadija, identifies reasons behind the marriage and explains the role of Khadija in the life of Prophet (S.A.W).	Accurately discusses the prophet’s marriage to Khadija, identifies reasons behind the marriage and explains the role of Khadija in the life of Prophet (S.A.W).	Discusses the prophet’s marriage to Khadija, identifies reasons behind the marriage, but has difficulties in explaining the role of Khadija in the life of Prophet (S.A.W).	Has difficulty in discussing the prophet’s marriage to Khadija, in identifying the reasons behind the marriage and explaining the role of Khadija in the life of Prophet (S.A.W).



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 HISTORY OF ISLAM	7.2 Call to Prophethood (4 Lessons)	By the end of the Sub strand, the learner should be able to: a) Discuss the prophet’s experience at cave Hira with Angel Jibril for spiritual growth. b) Explain the significance of the first five verses revealed to Prophet (S.A.W) in relation to education. c) Appreciate the role of Prophet (S.A.W) as a messenger of Allah (W.W.T) by emulating his practices.	- Learners are guided to watch/listen to a story from a Digital Device/resource person on prophet’s experience at cave Hira. - Learners are guided to read a story on call to prophethood. - Learners are guided to recite the first five verses of <i>Suratul-Alaq</i> . - Learners are guided to discuss the teachings from the first five verses of <i>Suratul-Alaq</i> . - Learners are guided to discuss reaction of the Prophet (S.A.W) after receiving the first revelation.	1. What is the role of Angel Jibril? 2. What was the reaction of the prophet after receiving the first revelation? 3. What are the teachings of the first five verses to be revealed to the Prophet (S.A.W)?
Core Competences to be Developed: <i>Communication and collaboration as learners discuss the Prophet’s experience at Cave Hira; Critical thinking and problem solving learners discuss the teachings of the first five verses to be revealed to the prophet; Learning to learn as learners discuss the challenges of prophethood.</i>				
PCIs: <i>Guidance services as learners learn how the Prophet (S.A.W) reformed through divine guidance; Value and moral education as learners develop patience while reforming society.</i>			Values: <i>Respect for the mission of prophethood as learners emulate the prophet; Responsibility by searching for knowledge; Love by acting upon the message brought by the</i>	

	<i>Prophet (S.A.W).</i>
Links to Other Subjects: <i>Language activities by acquiring new vocabularies from the first revealed verses; Social Studies as learners discuss the spread of Islam.</i>	Suggested Community Service Learning Activities: <i>Learners narrating the story of the Call to Prophethood to friends and other family members.</i>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Call to Prophethood	Learner appropriately discusses the story of prophet's experience at cave Hira and explains the significance of the first verses to be revealed.	Learner discusses the story of prophet's experience at cave Hira and explains the significance of the first verses to be revealed.	Learner discusses the story of prophet's experience at cave Hira, but has some difficulties in explaining the significance of the first verses to be revealed.	Learner has difficulties in discussing the story of prophet's experience at cave Hira and in explaining the significance of the first verses to be revealed.



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7. HISTORY OF ISLAM	7.3 <i>Al-Isra wal Miraj</i> (4 Lessons)	By the end of the Sub strand, the learner should be able to: a) Discuss the Prophet’s Night Journey to Heaven for spiritual nourishment. b) Explain the significance of <i>al-Isra wal Miraj</i> in the life of a Muslim. c) Appreciate <i>al-Isra wal Miraj</i> as an important event in the history of Islam.	<ul style="list-style-type: none"> - Learners are guided watch a video on <i>al-Isra wal Miraj</i> from a digital device. - Learners are guided to discuss the events of <i>al-Isra wal Miraj</i>. - In pairs or in groups learners are guided to discuss the importance of <i>al-Isra wal Miraj</i>. - Learners are guided to discuss the major gift given to prophet (S.A.W) during <i>al-Isra wal Miraj</i> journey. 	<ol style="list-style-type: none"> 1. What means did the Prophet (S.A.W) use in this journey? 2. What did the prophet encounter during this journey? 3. What lessons do you learn from the Prophet’s journey?
Core Competences to be Developed: <i>Digital literacy as learners watch the event of al-Isra wal Miraj; Communication and collaboration as learners discuss the significance of al-Isra wal Miraj; Critical thinking and problem solving as they discuss the lessons from the event.</i>				
PCIs: <i>Self-esteem as learners narrate the Prophet’s miraculous journey to heaven.</i>			Values: <i>Responsibility by observing the observing the five daily prayers.</i>	
Links to Other Subjects: <i>Social studies a learners discuss the means of transport used by the Prophet during the event.</i>			Suggested Community Service Learning Activities: <i>Learners learn more about al-Isra wal Miraj from mosques and madrasa.</i>	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<i>Al-Isra wal Miraj</i>	Learner confidently correctly discusses events in the Prophet’s journey and explains the significance of the event.	Learner correctly discusses events in the Prophet’s journey and explains the significance of the event.	Learner discusses events in the Prophet’s journey but has difficulties in explaining the significance of the event.	Learner has difficulties in discussing events in the prophet’s journey and in explaining the significance of the event.



