



Solomon Islands Government

SECONDARY CHRISTIAN EDUCATION SYLLABUS



Years 7 - 9

Ministry of Education and
Human Resources Development





First published in 2013 by the Curriculum Development Division
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ISBN

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MEHRD

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Foreword

The Solomon Islands Education System is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Programme (ESIRP) and Education Strategic Plans (ESP). Curriculum Review and Reform Program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the vision and national goals of the education system advocated in the National Education Action Plans (NEAP 2007 – 2009 & 2010 – 2012) and Education Strategic Framework (2007 – 2015).

The new Christian Education Syllabus is to be used by Secondary Christian Education teachers to teach Years 7 to 9 in Secondary Schools throughout the country. It is developed as a guiding framework to meet the teaching and learning needs in all secondary schools. The programme of study presented in this syllabus contributes significantly towards the holistic development of the learner as an individual and the achievement of human integral development.

This is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. This is an outcomes based education model and curriculum approach based on the achievement of learning outcomes through a learner centered, problem posing and the use of multiple intelligence education philosophy.

This syllabus builds upon concepts, skills, attitudes and values from the Primary Christian Education learning as well as from the learners home environment and links them to the concepts, skills, attitudes and values in this syllabus. It also forms a background for further learning beyond Year 9 as well as preparing individual learners for future life in the Solomon Islands.

The development and implementation of this syllabus is a step towards providing relevant and meaningful learning experiences for our children. It is important that all policy makers, teachers, education authorities and other important education stakeholders support the implementation of this syllabus.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official document for teaching and learning of Christian Education in Secondary Schools throughout the Solomon Islands.



Hon. Reuben Inoana Dick Ha'amori
Honourable Minister of Education, 2013

Ministry of Education and Human Resources Development

Acknowledgement

The Ministry of Education and Human Resources Development is grateful to the following individuals and groups of people whose work has contributed to the development of this Syllabus:

Subject Advisory Committee and Workshop participants

- Secondary Christian Education Committee members (2004 – 2009)
- Secondary Christian Education Workshop Participants (annual June workshops, 2004 – 2009)
- Secondary Christian Education Working Group members (2007-2010)

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Quality Assurance Group

- University of Waikato Quality Assurance Group
- Curriculum Coordination and Implementation Committee (CCIC)
- National Curriculum Advisory Committee (NCAB)

Funding Agencies

- The New Zealand Aid
- The European Union
- The Solomon Islands Government

Section 1. INTRODUCTION

Christian Education teaches about the formation of learners to understand God and his teachings. The Bible is our basis where we read about his many wonderful works and dealing with his people. It also promotes other important aspect of life which want to see better living for our people where peace and freedom reigns. Our change to life nowadays is embedded into a secularized world marked by so many challenges of political, social, cultural, technological, environmental and religious changes. How many times do we read and hear about these challenges. The threat to climate change, drugs, violence, and anti social behavior. There are concerns for HIV and Aids, teenage pregnancy. How do we view these concerns? Where is the message of the gospel? Who is going to the voice of challenge? Where do we draw the line of what is acceptable and not? These changes are really threat to our lives. If we are not very careful the value and respect for life will slowly erode and we will be faced with a very precarious future.

Christian Education in its reform under the outcome based approach strives to see some practical changes that will take place in the lives of learners before and after leaving school. A process of growth and development which takes place in the life of a learner as a result of his or her own experiences, the direct result of teaching and learning process. This process of Christian Education is a life –long process a journey which take us through life. What we learn in the classrooms must be reflected upon and put into reality. It strives to promote standard of living which is acceptable beyond the bounds of hatred, violence and discriminations.

Gods' love for humanity is beyond comprehension and so our duty as his children is to follow his examples. We are urge to go beyond our little shattered world and to bring the message of Christ to our brothers and sisters. We must allow opening to new windows of change. The fresh air that breath into us represents the transformations of the Holy spirit. Gods Spirit dwells in us and the spirit brings happiness. It does not bring bad ways. God reminds us in his gospel So, "you about to offer your gifts to the altar and remembered that your brother had something wrong against you, leave your gifts at the altar and go, first reconcile to your brother and then come and offer your gift" (Mt 5: 23 – 24). Christ death on the cross is clear message of his love, could we also respond to that love and live as Christ wants us to be.

