



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



Uganda Advanced Certificate of Education
TEACHING SYLLABI FOR
CHRISTIAN RELIGIOUS
EDUCATION
ISLAMIC RELIGIOUS
EDUCATION

VOLUME 9
2013



THE REPUBLIC OF UGANDA
Ministry of Education and Sports





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Ministry of Education and Sports

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CONTENTS

Acknowledgement	ii
Foreword	iii
General Introduction	v
CRE	1
IRE	231

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NCDC takes full responsibility for any errors and omissions in the documents and welcomes suggestions to address them.

FOREWORD

For a long time teachers have been using Uganda National Examinations Board (UNEBC) syllabi to plan their teaching schemes. This approach has rendered the curriculum to be largely driven by examination.

Working with relevant subject panels, NCDC has produced the Teaching Syllabi for all the Advanced Level subjects. The subject content in the syllabi has been clarified using appropriate specific objectives. It should be noted that the content in the syllabi has remained largely the same except in a few subjects where it has been updated by removing obsolete and/ or irrelevant material. Suitable teaching / learning strategies have been suggested to the teacher and other users.

Teachers will find the syllabi useful in planning the teaching / learning processes. The content therein will go a long way in enhancing the learners' educational experiences and guide the teachers towards successful delivery of meaningful learning experiences.

The teaching / learning strategies suggested in the Syllabi are just a guide to the teacher but are not meant to substitute the rich professional approaches that the teacher may opt to use to deliver knowledge, and to develop understandings, skills, values and attitudes.



Connie Kateeba

DIRECTOR

National Curriculum Development Centre

General Introduction

Volume 9 of the Advanced Level syllabi contains two subjects: **Christian Religious Education** and **Islamic Religious Education**. There are other volumes containing other Advanced Level subjects. The purpose of this merger is twofold. First, NCDC considered the content relatedness of the subjects and second, the need to avoid extremely voluminous books.

These syllabi have been written in accordance with the National Objectives on Secondary Education. The syllabi content continues from that of the Ordinary Level curriculum. The syllabi have suggested a teaching order, teaching and learning strategies, and assessment strategies. In all cases the syllabi have tried as much as possible to integrate the theory and skills. This means that the teaching and learning should be as much as possible be learner centred . The purpose is to make the learner acquire the necessary life skills.

The **Christian Religious Education** syllabus is divided into four parts, as follows:

Part One: Old Testament. This covers the following selected themes: Law books: Genesis, Exodus, Leviticus, Numbers and Deuteronomy; Historical books: I and II Samuel, I and II Kings; Prophetic books: Amos, Hosea, Jeremiah, Isaiah and Ezekiel; and Wisdom literature: Job and Psalms

Part Two: New Testament. This deals with the following selected themes namely: Pre-gospel: Oral Transmission of Faith; Gospels: Mark and John The Letters: I Corinthians, Galatians, James and I Peter

Part Three: Christianity in the East African Environment deals with Description of the African religious experience before Christianity; Coming of Christianity to East Africa; Establishment of Christianity in East Africa; Interaction and consolidation and Christianity in the contemporary religious environment

Part Four: Christian Approaches to Social and Ethical Issues deals with Sex, Marriage and the Family; Work, Leisure and Money; and Law and Order

The aims and objectives of teaching Religious Education are purely educational not religious or denominational. This is why it is called Religious Education not Religious Institution.

The **Islamic Religious Education** (IRE) syllabus is based on an assumption that the student has a solid background in Islam at least up to O level. This syllabus covers the study of different aspects of the Holy Book, the origin and development of Islamic legislation, Islamic political, social, economic, religious and cultural history, Sharia and its application, and the interplay between Islam and other civilisations.

IRE is divided into four parts and has the following topics: The Revelation of the Qur'an; Preservation and Protection of the Qur'an; Spiritual Teachings of the Qur'an; Social Teachings; Economic Teachings; Islamic Teachings on Political Life; Selected Surahs from the Holy Qur'an; Collection of Hadith; Compilation of Hadith; Evaluation of Hadith; Classification of Hadith; The Development of Islamic Law; Major Sources of Islamic Law; Classification of Legal Acts; The Emergence of Islamic Schools of Law (Madhaahib); Fundamental Teachings of Sharia; Challenges to the Application of Sharia in the Contemporary World; Arabia before AD 610; The Life of the Prophet Muhammad (PBUH); The Orthodox Caliphate; Muslim Dynasties; Crusades; Muslim Empires; The Coming of Islam to East Africa via the Indian Ocean Route; The Role of Trade in the Spread of Islam; Islam at the East African Coast; The Spread of Islam in the Interior; Conditions of West Africa Prior to the Coming of Islam; The Role of Trade in the Spread of Islam; Islam in the Old Political Organisations in the Region; The Impact of the Early Islamic Movement on the People of West Africa; The 19th Century Jihads and Islam during Colonial Rule in the Region

**Uganda Advanced
Certificate of Education**

**CHRISTIAN
RELIGIOUS
EDUCATION**

TEACHING SYLLABUS

Contents

Introduction.....	15
PART ONE: OLD TESTAMENT	20
Topic 1: Introduction to the Old Testament.....	20
Sub-Topic 1: Background to the Old Testament.....	20
Sub-Topic 2: Writing of the Old Testament	21
Sub-Topic 3: Style of Writing.....	22
Sub-Topic 4: Link between the Old Testament and the New Testament	23
Topic 2: Origin of Man (Genesis 1-3).....	24
Sub-Topic 1: Creation Accounts (Genesis 1 and 2).....	24
Sub-Topic 2: The Fall of Man (Genesis 3)	26
Topic 3: God's Revelation to Abraham	28
Sub-Topic 1: The Call of Abraham (Genesis 11:31-32; 12:1-9).....	28
Sub-Topic 2: The Abrahamic Covenant (Genesis 15:1-21)	29
SENIOR FIVE TERM TWO.....	31
Topic 4: The Exodus Event	31
Sub-Topic 1: The Life of Moses	31
Sub-Topic 2: The Call of Moses	32
Sub-Topic 3: The Passover.....	33
Sub-Topic 4: The Sinaitic Covenant	34

Sub-Topic 5: The Decalogue (Exodus 20:1-17).....	34
Sub-Topic 6: The Sealing of the Covenant.....	37
Topic 5: The Book of Leviticus.....	39
Sub-Topic 1: Sacrifices in Israel (Leviticus 1:1-7: 38.).....	39
Sub-Topic 2: Ordination of Priests	40
Sub-Topic 3: Legal Purity	41
Topic 6: The Book of Deuteronomy	43
Sub-Topic: The Covenant Community	43
Topic 7: Conquest of the Promised Land	45
Sub-Topic 1: The Conquest and Settlement in Canaan (Joshua 1:1-12:24)	45
Sub-Topic 2: Israel in the Time of Judges	46
SENIOR FIVE TERM THREE	48
Topic 8: Samuel and the Establishment of the Monarchy	48
Topic 9: Kingship in Israel	51
Sub-Topic 1: King Saul.....	51
Sub-Topic 2: King David.....	52
Sub-Topic 3: King Solomon	54
Sub-Topic 4: Division of the Kingdom of Israel.....	55
SENIOR SIX TERM ONE	57
Topic 10: The Nature of Hebrew Prophecy and the Role of Prophets in the Covenant Community	57
Sub-Topic 1: Prophetic Ministry	57
Sub-Topic 2: Prophet Elijah.....	58

Sub-Topic 3: King Ahab and the Covenant Law	60
Topic 11: Prophet Amos	62
Sub-Topic: Amos' Oracles and Visions.....	62
SENIOR SIX TERM TWO.....	64
Topic 12: Prophet Hosea	64
Sub-Topic 1: Hosea's Ministry.....	64
Topic 13: Isaiah and the Kings of Judah 8 th And 9 th Century	66
Sub-Topic 1: Isaiah the Prophet	66
Sub-Topic 2: Isaiah and King Ahaz.....	68
Sub-Topic 3: Signs in the Book of Isaiah	69
Sub-Topic 4: Isaiah and King Hezekiah	70
Sub-Topic 5: Deutero-Isaiah (Isaiah 40, 43, 44, 52).....	71
SENIOR SIX TERM THREE	73
Topic 14: Jeremiah and the Kings of Judah.....	73
Sub-Topic 1: Prophet Jeremiah.....	73
Sub-Topic 2: Jeremiah and the Fall of Judah	74
Sub-Topic 3: The Prophet's Hope for the Future.....	76
Sub-Topic 4: The Second Babylonian Attack.....	77
Sub-Topic 5: Prophet Jeremiah and the New Testament.....	78
Sub-Topic 6: Relevance of the Book of Jeremiah to Christians Today.....	78
Topic 15: Prophet Ezekiel	80
Sub-Topic 1: Historical Background to Ezekiel's Ministry	80

Sub-Topic 2: Ezekiel's Prophetic Signs	81
Sub-Topic 3: Ezekiel's Teaching on Individual Responsibility	82
Sub-Topic 4: Ezekiel and the Shepherds of Israel.....	83
Sub-Topic 5: Ezekiel and the Valley of Dry Bones.....	83
Topic 16: Wisdom Literature.....	85
Sub-Topic 1: Psalms.....	85
Sub-Topic 2: Job	86
PART TWO: NEW TESTAMENT	88
SENIOR FIVE TERM ONE.....	88
Topic 1: The Apostolic Period	88
Sub- Topic 1: Introduction to the New Testament	88
Sub-Topic 2: Canonisation of the New Testament.....	89
Sub-Topic 3: Synoptic Gospels	90
SENIOR FIVE TERM TWO.....	93
Topic 2: The Gospel According to St Mark	93
Sub-Topic 1: Introduction to the Gospel of Mark	93
Sub-Topic 2: The Preaching of John the Baptist.....	94
Sub-Topic 3: Temptation of Jesus	95
Sub-Topic4: Jesus' Public Ministry	95
Sub-Topic 5: Parables in Jesus' Ministry	96
Sub-Topic 6: Miracles in Jesus' Ministry	97
Sub-Topic 7: Jesus' Rejection at Nazareth.....	98

Sub-Topic 8: The Mission of the Twelve Disciples.....	99
Sub-Topic 9: The Martyrdom of John the Baptist.....	100
Sub-Topic 10: The Messiahship of Jesus Christ.....	101
Sub-Topic 11: The Transfiguration Event.....	102
Sub-Topic 12: Marriage and Divorce.....	102
Sub-Topic 13: The Blessing of Children	103
Sub-Topic 14: The Rich Young Man	104
Sub-Topic 15: Jesus Predicts His Death.....	105
Sub-Topic 16: The Request of James and John	106
Sub-Topic 17: The Triumphant Entry into Jerusalem.....	106
Sub-Topic 18: Cursing the Fig Tree.....	107
SENIOR FIVE TERM THREE	109
Topic 2: the Gospel According to St Mark (Continued)	109
Sub-Topic 20: The Parable of the Wicked Tenant.....	109
Sub-Topic 21: Provocative Questions in the Gospel of Mark.....	109
Sub-Topic 22: The Great Commandment	110
Sub-Topic 23: Eschatological Discourse	111
Sub-Topic 24: Passion Narratives.....	112
Sub-Topic 25: The Resurrection of Jesus Christ	113
Topic 3: The Gospel of John.....	114
Sub-Topic 1: Introduction to the Gospel of John	114
Sub-Topic 2: Prologue John 1:1-18	115

Sub-Topic 3: John the Baptist and Jesus' First Disciples	116
Sub-Topic 4: Signs in the Gospel of John.....	116
Sub-Topic 5: Cleansing of the Temple.....	118
Sub-Topic 6: Jesus and Nicodemus (John 3:1-21).....	118
SENIOR SIX TERM ONE	120
Sub-Topic 7: Jesus and the Samaritan Woman.....	120
Sub-Topic 8: Jesus' Revelation of His Identity (The Seven Great "I AM" Sayings)	120
Sub-Topic 9: Jesus at the Feast of the Tabernacles (Booths/Shelter)	122
Sub-Topic 10: A Woman caught in the Act of Adultery	122
Sub-Topic 11: Hostility to Jesus at the Feast of Dedication.....	123
Sub-Topic 12: Jesus is Anointed at Bethany	124
Sub-Topic 13: Jesus' Triumphant Entry into Jerusalem	124
Sub- Topic 15: The Promise of the Holy Spirit	126
Sub-Topic 16: Jesus' Prayer of Self-Dedication	127
Sub-Topic 18: The Epilogue in the Gospel of John	129
SENIOR SIX TERM TWO	130
Topic 4: Paul's Letter to the Galatians	130
Sub-Topic 1: Introduction to Paul's Letter to the Galatians.....	130
Sub-Topic 2: Message in the Letter to the Galatians	131
Sub-Topic 3: The Children of God	131
Sub-Topic 4: Freedom and the Holy Spirit.....	132
Sub-Topic 5: Concern for Fellow Christians	133

Topic 5: Paul's Letter to the Corinthians	134
Sub-Topic 1: Introduction to Paul's First Letter to the Corinthians	134
Sub-Topic 2: Paul's Reaction to Verbal Reports (1 Corinthians 1-4).....	135
Sub-Topic 3: Paul's Reaction to Written Reports (1 Corinthians 7-1)	137
SENIOR SIX TERM THREE	139
Topic 6: The Epistle of 1Peter	139
Sub-Topic 1: Introduction to 1 Peter.....	139
Sub- Topic 2: Holy People	140
Sub-Topic 3: Christian Behaviour and Holy Living.....	140
Sub-Topic 4: Suffering	141
Sub-Topic 5: The Shepherd and the Flock.....	142
Topic 7: The Epistle of James.....	144
Sub-Topic 1: Introduction to the Epistle of James	144
Sub-Topic 2: Trials and Temptation	145
Sub-Topic 4: Faith and Actions	146
Sub-Topic 5: The Tongue and Wisdom.....	147
Sub-Topic 6: Evils in James' Letter	148
Sub-Topic 7: Patience and Prayer.....	149
PART THREE: CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT	150
SECTION A: DESCRIPTION OF AFRICAN RELIGIOUS EXPERIENCE AROUND 1844	150
SENIOR FIVE TERM ONE	150
Topic 1: Religion in the Community (African Traditional Religious Experience)	150

Sub-Topic 1: Birth.....	150
Sub-Topic 2: Initiation and its Significance	151
Sub-Topic 3: Informal Education	152
Sub-Topic 4: Marriage and the Family.....	153
Sub-Topic 5: The Community and its Social and Political Organisation.....	154
SENIOR FIVE TERM TWO.....	156
Topic 1: Religion in the Community (African Traditional Experience) - Continued	156
Sub-Topic 6: Worship	156
Sub-Topic 7: Death.....	157
SECTION B: THE COMING OF CHRISTIANITY, IMPACT AND INTERACTION	158
Topic 2: Impact 1844-1890.....	158
Sub-Topic 1: Christian Missionaries at the Coast and Inland East Africa.....	158
Sub-Topic 2: Missionaries in Buganda.....	160
Sub-Topic 3: Christianity in Toro.....	161
Sub-Topic 4: Christianity in Bunyoro.....	162
Sub-Topic 5: Christianity in Ankole	163
SENIOR FIVE TERM THREE	165
Sub-Topic 6: Christianity in Eastern Uganda	165
Sub-Topic 7: Christianity in Northern Uganda.....	166
Sub-Topic 8: Establishment of Christianity in East Africa (1890-1918)	167
Sub-Topic 9: Interaction and Consolidation of Christianity in East Africa (1918 – 1945)	168

SENIOR SIX TERM ONE	170
Topic 3: Achieving Independence (1945-1963).....	170
Sub-Topic 1: Organised Groups against Colonialism.....	170
Sub-Topic 3: Accelerated Movement towards Church Independence	172
Sub-Topic 4: The Church and the School	174
Sub-Topic 5: The Changing Missionary Role.....	175
SECTION C: CHRISTIANITY IN THE CONTEMPORARY RELIGIOUS ENVIRONMENT	176
SENIOR SIX TERM TWO	176
Topic 4: Interaction of Christianity and Other Religions	176
Sub-Topic: African Traditional Religions.....	176
SENIOR SIX TERM THREE	179
Topic 5: Present Christian Situation in East Africa	179
Sub-Topic 1: Christian Denominations.....	179
Sub-Topic 2: Ecumenism.....	180
Sub-Topic 3: Independent Churches in East Africa	182
Sub-Topic 4: The Church and Politics Today	183
Sub-Topic 5: The Church and Conflict Resolution	184
PART FOUR: CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES.....	185
SECTION A: SEX, MARRIAGE AND THE FAMILY	185
SENIOR FIVE TERM ONE	185
Topic 1: Sex and Sexuality	185
Sub-Topic 1: Sex and Sexuality in the African Traditional Society	185

Sub-Topic 2: Sex in the Modern Society	186
Sub-Topic 3: Permissiveness in Society	188
Sub-Topic 4: Biblical Teaching about Sex.....	188
SENIOR FIVE TERM TWO.....	190
Topic 2: Marriage	190
Sub-Topic 1: Introduction to Marriage	190
Sub-Topic 2: Marriage in the African Traditional Society	191
Sub-Topic 3: Marriage in Modern Society	192
Sub-Topic 4: Biblical Teaching on Marriage.....	193
Topic 3: Family	195
Sub-Topic 1: African Traditional Understanding of Family	195
Sub-Topic 2: Family in Modern Africa	196
Sub-Topic 3: Responsible Parenthood.....	197
SECTION B: WORK, LEISURE AND MONEY	199
SENIOR FIVE TERM THREE	199
Topic 4: Work.....	199
Sub-Topic 1: Work in the African Traditional Society.....	199
Sub-Topic 2: Work in the Modern Society.....	200
Sub-Topic 3: Work in the Bible	201
Sub-Topic: 4 Ideologies about Work	201
Sub-Topic 5: Professional Ethics.....	202
Sub-Topic 6: Labour Relations	203

SENIOR SIX TERM ONE	205
Topic 5: Leisure	205
Sub-Topic 1: Leisure in the African Traditional Society.....	205
Sub-Topic 2: Leisure in Modern Society	206
Sub-Topic 3: Biblical Teaching on Leisure	207
Topic 6: Money and Wealth.....	209
Sub-Topic 1: Money and Wealth in African Tradition.....	209
Sub-Topic 2: Money and Wealth in Modern Africa.....	210
Sub-Topic 3: Money and Wealth in the Bible	212
SECTION C: LAW AND ORDER	214
SENIOR SIX TERM TWO.....	214
Topic 7: Law, Crime and Punishment	214
Sub-Topic 1: Introduction to Law and Order	214
Sub-Topic 2: Relationship between the Law and Morality	215
Sub-Topic 3: Crime.....	216
Sub-Topic 4: Punishment	217
Sub-Topic 5: Imprisonment	218
Sub-Topic 6: Mob Justice	219
SENIOR SIX TERM THREE	221
Topic 8: The State and the Citizen	221
Sub-Topic 1: State and Citizen.....	221
Sub-Topic 2: The Church and the State	222

Sub-Topic 3: Political Systems	223
Sub-Topic 4: Prejudice and Discrimination	224
Topic 9: International Order.....	225
Sub-Topic 1: Peace and Armed Conflict	225
Sub-Topic 2: Refugee Problems in Africa	226
Sub-Topic 3: Internal Displacement of People	227
References.....	229

Introduction

This is a comprehensive syllabus for Christian Religious Education (CRE) at the advanced level. The purpose is to harmonise the activities of the Ugandan National Examination Board and Uganda National Curriculum Development Centre and bridge the gap between them. It provides a national standard guide for UNEB to follow in the execution of assessment and evaluation activities.

It is specially designed to assist A level teachers to break down complex subject content into easy-to-handle teaching modules. It provides a thorough chronological elaboration of the subject content of the four parts of CRE namely: The Old Testament, New Testament, Christianity in the East African Environment and Christian Approaches to Social and Ethical Issues.

The syllabus outlines the major topics, sub-topics, basic concepts, theories and philosophies of the topics. It relates the subject content to contemporary Ugandan society.

It states specific objectives of each topic that teachers can break down as suitable for the classes depending on the ability of their learners.

It also provides classroom teaching techniques to ensure achievement of the intended objectives of the content.

It offers the relevant Biblical teachings for specific topics and develops learners' critical thinking, innovativeness and creativity to apply the subject content to contemporary issues in the society.

Rationale

The learner will develop a critical thinking skill, appreciate the historical analysis of the Bible and open his/her mind to link the subject content to the contemporary issues. It will instill a sense of appreciation of the cultural and social values of Christian discipline and develop the attitude of responsibility.

Structure of the Syllabus

The book is divided into four parts, namely:

Part One: Old Testament

This is concerned with the following selected themes:

- a) Law books:- Genesis, Exodus, Leviticus, Numbers and Deuteronomy
- b) Historical books: I and II Samuel, I and II Kings
- c) Prophetic books: Amos, Hosea, Jeremiah, Isaiah and Ezekiel
- d) Wisdom literature: Job and Psalms

Part Two: New Testament

This is concerned with selected themes namely:

- a) Pre-gospel: Oral Transmission of Faith
- b) Gospels: Mark and John
- c) The Letters: I Corinthians, Galatians, James and I Peter

Part Three: Christianity in the East African Environment

This is concerned with the following themes:

- a) Description of the African religious experience before Christianity
- b) Coming of Christianity to East Africa
- c) Establishment of Christianity in East Africa
- d) Interaction and consolidation
- e) Christianity in the contemporary religious environment

Part Four: Christian Approaches to Social and Ethical Issues

This is concerned with the following themes:

- a) Sex, Marriage and the Family
- b) Work, Leisure and Money
- c) Law and Order

History of Teaching Christian Religious Education in Uganda

Before the advent of Christian missionaries in Uganda, all children were exposed to traditional (indigenous) education, offered to them in homes, and anywhere social and economic activities took place. Every adult member had a role to play in the education of children in their society. The education was informal in the sense that there were no specific places from where learning took place; no specific time for teaching or learning; no specific teachers to teach children; and no specific syllabus to be followed in teaching. Children learnt anytime, anywhere and with any adult.

The coming of the Anglican missionaries of the Church Missionary Society (CMS) in 1877 and the French Catholic White Fathers in 1879 changed the religious setting of the indigenous societies. They introduced another form of education which came to be referred to as western education, because the pioneer missionaries that brought it were from Western Europe. It should be noted that by the time Christian missionaries came, Arabs had already come in 1844, but their major interest was trade, not education. They ventured into formal education later.

The first missionaries also brought political changes like colonialism. Missionaries became agents of colonisation while education served as a foundation for indoctrination. The system which the missionaries established had catechist schools; bush schools or sub grade schools, elementary schools, central schools, high schools technical schools and teacher training schools.

The curriculum covered catechism, reading, writing and numbers. The catechism syllabus varied with denominational interests. Each religious denomination developed its own schools to advance their interests, thus promoting religious divisions.

Secondary Schools in Uganda

From the 1870s high schools started developing in Uganda for example Mackay College (1875), Mengo Senior School (1895), Namilyango (1902), Kings College Buddo (1906), Rubaga High School (1908), Nabumali High School (1911), Ngora High School (1912), Kyebambe High School (1913) among others. These were set up for the sons and daughters of chiefs and other influential members in society. Though other subjects were taught in these schools, emphasis was on religious education.

The British colonial government too directly participated in the schools' education system in Uganda from the year 1925. A number of commissions were put in place for example the 1963 Castle Commission. This commission emphasised among other things, the teaching of religion in schools.

Regarding the teaching syllabus of Christian Religious Education, from 1970 to 1972, a committee of Catholic and Anglicans (Protestants) from Kenya, Malawi, Tanzania, Zambia and Uganda met to draw up the common issues to be addressed. They prepared the Ordinary Level syllabus for Christian Religious Education (CRE), but left the primary level syllabus to individual nations. The Uganda Joint Christian Council (UJCC) which comprises Anglican (Church of Uganda), Catholic and Greek Orthodox churches drew up the primary Christian Religious Education syllabus for

use in Uganda. In 1973 the joint Catholic-Protestant syllabus in religious education was introduced for examination as a subject leading to the East African Certificate of Education.

The East African Examinations Council was disbanded in the year 1978. Since then each East African country has been setting its own examinations for primary and secondary schools. The Uganda National Examinations Board established in the year 1983 sets examinations for Christian Religious Education and other subjects for primary and secondary schools.

Aims of Teaching Religious Education

The aims and objectives of teaching Religious Education have come to be perceived as purely educational not religious or denominational. This is why it is called Religious Education not Religious Institution.

The general aims of religious education are:

1. To provide children with an insight into the nature of religion and what it means to be religious.
2. To help children acquire and develop skills which will enable them appreciate religious ideas and practices.
3. To make available factual information about religion and religious phenomena.
4. To encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own.
5. To provide in particular an awareness of the nature and claims of religion and of the part it has played in shaping the cultural and social life of Uganda.
6. To help children to identify those areas of human life and experience in which religion plays a significant part.
7. To explore with the children the relation between religion and other areas of experience and knowledge.
8. To contribute towards the children's moral development.

General Aims of Christian Religious Education

1. To develop an awareness and knowledge of God's presence and purpose in the world as revealed through His creation, the Bible, the Christian community, the life and teaching of Jesus Christ and the Holy Spirit living in the church today.
2. To develop Christian virtues of love, joy, peace and service in the child, and build a personal Christian ideal to inspire his/her development and maturity.
3. To live a committed Christian life following in the footsteps of Jesus Christ.

4. To get knowledge of the teachings of the Bible and apply it in the Christian life or churches today.
5. To appreciate the common elements in traditional religion, other religions and Christian beliefs.
6. To develop the Christian moral values of honesty, concern for others, sharing, tolerance and justice.

PART ONE: OLD TESTAMENT

SENIOR FIVE TERM ONE

Topic 1: Introduction to the Old Testament

Duration: 7 Periods

Overview

The topic deals with the exploration of the unfolding of God's self-revelation and the culture of the people of ancient Middle East. Emphasis is put on the Israelites as recorded in the Old Testament as part of the basis for modern Christian Living.

Sub-Topic 1: Background to the Old Testament

General Objective

By the end of the topic, the learner should be able to establish the background, authorship and continuity of the Old Testament in relation to the New Testament.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• analyse the culture of the ancient Middle East.• describe the features of polytheism.• compare the concept of polytheism in the Middle East to the contemporary society.	<ul style="list-style-type: none">• Culture of the ancient Middle East.• Features of Polytheism• The concept of polytheism in the ancient Middle East• Polytheism in the contemporary society

Methodology

- Using the brainstorming method, introduce the concept of culture in the contemporary society.
- Introduce the concept of culture of the ancient Middle East to the learners.

- Guide the learners into a discussion of the features of the ancient Middle East and the contemporary society.

Assessment

- Ask learners to write about the culture and religion of the ancient Middle East.

Sub-Topic 2: Writing of the Old Testament

The sub-topic deals with the writing of the Old Testament. It also tries to establish the writers of the Old Testament according to different traditions.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the writing of Old Testament. • advance arguments for and against Moses as the author of the Pentateuch. • analyse the different views of scholars about Moses' authorship. • explain profound traditions about the authorship. • establish the date of writing the Old Testament books. 	<ul style="list-style-type: none"> • Date and authorship of the Old Testament books (Exodus 17:14; 24:4; 34:27 Deuteronomy 31:9; 24:1-4; Mark 10:4-5) • Inspiration • Scholars who questioned Moses' authorship of the Pentateuch: R. Simon 1638-1712, Professor Eichrodt, Julius Wellhausen • Profound traditions about the authorship of the Old Testament: <ul style="list-style-type: none"> - Yahwist - Elohist - Deuteronomic - Priestly

Methodology

- Using manageable groups, assign different groups with the different themes below:

- Moses as the author.
- Scholars supporting Moses as the author.
- Scholars questioning Moses' authorship.
- Let the different groups present their findings to the class as you moderate.
- Hold a general discussion about their findings.
- Ask learners to research about profound traditions of authorship of the Pentateuch.
- Hold a debate on profound traditions of authorship of the Pentateuch.
- Summarise the debate by giving the major ideas of authorship of the Pentateuch.

Assessment

- Give the learners an exercise on the authorship of the Pentateuch.

Sub-Topic 3: Style of Writing

This covers the figures of speech and language that is used in the Bible.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">• establish the figures of speech used in the old testament.• trace the language in which the bible was written.	<ul style="list-style-type: none">• Figures of speech (direct, prose and poetic)• Language used (Hebrew, Aramaic)• Understanding of the nation Israel

Methodology

Using brainstorming, ask learners to explain the figures of speech and the language used in the Old Testament.

Assessment

Ask learners to write about the style of writing of the Old Testament.

Sub-Topic 4: Link between the Old Testament and the New Testament

The sub-topic deals with the continuity and discontinuity of the Old Testament in the New Testament.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the old testament as a foundation of the new testament. • establish the continuity and discontinuity of the old testament in the new testament. 	<ul style="list-style-type: none"> • The Old Testament as the foundation of the New Testament <ul style="list-style-type: none"> - Moses is seen in the shining vision of the Transfiguration of Jesus on the mountain in Mark 9:4 • Continuity and discontinuity of the Old Testament in the New Testament <ul style="list-style-type: none"> - Jesus referred to him as a law giver in Mark 10:5

Methodology

- Let the learners read relevant texts such as Leviticus 11, Jeremiah 31: 31-34, Isaiah 53: 1 and 1 Corinthians 8.
- With your guidance, let the learners discuss and compare the above texts.

Assessment

- Ask learners to identify aspects of the continuity and discontinuity of the Old Testament in the New Testament.

Topic 2: Origin of Man (Genesis 1-3)

Duration: 12 Periods

Overview

The topic shows God as the sole creator of the universe and all creatures. Man is put in charge of the rest of creation but he disobeys God and judgment is pronounced.

General Objective

By the end of the topic, learners should be able to interpret God's creative power, punishment of man's sins and forgiveness as reflected in Genesis 1-3.

Sub-Topic 1: Creation Accounts (Genesis 1 and 2)

Genesis 1 and 2 show God at work, creating the universe and man in His own image. It also shows how God put man at the centre of creation.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the two creation accounts.• identify the similarities and differences between the two creation accounts.• account for the differences and similarities between the two creation accounts.• assess the implications of creating man in the image of God.• explain what Genesis 1 and 2 teach about marriage.• explain the nature of God and the nature of man in the two creation stories.	<ul style="list-style-type: none">• Interpretation of the two creation accounts• Similarities and differences between the two creation accounts (Gen 1 and 2)• Reasons for the similarities between the two creation accounts• God's nature and that of man; creation of Man in God's image• Marriage and its implication Genesis and modern science

Specific Objectives	Content
<ul style="list-style-type: none"> • establish the importance of creating man in God's image. • explain the Biblical concept of marriage compare the theory of evolution and creation accounts. • evaluate the African traditional understanding of God's nature. • explain the teaching of Genesis 1 and 2 and its relevance to modern Christians. 	<ul style="list-style-type: none"> • African traditional understanding of the nature of God • Relevance of the creation accounts to Christians today

Methodology

- Guide learners to read Genesis 1 and 2, and analyse the similarities and differences.
- Guide the students in the discussion on:
 - The nature of God
 - The nature of man
 - creation of man in God's image
 - Marriage in Genesis 1 and 2
 - Genesis and Science
 - African understanding of the nature of God
- Brainstorm on the relevance of each of the above to Christians today.

Note: Emphasise the belief of the creation stories as opposed to evolution.

Assessment

Ask learners to:

- compare and contrast the two creation accounts.
- explain the nature of God and that of man.
- examine the concept of marriage in the book of Genesis.

Sub-Topic 2: The Fall of Man (Genesis 3)

The origin of sin and disobedience of man led to judgment and punishment later changing the nature of man. It further explains the nature of sin and the consequences of sin in the Bible. Furthermore, comparison is made about the nature of sin and its consequences both in the Bible and African setting.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the sin committed in Genesis 3.• identify the nature of sin according to Genesis 3.• analyse the causes and consequences of sin.• describe the punishments administered to the three parties.• describe God's intervention after the fall of man. • identify the origin and causes of death according to traditional African understanding.• examine the views about sin and death today.• evaluate the relevance of Genesis 3 to Christians today.	<ul style="list-style-type: none">• Rebellion Sin (Genesis 3)• Nature of sin, for example, sin is attractive, spoils relationships and trust• Consequences of sin on man• Woman, snake and ground• God alone brings hope God's intervention (clothing of man and the promising of the Messiah)• Suffering and death according to African traditional understanding• Views about sin and death today• Relevance of Genesis 3 to Christians today

Methodology

- Guide learners to read Genesis 3
- Identify four characters to role play for example God, man, woman and snake.
- Give a summary of the ideas from the role play.
- Brain storm on other stories about the origin and causes of suffering and death.
- Brainstorm the relevance of Genesis 1-3.

NB: Learners should be guided to realise that the sin committed in Genesis 3 was not sex.

Assessment

Assess the learners on the sin committed in Genesis 3, and relate it to the African traditional society and the contemporary society.

Topic 3: God's Revelation to Abraham

Duration: 11 Periods

Overview

This topic deals with the divine call of Abraham and his interaction with God. It emphasises the promises and the covenant God made with Abraham. Abraham's role in the New Testament is addressed in the topic.

General Objective

By the end of the topic, the learner should be able to appreciate God's intervention in Man's life through the covenant He made with Abraham and the promises to him.

Sub-Topic 1: The Call of Abraham (Genesis 11:31-32; 12:1-9)

Abraham comes from a polytheistic background. Emphasis is laid on the life and personality before and after his call.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the polytheistic background of Abraham before his call.• explain why he came to be called by God.• appreciate Abraham as a patriarch.• describe the main features of the patriarchal religion.• make a comparative analysis between patriarchal religion ,traditional African religion and Christianity.• explain the relevance of	<ul style="list-style-type: none">• Polytheistic background and personality of Abraham• The patriarchal religion• The call Abraham• Reasons for his call• Abraham separating with Lot (Genesis 13:1-18)• Comparison of the Patriarchal religion with the:<ul style="list-style-type: none">- African traditional religion- Christianity• Relevance of Abraham's call to

Specific Objectives	Content
Abraham's call to modern Christians.	modern Christians.

Methodology

- Guide learners into a discussion about the call of Abraham, centering on patriarchal religion, promises and faith.
- Guide the learners to read relevant chapter about the call and response.
- Using text books the learners should identify the features of patriarchal religion.
- Guide the learners in a comparative analysis of the patriarchal religion and Christianity.

Assessment

Ask learners to:

- describe the patriarchal religion and how it is a foundation of Christianity.
- analyse how modern Christians respond to God's call in reference to Abraham's response.
- identify the elements embedded in the call of Abraham.

Sub-Topic 2: The Abrahamic Covenant (Genesis 15:1-21)

This sub-topic focuses on the covenant God made with Abraham and His promises. Emphasis should be on the fulfillment of these promises to future generations of the Israelites and Christians.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • appreciate God's promises to Abraham. • examine the nature and requirement of the Abrahamic covenant. • analyse the significance of Abraham's call to the Jews and Christians. 	<ul style="list-style-type: none"> • God's promises to Abraham • Nature and requirement of the Abrahamic covenant • Importance of the call of Abraham to the Jews and Christians

<ul style="list-style-type: none">• identify the main features in the Abrahamic covenant.• compare the Abrahamic covenant with the New Testament covenant.• apply the lessons learnt from Abraham to daily life.	<ul style="list-style-type: none">• Features of the covenant• Abraham as a man of faith• The fulfillment of the promises made to Abraham in the history of Israelites and Christians today (Exodus 3: 6; 32:13; Deuteronomy 1: 8:2 Kings 13:23; Isaiah 29: 22; 51:1-3; Ezekiel 33:24 James 2: 20-22; Hebrews 11:8 12, 17-19; Matthew 1:1; John 8:31-45 Luke 13:28-29; Matthew 8:11-12; Acts 7:2-16
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Methodology

- Using brainstorming, ask learners about the main features of Abrahamic covenant from the relevant texts.
- Use films such as "The Covenant" for learners to appreciate the nature of the Abrahamic call.

Assessment

- Give an exercise on the features of the Abrahamic covenant.
- Ask learners to analyse the significance of Abraham's call to the Jews and contemporary Christians today.

SENIOR FIVE TERM TWO

Topic 4: The Exodus Event

Duration: 12 Periods

Overview

This topic addresses the origin and formation of the nation of Israel. It further discusses the call and role of Moses in the formation of the new nation of Israel. It reveals the miraculous power of God to the Israelites. The person of Moses and the Passover are also addressed in the New Testament.

General Objective

By the end of the topic, the learner should be able to appreciate and understand God's presence and the relationship with His chosen people.

Sub-Topic 1: The Life of Moses

As a baby, Moses is saved from death so that he may later be the deliverer of his people. It should be noted that he was born as an Israelite, grew up in the King's palace and was given an Egyptian name enabling him to understand both people. His eventual escape to the Midian desert prepared him for a divine call.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • describe the birth and miraculous survival of Moses. • explain Moses' life experience at Pharaoh's palace in Egypt. • describe Moses' escape to Midian. • explain the importance of his escape to Midian. 	<ul style="list-style-type: none"> • Circumstances surrounding the birth of Moses • Moses' life experience at Pharaoh's palace in Egypt • Moses' escape to the Midian Desert

Methodology

- Using guided discussion, ask learners to identify circumstances surrounding the birth and survival of Moses.
- Guide learners to read the relevant texts in the Bible.

Assessment

Give an exercise on the life of Moses, that is, his birth, life in the palace and in Midian.

Sub-Topic 2: The Call of Moses

Moses' call happened during the burning bush incident. His positive response is important both to the Jews and the Christians today.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the burning bush incident.• analyse Moses' response to God's call.• explain the importance of the burning bush incident to<ul style="list-style-type: none">- Israelites.- Christians today.• explain the nature of:<ul style="list-style-type: none">- God.- man as found in the Burning Bush experience.• compare Moses' call to that of prophets.• evaluate the relevance of Moses call to Christians today.	<ul style="list-style-type: none">• Burning bush experience• Moses' response to God's call• The meaning and importance of the Burning bush incident• The nature of God as revealed to Moses• The nature of man as reflected in Moses' response• The comparison of the call of Moses to the call of other prophets• Relevance of Moses' call to Christians today

Methodology

- Guide learners to read the relevant texts in the Bible.
- Using brainstorming, introduce the idea of the call of Moses and his response.
- Guide learners in a discussion about the importance of Moses' call to the Israelites and Christians today.

Assessment

Ask learners to write an essay about the call of Moses and his response to the call.

Sub-Topic 3: The Passover

The significance of nine preceding plagues had prepared the Israelites for the tenth and final plague when the Israelites celebrated the Passover. In the night, the angel of death killed the first born in every Egyptian home but passed over the Hebrew homes.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • identify and describe the ten plagues which hit the Egyptians. • analyse the meaning of the plagues to the nature of Man and God. • describe the Passover incident in the book of Exodus. • explain the significance of the event to the Israelites. • Compare the Passover in the Old Testament with the New Testament Passover. 	<ul style="list-style-type: none"> • God's supremacy reflected in the ten plagues • God's instruction about the celebration of the Passover • Symbols of the Passover and their meaning for example bitter herbs, unleavened bread and so on • Importance of the Passover to the Israelites • Future remembrance of the Passover • The Passover in the New Testament

Methodology

- Using guided group discussion, introduce the concept of plagues and the Passover event to the learners by reading Biblical texts.
- Let them analyse each verse within the text that is relevant to the sub-topic.
- Guide learners to summarise the important points at every step.

Assessment

Give the learners an exercise on the Passover event and its significance.

Sub-Topic 4: The Sinaitic Covenant

God made a covenant with the Israelites on Mount Sinai which is significant in the history of Israel. This sub-topic deals with the movement of the Israelites in the wilderness, the receiving of the Ten Commandments and the laws governing several aspects of life in Israel for purposes of harmonious living.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">assess the role of Moses in the Sinaitic Covenant.identify the major events prior to the Sinaitic covenant.establish the importance of Moses to the Israelites.	<ul style="list-style-type: none">The role of Moses in the Sinaitic CovenantSpecial events: journey to Mt. Sinai; crossing the Red sea; God's protection and provision of manna, quails, water and the defeat of the AmalekitesPurification for the divine revelation (Exodus 19:7-24)

Methodology

- Use dramatic Bible reading to help learners grasp the Sinai event.
- Using guided discussion, introduce the concept of the role of Moses in the Sinaitic covenant making reference to the Biblical texts.
- Guide learners to summarise the important notes.

Assessment

- Give an assignment on the events embedded in the Sinaitic covenant.
- Ask learners to analyse Moses' role in the Sinaitic covenant.
- Ask learners to give the role of Moses in the founding of Israel.

Sub-Topic 5: The Decalogue (Exodus 20:1-17)

The Decalogue refers to the Ten Commandments given to Moses on Mount Sinai. These guided the Israelites as they prepared to enter the Promised Land.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the elements of the Decalogue. • analyse the features of the Sinaitic covenant. • explain the relevance of the Decalogue to Christians today. • evaluate the significance of the Sinaitic covenant to the Israelites and Christians today. • compare the features of the Sinaitic covenant with the Abrahamic covenant. • compare the African traditional covenants with the Sinaitic covenant. 	<ul style="list-style-type: none"> • The Ten Commandments (Decalogue) • Features of the Sinaitic Covenant • Importance of the Decalogue to the Israelites • The Decalogue and the New Testament • Relevance of the Decalogue to Christians today • Significance of the Sinaitic Covenant to the Israelites and Christians today • Comparison of the Sinaitic Covenant with the Abrahamic one • The role of Moses in the making of the covenant. • Significance of the Exodus event to the lives of the Israelites. • Moses in the New Testament Matthew 17:1-8; Mark 9:2-8; Luke 9:28-36; comparison between Moses and Jesus Luke 10:25-37; Hebrews 3:2ff; Hebrews 10:28ff; John 6:32 • Covenants in African traditional society in relation to the Old Testament covenants.

Methodology

- Assign the learners to discuss in groups the relevance of the Sinaitic Covenant.
- Guide the learners to discuss the elements of the Decalogue.
- Let learners make a comparison of the Sinaitic covenant and the Abrahamic covenant.

Assessment

Assign an exercise on the Decalogue with regard to the following:

- Elements
- Importance
- Moses' roles
- Comparison of the Sinaitic covenant with African traditional covenants

Sub-Topic 6: The Sealing of the Covenant

The sub-topic focuses on the laws concerning worship, sacrifice and other religious ceremonies. The duties and responsibilities of the Israelites dealt with in this sub-topic were intended for the harmonious living of the Israelites.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the covenant ceremony in Exodus 24:1-8. • explain the importance of the covenant ceremony. • explain the duties and responsibilities of the Israelites to God and fellow man. • describe the events of the Seventh year and the Seventh day. • analyse the three annual festivals in Exodus 23:12-19. • explain the importance of the sanctuary and the Ark of the covenant. • explain the laws concerning the relationship between men. • analyse the laws about violent acts. • examine the laws concerning repayment. • Identify the moral commands in Exodus 22:11-29. • appreciate the importance of fairness to all regardless of their social status. 	<ul style="list-style-type: none"> • Covenant ceremony (Exodus 24:1-11) • Importance of the ceremony • God's promises to Israel (Exodus 23:20-33) • The duties and responsibilities of the Israelites to God and fellow men • Other laws: <ul style="list-style-type: none"> - Seventh year and Seventh day (Exodus 23:10-3) • Three annual festivals (Exodus 23:14 –17; 23:18-19) • Sanctuary and the covenant Ark (Exodus 25: -22) • Relationship with others (Exodus 21: 1-11) • Violence and bodily injury (Exodus 21:12-26) • Theft, losses and repayment (Exodus 22:1-15) • Moral commands (Exodus 22:11-29) • Justice and fairness (Exodus 23:1-9)

Methodology

- Using guided Bible reading, ask learners to discuss the themes of sealing the covenant.
- Guide the learners in a discussion on the different religious festivals.

Assessment

Give an assignment on the Sinaitic Covenant and the related laws.