SRAND	<i>Suggested Non-formal Activities</i>
1.0 QUR'AN	<ul style="list-style-type: none"> • <i>Giving a talk on the meaning of the selected surahs during assembly/Pastoral Programme Instruction (P.P.I).</i>
2.0 HADITH	<ul style="list-style-type: none"> • Giving a talk on the meaning of the hadith during assembly and P.P.I. • Health official/Imam invited to give a talk on importance of oral hygiene • During lunch, break or where school meal programmes are available, learners practice the competencies while eating.
	Participate in ballgames and athletics competition
3.0 PILLARS OF IMAN	<ul style="list-style-type: none"> • Making supplication during clubs, meetings and P.P.I • Give a talk on the duties of angels and the significance of belief in Allah's angels during club meetings.
4.0 DEVOTIONAL ACTS	<ul style="list-style-type: none"> • Learners practise the virtues of the prophets after class, in games and during club time • Learners to attend madrasa to enhance their knowledge on purification. • Learners to clean the Ablution area and prayer room • Learners to pray at school, masjid and home while observing the conditions for swalah • Learners lead and guide others in performing the pillars of swalah appropriately in the school prayer room.

5.0 AKHLAQ (MORAL VALUES)	<p>Learners care for Allah’s creatures in the environment and learn more on how to care for Allah’s creatures through educational tours (botanical gardens, animal orphanages, marine parks/fish farms).</p> <p>Learners give a talk on positive use of media as per Islamic teachings during school assembly/PPI.</p>
	<p>Learners peer-check and counsel one another on appropriate dressing.</p> <p>Learners give a talk on virtues of work and evils of begging during clubs, school assembly and parents’ meeting.</p> <p>Learners give a talk on the importance of observing the dua during clubs/PPI</p>
6.0 MUAMALAAAT	<ul style="list-style-type: none"> • Learners dramatize obligations of parents during clubs/game • Learners dramatize the obligations of children towards parents during clubs/PPI; Learners obey and respect their teachers. • Learners dramatize their obligations to other family members during clubs/PPI.
7.0 HISTORY OF ISLAM	<ul style="list-style-type: none"> • Learners to attend Islamic marriage ceremonies (nikah). • Learners narrate the story of the Prophet (S.A.W) to their schoolmates during clubs/PPI. • Learners give a talk on the importance of al-Isra wal Miraj during clubs and PPI.



Suggested Assessment Methods:

- Portfolio, Oral Assessment Checklist, Observation schedule

Suggested Resources:

- Qur'an, Digital devices Pocket Board, Charts Flash Cards; Course books, Resource person.
- Tooth brushes/siwak, toothpaste, salt, water, Charts,
- Crossword Puzzle.
- Soap, water, sand, toilet paper, Charts, Course books, cloth, paint, praying mat.
- Clock, Compass, water, Course books, Chart, Digital devices

HINDU RELIGIOUS EDUCATION (HRE)



Essence statement

Hindu Religious Education (HRE) is a study of four faiths, Sanatan/Vedic, Jainism, Buddhism and Sikhism.

The teaching of Hindu Religious Education (HRE) in upper primary level (**Grade four**) aims at nurturing faith in Paramatma, developing family values and holistic wellness. Enhancing belief systems, religious tolerance, virtues, observance of civic laws and development of global citizenship.