Christian Education is about forming the learner to be equipped with knowledge and values that are acceptable. Everyone who is called Christian is capable of living and demonstrating their faith in their own way. By doing so, others to can learn from them and collectively we will be able to build a just society.

This syllabus is divided into many sections and for the strands, our Subject Working Group members have identified five strands for year 7 to 9. These strands follow the sequence and we develop the topic at each year. These stands covers, community life in the community, The church and Religion, Discipleship, Bible, Moral and Contemporary issues. The panel in selecting these strands is conscious of the areas of spiritual growth for learners. There are sections of assessment which are integrated into the teachings and learning activities. The assessment will help the progress of learning on the learner's part and for the teachers to make recommendations for learning support.

It is our hope that teachers and learners will make good use of the learning so that it will have significant growth and impact in our lives.

Section 2. RATIONALE

Christian Education is about teaching, empowering, encouraging and nurturing of Christian faith in schools. The systematized knowledge gained in Christian Education by Solomon Islanders will enhance their spiritual growth, standards of morality, with positive benefit to the entire nation.

This Christian Education syllabus will help learners to integrate Gospel values into their lives, so that they can actively participate in upholding Christian values as well as improving the quality of life in both local and national communities in Solomon Islands. The panel in selecting the topics had in mind the needs of learners in trying to cope with changes and challenges in modern society.

The Solomon Islands economic future depends on Christian stewardship and management of its natural resources. Industries such as agriculture, forestry, fishing, mining and manufacturing which are developing demand a Christian sense of moral responsibility. It is the responsibility of the education system to provide such insights. The responsibility for furthering this rests clearly with an appreciation of Christian knowledge and attitudes acquired both formally and informally by all citizens.

Christian Education at a personal level will enable learners to acquire skills and develop cognitive, affective and behavioral attitudes towards the subject. It will give learners the confidence and ability to satisfy their curiosity about this subject and how it is lived and experienced. It provides information about the different disciplines in Christian knowledge, enabling learners to live their lives purposefully.

Section 3. AIMS

The aim of this syllabus is to enable learners to:

- develop their understanding about the Christian faith and its demand on Christians today
- increase their knowledge of;
 - God: His nature, character and actions in history, particularly the person and work of Jesus Christ.
 - Humanity: in relationship to God, in relationship to creation, in relationship to each other.
 - The Bible; the authoritative revelation of God and his plan of salvation.
- use the Christian Faith as a tool to understand God, social relationships, and moral and ethical issues.
- appropriately use the Bible, recognizing it as the Word of God, the foundation of Christian teaching, and guide for life.
- gain skills useful for personal spiritual growth.
- take appropriate actions to grow in their relationship to God, to live responsibly in society, and to care for their environment.

Section 4. SYLLABUS STRUCTURE

The syllabus for Years 7 to 9 for Christian Education is presented in Section 12. It is a series of Strand and Sub-strand sheets; each sheet has the same structure. This is a copy of the Strand and Sub-strand structure, with an explanation of each part.

Subject: Christian Education		Year: Level
<p>Strand: Title</p> <p>A Strand is the term for the main areas of study into which the subject is divided. In Christian Education there are five strands which include, Christian Life within the community; The Church and Religion; Personal Spiritual growth, Faith, Witnessing and Discipleship; The Bible and Contemporary Moral and Ethical Issues.</p> <p>This section contains the Strand Title for the year.</p>		
<p>Sub-strand: Title (No. of periods)</p> <p>A strand is divided into Sub-strands. For example, within the Christian Education Strand The Church and Religion for Year 7 there are three Sub-strands: Solomon Islands Church History; Attributes of God; and Cults.</p> <p>This section contains the title of each Sub-strand and a Statement for each Sub-strand.</p>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>General Learning Outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as Knowledge, Understanding, Skills, Attitudes or Values. The brackets after each Outcome refer to the kind of Outcome:</p> <ul style="list-style-type: none"> ▪ know...(k) ▪ understand...(u) ▪ be able to ...(s) ▪ appreciate...(a/v) 	<p>Learners should be able to</p> <p>Specific Learning Outcomes are examples of things learners can do, demonstrate or understand if they have achieved the Learning Outcomes. They are usually observable and measurable.</p>	<p>Learners can be assessed on</p> <p>For selected General Learning Outcomes or Specific Learning Outcomes there is a Suggested Assessment Event. This is a suggested way of assessing one or more General Learning Outcomes or Specific Learning Outcomes formally for the purposes of recording the learner's progress. Examples are given here. Other examples are in the text books. Other General Learning Outcomes and Specific Learning Outcomes will also be assessed but the assessment need not be recorded.</p>