Topic 5: The Book of Leviticus

Duration: 6 Periods

Overview

This topic deals with laws and rights that have to do with organisation and carrying out divine worship. Special emphasis is placed on sacrifices, purpose and types of sacrifices that were offered by the Israelites. A comparative study between sacrifices in the Old Testament and African traditional society will be made while dealing with the topic.

General Objective

The learners should be able to appreciate the value of sacrifice in Israel and relate it to the New Testament and Christian life.

Sub-Topic 1: Sacrifices in Israel (Leviticus 1:1-7: 38.)

The sub-topic is about the different types of sacrifices that were offered in Israel. The regulations that were supposed to be observed, the reasons for offering the sacrifices and how the Israelites abused the sacrificial system.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify the different types of sacrifices. • explain the purpose of sacrifices in Israel. • explain the New Testament concept of sacrifices. • explain how sacrifices were abused. • make a comparison between the Old Testament concept of sacrifices with that in Uganda today. • explain the traditional African concept of sacrifices. 	<ul style="list-style-type: none"> • Types of sacrifices (Leviticus 1-7; Prophets' criticism of the practice: Hosea 6: 6; Amos 5:11-16) • Purpose of the sacrifices • Sacrifices in the New Testament. • Abuse of sacrifices • Comparison between the Old Testament concepts of sacrifices with sacrifices in Uganda today • Sacrifices in traditional Africa

Specific Objectives	Content
<ul style="list-style-type: none"> • compare the African traditional concept of sacrifices with that in the book of Leviticus. • explain the sacrifices in Uganda today. 	<ul style="list-style-type: none"> • Comparison of African traditional sacrifices to sacrifices in the book of Leviticus • Human sacrifices in Uganda today <ul style="list-style-type: none"> - Causes - Effects - Solutions

Methodology

- In manageable groups, guide learners to discuss the concept of sacrifices in:
 - Israel.
 - the New Testament.
 - traditional Africa.
 - Uganda today.

Assessment

Give an assignment on the theme of sacrifices in Israel.

Sub-Topic 2: Ordination of Priests

This sub-topic addresses the consecration of priests and the sanctity required of them. It further deals with the directions for ordination of priests in the Old Testament. The relationship between the Old Testament and the New Testament teaching about priesthood is also emphasised in this sub-topic.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the directions for ordination and consecration of priests in Israel. • describe the ordination of Aaron and his sons as priests. • explain the role of priests in Israel. • examine how the priesthood 	<ul style="list-style-type: none"> • Directions for ordination and consecration of priests (Leviticus 8-10) • Ordination of Aaron and his sons (Leviticus 8:1-30) • Role of priests in Israel • Abuse of the office of priesthood in

Specific Objectives	Content
<p>was abused in Israel.</p> <ul style="list-style-type: none"> • explain how Jesus is the high Priest of the New Testament. • assess the office of priesthood today. 	<p>Israel (Leviticus 10)</p> <ul style="list-style-type: none"> • Jesus Christ as the high Priest of the New Testament Hebrews 7-8 • Office of priesthood today

Methodology

Guide learners in a discussion about:

- directions for ordination in Israel.
- the ordination of Aaron and his sons.
- the role of priests in Israel.
- abuse of the office of priesthood in Israel.
- priesthood in Uganda today.

Assessment

Give assignments on the following:

- Consecration of priests in Israel
- Ordination of Aaron and his sons
- The office of priesthood in Israel and in Uganda today
- New Testament teaching on priesthood

Sub-Topic 3: Legal Purity

This section gives direction for the cleansing of what is known to be unclean and therefore unholy in the community of Israel. Directions for purification and avoidance of ungodliness are given.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify the different forms of uncleanness in Israel. • describe the different forms of cleansing in Israel. • explain the importance of the cleansing ritual. 	<ul style="list-style-type: none"> • Forms of uncleanness in Israel • Directions for cleansing unclean things (Leviticus 11 - 17 in Israel) • Importance of cleansing

Specific Objectives	Content
<ul style="list-style-type: none">• examine the food regulations in Leviticus 11.• relate the concept of food prohibition in the Old Testament to the African traditional society concept.• discuss the concept of the sacredness of blood in the book of Leviticus.• discuss the importance cleansing lepers in Leviticus 14.• explain the New Testament teaching on cleanliness and uncleanness.• Explain the New Testament teaching on food prohibitions.	<ul style="list-style-type: none">• Food prohibitions (Leviticus 11) (1Corinthians 8:1-13; Mark 7:1-23; Colossians 2:16)• Food regulations in traditional Africa• Food prohibitions in traditional Africa• The sacredness of blood (Leviticus 17)• Purification of lepers; Infectious skin diseases (Leviticus 13; 14)• Cleanliness and uncleanliness in the New Testament• Food regulations in the New Testament

Methodology

- Guide the learners in Bible reading and discussion of the texts.
- Guide a discussion on the purification of lepers, food regulations and the sacredness of blood.
- Using brain storming, ask learners to discuss the concept of legal purity in the Bible.
- Let learners make a comparative analysis of food prohibition in the Old Testament and the African traditional society.
- Guide learners to summarise the important points.

Assessment

Ask learners to write about the following:

- Purification rituals in the Old Testament
- Food regulations in the Old Testament
- Skin diseases in the Old Testament
- New Testament teaching on food prohibitions and lepers

Topic 6: The Book of Deuteronomy

Duration: 6 Periods

Overview

This book deals with the great events of the wilderness experience with emphasis on monotheism under the leadership of Moses. It is also about the reminder to the Israelites about the covenant renewal and the twelve journeys of the tribes under the leadership of Joshua to Canaan.

General Objective

The learners should be able to appreciate God's Love for man in the book of Deuteronomy and apply it in their daily lives.

Sub-Topic: The Covenant Community

This sub-topic reviews the mighty acts by which God revealed himself to the Israelites in their experience. Moses reminds the people of the meaning of God's covenant with them and calls upon them to renew their obligations.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • appreciate the role of Moses in the book of Deuteronomy. • explain Deuteronomic and New Testament teachings on love, blessings and act of herem. • explain the Act of Herem. • describe the nature of the Canaanite fertility cult at Ugarit city. • explain the term religious syncretism. 	<ul style="list-style-type: none"> • Background of the book of Deuteronomy, Deuteronomy 4: 44-49 • God's love or goodness, Deuteronomy 6, 7 and 8) • The Act of Herem (Deuteronomy 6:14-15, 7:2-6, 24-26) • The nature of the Canaanite fertility cult at Ugarit city (Deuteronomy 7:1-5) • Religious syncretism(Deuteronomy 6:4; Exodus 20:3)

Specific Objectives	Content
<ul style="list-style-type: none">identify deeds that would attract blessings and curses among the Israelites.identify different forms of religious syncretism today.	<ul style="list-style-type: none">Blessings and curses (Deuteronomy 6:18-19, 25; Deuteronomy 28; 1-46; Deuteronomy 29:1)New Testament views on:<ol style="list-style-type: none">The act of heremLoveBlessings

Methodology

- Guide learners in a discussion about:
 - the teaching of the book of Deuteronomy on love, the act of herem, religious syncretism and blessings and curses.
 - the teaching of the New Testament on love, the act of herem and blessings and curses.
- Guide learners in a discussion on the sermon about the covenant relationship.

Assessment

Ask learners to:

- give reasons why Moses wrote the book of Deuteronomy.
- compare the Deuteronomic teaching and New Testament on love.

Topic 7: Conquest of the Promised Land

Duration: 6 Periods

Overview

This topic deals with the Israelite invasion of Canaan under the leadership of Joshua and the renewal of the covenant between God and His people. It also deals with the role of Judges in the Israelite community in particular the enforcement of the covenant law

General Objective

The learner should be able to appreciate the conquest of the Promised Land and the role of Judges in Israel.

Sub-Topic 1: The Conquest and Settlement in Canaan (Joshua 1:1-12:24)

This sub-topic deals with the preparation for the attack of Canaan and fierce fighting by Joshua until the conquest. Later there was a covenant renewal at Shechem.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the settlement of the Israelites in Canaan. • discuss the procedures involved in the renewal of the covenant at Shechem. • explain the features of the Canaanite religion. • explain why the Israelites evaded God. • identify forms of syncretism today. • examine the importance of the covenant renewal to the Israelites. 	<ul style="list-style-type: none"> • Settlement in the promised land, (Joshua 1-12) • Covenant renewal at Shechem, Joshua (24:1-33) • Canaanite religion • Israelites evasion of God • Religious syncretism in society today

Specific Objectives	Content
<ul style="list-style-type: none"> explain the influence of the Canaanite religion on the Israelites. 	<ul style="list-style-type: none"> Religious syncretism in Canaan

Methodology

- Guide learners in discussions about:
 - the Israelite settlement in Canaan.
 - the Canaanite religion.
 - the covenant renewal at Shechem.

Assessment

Assess learners on:

- the Israelite occupation of Canaan.
- the significance of the covenant renewal to Israelites.
- a comparison between syncretism in Canaan and in Uganda today.

Sub-Topic 2: Israel in the Time of Judges

This sub-topic covers a period of Israel's history which is between the settlement of Israel in Canaan and the establishment of the monarchy.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> explain the political, social and religious situation during the time of judges. appreciate the role of judges in Israel. compare the leaders today and judges Israel. 	<ul style="list-style-type: none"> Political, social and religious background in Canaan during the time of Judges (Judges 1:27-33) Role of Judges in Israel (Judges 6:34; 11:29; 14:6; 15:14) Comparison of judges of Israel to leaders in the modern society

Methodology

- Using guided discussion, ask learners to discuss biblical texts about judges in Israel.
- Help learners to discuss the political, social and religious situation in Israel during the time of Judges.
- Using brainstorming ask learners to compare judges in Israel and leaders today

Assessment

Assign learners to:

- explain the life of the Israelites during the time of Judges.
- compare the role of judges in Israel and leaders today.

SENIOR FIVE TERM THREE

Topic 8: Samuel and the Establishment of the Monarchy

Duration: 11 Periods

Overview

This topic deals with the transition from the period of judges to the formation of the monarchy in Israel. Emphasis is on the life of Samuel and Eli, and the Israelites' demand for a king.

General Objective

The learner should be able to evaluate the performance of the Israelite priests and judges in observation of the covenant law leading to people's demand for a human king.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the circumstances surrounding Samuel's birth. • Examine the consequences of the behavior of Eli and his sons. • Compare the Israelite concept of Kingship with that of Uganda. • account for the Israelites' demand for a human king. • examine Samuel's response to the people's demand for a king. • explain the call and role of Samuel in Israel's history. • compare the call of Moses with that of Samuel. • explain the relevance of the <ul style="list-style-type: none"> - call of Samuel. - Eli's family. - Israel's demand for a king - The role of Samuel to Christians today. 	<ul style="list-style-type: none"> • Circumstances surrounding the birth of Samuel (1 Samuel 1:1-5) • Eli the priest at Shiloh. • The prophesies against Eli's family and their fulfillment (1 Samuel 2:22-36) • Aspects of the monarchy in Uganda • The call of Samuel (1 Samuel 3:1-2). • Death of Eli and his sons (I Samuel 4:12 - 22) • The Israelites demand for a king • Samuel's response to the peoples' demand for a King (I Samuel 8:1-22) • The role of Samuel in Israel • Comparison between Moses and Samuel • Relevance of the following to the Christians today: <ul style="list-style-type: none"> - The call of Samuel - Eli's family - Israelites' demand for a human king - role of Samuel

Methodology

- Ask learners to read the relevant biblical texts
- Guide learners in a discussion about:
 - the birth of Samuel.

- Eli and his family.
- prophecies against the family of Eli.
- Samuel's roles.
- Samuel's response to the Israelites' demand for a king.

Assessment

- Give an exercise about Samuel, Eli's family and Israel's demand for a king.

Topic 9: Kingship in Israel

Duration: 19 Periods

Overview

This is the study of kingship in Israel from the time of Samuel, with emphasis on the factors which led to the emergence of kingship and the reign of kings like Saul, David and Solomon, and how they used their power and the way prophets responded to their rule.

General Objective

The learner should be able to explore the circumstances that led to the emergence of Kingship and how the kings of Israel used their power.

Sub-Topic 1: King Saul

The idea of theocracy had been rejected and Israel's hope of the future stability was in being ruled by a human king like other nations. This led to the anointing of Saul as the first king of Israel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the process of the appointment and anointing of Saul as King. • analyse the circumstances surrounding Saul's rejection. • evaluate the achievements and failures of King Saul. • examine the relevance of Saul's reign to political leaders today. 	<ul style="list-style-type: none"> • Appointment of Saul as first king of Israel (1 Samuel 9:1-20) • The anointing of Saul (1 Samuel 10:1-26) • The Philistine threat and Saul's sacrifice (1 Samuel 13:8-14) • Saul's rejection by God (15:1-35) • Achievements and failures of King Saul • Relevance of Saul's reign to political leaders today

Methodology

- Ask learners to read the relevant biblical texts.
- Guide learners to discuss the following:
 - i) Appointment and anointment of Saul as king of Israel
 - ii) Saul's rejection as king of Israel
 - iii) Achievements and failures of Saul as a king
- Guide learners to summarise the important points.

Assessment

Ask to learners to write about the following:

- Saul's reign as the first King of Israel
- The ways leaders use their power today

Sub-Topic 2: King David

David became a king at a time of political crisis. The Philistines were controlling most of the land that the Israelites had settled on.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• assess the decline of Saul.• make a distinctive comparison between David and Saul.• examine David's family background.• evaluate David's achievements and failures. • assess the importance of Prophet Nathan during the reign of David.• analyse the importance of David's repentance.• evaluate the attitudes of political leaders to criticism	<ul style="list-style-type: none">• The decline of Saul's reign and the rise of king David, 1 Samuel 16:1-23; 17: 1-31 • Achievements of king David (2 Samuel 5: 6-9; 2 Samuel 5:17-25; 2 Samuel 8 and 10; (2 Samuel 6:1-15)• David and Prophet Nathan (2 Samuel 7:2-17)• David's shortcomings• David's sin (adultery and murder) 2 Samuel 11• Nathan's response to David's Sin (2

Specific Objectives	Content
<ul style="list-style-type: none"> today. • analyse how the promises made to David are fulfilled in the New Testament. • examine ways through which leader's abuse power today. • explain the relevance of David's achievements and failures to religious and civil leaders today. 	<p>Samuel 12:1-12)</p> <ul style="list-style-type: none"> • Return of the Covenant Box (2 Samuel 6:1-23) • David's plan to build the temple (2 Samuel 7:1-17) • David's repentance 2 Samuel 12:13-33, Leviticus 20:10, Deuteronomy 22:22 and Deuteronomy 19:11-13 • Other weaknesses of king David • Use of authority by political leaders today • David in the Bible • David in the New Testament Matthew 1: 1; Luke 2:4; Luke 1: 30-33; John 7:40-41; Mark 10: 46-48; 12: 35 • David in the Old Testament Isaiah 9: 6-7, 55:3, Jeremiah 23:5-6, Psalm 132 • Relevance of David's achievements and failures to Religious and Civil leaders today

Methodology

- Ask learners to read about the reign of King David in the Bible.
- Engage them in a general discussion about the reign of King David.
- Ask them to evaluate his reign pointing out the achievements and failures.

Assessment

Give assignments to learners about:

- David's achievements and failures.
- the return of the covenant box.

- David's building of the temple.
- David's sin with Bathsheba (adultery).

Sub-Topic 3: King Solomon

The candidacy of Solomon was supported by his father King David and the prophet, Nathan. King Solomon asked God for wisdom and his reign was a period of peace, better administration, international relations, improved trade, building and dedication of the temple. But his ambitious projects left Israel with a lot of sores and painful scars.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe Solomon's ascendance to power.• assess the extent to which David contributed to the success of Solomon.• examine the importance of wisdom in leadership.• discuss the significance of the temple to Israel.• evaluate Solomon's achievements and failures.• evaluate the relevance of King Solomon's reign to Christians today.	<ul style="list-style-type: none">• Background of Solomon's ascension to power (1 King 1:11-53)• Solomon asks for wisdom (1 Kings 3:1-28; 2 Chronicles 1:3-12)• Building and dedicating the temple (1 Kings 5-8)• Significance of the temple to Israel• Effects of building the Temple• Temples in Uganda today• Solomon's achievements and failures (1 King 11:1-13; 26-40)• Relevance of King Solomon's reign to Christians today

Methodology

- Ask learners to read about the reign of King Solomon in the Bible.
- Engage them in a general discussion about the reign of King Solomon.

- Ask them to evaluate his reign pointing out the achievements and failures.
- Guide the learners to make a comparison of Solomon with other modern leaders

Assessment

Give assignments to learners about:

- Solomon's use of power.
- Solomon's building of the temple.
- comparison between King David and Solomon.

Sub-Topic 4: Division of the Kingdom of Israel

The internal political tensions in Israel divided the once united nation into two kingdoms namely:

- The Northern Kingdom (Israel)
- The Southern Kingdom (Judah)

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • evaluate the contribution of Israel's Kings; David, Rehoboam and Jeroboam to the split of the kingdom. • explain the causes of the division of the united kingdom of Israel. • analyse the effects of the division on the two sister states in respect to their religion and political life. • compare Israel's internal conflicts to political conflicts in Africa. 	<ul style="list-style-type: none"> • Rehoboam as king of Israel • Causes of the divisions of the united kingdom of Israel, (1 Kings 12) • Consequences of the division of the united kingdom of Israel • The northern kingdom under Jeroboam's reign • Political and religious conflicts in Africa

Methodology

- Using guided Bible reading, ask learners to discuss the contribution of different leaders to the division of the kingdom.
- Using brainstorming, guide learners to identify the effects of the division of the kingdom of Israel.

Assessment

Give learners an exercise on the division of the kingdom of Israel

SENIOR SIX TERM ONE

Topic 10: The Nature of Hebrew Prophecy and the Role of Prophets in the Covenant Community

Duration: 8 Periods

Overview

This topic focuses on the intervention of God in the religious, social, political and economic life of the Israelites. Emphasis is laid on the nature, categories, characteristics, and general roles of the prophets.

General Objective

The learner should be able to appreciate the intervention of God in the affairs of mankind especially the Israelites through the prophets and their ministry.

Sub-Topic 1: Prophetic Ministry

The prophetic ministry of Israel is vital to call back the covenant people into strict observance of the covenant faith. However, this ministry also witnesses false prophets who misled the Israelites.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • identify categories of prophets in Israel. • explain the characteristics of true and false prophets. 	<ul style="list-style-type: none"> • Categories of prophets • Ecstatic prophets/sons of prophets (1Samuel 10: 5-12) • Court prophets (1 Samuel 22:5;2 Samuel 7-2 Samuel 12:1-14; 1 Kings 14: 1-19, -Minor Prophets: Amos Hosea. Obadiah -Major Prophets: Isaiah, Jeremiah Ezekiel -Pre-canonical and canonical prophets

Specific Objectives	Content
<ul style="list-style-type: none"> • examine the role of prophets in Israel. • compare the prophetic ministry in the Bible to the church today. 	<ul style="list-style-type: none"> -true and /false prophets • Roles of prophets in Israel • Prophets in Uganda today • Pre-exilic, exilic and post-exilic prophets • Women prophets: Miriam, Deborah, Huldah, Noadian, Isaiah's wife

Methodology

- Using brain storming, ask learners to identify the categories of prophets in the Old Testament.
- Guide the learners through biblical reading of the relevant texts about prophets in Israel.

Assessment

Assign learners to:

- explain the nature, categories, characteristics and role of prophets in Israel.
- discuss the concept of prophets in Uganda today.
- explain the relevance of the prophetic ministry in the society.

Sub-Topic 2: Prophet Elijah

Elijah's prophetic ministry during the reign of Ahab and Ahaziah, kings of Israel, was dramatic because Israel was covered with a curse due to apostasy. Elijah had the power to remove the curse and rededicate Israel to Yahweh but predicted the destruction of the house of Ahab.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • analyse the political, social and religious situation of Israel during the time of Elijah. • explain the factors which made prophet Elijah condemn Ahab • show how God showed his power 	<ul style="list-style-type: none"> • The political, social and religious situation in the northern kingdom during the time of Elijah • King Ahab's reign (1 Kings 16:29-34) • Elijah pronounces a drought, (1

Specific Objectives	Content
<ul style="list-style-type: none"> through Elijah • describe the reign of Ahab • explain why Elijah was too uncompromising in his attitude to Baal worship. • Compare Elijah's confrontation of the Baal prophets with the attitude of religious leaders to politicians in Uganda today. • discuss the role of prophet Elijah. • compare prophet Elijah to Moses. • describe the nature of God. • examine the background of Elisha's life. • appreciate the role of Elisha as a prophet in Israel. • describe the reign of King Jehu. • evaluate the achievements and failures of King Jehu. • compare the relationship between religious leaders and political leaders today. 	<ul style="list-style-type: none"> Kings 17:1) • The widow of Zarephath (1Kings 17:8) • Elijah's confrontation with the worship of Baal at Mount Carmel 1 Kings 18:16-46 • Elijah in the New Testament (Transfiguration account in Luke 9: 28-35; James 5: 17-18) • Compare Moses and Elijah • Elijah at mount Horeb 1 Kings 19: 1-18, 19-21. • Call of Elisha, 1 Kings 19 • Jehu becomes King of Israel(1Kings 19: 15-17); (2 Kings 9: 1-10) • Achievements and failures of Jehu • Relationship between the religious and civil leaders today

Methodology

- Guide learners to read the biblical texts about Elijah.
- Ask them to share the findings in class.
- Guide them to make summaries of the important points.

Assessment

Encourage learners to research and compare the prophetic ministries of Elijah, Elisha, John the Baptist and Jesus Christ.

Sub-Topic 3: King Ahab and the Covenant Law

Ahab, king of Israel, turned the people of God away from the covenant faith. Elijah sees Ahab as the betrayer of the covenant faith. He is corrupt, a murderer and a ruler who trusts in political alliances such as marriage to Jezebel, a princess of Phoenicia. But Prophet Elijah revealed to Ahab that the Israelites' social system was held together by the covenant law.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the circumstances surrounding the taking of Naboth's vineyard.• describe how Ahab betrayed the covenant law.• explain how and why Elijah condemned King Ahab.• examine how Jezebel diverted Ahab from the Covenant faith. • describe the encounter between Ahab and Elijah.• analyse the circumstances that led to the death of King Ahab.• examine the ascension of Elijah. • explain ways political leaders have failed to uphold the constitution.• evaluate the roles of religious leaders in the affairs of the state.	<ul style="list-style-type: none">• Naboth's vineyard and the role of Jezebel• King Ahab betrays the Covenant Law(1 Kings 21)• The Covenant law, Leviticus 25:23• The death of Naboth (1 Kings 21:13-15)• The response of the prophet to Ahab's sin• Encounter between Elijah and Ahab 1 Kings 21:17- 24• Prophet Micaiah and the death of King Ahab (1 Kings 22 :1ff)• Ascension of Elijah) 2 Kings 2:1- 14)• Constitutionalism and use of political power today• Politics, the state, and religion today

Methodology

- Guided Bible reading of the selected texts to comprehend the story.
- Dramatise the encounter between Elijah and Ahab.
- Guided discussion about Ahab's use and misuse of power.
- Guide learners to make notes about Elijah and Ahab.

Assessment

Give learners assignments on:

- King Ahab's breaking of the covenant law.
- grabbing Naboth's vineyard and the deaths of Naboth and Ahab.
- the significance of this to the Israelites and to Christians today.
- relating the abuse of authority by Ahab to abuse of authority by leaders today.

Topic 11: Prophet Amos

Duration: 9 Periods

Overview

In the book of Amos we learn of the wealth, luxury and affluence of the ruling class contrasted with the poverty and misery of the peasants. Amos pronounced judgment between 760-750 BC on all nations to show God's sovereignty. Amos condemned Israel and Judah for despising the Lord's teaching, not keeping the covenant and for their hypocritical religion. However, there was a special calling of the remnants in Israel.

General Objective

The learner should be able to discover the social, economic, political and religious evils during the time of prophet Amos and explore ways of doing away with them in the modern society.

Sub-Topic: Amos' Oracles and Visions

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the political, social, economic and religious situation in Amos' time.• explain the call of Amos.• discuss the significance of the oracles in the book of Amos.• explain the evils which Amos condemned during his time.• discuss the evils in the modern society.• examine Amos' five visions.• explain the Israelite perception of the Day of the Lord and how Amos challenged the Israelites.	<ul style="list-style-type: none">• Political, social, economic and religious conditions in Israel and their influence on Amos' prophecy - 786-746 BC (Amos 1: 1; 7:14-15)• Call of Amos (Mos 7:15)• The oracles against other nations, (Amos 1:3-23)• Oracles against Israel and Judah (Amos 2:4-3:2)• Universal will of God• Evils in the society today• The five visions of Amos (Amos 7:1-3; 8:1-3; 9:1-4)

Specific Objectives	Content
<ul style="list-style-type: none"> • identity the social, political and economic evils in Uganda today. • explain Amos' message of hope. • identify the different social injustices in Uganda today. • examine Amos' funeral song • explain the relevance of Amos' message to Christians today. 	<ul style="list-style-type: none"> • The Day of the Lord, (Funeral song) Amos 5:18-20 and 8:7-13 • Amos' message of doom and hope (Amos 9:8-10) • Amos' message and the New Testament (Matthew 25:31-46; 2 Peter 3:4-13; Acts 2:44-45) • Israel's failure to learn • The funeral song • Relevance of Amos to Christians today

Methodology

- Guide the learners in Bible reading and discussion of the texts.
- Brainstorm on:
 - the oracles of Amos and his teaching on the evils he condemned.
 - the evils Amos condemned.
 - the evils in Uganda today.
 - lessons that can be learnt from Amos' prophetic work.

Assessment

Give an assignment on the background and oracles of Amos' prophecy.

SENIOR SIX TERM TWO

Topic 12: Prophet Hosea

Duration: 9 Periods

Overview

Prophet Hosea preached in the Northern Kingdom after Amos before the fall of Samaria in 721 BC. He was concerned about the idolatry of the people and their unfaithfulness towards God. He illustrated the people's unfaithfulness using his own marriage to Gomer who was unfaithful.

General Objective

The learner should be able to explain how Hosea's marriage reflected Israel's unfaithfulness and appreciate God's love for His chosen people.

Sub-Topic 1: Hosea's Ministry

The sub-topic deals with the ministry of Prophet Hosea. It uses the metaphor of a marriage to explain the relationship between the people and God. It also explains the love of God for His people.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the historical background of Hosea's ministry.• Explore the meaning of Hosea's marriage.• compare Hosea's marriage to God's relationship with Israel.• explain Hosea's teaching on love, priesthood, alliances and unfaithfulness.• assess the dangers of the political alliances the Israelites	<ul style="list-style-type: none">• Political, social and religious situation of Israel during Hosea's time• Hosea's marriage• the relationship between God and Israel (Hosea 1: 6, 8-10; 2:1 Hosea 4: 10-15, 16-19)• Hosea and Israel's political alliances (Hosea 8: 7-10)• Hosea's teaching about love, (Hosea 11:1-12)

Specific Objectives	Content
<ul style="list-style-type: none"> made with other nations. analyse Hosea's message to the priests. relate Hosea's message to the New Testament. analyse political alliances in Uganda today evaluate the relevance of Hosea's message to Christians today. 	<ul style="list-style-type: none"> Hosea and the priests of Israel, (Hosea 4: 4-10) Hosea and the New Testament (Hosea 6: 6) and (Matt 9:13 &12:7) Hosea 11 with John 15:9-12; John 16:27), Political alliances in Uganda today Relevance of the book of Hosea to Christians today

Methodology

- Guide learners in Bible reading and discussion of the texts.
- Brainstorm on Hosea's marriage and discuss its meaning in the context of Israel's relationship with God.
- Guide learners to summarise the important points.

Assessment

Give exercises on the following:

- The background to Hosea' prophecy
- His marriage
- His teaching and message of judgment to the Israelites
- Relevance of each of these aspects for today's Christians

Topic 13: Isaiah and the Kings of Judah 8th And 9th Century

Duration: 15 Periods

Overview

This topic focuses on the role of Isaiah in the political, social and religious affairs of his time. His message concentrated on the kings implying that he was a court prophet. The topic further explains the prophecy about the siege and fall of Jerusalem which happened during his time. It also shows how Isaiah continued to live with the exiles in Babylon. The relevance of the whole book is also discussed while dealing with the topic.

General Objective

The learner should be able to appreciate the role of prophet Isaiah and use the knowledge to develop solutions to modern political problems.

Sub-Topic 1: Isaiah the Prophet

Isaiah son of Amoz is the first in the chronological order of the great works of the Canonical Prophets. He prophesied in Jerusalem when Uzziah, Jotham, Ahaz and Hezekiah were the kings in Judah. Isaiah received his call to be God's spokesman to Judah in 742 BC. He was a married man with sons who had symbolic names. He prophesied to the nation that it would be punished but a remnant would be saved.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• examine the background to the book of Isaiah.• describe Isaiah personal life.• describe the social, political,	<ul style="list-style-type: none">• Background to the book of Isaiah• Personal life of Isaiah (Isaiah 8:3; 7:3; 8:16, 30:8; 2 Kings 19:5)• The social, political, economic and

Specific Objectives	Content
<p>economic and religious situation of his time.</p> <ul style="list-style-type: none"> • explain the factors that led to the call of Isaiah. • compare Isaiah's call to that of Amos, Hosea and the apostle Paul. • describe Isaiah's call to be a prophet and explain the significance of his call to modern Christians. • explain the insincere worship the prophets, Amos, Isaiah and Hosea condemned. • compare the oracles about sin in Isaiah 1-4 with evils today. • explain the parable of the vineyard. • examine how the parable of the vineyard is developed in other books of the Bible. <p>compare the parable in Isaiah 5 with the New Testament.</p>	<p>religious situation of his time, (Isaiah 1 and 2)</p> <ul style="list-style-type: none"> • The call, vision and task of Isaiah (Isaiah 6:1-13) • Compare Isaiah's call to the call of Amos, Hosea and Paul • The significance of his call to modern Christians • Message to King Ahaz (735 – 715 BC) 2 Kings 16: and Hezekiah (715- 687 BC) 2 Kings 18, 19 and 20 • Compare the preaching of Isaiah, Amos and Hosea • Compare the oracles of Isaiah to the evils of the modern world • The parable of the vine yard and coming doom (5:1ff) • The vineyard in other books of the Bible: <ul style="list-style-type: none"> - Amos 5:2 - Hosea 10:1 - Jeremiah 2:21; 5:10 - Ezekiel 15:1-8; 17: 3-10, 19:10-14 - Mark 12:1-9 <p>John 15:1-16</p>

Methodology

- Guide the learners to read the texts about the personal life of Isaiah
- Hold a discussion about Isaiah's personal life and make a summary.
- Help learners brainstorm on the social, political, economic and religious situation in Israel during Isaiah's time.
- In groups, guide learners to read the texts about different political leaders during Isaiah's time.

- Ask them to make presentations as you evaluate their responses.
- Ask learners to read the Bible dramatically as the others listen.
- Hold a discussion about the call and ask learners to make a summary of the call.
- Ask learners to compare the call of Isaiah with Amos' and Hosea's calls.
- Guide learners to read about the parable of the vineyard in Isaiah 5: 1-7.
- Hold a discussion about the parable of the vineyard.

Assessment

Give exercises on the following:

- Prophet Isaiah with regard to his personal life
- Life of Israel at the time of Isaiah's call and ministry
- The parable of the vineyard
- A comparison of Isaiah's call to that of other prophets

Sub-Topic 2: Isaiah and King Ahaz

At the time Ahaz was the king of Judah he faced threats from the northern kingdom and Syria to force the Southern kingdom to join an alliance against Assyrian armies. He uses his son Shear-Jashub as a sign.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• explain the issues Prophet Isaiah raised against king Ahaz.• analyse the reforms made by King Ahaz.• explain the necessity for religious leaders to point out the weaknesses of political leaders.• examine the reforms that need to be carried out by leaders in Uganda today.• examine the relevance of the issues raised by Isaiah to Christians today.	<ul style="list-style-type: none">• Issues raised by Isaiah against King Ahaz (Isaiah 7 and 8: 2); (2 Kings 16)• Reforms made by King Ahaz (2 Kings 16, Isaiah 7: 4)• Circumstances under which religious leaders should condemn political leaders• Reforms by political leaders in Uganda today• Relevance of the issues raised by Isaiah to Christians today

Methodology

- Guide the learners in Bible reading sessions and discussions of the texts.
- Brain storm on:
 - the reforms made by King Ahaz.
 - the reforms political leaders need to carry out today.
 - reasons for religious leaders' condemnation of political leaders.
 - the relevance of issues raised by Isaiah for today's Christians.

Assessment

Ask questions about:

- Issues Isaiah raised against King Ahaz
- The reforms King Ahaz made
- The reforms leaders today need to carry out

Sub-Topic 3: Signs in the Book of Isaiah

Prophet Isaiah uses signs to illustrate his message to the Kings of Judah. The names of his children, Shear-Jashub and Maher-Shalal-Hash-Baz are symbolic in nature. He also walked naked for 3 years as a sign of the imminent defeat of Egypt.

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none"> • compare the prophecy about the suffering servant and Jesus Christ in the gospels. • explain the meaning of the different signs in Isaiah (Emmanuel, names of Isaiah's children and Isaiah's nakedness). 	<ul style="list-style-type: none"> • The sign of Emmanuel (Isaiah 7:25, 9 and 11) • His children; Shear-Jashub and Maher-Shalal-Hash-Baz (Isaiah 7:3; 8:1-4) • The naked prophet (Isaiah 20:1-6)

Methodology

- Ask learners to read about the sign of Emmanuel in Isaiah 7:10-25.
- Hold a discussion about the sign of Emmanuel and ask learners to make a summary.
- Guide learners to read about the children of Isaiah in the Bible.

- With your guidance let the learners brainstorm on the names of the children of Isaiah and make a summary.
- Ask learners to read about the naked prophet in Isaiah 20:1-6. Hold a guided discussion about him.

Assessment

Give learners exercises on the following:

- The sign of Emmanuel
- The names of Isaiahs children
- The naked prophet

Sub-Topic 4: Isaiah and King Hezekiah

Hezekiah succeeded his father Ahaz in 715 BC. His encounter with Isaiah comes when Egypt begins resistance against Assyria. The message Isaiah is giving Hezekiah is that only faith in God can give security not political alliances.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">explain issues raised by Isaiah against King Hezekiah.analyse Hezekiah's prayer and how it was answered by God.describe Hezekiah's illness.evaluate Hezekiah's reforms.discuss the siege of Jerusalem during the reign of Hezekiah.examine the relevance of Hezekiah's reforms to leaders today.	<ul style="list-style-type: none">Issues raised by Isaiah against King Hezekiah's leadership (2 King 18, 19 and 20,Isaiah 20, 29 and 30)God answers Hezekiah's prayer (2 Kings 19: 20-37; Isaiah 32:21-38)Hezekiah's illness (2 Kings 20)Reforms by King Hezekiah (2 Kings 18; 2 Chronicles 31:2-20; Isaiah 38:1-20)The siege of Jerusalem during Hezekiah's reign (Isaiah 29:1-8)Relevance of Hezekiah's reforms to leaders today

Methodology

- Use guided Bible reading and discussion of the texts.
- Brainstorm on issues that were raised against Hezekiah and his reforms.

- Help learners to summarise the important points.

Assessment

Assess learners on their knowledge of Prophet Isaiah and King Hezekiah's leadership through essay writing.

Sub-Topic 5: Deutero-Isaiah (Isaiah 40, 43, 44, 52)

The prophecies of Isaiah about the destruction of Judah were fulfilled in 587 BC with the Babylon attack on Judah. In chapters 40-66, Isaiah tells the exiles that there is going to be restoration after the judgment. These ideas of suffering and restoration are clearly illustrated in chapters 52 and 55.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none"> • explain Isaiah's message to the exiles. • discuss Isaiah's message of hope. • explain Isaiah's teaching on the suffering servant. • examine Jesus' fulfillment of the message about the suffering servant. • explain the relevance of Isaiah's book to Christianity today. 	<ul style="list-style-type: none"> • Prophesies to the exiles (Isaiah 40:1-31) • Message of hope (Isaiah 43; Isaiah 44; Isaiah 52:1-12) • The suffering servant Isaiah 52:13-53:12) • The Lord's servant (Isaiah 42:1-9) • Relevance of the book of Isaiah to society today

Methodology

- Guide the class in Bible reading and discussion of the texts.
- Guide the class in a discussion on:
 - Isaiah's message to the exiles.
 - Isaiah's teaching on the Lord's servant and the message of hope.
 - the relevance for today's Christians.

Assessment

Ask questions about:

- Isaiah's prophecies to the exiles
- The Lord's servant
- The Message of hope
- The relevance of the above to Christians today

SENIOR SIX TERM THREE

Topic 14: Jeremiah and the Kings of Judah

Duration: 11 Periods

Overview

This topic focuses on Prophet Jeremiah and his role in the political and religious life of the people of his time in Judah. It emphasises the fall of Judah but at the same time the future restoration of Judah. The relationship between Prophet Jeremiah and the New Testament is a point of discussion.

General Objective

The learner should be able to appreciate the role of the prophet Jeremiah and apply the knowledge to deal with political and religious challenges in society.

Sub-Topic 1: Prophet Jeremiah

Jeremiah was a young man when he was called to be a prophet. He began his prophecy before Josiah's religious reforms and at a time when there was great unrest on the international scene.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explore Jeremiah's background. • give an account of the call of Jeremiah. • compare the reigns of Manasseh and Josiah to political leaders today. • explain Jeremiah's prophecy and Josiah's reforms. • compare Jeremiah's call to that of Moses. 	<ul style="list-style-type: none"> • Biography of Prophet, 6th and 7th century BC Jeremiah • The call of Jeremiah (Jeremiah 1: 4-10) • Jeremiah and the reigning Kings of Judah like Manasseh and Josiah • King Josiah's religious reforms (2 Kings 22- 23) • The role of Baruch the scribe in the preservation of Jeremiah's message (Jeremiah 36) • The social, political, economic and

Specific Objectives	Content
<ul style="list-style-type: none">• explain the challenges faced by religious leaders.	<p>religious situation of his time</p> <ul style="list-style-type: none">• King Josiah (627-609 BC)• Jeremiah's prophetic challenges (Jeremiah 2-5)• Jeremiah's inner conflict (Jeremiah 12:1-6; 20: 7-18)

Methodology

- Guide the learner to read the relevant Bible texts.
- Guide the learners into a discussion about the life, call, and challenges faced by Prophet Jeremiah and Josiah's religious reforms.
- Guide learners to make the summary note during the discussion.

Assessment

Give an exercise on the reforms carried out by King Josiah.

Sub-Topic 2: Jeremiah and the Fall of Judah

This theme is about the 1st Babylonian attack in 597BC when King Jehoiakim, of Judah surrendered. Zedekiah became king when Jerusalem had been robbed by the Babylonians. During Zedekiah's reign, Prophet Jeremiah spoke and acted in the name of God and had several encounters with the king.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the Babylonian attack on Jerusalem. • examine the importance of religious leaders in the affairs of the state. • analyse and interpret Jeremiah's sermon at the temple. • identify Jeremiah's prophecy to kings, Jehoiakim and Hezekiah. • examine the reasons for the conflict between Jeremiah and priest Pashur and the lesson and the conflict in the contemporary hold. • analyse the meaning of the signs in the book of Jeremiah. 	<ul style="list-style-type: none"> • The first Babylonian attack on Jerusalem (2 Kings 24:8-17) • Jeremiah and King Hezekiah (2 Kings 24:18-24) • The future righteous king (Jeremiah 23: 1-40) Jeremiah and the false prophet Hannah (Jeremiah 28) • The temple sermon (Jeremiah 7:1-34; 26: 1-6) • Jeremiah and King Jehoiakim (Jeremiah 36: 1-32) • Torture of Jeremiah by Pashur (Jeremiah 20: 1-6) • Jeremiah's prophetic signs <ul style="list-style-type: none"> - Jeremiah commanded not to marry, (Jeremiah 16) - Linen shorts, (Jeremiah 13:1-11) - Wine jar, Jeremiah 13: 12-14 - Jeremiah at the Potter's house (Jeremiah 18) - Broken jar (Jeremiah 19) - Two baskets of figs, (Jeremiah 24) - Ox yoke (Jeremiah 27)

Methodology

- Ask learners to read selected relevant Biblical texts and identify Jeremiah's prophetic signs.
- Brainstorm and guide the learners to make summary notes.

Assessment

Assess learners on:

- reasons for the conflict between Pashur and Jeremiah.
- message of the temple sermon.
- meaning of each of the signs in the book of Jeremiah.

Sub-Topic 3: The Prophet's Hope for the Future

Jeremiah chapters 30-33, emphasise the restoration of the people of God and the return of the exiles of the Judah and Israel. They also make reference to the promise of God that the mosaic covenant which has been broken by Israel and Judah will be superseded by a new covenant of a superior kind.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">identify and describe the messages of hope in chapters 30-33.critically analyse the signs of hope in the selected biblical texts.compare Jeremiah's teaching with the New Testament (Mark 11:17; 1 Corinthians 11; Hebrews 8:8-12; 10: 16-18; Mathew 2: 17; 16: 13-14; 27: 9; Luke 4: 16-30; 2 Corinthians 3: 5-6; John 2: 13-22).explain the relevance of the book of Jeremiah to Christians today.	<ul style="list-style-type: none">Messages of restoration (Jeremiah 30-33)Prophetic signs of hope (Jeremiah 32:1-44; 33:1-26)Jeremiah and the New Testament in (Mark:11:17; 1 Corinthians 11:16-18; John 2:13-22; Luke 4:16-30, 2 Corinthians 3:5-6, Matthew 2:17; 16:13-14; 27:9)References to the Mosaic covenant

Methodology

Using guided discussion, ask learners to analyse the texts about Jeremiah's message on the restoration of hope.

Assessment

Assess learners on their knowledge of:

- the circumstances leading to the siege of Jerusalem.
- the effects of the fall of Jerusalem.
- the restoration and return of exiles.

Sub-Topic 4: The Second Babylonian Attack

In Chapter 21, Jeremiah presents God's judgment on the descendants of David. King Zedekiah continued to resist the siege by the Babylonians in 587 BC until there was no food left. The Babylonians took over the city and captured King Zedekiah.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • analyse the circumstances that led to the siege of Jerusalem. • describe the events during the siege of the city. • describe the fall of Jerusalem and exile of the Israelites to Babylon. 	<ul style="list-style-type: none"> • Circumstances that led to the siege of Jerusalem before the final Babylonian assault in 587 BC (Jeremiah 39; 2 Kings 25:1-26) • Description of the siege of Jerusalem • The fall of Jerusalem (Jeremiah 39; 2 Kings 25) • Final attack on the city and the exile of the Israelites

Methodology

Using brainstorming, ask learners to identify the circumstances leading to the siege and fall of Jerusalem.

Assessment

Assign work on:

- the factors that led to the fall of Jerusalem.
- the life of the Israelites in exile.

Sub-Topic 5: Prophet Jeremiah and the New Testament

There are significant connections between Jeremiah and the New Testament. They are reflected in the Gospels and the letters.

Specific Objective	Content
The learner should be able to analyse Jeremiah's teaching as reflected in the Old Testament and the New Testament.	<ul style="list-style-type: none">• The Temple in the Bible (Jeremiah 7:11; Isaiah 56:7; Mark 11:17; Jeremiah 31:31-34; I Corinthians 11; Hebrews 8; 8-12; 10:16-18; 2 Corinthians 3:5-6

Methodology

- Guide learners in a Bible reading session of the selected verses in the Book of Jeremiah and the New Testament.
- Ask learners to critically discuss the relationship between the verses in the Old and New Testaments.
- Guide the learners to summarise the important points.

Assessment

Assign learners to analyse Jeremiah's teaching as reflected in the Old Testament and the New Testament.

