

INTRODUCTION

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

The General objectives for Grades 7 - 9 Religious & Moral Education:

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

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

SEMESTER ONE

GRADE: 7
PERIOD: I
TOPIC: RECONCILIATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners comprehend the Reconciliation process – God to Man, Man to God, Man to Man – and approach the topic from a multi-religious setting; taking into consideration the various biases and nuances of the culture.</p>	<p>Upon completion of this topic, students will</p> <ol style="list-style-type: none"> 1. Define the concept of reconciliation. 2. Explain the process of reconciliation of Man to God. 3. Explain the process of reconciliation of Man to man 4. List and discuss some basic steps to reconciliation from multi-religious backgrounds 	<p>Reconciliation</p> <p>Reconciliation of Man to God.</p> <p>Reconciliation of Man to man.</p> <p>Some Basic steps to reconciliation</p> <p>From multi-religious backgrounds.</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Discuss the basis of reconciliation relating to confusion in the class, in terms of gender roles and tribes.</p> <p>Learners will give personal definitions of the concept of reconciliation.</p> <p>Divide learners into groups to dramatize the process of reconciliation</p> <p><u>Assignments/Exercises:</u></p> <p>Oral presentation</p> <p>Research</p>	<p><u>Primary texts:</u> The Holy Bible Daniel 9:24; 2 Cor 5:18 – 19; Heb 2:17; Mat 5:24; Rom 5:10</p> <p>The Holy Qur’an</p> <p><u>Supplementary texts:</u> Other religious Literatures</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p>Write four or five paragraphs in your own words about reconciliation as it relates to: Man to God Man to Man Man to Self</p> <p><u>ASSESSMENT STRATEGIES:</u></p> <p><u>Tools that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Research

			Drama		<ul style="list-style-type: none">• Assignments• Oral and written quizzes tests• Discussion
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SEMESTER ONE

GRADE: 7
PERIOD: II
TOPIC: RELIGION AND SUBSTANCE ABUSE

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners know the danger of substance abuse in the family, in the Church/Mosque and in society, and will increase all efforts to stay drug free while counseling others, through religious teachings in the prevention of substance abuse.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. Religion b. Substance abuse 2. Identify some commonly abused substances in Liberia. 3. Explain causes, effects, and prevention of substance abuse in Liberia 	<p>Research Religion and Substance abuse</p> <p>What are some commonly abused substances in Liberia</p> <p>What are the causes of substance abuse</p> <p>Discuss health effects of substance abuse</p> <p>How can we prevent substance abuse</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will research and write three paragraphs on substance abuse and how it impacts the negative growth and development of the nation</p> <p>Learners will list the commonly abused substances in their community and their impact on the human body</p> <p>In group discussion, learners tell how substance abuse can be avoided through religious teachings.</p> <p>Assignments/Exercises:</p> <p>Oral presentation</p> <p>Research</p>	<p><u>Primary texts:</u></p> <p>The Holy Bible</p> <p>Prov 21:17, Prov 23:31, Prov 5:18; Tit 1:7</p> <p>The Holy Qur’an</p> <p><u>Supplementary texts:</u></p> <p>Religious</p> <p>Books/Literatures</p> <p>Health Literatures</p> <p>Instructional visual aids.</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p>Write five paragraphs on the causes, effects and prevention of substance abuse</p> <p>Write a short story on your personal observation on substance abuse, its negative impact and how it can be prevented</p> <p>ASSESSMENT STRATEGIES: <u>Tools that can be used to check competencies: Select relevant options:</u></p>

			Counseling Report writing <u>Field trips</u> Visit to Church/Mosque, Health centers		<ul style="list-style-type: none">• Written assignments, Oral quizzes and tests• Class discussion
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SEMESTER ONE