Section 5. STRAND STATEMENTS

The content of the Christian Education syllabus is organized into five (5) Strands. These are:

Strand 1: Christian Life within the community

The focus of this strand is on Christian Life with in the Community and Transformation. Life within the context of community is one of the foundations of Solomon Islands Culture. While a person's faith is a personal matter, the practice of that faith occurs within the context of community.

Strand 2: The Church and Religion

The focus of this strand is on the Church, Theology, Apologetics and Other Belief Systems. Human religious experience is organised in a variety of ways. The church is the central organisational structure in Christianity, and the Solomon Islands hosts a variety of church traditions. Other religions have different structures and are built upon different belief systems. Religious and Philosophical conceptual structures provide the means by which we attempt to answer some of life's most profound questions.

Strand 3: Personal Spiritual growth, Faith, Witnessing and Discipleship

The focus of this strand is on Personal and Interactive. Religious education that seeks simply to impart knowledge is incomplete. It is our desire that learners grow in their personal spiritual development. This growth does not automatically stem from knowledge. Learners must be taught techniques for personal spiritual growth and engage in activities related to faith building, discipleship and sharing of their faith with others.

Strand 4: The Bible

The focus of this strand is on Old Testament, New Testament and Understanding the Bible. The Bible is the foundation of the Christian faith and also has had profound historical and cultural influence. Accurate interpretation of its message requires knowledge of its different genres, authors and broad themes while understanding its central purpose of revealing God's salvation plan for humanity through the person and work of Jesus Christ.

Strand 5: Contemporary Moral and Ethical Issues

The focus of this strand is on Ethics and Moral Principles. Young people are challenged with the need to make moral and ethical decisions relating to their personal behaviour and also as members of communities and nation. Prior examination of some of these issues from a biblical perspective can assist them in making sound moral and ethical decisions.

Section 6. PROCESSES AND SKILLS

This section presents a table with the range of analytical approaches or methods practiced in Christian: Bible skills; Participatory; Personal spiritual Growth; Critical thinking and Values. It shows the progression of these skills through the three years of the Secondary Christian Education learning programme, arranged under the five categories. These skills will be integrated where appropriate in all sub strands.

Year	Bible Skills	Participatory	Personal Spiritual Growth	Critical Thinking
7	<ul style="list-style-type: none"> ▪ Bible navigation. ▪ Use biblical maps. ▪ Use bible dictionary. ▪ Identify different writings in the bible. ▪ Identify Books in the Bible 	<ul style="list-style-type: none"> ▪ Team participation in group activities. ▪ Group worship/ singing/ sharing ▪ Role-play using bible stories. ▪ Individual sharing 	<ul style="list-style-type: none"> ▪ Personal and Communal Prayer. ▪ Fasting. ▪ Memorizing bible passages ▪ Reflection & Meditation ▪ Personal Evaluation 	<ul style="list-style-type: none"> ▪ Apply biblical principles to a given issue or situation. ▪ Compare Christianity to other beliefs. ▪ Evaluate actions and attitudes according to commonly accepted Christian principles. ▪ Compare biblical maps with modern maps
8	<ul style="list-style-type: none"> ▪ Using biblical dictionaries. ▪ Using biblical concordance. ▪ Using biblical maps. ▪ Extracting prayers from the Bible. ▪ Bible Navigation. ▪ Identify different writings in the bible 	<ul style="list-style-type: none"> ▪ Team participation in group activities. ▪ Group worship ▪ Role play using bible stories 	<ul style="list-style-type: none"> ▪ Prepare and share personal testimony. ▪ Use bible in meditation. ▪ Memorizing bible passages. 	<ul style="list-style-type: none"> ▪ Apply biblical principles to a given issue or situation. ▪ Compare Christianity to other beliefs. ▪ Evaluate actions and attitudes according to commonly accepted Christian principles. ▪ Compare personal stories with biblical events and themes. ▪ Compare biblical maps with modern maps
9	<ul style="list-style-type: none"> ▪ Identify biblical references. ▪ Identify different writings in the bible. ▪ Use biblical maps. ▪ Use biblical concordance. ▪ Bible Navigation. 	<ul style="list-style-type: none"> ▪ Team participation in group activities. ▪ Role play using bible stories ▪ Hearing and Listening in Pastoral Care and Counseling. 	<ul style="list-style-type: none"> ▪ Identify counseling needs. ▪ Memorizing bible passages/text. 	<ul style="list-style-type: none"> ▪ Apply biblical principles to a given issue or situation. ▪ Compare Christianity to other beliefs. ▪ Evaluate actions and attitudes according to commonly accepted Christian principles. ▪ Compare biblical maps with modern maps