Sub-Topic 6: Relevance of the Book of Jeremiah to Christians Today

There are several messages that can be drawn from the book of Jeremiah. These range from the time he was called to the time of the destruction of the temple.

Specific Objective	Content
The learner should be able to draw messages from Jeremiah's teaching.	Personal relationship with God in the New Testament (Matthew 13: 44)

Methodology

Using brainstorming, ask learners to identify the messages in the book of Jeremiah.

Assessment

Assign work on reviewing the book of Jeremiah and summarising the important messages to the reader therein.

Topic 15: Prophet Ezekiel

Duration: 8 Periods

Overview

This topic deals with the prophetic ministry of Ezekiel who became a prophet while in exile in Babylon. He prophesied to the exiles for 22 years about their sinfulness and urging them to repent. He also prophesied against other nations like Tyre, Amon, Edom, Philistia and Egypt.

General Objective

The learner should be able to analyse the contributions of Ezekiel in the religious life of the Israelites and relate them to the modern society.

Sub-Topic 1: Historical Background to Ezekiel's Ministry

This sub-topic analyses the events that happened at the time Ezekiel was called when he and his fellow Israelites were in exile in Babylon. Ezekiel was among the Israelites taken by the Babylonians in 597 BC. After living in exile for four years, God called him to be a prophet to his people.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• examine the background to the book of Ezekiel.• explain the political, social and religious situations of the Israelites by the time Ezekiel was called by God.• explain Ezekiel's vision of the chariot throne.• describe Ezekiel's call.• make a comparative analysis of the call of Ezekiel in relation to Moses , Samuel and Amos.	<ul style="list-style-type: none">• Background to the book of Ezekiel• Political, social and religious situations of the Jewish(exiles in Babylon in 593 BC• Personal life of Ezekiel, Ezekiel 2)• Vision of the chariot throne (Ezekiel 1:1-28)• Call of Ezekiel (Ezekiel 2:1-3: 27)• Comparison of Ezekiel's call with the call of Prophets like Moses, Samuel and Amos (Exodus 3:1-22; Samuel 3:1-21; Amos 7:15)

Specific Objectives	Content
<ul style="list-style-type: none"> discuss Ezekiel's teaching on the covenant faith. 	<ul style="list-style-type: none"> The covenant faith (Ezekiel 30, 34 and 40); Isaiah 40-55; Jeremiah 31

Methodology

Guide the learners on the following:

- Discussion about texts of:
 - Ezekiel's call
 - The vision of the chariot throne and its meaning
- The comparison of Ezekiel's call with that of other prophets

Assessment

Assess learners on:

- the historical background to the prophetic ministry of Ezekiel, for example the situation the Jewish exiles were living in.
- Ezekiel's personal life and his call.

Sub-Topic 2: Ezekiel's Prophetic Signs

Ezekiel performed many prophetic signs symbolising the coming doom and hope to the Israelites (chapters 4, 5, 12).

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none"> describe Ezekiel's prophetic signs. explain the meaning of each of the prophetic signs. 	<ul style="list-style-type: none"> Ezekiel's prophetic signs about the fall of Jerusalem (chapter 4, chapter 5 and chapter 12) Ezekiel as a Watchman (Ezekiel 3:16-21) Drawing the map of Jerusalem on a brick Cutting hair (Ezekiel 5:1-17) Lying on the ground (Ezekiel 4:4-17) Ezekiel as a refugee (Ezekiel 12:1-16)

Specific Objectives	Content
<ul style="list-style-type: none"> give the reasons for the use of prophetic signs. 	<ul style="list-style-type: none"> Death of his wife (Ezekiel 24:15-27) Trembling prophet (Ezekiel 12:17-20) The sign of sticks (Ezekiel 37:15-27) Reasons for Ezekiel's use of prophetic signs

Methodology

- Guide learners in a discussion about each of the prophetic signs.
- Ask the learners to make a summary for each of the prophetic signs.

Assessment

Assign work on the following:

- The different signs Ezekiel performed
- The meaning of the signs.
- Their relevance to the Israelites and Christians today

Sub-Topic 3: Ezekiel's Teaching on Individual Responsibility

As a prophet of God, Ezekiel condemned the Israelites and their leaders' sinfulness, hence clarified on what was proper to be believed and done.

Specific Objective	Content
The learners should be able to examine Ezekiel's teaching about individual responsibility for one's sin.	Ezekiel's teaching about individual responsibility for one's sins (Ezekiel 18:1-32; 33: 10-20)

Methodology

- Guide the class in Bible reading and discussion of the texts.
- Brainstorm on the teaching about the shepherds to Christians today.
- Brainstorm on the way religious leaders are doing their work today.

Assessment

Assess learners on their understanding about individual responsibility for the sins of the political leaders of Israel and their ability to relate that to the religious leaders today.

Sub-Topic 4: Ezekiel and the Shepherds of Israel

As a prophet of God, Ezekiel condemned the Israelites and their leaders' sinfulness hence clarified on what was proper to be believed and done.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none"> • explain the teaching of Ezekiel about shepherds in Israel. • assess the way religious leaders in Uganda today do their work. 	<ul style="list-style-type: none"> • Ezekiel's teaching about the Shepherds of Israel (Ezekiel 34:1) • New life for Israel (Ezekiel 36:1-38) • Shepherds in Uganda today

Methodology

- Guide the class in Bible reading and discussion of the texts.
- Brainstorm on the teaching about the shepherds to Christians today.
- Brainstorm on the way religious leaders are doing their work today.

Assessment

Assess learners on their understanding about individual responsibility for the sins of the political leaders of Israel and their ability to relate that to the religious leaders today.

Sub-Topic 5: Ezekiel and the Valley of Dry Bones

Ezekiel got an extraordinary vision which contained an important message of spiritual and physical renewal.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• examine the vision of the valley of dry bones.• explain the meaning of the valley of the dry bones to the exiles.• evaluate the significance of Ezekiel:<ul style="list-style-type: none">- in the Old Testament- in the New Testament- to Christians in society today.	<ul style="list-style-type: none">• Vision of dry bones (Ezekiel 37:1-14)• The valley of dry bones• Significance of Ezekiel:<ul style="list-style-type: none">- In the Old Testament- In the New Testament- To Christians today

Methodology

- Guide the class in Bible reading and discussion of the texts of the vision of dry bones.
- Brainstorm on the Vision of dry bones.

Assessment

Assess learners on their understanding about the vision of dry bones.

Topic 16: Wisdom Literature

Duration: 20 Periods

Overview

The wisdom books represent a major shift in style from the historical books that precede them. They fall into the category of Ancient Near East wisdom literature, a genre of writing that focuses on existential questions about God, Humanity, Creation, and the Nature of Evil and Suffering. Wisdom literature could take the form of short, memorable insights or a dialogue for example in the book of Job, where Job, Job's friends, and God engage in a conversation that teaches and enlightens the reader. Wisdom literature was produced in several different cultures in the Ancient Near East, but by far the most popular are those that found their way into the Bible canon: Job, Psalms, Proverbs, Ecclesiastes, and Song of Songs. For the purpose of this study, focus will be laid on a few Psalms and the book of Job.

General Objective

The learner should be able to analyse the message embedded within the wisdom literature and apply it in daily life.

Sub-Topic 1: Psalms

The sub- topic deals with Psalms which is a hymn book and prayer book. It is a collection of writings from different writers about praise, worship, prayer, salvation, thanksgiving and petitions for the punishment of enemies. The sub- topic explores Psalms 2:20; 22; 47and 137.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> examine the value of Psalms in the life of the Israelites. 	<ul style="list-style-type: none"> The contents of the Psalter: Psalm 2: A royal Psalm used at the coronation of a new king 1-12 Psalms 20 royal Psalm and a prayer of victory

Specific Objectives	Content
<ul style="list-style-type: none"> examine the parallels between the sufferer's experiences in Psalm 22 and the passion experiences of Jesus Christ, suffering and blessings. assess the values of Psalms in the life of Christians today. 	<ul style="list-style-type: none"> Psalm 22: A Psalm which expresses personal or individual lament Psalm 47: A Psalm that expresses Yahweh as a king of Israel and Lord of all nations Psalm 137 A national lamentation of the destruction of Jerusalem Christian use of the Psalms

Methodology

- In groups, guide learners to read selected Psalms
- The learners should discuss the messages therein.
- Ask the learners to make presentations of their findings to the class.
- Comment on the presentations pointing out the most important aspects.
- Spell out the importance of the psalms in the Old Testament and to the modern Christians.
- Guide the learners in making the summary of the presentations.

Assessment

Assess learners on their ability to relate the messages in the selected Psalms to the lives of Christians today.

Sub-Topic 2: Job

It is a narrative of a good man who suffers total disaster but remains faithful and God blesses him more than before, so that he realises that God is greater than the traditional gods. The book of Job belongs to the group of Old Testament writings known as wisdom literature.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> explain how the book of Job challenges the Deuteronomic 	<ul style="list-style-type: none"> Character of the book (Job 1: 1-2; 13)

Specific Objectives	Content
<p>understanding of sin.</p> <ul style="list-style-type: none"> • analyse the major ideas raised by the book of Job about: <ul style="list-style-type: none"> a) the nature of God. b) the nature of man. • examine the relevance of the book of Job for modern Christians. 	<ul style="list-style-type: none"> • Satan tests Job • Job's complaint to God • Dialogue with his friends (Chapters 2, 3, 4, 6, 7, 8, 9, 10, 11) • God responds to Job's problems and his friend's false knowledge of God (Job 38-42) • Job and the Bible • Relevance of the book of Job to Christians today

Methodology

- Using brainstorming, ask learners to identify the trials and temptations amongst:
 - Families.
 - Preachers.
 - Politicians.
 - professionals today.

Use these to introduce the testing of Job in the texts.

Assessment

Give an exercise on the:

- understanding of sins in the Bible and Uganda.
- suffering of man in the contemporary world.
- nature of God and man.

PART TWO: NEW TESTAMENT

SENIOR FIVE TERM ONE

Topic 1: The Apostolic Period

Duration: 24 Periods

Overview

This topic deals with the background of the New Testament and its links to the Old Testament. It covers the period of oral transmission of the gospel and the activities of the early church. Focus on the life of the apostles, after Jesus' death and resurrection, before the writing of the gospel.

General Objective

The learner should be able to examine the unfolding events during and after Jesus' ministry.

Sub- Topic 1: Introduction to the New Testament

The sub- topic introduces the New Testament to the learners, its background, link to the Old Testament and its composition and how the message therein was transmitted to the people of the time.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the background to the New Testament.• establish the link between the Old and New Testament.• interpret the meaning and content of Kerygma.	<ul style="list-style-type: none">• Background to the New Testament• The link between New and Old Testament• Composition of the New Testament: The nature of the 27 books• The Kerygma (Period of oral transmission of faith) and Content

Specific Objectives	Content
<ul style="list-style-type: none"> • examine the relevance of Kerygma to the modern church. • examine the ways of life of the early church. • explain the reasons for the writing of the gospels. 	<ul style="list-style-type: none"> of Kerygma • Relevance of Kerygma to Christians today • Life style of the early Christians <ul style="list-style-type: none"> - Activities of the early church - Problems encountered by the early church - Solutions to these problems • Reasons for writing • Writing of the Gospels

Methodology

- Ask the learners to read the book of Acts of the Apostles.
- In groups, task the learners to identify the content and activities of the early church.
- Ask the learners to present their findings to the class.
- Guide the presentations and help them summarise the important points.

Assessment

Give the learners an exercise on the contents of Kerygma (a gospel before the gospels).

Sub-Topic 2: Canonisation of the New Testament

The New Testament Canon had to be accepted and this was done in a number of stages. The sub-topic attempts to explain the process.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the meaning of canonicity. • analyse the factors that led to the formation of the canon. • evaluate the criteria followed in 	<ul style="list-style-type: none"> • Definition of canonicity • Reasons for the formation of the New Testament canon

Specific Objectives	Content
the selection of the 27 books of the New Testament.	<ul style="list-style-type: none">Criteria for the selection of the 27 books of the New Testament

Methodology

Using a brainstorming method, guide the learners about the criteria used in the selection of the 27 books of the New Testament as authentic.

Assessment

Assess learners on the following:

- What compelled the church to form a Canon?
- An exercise on the compilation of the 27 books in the New Testament and analysis of the criteria followed in the selection of the 27 books of the New Testament

Sub-Topic 3: Synoptic Gospels

The sub-topic explains what is meant by the synoptic gospels, the similarities and differences that exist therein.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">explain the meaning of synoptic gospels.background to the synoptic gospels.analyse the similarities and differences between the three gospels (Matthew, Mark and Luke)	<ul style="list-style-type: none">Definition of the synoptic gospelsBackground to the synoptic gospels (Matthew, Mark and Luke)Similarities across the synoptic gospels life and ministry of Jesus (Galilean ministry, journey to Jerusalem baptism, Peters confession passion narratives and resurrection and Jesus' miracles)Differences in the synoptic gospels

Specific Objectives	Content
<ul style="list-style-type: none"> • evaluate the reasons for the existence of various sources. • analyse the solutions to the synoptic problem. • explain the theory of the oral tradition. • Identify the sources that are not common to Mark. 	<ul style="list-style-type: none"> - Sayings of Christ for instance the Lord's prayer - Elements in the gospel stories of Matthew and Luke (the prodigal son in Luke alone) • Reasons for the differences: Refer to the sources that is <ul style="list-style-type: none"> - The 'Q' source (Quelle source) referred to by Mark Matthew and Luke - The influence of the Holy Spirit - The theory of the oral tradition (content of Kerygma) - Peculiar sources that is, Mark Source Luke Source Matthew Source - Differences were due to the alternative translations of a text originally written in Aramaic • Solutions to be synoptic problem <ul style="list-style-type: none"> - The priority of Mark (First writer and other writers like Luke and Matthew referred to his writings (Proto-Mark source) - Documentary source • Other sources not common to Mark – that is Matthew and Luke sources where they present material that does not appear in Mark <p>The Prodigal son. (Luke 15: 11-</p>

Specific Objectives	Content
	32) The Beatitudes Matthew 5:1-12), the Lord's prayer (Matthew 6:9-13; Luke 11:2-4)

Methodology

Using guided discovery and discussion:

- guide the learners by identifying the sources and listing them down on the chalkboard and challenging the class to give their views on the Luke-source.
- explain to the class using the views from the learners about the synoptic solution.

Assessment

An exercise on synoptic problem and synoptic solution should be given.

SENIOR FIVE TERM TWO

Topic 2: The Gospel According to St Mark

Duration: 47 Periods

Overview

This topic deals with the internal and theological study of the gospel according to Mark. Emphasis is put on Jesus' ministry and the challenges he experienced which led to His suffering, death and resurrection. These were significant to the believers of His time and the believers today.

General Objective

The learner should be able to gain insight into God's power manifested in Jesus Christ's deeds, life, death and resurrection which are the bases of Christian faith.

Sub-Topic 1: Introduction to the Gospel of Mark

The sub-topic deals with the authorship date and place of writing and the audience to which the gospel was written. It explains the reasons why the gospels were written and the characteristics of the Gospel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • establish the author. • identify the date and place of writing. • identify the audience to which the gospel was written. • analyse and evaluate the reasons for writing the gospel. • explain the characteristics of the gospel. 	<ul style="list-style-type: none"> • Authorship of the Gospel of Mark • Date of writing and place of writing • Audience / Recipient/Destination of the Gospel of Mark • Reasons for writing the Gospel • Characteristics of the Gospel

Methodology

- Ask learners to read and discuss the authorship, place and date of writing and the audience.
- Guide learners to summarise the important points.

Assessment

Ask learners to write essays about the:

- reasons for writing the Gospel.
- characteristics of the Gospel.

Sub-Topic 2: The Preaching of John the Baptist

The sub-topic covers the time that prepared the people for the coming of Jesus Christ. It deals with John the Baptist who clearly stated that someone greater than him was coming after him.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• trace the background of John the Baptist.• compare the baptism of John the Baptist to that of Jesus.• relate Jesus' baptism with baptism today.• examine the significance of baptism today.	<ul style="list-style-type: none">• John the Baptist's message Mark 1:1-8• Importance of John the Baptist's ministry of baptism• Narration of the baptism of Jesus and the meaning of Jesus' baptism• Significance of baptism today

Methodology

- Put learners into manageable groups.
- Ask them to read the relevant texts from the Bible.
- Ask them to discuss the baptism of John the Baptist in relation to baptism today.
- Guide them to summarise the outcome of the discussion.

Assessment

- Assess learners on their ability to compare the Baptism of John the Baptist with that of Jesus.

Sub-Topic 3: Temptation of Jesus

The sub-topic covers the account of Jesus' temptation, its meaning and significance as presented in the Gospel of Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • give an account of the temptation of Jesus as portrayed in Mark's gospel. • justify Jesus' temptation. • establish the significance of Jesus' temptation to the church today. 	<ul style="list-style-type: none"> • Meaning of the temptation (Mark 1:12 - 13) • Reasons for Jesus' temptation yet he was sinless • Importance of Jesus' temptations to: <ul style="list-style-type: none"> - Jesus - The Christians today

Methodology

- Ask learners to read about temptation of Jesus in the Bible.
- Guide learners to discuss the temptation of Jesus.
- Ask them to make a summary of the discussion

Assessment

- Give an exercise on the accountability for the temptation of Jesus as portrayed in St Mark's Gospel
- Ask learners to examine the significance of Jesus' temptation to the church today.

Sub-Topic4: Jesus' Public Ministry

The sub- topic covers the call of the first disciples and the Galilean ministry in the Gospel of Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • give an account of the call of the first disciples. • justify the opposition against Jesus' ministry in Galilee. • analyse Jesus' response to the opposition. • explain the significance of the first five controversies during the Galilean ministry. 	<ul style="list-style-type: none"> • The call of the first disciples Mark 1: 14-20 Mark 3: 13-19 • Galilean ministry and opposition (controversies) to Jesus' Ministry (Mark 2:1- 3:1-6) • Relevance of the controversies to Christians today

Methodology

- Guide learners in reading the relevant biblical texts about the Galilean ministry.
- Hold a discussion about the Galilean ministry.
- Guide the learners to make a summary.

Assessment

Give an exercise on:

- the call of the first disciples of Jesus Christ.
- opposition against Jesus Ministry in Galilee.
- causes of opposition in the church today.
- Jesus' response to opposition in St Mark's Gospel.
- how a Christian should respond to opposition today.

Sub-Topic 5: Parables in Jesus' Ministry

The sub-topic covers some of the stories Jesus used to deliver the messages about the kingdom of God to the people during His Ministry.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain what the word parable means. 	<ul style="list-style-type: none"> • Meaning of the term parable

Specific Objectives	Content
<ul style="list-style-type: none"> explains the meaning of the parables used in Jesus' ministry. identify the reasons for Jesus' use of parables in His ministry. assess the significance of these parables to Christians today. 	<ul style="list-style-type: none"> Examples of parables in Jesus 'ministry <ul style="list-style-type: none"> - Mark 4:1-20 - Mark 4:21-24 - Mark 4 26-29 - Mark 4:30-34 Reasons Why Jesus used parables The significance of parables to Christians today

Methodology

Using group discussion, guide the learners to discuss the different parables in Mark's gospel.

Assessment

Give the learners an exercise on the parables in Jesus' ministry as presented in Mark's gospel

Sub-Topic 6: Miracles in Jesus' Ministry

Jesus performed miracles during His ministry. The sub-topic explains the meaning, types, importance and reasons for the miracles in the Gospel of Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> interpret the meaning of the different miracles. explain why Jesus used miracles in His ministry. classify the types of miracles. 	<ul style="list-style-type: none"> Meaning of the word miracle Jesus' use of miracles Examples of the types of miracles: <ul style="list-style-type: none"> - Miracles of nature (Mark 4:35-41, Mk 6: 45 -52) - Healing miracles, (Mark 5:21-43 Mark 10:46-52)

Specific Objectives	Content
<ul style="list-style-type: none"> assess the role of miracles in Jesus' ministry. evaluate the importance of Jesus' miracles to the church today. 	<ul style="list-style-type: none"> - Miracles of feeding, (Mark 6:30-44 Mark 8:1-10) - Miracles of exorcism (Mark 5:1-20 Mark 9:14-29) - Raising/resurrection miracles (Mark 5: 21-43) • The role of miracles in Jesus' ministry • The importance of Jesus' miracles to the church today

Methodology

- Introduce the sub-topic of miracles.
- Through dramatic reading, guide the learners on the relevant biblical texts about miracles.
- Ask learners to discuss and make a summary of the outcome.

Assessment

The learners are guided into answering the following questions:

- Examine the meaning and significance of the various miracles.
- Account for Jesus' use of miracles in his ministry.
- "Miracles happen today." Discuss.

Sub-Topic 7: Jesus' Rejection at Nazareth

The sub-topic explains Jesus' rejection in Nazareth. He had many followers but His own people rejected Him. The explanation for the rejection will be discussed therein.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> give an account of Jesus' 	<ul style="list-style-type: none"> How Jesus was rejected by his own

Specific Objectives	Content
<ul style="list-style-type: none"> rejection. • account for Jesus' rejection. • explain ways in which Jesus was rejected in Mark's gospel. • Assess the relevance of Jesus' rejection to modern Christians. • discuss how Christians face rejection today. 	<ul style="list-style-type: none"> people. (Mark 6:1-6) • Importance of Jesus' rejection in the gospel • Ways in which Jesus was rejected • Relevance of Jesus' rejection to Christians today • Rejection in the Church today

Methodology

- Ask learners to read about Jesus' rejection in Nazareth in the Bible.
- Guide learners to discuss Jesus' rejection in Nazareth and how it is applicable to Christians today.
- Ask learners to make a summary.

Assessment

An assignment on Jesus' rejection in Nazareth as presented in Mark's gospel.

Sub-Topic 8: The Mission of the Twelve Disciples

The sub-topic covers how Jesus commissioned the twelve disciples to go and spread the Gospel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • give an account of the event of Jesus' commissioning of the twelve disciples. • explain the sacrifice involved in following Jesus. 	<ul style="list-style-type: none"> • How Jesus commissioned the twelve disciples (Mark 6: 7-13) • The cost of following Jesus: <ul style="list-style-type: none"> - Persecution - Denouncing family ties - Travelling long distances

Specific Objectives	Content
<ul style="list-style-type: none">evaluate the importance of the commissioning of the twelve disciples.	<ul style="list-style-type: none">- Response to the divine call without question• Significance of the commissioning of the twelve disciples

Methodology

- In groups, guide learners to read relevant biblical texts about the commissioning of the 12 disciples.
- Ask them to discuss the significance of the commissioning of the 12 disciples.

Assessment

Assess the learners' understanding of an exercise on the mission of the twelve disciples through a written exercise.

Sub-Topic 9: The Martyrdom of John the Baptist

The sub-topic covers how and why John the Baptist met his death.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">explain the circumstances that led to the death of John the Baptist.evaluate the lessons learnt from the incident.	<ul style="list-style-type: none">• The death of John the Baptist (Mark 6:14-29) and factors that led to his death:<ul style="list-style-type: none">- Criticism of Herod's marriage- Divinely planned- Lack of forgiveness by Herodias- Moral degeneration (incest, drunkenness)- Herod's pride• Lessons from the event for modern Christians

Methodology

- Assign learners to research about the factors that led to the death of John the Baptist.
- Guide learners to brainstorm about lessons learnt from the event.
- Ask learners to make a presentation of their findings.
- Guide the learners' presentations and the note making.

Assessment

- Assess the circumstances that led to the death of John the Baptist.
- Evaluate the lessons learnt from the incidence for modern Christians today.

Sub-Topic 10: The Messiahship of Jesus Christ

The sub-topic deals with the messiahship of Jesus Christ; its meaning and the concept of the messianic secret.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • analyse the importance of Peter's confession at Caesarea Philippi. • explain the term messiah. • justify Jesus' messianic secrecy in the gospel of Mark. • explain the messianic openness in the Gospel of Mark. • analyse the relevance of the messianic secrecy to Christians today. 	<ul style="list-style-type: none"> • Peter's confession (Mark 8:27-9:1) • Meaning of messiah • Messianic secret in the gospel of Mark • Messianic openness in the gospel of Mark • Application to Christians today in revealing their identities as followers of Christ

Methodology

- Ask learners to read relevant Bible texts.
- Guide the learners to discuss the messianic secrecy and openness to the Christians today.
- Guide the learners to make notes on the messianic secrecy and openness.

Assessment

Ask learners to attempt the following questions:

- account for Peter's confession about Christ at Caesarea Philippi.
- examine the relevance of the messianic secrecy for Christians today.

Sub-Topic 11: The Transfiguration Event

The sub- topic deals with the narrative of the transfiguration of Jesus, its meaning and importance.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• interpret and describe be the transfiguration event.• explain the significance of this event to:<ul style="list-style-type: none">- Jesus- The disciples- Christians today	<ul style="list-style-type: none">• The meaning and the narrative of the event. (Mark 9: 2-13)• Importance of the event as it appears in the Gospel of Mark• Key players in the event<ul style="list-style-type: none">- God- Jesus- Elijah and Moses- Disciples

Methodology

- Ask learners to read about the transfiguration in the Bible.
- Ask learners to discuss the transfiguration.
- Guide the learners to make a summary about the transfiguration.

Assessment

Let learners answer following questions:

- Examine the transfiguration event in St Mark's Gospel.
- Explain the relevance of the transfiguration event for Christians today.

Sub-Topic 12: Marriage and Divorce

The sub- topic covers the teaching about marriage in the Gospel according to Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the Jesus' teaching on marriage in Mark's gospel. • relate the teaching to the Old Testament teaching about marriage and divorce. • explain the Christian ideal of the institution of marriage. • compare Jesus' teaching on marriage and divorce with African traditional understanding. 	<ul style="list-style-type: none"> • Jesus' teaching on marriage and divorce (Mark 10:2-12) • Old Testament teaching on marriage and divorce. (Genesis 1:27, Genesis 2:24, Deuteronomy 24:1-4, Malachi 2:16) • Comparison of Jesus' teaching on marriage and divorce to that of the African traditional understanding

Methodology

- Guide learners to read and discuss the theme of marriage and divorce in the:
 - a) Old Testament
 - b) New Testament.
- Guide the learners to draw a comparison about marriage and divorce between Bible teaching and African traditional society.

Assessment

Learners should answer the following question in groups.

- Compare the biblical teaching African traditional understanding about marriage and divorce.
- Examine the Christian teaching on the sacrament of marriage.
- Why is marriage becoming more of a liability than an asset today?

Sub-Topic 13: The Blessing of Children

The sub-topic covers the meaning and importance of children according to Mark's Gospel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • interpret Jesus' teaching about 	<ul style="list-style-type: none"> • Meaning of the story about the

Specific Objectives	Content
<ul style="list-style-type: none"> the blessing of the children identify the value Jesus attached to children. Discuss the relevance of the text for Christians today. Appreciate the importance of children in society. 	<ul style="list-style-type: none"> blessing of children (Mark 10:13-16) Importance of Jesus' teaching about children

Methodology

- Guide learners to read the Bible texts about the blessing of children.
- Ask learners to discuss the importance of children.
- Guide the learners to summarise teaching about the blessing of children.
- Guide the learners to discuss the dangers of wealth in the life of a Christian.

Assessment

Give an exercise on the following:

- Problems children face in society today
- How Jesus' teaching on children can assist adults in treating children humanely in our society today
- How important children were in African traditional society

Sub-Topic 14: The Rich Young Man

The sub- topic explains the teaching of Jesus about hindrances inheriting the kingdom of God.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> explain the cost of the kingdom of God. explain how wealth may hinder individuals from following Christ. 	<ul style="list-style-type: none"> Wealth as a hindrance to inheriting the kingdom of God (Mark 10:17-31) Lessons to Christians today

Methodology

- Guide learners to read the Bible texts about the rich young man.
- Ask learners to discuss the importance of wealth.
- Guide the learners to discuss the dangers of wealth in the life of a Christian.
- Guide the learners to summarise teaching about the rich young man.

Assessment

Give an exercise on the following:

- The importance of wealth
- How a Christian should use wealth

Sub-Topic 15: Jesus Predicts His Death

The sub-topic covers Jesus' pronouncement of His death to the disciples.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • give an account of Jesus' prediction of His death. • explain the significance of the event to Christians. • explain the lessons from this pronouncement. 	<ul style="list-style-type: none"> • Jesus pronounces His death to the disciples (Mark 10:32-34) • The importance of this pronouncement to Jesus and the disciples • The relevance of this pronouncement to Christians today

Methodology

- Guide learners to read the biblical texts on Jesus' prediction of his death.
- Ask the learners to discuss the text with your guidance and make a summary about Jesus' prediction of his death.

Assessment

Assign the following tasks to learners:

- Account for Jesus' prediction of His death to the disciples.
- Explain the relevance of the event to Christians.

Sub-Topic 16: The Request of James and John

The sub-topic explains James and John's request for positions of responsibility in Jesus' kingdom.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain James and John's desire to share in Jesus' kingdom.• examine Jesus' response to the request made by James and John.• explain the relevance of Jesus' teaching about leadership.	<ul style="list-style-type: none">• James and John's request for positions of responsibility in Jesus' kingdom (Mark 10:35 - 37)• Jesus' response to their request in reference to service (Mark 10:36-45) and His teaching about service• Relevance of Jesus' teaching on leaders as servants

Methodology

- Guide learners to read the relevant biblical texts about the request of James and John.
- Using brainstorming, ask learners the meaning and purpose of leadership and service today.
- Guide learners to summarise the outcome of the brainstorming session.

Assessment

Guide learners to answer the following questions:

- Analyse Jesus' response to the request made by James and John.
- Examine the relevance of Jesus' teaching on leadership and service for church leaders today.

Sub-Topic 17: The Triumphant Entry into Jerusalem

The sub-topic covers the event of Jesus' triumphant entry into Jerusalem and its importance in Jesus' ministry.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • give an account of Jesus' triumphant entry into Jerusalem. • evaluate the significance of the event to Jesus' ministry. • analyse the relevance of the event to Christians today. 	<ul style="list-style-type: none"> • Jesus' triumphant entry into Jerusalem (Mark 11:1-11) • Importance of this event in Jesus' ministry • Lessons to Christian church leaders today

Methodology

- Ask learners to read the Bible.
- Guide them to act a short play of the event of the triumphant entry into Jerusalem.
- Ask learners to discuss and make a summary of the event of the triumphant entry into Jerusalem.

Assessment

An assignment on the following:

- Jesus' triumphant entry into Jerusalem
- The relevance of the event to Christians today

Sub-Topic 18: Cursing the Fig Tree

The sub-topic deals with the narrative concerning the cursing of the fig tree.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • Give an account about the barren fig tree • assess the significance of this incident. • evaluate the lessons from the incident for Christians today. 	<ul style="list-style-type: none"> • The narrative of the fig tree event (Mark 11:12-14, Mark 13:28-31) • Importance of the cursing of the fig tree (Mark 11:20-25) • Lessons from of the fig tree induct for Christians today

Methodology

- Ask learners to read about the barren fig tree in the Bible.

- Guide learners to discuss and summarise the incident of the barren fig tree.

Assessment

Give the learners an exercise in which they should assess the significance of the curse and examine lessons for the Christians today.

Sub-Topic 19: Cleansing of the Temple

The sub-topic covers the narrative of cleansing of the temple in the gospel of Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the cleansing of the temple.• account for the cleansing of the temple.• discuss the significance of the cleansing.• evaluate the relevance of the cleansing in relation to the church today.	<ul style="list-style-type: none">• The cleansing of the temple (Mark 11:15-19)• Reasons for the cleansing of the temple• Significance of the cleansing of the temple• Lessons from the incident of cleaning the temple

Methodology

Using brainstorming, ask learners to read the Bible text or reference about cleansing the temple and let them draw lessons from the incident.

Assessment

Assign learners the following questions:

- Narrate the cleansing experience of the temple in the book of Mark.
- Discuss the significance of the cleansing event.
- Examine the relevance of the cleansing event to modern Christians.

SENIOR FIVE TERM THREE

Topic 2: the Gospel According to St Mark (Continued)

Sub-Topic 20: The Parable of the Wicked Tenant

The sub- topic explores the narrative of the parable of the wicked tenant in the gospel of Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • interpret the parable of the wicked tenant. • explain why Jesus used this parable. • assess the significance of this parable. • examine the lessons from the parable for Christians today. 	<ul style="list-style-type: none"> • The narrative of the parable of the wicked tenant (Mark 12:1-12) • Reasons for Jesus' use of this parable • Significance of the parable • Lessons from the parable of the wicked tenant

Methodology

- Ask learners to read the parable of the wicked tenant.
- Using group discussion, ask learners to discuss the significance of the parable of the wicked tenant.
- Guide learners to make a summary of the parable.

Assessment

Give an assignment on the following:

- The parable of the wicked tenant
- The relevance of the parable for Christians today

Sub-Topic 21: Provocative Questions in the Gospel of Mark

There are some provocative questions in the gospel of Mark and the sub- topic endeavors to give the details of the questions.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • point out the provocative questions. • assess the reasons why such provocative questions were asked. • explain the significance of these questions. • evaluate lessons from the provocative questions to religious leaders today. 	<ul style="list-style-type: none"> • Give the provocative questions (Mark 12:13-27, 28-37) such as: <ul style="list-style-type: none"> - Paying taxes to Caesar - Widow inheritance • Reasons for asking the questions • Significance of the provocative questions • Lessons to church leaders today

Methodology

- Encourage learners to read the Bible and identify the provocative questions.
- Guide learners to discuss clearly the provocative questions as presented in Mark's gospel.

Assessment

Give an exercise on the following:

- The reasons for asking Jesus the provocative questions
- The significance of these provocative questions and their relevance to the Christians today

Sub-Topic 22: The Great Commandment

The sub-topic explains Jesus' teaching about the greatest commandment in Mark's gospel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • appreciate the golden rule of love. 	<ul style="list-style-type: none"> • The greatest commandment (Mark 12:29-31)

Specific Objectives	Content
<ul style="list-style-type: none"> • explain the importance of Jesus' teaching on the greatest commandment. • identify areas where the church has observed these commandments. 	<ul style="list-style-type: none"> • Importance of Jesus' teaching about the rule of love • Ways in which Christians observe the greatest commandments

Methodology

- Using brainstorming, ask learners to discuss the golden rule and how it can be applied by the church today.

Assessment

Give an assignment on the following aspects:

- Examine Jesus' teaching on the greatest commandment.
- Identify areas where the church has observed this commandment.

Sub-Topic 23: Eschatological Discourse

The sub-topic explains Jesus' teaching about eschatology as presented in the gospel of Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain what is meant by eschatology. • identify the last things that Mark emphasises about the end times. • explain the significance of these last things for Christians today. 	<ul style="list-style-type: none"> • Meaning of eschatology (Mark 13:1-37) • Jesus' teaching about eschatology as presented in the gospel of Mark • Lessons from these last things (eschatons)

Methodology

- Guide learners to read the Bible verses.
- Use guided discovery and discuss the meaning of eschatology and the significance of these last things for Christians today.

- Show Jesus' film teaching about eschatology.

Assessment

Give an assignment on the following:

- Jesus' teaching about the last things
- The relevance of Jesus' teaching to Christians today

Sub-Topic 24: Passion Narratives

The sub-topic deals with all the events that preceded and later led to the death of Jesus Christ as recorded by Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the accounts of the suffering events.• explain circumstances that surround Jesus' passion narratives.• explain the significance of Jesus' suffering to His followers.• describe the way of the cross (crucifixion).• evaluate the lessons from Jesus' suffering.	<ul style="list-style-type: none">• The plot against Jesus, (Mark 14:1-2)• Jesus' anointment at Bethany, (Mark 14:3-9)• The betrayal of Jesus, (Mark 14:10-11)• The Lord's supper, (Mark 14:22-26)• Peter's denial, (Mark 14:27-31)• The agony in Gethsemane (Mark 14:32-42)• The arrest, trial and the death of Jesus, (Mark 14:43; 15: 4-7)

Methodology

- Guide the learners in dramatic Bible reading about Jesus' passion narrative.
- Organise the learners to role play the arrest, trial and death of Jesus Christ.
- Guide students to summarise the major lessons from the passion narratives.

Assessment

Give an assignment on the following:

- The circumstances surrounding the passion narrative
- The relevance of the passion narrative for Christians today

Sub-Topic 25: The Resurrection of Jesus Christ

The sub-topic covers the account of Jesus' resurrection in the gospel according to Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the concept of resurrection. • Justify with clear evidence in Mark's gospel that Jesus resurrected. • analyse the significance of resurrection to: <ul style="list-style-type: none"> - Jesus Christ. - The disciples. - The believers. • Compare the African traditional understanding of life after death with the resurrection of Jesus. 	<ul style="list-style-type: none"> • The meaning of resurrection (Mark 16) • Evidence of Jesus' resurrection • An account of Jesus' resurrection • Importance of the resurrection to Christians today

Methodology

- Ask learners to discuss the theme of Jesus Christ's resurrection.
- Group learners and let them discuss about the importance of Jesus Christ's resurrection.

Assessment

Give an assignment on the following:

- The resurrection event
- The importance of the resurrection to Jesus Christ, and the believers

Topic 3: The Gospel of John

Duration: 47 Periods

Overview

The topic deals with the fourth Gospel written between AD90-100. Emphasis is laid on "I AM sayings" discourses, sign, passion narratives, death and resurrection of Jesus Christ. A comparison between the Gospel of John and Mark is made.

General Objective

The learner should be able to gain an insight in the ministry of God becoming incarnate through Jesus Christ and its relevance for the Christians today.

Sub-Topic 1: Introduction to the Gospel of John

This sub-topic focuses on the authorship data and place of writing, audience, purpose of writing and characteristics of the gospel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• establish the author of the gospel of John.• justify with reasons, the date and place of writing.• identify the audience the gospel was written for.• explain the reasons for writing the gospel.• examine the characteristics of John's gospel.• draw a comparison between the gospels of John and Mark.	<ul style="list-style-type: none">• Authorship of the gospel of John• Date and place of writing• Audience / Recipients John 10: 16• Purpose of writing John:20: 31• Characteristics of the Gospel of John• Comparison between Mark and John

Methodology

- Using the brainstorming method guide learners about the authorship, date, place and audience of John's Gospel.
- Group learners for a discussion about the characteristics of John's Gospel and drawing comparison between John and Mark's Gospels.

Assessment

- Give an exercise on the characteristics of John's Gospel
- Ask the learners to make a comparison between the Gospels of John and that of Mark.

Sub-Topic 2: Prologue John 1:1-18

This sub-topic focuses on the prologue and the relationship between the prologue and the Old Testament.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explain the content of the prologue. • evaluate the significance of the prologue to the Jews and Christians today. • compare the prologue of John to the Old Testament. 	<ul style="list-style-type: none"> • The account of the prologue (John 1: 1-18) • The significance of the prologue • The relationship between the prologue and the Old Testament (Genesis 1:3, Psalms 33:6, Jeremiah 1:4, Proverbs 8:35, Job 28: 28, Malachi 3:4, Exodus 34:6; 13:17-22)

Methodology

- Using dramatic Bible reading, guide learners to read the biblical texts about the prologue.
- Guide learners to discuss the content of the prologue and note the important points in their books.

Assessment

Give learners an exercise on the significance and the content of the prologue.

Sub-Topic 3: John the Baptist and Jesus' First Disciples

The sub-topic deals with the account of John the Baptist and Jesus' first disciples according to the gospel of John.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the mission of John the Baptist.• examine the significance of John the Baptists' mission.• explain the purpose of the call of the first disciples.	<ul style="list-style-type: none">• An account of John the Baptist and Jesus' first disciples (John 1:19-34)• The relationship between John the Baptist and Jesus Christ• The idea of messiahship as interpreted by John• The purpose of the call of the first disciples

Methodology

Using guided discovery, ask learners about the life of John the Baptist and Jesus' call for the first disciples.

Assessment

Assign the learners to explain the purpose and significance of the call of the first disciples.

Sub-Topic 4: Signs in the Gospel of John

The sub-topic covers the seven signs in the book of John.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• Describe each of the seven signs as presented in John's gospel.	<ul style="list-style-type: none">• The seven signs in the book of John 1st sign Turning water into wine, (John 2:1-11)

Specific Objectives	Content
<ul style="list-style-type: none"> • relate the significance of the signs in John’s gospel to the miracles in Mark’s gospel. • compare the signs in John to the miracles in Mark’s gospel. • discuss the relevance of the signs to Christians today. 	<p>2nd sign Healing an official’s son, John 4:43-54</p> <p>3rd sign Healing the crippled man at the pool of Bethzatha, (John 5:1-18)</p> <p>4th sign Feeding of the five thousand in Galilee, (John 6:1-15)</p> <p>5th sign Walking on water (John 6: 16-21)</p> <p>6th sign Healing a blind man John 9:1- 41</p> <p>7th sign The raising of Lazarus, (John 11:38-44)</p> <ul style="list-style-type: none"> • Comparison of the signs in the Gospel of John to miracles in the gospel of Mark 6: 7-51, Mark 6:32 • Response of different people to Jesus’ signs • Significance of each sign and its relevance to Christians today

Methodology

Using guided Bible reading, ask learners to read the seven signs in John’s gospel making references to the biblical texts.

Assessment

Give the learners an assignment on the comparison of signs in the gospel of John to those in Mark.

Sub-Topic 5: Cleansing of the Temple

The sub-topic covers the account of the cleansing of the temple in the gospel of John.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the account of the cleansing of the temple in John's gospel.• examine the significance of the cleansing of the temple.• explain the relevance of the cleansing of temple to the church today.	<ul style="list-style-type: none">• An account of the cleansing of the temple John 2:13-22• Importance of the cleansing of the temple• Comparison of the cleansing of the temple in the gospel of John and Mark• Relevance of the event to the church today

Methodology

- In groups, brainstorm on the necessity for cleansing our churches today.
- Ask learners to read about the cleansing of the temple in the Bible.

Assessment

Give the learners an exercise on the cleansing of the temple as presented in the gospel of John.

Sub-Topic 6: Jesus and Nicodemus (John 3:1-21)

The sub-topic explores the conversation between Jesus and Nicodemus which was held in the night.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the conversation between Jesus and Nicodemus.	<ul style="list-style-type: none">• The account of the discourse John 3:1-21

Specific Objectives	Content
<ul style="list-style-type: none"> • explain the reasons for the secret meeting at night between Jesus and Nicodemus. • explain the significance of the conversation. • explain the lessons from the conversation. 	<ul style="list-style-type: none"> • Reasons for meeting at night • Importance of the conversation between Jesus and Nicodemus • Relevance of the meeting to the church today and modern leaders

Methodology

- Using dramatic biblical reading, ask learners to listen to the reading
- Guide them in an analysis of the text about the dialogue between Jesus and Nicodemus.
- Ask them to make a summary of the discussion.

Assessment

- Give an assignment on the significance of the conversation between Jesus and Nicodemus.

SENIOR SIX TERM ONE

Sub-Topic 7: Jesus and the Samaritan Woman

The sub-topic explores the conversation between Jesus and the Samaritan woman.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">give an account of the story about the conversation between the Samaritan woman and Jesus.examine the significance of this conversation.explain the relevance of this discourse to Christians today.	<ul style="list-style-type: none">The account of the dialogue/discourse(John 4:1-42)Main features in the discourseSignificance of the discourseRelevance of the discourse to Christians today

Methodology

- Ask learners to read about the dialogue between Jesus and the Samaritan woman in the Bible.
- Guide learners to summarise the major themes of the dialogue between Jesus and the Samaritan woman.

Assessment

- Assign them an exercise about the conversation between Jesus and the Samaritan woman.