HRE is anchored on collaborative learning, according to *Vygotsky's social cultural development theory*, *Gardner's Multiple Intelligence theory*, *Piaget's Cognitive Development Theory*.

HRE provides an opportunity to enhance spiritual growth along with acquiring requisite competencies in line with the Competency Based Curriculum.

General Learning Outcomes

By the end of Upper primary the learner should be able to:

1. appreciate Prakriti (Nature) and its relationship with Panch - Mahabhoot (five elements) for existence
2. demonstrate the values learnt from the Enlightened Souls and Avatars for righteous living
3. recognize the importance of daily prayers in his/her contemporary life
4. appreciate the role of Scriptures for spiritual growth and maturity
5. practise the Principles of Dharma for ethical living
6. responsibly participate in Utsav(festivals) for social cohesion
7. willingly practise Yoga for his/her holistic wellness
8. practise Sadachaar for character formation.

	(No. of Lessons 10)	<p>religious activities.</p> <p>c. nurture plants for conservation of environment.</p>	<ul style="list-style-type: none"> • use digital materials to learn the inter-dependency between plants and human beings. • participate in tree planting activity carried out in the school compound/community centre. • collect the leaves of plants considered sacred with the guidance of parents to create a card for the annual Environment day. 	
<p>Core Competences to be developed: Communication and collaboration- when they locate rivers in groups from digital devices\maps\charts Learning to learn – as they explain the uses of water Citizenship – in tree planting activities Self-efficacy - in using the digital devices Digital literacy – when they use digital devices.</p>				
<p>Pertinent and Contemporary Issues: Parental engagement – Parental guidance in conservation of water. Sensitization on how to take care of immediate environment. Actively participate in the National tree planting day.</p>			<p>Values: Responsibility- by taking care of environment Love – appreciating water as a gift of nature Respect- water as a source of life for all.</p>	
<p>Links to other learning areas: Science and technology: Stages of growth in a plant Agriculture: Location of rivers, tree planting and conservation of natural resources. Languages: New vocabulary Mathematics: counting the number of plants and rivers that are considered sacred</p>			<p>Suggested Community Service Learning activities: Tree planting in community places Conservation of water by preventing wastage of water at home/school/community</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Sacred plants	Learner can name and identify and give the context of the plants that are considered sacred.	Learner can name and identify plants that are considered sacred.	Learner can name and identify some of the plants that are considered sacred.	Learner is barely able to name and identify some of the plants that are considered sacred.
Sacred rivers	Learner can name and identify and give the context of the rivers that are considered sacred.	Learner can name and identify rivers that are considered sacred.	Learner can name and identify some of the rivers that are considered sacred.	Learner is barely able to name and identify some of the rivers that are considered sacred.



Strand	Sub strand Sub-sub strand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) <i>(Key question that guide achievement of the learning outcomes)</i>
2.0 Divinity	<p data-bbox="371 329 649 383">2.1 Manifestation and Enlightened Souls</p> <p data-bbox="371 470 649 497">2.1.1 Narasimha Avatar,</p> <p data-bbox="371 524 649 577">2.1.2 Tirthankar Parshvanath</p> <p data-bbox="371 611 649 672">2.1.3 Sri Guru Ram Das ji,</p> <p data-bbox="371 698 649 725">2.1.4 Prince Siddhartha</p> <p data-bbox="380 840 639 866">(No. of Lessons 10)</p>	<p data-bbox="675 329 1003 383">By the end of the sub-strand the learner should be able to:</p> <p data-bbox="675 409 1003 517">a. identify the contributions of Manifestations and Enlightened souls for inspiration</p> <p data-bbox="675 530 1003 638">b. implement teachings of Manifestations and Enlightened souls for righteous living</p> <p data-bbox="675 645 1003 752">c. appreciate the teachings of Manifestations and Enlightened souls for spiritual and moral growth.</p>	<p data-bbox="1030 329 1422 356">Learners could be guided to:</p> <ul data-bbox="1030 383 1422 1163" style="list-style-type: none"> • read the short stories from the lives of Narasimha Avatar, Tirthankar Parshvanath, Sri Guru Ram Das ji, Prince Siddhartha. • watch and discuss the stories and videos using digital devices • listen to stories of Manifestations and Enlightened souls from a resource person/parents or using an audio device. • perform skits based on the reforms done by Manifestations and Enlightened souls. • match the Manifestations and Enlightened souls with the reforms done by each. (through dragging and dropping on digital device) • participate in quiz competitions based on questions related to reforms done by Enlightened souls. • Participate in short essay writing competition on Manifestations and Enlightened souls. • watch animated films on Tirthankar Parshvanath, Narasimha Avatar, Sri Guru 	<ol data-bbox="1448 383 1806 611" style="list-style-type: none"> 1. Which of the Divinities do you know from previous levels? 2. Why are they considered Divine? 3. What do we learn from the life of Prince Siddhartha? 4. What do we learn from the life and teachings of Sri Guru Ram Das Ji?