Section 7. CONTRIBUTION TO KEY LEARNING OUTCOMES

This section gives a brief statement highlighting how the Key learning areas will be achieved through this particular syllabus. The contribution of the Secondary Christian Education subject to each of the Key Learning areas is outlined in the table below.

Key Learning Outcomes	Secondary Christian Education Contribution
1. Culture promotion Awareness of the Solomon Islands culture; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness	Understanding of ones' personal Cultural Identity. Integration of Christian Values with traditional Values (Inculturation). Appreciation of Multicultural diversity in Solomon Islands.
2. Lifelong learning Realization that learning is a lifelong experience, encouragement of innovation, creativity, and a positive view of learning after school	Develop curiosity about life's ultimate questions. e.g. about God, the meaning of life, ultimate truth, the human condition. Develop Christian approaches and frameworks for exploring life's ultimate questions.
3. Ethics and good citizenship Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility ; focused on : values education ; civics and citizenship ; peace and reconciliation	Develop skills in making moral and ethical decisions relating to their personal behaviour and also as members of communities and the nation Promote personal character development.
4. Peace and Reconciliation Development of positive attitudes with the mind and heart to create peace and reconciliation, and be able to live in harmony in a multi-ethnic community.	Develop the understanding of the need for forgiveness and reconciliation, the process of forgiveness and reconciliation and how the death of Jesus on the Cross can lead to forgiveness and reconciliation
5. Technology Use of appropriate traditional and modern technology to improve livelihoods and community standards of living.	Develop skills for evaluating the use and development of technology. Promote faith building using appropriate technology.
6. Entrepreneurship The development of entrepreneurial skills for making a living through initiative and creativity.	Develop Christian values and attitudes that leads to sound, moral and ethical judgment in Business activities. Develop the appreciation for business as delivering service for the common good. Promote faith building in doing business.
7. Environment, conservation and climate change The development of positive attitudes and values towards the preservation and conservation of the environment and adaptation and management of the effects of climate change.	Develop the understanding that God is the creator and we are his stewards. Develop the appreciation of the creation of God through preservation and conservation of environment. Promote biblical teachings on care for the Creation of God. Develop ways to establish mutual love and respect for all different members of the community, respect the creation of God as stewards, care for our bodies (Gods temple), emphasizing the Gods' law of Love (twofold commandment) teaching.
8. Development of the whole person Development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.	Promote ways and methods for personal spiritual growth and engage in activities related to faith building, discipleship and stewardship.

Section 8. LEARNING, TEACHING AND ASSESSMENT

8.1 Learning and Teaching Approaches

It is the teacher's role in Christian Education to provide a learning environment well suited to learners' learning. While a certain proportion of Christian Education will involve direct instruction by the teacher, this Christian Education Syllabus encourages teachers to make full use of a variety of teaching strategies.

Christian Education teachers teach not only in the classroom, but are also role models for learners. It is important that Christian Education teachers' lives both inside and outside the classroom are consistent with the Christian values and behaviour standards which they are teaching.

Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



8.2 Links with Other Subjects

Christian Education aims to provide the learners with a background of values and beliefs and therefore links with all other subjects.