Sub-Topic 8: Jesus' Revelation of His Identity (The Seven Great "I AM" Sayings)

The sub-topic covers the seven great "I am" sayings as presented in the Gospel of John.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">identify the seven great "I AM" sayings.	<ul style="list-style-type: none">The seven great "I AM" sayings:<ul style="list-style-type: none">- I am the Bread of life (John

Specific Objectives	Content
<ul style="list-style-type: none"> • identify the meaning and significance of each of them. • explain the relevance of the “ I AM” sayings to believers today. 	<p>6:22-59)</p> <ul style="list-style-type: none"> - I am the light of the world (John 8:12-20) - I am the Gate of the sheep (John 10:7) - I am the Good Shepherd (John 10:11) - I am the Resurrection and the life (John 11:25) - I am the way, the truth and life (John 14:6) - I am the true vine (John 15:1-16) <ul style="list-style-type: none"> • Relevance to believers today

Methodology

- Using guided Bible reading, identify and explain the meaning of each of the “I AM” sayings as stated in the gospel according to John.
- Guide a discussion on the context in which each of the “I AM” sayings is presented.
- Guide a discussion about the importance of each of the “I AM” sayings.
- Ask them to make the important notes on each of the “I AM’ sayings.

Assessment

- An exercise about the seven “I AM” sayings as presented in John’s gospel
- An assignment about the relevance of these “I AM” sayings to Christians today

Sub-Topic 9: Jesus at the Feast of the Tabernacles (Booths/Shelter)

The sub-topic covers the account of the feast of the tabernacles in John's gospel.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">give an account of the feast of the tabernacles.explain the importance of Jesus' teaching in the temple at the festival.examine the relevance of Jesus' teaching to Christians today.	<ul style="list-style-type: none">Meaning of the tabernacleGiving the order of the events of the festival John 7:1-53Importance of Jesus' teaching in the temple at the festival (John 7:14-37)Relevance of the feast to Christians today

Methodology

- Using guided Bible reading, describe the feast of Tabernacles.
- Discussion about the feast of the Tabernacle.
- Brainstorming about the relevance of the event.
- Encourage the learners to note the important ideas.

Assessment

Give an exercise about Jesus' teaching during the Feast of Tabernacles and its relevance to Christians today.

Sub-Topic 10: A Woman caught in the Act of Adultery

The sub-topic explains the narrative of the woman caught in adultery and Jesus' reaction to the situation.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">give an account of the narrative of the woman caught in adultery.examine the significance of the event.	<ul style="list-style-type: none">The narrative of the woman caught in adultery (John 8:1-11)Importance of the narrative

Specific Objectives	Content
<ul style="list-style-type: none"> discuss the relevance of the incident to Christians today. 	<ul style="list-style-type: none"> Relevance to Christians today

Methodology

- Ask learners to read the text about the woman caught in adultery.
- Ask learners to narrate events about the woman caught in adultery.
- Let learners give their own views about the narrative and ask them to summarise the important issues there in.

Assessment

An exercise on the woman caught in adultery as presented in John's gospel

Sub-Topic 11: Hostility to Jesus at the Feast of Dedication

The sub topic deals with the Feast of Dedication where Jesus faced hostilities. It also explores the reasons for the hostilities and the lessons learnt.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> describe the feast of dedication identify the hostilities that Jesus faced during the Feast of Dedication. account for such hostilities during the Feast of Dedication. examine the lessons from this incident. 	<ul style="list-style-type: none"> Meaning of the feast of dedication (John 10:22-42) The hostilities against Jesus John 11:45-57 Reasons for the hostility Relevance of the hostilities to Christians today

Methodology

After a Bible reading session, ask learners to identify the hostilities and lessons from the Feast of Dedication.

Assessment

An exercise on the hostilities Jesus faced during the Feast of Dedication

Sub-Topic 12: Jesus is Anointed at Bethany

The sub-topic covers the event of Jesus' anointment at Bethany according to the gospel of John. It further makes a comparison of the same event as recorded in the gospel according to Mark.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• give an account of the incident.• explain the significance of the event.• explain the relevance of the event to Christians today.	<ul style="list-style-type: none">• The account of the event John 12:1-8• The Importance of the event• The relevance of the event to Christians today• Comparison of the event in the John and Mark gospel (Mark 14:3-9)

Methodology

- Guide learners to read the Bible
- In group discussions, ask learners to describe the account of the event of Jesus' anointing at Bethany.
- Encourage them to note down the important points.

Assessment

- An assignment on Jesus' anointment at Bethany

Sub-Topic 13: Jesus' Triumphant Entry into Jerusalem

The sub-topic focuses on Jesus' triumphant entry into Jerusalem as recorded by John. A comparison of the same event as recorded by Mark is covered in the same sub-topic.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the event of Jesus' triumphant entry into Jerusalem. • examine the significance of this event to Christians today. • explain the relevance of this event to Christians today. 	<ul style="list-style-type: none"> • Jesus' triumphant entry into Jerusalem (John 12:12-19) • The importance of Jesus' entry into Jerusalem • Comparison of Jesus' triumphant entry into Jerusalem in John's gospel with Mark's gospel (Mark 11:1-11) • The relevance of the event to Christians today

Methodology

- After a Bible reading session ask learners to describe the event of Jesus' triumphant entry into Jerusalem.
- Hold a discussion about the importance and relevance of the event to the Christians today.
- Ask them to make a summary of the important ideas.

Assessment

An exercise on Jesus' triumphant entry into Jerusalem

Sub-Topic 14: Jesus Washes His Disciples' Feet and the Lord's Supper

The sub-topic covers the event which involved the washing the disciples' feet. It further unveils the importance of the event and also covers the Lord's Supper which followed the event.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the event of washing of the disciples' feet. • narrate the story clearly. • explain the meaning of Jesus' 	<ul style="list-style-type: none"> • The account of the event, John 13:1-17 • The importance of the event.

Specific Objectives	Content
washing of the disciples' feet. <ul style="list-style-type: none"> • explain the event of the Lord's Supper. • explain the relevance of this event to Christians today. 	<ul style="list-style-type: none"> • The Lord's Supper (John 13: 21-30) • Significance of those events to both political and religious leaders

Methodology

- Using guided discovery, ask learners to role play the event of the washing of the disciples' feet.
- Engage them in a discussion about the importance of the event.
- Using a comparative study, analyse the teaching about the Lord's Supper event as presented in the gospel of John, Mark and 1 Corinthians 11:17-34
- Ask learners to brainstorm on the significance of the Lord's Supper in the book of John.
- Encourage them to note the important points.

Assessment

Assess learners on the following:

- Explain the meaning of Jesus' washing of the feet of his disciples.
- Examine the relevance of this event to modern Christians.
- Explain the significance of the Lord's Supper in the book of John.
- Compare the celebration of the Lord's Supper in John, Mark and 1 Corinthians.
- How is the Lord's Supper celebrated in the church today?

Sub- Topic 15: The Promise of the Holy Spirit

The sub-topic deals with Jesus' promise of the Holy Spirit to the disciples, its importance and relevance to Christian life.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • describe the idea of the Holy Spirit as presented in the gospel of John. • examine the role of the Holy Spirit in the gospel of John. 	<ul style="list-style-type: none"> • Jesus promise of the Holy Spirit to the disciples (John 14:15-31) • Importance of the Holy Spirit among the disciples

Specific Objectives	Content
<ul style="list-style-type: none"> evaluate the relevance of the Holy Spirit in the lives of Christians today. 	<ul style="list-style-type: none"> relevance of the Holy Spirit to the Christians today

Methodology

- In groups, ask learners to read about the work of the Holy Spirit.
- Ask them to identify the different works of the Holy Spirit as presented in the gospel of John.

Assessment

An assignment about the promise of the Holy Spirit as presented in the gospel of John

Sub-Topic 16: Jesus' Prayer of Self-Dedication

The sub-topic covers the main features of the prayer as reflected in Jesus' prayer of dedication. It also lays emphasis on the relevance of prayer to Christian life.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> identify the main features of Jesus' prayer of dedication. explain the relevance of Jesus' prayer to Christians today. 	<ul style="list-style-type: none"> The main features of the prayer, which are manifested in three parts (John 17:1-26): <ul style="list-style-type: none"> Father (John 17:1-5) Intercession for the disciples whom Jesus had called to serve Him (John 17:6-19) Jesus prays for the future of the church (John 17:20-26)

Methodology

- Ask learners to read the relevant texts and guide them to discuss Jesus' prayer of dedication and its relevance to Christians today.

Assessment

- An exercise on the features of Jesus' prayer of dedication.

Sub-Topic 17: Passion and Resurrection Narratives (Chapters 18, 19, 20 and 21)

The sub-topic focuses on the stories about the passion and resurrection of Jesus Christ. They include Peter's denial of Jesus, the arrest, trial, crucifixion, death, burial and resurrection of Jesus Christ. It further deals with Jesus' appearance to other people after resurrection.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the stories about the passion and resurrection of Jesus Christ.• explain the circumstances leading to the passion narratives.• examine the significance of Jesus' suffering to His followers.• compare of the gospel of John to the gospel of Mark.	<ul style="list-style-type: none">• The account and meaning of the following (John 18:1-21)<ul style="list-style-type: none">- Peter's denial of Jesus- Arrest of Jesus- Jesus' trial- Jesus' crucifixion- Jesus' death- Jesus' burial- Jesus' resurrection• Jesus' appearance to:<ul style="list-style-type: none">- Mary Magdalene- The disciples- Thomas- Galilee (community)• Relevance of the gospel's of John to Christians today• Comparison between the gospel of John and Mark

Methodology

- Using guided Bible reading, ask learners to describe the passion narratives as presented in the gospel of John.

- Guide them to summarise the passion narratives as presented in the gospel of John.

Assessment

An assignment about the passion and resurrection narratives

Sub-Topic 18: The Epilogue in the Gospel of John

The sub-topic covers Jesus' appearance to the seven disciples after resurrection and Jesus' appointment of Peter as the leader. It also emphasises the relevance of the gospel of John to Christian life.

Specific Objectives	Content
<ul style="list-style-type: none"> • explain Jesus' appearance to the disciples after resurrection. • identify the significance of the appointment of Peter as a leader. • examine the relevance of the gospel of John to Christians today. 	<ul style="list-style-type: none"> • Relevance of the gospel of John (John 20:30-31) • Jesus' appearance to the seven disciples after resurrection (John 21:1-14) • Jesus and Peter: Peter appointed as a leader, (John 21:15 – 19)

Methodology

- Ask learners to discuss the epilogue of the gospel of John.
- Provide guidance to them during the discussion and note making.

Assessment

Assess learners on the following:

- The role of Peter in the Gospel of John
- The significance of the epilogue
- Relevance of the epilogue to Christians today

SENIOR SIX TERM TWO

Topic 4: Paul's Letter to the Galatians

Duration: 10 Periods

Overview

This topic covers the letter which was written to Christians in the Roman province of Asia Minor who doubted Paul's teaching and apostleship. It focuses on the people who opposed Paul that one was right with God only if he followed the Mosaic Law and Paul was accused of spreading a "second hand" gospel. The topic emphasises the importance of faith and action and their relevance to Christians today.

General Objective

The learner should be able to appreciate the importance of faith and how to apply it in daily life.

Sub-Topic 1: Introduction to Paul's Letter to the Galatians

The sub-topic deals with the authorship, date and place of writing, and the purpose of the letter of Paul to the Galatians. It further explains the type of people who were intended to receive the message in the letter.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• account for the writing of the letter to the Galatians.• establish the author, date and audience of the letter.	<ul style="list-style-type: none">• Background• Purpose of the letter• Authorship of writing, date and audience of the letter

Methodology

- Ask learners to read the introduction to Paul's letter to the Galatians from the Bible.
- Using guided discussion, ask learners to explain the background of the letter (authorship, date, audience and purpose).
- Provide guidance during the discussion and note taking.

Assessment

Give an assignment on the background of Paul's letter to the Galatians such as authorship, audience and purpose.

Sub-Topic 2: Message in the Letter to the Galatians

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explain ways in which a Christian leader can defend his authority and apostleship. • examine ways through which Jewish laws were a hindrance to following Jesus Christ. • discuss the relevance of Paul's teaching on the themes of apostleship. Law. Promise and faith and the law for Christians today. 	<ul style="list-style-type: none"> • Apostleship of Paul (Galatians 1:11-24; 2:1-10, 11-14, 15-21) • The law and the promise (Galatians 3:1-29) • Faith and the law (Galatians 3:1-5) • Paul's teaching and the Old Testament

Methodology

- Using guided Bible reading, ask learners to read and analyse the texts about the apostleship of Paul, the law and the promise, and faith and the law.

Assessment

An assignment on Paul's apostleship, the law and the promise, and faith and the law

Sub-Topic 3: The Children of God

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • describe the spiritual covenant in the letter to the Galatians. • examine Paul's concern for the Galatians. 	<ul style="list-style-type: none"> • Sons not slaves (Galatians 4:1-7) • Paul's concern for the Galatians (Galatians 4:8-20)

Specific Objectives	Content
<ul style="list-style-type: none"> • explain Paul's teaching about the children of God. • explain the nature of the Christian church. 	<ul style="list-style-type: none"> • Example of Hagar and Sarah (Galatians 4:21-31)

Methodology

- Using guided Bible reading, ask learners to read and analyse the texts about the children of God.
- Guide them as they discuss and note the important points.

Assessment

- An assignment on Paul's teaching about the children of God
- An exercise on Paul's concern for the Galatians

Sub-Topic 4: Freedom and the Holy Spirit

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • examine Paul's teaching about Christian freedom. • examine Paul's teaching about the Holy Spirit in the life of a Christian. • analyse the work of the Holy Spirit in the church today. 	<ul style="list-style-type: none"> • Preservation of Christian freedom (Galatians 5:1-15) • Holy Spirit in the life of a Christian (Galatians 5:16-26) • Holy Spirit in the church today

Methodology

- Lead learners in a Bible reading session.
- Using guided discussion, guide learners to discuss Christian freedom and the work of the Holy Spirit.
- The learners should be tasked to dramatise the work of the Holy Spirit in the church today.

Assessment

An assignment about Christian freedom and the Holy Spirit

Sub-Topic 5: Concern for Fellow Christians

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • discuss the ways which are acceptable and unacceptable to the Christian faith. • explain Paul's teaching on the themes of: <ul style="list-style-type: none"> - Helping one another. - No one makes a fool of God. • explain the relevance of Paul's letter to the Galatians, to Christians today. 	<ul style="list-style-type: none"> • Helping one another (Galatians 6:1-6) • No one makes a fool of God (Galatians 6:6-10) • Relevance of the letter to Christians today, (Galatians 1-6)

Methodology

- Using guided Bible discussion, ask learners to discuss the texts about Paul's concern for fellow Christians.
- Ask them to note the points that arise from the discussion.

Assessment

- An exercise on bearing one another's burdens and the relevance of Paul's letter to Christians today.

Topic 5: Paul's Letter to the Corinthians

Duration: 22 Periods

Overview

This topic is on Paul's first letter to the Corinthians. It covers a wide range of issues that had been raised by both the Corinthian Christians and the verbal reports Paul received from a member from Chloe's family. Emphasis is laid on the responses given by Paul and their relevance to Christians today.

Sub-Topic 1: Introduction to Paul's First Letter to the Corinthians

The sub-topic deals with the authorship, date and place of writing, and the purpose of Paul's first letter to the Corinthians. It further explains the type of people who were intended to receive the message in the letter.

Specific Objectives	Content
<p>The Learner should be able to:</p> <ul style="list-style-type: none">• establish the authorship, date of writing and audience.• explain the reasons Paul wrote 1Corinthians.• identify the conditions in the city of Corinth at the time Paul wrote.• compare the conditions in the city of Corinth during the time of Paul with conditions in modern cities.	<ul style="list-style-type: none">• Authorship, date and audience (Acts 18:1-18,1 Corinthians 1:1)• Reasons of writing• Characteristics of the city of Corinth• Conditions in cities today

Methodology

- Using brainstorming guide the learners to explore the date, authorship and audience of the letter.

Assessment

- Assess learners on:
 - authorship.
 - date of writing.
 - recipients of Paul's first letter to the Corinthians.

Sub-Topic 2: Paul's Reaction to Verbal Reports (1 Corinthians 1-4)

The sub-topic deals with different aspects which were verbally raised by the new church of Corinth. It answers the concerns of the new church in order to keep it together by Paul, the founder.

Specific Objectives	Content
<p>The Learner should be able to:</p> <ul style="list-style-type: none"> • establish the causes of splinter groups. • explain the teachings about the wisdom of God, • explain the teaching about the spirit and the flesh. • compare divisions in the Corinthian church with those in the church today. • account for the divisions in the church today. • give an account of Paul's response to the unity of church today. • identify the church's indiscipline in Corinth. 	<ul style="list-style-type: none"> • Unity of the church, (1Corinthians 1-4), The splinter groups (1 Corinthian 1:10-17) • The wisdom of God, (1 Corinthians, (1: 18-2:16) • The spirit and the flesh (1 Corinthians (3:1-4, 16-17) • The unity of God's servants (The apostles) (1 Corinthians 3:5-15; 18-23) • The task of God's servants (His apostles) (1 Corinthians 4:1-21) • Discipline in the church: <ul style="list-style-type: none"> - sexual immorality (1 Corinthians 5:1-13) - Prostitution (1 Corinthians

Specific Objectives	Content
	6:12-20) - Law suits (legal disputes) (1Corinthians 6:1-11)

Methodology

- Guide learners into a Bible reading session of 1st Corinthians.
- Using brainstorming, ask learners to discuss Paul's advice about the verbal reports from a member of Chloe's family.

Assessment

Assess learners on the following:

- Splinter groups
- Wisdom of God
- The Spirit and the flesh
- Unity of God's servants
- Discipline in the church of Corinth and that of today

Sub-Topic 3: Paul's Reaction to Written Reports (1 Corinthians 7-1)

The sub-topic covers Paul's responses to the written reports of the people of Corinth. It focuses on issues like marriage, food offered to idols, women during public worship, Lord's Supper and gifts of the Holy Spirit among others.

Specific Objectives	Content
<p>The Learner should be able to:</p> <ul style="list-style-type: none"> • examine Paul's teaching about marriage and remaining single. • establish the rights of an apostle. • explain Paul's teaching about food offered to idols. • identify the attitude of the church to women during public worship. • explain the importance of the Lord's supper in the church. • explain Paul's' teaching about the gifts of the Holy Spirit. • examine the importance of the 	<ul style="list-style-type: none"> • Paul's teaching about marriage(1 Corinthians 7:1-40) <ul style="list-style-type: none"> - Married and unmarried (1 Corinthian 7:1-6) - Celibacy, (1 Corinthians 7:7-9) - Widows, (1 Corinthians 7:39-40) - Divorce, (1 Corinthians 7:10-11) - Believing and unbeliever spouse • Christian conscience (Food offered to idols), 1 Corinthians 8:1-13 • The rights of an apostle (1 Corinthians 9:1-27) • Warning against backsliding (1 Corinthians 10:1-11) • Christian behavior during worship, (1 Corinthians 11:2-13) <ul style="list-style-type: none"> - Women in the church (1 Corinthians 11:2-16) - The Lord's supper (1 Corinthians 11:17-34) - Gifts of the spirit, (1Corinthians 12:1-31; 13:1-13 and 14:1-39) • Speaking in tongues during worship (1 Corinthians 14:1-40) • Christ's resurrection and the resurrection of believers

Specific Objectives	Content
resurrection to the church today. • Assess the relevance of the letter to Christians today	(1Corinthians 15:15-58) • explain the relevance of Paul's teaching to Christians today. • compare the situation in the Corinthian church with the situation in your churches today.

Methodology

- Group learners.
- Assign them each group a task on Paul's reaction to the concerns.
- Let them discuss and present to the class.
- Guide the presentations and help them summarise the important points.

Assessment

Assess learners on their understanding of marriage, food offered to idols, rights of an apostle, order during worship, spiritual gifts and resurrection.

SENIOR SIX TERM THREE

Topic 6: The Epistle of 1Peter

Duration: 10 Periods

Over view

The topic focuses on the letter of 1 Peter to the Christians of the northern part of Asia Minor. It addresses a wide range of issues which include, Holy living, good Christian behavior, suffering for doing what is right among others. Emphasis is also laid on the relevance of the letter to Christians today.

Sub-Topic 1: Introduction to 1 Peter

The sub-topic deals with the authorship, date and place of writing and the purpose of the epistle of Peter. It further explains the type of people who were intended to receive the message in the epistle.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain who the author of the letter is. • identify the place and date of writing. • explain who the recipient of the letter was. • explain the purpose of the letter. 	<ul style="list-style-type: none"> • Authorship 1 Peter 5:12 • Place and time of writing • Audience 1 Peter 1:1 • Purpose of the letter

Methodology

Using guided Bible reading, ask the learners to read the texts and analyse the content and message therein.

Assessment

An assignment on the authorship, date, place of writing, audience and purpose of the letter.

Sub- Topic 2: Holy People

The sub-topic deals with three main aspects which include Christian hope, holy living and the living stone as presented in the epistle of Peter.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain Peter's teaching about holiness.• identify the lessons from Peter's teaching on living.• explain Peter's teaching on the theme of the living stone.	<ul style="list-style-type: none">• Christian Hope. 1 Peter 1:3-12• Holy living 1 Peter 1:13-25• The living stone and the Holy nation 1 Peter 2:1-10

Methodology

Using guided Bible reading, ask learners to read the texts and discuss the message about God's Holy people.

Assessment

An exercise on the theme of holy living and its relevance to Christians today

Sub-Topic 3: Christian Behaviour and Holy Living

The sub-topic covers Christian behaviour in general. It specifically emphasises Christian relationships between masters and slaves, husbands and wives among others.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• analyse Peter's teaching about pagan authority.• discuss ways a Christian can	<ul style="list-style-type: none">• Christians and pagan authority1 Peter 2:11-17• The behavior of Christian

Specific Objectives	Content
<p>avoid conflict with the state authority.</p> <ul style="list-style-type: none"> • analyse Peter's teaching about family relationships. 	<p>masters and slaves (1 Peter 2:18-20)</p> <ul style="list-style-type: none"> • The relationship between husbands and wives (1 Peter 3:1-7) • The relevance of Peter's teaching on family relationships

Methodology

- Using guided Bible reading, ask learners to read the texts about Christian behaviour.
- Ask learners to discuss the ideas as presented in Peter's first letter about Christian behaviour.
- Guide them to summarise the important points of the discussion.

Assessment

- Give an exercise to learners to analyse 1 Peter's teaching on pagan authority and family relationships.
- Ask learners to examine the relevance of Peter's teaching on pagan authority and family relationships to Christians today.

Sub-Topic 4: Suffering

The sub-topic covers the Christian aspect of suffering as presented by Peter. It points out Jesus as an example of one who suffered for doing right.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • examine Peter's teaching on the theme of suffering in his first letter. • evaluate the relevance of Peter's teaching, about suffering for Christians today. 	<ul style="list-style-type: none"> • Suffering (1 Peter 3:13-5: 11) • Jesus as an example of one who suffered (1 Peter 2:18-25) • Suffering for doing right (1 Peter 3:8-22) • Suffering as a Christian (1 Peter

Specific Objectives	Content
	<p>4:12-19)</p> <ul style="list-style-type: none"> • Peter as a witness of Christ's suffering (1 Peter 5:9-10)

Methodology

- Divide the class into manageable groups.
- Assign them tasks of reading texts.
- Let them identify ideas about suffering.
- Ask them to make presentations to the class with your guidance.

Assessment

- Give an assignment about Peter's teaching on the theme of suffering and its relevance to Christians today.
- Discuss the relevance of Peter's teaching on the theme of suffering to Christians today.

Sub-Topic 5: The Shepherd and the Flock

The sub-topic deals with the duties and responsibilities of the shepherd and the flock according to Peter's teaching.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the duties and responsibilities of the shepherd and the flock according to Peter's teaching. • examine the relevance of 1 Peter to Christians today. 	<ul style="list-style-type: none"> • The shepherd and the flock (1 Peter 5:1-11) • Roles of the: <ul style="list-style-type: none"> - shepherd - flock • Relevance of 1 Peter to Christians today

Methodology

Using guided Bible reading, guide the class to read the texts and explore the message contained therein.

Assessment

- Ask learners to research on the roles of the following as presented by 1Peter:
 - Elders
 - The young
 - The believers

Topic 7: The Epistle of James

Duration: 15 Periods

Overview

This topic deals with the epistle of James. It covers a wide range of issues such as riches, poverty, temptation, good conduct, faith and actions, wisdom, friendship with the world, among others. The relevance of each theme in James' epistle should be applied to Christianity today.

General Objective

The learner should be able to appreciate the importance of James' epistle and use the knowledge in their daily life.

Sub-Topic 1: Introduction to the Epistle of James

The sub-topic deals with the authorship, date and place of writing and the purpose of the epistle of James. It further explains the type of people who were intended to receive the message in the epistle.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• establish the authorship of James.• name the audience.• name the date, and place of writing.• identify the reasons why James wrote his epistle.	<ul style="list-style-type: none">• Authorship (James 1:1)• Audience• Date and place of writing the letter• Purpose of writing the letter (James 1-5)

Methodology

- Ask learners to read the introduction to the epistle of James.
- Using research and guided discovery, ask learners to identify and discuss the authorship, date, place and audience of James' epistle.
- Guide them to summarise the important points.

Assessment

- Give an assignment on the authorship, date, place and audience of James' epistle.

Sub-Topic 2: Trials and Temptation

Trials and temptations as presented by James is the subject of discussion in this sub-topic. It further gives the origin of temptations and also offers ways of avoiding them.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none"> • examine James' teaching about trials and temptations. • discuss the trials and temptations in the church today. 	<ul style="list-style-type: none"> • James' teaching about trials and temptations (James 1:2-18) <ul style="list-style-type: none"> - Endurance • The origin of temptation and trials • Temptations as result of people's desires

Methodology

- Divide the class into manageable groups.
- Assign them tasks of identifying the trials and temptations in James' epistle.
- Ask them to make a comparative analysis of the trials and temptations in James' epistle with those in the church today.
- Each group should make a presentation as you give your guidance.

Assessment

Assess the learners' understanding of James' teaching about trials and temptations.

Sub-Topic 3: Hearing and Doing

The sub-topic covers James' teaching about hearing and doing.

Specific Objective	Content
The learners should be able to comment on James' teaching about the theme of hearing and doing.	<ul style="list-style-type: none">• Hearing and doing (James 1:19-27)- Being good listeners- Submitting to God- Practising what one hears

Methodology

- Assign the learners different texts both in James' letter and the Old Testament. The scriptures to compare with James' teaching about hearing and doing include: Amos, Isaiah, Jeremiah and Zechariah.
- All findings should be shared with the whole class with your guidance.

Assessment

- Assess the learners' understanding on James' teaching about hearing and doing, and its relevance to Christians today.

Sub-Topic 4: Faith and Actions

The focus of this sub-topic is on the teaching of St James on faith and actions. It further compares the teaching to the Old Testament and other New Testament teachings about faith.

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none">• explain James' teaching about faith and actions.• compare James' teaching about faith to that of Paul in the letter to the Galatians.	<ul style="list-style-type: none">• Faith and actions (James 2:14-26)• James teaching about faith and actions (James 3:1-12)• Reference to the Old Testament prophetic teachings like Amos 5:21-24); Micah 6:6-8; Hosea 4:1-2; Isaiah 1: 10-17• Comparison of James' teaching

Specific Objectives	Content
	about faith and actions with that of Paul to the Galatians

Methodology

- Ask learners to read about Faith and actions in the epistle of James.
- Using brainstorming, ask learners to discuss what James teaches about faith and actions.

Assessment

An exercise on James' teaching about faith and actions, and their relevance to Christians today

Sub-Topic 5: The Tongue and Wisdom

The sub-topic emphasises the need to control the tongue as presented in the letter of James.

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none"> explain the teaching of James on the control of tongue. evaluate the importance of the teaching to Christians today. explain James' teaching about heavenly wisdom. 	<ul style="list-style-type: none"> The control of the tongue (James 1:26-27,James 3:1-12) Use of the tongue and wisdom today Heavenly wisdom (James 3:13-18)

Methodology

- Ask learners to read about the power of the tongue in the epistle of James
- Using brainstorming, ask learners to discuss the different ways the tongue has been misused today.

Assessment

- An exercise on James' teaching on the tongue

- Discussion on ways the teaching of James on control of speech is important today

Sub-Topic 6: Evils in James' Letter

The sub-topic deals with the evils as exposed by the letter of James. It explores issues like judging others, friendship with the world, dangers of wealth as examples of the evils.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• identify particular evils that James condemned during his time.• identify evils in the church today.• comment on the distinctions based on wealth in church today.	<ul style="list-style-type: none">• Friendship with the world (James 4:1-10)• Judging others (James 4:11-12)• Boasting (James 4:13-17)• Dangers of wealth (James 1:9-11, James 5:1-6)• Relating teachings to the present situations

Methodology

- Using role play:
 - divide the class into manageable groups.
 - assign roles to each individual group for instance
 - i) Rich Christians
 - ii) Poor Christians
 - iii) Church elders
- Guide the groups using the texts from James 1:9-11, James 5:1-6.
- Use different denominations and illustrate how these groups are treated.
- Using group discussion:
 - have groups to work on these texts James 4:1-10, 4:11-12, 4:13-17.
 - allow learners to give their opinions which can be listed on the chalkboard, about the particular evils James condemned.

Assessment

- An assignment on what James teaches about evil

Sub-Topic 7: Patience and Prayer

The sub-topic covers the importance of patience and prayer as presented in the epistle of James. It explores the need for endurance and faith in prayer.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• explain James' teaching about patience and prayer.• evaluate the importance of prayer in the lives of Christians today.	<ul style="list-style-type: none">• Endurance until the Lord's coming (James 5:9-11)• The power of faith in prayer• Relevance of James' letter for Christians today

Methodology

- Guide the learners to read about patience and prayer.
- Ask them to share their findings with the class, with your guidance.

Assessment

- An exercise on James' teaching on the themes of patience and prayer

PART THREE: CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT

SECTION A: DESCRIPTION OF AFRICAN RELIGIOUS EXPERIENCE AROUND 1844

SENIOR FIVE TERM ONE

Topic 1: Religion in the Community (African Traditional Religious Experience)

Duration: 42 Periods

Overview

Religion in Africa was part and parcel of every aspect of life and for that reason it was greatly valued right from birth to the time one died. The ceremonies and rituals involved are discussed at length in this topic.

General Objective

By the end of the topic, the learner should be able to develop an appreciation and respect for African Traditional Religion.

Sub-Topic 1: Birth

This sub-topic explores the African traditional practices related to child birth by the time Christianity came to East Africa.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">• describe the characteristics of African traditional religion in East	<ul style="list-style-type: none">• Meaning and importance of child birth in the African setting

Specific Objectives	Content
Africa by 1844. <ul style="list-style-type: none"> • identify the rituals and taboos involved in the process of child birth. • explain the categories of names and importance of naming. • analyse the role of society in molding of a child. 	<ul style="list-style-type: none"> • The process of pregnancy: rituals and taboos involved • The process of child birth • Child naming and its significance • The part played by society in developing a child as a social being • Importance of children • Transition from childhood to adolescence • Changing attitude towards children

Methodology

- Using the brainstorming method, guide the learners to discover the meaning and importance of rituals.
- Divide learners into manageable groups and guide them to discuss the importance of children in Africa.
- Evaluate the outcome of and guide the learners to summarise the important points.

Assessment

Ask learners to write essays about the process of child birth in the context of the African traditional religion together with the rituals and taboos involved.

Sub-Topic 2: Initiation and its Significance

The sub-topic covers the different types of initiation practices by different African cultures in east Africa. It explains initiation as a step of transition from adolescence to adulthood.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the meaning and importance of initiation. • describe the types of initiation practices according to different ethnic groups in East Africa. • identify practices which need to be reformed to suit the modern societal needs. 	<ul style="list-style-type: none"> • The meaning and importance of initiation • Transition from adolescence to adulthood <ul style="list-style-type: none"> - Circumcision - Clitoridectomy - Removal (extraction) of teeth • Need for reform today (how and why)

Methodology

- Using discussion, guide learners to share their own experiences about initiation. Evaluate their responses and guide learners to make a summary of the important points.
- Explain to the learners the other types of initiation in different societies.
- Ask learners to identify practices which need to be reformed to suit the modern societal needs in a guided discussion.
- Guide the learners to summarise the important points.

Assessment

Ask learners to write about:

- traditional initiation rites like circumcision, clitoridectomy, teeth extraction in the context of traditional Africa and the modern society.

Sub-Topic 3: Informal Education

The sub-topic explores African indigenous education. Emphasis is on the contents, importance, how it was taught and the changing trends.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • establish the basis of informal education. • explain the components of 	<ul style="list-style-type: none"> • Basis of informal Education • Content of informal education

Specific Objectives	Content
informal education in Africa. <ul style="list-style-type: none"> • identify people who were in charge of transmitting informal education in the African traditional society. • assess informal education today. 	(e.g. morality, integrity, hard work) <ul style="list-style-type: none"> • How informal education was carried out • People responsible for transmitting informal education and the roles they played • Informal education today

Methodology

- Using guided group discussion, ask learners to examine the values of informal education.
- Ask learners to demonstrate how informal education was conducted.
- Encourage learners to share ideas about how informal education is transmitted today.
- Guide learners to summarise the important points.

Assessment

Ask learners to write an essay about African indigenous education and show how it differs from formal education today.

Sub-Topic 4: Marriage and the Family

This sub-topic covers the concept of marriage as it was before the advent of Christianity in East Africa and an assessment of the extent to which the trends have changed.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explain the meaning and importance of marriage. • identify factors considered by society while choosing a marriage partner. • identify the types of family in the African traditional society. 	<ul style="list-style-type: none"> • The meaning and importance of marriage • Choice of marriage partners in Africa • Marriage as a basis for the family • Types of family in the African

Specific Objectives	Content
<ul style="list-style-type: none"> justify the practice of bride wealth in the African traditional society. discuss the merits and demerits of polygamy. assess the changing trends of marriage and family life. 	<ul style="list-style-type: none"> traditional society Bride wealth and its importance and shortcomings Polygamy: advantages and disadvantages Marriage and family life today

Methodology

- Ask learners to share their ideas and experiences about marriage and the family.
- Divide learners into manageable groups and guide them in discussing bride wealth and its importance.
- Guide the learners to summarise the important points.

Assessment

Ask learners to discuss the concept of marriage in East Africa before and after the advent of Christianity.

Sub-Topic 5: The Community and its Social and Political Organisation

The sub-topic covers the social and political set up of East African societies by the time Christianity came to East Africa and an assessment of how the coming of Christianity impacted on this set-up.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> examine the different ethnic groups and their political systems. explain the advantages and disadvantages of the various political systems. 	<ul style="list-style-type: none"> The ethnic groups in East Africa and their political systems (monarchical, decentralised, gerontocracies, among others) Problems involved in the different political systems

Specific Objectives	Content
<ul style="list-style-type: none"> • discuss the various reconciliation methods used in the African traditional society. • explore differences and similarities between the past and the present social and political set up. 	<ul style="list-style-type: none"> • Reconciliation methods of each political system • Comparison of social and political systems between traditional Africa and the modern society

Methodology

- Give each learner an assignment to find out about his/her ethnic group, their political systems, advantages and disadvantages or/ and the various reconciliation methods used in African traditional society.
- Ask each of them to write a report and present it to the class. Ask those who belong to the same ethnic group to present together.
- Guide the rest of the class to summarise the important points.

Assessment

An assessment should be made of the social and political set up of different societies in East Africa like how the different social and political systems were operating by the time Christianity came to East Africa, their advantages and loopholes, and the changing trends today (how and why).

SENIOR FIVE TERM TWO

Topic 1: Religion in the Community (African Traditional Experience) - Continued

Sub-Topic 6: Worship

This sub-topic is a study of the African traditional forms of worship with emphasis on the East African societies. An assessment of the extent to which the trends have changed today is also discussed.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• examine the aspect of worship in traditional Africa.• account for the emergence of human sacrifice today, its effects and solutions.• make a comparison between the African traditional way of worship and Christian worship.	<ul style="list-style-type: none">• The meaning and importance of worship in the African traditional society• The meaning and importance of sacrifices and offerings• Human sacrifices (ritual murder)• Comparison of African traditional and Christian forms of worship

Methodology

- Ask learners to role play the traditional aspects of worship.
- Guide learners to make a summary of the role play.
- Divide the class into manageable groups, and guide the learners to discuss the meaning and importance of sacrifice and offerings and causes, effects and solutions to human sacrifice today.
- Guide learners to summarise the points from the discussion.

Assessment

Ask learners to write about sacrifices, offerings and worship in both traditional and present day Africa.

Sub-Topic 7: Death

The sub-topic covers the death and its causes according to the African tradition, how they guarded themselves against pre-mature deaths and bad spirits.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • examine the causes of death according to the African traditional understanding. • explain how Africans guarded against the bad spirits of the departed. 	<ul style="list-style-type: none"> • The causes of death according to African traditional understanding • How Africans guarded themselves against pre-mature death • How Africans protected themselves against the bad spirits of the departed

Methodology

- Ask learners to brainstorm about the causes of death in traditional Africa.
- Evaluate their responses and ask them to summarise the important points.
- Divide the class into manageable groups, and guide learners to discuss ways in which Africans guarded themselves against pre-mature death, bad spirits of the departed and the role of priests.
- Summarise the main points and ask the learners to note them.

Assessment

Ask learners to write essays about the concept of death and ancestral spirits in Africa.

SECTION B: THE COMING OF CHRISTIANITY, IMPACT AND INTERACTION

Topic 2: Impact 1844-1890

Duration: 42 Periods

Overview

This topic deals with the introduction of Christianity in East Africa. Aspects are selected from the early period of missionary activity in order to give a broad picture. The different missionary groups in East Africa are also discussed in this topic. Achievements of specific missionary groups are part of the discussion.

General Objective

By the end of the topic, the learners should be able to appreciate the contribution of missionaries to East Africa.

Sub-Topic 1: Christian Missionaries at the Coast and Inland East Africa

The first missionaries arrived in Zanzibar in 1844 after which they made journeys into Kenya and Tanzania and then Uganda. This sub-topic covers that period, regarding the reason for their coming, the roles they played, the challenges they met and how the different missionary groups overcame them.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the course of the missionaries in East Africa.• explain the reasons for the coming of missionaries to East Africa.• examine the role of civil leaders at the coast.• explain the role of the various	<ul style="list-style-type: none">• The arrival of Christian missionaries at the coast in 1844• Mission to the Galla from 1862• The role of civil leaders at the coast (Sultan Seyyid, Captain. Hamerton, Mamkinga of Machame, a Kimweri,

Specific Objectives	Content
<ul style="list-style-type: none"> missionary groups in Tanganyika • examine the causes of the clashes. • discuss the effects of the world wars on Christianity in East Africa. • analyse the factors responsible for the spread of Christianity in East Africa. • explore the problems missionaries faced in East Africa. • discuss the impact of missionary work in East Africa. 	<p>Kivoi and so on)</p> <ul style="list-style-type: none"> • Krapf and Rebman and the translation of the Bible • Missions among the freed slaves in East Africa <ul style="list-style-type: none"> • Freed slaves in, Bagamoyo, Morogoro, Zanzibar, Mhonda Mbweri among others. • Missionaries in Tanganyika <ul style="list-style-type: none"> - The role of missionary groups in Tanganyika (e.g. the Lutheran missionaries, Berlin evangelical missionary society, the Benedictines, Bethel missions, Moravians, the Leipzig) - The clash between missionaries and German political authorities at Mt. Kilimanjaro and its effects on the Chagga - Effects of World War I and II on Christianity in Tanganyika • Factors responsible for the spread of Christianity between 1844 and 1890 • Problems encountered by missionaries in East Africa • Achievements of missionaries in East Africa • Impact of missionary work in East Africa

Methodology

- Give the learners an assignment to research and write a report about the coming of missionaries to East Africa and the role of civil leaders.
 - Divide the class into manageable groups and encourage or guide the learners to assess the problems faced by the missionaries in East Africa, to evaluate the

achievements of the missionaries and explain the role of the various missionary groups in Tanganyika.

- Discuss with the learners world wars in relation to Christianity in Tanganyika.
- Encourage learners to research and write a report about the problems and achievements of missionary work in Tanganyika before 1890.

Assessment

Ask the learner to write the history of Christianity in East Africa regarding the early years of Christian missionary penetration at the coast and inland East Africa.

Sub-Topic 2: Missionaries in Buganda

In 1877 and 1879 Protestant and Catholic missionaries respectively arrived in Uganda and first operated at the court of Kabaka Muteesa I of Buganda before going to inland Buganda. This topic emphasises why they came, their roles and activities, the challenges met, local leaders and their subjects' responses to the missionaries (how and why), and the present day trends.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• critically analyse the role of King Muteesa I in the Christianisation of Buganda, Uganda and East Africa.• explain why Mutesa I fell out with the missionaries.• explain the challenges Christianity faced in Buganda.• explore the positive and negative roles of Mwanga in church expansion in Buganda.• explain the causes and effects of the persecution of Christians in the period 1885-1886.• examine the causes and effects of religious wars in Buganda.• explain the role of African	<ul style="list-style-type: none">• Reasons why King Muteesa I invited the missionaries• Protestant and Catholic missionaries at the court of Kabaka Muteesa I• Reasons why Mutesa I fell out with the missionaries• Challenges faced by Christianity in Buganda• King Mwanga and the Christians• Factors responsible for the spread of Christianity in Buganda• Reasons why Mwanga persecuted Christians• Effects of the persecution of Christians• The Role of African missionaries in

Specific Objectives	Content
missionaries in the spread and consolidation of Christianity in Buganda.	<p>the spread and consolidation of Christianity in Buganda and beyond for example Rakeri Ssebuliba, Sembera Mackay, Nsubuga Paulo, Ssematimba, Zakaria Kisingiri, Mwira Yokana, Luyimbaazi Marko, Nuwa Nakiwafu, Tito Wakibingo, Apollo Kivebulaya</p> <ul style="list-style-type: none"> • Religious wars in Buganda: causes and effects

Methodology

- Divide the learners into manageable groups and guide them into discussing the factors which led to the spread of Christianity in Buganda.
- Encourage learners to find out through research about the reign of King Mwanga, Christianity in Buganda and the persecution of Christians.

Assessment

Ask learners to write about:

- the history of Christianity in Buganda Kingdom from 1877 to the present day.
- the challenges Christianity faced in Buganda.
- Christian missionaries in Uganda.
- the changing trends in the field of Christianity in Buganda.

Sub-Topic 3: Christianity in Toro

This sub-topic discusses the establishment of Christianity in Toro Kingdom of Western Uganda. It stretches from 1894 when King Kasagama of Toro sent a request to the church council at Mengo asking for missionaries to be sent to Toro, the reply to that request, the roles played by the Baganda missionaries in Toro, the Catholic and Protestant missionaries in Toro, the challenges encountered and their impact.

Specific Objectives	Content
The learner should be able to:	<ul style="list-style-type: none"> • explain the role of King Kasagama in the spread of Christianity in Toro. • The role of King Kasagama in the spread of Christianity in Toro

Specific Objectives	Content
<ul style="list-style-type: none">• asses the role of Protestant and Catholic missionaries in Toro.• discuss the role of women in church expansion in Toro.• evaluate the role of Banabikira sisters in Toro.	<ul style="list-style-type: none">• Reasons why missionaries were not sent to Toro immediately after Kasagama's request• Protestant and Catholic missionaries in Toro• The role of women in the church expansion in Toro for example, Hana Kageye, Ruth Hurditch, Edith Pike, Ketra Balya, Lui Kiiza and so on• The role of the Banabikira Sisters and White Sisters in Toro

Methodology

- Ask learners to research and discover the role of King Kasagama in the spread of Christianity in Toro.
- Learners should present their findings to the class as the teacher evaluates them.
- Guide the learners to discuss the role of Catholic and Protestant missionaries in Toro.
- Discuss with the learners the role of different women in the spread of Christianity in Toro.
- Make a wrap up of the topic and help learners summarise the important points.