			Ram Das ji, Prince Siddhartha using digital devices.	
<ul style="list-style-type: none"> • Core Competences to be developed: performing skits based on the reforms done by Manifestations and Enlightened souls will enhance Critical thinking and problem solving. Listening stories of Manifestations and Enlightened souls from a resource person. When matching the Manifestations and Enlightened souls with the reforms done by each. (by dragging and dropping on digital device) enhances learning to learn. Discussing life histories of Manifestations and Enlightened souls - in pairs will enhance Communication and collaboration. DL- digital authentic source of information acknowledging the work of Manifestations and Enlightened souls as an ethical practice 				
<ul style="list-style-type: none"> • Pertinent and Contemporary Issues: (PCIs): Social Cohesion – appreciating Manifestations and Enlightened souls. • Divinities from the four faiths Parental Engagement – while telling stories on Manifestations and Enlightened souls and encouraging learners to participate in religious activities Life-skills-Self-esteem as learners match the pictures of Manifestations and Enlightened souls to their reforms 			<ul style="list-style-type: none"> • Values: Social justice- by embracing the teachings of the Manifestations and Enlightened souls on social reform Love-by appreciating the teachings of the Manifestations and Enlightened souls. Respect- by implementing the teachings of the Manifestations and Enlightened souls. • Peace-by respecting the teachings in all the four faiths Integrity – emulating the lives of the Manifestations and Enlightened souls. 	
<ul style="list-style-type: none"> • Links to other learning areas: Languages- new vocabulary Agriculture - life histories of Manifestations and Enlightened souls how they promoted conservation of environment. Creative Arts - singing bhajans and hymns composed by Divinities. 			<ul style="list-style-type: none"> • Suggested Community -Service Learning activities: During the celebrations of birth anniversaries of Manifestations and Enlightened souls learner could assist in arranging and decorating halls. Could also be involved in the distribution of flyers on the anniversaries. 	



Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> Naming Manifestations and Enlightened souls and list values 	<ul style="list-style-type: none"> Can name all the Manifestations and Enlightened souls. and list the values they represent. 	<ul style="list-style-type: none"> Can Name all the Manifestations and Enlightened souls. and list some of their values 	<ul style="list-style-type: none"> Is able to name most of the Manifestations and Enlightened souls. and unable to state the values they represent. 	<ul style="list-style-type: none"> Is barely able to name the Manifestations and Enlightened souls and unable to list their values.
<ul style="list-style-type: none"> Reforms done by Manifestations and Enlightened souls. 	<ul style="list-style-type: none"> Can explain and implement age appropriate reforms done by all Manifestations and Enlightened souls. taught at this level 	<ul style="list-style-type: none"> Is only able to explain the reforms done by all the Manifestations and Enlightened souls. taught at this level 	<ul style="list-style-type: none"> Can explain some of the reforms done by Manifestations and Enlightened souls. taught at this level 	<ul style="list-style-type: none"> Can hardly explain the reforms done by any of the Manifestations and Enlightened souls. taught at this level
<ul style="list-style-type: none"> Brief life histories of Manifestations and Enlightened souls. 	<ul style="list-style-type: none"> Can narrate life histories of all Manifestations and Enlightened souls. taught at this level 	<ul style="list-style-type: none"> Can narrate brief life histories of all Manifestations and Enlightened souls. taught at this level 	<ul style="list-style-type: none"> Can narrate brief life histories of some Manifestations and Enlightened souls. taught at this level 	<ul style="list-style-type: none"> Can barely narrate life histories of any Manifestation and Enlightened souls taught at this level