**GRADE 7
PERIOD III**

TOPIC: THE INDIVIDUAL AND SOCIETY

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners fulfill their duties as ordained, to God the Creator, to the Church/Mosque, to self, the family and the nation by being good citizens.</p>	<p>Upon completion of this topic; learners will:</p> <ol style="list-style-type: none"> 1. Outline the duties of the individual to God. 2. State what the Holy Books teach about the individual's duties to his/her Family and to mankind in general 	<p>Man's duties to God as Creator</p> <p>Man's responsibilities to self, family and society</p>	<p><u>Using Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Learners tell their experiences in attending worship service in the Church and/or Mosque as their duties and obligations to God the Creator</p> <p>Learners carry out their obligations to nation building by being good citizens</p> <p>Learners explain in class discussion, examples of religious Personalities as role models</p> <p><u>Assignments/Exercises:</u> Oral presentation Research Counseling Report writing</p> <p><u>Field trips:</u> Visit to Church/Mosque.</p>	<p><u>Primary texts:</u> The Holy Bible Eccl 12:13; Thes.. 5:15, Rom 13:71 Mat 22:21</p> <p>The Holy Qur'an</p> <p><u>Supplementary texts:</u> Religious reference materials</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Digital Skills • Analytical Skills <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Written assignments, Oral quizzes and tests • Class discussion

SEMESTER TWO

GRADE: 7
PERIOD: IV
TOPIC: WORSHIP AND OFFERING

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners understand and practice different kinds of Worship through giving, praying and reading of the Holy Books in worship</p> <p>Learners know why some church structures are different in building plan from another and all structures facilitate the physically disabled</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define worship and offering. 2. State the use and purpose of Holy Books in worship 3. Discuss some types of Prayers 4. Name some structures, Symbols, and gestures used in various religious worships. 	<p>What is the meaning of Worship</p> <p>Why do we give offering in Service</p> <p>When and how are the Holy Books used in the Church and in the Mosque</p> <p>What are the types and purpose of various Prayers in the Church and in the Mosque</p> <p>Explain the Structures, Symbols and Gestures used in worship</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>List the different forms of Worship, the Gestures, the purpose of giving Offering, and the use of Holy Books during worship service in the Church/Mosque.</p> <p>Visitation to the Church or Mosque and interview with the leadership.</p> <p>Know what the different styles in structures means to different denominations, for example:</p> <ol style="list-style-type: none"> 1. The Dome with the stars and moon on top of the mosque 	<p><u>Primary texts:</u> The Holy Bible Ex 24:7; Acts 15:21; 1 Thes 5:27; Col 4:16l Eph 5:2; Heb 13:15</p> <p>The Holy Qur'an</p> <p><u>Supplementary texts:</u> Other Religious Literatures</p> <p>Poster sheets</p> <p>Marker</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p>Group presentation on styles in structure designs of church or mosque: (girls verse boys)</p> <p><u>Tools</u></p> <ul style="list-style-type: none"> • Research • Assignments • Oral and written quizzes tests <p><u>ASSESSMENT STRATEGIES:</u></p>

			<p>2. The Bell Tower on top of the Christian church</p> <p>3. The Cross on the fascia of the church building or the stained glass windows</p> <p>Write an essay on worship indicating the purpose of giving offering and the purpose of reading the Holy Book</p> <p>Know that God does not live in buildings but in the hearts of Man</p> <p>Assignments/Exercises:</p> <p>Oral presentation</p> <p>Research</p> <p>Counseling</p> <p>Report writing</p>		<p><u>Tools that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Class Attendance/participation • Research • Individuals/group • Drama/ Role Play • Assignments. • Reports. • Quiz. • Test. • Exams. • Quizzes • Assignments • Tests • Examinations
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SEMESTER TWO