Assessment

The learner's assessment should be made about Christianity in Toro from the time of Omukama Kasagama and the roles played by different persons in spreading it, challenges met and how they were overcome.

Sub-Topic 4: Christianity in Bunyoro

The sub- topic covers the slow beginnings of Christianity in Bunyoro. It further discusses the role of different people in the spread of Christianity in Bunyoro. It also covers the issue of the lost counties of Buyaga and Bugangaizi.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • discuss the background to Christianity in Bunyoro. • examine the role of Byabacwezi, Kitehimbwa and Fataki in the spread of Christianity in Bunyoro. • examine how the issue of the lost counties affected the spread of Christianity in Bunyoro. 	<ul style="list-style-type: none"> • The role of Byabachwezi, Kitehimbwa and Fataki in the church expansion in Bunyoro • Problems Christianity encountered in Bunyoro • The issue of lost counties Buyaga and Bugangaizi and its impact on the Church expansion in Bunyoro

Methodology

- Give the learners an assignment to research about the role of the different personalities in the expansion of the church in Bunyoro.
- Ask them to present their findings for evaluation. Guide the learners to note the important points.
- Using knowledge from East African History, lead the learners in a discussion about the lost counties and its impact on church expansion in Bunyoro.
Encourage the learners to summarise the important points.

Assessment

Ask learners to write about Christianity in Bunyoro, the lost counties and the role played by different persons in spreading Christianity in Bunyoro.

Sub-Topic 5: Christianity in Ankole

Ankole was the last of the western Uganda kingdoms to be Christianised. This sub-topic explores reasons for the delay, the roles of the British, the Ankole kings, Baganda chiefs, Baganda missionaries and class divisions (Bahima and Bairu) in church expansion in Ankole

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain why the King of Ankole first resisted the missionaries. • analyse the reasons for the King of 	<ul style="list-style-type: none"> • The reasons why the king of Ankole first resisted the missionaries to go to Ankole

Specific Objectives	Content
Ankole's acceptance of the missionaries in his kingdom. <ul style="list-style-type: none">• examine the role of Baganda missionaries and chiefs in the spread of Christianity in Ankole.• explain why Protestant missionaries first concentrated among the Bahima.• explain the Catholic conversion of the Bairu.	<ul style="list-style-type: none">• The reasons why the king later allowed missionaries in his kingdom• The role of Baganda missionaries and chiefs in the spread of Christianity in Ankole• The reasons why protestants first concentrated among the Bahima• The Catholics, conversion of the Bairu

Methodology

- Ask the learners to research and write a report about why at first the king of Ankole was not interested in the spreading of Christianity in his kingdom.
- Guide a discussion on why the king later allowed the missionaries into his kingdom.
- Discuss with the learners the role of the Baganda in the spread of Christianity in Ankole.
- Ask learners to summarise the important points at every level.

Assessment

Ask learners to write essays on the following:

- The role of the Baganda in the spread of Christianity in Ankole

SENIOR FIVE TERM THREE

Sub-Topic 6: Christianity in Eastern Uganda

This sub-topic deals with the establishment, growth and spread of Christianity in Busoga, Bugisu and Bukedi from 1891. Emphasis is on the role played by Mwanga's persecution of Christians in Buganda in planting Christianity in Eastern Uganda. The sub-topic also emphasises the role played by Baganda missionaries, the British, the chiefs of Busoga, famine and diseases in the spread and consolidation of Christianity in Eastern Uganda.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • discuss the causes of the Protestants' interest in Busoga. • assess people's response to the missionaries in eastern Uganda. • analyse the roles played by different people in the spread of Christianity in eastern Uganda. • discuss the role of epidemics in the spread of Christianity in Eastern Uganda. • discuss the role of political leaders in the spread of Christianity. 	<ul style="list-style-type: none"> • Christianity in Eastern Uganda: The reasons why the Protestants opened a missionary station in Busoga • The initial negative and later positive response of the people to Christianity • The role of the following in the spread of Christianity in Eastern Uganda: Semei Kakungulu, Chief Nyiro and the Baganda missionaries • The role of epidemics like sleeping sickness and famine in the spread of Christianity in Eastern Uganda

Methodology

- Introduce to the learners the spread of Christianity in Eastern Uganda.
- Brainstorm to the learners about the people's response to Christianity in Eastern Uganda.
- Guide learners to summarise the important points.
- Guide learners in discovering the role of various personalities in the spread of Christianity in Eastern Uganda through sharing your knowledge with them.

Assessment

Ask learners to write essays on the following:

- The reasons why the Protestants opened a missionary station in Busoga
- The role of the following in the spread of Christianity in Eastern Uganda: Semei Kakungulu, Chief Nyiro and the Baganda missionaries
- The role of epidemics like sleeping sickness and famine in the spread of Christianity in Eastern Uganda

Sub-Topic 7: Christianity in Northern Uganda

By the time Christianity was planted in Northern Uganda, Northern Uganda comprised West Nile, Acholi, Lango and Karamoja. The sub-topic explores the beginning and spread of Christianity in these areas, the roles played by chiefs, challenges encountered, effects of the challenges, and how the challenges were overcome.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• evaluate the role of chiefs in the spread of Christianity in the northern region of Uganda.• explain why it took long for Karamoja to be Christianised.• examine the problems missionaries faced in northern Uganda in the early years of Christianity and how they were overcome.	<ul style="list-style-type: none">• The role of chiefs Okello, Awic and Adora• Reasons why it took long for Karamoja to be Christianised• Problems missionaries faced in northern Uganda• Effects of the challenges faced by missionaries in northern Uganda

Methodology

- Ask the learners to research about the role of the chiefs and elders of West Nile, Lango and Karamoja in the spread of Christianity in Northern Uganda.
- Ask them to write reports and make presentations to the class.
- Evaluate the presentations and let them summarise the important points.
- Put the learners in small manageable groups and ask them to discuss the reasons for Karamoja's delay to be Christianised. Guide them to make summaries after the discussion.

- With your guidance let learners brainstorm the problems faced by missionaries in Northern Uganda.

Assessment

Give learners an exercise on the role of the different chiefs in the spread of Christianity in Northern Uganda.

Sub-Topic 8: Establishment of Christianity in East Africa (1890-1918)

This sub-topic discusses the influx of the many missionary organisations and their accessibility to the East African interior between 1890 and 1918. Emphasis is on why they were deployed, their role, the challenges faced and how and why the colonial administrators impacted on their work.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> identify the missionary organisations which operated in East Africa. examine the impact of colonial administration, settler and European commercial interests on missionary work. explain the impact of various ecumenical meetings on missionaries work. Evaluate the role of Missionaries in the spread of Christianity in East Africa. 	<ul style="list-style-type: none"> Missionary organisations: origin, arrival and mission (The Holy Ghost Fathers, The Society of African Missions, the London Missionary Society, Church Missionary Society and the Gospel Missionary Society) The impact of the colonial administration, settler and European commercial interests on missionary work Ecumenical meetings and their importance in missionary work (Edinburgh, 1910; Kikuyu 1913) Growing accessibility to the East African interior

Methodology

- Guide learners to discover the various missionary organisations and their missions in East Africa by giving them books to refer to.
- Ask them to write the reports of their findings.
- Put the learners in manageable groups and lead them to discuss the impact of colonial administration and commercial interests on missionary work.
- Explain to the learners the impact of ecumenical meetings on missionary work.

Assessment

Ask the learners to write essays on the following:

- The establishment of Christianity in East Africa in the period of 1890 – 1918
- Missionary organisations
- Accessibility to the East African interior
- Ecumenical meetings
- The impact of European commercial interests on missionary work

Sub-Topic 9: Interaction and Consolidation of Christianity in East Africa (1918 – 1945)

By 1918, many missionary organisations were operating in East Africa. Their interaction with African values posed a challenge in some instances leading to conflict. This sub-topic addresses the impact such missionary organisations had on the East African community and the extent to which they conflicted with East African values and practices.

Specific Objectives	Content
<ul style="list-style-type: none">• asses the problems created by the coming of Christianity to East Africa.• evaluate the impact of Western and Christian ideas on African values.	<ul style="list-style-type: none">• The problems created by the coming of Christianity to East Africa• The impact of European ideas and Christian teaching on the following African values:<ul style="list-style-type: none">- Birth- Initiation- Education- Marriage and the family- The community life- Worship

Specific Objectives	Content
<ul style="list-style-type: none"> discuss the church-state relations in East Africa by 1945. 	<ul style="list-style-type: none"> - Death • Relations of the church and the state in East Africa by 1945

Methodology

- Divide learners in manageable groups and guide them to discuss the problems created by the coming of Christianity. Ask them to make presentations, evaluate them and summarise the important points.
- Explain to the learners the relations of the church and the state, and ask them to note down the important points.

Assessment

Assess learners on their understanding of the way missionary and Christian teachings impacted on different African values.

SENIOR SIX TERM ONE

Topic 3: Achieving Independence (1945-1963)

Duration: 30 Periods

Overview

From 1945, people in East Africa started expressing organised dissatisfaction with colonialism. Different groups and personalities formed political parties to struggle for independence. This topic explores the period when there was dissatisfaction with colonialism and the desire for independence. It also covers the role of Christian values as an ideological framework for the independence movement.

General Objective

By the end of the topic, the learner should be able to explore the mutual interaction between church and society as the people of East Africa strove to re-affirm their collective freedom within the context of independent East Africa.

Sub-Topic 1: Organised Groups against Colonialism

This sub-topic discusses the role of different groups that were formed to resist colonialism and struggle for East African independence. It also explores the successes, and challenges faced.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• examine the reasons for anti-colonialism.• assess the role of political movements in the fight against colonialism.• evaluate the role of various personalities in the struggle for independence in Kenya and Tanganyika.	<ul style="list-style-type: none">• Factors which contributed to anti-colonialism• Political movements towards independence (Mau Mau, KANU, KADU, TANU, UNC, KY, DP)• The role of Jomo Kenyatta in the struggle for independence in Kenya• The evolution of the constitutional

Specific Objectives	Content
<ul style="list-style-type: none"> assess Christian values as an ideological framework for the independent movement. 	monarchy <ul style="list-style-type: none"> The role of Julius Nyerere in the struggle for independence in Tanganyika Christian values as an ideological framework for the independence movement

Methodology

- Ask learners to research about the history of political movements in East Africa which played a role in fighting for the region's political independence.
- Guide the discussion of the findings.

Assessment

Assess learners on their knowledge of the history of different political movements that fought for East Africa's independence and the roles they played, as well as different personalities and the constitutional monarchy.

Sub-Topic 2: Christian Reactions in the Struggle for Independence

In the struggle for independence for East Africa's political independence, some Christians expressed positive reactions while others expressed negative reactions. This sub-topic explores the circumstances surrounding these reactions.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> examine the role of the Christian political leaders in the struggle for independence. account for some Christians' negative attitude towards the church's involvement in politics between 1945-1960. 	<ul style="list-style-type: none"> Christian political leaders and their support of the struggle for independence Some churches' direct involvement in the struggle for political independence

Specific Objectives	Content
<ul style="list-style-type: none"> discuss the causes and effects of the church's involvement in the struggle for East African political independence 	<ul style="list-style-type: none"> The reasons why some Christians did not support the church's involvement in politics

Methodology

- Ask learners to research about the attitude of the church towards the struggle for political independence in East Africa and its effects on Christianity in East Africa.
- Guide the discussion of the findings.

Assessment

- Assess learners on their understanding of the Christian reaction in the struggle for political independence in East Africa by 1963.

Sub-Topic 3: Accelerated Movement towards Church Independence

East Africa's political independence coincided with the church's zeal for independence in some aspects. This sub-topic explores the cause, course and effects of that zeal.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> analyse the Africanisation of the church. identify the reasons for the Africanisation of the church. identify the steps taken in the Africanisation of the church in East Africa. examine the growth and development of revival movements in East Africa. Discuss the reasons why the 	<ul style="list-style-type: none"> Aspects in the church which became independent The reasons why the church became independent in some aspects Africanisation of the church (How and why) Steps taken towards the Africanisation of the church Problems encountered during the Africanisation of the church

Specific Objectives	Content
church became independent in some aspects.	<ul style="list-style-type: none"> • The Balokole revival movement in the Church of Uganda: the role of Simeon Nsibambi, Blasio Kigozi, William Nagenda and others • The impact of the movement on the Church of Uganda • Reasons for the rapid spread of the revival movement • Problems faced by the Balokole revival movement • The Bazuukufu movement in the 1960's • The teachings of the Bazuukufu • The role of Yona Mondo in the spread of the Bazuukufu movement • The Charismatic renewal movements: causes and impact on mission churches and society in general

Methodology

Using guided research, arrange learners in groups and assign each group the task of researching on the different aspects of church independence and Africanisation. Let them present their findings in a discussion with your guidance.

Assessment

Assess the learners' understanding of the Africanisation of church independence in East Africa (how, why and its effects).

Sub-Topic 4: The Church and the School

The church played a significant role in the beginning and growth of formal education in East Africa. This sub-topic explores that role, the role of the school in transmitting Christian values and the challenges faced.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• examine the role of the church in the expansion of formal education in East Africa.• explain the nationalisation of the school system.• assess the role of the school in the transmission of Christian values.• evaluate the role of the school in the promotion of the interests of other religious groups.	<ul style="list-style-type: none">• The role of the church in the rapid expansion of education• Gradual nationalisation of the school system• The implication of nationalisation of the school system for the church• The role of the school in transmitting Christian values• The decline of traditional institutions in the transmission of African values• The role of the school in the promotion of the interests of other religious communities (such as Hindus, Muslims, African traditionalists, Buddhists, Bahai)• The effects of religious differences on national unity

Methodology

- Guide learners in a discussion about the role of the church in the expansion of formal education in East Africa.
- In groups, guide learners to brainstorm about the transmitting of Christian values since the introduction of formal education.

Assessment

Ask the learners questions about the church and school in East Africa.

Sub-Topic 5: The Changing Missionary Role

Though missionaries came to East Africa mainly for religious reasons, they also participated in the social, economic and political fields, which prompted mixed reactions from the public and civil authorities. The trend has continued up to the present.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • examine the ways in which the missionary roles have changed. • explain why missionary roles have changed. • examine the declining numbers of foreign missionaries in East Africa (how, why and effects). 	<ul style="list-style-type: none"> • Ways in which the missionary roles have changed • Why missionary roles have changed • Declining numbers of foreign missionaries in East Africa

Methodology

- Brainstorm on the changing roles of missionaries regarding (how, and why and the effects).

Assessment

Ask learners about the ways in which missionary roles have changed, why, and its impact to the church and society in general

SECTION C: CHRISTIANITY IN THE CONTEMPORARY RELIGIOUS ENVIRONMENT

SENIOR SIX TERM TWO

Topic 4: Interaction of Christianity and Other Religions

Duration: 14 Periods

Overview

The topic covers how Christianity interacted with other religions in the East African region. Each of the religions had its own values, beliefs, practices, rituals and many others. The topic also covers the similarities and differences between Christianity and other religions.

General Objective

By the end of the topic, the learner should be able to develop an appreciation and respect for African traditional religion and other religions in the contemporary world.

Sub-Topic: African Traditional Religions

After the interaction of Christianity with other religions, Africans realised the need to change some traditional values. This sub-topic makes a critical assessment of that interaction from socio-cultural and religious perspectives.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• identify the African values which Christians need to preserve and those they need to change.	<ul style="list-style-type: none">• Elements in the African tradition that need to be preserved by Christians• Elements in the African tradition which need to be changed

Specific Objectives	Content
<ul style="list-style-type: none"> assess the tradition values that have broken down. assess the interaction between Christianity and African traditional region. 	<ul style="list-style-type: none"> Traditional values that have broken down (how, why and the effects) Reasons why some traditional values need to be revived (how, effects)

Methodology

- Guide learners to come up with elements of Christianity and African traditional religion.
- Ask them to make a comparative study of the two. Evaluate their responses and guide them to take note of the main points.
- Guide learners to brainstorm the reasons for the breakdown of African traditional values.
- Guide learners to identify the African values which need to be reviewed.

Assessment

Ask learners to write about the traditional values that have broken down and the impact of Christianity on the African traditional society.

Sub-Topic 2: Christianity and other Religions

After the introduction of Christianity in East Africa, Christianity interacted with other religions. This sub-topic explains that interaction from the 19th century to date. Emphasis is put on the need to understand the beliefs and practices of those other religions and the similarities and differences among those religions.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> explain why Christians need to understand the teachings of other religions. compare Christianity with other religions like Islam, Hinduism and Sikhism. 	<ul style="list-style-type: none"> The need for Christians to understand what other religions believe Similarities between Christianity and: <ul style="list-style-type: none"> - Islam

Specific Objectives	Content
	<ul style="list-style-type: none">- Hinduism- Sikhism• Differences between Christianity and:<ul style="list-style-type: none">- Islam- Hinduism- Sikhism

SENIOR SIX TERM THREE

Topic 5: Present Christian Situation in East Africa

Duration: 27 Periods

Background

The first split of the church occurred in Europe in the 11th century AD. Since then many Christian denominations have been formed and have sent missionaries to East Africa. Some Christian sects however have their origin in East Africa. This topic explores the Christian situation as it obtains in East Africa today.

General Objective

To enable learners gain insight into the emergence of numerous Christian denominations, sects and cults and their impact on society.

Sub-Topic 1: Christian Denominations

Christianity is sub-divided into many different denominations such as the Catholic Church, Protestant Church and Orthodox Church. These churches are further sub-divided into different sects. This paper explores these Christian denominations and sects in East Africa with regard to causes and effects and the history of some of those churches or sects in East Africa.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explore the causes and effects of the numerous Christian denominations in East Africa. • discuss the beginning and spread of the African Greek Orthodox church and the Seventh Day Adventist church in Uganda. • explain the role of the Seventh Day Adventist church in Uganda. 	<ul style="list-style-type: none"> • Causes of the numerous Christian denominations in East Africa • Effects of the numerous Christian denominations • The African Greek Orthodox Church <ul style="list-style-type: none"> - The role of Reuben Spartas and Obadiah Basajjakitalo • The Seventh Day Adventist Church and its humble beginnings <ul style="list-style-type: none"> - Role of missionaries from

Specific Objectives	Content
	<p>Tanganyika</p> <ul style="list-style-type: none">- Modes of evangelism used by the Seventh Day Adventists- Reasons why the church had limited expansion- Teachings and doctrines which were different from those of other Christian denominations- Extension of the church to urban areas,- Social, political and economic role of the Seventh Day Adventist church in society

Methodology

- Using the available reading materials ask learners to read about Christian denominations in East Africa.
- Guide the learners explore the causes and effects of the numerous Christian denominations in East Africa.
- Ask them to discuss the beginning and spread of the African Greek Orthodox Church and the Seventh Day Adventist church in Uganda.
- Guide the learners to make a summary of the most important points.

Assessment

Set questions about Christian denominations in East Africa on the causes, effects, beginnings and growth of particular denominations like the SDA church and the Orthodox Church in Uganda.

Sub-Topic 2: Ecumenism

This sub-topic covers the Christians' realisation of the need for unity since they are all followers of Jesus Christ. Different meetings and councils have been convened to that effect. This paper discusses such councils, why they were convened, resolutions made, achievements and challenges.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explore the different ecumenical movements in East Africa. • examine the role of ecumenical movements. • examine the effects of such councils or conferences on the church and society in general. • assess the aims and objectives of the different councils. • discuss the factors that led to the convening of particular conferences, and the resolutions made. 	<ul style="list-style-type: none"> • Ecumenical movements • The role of ecumenical movements • The Kikuyu Conference (1913) • The Evangelical Missions Conference of Tanganyika (1911) • The Kenya Missionary Council (1924) • The Christian Council on Race Relations (1935) • The Christian Council of Kenya (1944) • The Tanganyika Missionary Council (1937) • The Uganda Joint Christian Council (1964) • The reasons why the conferences were convened, resolutions made, aims and objectives, effects on the church and challenges faced

Methodology

- Using the available reading materials ask learners to read about ecumenical movements in East Africa.
- Guide them in a discussion regarding the various councils held in each of the east African countries.
- Ask them to identify the reasons why the conferences were convened, resolutions made, aims and objectives, effects on the church and challenges faced.
- Guide them to summarise the important points.

Assessment

Ask students to research about different ecumenical movements in East Africa as to the origins, why they were convened, resolutions made, their achievements and challenges met from the time they were formed.

Sub-Topic 3: Independent Churches in East Africa

A number of African indigenous churches came into existence in the 19th, 20th and 21st centuries. This sub-topic discusses the causes and impact of these churches on the mission churches and society in general. The Bamalaki sect in Uganda is a case study.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• examine the causes and impact of independent churches in East Africa.• explore the beginning, rise and growth of the Bamalaki sect in Uganda from 1914.• explain why the Balalaki sect got many coverts in the church's early years and why it later collapsed.	<ul style="list-style-type: none">• Emergence of independent churches in East Africa• Effects of the emergence of the independent churches• Ways through which negative effects can be minimised• Reasons for their rapid growth and expansion.• The Bamalaki (the Society of the One Almighty God) 1914<ul style="list-style-type: none">- Beginning of the Church- Role of Joshua Kate and Malaki Musajjaakaawa in the growth and development of the Church- Reasons for the high rate of conversion in the early years of the church- Reasons for the later collapse of the church (Bamalaki sect)

Methodology

Lead students to share ideas on the independent churches in East Africa regarding the causes, the impact and the solutions to the negative impact. Further, an exploration should be made regarding the Bamalaki sect in Uganda from 1914.

Assessment

Learners should be assessed on their knowledge of the independent churches in East Africa with reference to their beginning, growth, development and the challenges met using the Bamalaki sect in Uganda as case study.

Sub-Topic 4: The Church and Politics Today

The church plays religious, political and economic roles in society for the well-being of the believers and citizens in general. This sub-topic critically assesses the church's involvement in politics and the politicians' involvement in the church's activities.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • discuss the role of the church in the political life of a country regarding: <ul style="list-style-type: none"> - why the church should participate in politics. - when the church should intervene. - effects of the church's involvement. 	<ul style="list-style-type: none"> • Reasons for the church's participation in politics • When the church should intervene in politics • How the church should participate in politics • The problems involved when the church participates in politics

Methodology

Lead a class discussion about the church's involvement in politics regarding when, how and why the church should intervene in politics, the challenges that can be met and the role the church can play.

Assessment

Questions should be set on the church and its involvement with special emphasis on participation as to:

- Why it should intervene
- How to intervene
- When to intervene
- Challenges it may face
- The roles the church can play in politics

Sub-Topic 5: The Church and Conflict Resolution

Conflict is part and parcel of life. This sub-topic explores the role of the church not only in escalating conflict but also in resolving it.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">• explain how religion escalates conflict in East Africa.• discuss the role of religion in resolving conflict.• explain the challenges the church may face in an attempt to resolve conflict.	<ul style="list-style-type: none">• The contribution of religion to conflict escalation in East Africa• The role of religion in resolving conflict• The challenges faced by the church in attempting to resolve conflict

Methodology

Lead a class discussion about:

- how religion escalates conflict in East Africa.
- the positive and negative roles of the church in resolving conflict.
- the problems the church may face in attempting to resolve conflict.

Assessment

- Questions should be asked on the role of the church.
- The following Questions should be asked on conflict resolution as to:
 - How religion contributes to conflict escalation
 - What role religion can play in conflict resolution
 - What problems the church may face in an attempt to resolve conflicts

PART FOUR: CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES

SECTION A: SEX, MARRIAGE AND THE FAMILY

SENIOR FIVE TERM ONE

Topic 1: Sex and Sexuality

Duration: 22 Periods

Overview

This topic deals with the social and ethical issues which address basic principles of Christian boy-girl relationships, premarital sex, and so on. Sex as a topic is conceptualised into African traditional understanding, modern society and the Bible.

General Objective

By the end of the topic the learner should be able to appreciate the value and sanctity of sex, sexuality and avoid sexual immorality.

Sub-Topic 1: Sex and Sexuality in the African Traditional Society

The sub-topic covers aspects of sex and sexuality in the African traditional society. It also discusses the status of women in the African traditional society.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the meaning of sex.• examine the understanding of sex in African tradition society.• evaluate the purpose of sex in African traditional society.• describe ways through which sex	<ul style="list-style-type: none">• Definition of sex• Traditional African understanding about sex• The purpose of sex in the African traditional society• Ways sex education was imparted in

Specific Objectives	Content
<ul style="list-style-type: none"> education was imparted in the African traditional society. analyse the status of women in the African tradition society. 	<ul style="list-style-type: none"> the African traditional society Importance of sex education Status of women in the African traditional society

Methodology

- Group learners into manageable groups to discuss the meaning and traditional understanding of sex.
- Evaluate their responses as they summarise the important points.
- Guide the learners in a discussion about the purpose of sex
- Guide learners in a brainstorming session about how women were treated in Africa.
- Help learners discover the importance of sex education through a discussion.
- Learners should present their findings as you summarise them.
- Assign groups to discuss the ways women were treated in African traditional society.
- Ask learners to present their findings as you summarise them.

Assessment

The learners should be guided to attempt the following questions:

- Examine the African traditional views about sex education. How was sex education imparted in traditional African society?
- Explain the status of women in African traditional society.

Sub-Topic 2: Sex in the Modern Society

The sub- topic explains various aspects about sex and sexuality in the modern society. It explores the sex deviations and the modern society, and possible solutions to the same.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> explain the meaning of sex. examine ways in which sex 	<ul style="list-style-type: none"> Definition of sex Sex education in the modern society

<p>education is imparted in the modern society.</p> <ul style="list-style-type: none"> • discuss the forms of sexual deviations in modern society today. • examine the value of sex education in the modern society. • mention the effects of sex deviations. • discover the solutions to sex deviations. • evaluate the laws regarding sex in the Bible. 	<ul style="list-style-type: none"> • Sexual deviations: Fornication, adultery, homosexuality, cross-generational sex, bestiality, masturbation, prostitution, rape, defilement, incest • Causes of sex deviations in the modern society • Effects of sex deviation • Christian solution to sex deviation • Sex deviation in the Bible(Biblical teachings on sex deviations)
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Methodology

- Assign learners to research about causes of sex deviations.
- Encourage learners to research through newspapers/media about reported cases of sex deviations.
- Guide learners in an open discussion basing on their findings about causes of sex deviations today.
- All the points raised should be shared by all learners and the truth should be established.
- Summarise the important points raised by learners.
- Guide learners to come up with solutions to sex deviations
- Help learners identify cases of sex deviations in the Bible. After reading them the learners should hold a guided discussion.
- With your guidance, help learners read the Biblical texts on sex deviations as they summarise the important points.

Assessment

- Learners should be guided to answer the following questions:
 - Examine the causes and effects of cross-generational sex.
 - From a Christian point of view suggest ways in which this problem can be solved.

Sub-Topic 3: Permissiveness in Society

The sub-topic explores the idea of permissiveness in society, the manifestations, causes and the role of government in curbing it.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define permissiveness • describe the manifestations of permissiveness. • discuss the causes of permissiveness. • discover the effects of permissiveness. • assess the role of the government in fighting against permissiveness. • Examine the role of the church in the fight against permissiveness. 	<ul style="list-style-type: none"> • Definition of permissiveness • The manifestations/indicators of permissiveness • The causes of permissiveness • The effects of permissiveness • The role of the government in fighting against permissiveness in the modern society. • The role of Christians in fighting against permissiveness

Methodology

- Using news papers, magazines and the internet assign learners to research indicators, causes and effects of permissiveness.
- Evaluate their findings as they summarise the important points.

Assessment

Ask learners to answer the following questions:

- Examine the causes and effects of permissiveness in Uganda.
- If you were a civil leader, what would you do to curb permissiveness?

Sub-Topic 4: Biblical Teaching about Sex

The sub-topic explores the Biblical teachings about sex.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • discuss biblical teaching 	<ul style="list-style-type: none"> • Bible teaching on sex in the: <ul style="list-style-type: none"> i) Old Testament ii) New Testament

Specific Objectives	Content		
<ul style="list-style-type: none"> <li data-bbox="203 396 588 522">about sex. <li data-bbox="203 436 588 522">• relate the biblical teaching about sex to daily life experiences. 	<ul style="list-style-type: none"> <li data-bbox="694 396 963 462">- Genesis 1:28; 2:24 <li data-bbox="694 462 963 502">- Exodus 20:14 <li data-bbox="694 502 963 568">- Leviticus 18:1-30 <li data-bbox="694 568 963 608">- I Samuel 2:22-26 <li data-bbox="694 608 963 660">- 2 Samuel 13:1-39 	<ul style="list-style-type: none"> <li data-bbox="968 396 1213 436">- Mark 10:1-12 <li data-bbox="968 436 1213 462">- Romans 1:26-27 <li data-bbox="968 462 1213 528">- 1 Corinthians 5:1-13; 6: 12-20 <li data-bbox="968 528 1213 568">- James 2:25 	

Methodology

- Guide learners to read the texts in both Old Testament and the New Testament.
- In groups, learners should share their findings in class.
- Guide the learners to summarise the findings.

Assessment

Ask learners to answer the following questions:

- Examine the Biblical teaching on sex.
- With illustrations, examine the cases of sex deviation in the Bible.

SENIOR FIVE TERM TWO

Topic 2: Marriage

Duration: 20 Periods

Overview

This topic deals with an agreement between two parties to establish a bond. It is based on the natural order of God as a divine institution. It takes different forms but emphasis is laid on Christian marriage which is meant to be permanent, indissoluble and holy. Civil and African traditional marriages are discussed as well.

General Objective

By the end of the topic, the learner should be able to appreciate that marriage is a holy institution that should be protected since it is the foundation of the family.

Sub-Topic 1: Introduction to Marriage

The sub- topic covers the institution of marriage, that is, the meaning, forms and why some forms are shunned by individuals.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• define marriage.• explain the importance of marriage in Africa.• identify the different types of marriage.• analyse the reasons why Christians shun church marriage.	<ul style="list-style-type: none">• Definition of marriage• Importance of marriage• Forms of marriage<ul style="list-style-type: none">- Customary marriage- Civil marriage- Church marriage- Trial marriage• Why church marriages are shunned today• How church marriages can be promoted

Methodology

Using guided discussion ask learners to express their opinions on the different forms of marriage

Assessment

Assess learners on their understanding of the merits and demerits of the different forms of marriage.

Sub-Topic 2: Marriage in the African Traditional Society

The sub- topic explores how the institution of marriage in the African Traditional society. It covers choice of partners, courtship, value of children, and divorce among others.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the methods used in choosing a marriage partner in the African traditional society. • discuss and appreciate the importance of marriage in African traditional society. • examine the concept of polygamy in African traditional society • discuss the importance of bride wealth in the African traditional society in relation to modern society. • examine the weaknesses and strengths of polygamy in African traditional society. • assess the implications of divorce. 	<ul style="list-style-type: none"> • Choice of marriage partners • Features of African traditional marriage • Courtship • Bride wealth • Polygamy • Importance of Children in the African traditional society • Divorce <ul style="list-style-type: none"> - Why it was rare in Africa in the African traditional society - Circumstances under which divorce was allowed in traditional African society

Methodology

- Using discovery learning, ask learners to do research on the choice of a marriage partner, courtship, polygamy and bride wealth in the African traditional society.
- Ask learners to make present their findings.

- Evaluate the findings and make a summary.

Assessment

Ask learners to answer the following questions:

- Why was divorce unheard of in the African traditional society?
- Examine the causes and effects of rampant divorce today.
- What is the importance of bride wealth in Africa?

Sub-Topic 3: Marriage in Modern Society

The sub-topic explores marriage in the modern society. It covers aspects such as choice of partners, courtship, bride wealth, monogamy, divorce and separation among others.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• define the concept of marriage in the modern society.• discuss the methods of choosing a marriage partner.• discuss solutions problems affecting marriage today.• examine the causes and effects of divorce.• discuss advantages and disadvantages of polygamy.• justify the importance of bride wealth.• assess the importance of children in the modern society.	<ul style="list-style-type: none">• Concept of marriage in Modern society• The choice of marriage partners today• Courtship• Divorce and separation• Polygamy versus monogamy• Bride wealth• Children in modern society• Changes in marriage setting today (gay marriages contractual marriages, elopement and so on)

Methodology

- Ask learners to brainstorm on the concept of marriage today. They should summarise their findings and evaluate their responses.

- Hold a guided discussion about choice of marriage partners, courtship, divorce, separation, bride wealth, children and polygamy in the modern society.
- Evaluate the learners' responses and guide them to summarise the main points.

Assessment

Ask learners to answer the following questions:

- Examine the merits and demerits of polygamy today.
- Analyse the value of monogamy.
- Evaluate the importance of children in the modern society.

Sub-Topic 4: Biblical Teaching on Marriage

The sub-topic explores the Biblical teachings about marriage.

Specific Objectives	Content																		
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • examine the biblical teaching on marriage. 	<ul style="list-style-type: none"> • Biblical teaching on marriage <table border="1" data-bbox="733 1023 1194 1671"> <thead> <tr> <th data-bbox="740 1033 949 1073">Old Testament</th><th data-bbox="949 1033 1187 1073">New Testament</th></tr> </thead> <tbody> <tr> <td data-bbox="740 1073 949 1203">- Genesis 1:27-28</td><td data-bbox="949 1073 1187 1133">- Mark 2: 9; 10:6-9</td></tr> <tr> <td data-bbox="740 1203 949 1253">- Genesis 2:21-25</td><td data-bbox="949 1203 1187 1263">- John 4:16-19; 8:1-11</td></tr> <tr> <td data-bbox="740 1253 949 1303">- Exodus 22:16-17</td><td data-bbox="949 1253 1187 1313">- Mark 10:1-12</td></tr> <tr> <td data-bbox="740 1303 949 1353">- Malachi 2:16</td><td data-bbox="949 1303 1187 1363">- Mathew 19:10-12</td></tr> <tr> <td data-bbox="740 1353 949 1443">- Hosea 2:1-3: 3</td><td data-bbox="949 1353 1187 1413">- 1 Corinthians 7:1-5</td></tr> <tr> <td data-bbox="740 1443 949 1513">- Songs of songs 2: 10-17</td><td data-bbox="949 1443 1187 1513">- Ephesians 5:21-33</td></tr> <tr> <td></td><td data-bbox="949 1513 1187 1573">- 1 Peter 3:1-7</td></tr> <tr> <td></td><td data-bbox="949 1573 1187 1671">- 1 Corinthians 5:1-13</td></tr> </tbody> </table>	Old Testament	New Testament	- Genesis 1:27-28	- Mark 2: 9; 10:6-9	- Genesis 2:21-25	- John 4:16-19; 8:1-11	- Exodus 22:16-17	- Mark 10:1-12	- Malachi 2:16	- Mathew 19:10-12	- Hosea 2:1-3: 3	- 1 Corinthians 7:1-5	- Songs of songs 2: 10-17	- Ephesians 5:21-33		- 1 Peter 3:1-7		- 1 Corinthians 5:1-13
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	- 1 Peter 3:1-7																		
	- 1 Corinthians 5:1-13																		

Specific Objectives	Content
<ul style="list-style-type: none">• compare the traditional marriage with modern understanding of marriage• discuss the Biblical teaching on celibacy.	<ul style="list-style-type: none">• Relate traditional marriage with<ul style="list-style-type: none">- modern marriage- Christian marriage• Celibacy in the Bible, Mathew 19: 12; 1 Corinthians 7: 8-10

Methodology

- Guide learners to read the Bible texts on major ideas about marriage and celibacy.
- With your guidance learners should discuss the readings and relate them to marriage and celibacy.
- Summarise the important points.

Assessment

Ask learners to answer the following questions:

- Analyse the biblical teaching on marriage.
- Discuss the challenges Christians face in following the discipline of celibacy.

Topic 3: Family

Duration: 18 Periods

Overview

The family is a basic human community of love in the service of life. The family ideals are comparable in African traditional society, Christianity and modern Africa. The family's obligations are to provide basic needs, play and recreation, protection from danger, protection of health, a proper religious atmosphere and care of elders.

General Objective

By the end of the topic the learner should be able to value family as a foundation of communities.

Sub-Topic 1: African Traditional Understanding of Family

The sub-topic explores the institution of family; the types of family, characteristics of family, extended family systems in the African traditional African setting.

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none"> • discuss the advantages and disadvantages of extended families. • discuss the role of an extended family in the African traditional society. • explain the collapse of extended families. 	<ul style="list-style-type: none"> • Definition of a family • Extended families • Characteristics of an African traditional family • Significance of family in African traditional society

Methodology

Ask the learner to:

- brainstorm about the different forms of family.
- brainstorm on the characteristics of a family in African traditional society with your guidance.

Assessment

Ask learners to discuss the advantages and disadvantages of extended families.

Sub-Topic 2: Family in Modern Africa

The three key things to note about the family in modern Africa are:

- a) Family patterns are changing
- b) The ideal of co-responsibility and cooperation within the family and community are important. The Aids scourge has greatly affected family life leading to changes.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• discuss the rights and duties of<ul style="list-style-type: none">- a family to the state.- a state to the family.• explain circumstances that lead to child-headed families .• account for the rampant single parenthood in the modern society.• account for the changing sex roles in a family.	<ul style="list-style-type: none">• Definition of a nuclear family• Rights of a family• Duties of a family to the state• Duties of the state to the family• Changing family patterns:<ul style="list-style-type: none">- Single parenting- Child-headed families- Concubinage• Changing sex roles in modern society

Methodology

Ask learners to brainstorm about the nuclear family.

- In groups, aid learners to research on the rights and duties of the state and family.
- Ask them to present their findings and guide them to summarise the main point.
- Guide learners to brainstorm on the following aspects:
 - Single parenting
 - Child headed family
 - Concubinage
- Help them to summarise their responses after you have critically evaluated them.

Assessment

Ask learners to:

- discuss the rights and duties of a family to the state.
- explain the rights and duties of the state to the family.

Sub-Topic 3: Responsible Parenthood

Modernisation has influenced the ideals of parental responsibility. Women's rights and children's rights should be taken into consideration.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none"> • identify the aspects of responsible parenthood. • discuss the advantages and disadvantages of different methods of family planning. • discuss the effects of the women's Liberation Movement. • examine the causes of single parenthood. • examine the church's attitude on family planning. 	<ul style="list-style-type: none"> • Responsible parenthood in: <ul style="list-style-type: none"> - African traditional society - modern Africa • Causes of single parenthood • Responsible parenting in the Bible • Family planning <ul style="list-style-type: none"> - Methods of family planning applied today - Advantages and disadvantages of each method - The church's stand on family planning • Women's Liberation Movement • Role of the church in uplifting the status of women • The status of women in the Bible

Methodology

- Ask learners to brainstorm on the concept of responsible parenthood in light of modern society and the Bible.

- Task the learners to research on family planning and contraceptives giving the advantages and disadvantages of each method.
- The learners should then present and summarise their findings with your guidance.
- Explain to the learners the stand of the church on family planning.
- Ask the learner to do a role play about influential women leaders in Africa.
- Guide learner to read and discuss biblical texts supporting the Women's Liberation Movement.
- Brainstorm the effects of Women Liberation Movement.
- Guide learners to discuss the effects of the movement.

Assessment

The learner should answer the following questions:

- Assess the Catholic Church's stand on family planning methods.
- Assess the impact of women emancipation on modern families.

SECTION B: WORK, LEISURE AND MONEY

SENIOR FIVE TERM THREE

Topic 4: Work

Duration: 30 Periods

Overview

This topic specifically deals with the definition, types and importance of work to humanity. The topic is further conceptualised into the African traditional society, the modern society and the Bible. It presents work as part of human life, and highlights the need for interdependence and trust in God.

General objective

By the end topic the learners should be able to appreciate the importance of work to humanity.

Sub-Topic 1: Work in the African Traditional Society

Work in Africa was the pat of the rhythm of life. The sub-topic covers the importance of work in traditional Africa.

Specific Objectives	Content
Learners should be able to: <ul style="list-style-type: none"> • define work. • discuss the African traditional understanding of work. • discuss the importance of work in African traditional society. 	<ul style="list-style-type: none"> • Definition of work • Importance of work in African traditional society • African traditional understanding of work

Methodology

- Introduce the concept of work to the learners and formulate questions relating to the importance of work in the African traditional society.
- In groups, ask learners to summarise their presentations.
- Brainstorm on the concept of work in traditional Africa.
- Evaluate the learners' responses as they summarise the main points.

Assessment

Guide learners to answer the following questions:

- Define work.
- Discuss the African traditional understanding of work.
- Explain the importance of work.

Sub-Topic 2: Work in the Modern Society

Although work is part of life, patterns of work have tremendously changed. These changes have presented challenges in work for example the commercialisation of orientation of work, division of people into classes and work as a way of amassing wealth.

Specific Objectives	Content
Learners should be able to: <ul style="list-style-type: none">• define work in modern society.• examine the causes and effects of unemployment.• discuss the role of the church and the state in solving unemployment today.• discuss factors that determine choice of career.	<ul style="list-style-type: none">• Understanding of work today• Changing patterns of work.• Unemployment• Solutions for unemployment<ul style="list-style-type: none">- Role of the church- Role of the state• Choice of career

Methodology

- Help learners discover the meaning of work in the modern society through a brainstorming session and summarise the main points.
- Brainstorm on the causes of unemployment in Uganda.
- In groups, the learners should identify the effects of unemployment.
- Lead the learners in a discussion on the role of the church and the state in curbing unemployment.
- Evaluate their responses and ask them to summarise the key points.

Assessment

- Give learners an assignment on the causes and effects of unemployment.
- Discuss the role of the church and the state in solving the unemployment problem in Uganda.

Sub-Topic 3: Work in the Bible

This sub-topic presents work as a natural activity created by God. God Himself was a worker and made man in His image to complete His work of creation.

Specific Objectives	Content
Learners should be able to: <ul style="list-style-type: none"> • examine the Old and New Testament teaching on work. • assess the values of voluntary service. 	<ul style="list-style-type: none"> • Biblical teaching on work <ul style="list-style-type: none"> - Old Testament; Genesis 1:1ff; Exodus 20: 9; 1 Kings 6:7; Psalm 104:23 etc. - New Testament; Mathew 9:37; Mark 6:3; John 10:1-2; etc - Values of service

Methodology

- Guide the learners to read the Bible texts on major ideas about work.
- With your guidance encourage the learners to discuss the readings and relate them to their experiences about work.

Assessment

Ask learners to answer the following questions:

- Examine the biblical teaching about work.
- Discuss the challenges Christians face in executing their duties in their different professions.

Sub-Topic: 4 Ideologies about Work

Man's perception of work is centred on two ideologies, that is, capitalism and socialism. Capitalism embraces the beliefs of control, ownership and direction of production in the hands of private organisations while socialism emphasises

communal ownership of resources and that a fair world needs a classless society which man creates.

Specific Objectives	Content
Learners should be able to: <ul style="list-style-type: none">• define the three ideologies.• distinguish between the capitalistic and socialistic views about work.• identify the effects of each ideology on society.• establish the advantages and disadvantages of each ideology.	<ul style="list-style-type: none">• definition of capitalism, Socialism and Marxism• Advantages and disadvantages of each ideology• Effects of capitalism, socialism and Marxism

Methodology

- Introduce the terms capitalism, socialism, and Marxism to the learners.
- Help the learners to understand the three concepts of capitalism, socialism and Marxism by asking leading questions and guiding them to find the answers.
- Give the learners necessary explanations that the concepts are based on.

Assessment

Ask learners to answer the following questions:

- Discuss the advantages and disadvantages of :
 - (a) Capitalism
 - (b) Marxism.
- Discuss the contribution of African socialism to reducing the gap between the rich and the poor in Africa.

Sub-Topic 5: Professional Ethics

Overview

Professional ethics deals with morally acceptable standards of behaviour and competences that are expected of people in a particular kind of work they do.

The major aim of professional ethics is to guide in matters pertaining to interpersonal relations. Examples of professional ethics include: medical ethics, legal ethics, the teaching profession ethics and Christian social ethics.