Strand	Sub strand Sub-sub strand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) <i>(Key question that guide achievement of the learning outcomes)</i>
3.0 Scriptures (Holy Books)	3.1 Essence of Scriptures 3.1.1 Ramayan, 3.1.2 Uttaradhyayan 3.1.3 Dhammapada, 3.1.4 Sri Guru Granth Sahib ji. (No. of Lessons 8)	By the end of the Sub strand the learner should be able to: a. explain the essence of the Scriptures for inspiration. b. apply the essence of the Scriptures for righteous living. c. appreciate the Scriptures for spiritual growth.	Learners could be guided to: <ul style="list-style-type: none"> • read the essence of Ramayan, Uttaradhyayan, Dhammapada, Sri Guru Granth Sahib ji. • listen to stories from a resource person/an audio device to know more about the essence of the Scriptures • discuss in groups/pairs the essence of the Scriptures. • visit a temple/community centre/library to learn more about the essence of Scriptures • watch a documentary video on the compilation of Ramayan, Uttaradhyayan, Dhammapada, Sri Guru Granth Sahib ji. • Use search engines for more information on the essence of Scriptures. 	<ol style="list-style-type: none"> 1. Why do we read Scriptures? 2. What is the role of Scripture in your daily life? 3. What did you like about the Scriptures you read/heard? 4. What is the central message learnt in the (Ramayan/ Uttaradhyayan/Dhammapada/ Sri Guru Granth Sahib ji.) Scriptures?
<p>Core Competences to be developed: Learning to learn- knowing the essence of scriptures, visiting temple, watching video clip on handling Scriptures Self-efficacy – when applying the essence of the Scriptures in daily life. DL-downloading Scriptures to digital device. Navigate through platforms for learning Scriptures. authenticity of information, Data protection-viruses, malicious damage and proper storage of data.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion – following the moral values from Scriptures</p>			<p>Values: Responsibility - to follow the righteous path Respect - for the Scriptures. Love – Scriptures instil love for Paramatma</p>	



Self-esteem - as they follow the path of righteousness guided by the scriptures	
Links to other learning areas: Languages: New vocabulary Creative Arts: In reciting and singing Hymns and Verses from the Scriptures	Suggested Community Service Learning activities: assist in arranging religious books in the community library.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Essence of Scriptures	Confidently and correctly name all the Scriptures learnt at this level and emulates the essence of those Scriptures.	Confidently and correctly names all the learnt Scriptures at this level and emulates the essence of two Scriptures out of four.	Correctly name only two of the Scriptures learnt at this level and emulates essence of only one Scripture.	Hardly names the Scriptures learnt and unable to emulate the essence of any Scripture.

Strand	Sub strand Sub-sub strand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) <i>(Key question that guide achievement of the learning outcomes)</i>
4.0 Principles of Dharma	4.1 Virtues for righteousness 4.1.1 Buddhism 4.1.2 Sikhism (No. of Lessons 6)	By the end of the Sub strand the learner should be able to: <ul style="list-style-type: none"> a. identify Principles of Dharma according to Sikhism and Buddhism for familiarization b. apply the Principles of Dharma in daily life to strengthen his/her religious beliefs for harmonious living c. appreciate the Principles of Dharma in building up one's character 	Learners could be guided to: <ul style="list-style-type: none"> • narrate stories based on Principles of Dharma according to Buddhism and Sikhism from Scriptures. • perform skits depicting Principles of Dharma according to Sikhism and Buddhism. • download Principles of Dharma using digital devices • visit Gurudwara and Buddhist temple to learn about principles of Dharma • observe and practise the Principles of Dharma depicted in stories from Scriptures 	<ol style="list-style-type: none"> 1. What are the Principles of Dharma according to Sikhism? 2. What are the Principles of Dharma according to Buddhism? 3. How do the Principles of Dharma help in your daily life?
<p>Core Competences to be developed: Learning to learn- story telling on Principles of Dharma Critical thinking - through performing skits based on Principles of Dharma Self-efficacy- observe and practice the Principles of Dharma Citizenship - role model to demonstrate implementation of Principles of Dharma DL-Interacting with technology to retrieve and manipulation of information on Principles.</p>				
<p>Pertinent and Contemporary Issues: Self-esteem – by observing and practising the Principles of Dharma Appreciating- the Principles of Dharma for social cohesion Parental engagement-Encourage child to observe and practice Principles of</p>			<p>Values: Integrity – when observing and practicing the Principles. Responsibility – through dedication and commitment to the Principles of Dharma.</p>	