There are specific ways in which other subjects link with Christian education. Some of these are as follows:

Subjects	Links
Agriculture	Agriculture is concerned with the use and preservation of our resources, particularly the soil, and links with the Christian idea that these resources are the creation of God and must therefore be used wisely and preserved for future generation: the idea of Christian stewardship of the environment.
Business Studies	Business Studies should have a moral basis which can be provided partly by Christianity. Business should be more than just making profit or money. It should also be concerned with making money or profits in a way which fits in with a person's moral beliefs of how to respect and treat other people. It should also be about providing a service to help other people in a Christian way.
Arts and Culture	Arts and Culture is concerned with Solomon Islands cultures, but this need not mean only traditional culture. Christianity is very much part of Solomon Islands culture today. Specifically Arts and Culture may link with Christian education through Drama - production or improvisation of Biblical dramas - Music - through church and Gospel music - and Visual Arts - through drawing or painting based on Christian themes.
English	English is still the language of the Bible and of church services, sermons are also in English, in spite of the increasing use of vernacular languages and Pijin.
Home Economics	Home Economics has Strands on Family Life and Communities which link strongly with Christian Education.
Mathematics	Mathematics: It could be argued that the underlying patterns of the world which Mathematics deals with are part of God's creation.
Physical Education and Health	Physical education and Health: Christianity stresses the need for a healthy body and avoidance of harmful substances such as drugs, all included in Physical Education and Health.
Science	Science, from a Christian point of view, shows the intricate wonder of the world which Christians believe is the creation of God. It also deals with the preservation of resources and stewardship. One topic in Science covers a sensitive issue on which Christians themselves disagree: that of evolution.
Social Studies	Social studies has links with Christianity in studies of Communities and Leadership, including religious leadership; stewardship and the preservation of the environment and resources; the history of the churches and missionaries in Solomon Islands; and other topics.

8.3 Sensitive Issues

There are sensitive issues that may arise while teaching Christian Education. Teachers are warned to be aware of such issues and handle these issues in a sensitive manner. It is likely that within one class there will be learners who come from families with different beliefs, customs and backgrounds and some with minor disabilities. It is the teacher's responsibility to be considerate in the process of planning, teaching and learning of Christian Education in our secondary schools.

Some areas in the Christian Education syllabus which could be seen as sensitive are:

- Denominations
- Religious beliefs
- Cultural beliefs
- Gender issues
- Moral and Ethical issues

Christianity is a belief system that espouses absolute truth and clearly identifies certain behaviours as wrong, labeling them as sin according to Christian beliefs. Our teaching of Christian Education must recognize this as this is an important aspect of Christianity. However, it is also a central teaching in Christianity that all people are God's creation whom He loves, and should therefore be treated with respect. This is reflected in the Constitution of Solomon Islands which states that everyone is entitled to their own particular beliefs, which may or may not be Christian. Our teaching of Christian Education might identify certain beliefs as non-Christian and certain behaviours as wrong according to Christianity. This must always be done within a context of respect for others as people whom God has created and loves and who have a right to their own beliefs, which may be different from those of Christianity.

The majority of learners in our schools are Christians. There are few beliefs of other faith. Their beliefs must be respected in our teaching. The role of the Christian Education teacher is to teach, not to preach. There are other times in a school timetable when preaching is appropriate.

8.4 Assessment, Recording, Monitoring and Reporting

Assessment is about improving the learning process of all learners as well as the teaching process in the classroom. It is an important ongoing process in teaching and learning and it should be used continuously, meaning it should not be done only at the end after completing a particular topic.

Assessment should include formative assessment which takes place throughout every teaching topic and every chapter of the Learners Book. Formative assessment emphasizes continuous assessment as part of the teaching and learning process. The idea of “assessment for learning” focuses on using the assessment information to improve teaching and learning as an ongoing process. This helps teachers to monitor their learner’s progress on a continuous basis. The teacher should constantly observe and evaluate learner’s achievement, collecting data on areas of improvement and new skills that they acquire.

In doing this, teachers should focus on the Outcomes stated in the syllabus in order for learners to be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the General and Specific Learning Outcomes. To make assessment easier, teachers must develop achievement levels. This is often known as the “achievement based-assessment”. This type of assessment involves the assessing of knowledge, understanding, attitudes and values. It will also assist teachers to identify the level of achievement or attainment for individual students as well as suggesting remedial work for under achieved learners. You can use the Specific learning outcomes as what to assess. Teachers must also develop descriptors or specific statements to be used as evidence to justify that whether a learner has achieved an outcome. The other type of assessment is the “competency-based assessment”. This type of assessment involves the assessing of skills. This type of assessment approach is useful for finding out whether learners have acquired the skill competently or not. Such assessment does not need achievement levels.