Specific Objectives	Content
Learners should be able to: <ul style="list-style-type: none"> • define professional ethics. • explain the ethical codes of the medical, teaching and legal professions. • discuss the importance of professional ethics. • examine the challenges in observing the professional code of conduct. 	<ul style="list-style-type: none"> • Definition of professional ethics • The three major professions: <ul style="list-style-type: none"> - Medical ethics - Teaching ethics - Legal ethics • Others <ul style="list-style-type: none"> - Business ethics - Christian social ethics

Methodology

- Help learners to role-play various professions.
- Hold a balloon debate that brings out the importance of each profession.
- Guide learners into a discussion about the importance of work ethics.

Assessment

- Ask learners to write an essay about the importance of professional ethics.
- Guide learners to enumerate the challenges professionals face in trying to work within their professional ethics.

Sub-Topic 6: Labour Relations

Labour relations deals with the ways in which the employers who are the owners of a business relate to their employees. It also refers to the relationship among the workers.

Specific Objectives	Content
Learners should be able to: <ul style="list-style-type: none"> • compare labour relations. 	<ul style="list-style-type: none"> • Rights and duties of <ul style="list-style-type: none"> - employers - employees

Specific Objectives	Content
<ul style="list-style-type: none">• determine a:<ul style="list-style-type: none">- just wage.- just price.• point out advantages and disadvantages of trade unions.• discuss the merits and demerits of trade unions in Uganda today.• analyse the concept of industrial action or collective bargaining.	<ul style="list-style-type: none">• Just price• Just wage• Employer-employee relationship• Trade Unions <ul style="list-style-type: none">• Industrial actions and Collective bargaining

Methodology

- Guide learners to discuss the employer-employee relationship in the modern world.
- Introduce the concept of trade unions to the learners and help them point out their advantages and disadvantages.
- Explain the concept of industrial action or collective bargaining to the learners.
- Assign learners to research and present their findings about a just price and a just wage.

Assessment

Guide learners to answer the questions below:

- Describe the ideal employer-employee relationship.
- What is the Christian teaching about labour relations?
- What is a just wage?

SENIOR SIX TERM ONE

Topic 5: Leisure

Duration: 14 Periods

Overview

Leisure is simply the free time at one's disposal. It is a time to enjoy, rest, and have freedom. It is when man worships God and exercises fellowship with others. During this time, we also enjoy the fruits of our labour.

General Objective

By the end of the topic, the learner should be able to appreciate that the rhythm of life involves leisure and develops skills to spend leisure time responsibly.

Sub-Topic 1: Leisure in the African Traditional Society

Leisure is considered as part of life in the African traditional society. The sub topic explores the types of leisure activities in Africa, its importance and characteristics.

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none"> • define leisure. • identify forms of leisure. • discuss the African traditional understanding of leisure. • appreciate the importance of leisure in African traditional society. 	<ul style="list-style-type: none"> • Definition of leisure • Types of leisure • Importance of leisure in the African traditional society • Characteristics of leisure in the African traditional society

Methodology

- Guide learners in a discussion about the meaning, forms and importance of leisure.
- Ask learners to research about how leisure was spent in their individual African societies.
- Evaluate their findings and summarise the key points.

- Explain to the learners the significance of leisure in the African traditional society using specific leisure activities.

Assessment

Ask learners to write an essay on each of the following:

- Forms of leisure
- Organisation and significance of leisure activities such as:
 - beer parties
 - traditional dances
 - marriage ceremonies

Sub-Topic 2: Leisure in Modern Society

Leisure today is open to abuse especially by young people since many parents have no time to guide their children. Children are mostly influenced by the mass media like radios televisions, magazines, internet and friends who may not have proper solutions to some of their problems. This influence can be them negative if there is no guidance.

Some leisure activities have become commercialised and therefore expensive. Furthermore, school children often have so much work at school that they have no time to relax. This leads to stress, pressure, tension, violence and worry.

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none">• discuss the changing patterns of leisure in modern society.• identify the problems in the use of leisure today.• suggest solutions to the problems associated with misuse of leisure.	<ul style="list-style-type: none">• Characteristics of leisure in modern society• Problems associated with leisure in modern society today• Commercialisation of leisure; beauty contests, goat racing, marathons• The misuse of leisure (smoking, drug abuse, drunkenness, gambling)• Advertisement and its influence on society

Methodology

- Ask learners to brainstorm on the characteristics of leisure in the modern society.
- Brainstorm on the misuse of leisure and possible solutions to leisure misuse.
- Evaluate and give your opinion on the learners' responses.
- Plan a study tour of a leisure facility for example, a national park, Museum, national theatres.

Assessment

- Ask learners to:
 - examine the characteristics of leisure.
 - discuss the problems facing the use of leisure today.

Sub-Topic 3: Biblical Teaching on Leisure

The Bible teaching on leisure is derived from the time of creation (Genesis 2:3) when God rested after six days of creation. Leisure is important since it helps one to rest and regain his/her strength and it is used for worshiping God and strengthening relationships.

Jesus in the New Testament supported the institution of leisure by attending a wedding in Cana Galilee, where he performed his first miracle of turning water into wine, (John 2:1-11).

Specific Objectives	Content
The learners should be able to: <ul style="list-style-type: none"> • discuss the Biblical teaching on leisure. • compare the African traditional teaching on leisure for the biblical teaching. 	<ul style="list-style-type: none"> • The Old Testament teaching on leisure (Genesis 2:3; Exodus 20:10) • New Testament teaching on leisure; (John 2:1-11)

Methodology

- Guide learners to read and discuss the Bible texts about leisure.
- Make a summary and encourage learners to note the important points.
- Explain to the learners the right way of spending their leisure time.

Assessment

Ask learners to:

- discuss the Biblical teaching on leisure.
- compare the African traditional teaching on leisure with that of the Bible.

Topic 6: Money and Wealth

Duration: 11 Periods

Overview

Money and wealth are terms that have been used interchangeably by many people. Money is the major means of exchange in the modern world. In ancient times, a barter system was used. Wealth means a great quality of money or other riches. Money is therefore a sign of wealth.

General Objective

By the end of the topic, the learner should be able to understand value of money and wealth and gain skills on its proper acquisition and use.

Sub-Topic 1: Money and Wealth in African Tradition

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none"> • evaluate advantages and disadvantages of the barter system. • define money. • examine the traditional African understanding of wealth. 	<ul style="list-style-type: none"> • Barter system of trade (Advantages and disadvantages) • Definition of money • traditional African understanding of wealth

Methodology

- Ask learners to use their knowledge in commerce to give their views about money].
- Evaluate responses and encourage the learners to summarise the important points.
- Explain to the learners the traditional African understanding of wealth.
- The learners should then make a summary of the important points.

Assessment

Ask learners to:

- define wealth.
- examine the advantages and disadvantages of the barter system of trade.
- discuss the traditional the understanding of wealth.

Sub-Topic 2: Money and Wealth in Modern Africa

Modern Africa refers to the current situation. Today people look for money to increase their wealth. The more money you have, the wealthier you are. Wealth can be in form of money, material things like buildings, cars and businesses. Everything has been commercialised and a monetary money and on value attached to it.

Therefore, without money life becomes meaningless. The search for money has caused people to practise evils like witchcraft, child/human sacrifice, theft, corruption and so on.

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• identify the origin of money in Africa.• discuss the impact of the money economy to social development.• assess the causes of economic differences between nations.• identify major sources of money.• discuss the causes of poverty among nations and individuals.• explain the different ways of eradicating poverty today.• discuss forms of investments.• examine challenges of	<ul style="list-style-type: none">• Why money was introduced• Features of money• Impact of the money economy in Africa• How money should be earned• Proper use of money• Misuse of money• Rich and poor nations<ul style="list-style-type: none">- Causes of economic differences between states- How the gap can be reduced- Effects of economic differences between states (positive and negative effects)• Poverty<ul style="list-style-type: none">- Causes of poverty (among individuals and nations)- Effects of poverty- Solutions- The role of the government in reducing poverty- The role of the church in

Specific Objectives	Content
<p>investments.</p> <ul style="list-style-type: none"> • appreciate the teaching of wealth in the Bible. • examine different forms of taxation and the role it plays in society. 	<p>reducing poverty</p> <ul style="list-style-type: none"> • Foreign Aid <ul style="list-style-type: none"> - Forms of foreign aid - Purpose / why it is given - Advantages and disadvantages - The Christian view on foreign aid • Taxation <ul style="list-style-type: none"> - The role of taxation - Forms of taxation - Evasion of tax - The Christian view on taxation - Advantages of investments and savings - Forms of investments and savings • Corruption <ul style="list-style-type: none"> - Challenges in the government and church's efforts in reducing corruption

Methodology

- Form manageable groups and distribute specific key areas to each of the groups.
- Brainstorm on corruption, causes of corruption and possible solutions.
- Debate on foreign aid under the topic “Foreign aid cannot help Africa develop”.
- Assign learners to research on poverty, its causes and effects, and the role of foreign aid in development.
- Evaluate the findings and give your opinion.
- Ask the learners to summarise the important points.

Assessment

Ask learners to:

- discuss the impacts of a money economy in the social development of Africa.

- examine the causes of poverty among nations.
- explain how poverty can be reduced or prevented among nations.
- discuss the forms of investments and savings.
- examine the challenges faced in carrying out investments today.

Sub-Topic 3: Money and Wealth in the Bible

There is no problem concerning wealth in the Bible. Material wealth is a blessing from God. God gave man control over all things in Genesis 1:28, 9:1-13. All God's gifts are good. God promised the Israelites blessings for living according to His covenant laws, (Leviticus 26:3-13, Deuteronomy 6:3, 7:12-15). During the time of the patriarchs like Abraham wealth was measured in terms of servants and livestock (donkeys, goats and cattle).

Specific Objectives	Content
<p>The learners should be able to:</p> <ul style="list-style-type: none">• discuss the Old Testament and New Testament teachings on wealth.• explain Jesus' teaching on wealth.• discuss the Christian way of obtaining wealth.	<ul style="list-style-type: none">• Biblical view on money and wealth:<ul style="list-style-type: none">- Old Testament: Exodus 23:6; Genesis 1:28; 9:1-3; Deuteronomy 6:3; Hosea 14:7; Amos 9:13-15; Isaiah 25:6-9; Psalm 23:1; 34: 10; Jeremiah 20:131 Kings 10:14-29; Proverbs 10:4; 20:3; 30:8-9- New Testament: Matthew 27:60; Mark 6:3; Luke 2: 24; Acts 4: 34-37:18:3; 1 Corinthians 4:12; Ephesians 3:8; 1 Timothy 6:10; Luke 19:1-10; 14:33; Mark 10:23-25• Condemnation of negative aspects of excessive wealth and the ways of acquiring it:<ul style="list-style-type: none">- Greed

Specific Objectives	Content
	<ul style="list-style-type: none"> - Drug trafficking - Pleasure seeking Materialism - Child sacrifice Murder - Over drinking - Armed robbery

Methodology

- Guide the learners to read biblical texts and discuss verses related to money and wealth.
- Brainstorm about the positive and negative effects of wealth.
- Explain the Christian way of using wealth.

Assessment

Ask learners to:

- examine Jesus' teaching on wealth and riches.
- examine the ways a Christian should use his wealth.
- discuss the Old Testament teaching on wealth.
- examine the relevance of the above teaching to the Modern Christian.

SECTION C: LAW AND ORDER

SENIOR SIX TERM TWO

Topic 7: Law, Crime and Punishment

Duration: 17 Periods

Overview

Law refers to a set of rules and regulations governing a given community and is usually from a higher authority to the subjects. It is also a profession that deals with peace and stability in the community. The main divisions include criminal and customary law.

Crime is an anti-social act that interferes with the rights of others or disturbs the peace and stability of society.

Punishment is a penalty given to an offender by denying him/her some of his/her rights, with the ultimate aim of changing his/her behavior.

General Objective

By the end of the topic, the learner should be able to appreciate the need for law and order in society for peace to prevail, and avoid situations which lead to crime.

Sub-Topic 1: Introduction to Law and Order

This sub-topic aims at exposing to the learners the aspects of the law that operate in families, the community and the state that lead to an orderly and stable society.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• define law and outline the different types of law.• identify factors to be considered when establishing the law.• discuss the purpose of law in	<ul style="list-style-type: none">• Definition of law and order• Types of law i.e.:<ul style="list-style-type: none">- Civil law- Criminal law- Customary law• Factors to be considered when establishing a law

Specific Objectives	Content
society.	<ul style="list-style-type: none"> Purpose/necessity of the law in society Disadvantages of law

Methodology

- Ask the learners to use their knowledge to define law and order.
- Evaluate their responses and give your opinion.
- Guide the learners to identify and discuss the different divisions of law.
- Ask learners to brainstorm on the necessity of law in society.

Assessment

Assign learners to write about the following:

- The divisions of law
- The purpose of law

Sub-Topic 2: Relationship between the Law and Morality

In this sub-topic, we examine the relationship between morality and law. Emphasis is laid on how the law helps to enforce morality.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> identify the similarities and differences between the law and morality. find the values of morality in African traditional society. account for the moral degeneration in modern society. examine the Biblical teaching on the law. 	<ul style="list-style-type: none"> Similarities between the law and morality Differences between the law and morality The values of morality in the African traditional society Reasons for moral decay / decline / degeneration today Family and community morals. Biblical teaching on the law (Old Testament, Deuteronomy 30:15 and New Testament)

Methodology

- Help the learners to brainstorm on the similarities and differences between morality and the law.
- Summarise the important points.
- Guide a discussion on what was morally good in the African traditional society.
- Divide the class into manageable groups and ask the learners to analyse the reasons for moral decay today.
- Ask the learners to present their findings.
- Evaluate their findings and guide them to summarise the important points.

Assessment

Ask learners to give the:

- similarities and differences between law and morality.
- moral values in the African traditional society.
- reasons for moral decay today.

Sub-Topic 3: Crime

This sub-topic deals with the causes of crime in our society today and the possible remedies that can be taken to reduce/eliminate crime.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">• define crime.• outline the types of crime.• identify causes of crime in society today.• examine the effects of crime in society today.• suggest Christian solutions to curb crime in society today.	<ul style="list-style-type: none">• Definition of crime• Forms / types of crime:<ul style="list-style-type: none">- Crime against humanity- Crime against individuals- Crime against property• Causes of crime in society today• Effects of crime• Strategies to combat crime• Christian solutions to combat crime

Methodology

- Ask learners to brainstorm on the definition of crime.

- Guide learners to discuss the causes of crime in society today.
- The learner should summarise the important points raised in the brainstorming session.
- Guide the learners to suggest solutions to curb crime today.
- Guide the learners to summarise the important points.

Assessment

Guide learners to write about:

- types of crime.
- causes of crime.
- possible solutions to curb crime.

Sub-Topic 4: Punishment

In this section, the following aspects should be explored: definition of punishment, its necessity and its effectiveness in combating crime.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define punishment and find out about the different types of punishment. • give reasons why punishment is necessary. • point out factors to be considered in punishing a criminal. • discuss punishment in the African traditional society. • find biblical teachings on punishment . • discuss the arguments for and against capital punishment. 	<ul style="list-style-type: none"> • Definition and types of punishment • Purpose of punishment • Factors to consider when punishing a criminal • Effects of punishment • Punishment in the Africa traditional society. • Punishment in the Bible Deuteronomy 19: 11-13; Romans 13: 4; 1 Peter 2: 14; Romans 12: 19 • Christianity and punishment • Capital punishment (proponents and opponents of capital punishment)

Specific Objectives	Content
<ul style="list-style-type: none">• examine the Christian view on capital punishment.	<ul style="list-style-type: none">• Christianity and capital punishment

Methodology

- Introduce the concept of punishment to the learners.
- Ask learners to mention the different types of punishment in a brain storming session.
- Evaluate their responses and guide the learners to make a summary of important points
- Guide the learners in discussing the purpose and effectiveness of punishment on society.
- Let learners brainstorm on the biblical teaching on punishment using the Bible as a reference.
- Hold a discussion on punishment in African traditional society and ask learners to base their responses on their own societies.

Assessment

Ask learners to write about the following:

- The purpose of punishment
- The effects of punishment
- Punishment in African traditional society
- The Bible teaching on punishment

Sub-Topic 5: Imprisonment

This topic deals with imprisonment as a form of punishment to law breakers.

Emphasis is put on the positive and negative significance of imprisonment.

Imprisonment is a result of a breakdown in law and order leading to crime and punishment.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• define imprisonment .• identify reasons for imprisonment.	<ul style="list-style-type: none">• Definition of imprisonment• Purpose of imprisonment• Effects of imprisonment

Specific Objectives	Content
<ul style="list-style-type: none"> discuss the consequences of imprisonment. discuss out the Christian teaching on imprisonment as a form of punishment. 	<ul style="list-style-type: none"> Christian position on imprisonment

Methodology

- Introduce the concept of imprisonment using a print media.
- Ask learners to read about imprisonment and give their views.
- Ask the learners to brainstorm on the purpose and effects of imprisonment.
- Explain the Christian teaching on imprisonment as a form of punishment.

Assessment

Assign learners to write an essay on each of the following:

- The purpose of imprisonment
- The causes of imprisonment
- The effects of imprisonment
- The Bible teaching on imprisonment

Sub-Topic 6: Mob Justice

This is a situation where a disorganised group of people punish offenders without following the due process of the law.

The theme examines the causes, advantages and disadvantages, and why it is not a form of justice.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> define the term mob justice identify the causes discuss the advantages and disadvantages of mob justice. give reasons why mob justice is not justice. discuss the Christian view on mob justice. 	<ul style="list-style-type: none"> Definition of mob justice Causes of mob justice Advantages and disadvantages of mob justice The why mob justice is not justice The Christian view on mob justice

Methodology

- Introduce the learners to the concept of mob justice using examples drawn from daily life experiences.
- Divide the class into manageable groups to discuss the causes, advantages and disadvantages of mob justice.
- Explain to the learners the Christian position on mob justice.

Assessment

Ask learners to write an essay on each of the following:

- The causes, advantages and disadvantages of mob justice
- Christian position on mob justice
- Why mob justice is not justice

SENIOR SIX TERM THREE

Topic 8: The State and the Citizen

Duration: 26 Periods

Overview

A state is the body that governs the people within a given area with a territorial boundary.

To be able to govern, the state must have the right to rule and the rulers must be accountable to the ruled. The state must also have laws and authority to punish those who break the laws.

Sub-Topic 1: State and Citizen

The state has obligations to its citizens and in return the citizens are equally expected to render services to the state.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define the state and the citizen. • identify the fundamental human rights. • explain the duties of: <ul style="list-style-type: none"> - the state to the citizens. - the citizens to the state. • identify ways in which human rights have been abused for example through <ul style="list-style-type: none"> - genocide. - terrorism. - arbitrary arrests. - riots. - determine without trial. 	<ul style="list-style-type: none"> • Definition of state and the citizen • Rights of citizens • The duties of the state to its citizens • The duties of the citizens the state • Observation of human rights in Uganda • Violation of human rights in Uganda and else where • Use of power by state organs i.e.: <ul style="list-style-type: none"> - The executive - The judiciary - The legislature • New Testament teaching on the use of power for example how Jesus demonstrated the proper use of power (Luke 13: 1-2; Mark 12:17; John 3:16-17) review these verses for relevance • The state and civil uprising

Methodology

- Group the learners into manageable units and discuss human rights, duties of the citizens and duties of the state.
- Ask the learners to present their findings.
- Evaluate the findings and guide the learners to summarise the important points.
- Hold a discussion about the use of power in the Bible.
- Guide learners to summarise the important points.
- Brainstorm on the violation of human rights in Uganda today.

Assessment

Assess learners on:

- the meaning of fundamental human rights.
- duties of the state and that of the citizens to the state.
- how human rights have been abused in Uganda today.

Sub-Topic 2: The Church and the State

The state is in charge of the political affairs of its citizens while the church deals with the spiritual needs of the people. These two organs are both powerful and the main interest in this theme is to examine how the two relate to each other.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• give reasons why the church and state should co-exist.• give reasons for Christian involvement in secular politics.• identify reasons why politics is referred as a dirty game.	<ul style="list-style-type: none">• The role of the church in state politics (1 Timothy 2:1-3 ; Daniel 5:21• Christian involvement in politics Matthew 28:19-29,Romans 13:1 - 7• Why politics is referred to as a dirty game• Good aspects of politics

Methodology

- With illustrations from the Ugandan situations, guide a discussion on the role of the church in state politics.
- Ask learners to brainstorm on Christian involvement in politics.

Assessment

Assess learners on:

- the role of the church in state politics.
- Christian's involvement in politics.
- reasons why politics is at times referred to as a dirty game.

Sub-Topic 3: Political Systems

This section tries to define what a political system is and differentiates between political pluralism and a one party system.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> define the terms political system and democracy. describe the different political systems in Uganda. find out the advantages and disadvantages of each political system. 	<ul style="list-style-type: none"> Definition of a political system Definition of the different political systems for example: <ul style="list-style-type: none"> - Multi-partism - One party system - Advantages and disadvantages of each political system Brainstorming on political systems The advantages and disadvantages of each political system

Methodology

- Using examples of the Ugandan situation, introduce the concept of political systems to the learners.

- In a discussion ask learners to identify and analyse the characteristics of the different political systems.
- Guide a discussion on the advantages and disadvantages of each political system.
- Task learners to summarise the important points.

Assessment

Ask learners to:

- define the term political system.
- describe the different political systems in Uganda.
- give the disadvantages and advantages of each.

Sub-Topic 4: Prejudice and Discrimination

Prejudice and discrimination go hand in hand and have caused wars between tribes, individuals and sometimes nations. In this section we examine the causes, forms and effects of the above vices.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• define prejudice and discrimination.• identify causes of discrimination today (i.e. at school, at home, at church, at work places).• bring out the different forms of discrimination in society today.• discuss the possible effects of discrimination.	<ul style="list-style-type: none">• Definition of- Prejudice- Discrimination• Causes of discrimination today• Forms of discrimination• Effects of discrimination• The Bible and discrimination

Topic 9: International Order

Duration: 20 Periods

Overview

The world today is divided into two camps namely capitalism and socialism where the super powers on either sides have universal deadly weapons that threaten world peace.

In view of the above, the United Nations Declaration of Human Rights of 1948 asserted that there is need for peace and tranquility world over.

General Objective

By the end of the topic, the learner should be able to understand the world order and how countries depend on one another.

Sub-Topic 1: Peace and Armed Conflict

In the world today, there is tension between nations caused by war or the fear of it. The nations of the world have a duty and challenge to ensure that peace prevails for the good of humanity.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define peace and war • identify the causes of armed conflict in the world today. • identify Christian solutions to armed conflict in the world today. • discuss the justification of war. 	<ul style="list-style-type: none"> • Definition of peace and war • Causes of armed conflict/war in the world today • Christian solutions to armed conflict/war. (Mark 3:35; Isaiah 3:1-4; Romans 3:23-24) • Just war

Methodology

- Introduce the concept of peace and war using examples from different parts of the world which are enjoying peace or going through war.
- Ask learners to brainstorm on the causes of armed conflict in the world today.
- In groups, guide learners to come up with Christian solutions to armed conflict in the world today.

- Evaluate the learners' responses and guide them to summarise the important points.
- Assign learners to research about the just war concept in groups.
- Allow them to present their findings in class.
- Evaluate their presentations and guide them to summarise the important points.
- Guide the learners to appreciate the difference between peace and war, and identify the causes of armed conflict in the world today.
- Help the learners to explore the possible solutions to armed conflict in the world today.

Assessment

Learners should be asked to:

- define peace and war.
- mention the causes of armed conflict in the world today.
- discuss the Christian solution to armed conflict today.
- explain the justification of war.

Sub-Topic 2: Refugee Problems in Africa

Tension between states in Africa has resulted in wars that have led to mass displacement of people. These have been forced to flee their own countries as refugees to other countries. Civil strife and natural disasters have also caused refugees situations. Other people have been internally displaced within their own countries, for the same reasons.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">• define the term refugee.• identify the causes of refugee situations in Africa.• assess the effects of refugee situations in a country.• discuss solutions to refugee problems in Africa.	<ul style="list-style-type: none">• Definition of a refugee• Causes of refugee situations in Africa• Effects of refugee situations in Africa• Christian solutions to refugee problems• Genesis 1:26-27; Acts 2; 6-12; 8:26-40; (Mark 3:31-34; John 4:1-30; Luke 10:25-37; Galatians 3:28)

Methodology

- Divide the class into manageable groups and discuss causes, the effects and solutions to refugee problems in Africa.
- Ask learners to summarise the important points with your guidance.

Assessment

Ask learners to write comprehensive essays about:

- Causes and effects of the refugee problems in Africa.
- Solutions to refugee problems in Africa.

Sub-Topic 3: Internal Displacement of People

Displacement of people from their places of origin within countries is a common phenomenon in Africa. The displaced are commonly referred to as internally displaced people (IDP). This displacement of people is attributed to a number of factors, for example internal inter-tribal conflicts, political disagreements like disputing election results or natural disasters.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • define an internally displaced person. • discuss the causes of internal displacement. • discuss the effects of internal displacement. • suggest possible solutions to the problem of internal displacement. 	<ul style="list-style-type: none"> • Definition of an internally displaced person • Causes of internal displacement in a country • Effects of internal displacement • Possible solutions to internal displacement • The role of the government and the church

Methodology

- Assign different groups, different tasks to analyse the:
 - causes of internal displacement.
 - effects of internal displacement.
 - possible solutions to internal displacement.
- Guide the groups as they make their presentations to the rest of the class.

- Ask all learners to summarise the important points.
- Guide learners in a group discussion on the causes, effects and possible solutions to internal displacement of people.

Assessment

Learners should be assessed on their understanding of the:

- definition of the term internally displaced person.
- causes, effects and possible solutions to the problem of internal displacement of people.

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**Uganda Advanced
Certificate of Education**

**ISLAMIC
RELIGIOUS
EDUCATION**

TEACHING SYLLABUS

Contents

Background	237
PART ONE.....	246
SENIOR FIVE TERM ONE	246
Topic 1: The Revelation of the Holy Qur'an	246
Sub-Topic 1: Reasons for the Revelation of the Qur'an.....	246
Sub-Topic 2: Modes of Revelation	247
Sub-Topic 3: Miraculous Nature of the Qur'an.....	248
Topic 2: Preservation of the Holy Qur'an	249
Sub-Topic: Preservation and Protection of the Holy Qur'an.....	249
SENIOR FIVE TERM TWO AND THREE	250
Topic 3: Spiritual Teachings of the Qur'an.....	250
Duration: 30 Periods.....	250
Sub-Topic 1: Monotheism (Tawheed)	250
Sub-Topic 2: Reward and Punishment	251
Sub-Topic 3: Destiny of the Soul	252
Sub-Topic 4: Life after Death.....	253
Sub-Topic 5: Pre-Destination (Qadar).....	254
SENIOR SIX TERM ONE.....	255
Topic 4: Social Teachings	255
Sub-Topic 1: Marriage and Divorce	255
Sub-Topic 2: The Position of a Woman in Society.....	256
Sub-Topic 3: Inheritance of Property	257
Sub-Topic 4: Brotherhood and Equality.....	257
Sub-Topic 5: Dress and Adornment	258
SENIOR SIX TERM TWO.....	259
Topic 5: Economic Teachings	259
Sub-Topic 1: Labour and Work Ethics	259
Sub-Topic 2: Business Transactions	260
Sub-Topic 3: Weights and Measurements	260
Sub-Topic 4: Riba (Usury)	261
Sub-Topic 5: Zakah	261
Topic 6: Islamic Teachings on Political Life	263
Sub-Topic 1: Leadership	263
Sub-Topic 2: Establishment of Justice and its Administration	264
Sub-Topic 3: Government and Sovereignty	264
Sub-Topic 4: International Relations (Foreign Policy)	265
Sub-Topic 5: Fight against Oppression and Suppression	266
Sub-Topic 6: Racism and Slavery	266
Sub-Topic 7: Jihad	267

SENIOR SIX TERM THREE.....	268
Topic 7: Selected Surahs from the Holy Qur'an.....	268
Sub-Topic 1: Al-Fatiha (1) (The Opening Chapter).....	268
Sub-Topic 2: Surah Al-Dhuha (93) (The Glorious Morning Light).....	269
Sub-Topic 3: Surah Al-Tin (95)(The Fig).....	269
Sub-Topic 4: Al-Qadr (97) (Night of Power).....	270
Sub-Topic 5: Surah Al-Fil (105) (The Elephant)	270
Sub-Topic 6: Surah Ikhlas (112) (Purity/Oneness)	271
Sub-Topic 7: Al-Inshirah (94) (Relief).....	271
Sub-Topic 8: Al-Asr (103) (Time)	272
Sub-Topic 9: Al-Kauthara (108) (Abundance)	273
Sub-Topic 10: Surah Al-Nasir (110) (Victory).....	273
Sub-Topic 11: Surah Al-Lahab (111) (The Flame)	274
PART 2	275
Section A.....	275
SENIOR FIVE TERM ONE.....	275
Topic 1: Collection of Hadith.....	275
Sub-Topic 1: Transmission of Hadith during Prophet's Time.....	275
Sub-Topic 2: The Purpose of Collecting Hadith.....	276
Sub-Topic 3: First Collectors of Hadith.....	276
SENIOR FIVE TERM TWO.....	278
Topic 2: Compilation of Hadith.....	278
Sub-Topic: The Six Sound Compilers.....	278
Topic 3: Evaluation of Hadith	280
Sub-Topic 1: Criteria of Accepting Hadith.....	280
Sub-Topic 2: Forged Hadith	280
SENIOR FIVE TERM THREE	282
Topic 4: Classification of Hadith.....	282
Sub-Topic 1: Authority	282
Sub-Topic 2: Authenticity.....	283
Sub-Topic 3: Types of Hadith	283
SENIOR SIX TERM ONE	285
Section B	285
Topic 5: The Development of Islamic Law (Sharia)	285
Sub-Topic: Stages of Development of Islamic Law.....	285
Topic 6: Islamic Law (Sharia)	287
Sub-Topic 1: Qur'an as the First Source of Islamic Law.....	287
Sub-Topic 2: Hadith as the Second Source of Islamic Law.....	288
Sub-Topic 3: Ijma as a Source of Islamic Law	288
Sub-Topic 4: Qiyas as a Source of Islamic Law	289
Topic 7: Classification of Legal Acts in Islam	290
Sub-Topic: Legal Acts in Islam.....	290

PART 4	316
Section A: Islam in East Africa	316
SENIOR FIVE TERM ONE	316
Topic 1: The Coming of Islam to East Africa	316
Sub-Topic 1: Conditions in Arabia Prior to the Coming of Islam to East Africa	316
Sub-Topic 2: Conditions at the East African Coast Prior to the Coming of Islam	317
Topic 2: The Role of Trade in the Spread of Islam in East Africa	319
Sub-Topic: Inter-Tribal Trade	319
SENIOR FIVE TERM TWO	320
Topic 3: Islam at the East African Coast	320
Sub-Topic 1: The Spread of Islam on the Coast	320
Sub-Topic 2: Islamic Influence on the Coast	321
Sub-Topic 3: The Portuguese at the Coast of East Africa	322
Topic 4: The Spread of Islam in the Interior	323
Sub-Topic 1: The Spread of Islam in Uganda	323
Sub-Topic 2: The Spread of Islam in Kenya	324
Sub-Topic 3: The Spread of Islam in Tanzania	325
Section B: Islam in West Africa	326
Topic 5: Conditions in West Africa Prior to the Coming of Islam	326
Sub-Topic: Traditional Beliefs and Practices	326
SENIOR FIVE TERM THREE	327
Topic 6: The Role of Trade in the Spread of Islam in West Africa	327
Sub-Topic: The Trans-Saharan Trade and Slave Trade	327
SENIOR SIX TERM ONE	329
Topic 7: Islam in the Old Political Organisations in the Region	329
Sub-Topic 1: The Empires of Ghana, Mali and Songhai	329
Topic 8: The Impact of the Early Islamic Movements on the People of West Africa	331
Sub-Topic: The Sufi Tariqas	331
SENIOR SIX TERM TWO	332
Topic 9: The 19 th Century Jihads	332
Sub-Topic: The 19 th Century Jihads	332
SENIOR SIX TERM THREE	333
Topic 10: Islam during Colonial Rule in the Region	333
Sub-Topic 1: The Spread of Islam under European Rule	333
Sub-Topic 2: Resistance to Colonial Rule in West Africa	334
Sub-Topic 3: Collaboration with Europeans	334
References	336

Background

Western education was introduced in Uganda by missionaries to enable their converts to read the Bible and prayer books. Due to lack of funds, the early British colonial administrators allowed the missionaries to control education, and Christian schools were established. A number of these schools shared the same facilities with the churches.

Muslims did not send their children to the missionary schools for fear of being converted to Christianity, yet they did not have schools. The Arab traders who introduced Islam and taught it to Africans were not missionaries. They were more concerned with trade than with spreading their faith. They taught Islam only when it did not interfere with their economic interests or when they sought political advantage. When these traders left, there was no one to look after the fledgling Muslim community that had been established in Uganda.

East Africa, unlike West Africa, did not receive teachers from the Muslim world on a regular basis. As a result, schools that were built were only the crude and isolated Qur'an institutions established in various locations in the country by enterprising individuals. Their standards were probably the equivalent of the Christian bush schools.

The Qur'anic education system was an alternative educational system to which the colonial government did not pay much attention. Qur'an schools made the teaching of the Qur'an the backbone of the curriculum. Differences between Islamic and secular education in the structure made comparisons somewhat difficult. Unlike in western education system, under the Islamic education system, students did not progress regularly from one grade level to the next, nor were there clear-cut divisions between primary, secondary and tertiary levels, based on performance standards and examinations.

To alleviate the fears of conservative Muslims who loathed secular western education, Prince Badru Kakungulu devised a system whereby western secular education would be incorporated into the Qur'anic schools. With the help of a number of Muslims who had received western education, he introduced secular western education into schools which had previously given only Qur'anic Islamic education without substantially changing the basic Muslim environment of the schools. These schools continued to emphasise the transmission of Islamic values based on the Qur'an. However, western education consisting of the three Rs in the Roman alphabet was grafted onto the Qur'anic school curriculum. Although the Sheikhs waged a war against western education, this compromise seemed to work and many parents were very pleased with it.

Early Teachers of Islamic Religious Education

After the introduction of western secular subjects into Qur'an schools, the Islamic Religious Education (IRE) teachers continued to teach without a curriculum.

After independence, Kibuli Junior Secondary School became a Senior Secondary School, and Sheikh Ahmad Mukasa, a former Mufti, continued teaching Islam, on the one hand and attending English classes at the same school, on the other. The Sheikh gradually mastered English language and began to teach IRE in English. He was one of the panel members who drafted IRE syllabus for East African Examination Council in the early seventies (1974-1975).

When the IRE draft syllabus was approved by the East African Examination Council, the first batch of IRE students sat for examinations in Uganda and Kenya.

In the 1970s, Kibuli Senior Secondary School was the only school which offered IRE as an examinable subject. There were only two teachers in the country who could teach IRE at the required standards. In early 1980's, an A level IRE syllabus was produced by an international IRE panel consisting of Ugandan and Kenyan specialists.

Aims of Teaching IRE

- To cultivate in the student a deeper understanding of Islam and its relevance in life today.
- To equip the student with an adequate basis for further study of the subject.
- To deepen the student's knowledge of Islam by exposing him/her to the basic sources of faith.
- To introduce the student to the origin and development of the Islamic legislation.
- To enable students appreciate the rich Islamic heritage with particular reference to its political, social, economic, religious and cultural history.
- To enable the student appreciate that Islam is one of the major civilisations that has enlightened the African continent.
- To enable the student realise that there is a trend of Islamisation of African culture.
- To enable the student appreciate the fact that Islam can ably thrive in the absence of the Arab culture.

Target

This teaching syllabus is aimed at enriching the teaching/learning strategies employed by qualified Advanced Level IRE teachers for effective delivery of the subject in schools.

Scope and Depth

The A level IRE syllabus is based on an assumption that the student has a solid background in Islam at least up to O level. Where there is an overlap, the A level treats in depth what was introduced at O level. The A level syllabus covers the study of different aspects of the Holy Book, the origin and development of Islamic legislation, Islamic political, social, economic, religious and cultural history, Sharia and its application, and the interplay between Islam and other civilisations.

Teaching Sequence

PART ONE

Senior Five Term One

Topic 1: The Revelation of the Qur'an

- Sub-Topic 1: Reasons for the Revelation of the Qur'an
- Sub-Topic 2: Modes of Revelation
- Sub-Topic 3: Miraculous Nature of the Qur'an

Topic 2: Preservation and protection of the Qur'an

Senior Five Term Two and Three

Topic 3: Spiritual Teachings of the Qur'an

- Sub-Topic 1: Monotheism
- Sub-Topic 2: Reward and Punishment
- Sub-Topic 3: Destiny of the Soul
- Sub-Topic 4: Life after Death
- Sub-Topic 5: Pre-destination

Senior Six Term One

Topic 4: Social Teachings

- Sub-Topic 1: Marriage and Divorce
- Sub-Topic 2: Position of a Woman in Society
- Sub-Topic 3: Inheritance of Property
- Sub-Topic 4: Brotherhood and Equality
- Sub-Topic 5: Dress and Adornment

Senior Six Term Two

Topic 5: Economic Teachings

- Sub-Topic 1: Labour and Work Ethics
- Sub-Topic 2: Business Transactions
- Sub-Topic 3: Weights and Measurements
- Sub-Topic 4: Riba (Usury)
- Sub-Topic 5: Zakah

Topic 6: Islamic Teachings on Political Life

- Sub-Topic 1: Leadership
- Sub-Topic 2: Establishment of Justice and Administration
- Sub-Topic 3: Government and Sovereignty
- Sub-Topic 4: International Relations
- Sub-Topic 5: Fight against Oppression and Suppression
- Sub-Topic 6: Racism and Slavery
- Sub-Topic 7: Jihad

Senior Six Term Three

Topic 7: Selected Surahs from the Holy Qur'an

- Sub-Topic 1: Al-Fatiha
- Sub-Topic 2: Surah Al-Dhuha
- Sub-Topic 3: Surah Al-Tin
- Sub-Topic 4: Al-Qadr
- Sub-Topic 5: Surah Al-Fil
- Sub-Topic 6: Surah Ikhlas
- Sub-Topic 7: Al-Insirah
- Sub-Topic 8: Al-Asr
- Sub-Topic 9: Al-Kauthara
- Sub-Topic 10: Surah Al-Nasir
- Sub-Topic 11: Surah Al-Lahab

PART TWO

Section A

Senior Five Term One

Topic 1: Collection of Hadith

- Sub-Topic 1: Transmission of Hadith during the Prophet's Time
- Sub-Topic 2: The Purpose of collecting Hadith
- Sub-Topic 3: First Collectors of Hadith

Senior Five Term Two

Topic 2: Compilation of Hadith

 Sub-Topic: The Six Sound Compilers

Topic 3: Evaluation of Hadith

 Sub-Topic 1: Criteria of Accepting Hadith

 Sub-Topic 2: Forged Hadith

Senior Five Term Three

Topic 4: Classification of Hadith

 Sub-Topic 1: Authority

 Sub-Topic 2: Authenticity

 Sub-Topic 3: Types Hadith

Section B

Senior Six Term One

Topic 5: The Development of Islamic Law

 Sub-Topic: Stages of the Development of Islamic Law

Topic 6: Major Sources of Islamic Law

 Sub-Topic 1: Qur'an as the First Source of Islamic Law

 Sub-Topic 2: Hadith as the Second Source of Islamic Law

 Sub-Topic 3: Ijma as a Source of Islamic Law

 Sub-Topic 4: Quyas as a Source of Islamic Law

Senior Six Term Two

Topic 7: Classification of Legal Acts

 Sub-Topic: Legal Acts in Islam

Topic 8: The Emergence of Islamic Schools of Law (Madhaahib)

 Sub-Topic 1: Emergency of Schools of Law

 Sub-Topic 2: Biographies of the Founders of Sunni Schools of Law

Senior Six Term Three

Topic 9: Fundamental Teachings of Sharia

 Sub-Topic 1: Islamic Acts in Islam

 Sub-Topic 2: Grave Sins

Topic 10: Challenges to the Application of Sharia in the Contemporary World

 Sub-Topic 1: World's Attitude towards Sharia

 Sub-Topic 2: Non-Application of Sharia

PART THREE

Senior Five Term One

Topic 1: Arabia before AD 610

Sub-Topic 1: Religious Life of the Arabs

Sub-Topic 2: Political Life of the Arabs

Sub-Topic 3: Economic Life of the Arabs

Sub-Topic 4: Social and Moral Life of the Arabs

Topic 2: The Life of the Prophet Muhammad (PBUH)

Sub-Topic 1: Early Life of Prophet Muhammad

Sub-Topic 2: The Meccan period

Sub-Topic 3: The Medina Period

Senior Five Term Two

Topic 3: The Orthodox Caliphate

Sub-Topic 1: Caliph Abubakar

Sub-Topic 2: Caliph Umar bin Khattab

Sub-Topic 3: Caliph Uthuman

Sub-Topic 4: Cali bin Abi Talib

Senior Five Term Three

Topic 4: Muslim Dynasties

Sub-Topic 1: The Umayyads

Senior Six Term One

Sub-Topic 2: The Abbasids

Senior Six Term Two

Sub-Topic 3: The Fatimids in Egypt

Topic 5: Crusades

Sub-Topic: The Crusade

Topic 6: Muslim Empires

Sub-Topic 1: Safavids in Persia

Senior Six Term Three

Sub-Topic 2: The Moghuls in India

Sub-Topic 3: The Ottoman Empire

PART FOUR

Section A: Islam in East Africa

Senior Five Term One

Topic 1: The Coming of Islam to East Africa via the Indian Ocean Route

 Sub-Topic 1: Conditions in Arabia Prior to the Coming of Islam to East Africa

 Sub-Topic 2: Conditions in East Africa Prior to the coming of Islam

Topic 2: The Role of Trade in the Spread of Islam

 Sub-Topic: Intertribal Trade

Senior Five Term Two

Topic 3: Islam at the East African Coast

 Sub-Topic 1: The Spread of Islam on the Coast

 Sub-Topic 2: Islamic Influence on the Coast

 Sub-Topic 3: The Portuguese at the Coast of East Africa

Topic 4: The Spread of Islam in the Interior

 Sub-Topic 1: The Spread of Islam in Uganda

 Sub-Topic 2: The Spread of Islam in Kenya

 Sub-Topic 3: The Spread of Islam in Tanzania

Section B: Islam in West Africa

Topic 5: Conditions of West Africa Prior to the Coming of Islam

 Sub-Topic: Traditional Beliefs and Practices

Senior Five Term Three

Topic 6: The Role of Trade in the Spread of Islam

 Sub-Topic: The Trans-Saharan Trade and Slave Trade

Senior Six Term One

Topic 7: Islam in the Old Political Organisations in the Region

 Sub-Topic: The empires of Ghana, Mali and Songhai

Topic 8: The Impact of the Early Islamic Movement on the People of West Africa

 Sub-Topic: The Sufi Tariqas

Senior Six Term Two

Topic 8: The 19th Century Jihads

 Sub-Topic: The 19th Century Jihads

Senior Six Term Three

Topic 10: Islam during Colonial Rule in the Region

Sub-Topic 1: The Spread of Islam under European rule

Sub-Topic 2: Resistance to Colonial rule in West Africa

Sub-Topic 3: Collaboration with Europeans

Assessment Strategies

IRE should not be taken with Christian Religious Education. Four papers are set, each carrying 100 marks. Candidates must offer Paper 1 and any other two of papers 2, 3, and 4. Each paper is 2 ½ hours.

Paper 1: Introduction to the study of the Qur'an

Twelve questions are set and candidates answer four. Each question carries 25 marks.

Paper 2: Introduction to Hadith and Fiqh

It consists of two sections, A and B. Each section contains six questions and candidates answer four, with at least one from each section. Each question carries 25 marks.