Dharma	
Links to other learning areas: Languages: New vocabulary Mathematics: counting the number of Principles of Dharma	Suggested Community Service-Learning activities: By taking active participation in the celebration of festivals and community programs while observing the Principles of Dharma

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Principles of Dharma	Confidently and correctly states the Principles of Dharma as per Buddhism and Sikhism. Inspires others to follow them by being a role model in school and in community.	Correctly states the Principles of Dharma as per Buddhism and Sikhism.	Sometimes states the Principles of Dharma correctly as per Buddhism and Sikhism.	Barely states the Principles of Dharma as per Buddhism and Sikhism.

<p>Core Competences to be developed: Communication and Collaboration- As learners recite, sing and perform prayers in groups Learning to learn – As learners use Digital devices, when visiting the Mandir to learn rituals and rites, Making collage, mapping Hindu temples. Self-efficacy -As Learners recite/ perform prayers during assembly Creativity and imagination – When Learners are guided to make a collage of places of worship in his/her locality Digital Literacy is used in scheduling of prayer time, typing prayers, drawing, colouring and mapping Hindu Mandirs (temple)in Kenya.</p>	
<p>Pertinent and Contemporary Issues: Parental Engagement- as learners are encouraged to recite prayers at home and are taken to places of worship for observing rituals. Citizenship- Practicing rites and rituals for social cohesion. safety and security – as the learner participates in various religious occasions.</p>	<p>Values: Peace-Reciting the daily prayers with devotion Respect- for elders and observing temple norms, Responsibility- observing temple norms, mapping and making collage of places of worship, Love- Paramatma through reciting and singing daily prayers in groups, Humility-practising devotional services as required Obedience-listening to teachings on prayer from a resource person, following the norms of the temple as he/ she visits.</p>
<p>Links to other learning areas: Social Studies-mapping the location Creative Arts - drawing and colour-reciting and singing English/Indigenous language-new vocabulary Hygiene and Nutrition-washing of hands and feet, putting on clean clothes, taking a bath daily</p>	<p>Suggested Community Service Learning activities: Learners be taken in the Hindu Mandir for age appropriate voluntary services e.g. cleaning the floor, distributing and picking utensils after meals, organising shoe racks, help in the distribution of holy Prasaad, creating and distributing religious handouts to visitors in the mandir.</p>

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Recitation of daily prayers	Learner can confidently recite daily prayers respectfully while adhering to the norms	Learner can confidently recite daily prayers with respect	Learner can partially recite daily prayers without assistance.	Learner can only recite some daily prayers with assistance.
Identification of Hindu Mandirs	Learner can perfectly identify all Hindu Mandirs and differentiate them.	Learner can perfectly identify all Hindu Mandirs and differentiate some of them.	Learner can only identify some of the Hindu Mandirs	Learner can hardly identify any of the Hindu Mandirs.