**GRADE 7
PERIOD V
TOPIC:**

SEXUAL TRANSMITTED INFECTIONS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners know that sexually transmitted infection is the result of unsafe sex and have learned preventive methods, caring for others to avoid marginalizing those suffering from sexually transmitted infections</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define and name sexually transmitted infections. 2. Identify some common sexually transmitted infections in Liberia. 3. Name the mode of transmission of the various sexually transmitted infections. 4. Explain the prevention of sexually transmitted infections. 	<p>What are sexually transmitted Infections</p> <p>Types of sexually transmitted infections in Liberia</p> <p>Mode of transmission of sexual infections</p> <p>Prevention of sexually transmitted infections</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Learners research STIs, its transmission, mode and prevention</p> <p>In a class discussion, learners talk about the impact of STIs on the individual, family and the community at large</p> <p>Group discussion on the results from research on STIs,</p> <p>Learners will understand the moral teachings and adhere to the Holy Bible and the Holy Qur'an on sexual activities</p> <p>Assignments/Exercises:</p> <p>Oral presentation</p>	<p><u>Primary texts:</u> The Holy Bible 2 Cor 11:2; Tit 2:5; 1 Pet 3:8; 1 Thes 4:4 – 6;</p> <p>The Holy Qur'an</p> <p><u>Supplementary texts:</u> Religious Literatures Health Literature</p> <p>Boos on HIV/AIDS and other STIs pamphlets.</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving • Effective communication • Analytical Skills • Digital skills <p>Write essay on how STIs are:</p> <p>Prevented</p> <p>Transmitted</p> <p>Treated or managed</p> <p>Stigmatization is avoided</p> <p><u>ASSESEMNTN STRATEGIES:</u> <u>Tools that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Assignments, research, quizzes, oral and written tests

			Research Counseling Report writing		<ul style="list-style-type: none">• Essay writing• Oral and writing presentation• Group dynamics
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SEMESTER TWO

GRADE: 7
PERIOD: VI
TOPIC: PEACE

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners appreciate the importance of Peace; identity and eliminate challenges to Peace, and initiate steps to sustaining lasting Peace through religious and circular base initiative</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define Peace from a multi-religious stand-point. 2. State means of eliminating obstacles to Peace. 3. List some basic steps to sustaining Peace 	<p>The meaning of Peace from a circular and religious point of view</p> <p>Removing obstacles to Peace.</p> <p>How can we sustain lasting Peace?</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will research and make class presentation on:</p> <p>The purpose of Peace,</p> <p>Eliminating obstacles to Peace</p> <p>Sustaining Peace</p> <p>Written report on Peace from a religious perspective.</p> <p>Assignments/Exercises: Oral presentation Research Counseling Report writing</p>	<p><u>Primary texts:</u> The Holy Bible Ezek 13:10; Mark 9:50; John 14:27; John 16:33; 1 Cor 7:15; 1 Thes 5:13</p> <p>The Holy Qur’an</p> <p><u>Supplementary texts:</u> Other Religious Literatures Literatures on Peace and Conflict Management</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p>Write five paragraphs on how to:</p> <p>Obtain Peace in your family, school and community</p> <p>Removing obstacles to Peace Building</p> <p><u>ASSESSMENT STRATEGIES:</u></p> <p><u>Tools that can be used to check competencies: Select relevant options</u></p> <ul style="list-style-type: none"> • Assignments, quizzes, oral and written tests

SEMESTER ONE

GRADE: 8
PERIOD: I
TOPIC: SUBSTANCE ABUSE

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners understand through religions teachings the harmful effects of substance abuse on the body and will disseminate to their peers information on how to prevent substance abuse through religious practices.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. State how Religion helps eliminate Substance Abuse 2. Identify some commonly abused substances in Liberia 3. Explain some of the religious and moral teachings on the prevention of substance abuse 	<p>Understand how Religion reduces the use of substance abuse</p> <p>List some commonly abused substances in Liberia and their negative impact on the body</p> <p>Give some Religious and moral teachings on the causes, effects and prevention of substance abuse</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners meet in small groups to name and discuss cause and prevention of substance abuse through religious teachings.</p> <p>Learners will elevate the negative impact of substance abuse in the community through distribution of informative religious flyers, leaflets and month to month conversation</p>	<p><u>Primary texts:</u> The Holy Bible Prov 21:17, Prov 23:31, Prov 5:18; Tit 1:7</p> <p>The Holy Qur'an</p> <p><u>Supplementary texts:</u></p> <p>Other reference materials</p> <p>Religious instructional materials</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p><u>ASSESSMENT STRATEGIES: Tools that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Research • Assignment • Oral and written tests • Discussion