Paper 3: History of Islam

Twelve questions are set and candidates answer four. Each question carries 25 marks.

Paper 4: Islam in Africa

It consists of two sections, A and B. Each section contains six questions. Candidates are required to answer four questions taking at least one question from each section. Each question carries 25 marks.

Rationale

The main reason for the production of the updated version of the syllabus is to enrich the topics of the existing syllabus. Efforts have been made to give flesh to the existing skeleton syllabus.

Previously, teachers were using an existing examination syllabus to teach in class and thus would miss important details of some topics. In addition, the scope and depth of the topics were not indicated in the existing syllabus.

The updated version presents learning and teaching activities including sub-topics, general objectives, specific objectives, content and teaching/learning strategies.

It is worth mentioning that the organisation of the updated version of the

syllabus is largely structural. It does not affect in a substantial way the content of the existing syllabus. The few changes that are made address the formatting, ordering of sub-topics, and enrichment of the content. In some instances, some sub-topics have been shifted from Part One to Part Two where they can be dealt with exhaustively.

PART ONE

SENIOR FIVE TERM ONE

Topic 1: The Revelation of the Holy Qur'an

Duration: 14 Periods

Background

The Qur'an was revealed to Muhammad (P.B.U.H) as a miracle to prove his prophethood and as a challenge to his opponents. It is an authentic book whose uniqueness lies in the mode of its revelation, compilation and preservation.

General Objective

By the end of the topic, the learner should be able to explain why and how the Holy Qur'an was revealed.

Sub-Topic 1: Reasons for the Revelation of the Qur'an

The sub-topic discusses the reasons for the revelation of the Qur'an and the place where it was revealed.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain why the Qur'an was revealed.• point out where it was revealed.	<ul style="list-style-type: none">• Reasons for the revelation of the Qur'an:<ul style="list-style-type: none">- Prophet Ibrahim's prayer (2:129)- God's will (36:82)- Prophet Isa's prophecy (61:6)- Guidance to mankind (2:2)- Meet needs of people (2:106)- Completion of God's message to mankind (5:3)- Confirmation of the earlier revelations (3:3)- Geographical location of Arabia

Specific Objectives	Content
	<ul style="list-style-type: none"> - Immorality of the Arabs at that time

Suggested Teaching/Learning Strategies

- Discuss with the learners relevant verses of the Holy Qur'an.
- Lead a guided discussion of the background of the revelation of the verses.

Assessment Strategies

- Ask learners to:
 - define of the word 'revelation.'
 - explain the reasons for the revelation of the Qur'an.
 - explain why it was revealed in Arabia.

Sub-Topic 2: Modes of Revelation

The sub-topic discusses the different methods of God's communication to mankind.

Specific Objective	Content
The learner should be able to explain the different methods of divine communication to mankind.	<ul style="list-style-type: none"> • Modes of revelation (42:51): <ul style="list-style-type: none"> - Difference between the modes - Inspiration: story of Musa's mother (20:38-39) - Talking from behind the veil e.g. Prophet Musa's story (7:144) - Sending of a messenger (Angel Jibril brought the Qur'an (2:97) • Ru'uya (dream or vision) (37:102), (48:27)

Suggested Teaching/Learning Strategies

- Guide learners to cite relevant verses of the Holy Qur'an.
- Guide a discussion of Prophet Muhammad's physical changes as he received the revelation.
- Explain the various modes of revelation.

Assessment Strategies

- Ask learners to:
 - define the term modes of revelation.
 - describe the different methods of divine communication to mankind.

Sub-Topic 3: Miraculous Nature of the Qur'an

The sub-topic explains the Qur'an as a miracle, the testimony given by the Qur'an and the confirmation of Qur'anic teachings on nature by science.

Specific Objective	Content
The learner should be able to explain the relevant verses that describe the Qur'an as a miracle.	<ul style="list-style-type: none">Qur'an as a miracle:<ul style="list-style-type: none">challenge to produce the like of the Qur'an, (17:88)predictive value (30: 1-6)scientific confirmation of the Qur'an teachings (36: 33-43)

Suggested Teaching/Learning Strategies

- Guide learners to cite relevant verses from the Holy Qur'an.
- Guide learners to identify miracles of the Qur'an.

Assessment Strategies

- Ask learners to:
 - define a miracle.
 - identify miracles of the Qur'an.

Topic 2: Preservation of the Holy Qur'an

Duration: Periods

Background

This topic is intended to expose to the learners the authenticity of the Holy Qur'an. Issues covered under this topic are protection, compilation and preservation of the Holy Qur'an.

General Objective

By the end of the topic, the learner should be able to explain the authenticity of the Qur'an.

Sub-Topic: Preservation and Protection of the Holy Qur'an

The sub-topic discusses the divine protection, methods of preservation and authenticity of the Qur'an.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain how the Qur'an was protected by Allah against corruption and distortion. • explain the methods adopted by Muslims to maintain the authenticity of the Holy Qur'an. 	<ul style="list-style-type: none"> • Protection and preservation of Qur'an (2:79), (41:42) <ul style="list-style-type: none"> - Allah's protection of the Qur'an 15:9, (75:17) - Authenticity of the Qur'an (96:1-4), (62:2), (68:2) - Qur'an as an origin from God (29:51) (authentic) (10:37), (3:3), (6:192), (3:7), (6:38), (2:114)

Suggested Teaching/Learning Strategies

- Lead a guided discussion on how the Qur'an was preserved.
- Guide learners to cite relevant verses from the Holy Qur'an.

Assessment Strategies

- Ask learners to:
 - describe Allah's methods of protecting the Holy Qur'an.
 - explain the methods used by Muslims to preserve the authenticity of the Holy Qur'an.

SENIOR FIVE TERM TWO AND THREE

Topic 3: Spiritual Teachings of the Qur'an

Duration: 30 Periods

Background

The selection of this topic is intended to show the relationship between man and God. Discussions under this topic include monotheism, reward and punishments, destiny of the human soul and predestination.

General Objective

By the end of the topic, the learners should be able to acquire a deeper understanding of the spiritual teachings of the Qur'an.

Sub-Topic 1: Monotheism (Tawheed)

The sub-topic discusses Kalimah Q (3: 18), different forms and importance of Tawheed.

Specific Objectives	Content
<p>The learner should be able to explain the:</p> <ul style="list-style-type: none">concept of Islamic monotheism.importance of faith.different forms of monotheism.	<ul style="list-style-type: none">Kalimah (3:18)Monotheism (112)Forms of Tawheed:<ul style="list-style-type: none">i) Tawheed Rububiyya:<ul style="list-style-type: none">The sustainer of the universe (10:31) (23:84-85), (23:86-87), (29:61), (29:62)ii) God as the Lord and Master (Tawheed Rububiyyah/ Uluhiyyah)<ul style="list-style-type: none">(7:65), (7:73), (7:85), (6:162), (3:175), (39:54), (51:56), (1:2), (107:4-6), (4:142), (4:36), (29:45), (2:183), (2:186).

Specific Objectives	Content
	iii) Names and attributes of God (112), (1:2) , (6:164), (55:27)

Suggested Teaching/Learning Strategies

- Ask learners to recite relevant verses from the Qur'an.
- Using group discussions, explain the different forms of Tawheed.
- Discuss the importance of monotheism.

Assessment Strategies:

Ask learners to:

- explain the concept of Islamic monotheism.
- explain the different forms of Tawheed.
- discuss the importance of Tawheed.

Sub-Topic 2: Reward and Punishment

The sub-topic discusses relevant Qur'anic verses on reward and punishment.

Specific Objectives	Content
<p>The learner should be able to explain:</p> <ul style="list-style-type: none"> • the concept of reward and punishment. • cite relevant verses of the holy Qur'an. • the different forms of punishment. 	<ul style="list-style-type: none"> • Reward: (27:84), (30:39), (39:10), (51:15-16), (16:30) • Punishment <ul style="list-style-type: none"> i) Punishment in history; <ul style="list-style-type: none"> - Ad people (7:65-72) - Thamud people (54:27), (54:29) (7:73-79) - Lut people (7:80-84) - Madiyanah (7:85-93) - Noah (7:59-64) - Pharaoh (2:50) ii) Punishment in and the hereafter <ul style="list-style-type: none"> - (14:17), (20:74), (14:16-17), (114:49-50) - (22:55), (3:62-67), (88:2-7)

Suggested Teaching/Learning Strategies

- Guide learners to cite relevant verses from the Holy Qur'an.
- Hold a discussion of the different punishments.
- Ask learners to make a summary of the important points.

Assessment Strategies

- Ask learners to:
 - explain the Islamic concept of rewards and punishments.
 - to cite relevant verses from the Qur'an in the Holy Qur'an.
 - discuss cases of punishments in history as shown in the Qur'an.

Sub-Topic 3: Destiny of the Soul

The topic defines the soul and the determinants of its destiny.

Specific Objectives	Content
<p>The learner should be able to explain:</p> <ul style="list-style-type: none">• the nature of the soul.• the determinants of the destiny of the soul.	<ul style="list-style-type: none">• Destiny of the soul (89: 27-30), (20: 74).• Determinants<ul style="list-style-type: none">- (53:38-39), (91:77), (3:185)- (39:42), (56:61), (74:38)- (3:30), (6:111)

Suggested Teaching/Learning Strategies

- Guide learners to cite relevant verses from the Holy Qur'an.
- Define soul and explain the nature of the soul.
- Explain to the learners the destiny of the soul.
- Guide learners to make a summary of the important points.

Assessment Strategies

- Ask learners to:
 - cite relevant verses from the Qur'an.
 - define the soul.
 - explain the nature of the soul and its destiny.

Sub-Topic 4: Life after Death

The topic discusses extinction of life, Doom's day, resurrection, judgment, hell and paradise.

Specific Objectives	Content
<p>The learner should be able to explain:</p> <ul style="list-style-type: none"> • life after death. • resurrection and judgment. 	<ul style="list-style-type: none"> • Mortality of all living things (3:183), (23:99-100), (8:50-54) • Doomsday: (55:26-27), (21: 104) • Resurrection <ul style="list-style-type: none"> - (78:18), (5:20-22), (39:68), (50:42), (50:44) • Judgment: (84:7-11), (78:20), (18:49), 95:8), (36:64), (39:60), (5:109), (50:27-28), (21:47) • Hell: <ul style="list-style-type: none"> - (20:74), (15: 44), (32: 30), (78: 21-23) - (22:19-22), (78: 24-26), (14: 16-17), - (50:30), (56: 51-52) • Paradise <ul style="list-style-type: none"> - (3:15), (37:58-59), (88:15-16) - (3:198), (55:54), (76:13), (36:54-57)

Suggested Teaching/Learning Strategies

- Guide learners to read relevant verses from the Holy Qur'an.
- Take learners through the exposition about the doomsday.
- Hold a discussion of the significance of life after death.

Assessment Strategies

- Ask learners to give a general perspective of life after death as presented in the different verses of the Qur'an.

Sub-Topic 5: Pre-Destination (Qadar)

This sub-topic explains the concept of Qadar (Pre-determination) and free will.

Specific Objective	Content
The learner should be able to explain the concept of Qadar and free will.	<ul style="list-style-type: none">• Concept of Qadar<ul style="list-style-type: none">- (3:185), (57:22), (36:38), (3:145), (43:11), (74:30)

Suggested Teaching/Learning Strategies

- Ask the learners to read the relevant verses from the Holy Qur'an.
- Explain to learners the concept of Qadar basing on the Qur'an.
- Guide a discussion on the relevance of Qadar to human life.

Assessment Strategies Strategy

- Ask learners to explain the concept of:
 - Qadar
 - free will
 - human choice

SENIOR SIX TERM ONE

Topic 4: Social Teachings

Duration: Periods

Overview

This teaching is intended to expose to the learners the relationship between man and his fellow human beings. Discussion under this topic covers marriage and divorce, position of a woman in society, inheritance of property, brotherhood and equality, dress and adornment.

General Objective

By the end of the topic, the learner should be able to acquire a deeper understanding of the social teachings in the Holy Qur'an.

Sub-Topic 1: Marriage and Divorce

This sub-topic discusses the Islamic concept of marriage, validity of marriage, prohibited marriages, polygamy and divorce.

Specific Objectives	Content
<p>The learner should be able to explain:</p> <ul style="list-style-type: none"> • the Qur'an teachings on marriage and divorce. • valid and prohibited marriage. • duties and rights of partners in marriage. 	<ul style="list-style-type: none"> • Marriage in (4:3), (24:32) • Prohibited marriage (4:22-23), (2:221), (2:234), (2:228), (24:3) • Payment of mahar (4:4), (2:236), (4:25), (2:229), (2:237) • Duties of the husband • Duties of the wife • Polygamy (4:3), (4:143), (5:53) • Divorce • Conditions of divorce (65:1), (4:35), (2:229), (65:4), (33:49), (2:234), (65:6), (65:7), (2:229), (2:232), (2:231)

Suggested Teaching/Learning Strategies

- With learners, read the relevant verses from the holy Qur'an.
- Guide learners to explain prohibited marriages in the Qur'an.
- Explain to the learners the conditions of a valid marriage.
- Explain to the learners the conditions of divorce.
- Guide learners to make a summary of the important notes.

Assessment Strategies

- Ask the learners to:
 - explain the Qur'anic teachings of marriage and divorce.
 - give an explanation of a valid marriage.
 - give examples of prohibited marriages.
 - give the conditions and procedures of divorce.

Sub-Topic 2: The Position of a Woman in Society

The sub-topic explains the Qur'anic teachings on position of a woman (political, social, economic and religious).

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">explain the position of a woman in society.explain the role of a woman in society.	<ul style="list-style-type: none">Position of a woman:<ul style="list-style-type: none">(32:7), (15:26), (2:36-37), (16:111), (74:38), (81:8-9), (16:58-59), (39:9), (24:26), (4:3), (4:19), (31:14), (2:229), (65:1), (2:24), (24:31), (4:1), (2:223), (24:04), (49:13), (9:71), (9:68), (74:38), (4:11), (4:176), (4:7), (4:4), (9:71), (60:12), (2:82)

Suggested Teaching/Learning Strategies

- Ask learners to read the relevant verses from the Holy Qur'an.
- Hold a guided discussion on the position and duties of a woman.

Assessment Strategy

- Ask learners explain the position and role of a woman in society.

Sub-Topic 3: Inheritance of Property

The sub-topic deals with the Qur'anic teachings on inheritance.

Specific Objectives	Content
<ul style="list-style-type: none"> The learner should be able to explain the Qur'an teachings on inheritance. 	<ul style="list-style-type: none"> Inheritance: (2:180), (5:109), (4:12), (4:7), (4:1), (4:176), (4:12)

Suggested Teaching/Learning Strategies

- Guide the learners to read the relevant verses from the Holy Qur'an.
- Guide the learners into a discussion on inheritance.

Assessment Strategy

- Ask learners to explain the Qur'anic teachings on inheritance.

Sub-Topic 4: Brotherhood and Equality

This sub-topic addresses the following aspects; the concept of brotherhood, equality and relevant Qur'anic teachings.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> define the concept of brotherhood and equality. explain the relevant Qur'an teachings. 	<ul style="list-style-type: none"> Brotherhood: (17:26), (16:90), (4:88), (4:36), (2:83), (2:177), (24:22), (90:14), (5:106), (4:33), (4:135), (23:52-54), (21:92), (49:10), (49:11-13), (49:13) Equality: (49:13), (51:56), (3:185), (16:97), (9:68), (2:177), (4:11).

Suggested Teaching/Learning Strategies:

- Guide learners to read the relevant verses from the Holy Qur'an.
- Hold a guided discussion on different types of brotherhood.

Assessment Strategies

- Ask learners to explain:
 - the concept of brotherhood and equality.
 - the different types of brotherhood.
 - the Qur'anic teachings on brotherhood and equality.

Sub-Topic 5: Dress and Adornment

This sub-topic discusses the description of a woman's attire (dress) basing on the Qur'an and circumstances that led to the revelation of 24: 31.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">describe the acceptable woman's attire.explain the significance of the attire.	<ul style="list-style-type: none">A woman's acceptable attire<ul style="list-style-type: none">(7:26), (7:27), (7:31)Circumstances that led to revelation of (24:31)

Suggested Teaching/Learning Strategies

- Guide learners to read relevant verses from the Holy Qur'an.
- Ask learners to give a description of the Islamic attire.

Assessment Strategies

- Ask learners to:
 - describe the woman's attire acceptable to Islam.
 - explain the significance of the attire.

SENIOR SIX TERM TWO

Topic 5: Economic Teachings

Duration: 15 Periods

Overview

This topic is intended to expose to learners the Islamic ways of acquiring and disposing of wealth. Issues covered under this topic include labour and work ethics, business transactions, weights and measurements and Riba (usury).

General Objective

By the end of the topic, the learner should be able to develop a clear understanding of the Qur'anic economic teachings.

Sub-Topic 1: Labour and Work Ethics

The sub-topic discusses labour and work ethics basing on the teachings of the Qur'an.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain acceptable work ethics. • explain the significance of labour. 	<ul style="list-style-type: none"> • Concept of work: (53:39), (4:32), (4:10), (8:53), (94:6), (9:4), (101:6-7), (28:27), (18:77), (11:37-38), (18:95-96), (34:13), (12:54-56), (28:26), (12:55), (2:269), (39:9), (4:100), (4:97), (71:19-20), (67:15), (45:12-13)

Suggested Teaching/Learning Strategies

- Guide learners to read the relevant verses from the Holy Qur'an.
- Hold a discussion about the concept of labour.
- Lead learners into a discussion on work ethics.

Assessment Strategies

- Ask learners to:

- write about acceptable work ethics according to the teachings of the Qur'an.
- write about the concept of labour basing on Qur'anic teachings.

Sub-Topic 2: Business Transactions

This sub-topic discusses Qur'anic teachings on business transactions.

Specific Objective	Content
The learner should be able to explain Qur'anic teachings on business transactions.	<ul style="list-style-type: none">• Business transactions (2:173), (5:3), (4:29), (2:282), (70:18), (9:37), (17:35), (2:275)

Suggested Teaching/Learning Strategies

- Guide learners to read relevant verses from the Holy Qur'an.
- Hold a discussion with the learners on business transactions.
- Guide learners to make summary notes on the sub-topic.

Assessment Strategy

Ask learners to explain Qur'anic teachings on business transactions.

Sub-Topic 3: Weights and Measurements

This sub-topic deals with weights and measurements in accordance with Qur'anic teachings.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">• define weights and measurements in accordance with the teachings of the Qur'an.• explain weights and measurements in accordance with the teachings of the Qur'an.	<ul style="list-style-type: none">• Weights and measurements: (6: 152), (17:35), (6:152), (83:1-3), (83:4-6), (26:181-182)

Suggested Teaching/Learning Strategies

- Discuss with learners the various ways people use to cheat using weights and measurements in the community.
- Guide learners to read the relevant verses from the Holy Qur'an.

- Emphasise to the learners the fact that from Qur'anic perspective, measurements and weights must be exact so that neither party in the transaction is cheated.
- Guide the learners to make a summary of the important notes.

Assessment Strategies

- Ask learners to give the definition of weights and measurements in accordance with the teachings of the Qur'an.
- Ask them to explain the Islamic teachings related to weights and measurements.

Sub-Topic 4: Riba (Usury)

This sub-topic deals with Riba and the Qur'anic teachings about Riba.

Specific Objective	Content
The learner should be able to explain Qur'an teachings on Riba (usury).	<ul style="list-style-type: none"> • Riba <ul style="list-style-type: none"> - (2:278), (3:130), (2:275)

Suggested Teaching/Learning Strategies

- Guide learners to read the relevant verses from the Qur'an regarding Riba
- Hold a discussion concerning of prohibition of Riba.
- Guide a discussion of the disadvantages of Riba (usury).
- Ask learners to make a summary of the important points.

Assessment Strategies

- Ask learners to give reasons why Riba is prohibited in Islam.

Sub-Topic 5: Zakah (Poor's Due)

The sub-topic covers all aspects concerning Zakah as taught in the Qur'an.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explain the Qur'an teachings on Zakah. • distinguish between Zakah and Sadaqah. 	<ul style="list-style-type: none"> • Zakah (9:103), (2:43) (2:177) (2:277) (4:462), (5:55), (19:55), (9:43) (3:180), (9:103), (2:77), (21:73), (9:60)

Suggested Teaching/Learning Strategies

- Ask learners to read relevant verses from the Holy Qur'an.
- Explain to the learners the items on which Zakah is paid.
- Guide a discussion on Zakah exemption.
- Guide a discussion on the importance of Zakah.
- Discuss with learners Zakah collection and distribution.
- Help the learners appreciate the differences between Zakah and Sadaqah.
- Ask learners to make a summary of the important points.

Assessment Strategies

- Ask learners to:
 - define Zakah.
 - define Sadaqah.
 - explain Qur'anic teachings on Zakah.

Topic 6: Islamic Teachings on Political Life

Duration: 15 Periods

Background

This topic is intended to expose learners to the Islamic ways of managing society as stipulated in the Qur'an. Issues discussed under this topic are leadership, establishment of justice, international relations, government, oppression and suppression, racism and slavery, and Jihad.

General Objective

By the end of the topic, the learner should have developed a clear understanding of the Qur'an teachings on the political life concept.

Sub-Topic 1: Leadership

The sub-topic covers the Qur'anic concept on leadership.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explain the concept of leadership. • explain the Qur'anic teachings on leadership/ 	<ul style="list-style-type: none"> • Leadership (67:1), (5:47), (5:51), (17:9), (53:3-4), (4:59), (59:7), (33:21), (2:30), (6:165), (4:59), (6:165)

Suggested Teaching/Learning Strategies

- Discussion on the qualities of good leadership in society.
- Brainstorm the duties of a leader.
- Ask learners to read relevant verses from the Qur'an.
- Guide learners to make notes.

Assessment Strategies

- Ask learners to:
 - explain the concept of leadership.
 - discuss the qualities and duties of a leader.

Sub-Topic 2: Establishment of Justice and its Administration

This sub-topic discusses the concept of justice and its administration in accordance with the Qur'anic teachings.

Specific Objective	Content
The learner should be able to explain the Qur'anic concept of justice and its administration.	<ul style="list-style-type: none"> Concept of justice: <ul style="list-style-type: none"> (17:29), (16:90), (3:159), (42:38) Administration of justice <ul style="list-style-type: none"> (5:9), (4:135), (57:25), (42:42), (46:132), (4:148), (22:39), (18:59), (26:227), (4:3), (2:283), (6:151), (17:33), (2:188), (49:11), (49:12), (4:148), (6:109), (28:4), (49:130), (4:58), (29:46), (2:256).

Suggested Teaching/Learning Strategies

- Ask learners to brainstorm the principles of justice in their communities.
- Guide learners on ways of administering justice.
- Ask learners to read relevant verses from the Qur'an.
- Guide learners to make a summary of important points.

Assessment Strategies

- Ask learners to explain the Qur'anic concept of justice and its administration.

Sub-Topic 3: Government and Sovereignty

The sub-topic discusses Qur'anic teachings on the government and state.

Specific Objective	Content
The learner should be able to explain the obligations of the citizens to the government and vice versa.	<ul style="list-style-type: none"> Role of government: <ul style="list-style-type: none"> (3:110), (51:19), (2:256), (4:59), (4: 13), (60: 8), (8:72), 7: 85), (5: 33), (5: 3), 9: 38), (2: 190), (8:59), (49: 9), (8: 61), 76: 24), (42:39), (3: 11), (7: 189), (22: 39), (6: 91), (9: 4), (9: 7).

Suggested Teaching/Learning Strategies

- Hold a discussion on the obligation of a citizen to the government.
- Guide learners in a brainstorming session on the basic rights of people in an Islamic state.
- Guide learners to read relevant verses from the Qur'an.
- Ask learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - define state.
 - define government.
 - explain the obligation of the citizen to the government.

Sub-Topic 4: International Relations (Foreign Policy)

The sub-topic focuses on Qur'anic teachings on relations and pacts between nations.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • define the terms relations and pact. • explain Qur'an teachings on international relations. 	<ul style="list-style-type: none"> • International relations. (8: 72), (4:1), (7: 189), (49:13), (2: 190), (22: 39), (6: 91), (9: 4), (9: 7), (60: 2)

Suggested Teaching/Learning Strategies

- Hold a discussion on the different types of pacts.
- Ask learners to read relevant verses from the Qur'an.

Assessment Strategy

- Ask learners to ask Qur'anic teachings on relations between nations.

Sub-Topic 5: Fight against Oppression and Suppression

The sub-topic discusses the Qur'anic teachings on oppression and suppression.

Specific Objective	Content
The learner should be able to explain the Qur'anic teachings on oppression and suppression.	<ul style="list-style-type: none">Oppression and suppression (24:33) (24:4), (39:9), (24:26), (4:3), (2:223), (24:4), (24:33), (9:60), (75:8-9), (30:39), (2:262), (2:167), (3:91), 2:271), (16:98), (5:9), (6:152), (42:42), (46:12), (51:19), (2:275), (3:130), (6:152), (2:256), (42:13)

Suggested Teaching/Learning Strategies

- Hold a brainstorming session on the different categories of people who are oppressed in the community.
- With learners, discuss the different types of oppression and how to resist them.
- Ask learners to read the relevant verses from the Qur'an.
- Guide learners to make a summary of the important points.

Sub-Topic 6: Racism and Slavery

This sub-topic discusses the Islamic concept of racism and slavery.

Specific Objective	Content
The learner should be able to explain the Qur'anic teachings on racism and slavery.	<ul style="list-style-type: none">Racism and slavery: (49:13), (30:22), (22:39), (47:4), (4:36), (9:60), (4:92), (2:177)

Suggested Teaching/Learning Strategies

- Ask learners to read the relevant verses from the Holy Qur'an.
- Guide the learners into a discussion of the concept of slavery and racism.

Assessment Strategies

- Ask learners to:
 - explain the concepts of racism and slavery.
 - explain the relevant Qur'anic verses.

Sub-Topic 7: Jihad

This sub-topic deals with the concept of Jihad in accordance to the Qur'an.

Specific Objective	Content
The learner should be able to explain the concept of Jihad in Islam.	<ul style="list-style-type: none">• Concept of Jihad:<ul style="list-style-type: none">- (9:112), (22:39-40), (2:190), (2:190), (2:286), (22:39-40), (22:39-40), (8:60), (49:9), (9:60), (61:10-12), (3:110), (61:10-12), (4:95)

Suggested Teaching/Learning Strategies

- Ask learners to read relevant verses from the Qur'an.
- Hold a discussion on the significance of Jihad.
- Guide learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the meaning and significance of Jihad.

SENIOR SIX TERM THREE

Topic 7: Selected Surahs from the Holy Qur'an

Duration: 30 Periods

Background

There are eleven short Surahs selected to expose the main themes that occur throughout the Qur'an. These include monotheism, God's attributes, the Day of Judgment, nature of man and universe and the destiny of the righteous people and wrong doers.

General Objective

By the end of this topic, the learner should be able to acquire a clear understanding of the teachings of the Surahs.

Sub-Topic 1: Al-Fatiha (1) (The Opening Chapter)

The Surah discusses background, themes and relevance of the Surah to daily life.

Specific Objectives	Content
<p>The learner should be able to explain:</p> <ul style="list-style-type: none">• background.• content.• Themes.• lessons derived from the Surah.	<ul style="list-style-type: none">• The background to the Surah Al-Fatiha• Contents of the Surah• Themes of the Surah• Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 2: Surah Al-Dhuha (93) (The Glorious Morning Light)

The Surah discusses background, themes and relevance of the Surah to daily life.

Specific Objectives	Content
<p>The learner should be able to explain the:</p> <ul style="list-style-type: none"> • background. • content. • themes. • meaning of the Surah. 	<ul style="list-style-type: none"> • Background to the Surah Al-Dhuha • Content of the Surah • Themes of the Surah • Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask the learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 3: Surah Al-Tin (95)(The Fig)

The Surah discusses background, themes and relevance of the Surah to daily life.

Specific Objective	Content
<p>The learner should be able to explain the background, content, themes, and the meaning of the Surah.</p>	<ul style="list-style-type: none"> • Background of Al-tin • Content of the Surah • Themes in the Surah • Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.

- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 4: Al-Qadr (97) (Night of Power)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content, themes, and the meaning of the Surah.	<ul style="list-style-type: none">• Background to the Surah Al-Qadar• Content of the Surah• Themes in Surah• Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 5: Surah Al-Fil (105) (The Elephant)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content, themes, and the meaning of the Surah.	<ul style="list-style-type: none">• Background to the Surah Algit• Content of the Surah• Themes in the Surah• Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 6: Surah Ikhilas (112) (Purity/Oneness)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content, themes, and the meaning of the Surah.	<ul style="list-style-type: none"> • Background of the Ikhilas • Content of the Surah • Themes in the Surah • Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategies

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 7: Al-Inshirah (94) (Relief)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, significance, themes, and the	<ul style="list-style-type: none"> • Background to the Surah Al-Inshirah • Content of the Surah

meaning of the Surah.	<ul style="list-style-type: none">• Themes in the Surah• Lessons derived from the Surah
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Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 8: Al-Asr (103) (Time)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content, themes, and the meaning of the Surah.	<ul style="list-style-type: none">• Background to the Surah Al-Asr• Content of the Surah• Themes in the Surah• Lessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 9: Al-Kauthara (108) (Abundance)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content, themes, and the meaning of the Surah.	<ul style="list-style-type: none"> Background of the Surah Content of the Surah Themes of the Surah Lessons derived from the Surah.

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 10: Surah Al-Nasir (110) (Victory)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content, themes and meaning of the Surah.	<ul style="list-style-type: none"> Background of the Surah Al-Nasir Content Themes Lessons derived from the Surah.

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask the learners to relate the lessons learnt from the Surah to real life.

Sub-Topic 11: Surah Al-Lahab (111) (The Flame)

The Surah discusses the background, themes and relevance of the Surah to daily life.

Specific Objective	Content
The learner should be able to explain the background, content and themes and significance of the Surah.	<ul style="list-style-type: none">Background of the Surah Al-LahabContent of the SurahThemes in the SurahLessons derived from the Surah

Suggested Teaching/Learning Strategies

- Ask the learners to read the Surah.
- Hold a discussion about the circumstances of its revelation.
- Guide the learners to identify the themes in the Surah.
- Ask learners to point out the lessons drawn from the Surah.

Assessment Strategy

- Ask learners to relate the lessons learnt from the Surah to real life.

PART 2

Section A

SENIOR FIVE TERM ONE

Topic 1: Collection of Hadith

Duration: Periods

Background

A variety of methods were used to disseminate the Prophet's sayings and practices during his time. After his death, Hadith was compiled in order to preserve it.

General Objective

By the end of the topic, the learner should be able to appreciate the efforts of different people in the collection and compilation of Hadith.

Sub-Topic 1: Transmission of Hadith during Prophet's Time

The sub-topic discusses the dissemination and transmission of Hadith during the life time of Prophet Muhammad (PBUH).

Specific Objectives	Content
The learner should be able to explain the process of dissemination and transmission of Hadith during prophet's time.	<ul style="list-style-type: none">• Dissemination of Hadith during prophet's time; memorisation, transmission and dissemination

Suggested Teaching/Learning Strategies

- Ask learners to read relevant materials on collection of the Hadith.
- Guide learners to discuss the methods of dissemination and transmission of the Hadith.
- Ask learners to summarise the important points.

Assessment Strategy

- Ask learners to discuss the process of dissemination and transmission of Hadith during the Prophet's time.

Sub-Topic 2: The Purpose of Collecting Hadith

The sub-topic focuses on the purpose and methods used in the collection of the Hadith.

Specific Objective	Content
The learner should be able to explain the purpose of collecting Hadith and the methods used.	<ul style="list-style-type: none">Purpose of collecting.Methods used to collect Hadith

Suggested Teaching/Learning Strategies

- Using materials related to Hadith, guide learners to read and later discuss the purpose of collecting Hadith.
- Ask learners to make a summary of the important points.

Assessment Strategies

Ask learners to explain the purpose of collecting Hadith.

Sub-Topic 3: First Collectors of Hadith

The sub-topic discusses the methods used by the first collectors to collect Hadith.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none">identify the first collectors of Hadith.explain the methods of collection by each of the collectors.	<ul style="list-style-type: none">First collectors<ul style="list-style-type: none">- Imam Malik bin Anas- Al Zuhuri- Sufyan bin UyaynaMethods of collection

Suggested Teaching/Learning Strategies

- Ask learners to read available materials on collectors of Hadith.
- Guide learners to identify the first collectors.

- Hold a discussion with learners about the methods used by the first collectors.
- Ask learners to summarise the key points.

Assessment Strategies

- Ask learners to give the methods of collection used by:
 - Imam Malik bin Anas.
 - Ibn Shihab al Zuhuri.
 - Sufyan bin Uyayna.

SENIOR FIVE TERM TWO

Topic 2: Compilation of Hadith

Duration: Periods

Background

The six celebrated compilers of Hadith used better methods of compilation. This enabled them to produce better quality and sound Hadith compared to the first collectors.

General Objective

By the end of the topic, the learner should be able to appreciate the efforts of six different compilers of Hadith.

Sub-Topic: The Six Sound Compilers

The sub-topic focuses on the biographies of the six sound compilers of Hadith. It further deals with the methods used to collect and compile the Hadith.

Specific Objective	Content
The learner should be able to give the biographies of the authors of the six compilations.	<ul style="list-style-type: none">• Compilers<ul style="list-style-type: none">- Bukhari- Muslim- Nasai- Abu Daud- Tirmidhi- Ibn Majah

Suggested Teaching/Learning Strategies

- Ask learners to read available materials on the biographies of the six compilers.
- Guide the learners to identify the methods used by each of the compilers.
- With learners, discuss the characteristics of the works of each of the compilers.
- Guide learners in a discussion about the contribution of individual compilers.
- Explain to the learners the criteria used to establish authentic Hadith.
- Encourage learners to summarise the main points.

Assessment Strategies

- Ask learners to:
 - give the biographies of each of the six compilers of Hadith.
 - explain the criteria used to establish authentic Hadith.

Topic 3: Evaluation of Hadith

Duration: 16 Periods

Background

The emergence of fabricated Hadith created necessity for development of criteria for evaluating Hadith. This led to classification of Hadith into different types according to their authority and authenticity.

General Objective

By the end of the topic, the learner should be able to explain the emergence of forged Hadith and the methods used to detect them.

Sub-Topic 1: Criteria of Accepting Hadith

The sub-topic covers the methods used to distinguish authentic Hadith from forged ones putting emphasis on matn and sanad.

Specific Objective	Content
The learner should be able to explain the criteria used for accepting Hadith.	<ul style="list-style-type: none">CriteriaCompatibility of Hadith with Qur'anCredibility of the content of HadithChain of reporters (Sanad)

Suggested Teaching/Learning Strategies

- Guide learners to read the materials on Hadith.
- Explain to the learners the criteria used for distinguishing authentic Hadith from forged ones.
- Help learners to make notes on the criteria for accepting Hadith.

Assessment Strategy

- Ask learners to explain the criteria used to distinguish authentic Hadith from forged ones.

Sub-Topic 2: Forged Hadith

This sub-topic discusses circumstances that resulted into the emergence of forged Hadith and their characteristics.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify the factors that were responsible for the forging of Hadith. • discuss the characteristics of forged Hadith. 	<ul style="list-style-type: none"> • Emergence of forged Hadith • Characteristics of forged Hadith

Suggested Teaching/Learning Strategies

- Guide learners to identify factors that were responsible for the forging of Hadith.
- Discuss with the learners the characteristics of forged Hadith.

Assessment Strategies

- Ask learners to:
 - describe the characteristics of forged Hadith.
 - identify the factors that were responsible for forging Hadith.

SENIOR FIVE TERM THREE

Topic 4: Classification of Hadith

Duration: 30 Periods

Background

Hadith is classified into various categories basing on their authority and authenticity. The authority of Hadith is measured by the number of reporters in each generation and the authenticity is also measured by the character of the reporters. The authority of the Hadith may also be determined by the content or the source e.g. Hadith Qudsi or Hadith Nabawi.

General Objective

By the end of the topic, the learners should be able to identify and explain different classes of Hadith.

Sub-Topic 1: Authority

The sub-topic covers the classification of Hadith according their level of authority.

Specific Objective	Content
The learner should be able to explain the different classes of Hadith basing on authority.	<ul style="list-style-type: none">Classification of Hadith:<ul style="list-style-type: none">MutawatirAhad

Suggested Teaching/Learning Strategies

- Guide the learners to read materials on Hadith.
- With learners, hold a discussion on the different classes of authoritative Hadith.
- Help them discover the meaning of each class.
- Ask learners to make notes.

Assessment Strategy

- Ask learners to explain the different classes of Hadith based on their authority.

Sub-Topic 2: Authenticity

The sub-topic covers classification of Hadith according to Sahih, Hasan, Dhaif and Maudhu.

Specific Objective	Content
Learners should be able to explain the classification of Hadith basing on the degree of authenticity of Hadith.	<ul style="list-style-type: none"> • Sahih • Hasan • Dhaif • Maudhu

Suggested Teaching/Learning Strategies

- Guide the learners to read materials on Hadith.
- With learners, hold a discussion on determination of the degree of authenticity of Hadith.
- Help them discover sound Hadith.
- Ask learners to make notes.

Assessment Strategy

- Ask learners to identify different classes of Hadith according to their authenticity.

Sub-Topic 3: Types of Hadith

The sub-topic covers the characteristics of the Qudsi(sacred) Hadith and Nabawi (Prophet's Hadith).

Specific Objective	Content
The learner should be able to: <ul style="list-style-type: none"> • explain the characteristics of Hadith Qudsi. • explain the characteristics of Hadith Nabawi. 	<ul style="list-style-type: none"> • Characteristics of Hadith Qudsi • Characteristics of Hadith Nabawi

Suggested Teaching/Learning Strategies

- Guide the learners to read materials on Hadith Qudsi and Hadith Nabawi.
- With learners, hold a discussion on the characteristics of Hadith Qudsi and Hadith Nabawi.
- Ask learners to make notes.

Assessment Strategy

- Ask learners to explain the characteristics of Hadith Qudsi and Hadith Nabawi.

SENIOR SIX TERM ONE

Section B

Topic 5: The Development of Islamic Law (Sharia)

Duration: 16 Periods

Background

The development of Islamic law followed the pattern of the development of the Muslim community. At Mecca, when the Muslims had just converted, there was no strict code of conduct; but as the community expanded and became heterogeneous, relevant laws were put in place to put order in society.

General Objective

By the end of the topic, the learner should be able to examine the origin and development of Islamic law.

Sub-Topic: Stages of Development of Islamic Law

The sub-topic focuses on the development of Islamic law from AD 610 to date.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • describe the beginning of Islamic law. • explain the stages and development of Islamic law. • explain the important events in the development of the Islamic law. 	<ul style="list-style-type: none"> • The period of the Prophet AD 610-632 • The period of the Orthodox caliphs AD 632-660 • The period of early dynasties (Umayyad and Abbasid)

Suggested Teaching/Learning Strategies

- Guide learners to read materials about the development of the Islamic law.
- Help them identify and explain the stages of development of Islamic law.

- Guide them to point out and understand the events in the development of Islamic laws.
- Ask them to summarise the important points.

Assessment Strategy

- Learners should explain the stages and important events in the development of Islamic law.

Topic 6: Islamic Law (Sharia)

Duration: 14 Periods

Overview

The Islamic law is based on two major sources; Qur'an and Hadith. The other two sources Ijma and Qiyas were developed later and are derived from the two major sources.

General Objective

By the end of the topic, the learners should be able to explain the major sources of Islamic law and their significance.

Sub-Topic 1: Qur'an as the First Source of Islamic Law

The sub-topic presents the Qur'an as the first source of Islamic law on which all other sources derive their authority.

Specific Objective	Content
The learner should be able to explain the importance of the Qur'an and the way other sources relate to it.	<ul style="list-style-type: none"> • Qur'an as major sources of Islamic law • Qur'anic verses that authorise it as a source of the Islamic law • Importance of the Qur'an as a source of Islamic law

Suggested Teaching/Learning Strategies

- Guide learners to read materials about the development of the Islamic law.
- Help them identify the verses in the Qur'an that authorise it as a source of law.
- Hold a discussion with learners on the way other sources compliment the Qur'an as source of the law.
- Ask them to summarise the important points.

Assessment Strategies

- Learners should:
 - explain the verses that give authority to the Qur'an as a source of Islamic law.
 - explain the ways through which the three other sources relate to the Qur'an.

Sub-Topic 2: Hadith as the Second Source of Islamic Law

The sub-topic explains the role of Hadith in interpreting, supplementing and qualifying the generality of the Qur'an.

Specific Objective	Content
The learner should be able to appreciate the role of Hadith in interpreting, supplementing and qualifying the generality of the Qur'an.	<ul style="list-style-type: none">• The role of Hadith in interpreting, supplementing and qualifying the generality of the Qur'an

Suggested Teaching/Learning Strategies

- Hold a discussion with learners on the role of Hadith in interpreting, supplementing and qualifying the generality of the Qur'an.
- Ask learners to identify relevant examples from the Qur'an authorising Hadith as a source of Islamic law.
- Ask them to summarise the important points.

Assessment Strategies

- Learners should:
 - explain the verses from Qur'an that authorises Hadith as a source of Islamic law.
 - explain the way Hadith relates to Qur'an.

Sub-Topic 3: Ijma as a Source of Islamic Law

The sub-topic focuses on the meaning of Ijma and the way the Qur'an and Hadith authorise it as a source of Islamic law.

Specific Objective	Content
The learner should be able to explain the role of Ijma in legislation on issues where the Qur'an and Hadith are silent.	<ul style="list-style-type: none">• The role of Ijma in legislation• Qur'anic verses and Hadith that authorise Ijma as a source of the Islamic law

Suggested Teaching/Learning Strategies

- Hold a discussion with learners on the role of Ijma in legislation on issues where the Qur'an and Hadith are silent.
- Ask learners to identify relevant examples from the Qur'an and Hadith that authorise Ijma as a source of Islamic law.

- Ask them to summarise the important points.

Assessment Strategies

- Learners should:
 - explain the role of Ijma in legislation on issues where the Qur'an and Hadith are silent.
 - point out relevant examples from the Qur'an and Hadith that authorise Ijma as a source of Islamic law.

Sub-Topic 4: Qiyas as a Source of Islamic Law

The sub-topic covers the meaning of Qiyas and its development.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> give the meaning of Qiyas. identify the relevant verses in the Qur'an and Hadith that authorise Qiyas. explain the development of Qiyas. 	<ul style="list-style-type: none"> Qiyas Qur'anic verse that authorise Qiyas as a source of Islamic law Development of Qiyas

Suggested Teaching/Learning Strategies

- Ask learners to identify relevant examples from the Qur'an and Hadith that authorise Qiyas as a source of Islamic law.
- Hold a discussion with learners on the development of Qiyas.
- Ask them to summarise the important points.

Assessment Strategies

- Learners should:
 - explain the development of Qiyas
 - point out relevant examples from the Qur'an and Hadith that authorise Qiyas as a source of Islamic law.

Topic 7: Classification of Legal Acts in Islam

Duration: 10 Periods

Background

Basing on the degree of validity or acceptability, Islamic law categorises human acts into seven classes. On one hand there is a category of forbidden acts while on the other there is a category of compulsory acts.

General Objective

By the end of the topic, the learner should be able to examine the different legal acts in Islam.

Sub-Topic: Legal Acts in Islam

The sub-topic covers the legal acts in Islam.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain the different categories of legal acts.• give the opinions of different scholars with regard to classification of acts.	<p>Legal acts</p> <ul style="list-style-type: none">• Faradha (obligatory)• Wajib (compulsory)• Sunnah (recommended)• Halal• Mubah• Makruuh• Haraam

Suggested Teaching/Learning Strategies

- Using Hadith and the Qur'an, guide learners to identify the legal acts in Islam.
- Ask learners to discuss the opinions of the different scholars on legal acts in Islam.
- Guide the learners to make summaries of the important points.