		tradition		
<p>Core Competences to be developed: Learning to learn - Watch videos on how Mahashivratri/Paryushan Parv/Madaraka day is celebrated</p> <p>Self-efficacy - Take active participation in the celebration of festivals</p> <p>Communication and collaboration - Singing and dancing during celebration of festivals</p> <p>Citizenship - Take active participation in the celebration of festivals, Sing National Anthem and respect the National flag.</p> <p>Creativity and imagination – writing/typing of composition</p> <p>DL-Creating with technology-schedule of activities in line with the calender, and their own calender using digital device.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as they observe Social and National festivals</p> <p>Self-esteem – as they relate days of week and the planets.</p> <p>Experiencing leadership as they observe Social and National festivals</p>			<p>Values: Responsibility - to observe Social and National festivals</p> <p>Respect - for the Social and National days</p> <p>Patriotism - by observing Social and National festivals</p>	
<p>Links to other learning areas: Mathematics: Hindu Calendar</p> <p>Social Studies: Social and National festivals</p> <p>English/indigenous language: New vocabulary</p> <p>Creative Arts: Singing and dancing during celebration of festivals, decorations, drawings and paintings.</p>			<p>Suggested Community Service-Learning activities: Active participation in the celebration of festivals in a responsible manner. Decorate the temple for celebration e.g Rangoli, making toran on the door, flower arrangements, collect specific flowers for the celebration of Mahashivratri</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Festivals	Confidently explains the significance of celebrating festivals in a responsible manner. The learner also participates in various activities related to the celebration e.g fund raising, decoration of temple, cleaning the premises, helping in the community kitchen	Explains the significance of celebrating festivals in a responsible manner. The learner also participates in various activities related to the celebration e.g fund raising, decoration of temple, cleaning the premises, helping in the community kitchen	Sometimes explains the significance of celebrating festivals in a responsible manner. The learner is not keen to participate in activities related to the celebration e.g fund raising, decoration of temple, cleaning the premises, helping in the community kitchen	Can barely state the significance of celebrating festivals in a responsible manner. The learner hardly participates in activities related to the celebration e.g fund raising, decoration of temple, cleaning the premises, helping in the community kitchen
Name of the days of a week	Can name the days of the week correctly and appropriately relate them with the planets.	Can name the days of the week correctly and relate some of them with the planets.	Can occasionally name the days of the week correctly but cannot relate them with the planets.	Can barely name the days of the week correctly without assistance.



Strand	Sub strand Sub-sub strand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) <i>(Key question that guide achievement of the learning outcomes)</i>
7.0 Yoga (Holistic wellness)	<p>7.1 Pranaayam (Breathing exercises)</p> <p>7.1.1 Bhastrika</p> <p>7.1.2 Kapaal Bhaati</p> <p>7.2 Aasanas (Physical postures)</p> <p>7.2.1 Vajra sana(ankle pose),</p> <p>7.2.2 Sasankasana(crescent moon posture)</p> <p>(No. of Lessons 8)</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> name the types of Pranaayam for familiarisation practice Pranaayam for physical well being demonstrate Pranaayam to bring yoga awareness in society appreciate the practise of Pranaayam for a healthy body <ol style="list-style-type: none"> list different postures for familiarisation adopt simple physical postures for discipline in daily life demonstrate simple body postures for physical fitness appreciate the importance of aasanas for healthy living 	<p>Learners could be guided to:</p> <ul style="list-style-type: none"> identify Pranaayam using digital device perform Bhastrika and Kapaal Bhaati correctly under the supervision of an able resource person. participate in the celebration of International, Yoga day and take photos/videos. collect pictures depicting Vajra sana(ankle pose), Sasankasana(crescent moon posture) from magazines/newspapers/digital devices to create a chart. perform Vajra sana(ankle pose), Sasankasana(crescent moon posture) under the supervision of a resource person. practice aasanas in pairs or groups to encourage each other 	<ol style="list-style-type: none"> What is Pranaayam? Which types of Pranaayam do you know? <ol style="list-style-type: none"> What is an aasana? What is the importance of performing aasanas?