SEMESTER ONE

GRADE: 8
PERIOD: II
TOPIC: CONFLICT AND ITS RESOLUTION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners are able to identify conflict and have the ability to resolve and/or manage conflict through Conflict Resolution.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Defined conflict. 2. Classify conflict. 3. State sources of conflict. 4. Explain the methods of conflict resolution 	<p>Define the following Conflicts</p> <p style="padding-left: 40px;">Spiritual Conflict Physical conflict Family conflict Ethnic conflict</p> <p>Methods of Conflict Resolution</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will define various types of Conflict and list methods of conflict resolution</p> <p>Learners will divide into three groups, two groups to dramatize Conflict and another group to manage conflict methods and resolution</p>	<p><u>Primary texts:</u> The Holy Bible John 14:27; John 16:33; Phil 4:7; Rom 5:1; Rom 14:17;</p> <p>The Holy Qur'an</p> <p><u>Supplementary texts:</u> Peace and Conflict Resolution Literatures Other religious Literatures</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving • Analytical • Digital skills • Effective Communication • Creative and innovation skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>Tools: that can be used to check competencies:</u></p> <p><u>Select relevant options</u></p> <ul style="list-style-type: none"> • Research • Assignment • Oral and written tests • Play lets

SEMESTER ONE

GRADE: 8
PERIOD: III
TOPIC: SEXUAL SIN AND ITS EFFECTS ON SOCIETY

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners abstain from sexual sin and are advocates for others to abstain from negative sexual behavior.</p> <p>Learners know the negative medical effects of sexual sin such as homosexuality, lesbianism, fornication and adultery, on the family and society</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. List kinds of sexual sins. 2. Discuss the effects of sexual sin on ones' spiritual life. 3. Discuss effects of sexual sin on one's health. <ol style="list-style-type: none"> 1. Define fornication, adultery, Homosexuality and Lesbianism 	<p>Kinds of sexual sin: Fornication Adultery Homosexuality. Lesbianism</p> <p>Define the above sexual sins</p> <p>Explain some effects of sexual sins (HIV/AIDS, STIs)</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Learner research and write a two page essay on the nature and effects of sexual sin on an individual's:</p> <p>Spiritual life; Family life; Health life; Financial resources</p> <p>Learners role-play the negative effects of sexual sin as Pastor preaches</p> <p>Learners will conduct peer counseling on the spread and prevention of HIV/AIDS and STIs</p> <p>Learners discuss negative sexual habits and its effects on the reproductive health and increase poverty on the family</p> <p>Assignments/Exercises: Essay writing Oral presentation Research Role play Counseling</p>	<p><u>Primary texts:</u> The Holy Bible Gen 2:7; Gen 2:18; Gen 2:21 – 24; Lev 21:13; Prov 5:18; Prov 18:22;</p> <p>The Holy Qur'an</p> <p><u>Secondary text:</u> Literatures on sexually transmitted infection</p> <p>Other religious Literature Counseling materials Poster-sheets Markers</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Creativity and innovation skills • Research and problem solving skills • Effective communication skills • Digital Skills <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools: that can be used to check competencies:</u> <u>Select relevant option:</u></p> <ul style="list-style-type: none"> • Research • Assignment • Oral and written tests • Play lets

SEMESTER TWO

GRADE: 8
PERIOD: IV
TOPIC: RECONCILIATION

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners know and understand who the Chief Reconciler is and will live in harmony with God and with his/her fellow Man.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define reconciliation. 2. Explain the concept of reconciliation 3. Outline some basic religious and moral teachings on reconciliation. 	<p>Define Reconciliation</p> <p>Who is the chief Reconciler</p> <p>How is Man Reconciled to God</p> <p>How is Man Reconciled to his fellow Man</p> <p>Fundamental steps to Reconciliation</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will write a two page essay on the definition and process of Reconciliation</p> <p>In a class discussion, learners will indicate how Man is reconciled to God and reconciled to each other</p> <p>Learners will identify the chief of reconciler and the works that He did to reconcile Man to God</p> <p>In a role-play, learners will identify the reconciler in a class conflict</p> <p><u>Assignments/Exercises</u></p> <p>Essay writing Oral presentation Research Role play</p>	<p><u>Primary texts:</u> The Holy Bible Heb 2:7; Rom 5:10; Mat 5:24; 2 Cor 5:18, 19 & 20;</p> <p>The Holy Qur’an</p> <p><u>Secondary texts:</u> Literatures on Peace and conflict management Other religious and moral Literatures</p> <p>Posters Markers</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication skills • Digital skills • Research & problem solving skills • Creative and innovation skills <p><u>ASSESSMENT STRATEGIES:</u></p> <p><u>Tools: that can be used to check competencies:</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Assignments, quizzes, play-lets, oral and written tests