Assessment Strategies

- Ask learners to:
 - identify the legal acts in Islam.
 - explain the opinions of the different scholars on the legal acts.

SENIOR SIX TERM TWO

Topic 8: The Emergence of Islamic Schools of Law (Madhaahib)

Duration: 20 Periods

Background

Notwithstanding their divergent doctrinal roots, the orthodox schools of law share a common legal theory which asserted itself in the 9th Century and which accepted Shafi's principle of the overriding authority of the traditions from the Prophet as the only evidence of Sunna but subordinated its practical application to the consensus of the scholars. Because the legal framework was limited to existing systems, it became obligatory to join one of the schools.

General Objective

By the end of the topic, the learner should be able to explain the factors for the emergence of the Islamic schools of law and their impact on the development of the Sharia.

Sub-Topic 1: Emergence of the Schools of Law

The sub-topic covers the schools of law and their emergence.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • trace the origin and foundation of the schools of law. • explain the factors responsible for the emergence of the schools of law. 	<ul style="list-style-type: none"> • Emergence of the schools of law. • Factors for their emergence

Suggested Teaching/Learning Strategies

- Using relevant materials, guide learners to trace the origin of schools of law.
- Using relevant materials, guide the learners to discuss the factors responsible for the emergence of schools of law.
- Let the learners summarise the important points.

Assessment Strategies

- Ask learners to:
 - explain the origin and development of the Islamic schools of law.
 - discuss the factors that resulted to the emergence of Islamic schools of law.

Sub-Topic 2: Biographies of the Founders of Sunni Schools of Law

The sub-topic discusses biographies of the founders of the Sunni schools of law and the characteristics of these schools.

Specific Objective	Content
The learner should be able to describe the biographies of the founders of Sunni schools and their characteristics.	<ul style="list-style-type: none">• Imam Abu-Hanifah• Imam Malik bin Anas• Imam Shafie• Imam Ahmad bin Hanbal

Suggested Teaching/Learning Strategies

- Guide learners to read the relevant materials about Islamic schools of law.
- Discuss the different founders of the Islamic schools and the development of Sharia.
- Ask them to summarise the important points.

Assessment Strategies

- Ask learners to:
 - give the biographies of the four Imams.
 - explain the contributions of the four Imams.

Topic 9: Fundamental Teachings of Islamic Law (Sharia)

Duration: 14 Periods

Background

Sharia aims to protect the five important indispensables in Islam namely: religion, life, mind, lineage and property. Islamic law has prescribed worldly punishments in order to protect those indispensables.

General Objective

By the end of the topic, the learner should be able to explain the application of Hudud and Ta'aziir punishments in Islam.

Sub-Topic 1: Islamic Panel Code

The sub-topic discusses the protection of the five important areas in Islamic law.

Specific Objective	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the Islamic penal code. • identify different punishment prescribed by Islam. 	<ul style="list-style-type: none"> • Hudud (fixed) punishments: <ul style="list-style-type: none"> - murder (2:178, 2:175) - Zina (adultery and fornication) Q24;2 - theft and robbery 5:38-39 - wine drinking - false accusation of adultery 24:4-5 - apostasy - circumstances under which Hudud punishments are administered • Ta'aziir (discretionary) punishments: <ul style="list-style-type: none"> - flogging - imprisonment - public exposure - reprimand - fine, censure, etc.

Suggested Teaching/Learning Strategies

- Guide learners to brainstorm the application of Ta'azir (discretionary) punishment using relevant materials.
- Let them discuss the Hudud (fixed) punishments.
- Ask them to summarise the important points.

Assessment Strategies

- Ask learners to:
 - explain the different aspects of the Islamic penal code.
 - identify the different punishments in Islam.
 - distinguish Hudud from Ta'azir punishments.

Sub-Topic 2: Grave Sins

This sub-topic discusses:

- polytheism, murder, Zina, Riba (usury), abuse of property of orphans, magic, drug abuse, disobedience to parents and false accusations against chastity.
- reasons for considering such sins as grave.

Specific Objective	Content
The learner should be able to explain the grave sins in Islam and the reasons why they are considered grave.	<ul style="list-style-type: none">• Grave sins in Islam:<ul style="list-style-type: none">- polytheism- murder- zina (fornication and adultery)- riba- abuse of the property of orphans- drug abuse- magic- disobedience to parents- false accusations against chastity

Suggested Teaching/Learning Strategies

- Guide learners to read relevant materials about grave sins.
- Guide them to identify grave sins in Islam.
- Brainstorm the dangers of these sins.
- Discuss the reasons why are called grave.
- Ask learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - identify grave sins in Islam.
 - discuss why they are considered grave sins.
 - brainstorm the dangers of grave sins.

SENIOR SIX TERM THREE

Topic 10: Challenge to Application of Sharia in the Contemporary World

Duration: 16 Periods

Background

One of the challenges of Sharia application is whether or not Sharia is reconcilable with modernity. Islam is not a static authorisation system devoid of flexibility. To live in accordance with Islam does not necessitate returning to the Middle Ages nor does it require that people cease to be what they are. Islam has never required its adherents to give up their own cultures. It only sought to remove from cultures elements that are inconsistent with logic and good taste. Islamic law is both a methodology and a collection of positions adopted by Muslim jurists over the last 1,400 years.

General Objective

By the end of the topic, the learner should be able to explain the problems encountered in the application of Sharia in the contemporary world.

Sub-Topic 1: World's Attitude towards Sharia

The sub-topic discusses the attitude of both Moslems and non-Moslems in the western world towards Sharia application.

Specific Objective	Content
The learner should be able to explain the challenges to the application of the Sharia in the modern world.	<ul style="list-style-type: none">World attitude towards Sharia:<ul style="list-style-type: none">Western attitudeMuslim attitude

Suggested Teaching/Learning Strategies

- Guide learners to read materials about the application of Sharia.
- Brainstorm the strategies of the western world to frustrate the application of Sharia.
- Ask the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the challenges to the application of Sharia in the western world.

Sub-Topic 2: Non-Application of Sharia

The sub-topic discusses challenges to the application of Sharia in Muslim majority countries. It also focuses on the problems of application of Sharia in the minority countries.

Specific Objective	Content
The learner should be able to explain reasons for non-application of Sharia.	<ul style="list-style-type: none">• Muslim majority countries: Saudi Arabia, Tunisia, Kuwait, Pakistan, Egypt and Libya• Muslim minority countries like Uganda, Kenya and Tanzania, etc.

Suggested Teaching/Learning Strategies

- Guide learners to read relevant materials about the application of Sharia in majority and minority.
- Discuss the reasons for non-application of Sharia in Moslem majority and minority countries.
- Let the learners summarise the important points.

Assessment Strategy

- Ask learners to discuss the reasons for non-application of Sharia in Moslem majority and minority countries.

PART 3

SENIOR FIVE TERM ONE

Topic 1: Arabia before AD 610

Duration: 10 Periods

Background

Pre-Islamic Arabia refers to the period of Jahiliyya, (period of ignorance) during which the Meccan Quraish behaved in a way that contradicted divine will and divine teachings. This contradiction was reflected in religious, political, economic and moral aspects of life.

The year AD 610, was the year in which Muhammad the son of Abdallah became a prophet and a messenger of God. He started preaching against paganism, idolatry and other forms of polytheism.

Under this topic, the dominant religions in Arabia are examined in detail, and similarities and differences between them and Islam are clearly identified.

General Objective

By the end of the topic, learners should be able to describe the conditions in Arabia before the advent of Islam.

Sub-Topic 1: Religious Life of the Arabs

The sub-topic deals with the beliefs and practices of the Arabs before Islam.

Specific Objective	Content
The learner should be able to describe the beliefs and practices of the pre-Islamic Arabia.	<ul style="list-style-type: none">• Religious beliefs and practices:<ul style="list-style-type: none">- Paganism- Judaism- Christianity- Zoroastrianism- Hunafas

Suggested Teaching/Learning Strategies

- Guide learners to read the relevant materials about the religious beliefs and practices.
- Explain the beliefs and practices of the pre-Islamic Arabia.
- Let them summarise the important points.

Assessment Strategy

- Ask learners to explain the beliefs and practices of the pre-Islamic Arabia.

Sub-Topic: 2 Political Life of the Arabs

The sub-topic deals with the sheikhdoms and political organisations in pre-Islamic Arabia.

Specific Objective	Content
The learner should be able to describe the political life of the pre-Islamic Arabia and the way Islam reacted to it.	<ul style="list-style-type: none"> Political life: <ul style="list-style-type: none"> - Sheikdom - Governance

Suggested Teaching/Learning Strategies

- Guide learners to read relevant materials about the political life of the Arabs.
- Discuss rulership in Hijaz, Yemen and Hira.
- Explain the characteristics of the political life of the pre-Islamic Arabs.
- Let them summarise the important points.

Assessment Strategies

- Ask learners to explain the political life of the pre-Islamic Arabs and how Islam transformed it.

Sub-Topic 3: Economic Life of the Arabs

The sub-topic discusses the importance of Mecca as the centre of activities in the pre-Islamic Arabia.

Specific Objective	Content
The learner should be able to describe the economic activities of the pre-Islamic life.	<ul style="list-style-type: none"> Economic life: <ul style="list-style-type: none"> - agriculture - trade - illegal commercial activities

Suggested Teaching/Learning Strategies

- Guide learners to read the relevant materials about the economic life of the pre-Islamic Arabs.

- Guide learners to discuss the economic activities of pre-Islamic Arabs.
- Let them summarise the important points.

Assessment Strategy

- Ask learners to describe the economic activities of the pre-Islamic Arabs.

Sub-Topic 4: Social and Moral Life of the Arabs

The sub-topic focuses on the virtues and vices practiced by the pre-Islamic Arabs.

Specific Objective	Content
The Learner should be able to explain the virtues and vices practiced by the pre-Islamic Arabs.	<ul style="list-style-type: none"> • Social and moral life: <ul style="list-style-type: none"> - alcoholism - polyandry - gambling - prostitution - infanticide - women status - disadvantaged groups

Suggested Teaching/Learning Strategies

- Guide learners to read relevant materials about the virtues and vices practiced by pre- Islamic Arabs.
- Discuss the virtues and vices practiced by pre-Islamic Arabs.
- Guide them to summarise the important points.

Assessment Strategy

- Ask learners to explain the virtues and vices practiced by pre-Islamic Arabs.

Topic 2: The Life of Prophet Muhammad (P.B.U.H.) AD 570-632

Duration: 20 Periods

Background

The Qur'an provides broad guidance on the theory and practice of Islam. The duty of explaining the details of this guidance lays on the shoulders of the Prophet, hence the relevance of the study of his biography.

General Objective

By the end of the topic, the learner should be able to give an account of Prophet Muhammad's life as a role model.

Sub-Topic 1: Early Life of Prophet Muhammad (P.B.U.H.) 570-610 AD

The sub-topic covers the life of the Prophet from childhood up to 610AD when he received revelation.

Specific Objective	Content
The learner should be able to describe Prophet Muhammad's (P.B.U.H), birth, youth and marriage to Khadijah.	<ul style="list-style-type: none">• His birth• Prophet as a youth• Marriage to Khadijah

Suggested Teaching/Learning Strategies

- Guide the learners to read relevant materials about the life of the Prophet from childhood.
- Describe Prophet Muhammad's birth, youth, and marriage to Khadijah.
- Guide the learners to summarise the important points.

Assessment Strategy

- Ask learners to describe the Prophet's birth, youth and marriage to Khadijah.

Sub-Topic 2: The Meccan Period (AD 610-622)

The sub-topic discusses the important events in the life of the Prophet during the Meccan period (AD 610-622).

Specific Objective	Content
The learner should be able to describe the important events in the life of the Prophet during the Meccan period (AD 610- 622).	<ul style="list-style-type: none"> • Prophet's life in Mecca: <ul style="list-style-type: none"> - Early converts - Persecution of the prophet and the Muslims and its consequences - Social boycott - Isra-wal-miraj, etc

Suggested Teaching/Learning Strategies

- Guide the learners to read relevant materials about the Meccan period.
- Help them to describe the important events in the life of the Prophet during the Meccan period.
- Help learners to summarise the important points.

Assessment Strategy

- Ask learners to describe the major events in the life of the Prophet during the Meccan period.

Sub-Topic 3: The Medina Period (AD 622-632)

The sub-topic covers the major events in Medina during the Prophet's time.

Specific Objective	Content
The learner should be able to describe the major events in Medina during the Prophet's time.	<ul style="list-style-type: none"> • Prophet's life in Medina <ul style="list-style-type: none"> - Hijiira - conflicts with the Meccans (624 – 629 AD) - Jewish conspiracies - the death of the Prophet

Suggested Teaching/Learning Strategies

- Guide learners to read relevant materials about the Medina period.
- Explain the major events in the history of Islam in Medina during the Prophet's time.

- Guide the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the major events in the history of Islam in Medina during the Prophet's time.

SENIOR FIVE TERM TWO

Topic 3: Orthodox Caliphate (AD 632-660)

Duration: 30 Periods

Background

After the death of the Prophet in A.D. 632, the Muslim community selected a successor to him called “caliph” in Arabic. The four successors to the prophet are called “rightly guided” because their caliphate followed the teachings of the prophet to the letter. Some historians prefer to use the word “orthodox” instead of “rightly guided” though the two words mean the same thing.

General Objective

By the end of the topic, the learners should be able to give an account of the lives of the four rightly guided caliphs.

Sub-Topic 1: Caliph Abubakar (AD 632 – 634)

The sub-topic discusses the biography of Abubakar, particularly his contributions to the expansion of the Moslem caliphate.

Specific Objective	Content
The learner should be able to describe the biography of Abubakar and his struggle to expand the Moslem caliphate.	<ul style="list-style-type: none"> • Life of Abubakar: <ul style="list-style-type: none"> - his early life - conversion to Islam - his service to Islam before becoming a caliph - challenges as a caliph - his conquests - his contributions as a caliph - death

Suggested Teaching/Learning Strategies

- Guide the learners to read relevant materials about the Caliph Abubakar.
- Describe the biography of Abubakar and his struggle to expand the Muslim caliphate.
- Guide the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the biography of Abubakar and his struggle to expand the Muslim caliphate.

Sub-Topic 2: Caliph Umar bin Khattab (AD 634-644)

The sub-topic focuses on the biography of Umar and his innovations in the administration of the Moslem caliphate.

Specific Objective	Content
The learner should be able to describe Umar and his innovations in the administration of the Moslem caliphate.	<ul style="list-style-type: none">Life of Umar:<ul style="list-style-type: none">- his early life- his service to Islam before becoming a Caliph- his conquests- his contributions as a Caliph- death

Suggested Teaching/Learning Strategies

- Guide learners to read materials about Caliph Umar.
- Describe the biography of Umar and his innovation in the administration of the Moslem caliphate.
- Help learners to summarise the important points.

Assessment Strategies

- Ask learners to describe the biography of Umar and his innovation in the administration of the Moslem caliphate.

Sub-Topic 3: Caliph Uthuman (AD 644-656)

The sub-topic discusses the biography of Uthuman and the rebellion during his caliphate.

Specific Objective	Content
The learner should be able to describe the biography of Uthuman and the rebellions during his caliphate.	<ul style="list-style-type: none">Life of Uthuman:<ul style="list-style-type: none">- his early life- his service to Islam before becoming a Caliph- challenges as a Caliph- conquests- his contributions as a Caliph- death

Suggested Teaching/Learning Strategies

- guide learners to read material about Caliph Uthman.
- Explain the causes and effects of the rebellions during Uthman's caliphate.
- Guide the learners to summarise the important points.

Assessment Strategies

- Ask learners to describe the biography of Uthman .
- Explain the causes and effects of the rebellion during the caliphate of Uthman.

Sub-Topic 4: Caliph Ali bin Abi Talib (AD 656- 660)

The sub-topic covers the biography of Ali, opposition to his caliphate in Hijaz and Syria.

Specific Objective	Content
The learner should be able to describe the biography of Ali and opposition to his caliphate in Hijaz and Syria.	<ul style="list-style-type: none"> • Life of Ali: <ul style="list-style-type: none"> - his early life - his service to Islam before becoming a Caliph - challenges as a Caliph - his contributions as a Caliph - death

Suggested Teaching/Learning Strategies

- Guide the learners to read about Caliph Ali.
- Describe the biography of Ali and opposition to his caliphate in Hijaz and Syria.
- Guide the learners to summarise the important points.

Assessment Strategy

- Ask learners to describe the biography of Ali and opposition to his caliphate in Hijaz and Syria.

SENOIR FIVE TERM THREE

Topic 4: Muslim Dynasties (AD 661-1258)

Duration: 30 Periods

Background

The orthodox caliphate was replaced by the dynasties the first of which was the "Umayyads" founded by Muawiya bin Abi Sufyan. Like all dynasties, succession became hereditary.

The Abbasid dynasty replaced that of the Umayyads after a long struggle. In their campaigns, they claimed to represent the interests of the Ahl al-Bayt (close relatives of the prophet). However, they failed to honour this claim which led to eventual collapse of their dynasty.

The establishment of the Fatimid dynasty in Egypt was an outcome of the Shia struggle to counter the Sunni dominance. The Fatimids as the name suggests are descendants of Fatima the daughter of the prophet who believed that their close relation to the prophet qualified them to rule.

General Objective

By the end of the topic, the learner should be able to describe the foundation and performance of the dynastic rule.

Sub-Topic 1: Umayyads (AD 661- 750)

The sub-topic discusses factors responsible for the rise, decline and fall of the Umayyads. It also discusses the contributions of the prominent caliphs of the dynasty.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the rise, decline and fall of the Umayyad dynasty.• discuss the contributions of the prominent Umayyad caliphs.	<ul style="list-style-type: none">• Umayyad caliphate (AD 661-750)<ul style="list-style-type: none">- foundation of the Umayyad Caliphate (AD 661)- factors for the rise of the Umayyads- biographies of the prominent Umayyad Caliphs (AD 661-675)<ul style="list-style-type: none">i) Muawiya bin Abusufian (AD 661-680)

Specific Objectives	Content
	ii) Yazid bin Muawiya (AD 680-683) iii) Abdul Malik bin Marwan (AD 685-705) iv) Walid bin Abdul Malik (AD 705-715) v) Umar bin Abdul Aziz (AD 719-720) - the organisation and intellectualism - collapse of the Umayyads

Suggested Teaching/Learning Strategies

- Guide learners to read about the Ummayad dynasty.
- Describe the rise, decline and fall of the Ummayad.
- Discuss the contributions of the prominent Ummayad caliphs.
- Guide them to summarise the important points.

Assessment Strategies

- Ask learners to:
 - describe the rise, decline and fall of the Ummayad dynasty.
 - discuss the contributions of the prominent Ummayad caliphs.

SENIOR SIX TERM ONE

Sub-Topic 2: Abbasids (AD 750- 1258)

The sub-topic discusses factors responsible for the rise, decline and fall of the Abbasids. It also discusses the contributions of the prominent caliphs of the dynasty.

Specific Objective	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• describe the rise, decline and fall of the Abbasids dynasty.• discuss the contributions of the prominent Abbasids caliphs.	<ul style="list-style-type: none">• Abbasid dynasty (AD 750-1258):<ul style="list-style-type: none">- the rise of the Abbasids- biographies of the prominent Abbasid caliphs:<ul style="list-style-type: none">i) Abu Abbass al-Saffah (AD 750-754)ii) Abu-Jafar-Al Mansoor (AD 754-775)iii) Muhammad Al Mahad (AD 775-785)iv) Haruna Al-Rashid (AD 787-809)v) Al-Mamun (AD 819-833)- their organisation and intellectualism- the collapse of the Abbasids

Suggested Teaching/Learning Strategies

- Guide the learners to read about the Abbasids.
- Describe the rise, decline and fall of the Abbasids.
- Discuss the contributions of the prominent Abbasids caliphs.
- Guide the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - describe the rise, decline and fall of the Abbasids dynasty.
 - discuss the contributions of the prominent Abbasids caliphs.

SENIOR SIX TERM TWO

Sub-Topic 3: - Fatimids in Egypt (AD 909-1171)

The sub-topic discusses the factors responsible for the rise, decline and fall of the Fatimids. It also discusses the contributions of the prominent caliphs of the dynasty.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • describe the rise, decline and fall of the Fatimids dynasty. • discuss the contributions of the prominent Fatimids caliphs. 	<ul style="list-style-type: none"> • Fatimid dynasty (AD 909-1171): <ul style="list-style-type: none"> - the rise of the Fatimids in Egypt - biography of prominent Fatimid caliphs: <ul style="list-style-type: none"> i) Ubaidullah al-Malik Said al-Mahad (AD 909-934) ii) Abu Mansoor Al-Aziz (Aziizullah) (AD 975-996) iii) C) Abu- Al-Mansoor Al-Hakim (AD 996-1021) - organisation and intellectualism - collapse of the Fatimids

Suggested Teaching/Learning Strategies

- Guide learners to read about the Fatimids.
- Describe the rise, decline and fall of the Fatimids.
- Discuss the contributions of the prominent Fatimids caliphs.
- Guide the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - describe the rise, decline and fall of the Fatimids dynasty.
 - discuss the contributions of the prominent Fatimids caliphs.

Topic 5: The Crusades Movement (AD 1092-1114)

Duration: 12 Periods

Background

The Crusades represent the reaction of Christian Europe against Muslim Asia which had been on offensive since 632.

General Objective

By the end of the topic, the learner should be able to describe the Crusade Movement and its effects.

Sub-Topic: The Crusade (AD 1092-1144)

The sub-topic discusses the causes, course and the effects of the crusades on the Muslim community.

Specific Objective	Content
The learner should be able to explain causes, course, and effects of the Crusade.	<ul style="list-style-type: none">• The Crusade:<ul style="list-style-type: none">- causes- the course of the Crusade Movement- the effects of the Crusades on the Muslim community- factors for the collapse of the Crusade Movement- defeat of the Crusaders- effects

Suggested Teaching/Learning Strategies

- Guide the learners to read materials about the Crusade.
- Discuss the causes, course and effects of the crusade.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to discuss the causes, course and effects of the Crusades.

Topic 6: Muslim Empires (Independent States) (AD 1299-1922)

Duration: 15 Periods

Background

The major contribution of the rise of the Safavids in Persia is the transformation of the Sufi order of purely local importance into a religious movement whose influence was felt not only within the borders of Persia but also in Syria and eastern Anatolia.

The rise of Moghuls in Central Asia and India is linked to the Mongol invasion of the Muslim caliphate. The Mongols who invaded and destroyed the Abbasid caliphate eventually converted to Islam. Timur, one of the descendants of Mongols established the Moghul dynasty that ruled central Asia and India.

The conquest in A.D. 1453 of Constantinople by Muhammad II formally ushered in a new era, that of the Ottoman Empire. His expanding domain made him heir not only to Byzantium but also, of the successor states of the Arab caliphate.

General Objective

By the end of the topic, the learner should be able to give an account of the foundation and development of the Ottoman Empire.

Sub-Topic 1: The Safavids in Persia (AD 1400- 1516)

The sub-topic covers the rise, development and fall of the Safavids.

Specific Objectives	Content
Learners should be able to describe the rise, development and fall of the Safavids.	<ul style="list-style-type: none"> • The Safavid: <ul style="list-style-type: none"> - rise of the Safavids in Persia - effects of the Safavid rule on the Muslim community - the fall of the Safavids

Suggested Teaching/Learning Strategies

- Guide the learners to read about the Safavids.
- Describe the rise, development and fall of the Safavids.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to describe the rise, development and fall of the Safavids.

SENIOR SIX TERM THREE

Sub-Topic 2: Moghuls in India (AD 1540- 1576)

The sub-topic discusses the rise, development and fall of the Moghuls.

Specific Objective	Content
<ul style="list-style-type: none">The learner should be able to describe the rise, development and fall of the Moghuls.	<ul style="list-style-type: none">The Moghuls:<ul style="list-style-type: none">foundation of the Moghuls empirefactors for the rise of the Moghuls in Indiathe influence of the Moghuls on Islam in Indiafactors for the downfall of the Moghuls

Suggested Teaching/Learning Strategies

- Guide learners to read about the Moghuls in India.
- Discuss the rise, development and fall of the Moghuls.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to discuss the rise, development and fall of the Moghuls.

Sub-Topic 3: Ottoman Empire (AD 1299- 1922)

The sub-topic discusses the rise, development and fall of the Ottoman Empire and the contribution of Sulaiman, the magnificent, to the consolidation of the dynasty.

Specific Objective	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">discuss the rise, development and fall of Ottoman Empire.explain the contribution of Sulaiman, the magnificent, to the consolidation of the	<ul style="list-style-type: none">Biographies of the prominent Ottoman Sultans:<ul style="list-style-type: none">Uthuman (1299)Salim (1512)Sulaiman (the magnificent) (1520)The foundation of the Ottoman EmpireOrganisation of the Ottoman

Specific Objective	Content
dynasty.	<p>Empire.</p> <ul style="list-style-type: none"> • Impact of the Ottoman Caliphate on the Muslim community • The downfall of the Ottoman Empire

Suggested Teaching/Learning Strategies

- Guide the learners to read about the Ottoman Empire.
- Discuss the rise, development and fall of the Ottoman Empire.
- Explain the contribution of Sulaiman, the magnificent, to the consolidation of the dynasty.
- Help the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - discuss the rise, development and fall of the Ottoman Empire.
 - explain the contribution of Sulaiman, the magnificent, to the consolidation of the dynasty.

PART 4

SECTION A: ISLAM IN EAST AFRICA

SENIOR FIVE TERM ONE

Topic 1: The Coming of Islam to East Africa

Duration: 10 Periods

Background

The coming of Islam to East Africa was as a result of the hostile conditions in Arabia and favourable conditions in East Africa which attracted early Arab settlers along the coastal market. Interior trade played a significant role in the spread of Islam in the region.

General Objective

By the end of the topic, the learner should be able to explain the conditions that prevailed in both Arabia and East Africa before the coming of Islam and their relevance to the introduction and spread of Islam in East Africa.

Sub-Topic 1: Conditions in Arabia Prior to the Coming of Islam to East Africa

The sub-topic discusses the political, social and economic conditions in Arabia that forced the Arabs to migrate to East Africa.

Specific Objective	Content
The learner should be able to describe the political, social and economic conditions in Arabia that forced Arabs to migrate to East Africa.	<ul style="list-style-type: none">• Religious conditions:<ul style="list-style-type: none">- worship of spirits- superstitions- magic- sacrifices• Social conditions:<ul style="list-style-type: none">- the family- status of women- child labour- marriage- divorce- the clan system

Specific Objective	Content
	<ul style="list-style-type: none"> • Economic conditions: <ul style="list-style-type: none"> - trade - agriculture - mining e.g. salt - iron working - hunting • Political conditions <ul style="list-style-type: none"> - social structure - security system - power of elders - power of kings and chiefs - the concept of justice

Suggested Teaching/Learning Strategies

- Guide the learners to read about the conditions in Arabia that forced them to come to East Africa.
- Explain the conditions in Arabia that forced Arabs to migrate to East Africa.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the conditions in Arabia that forced Arabs to migrate to East Africa.

Sub-Topic 2: Conditions at the East African Coast Prior to the Coming of Islam

The sub-topic discusses the religious conditions that prevailed in East Africa prior to the coming of Islam.

Specific Objective	Content
<ul style="list-style-type: none"> • The learner should be able to describe the religious conditions that prevailed in East Africa prior to the coming of Islam. 	<ul style="list-style-type: none"> • Religious conditions: <ul style="list-style-type: none"> - worship of spirits - superstitions - magic - sacrifices

Suggested Teaching/Learning Strategies

- Guide learners to read about the conditions in East Africa before the

coming of Islam.

- Describe the religious conditions that prevailed in East Africa prior to the coming of Islam.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to describe the religious conditions that prevailed in East Africa prior to the coming of Islam.

Topic 2: The Role of Trade in the Spread of Islam in East Africa

Duration: 20 Periods

Background

The Arabs controlled trade along the coast of East Africa. This trade attracted participants from India, China and Portugal. The heavy presence of Arabs influenced the indigenous people who eventually converted to Islam.

Sub-Topic: Inter-Tribal Trade

This sub-topic discusses trade along the Indian Ocean route, East African coastal markets and interior trade routes.

Specific Objective	Content
The learner should be able to describe the trade along the India Ocean route, East African coastal markets and interior trade routes.	<ul style="list-style-type: none">• Indian Ocean route• East African coastal markets• Interior trade routes

Suggested Teaching/Learning Strategies

- Guide the learners to read about the Indian Ocean trade.
- Describe trade along the Indian Ocean route, East African coastal markets and interior trade routes.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to describe trade along the Indian Ocean route, East African coastal markets and interior trade routes.

SENIOR FIVE TERM TWO

Topic 3: Islam at the East African Coast

Duration: 08 Periods

Background

The factors responsible for the spread of Islam on the East African Coast included intermarriages, trade, co-operation of local people and favourable climate.

General Objective

By the end of the topic, the learner should be able to discuss the factors responsible for the spread of Islam on the East African Coast.

Sub-Topic 1: The Spread of Islam on the Coast

The sub-topic discusses the factors responsible for the spread of Islam at the coast and the delay to penetrate into the interior.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">• explain factors responsible for the spread of Islam at the coast.• discuss reasons for the delay of Islam.	<ul style="list-style-type: none">• The spread of Islam on the coast• Factors that facilitated the spread of Islam:<ul style="list-style-type: none">- trade- establishment of mosques- the Monsoon winds- intermarriage- favourable climate- compatibility between Islam and African culture• Islam's overstay at the coast i.e. factors that explain it:<ul style="list-style-type: none">- hostility of some African tribes- poor communication- harsh conditions in the interior- Muslims lack of missionary ambitions- luxurious life at the coast

Suggested Teaching/Learning Strategies

- Guide the learners to read about the spread of Islam at the East African Coast.
- Explain factors responsible for the spread of Islam at the coast.
- Discuss reasons for the delay of Islam to penetrate the interior.
- Help the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - explain factors responsible for the spread of Islam at the coast.
 - discuss reasons for the delay of Islam to penetrate the interior.

Sub-Topic 2: Islamic Influence on the Coast

The sub-topic discusses the influence of Islam at the coast.

Specific Objective	Content
The learner should be able to explain the influence of Islam and various aspects of life of the coastal people.	<ul style="list-style-type: none"> • Impact of Islam on the coast. <ul style="list-style-type: none"> - the concept of worship - establishment of mosques and schools - foods and drinks - the Islamic dress - the Islamic legal system - impacts of Islam on the economic life of the coastal peoples - education - architecture

Suggested Teaching/Learning Strategies

- Guide the learners to read about the impact of Islam at the coast.
- Explain the influence of Islam and the various aspects of life of the coastal
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the influence of Islam and the various aspects of life of the coastal people.

Sub-Topic 3: The Portuguese at the Coast of East Africa

The sub-topic covers the coming of the Portuguese to East Africa and their rule on the coast. It further discusses the effects of their rule on the spread of Islam.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none">discuss the factors that led to the coming of the Portuguese to the coast of East Africa.explain the effects of their rule on the coast.	<ul style="list-style-type: none">Factors leading to the coming of the Portuguese at the coast:<ul style="list-style-type: none">- trade- to suppress Islam- desire to conquer the coast of East Africa- to spread Christianity- exploration- in search of the Legendary King – Prester JohnEffects of the Portuguese rule:<ul style="list-style-type: none">- destruction of property- destruction of coastal settlements- general famine at the coast- introduction of Christianity- control of trade- loss of life- destruction of schools and mosques- general poverty

Suggested Teaching/Learning Strategies

- Guide the learners to read about the coming of the Portuguese to East Africa.
- Discuss the factors that led to the coming of the Portuguese to the coast of East Africa.
- Explain the effects of their rule on the coast.
- Help the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - discuss the factors that led to the coming of the Portuguese to the coast of East Africa.
 - explain the effects of their rule on the coast.

Topic 4: The Spread of Islam in the Interior

Duration: 12 Periods

Background

After a long stay of Islam at the coast, it eventually penetrated into the interior as a result of trade. This penetration to a large extent followed the trade routes.

Spread of Islam in Uganda: In 1844, a prominent Arab trader Ahmad Ibrahim visited the court of Kabaka Suuna II and introduced Islam. Mutesa I, Suuna's successor, converted to Islam and made Islam a state religion.

Islam in Kenya: Unlike in Uganda where Islam is associated with indigenous people in Kenya, it is associated with foreigners. Apart from the Luhya, the rest of indigenous Kenyans rejected Islam. The Kikuyu hated Arabs because they were rivals in trade.

Islam in Tanzania: Islam spread in Tanzania due to the influence of the coastal Arabs who settled in Zanzibar and Dar-es-Salaam. When the Tanganyika African National Union (TANU) was founded in Dar-es-Salaam in 1954, coastal Muslims played an important role even in spheres where Islam played a minor part. Muslims could hold strategic positions in TANU.

General Objective

By the end of the topic, the learner should be able to explain the introduction, spread and impact of Islam on the people of Uganda.

Sub-Topic 1: The Spread of Islam in Uganda

The sub-topic discusses the introduction, development and spread of Islam in Uganda from the 18th Century to date.

Specific Objective	Content
The learners should be able to discuss the introduction, development and spread of Islam in Uganda from the 18 th Century to date.	<ul style="list-style-type: none"> • Religious conditions • Social conditions • Economic conditions • Political conditions • Contribution of Mutesa I • Religious wars • Islam during colonial rule • Islam after independence

Suggested Teaching/Learning Strategies

- Guide learners to read about the spread of Islam in Uganda.

- Discuss the introduction, development and spread of Islam in Uganda from the 18th Century to date.
- Help the learners to summarise the important points.

Assessment Strategy

Ask learners to discuss the introduction, development and spread of Islam in Uganda from the 18th Century to date.

Sub-Topic 2: The Spread of Islam in Kenya

The sub-topic covers the introduction, development and spread of Islam in Kenya from the 18th Century to date.

Specific Objective	Content
The learner should be able to discuss the introduction, development and spread of Islam in Kenya from the 18 th Century to date.	<ul style="list-style-type: none">• Religious conditions• Social conditions• Economic conditions• Political conditions• Spread of Islam in Kenya• Islam during the colonial days• Islam after independence

Suggested Teaching/Learning Strategies

- Guide learners to read about the introduction of Islam in Kenya.
- Discuss the introduction, development and spread of Islam in Kenya from the 18th Century to date.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to discuss the introduction, development and spread of Islam in Kenya from the 18th Century to date.

Sub-Topic 3: The Spread of Islam in Tanzania

The sub-topic covers the introduction, development and spread of Islam in Tanzania from the 18th Century to date.

Specific Objective	Content
The learner should be able to discuss the introduction, development and spread of Islam in Tanzania from the 18 th Century to date.	<ul style="list-style-type: none">• Religious conditions• Social conditions• Economic conditions• Political conditions• Spread of Islam in Tanzania• Islam during the colonial days• Islam after independence

Suggested Teaching/Learning Strategies

- Guide learners to read about the introduction of Islam in Tanzania.
- Discuss the introduction, development and spread of Islam in Tanzania from the 18th Century to date.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to discuss the introduction, development and spread of Islam in Tanzania from the 18th Century to date.

SECTION B: ISLAM IN WEST AFRICA

Topic 5: Conditions in West Africa Prior to the Coming of Islam

Duration: 12 Periods

Background

The conditions in West Africa prior to the coming of Islam are to a large extent similar to those of East Africa. For example, African traditional religion dominated the spiritual life of the inhabitants of different regions of West Africa. Unlike East Africa, Islam was introduced in West Africa mainly through Jihads and Sufi Tariqahs.

General Objective

By the end of the topic, the learner should be able to explain the conditions in West Africa prior to the coming of Islam.

Sub-Topic: Traditional Beliefs and Practices

The sub-topic discusses the traditional beliefs and practices of the Berbers, Fulan, and Hausa. It also discusses their social and political organisations.

Specific Objective	Content
The learner should be able to explain the traditional beliefs and practices of the Berbers, Fulan and Hausa and their social and their political organisations.	<ul style="list-style-type: none">• Traditional beliefs and practices:<ul style="list-style-type: none">- Religious conditions- Economic conditions- Social conditions- Political conditions

Suggested Teaching/Learning Strategies

- Guide the learners to read about the traditional beliefs and practices.
- Discuss the traditional beliefs and practices of the Berbers, Fulan, and Hausa.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to discuss the traditional beliefs and practices of the Berbers, Fulan, and Hausa.

SENIOR FIVE TERM THREE

Topic 6: The Role of Trade in the Spread of Islam in West Africa

Background

Trade was one of the factors that facilitated the spread and development of Islam in West Africa. The people who were involved in this trade included the Berbers, from the north and San Hajah from Western Sahara.

General Objective

By the end of the topic, the learner should be able to assess the role of trade in the spread of Islam in West Africa.

Sub-Topic: The Trans-Saharan Trade and Slave Trade

The sub-topic discusses the role of Trans-Saharan Trade in the spread of Islam in West Africa. It further highlights the impact of slave trade on the spread of Islam in West Africa.

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • explain the role of Trans-Saharan Trade in the spread of Islam in West Africa. • explain the impact of slave trade on the spread of Islam in West Africa. 	<ul style="list-style-type: none"> • Trans-Saharan trade: positive and negative contributions • The positive and negative role of trade in the spread of Islam in West Africa • The development of slave trade and its impact on the spread of Islam • The establishment of Muslim settlements • Trade routes and their contribution to the spread of Islam

Suggested Teaching/Learning Strategies

- Guide the learners to read about Trans-Saharan Trade and slave trade.
- Explain the role of Trans-Saharan Trade in spread of Islam in West

Africa.

- Explain the impact of slave trade on the spread of Islam in West Africa.
- Help the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - explain the role of Trans-Saharan Trade in the spread of Islam in West Africa.
 - Outline the impact of slave trade on the spread of Islam in West Africa.

SENIOR SIX TERM ONE

Topic 7: Islam in the Old Political Organisations in the Region

Duration: 12 Periods

Background

Islam played an important role in the foundation and development of a number of empires in West Africa. These included Ghana, Mali and Songhai. These empires were ruled by Muslim dynasties of Mansa-Musa, Sunni Ali and Askia Muhammad.

General Objective

By the end of the topic, the learner should be able to explain the trend of Islam spread in the old political organisation of West Africa.

Sub- Topic 1: The Empires of Ghana, Mali and Songhai

This sub-topic discusses the spread and development of Islam in Ghana, Mali and Songhai and the contribution of Islamic movements and personalities to the spread of Islam.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the spread and development of Islam in Ghana, Mali and Songhai. • discuss the contribution and personalities to the spread of Islam. 	<ul style="list-style-type: none"> • Factors that contributed to the spread of Islam in Ghana, Mali and Songhai • Hindrances to the spread of Islam • The role of chiefs in the spread of Islam • The contributions of the Almoravid movement in the development of Islam in Ghana, Mali and Songhai

Suggested Teaching/Learning Strategies

- Guide learners to read about the empires of Ghana, Mali and Songhai.
- Explain the spread and development of Islam in Ghana, Mali and Songhai

- Discuss the contribution and personalities to the spread of Islam
- Help the learners to summarise the important points.

Assessment Strategies

- Ask learners to:
 - explain the spread and development of Islam in Ghana, Mali and Songhai.
 - discuss the contribution and personalities to the spread of Islam.

Topic 8: The Impact of the Early Islamic Movements on the People of West Africa

Duration: 18 Periods

Background

The early Islamic movements had a strong impact on the people of West Africa as reflected in the expansion of Islam in the region.

General Objective

By the end of the topic, the learner should be able to explain the impact of the early Islamic movements on the spread of Islam in West Africa.

Sub-Topic: The Sufi Tariqas

This sub-topic covers the popular Sufi Tariqas in West Africa i.e. Tijjaniya, Qadiriyya and Shadhiliyya, and their practices.

Specific Objective	Content
The learner should be able to explain the popular Tariqas in West Africa and their practices.	<ul style="list-style-type: none">• Almoravid invasion:<ul style="list-style-type: none">- factors- effects

Suggested Teaching/Learning Strategies

- Guide learners to read materials about Sufi Tariqas.
- Explain the popular Tariqas in West Africa and their practices.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the popular Tariqas in Western Africa and their practices.

SENIOR SIX TERM TWO

Topic 9: The 19th Century Jihads

Duration: 30 Periods

Background

The Jihads of the 19th Century were the most effective instruments in the spread of Islam. These religious wars were pioneered by Uthman Dan Fodio whose methods were followed by his students and admirers.

General Objective

By the end of the topic, the learner should be able to explain the trend of Islam spread (islamisation) in West Africa through Jihads.

Sub-Topic: The 19th Century Jihads

The sub-topic discusses the Jihads of Dan Fodio, Seku Ahmed and Alhajj Umar.

Specific Objective	Content
The learners should be able to describe the Jihads of Dan Fodio, Seku Ahmed and Alhajj Umar.	<ul style="list-style-type: none">• The Jihad of Uthman dan Fodio (Sokoto Jihad)• The Jihad of Sheikh Hamad (The Macina Jihad)• The Jihad of Al Hajj Umar (Tijan Jihad)

Suggested Teaching/Learning Strategies

- Guide the learners to read about the 19th Century Jihads.
- Describe the Jihads of Dan Fodio, Seku Ahmed and Alhajj Umar.
- Help the learners to summarise the important points.

Assessment Strategies

- Ask learners to describe the Jihads of Dan Fodio, Seku Ahmed and Alhajj Umar.

SENIOR SIX TERM THREE

Topic 10: Islam during Colonial Rule in the Region

Duration: 30 Periods

Background

In theory, the coming of the colonialists did not favour the spread of Islam but in practice, Muslims stood to benefit from the colonial rule. The peace and security that were established promoted the spread of Islam.

General Objective

By the end of the topic, the learner should be able to examine the impact of colonialism on the spread of Islam in West Africa.

Sub-Topic 1: The Spread of Islam under European Rule

The sub-topic covers the factors that contributed to or hindered the spread of Islam.

Specific Objective	Content
The learner should be able to explain the factors that contributed to or hindered the spread of Islam.	<ul style="list-style-type: none">The factors that contributed to the spread of Islam during European ruleHindrances to the spread of Islam during European rule in West Africa

Suggested Teaching/Learning Strategies

- Guide learners to read about the spread of Islam under European rule.
- Explain the factors that contributed to or hindered the spread of Islam.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the factors that contributed to or hindered the spread of Islam under European rule in West Africa.

Sub-Topic 2: Resistance to Colonial Rule in West Africa

The sub-topic discusses Samori Toure's resistance to and the methods he used to resist colonial rule.

Specific Objective	Content
The learner should be able to explain the contribution of Samouri Toure towards the development of Islam in West Africa.	<ul style="list-style-type: none">Samori Toure's resistance against French rule / advance and its consequences in the development of Islam in West AfricaThe methods Samori Toure used to resist European rule

Suggested Teaching/Learning Strategies

- Guide the learners to read about resistance to colonial rule in West Africa.
- Explain the contribution of Samori Toure towards the development of Islam in West Africa.
- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the contribution of Samori Toure towards the development of Islam in West Africa.

Sub-Topic 3: Collaboration with Europeans

The sub-topic discusses indirect rule policy of the British and its impact on the development of the Muslim community.

Specific Objective	Content
The learner should be able to explain the indirect rule policy of the British and its impact on the development of the Muslim community.	<ul style="list-style-type: none">Indirect rule of the British and its impact on the development of the Muslim community, i.e. collaboration of the Sokoto caliphs with the British

Suggested Teaching/Learning Strategies

- Guide the learners to read about collaboration with Europeans.
- Explain the indirect rule policy of the British and its impact on the

development of the Muslim community.

- Help the learners to summarise the important points.

Assessment Strategy

- Ask learners to explain the indirect rule policy of the British and its impact on the development of the Muslim community.

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