			<ul style="list-style-type: none"> • create a Yoga guidance video using digital devices. 	
<p>Core Competences to be developed: Learning to learn – through identification of breathing exercises Self-efficacy – in performing the exercises Citizenship – participating in the international Yoga day Communication and collaboration – performing yoga in pairs and groups Digital Literacy-Interacting with technology-scheduling time for Yoga practices, Creating with technology-creating a Yoga guidance video, copyright and protection of the digital material.</p>				
<p>Pertinent and Contemporary Issues: Life skills- Guidance while performing breathing exercises Sports and games are enhanced through Yoga Self-esteem through Yoga Different body postures for self-awareness</p>			<p>Values: unity – in body, mind and soul, performing yoga together responsibility to maintain good health self-discipline – punctuality, right attire and diet obedience – Following instruction correctly</p>	
<p>Links to other learning areas: Nutrition and hygiene: Balance diet and cleanliness of the body Physical and health education: Wellness of the body Creative Arts: music while doing exercises Mathematics: counting the breath during breathing exercise, counting reps and sets during exercise Language: New vocabulary</p>			<p>Suggested Community Service-Learning activities: Taking part in international Yoga day, offering to sensitize and tutor others in performing Yoga</p>	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Pranaayam	Confidently explains, performs, tutors and inspires others in performing Pranaayams and aasanas.	Confidently performs and inspires others in performing Pranaayams and aasanas.	Performs Pranaayams and aasanas but not consistently.	Rarely performs Pranaayams and aasanas without motivation.



Strand	Sub strand Sub-sub strand	Specific learning outcomes (<i>KSA, core competence, values</i>)	Suggested learning experiences (<i>address the learning outcomes</i>)	Key inquiry question(s) (<i>Key question that guide achievement of the learning outcomes</i>)
8.0 Sadachaar (moral values)	8.1 Aspects of integrity (No. of Lessons 6)	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> state the importance of integrity in his/her daily life for righteous living identify elements of integrity among peers and society for inspiration. appreciate the value of integrity by living an exemplary life in class, school and community for harmony. 	<p>Learners could be guided to:</p> <ul style="list-style-type: none"> perform a skit from the Scriptures depicting the value of integrity. share in groups their personal experiences on integrity. discuss the value of integrity in handling money. write/type essays on Integrity practice integrity through games/Physical and Health activities demonstrate the value of integrity in using technology responsibly. create a lost and found corner for recovered items 	<ol style="list-style-type: none"> What is integrity? How do you identify a person of integrity? In which ways do you use the internet responsibly?
<p>Core Competences to be developed: Communication and collaboration - Perform a skit on the short stories Self-efficacy- When sharing in groups their personal life experiences on integrity Citizenship – Becoming role models in their daily life. Creativity and imagination - Write/type essays on Integrity Digital Literacy- responsible use of technology (Ethical practices).</p>				
<p>Pertinent and Contemporary Issues: Self - esteem when living an exemplary life both in school and community – guidance and counselling to lead an exemplary life Observe ethics, fair play and honesty as they engage in activities e.g. sports and games Financial literacy -honest use of money entrusted to them.</p>			<p>Values: Honesty - as they practice integrity in their day to day life and in their interpersonal relationships Truth - as they practice integrity in their day to day life Respect - as they deal with others both in school and community Responsibilities – through dedication and commitment in living an exemplary life</p>	

Digital Literacy- responsible use of technology (Ethical practices). Self-efficacy-Develop safe digital interpersonal relationships	
Links to other learning areas: English/indigenous language: New vocabulary Social Studies: Values Mathematics: Counting the values Physical and health Education: Values in sport and games	<ul style="list-style-type: none"> • Suggested Community Service Learning activities: Perform drama on stories from the Scriptures and life histories of Divinities.

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Aspects of integrity	Has very high sense of honesty, time management, fair play, responsibility and respect for others and their property, obedience and has positive influence on others.	Has a sense of honesty, time management, fair play, responsibility, respect for others and their property, obedience, positive influence on others	Has some sense of honesty, time management, fair play, responsibility, respect for others and their property, obedience, positive influence on others	Rarely shows any sense of honesty, time management, fair play, responsibility, respect for others and their property, obedience, positive influence on others

List of Assessment Methods: Observation, Question and answers, Essay writing, Role modelling, projects

List of Resources: Scriptures, Magazines, Digital devices, Newspapers, Animated movies, Resource person, Realia.

List of Non-formal activities: Visiting the library, Museums, Tree planting, Conservation of natural resources in the community, Yoga day, School assemblies, practising at the place of worship, Practising in residential common grounds. **parents to accompany to places of worship for recitation of couplets from Scriptures, participating in the processional religious activities to honor the Scriptures. Parents to organize a visit to museums for the learner to search for relevant scriptural literature. parents \teachers to arrange a visit to places of worship to familiarize themselves with the inscriptions of the Principles of Dharma.**