SEMESTER TWO

GRADE: 8
PERIOD: V
TOPIC: STEWARDSHIP

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners understand the meaning of Stewardship, know the personal responsibilities of being good Stewards at home, at school, at place of worship, in the community and in the nation at larger as assigned by God.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Comprehend the full meaning of Stewardship. 2. Apply the meaning of Stewardship of Man to his: <ol style="list-style-type: none"> a. Family b. Time c. Talents/Expertise d. Physical environment 	<p>What is Stewardship</p> <p>How did Man become Steward of his: Family. Time Talents/expertise Physical environment</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Research the Religious and Moral Stewardship of Man to: God the Creator, Man His family His time His talents/expertise His physical environment</p> <p>Do a written home assignment for class discussion defining Stewardship and the purpose of Stewardship</p>	<p><u>Primary texts:</u> The Holy Bible Gen 1:26 – 28; Gen 2:15, 19, 20; Luke 12:24; Tut 1:7; 1 Peter 4:10</p> <p>The Holy Qur’an The Holy Book of Creation</p> <p><u>Secondary texts:</u> Religious and moral Literatures Posters Other</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving Skills • Analytical skills • Digital skills • Creativity and innovation <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools: that can be used to check competencies: Select relevant options</u></p> <ul style="list-style-type: none"> • Assignment • Quizzes • Oral and written tests

SEMESTER TWO

GRADE: 8
PERIOD: VI
TOPIC: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/R ESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners know the moral teachings of Christianity, Islam and Oral Traditions on Society and are able to live up to the principles learnt.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Observe some religious practices and explain their moral implications. <ol style="list-style-type: none"> a. Sacred Scriptures b. Oral Tradition 2. Name some moral teachings of the: <ol style="list-style-type: none"> a. Christian scriptures (The Holy Bible) b. Islamic scriptures (The Holy Qur'an) c. Oral Traditions Myths, Beliefs, Teachings 	<p>Moral implications of religious practices.</p> <p>Define: Sacred scriptures Oral tradition</p> <p>Explain some moral teachings of the: Christian scriptures Holy Qur'an Traditions (Myths beliefs, teachings)</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will name some moral teachings of the: The Holy Bible – the Christian Faith The Holy Qur'an – Islamic Faith Oral tradition; myths, beliefs, teaching</p> <p>Learners will research and give a class presentation on the differences of the Christian faith, Islamic faith, traditions and oral beliefs</p> <p>Learners debate similarity and or difference in the three faiths on the following:</p> <p>Covering of heads by women before entering the Church</p> <p>Women are not allowed to pastor a Church</p> <p>Women are not to teach men</p>	<p><u>Primary texts:</u> The Holy Bible Ex 3:3, 4, 5, 6; Tim 2:11, 12;</p> <p>The Holy Qur'an The Book of Moses</p> <p><u>Secondary texts:</u> Oral Traditions and Myths</p> <p>Posters Other instructional Aids</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p><u>ASSESSMENT STRATEGIES:</u></p> <p><u>Tools: that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Assignments • Quizzes • Oral and written tests • Drama • Reconciliation

SEMESTER ONE

GRADE: 9

PERIOD: I

TOPIC:

RELIGIOUS PERSONALITIES AND THEIR MORAL TEACHINGS OF THE RELIGIOUS LEADERS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENTS
<p>Learners know the various leaders of religions and are capable of explaining the moral and spiritual teachings of:</p> <p>Jesus Christ,</p> <p>Prophet Mohammed</p> <p>African Traditional Religious Leaders</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Convincingly explain some of the teachings of the Patriarchs, the Caliphs of Islam, Traditional Religious Leaders. 2. Compare and contrast the moral teachings of Jesus Christ and the Prophet Mohammad. 3. Compare and contrast the moral teachings of the Patriarchs and African Traditional Religious Leaders 	<p>Define religion and its impact negatively or positively on Mankind</p> <p>Who are the Patriarchs, Caliphs of Islam and the Traditional Religious Leaders, and what are their contributions to religion</p> <p>What are the moral and spiritual teachings of the Patriarchs, Caliphs of Islam and the Traditional Religious Leaders</p> <p>Explain the followings: A. Jesus Christ 1. His Parables of the Kingdom, the Sower, the Prodigal son 2. His Sermon on the Mount</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Research and write three page essay on the Patriarchs, the Caliphs of Islam, Traditional Religious Leaders</p> <p>Compare and contrast the moral teachings of Jesus Christ, Prophet Mohammed and African Traditional Religious Leaders</p> <p>Learners will work in groups to develop a drama on the life of the Prodigal Son, the Sunna, and or Drumming ;</p>	<p><u>Primary texts:</u> The Holy Bible Mat 13:3 – 8, 18 – 23; Luke 15:11 – 32: Mat 5:3 – 16</p> <p>The Holy Qur’an The Holy Book of Moses</p> <p><u>Secondary texts:</u> Religious Moral Educational Literatures on the Holy Qur’an</p> <p>Other reference materials Poster sheets</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research & Problem Solving Skills • Analytical skills • Digital Skills • Creativity and innovation <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools: that can be used to check competencies:</u> <u>Select relevant options</u></p> <ul style="list-style-type: none"> • Assignments • Quizzes • Oral and written tests

		<p>B. The Prophet Muhammad</p> <ol style="list-style-type: none">1. His Commandment from the Hadith2. The Sunna <p>C. African Traditional Religious Leaders</p> <ol style="list-style-type: none">1. Drumming2. The use of Horns			
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SEMESTER ONE

GRADE: 9
PERIOD: II
TOPIC: COMMITMENT TO GOD

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENTS
<p>Learners understand God’s Commitments to Man and Man’s Commitment to God and will live in accordance to the premise of religious teachings given by the messengers of God.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define Commitment 2. Explain some of God’s Commitments to Mankind. 3. Explain the Christians, Muslims and Traditionalists responses to God’s Promises 4. Name some messengers of God from the three religions. 5. Give at least five of God’s promises for: <ol style="list-style-type: none"> a. The Earth b. Heaven 	<p>Commitment</p> <p>God’s Commitments to Mankind:</p> <p>Man’s Commitments to God</p> <p>God’s Messengers to Mankind</p> <p>God’s Promises for: The Earth The Heaven</p> <p>Man Commitment to God through: Christian Teachings Islamic Teachings Traditional Teachings</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will research and discuss:</p> <p>God’s Commitments to Man through the teachings of:</p> <p>Christianity Islam Tradition</p> <p>Dramatize Man’s Commitments to God in worship</p> <p>Assignment/Exercise:</p> <p>Research Play let</p>	<p><u>Primary texts:</u></p> <p>The Holy Bible Gen 8:20 – 22; Gen 9:2 – 17; Ps 104:145’ Mat 6:26 – 30; Mat 10:29; Chro. 7</p> <p>The Holy Qur’an Teaching of Prophet Mohammed</p> <p><u>Secondary test:</u> Religious Literatures Traditional and Moral Teachings</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Digital Skills • Analytical Skills <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools: that can be used to check competencies: Select relevant options:</u></p> <ul style="list-style-type: none"> • Research, Assignments, • Quizzes • Oral and written tests

SEMESTER ONE

GRADE: 9

PERIOD: III

TOPIC: VARIOUS RELIGIOUS FESTIVALS AND THEIR VALUES

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners are able to analyze the importance of religious Festivals, classify them in line with their moral values and participate according to their faith.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Name some religious festivals 2. Explain some of the religious festivals 3. State the value of each religious festival for moral development 	<p>Religious Festivals</p> <p>Christian Festivals Christmas Easter Fast and Prayer Day Thanksgiving Day</p> <p>Muslim Festivals Eid-UI-Fitr Eid-UI-Adha ELP</p> <p>Traditional Festivals of some ethnic Groups of Liberia.</p> <p>The importance of Religious Festivals</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Learners will be able to differentiate between the various religious festivals through research</p> <p>Learners will interview religions leaders to understand the purpose and meaning of various religious festivals</p>	<p><u>Primary text:</u> The Holy Bible Mat 1:18 – 21; Mat 26:17 – 30; Mat 27:1 – 66; Mark 16:1 – 20; Luke 24:1 - 49</p> <p>The Holy Qur’an</p> <p><u>Secondary texts:</u> Religious and Traditional Literatures</p> <p><u>Other Resources/Supplementary Readings</u> <u>Other References:</u> Religious Literature</p>	<p><u>Expected Competences:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Effective communication skills • Analytical Skills • Digital Skills <p><u>ASSESSMENTS STRATEGIES:</u> <u>Tools: that can be used to check competencies:</u> <u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Oral presentation

SEMESTER TWO

GRADE: 9
PERIOD: IV
TOPIC: RELIGION AND HEALTH

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS
<p>Learners are able to analyze how Religions positively impact healthy living and teach others in the community to practice religious teachings in their daily lives.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Know the positive impact Religion has on Health 2. List ways Religion helps to prevent Health Problems 	<p>Positive impact of Christianity, Islamic and Traditional Religions on Health</p> <p>How religions help in the prevention of Health Problems in society</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc</p> <p>Learners will list ways of how Religions offer safety in community health</p> <p>Learners will research how compliance of religious rules help in the prevention of Health Problems in society</p> <p>Assignments:</p> <p>List five possibilities of how Religions offer safety in community health</p>	<p>Primary Texts:</p> <p>Holy Bible Ex 20:1 – 7; 1 Peter 3:1; Col 3:18 – 19</p> <p>Holy Qur’an</p> <p><u>Secondary Texts</u></p> <p>Religious Instructional materials</p> <p><u>Other Resources/Supplementary Readings</u></p> <p>Other religious Literatures Other Reference materials Visual Aids Posters</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Effective communication • Research and problem solving skills • Digital skills • Analytical skills <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools: that can be used to check competencies: Select relevant options</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Research • Oral and written presentation • Essay writing

SEMESTER TWO

**GRADE 9
PERIOD V
TOPIC:**

THE MINISTRIES OF SOME RELIGIOUS LEADERS AND TRADITIONAL PRIESTS

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENTS																		
<p>Learners understand the religious works of Jesus Christ, Prophet Mohammed and Traditional Leaders and apply the teachings to their daily lives.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Name some of the Ministries of some religious Leaders, including Jesus Christ, Muhammad and Traditional priests. Narrate stories about: <table border="1" data-bbox="376 711 891 1362"> <tr> <td data-bbox="376 711 577 858">Jesus Christ:</td> <td data-bbox="577 711 745 858">Prophet Mohammad:</td> <td data-bbox="745 711 891 858">Ministries of traditional Priests</td> </tr> <tr> <td data-bbox="376 858 577 930">The calling of His Disciples</td> <td data-bbox="577 858 745 930">His Hijirah to Medina</td> <td data-bbox="745 858 891 930">Healing</td> </tr> <tr> <td data-bbox="376 930 577 1074">The commissioning of His disciples</td> <td data-bbox="577 930 745 1074">His last pilgrimage</td> <td data-bbox="745 930 891 1074">Pouring</td> </tr> <tr> <td data-bbox="376 1074 577 1217">His Healing of the sick</td> <td data-bbox="577 1074 745 1217">His triumphant entry into Mecca</td> <td data-bbox="745 1074 891 1217">Libation</td> </tr> <tr> <td data-bbox="376 1217 577 1289">His moral teachings</td> <td data-bbox="577 1217 745 1289"></td> <td data-bbox="745 1217 891 1289">Offering sacrifices</td> </tr> <tr> <td data-bbox="376 1289 577 1362">His Death and Resurrection</td> <td data-bbox="577 1289 745 1362"></td> <td data-bbox="745 1289 891 1362"></td> </tr> </table> 	Jesus Christ:	Prophet Mohammad:	Ministries of traditional Priests	The calling of His Disciples	His Hijirah to Medina	Healing	The commissioning of His disciples	His last pilgrimage	Pouring	His Healing of the sick	His triumphant entry into Mecca	Libation	His moral teachings		Offering sacrifices	His Death and Resurrection			<p>The works of: Jesus Christ Prophet Mohammed Traditional Leaders</p> <p>Jesus Christ Death and Resurrection Prophet Mohammed triumphant entry into Mecca Traditional Priest offering of sacrifice</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Learners will research and write one page essay on the Ministries of:</p> <p>Jesus Christ</p> <ul style="list-style-type: none"> - The calling of His Disciples - The commissioning of His disciples - His Healing of the sick - His moral teachings - His Death and Resurrection <p>Prophet Mohammad</p> <ul style="list-style-type: none"> - His Hijirah to Medina. - His past Pilgrimage - His triumphant entry 	<p><u>A. Primary Text</u> The Holy Bible Luke 6:12 - 15; Luke 5:1-11; Mark 8:22 – 26; Mark `5:42 – 47, Mat 28:1 – 13 Mat 24:32 - 35</p> <p>The Holy Qur’an</p> <p><u>B. Secondary Texts</u> Religious and moral Educational Textbooks</p> <p><u>C. Other Resources/Supplementary Readings</u> Other religious Literatures Other Reference materials</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research and problem solving skills • Analytical skills • Digital Skills • Effective communication skills <p><u>Tools that can be used to check competencies: Select relevant options</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Class discussions Play lets • Drama • Essay
Jesus Christ:	Prophet Mohammad:	Ministries of traditional Priests																					
The calling of His Disciples	His Hijirah to Medina	Healing																					
The commissioning of His disciples	His last pilgrimage	Pouring																					
His Healing of the sick	His triumphant entry into Mecca	Libation																					
His moral teachings		Offering sacrifices																					
His Death and Resurrection																							

			<p>into Mecca.</p> <p>The ministries of Traditional Priests:</p> <ul style="list-style-type: none"> - Healing of the sick - Pouring Libation - Offering sacrifices to the gods for the sick and other purposes - Acting as Counselors to hurting people <p>Assignment/Exercises Dramatize a story each of: Jesus Christ Prophet Mohammed Traditional Priest</p> <p>Write four paragraphs on two stories of: Jesus Christ Prophet Mohammed Traditional Priests</p> <p>And indicate the moral benefits to our society today</p>		<ul style="list-style-type: none"> • Outing • Small group discussion • Research • Assignments
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SEMESTER TWO

**GRADE 9
PERIOD VI
TOPIC:**

CHASTITY AND IMMORALITY

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners demonstrate a life style that benefits themselves as individual, the family and the nation as a whole by living high moral standards derived from Religious Moral Teachings</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Differentiate between Chastity and Immorality 2. Compare and contrast Islamic and Christian teachings on chastity. 3. Explain why and how a person should live a chaste life by the teaching of African Traditional Religion. 4. State the importance of living a chaste life. 5. State the dangers of an immoral life style. 	<p>Chastity and immorality.</p> <p>The importance of: Chastity in Islam Chastity in Christianity Chastity and immorality in African Traditional Religion.</p> <p>Benefits of living a chaste life.</p> <p>Consequences of immorality.</p>	<p><u>Using Inclusive and Differentiated Learning</u></p> <p>Individual seat works or work in mixed groups according to gender, learning abilities and styles, etc.</p> <p>Assignment/Exercises</p> <p>Learners read and discuss the benefits of Chastity Life and punishment of Immorality Life</p> <p>Learners conduct research on the consequences of immorality.</p>	<p><u>A. Primary Text</u> The Holy Bible The Holy Qur'an</p> <p><u>B. Secondary Texts</u> Religious and moral Educational Textbooks</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <p><u>D. Other Reference materials</u></p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Research & Problem Solving skills • Digital Skills • Analytical skills • Effective Communication Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p>Tools that can be used to check competencies; select relevant options</p> <ul style="list-style-type: none"> • Quizzes • Tests • Class discussions • Play lets • Drama • Essay • Outing • Small group discussion