The purpose of classroom assessments is to support the learning process and to communicate that learning process with others. Learners need to know what they already know, what needs to be learnt and be able to apply what they have learnt. Likewise, parents and guardians need to know how their children perform in the classroom. Such assessment approach is known as “assessment as learning”. This assessment process will help learners to do self-assessment and to build a shared language that teachers can use to describe effective learning in the classroom. Learners need to identify their own strengths and weaknesses. They also need to identify their own learning progress and identifying ways that they can improve their own learning in the classroom.

Summative assessment tells you what learners have learnt or can do after a whole section of teaching e.g. a ‘unit or chapter test’. These are also important but assessment should not be done only by ‘tests’. This is the idea of “assessment of learning”. Tests must include skills as well as just knowledge. We should test whether learners can perform certain skills and be able to make valid interpretations as well as testing the factual knowledge they have learnt. Teachers can give an overall summative test at the end of the semester to assess a number of specific learning outcomes. The results can be scaled down to appropriate achievement levels using an agreed assessment criteria. The curriculum standard is a list of curriculum requirement for each learner to learn and acquire and must demonstrate at the each year level as prescribed in the approved syllabuses of the Solomon Islands National Curriculum.

Variety of assessments

Some of the assessment techniques that can be used include the following;

Verbal Assessment

- Answering Questions
- Making a verbal report
- Interview

Written Assessment

- Do an activity (from text books or self prepared)
- Do an assignment
- Write a report
- Sit for a test or an examination

Practical Assessment

- Participate in a field trip/excursion and collect information
- Demonstrate a particular task
- Draw, interpret and use a map
- Analyse a photograph
- Basic library research and collect information

Group work Assessment

- Participate in a group task and discussion
- Participate in a role play and drama

Other Assessment Techniques includes

- Observation of what individual learners do
- Consultation with individual learners by asking them questions
- Focused analyses of learners work such as portfolio, or a collection of work they have done, to determine how each individual learner is performing in their learning process.
- Product analysis of products made and completed by learners to determine how well they have achieved different knowledge and skills in different processes involved in making a project.

Monitoring, Recording and Reporting

Effective monitoring and reporting is an important process for giving accurate record and positive feedback. Results of assessment must be recorded, monitored and reported to the learner. Reporting to the learner need to be positive in terms of what has been achieved and what can be improved on. Assessment results should also be shared with the parents, guardians and other stakeholders of the learner in order to encourage extra support for learning at home. Teachers must also give remedial work for learners that are unable to acquire intended learning outcomes. Such learners are referred to as “under achievers” and needs to be supported both in the classroom and at home. In order for teachers to carry out effective monitoring and reporting, they need to keep accurate and proper record of student’s assessment, achievement and progress in a term, semester or a year.

The importance of using effective recording system

Teachers are encouraged to use an effective recording system. This is a requirement and is important that teachers must keep accurate records of all outcomes assessed for both individual learners and the entire class as a group. The purpose of having to keep an updated record of all assessments is for the purposes conducting a formative assessment. This is also known as the continuous assessment. This is the teacher's reference to measure the learner's performances, progress and achievements. See sample recording form for individual learners and the entire class.

Recording of Assessment events should be described in the appropriate columns in the recording form. Teachers must take note of how to record the learner's achievement using following the approved format. Learners achievement should be described a achieved, partially achieved and not achieved.

A	=	Specific Learning Outcome Achieved
PA (1 - 4)	=	Specific Learning Outcome Partially Achieved
NA	=	Specific Learning Outcome Not Achieved

Teachers must also understand the way outcomes are arranged in the syllabus. Section 10 of the syllabus outlines the structure of the syllabus which differentiates General Learning Outcomes (columns 1) and Specific Learning Outcomes (Column 2). Both columns contains learning outcomes to reflect the OBE curriculum approach but are separated to show that the General Learning Outcomes are open ended statements whilst Specific Learning Outcomes are specific statements and are measurable, observable and doable (can be demonstrated). The coding of the syllabus will inform teachers that for each General Learning Outcomes, there would be one or more Specific Learning Outcomes. The achievement of specific learning outcomes will also mean that appropriate general outcomes are also achieved.

The focus of the syllabus is based on the specific learning outcomes (Column 2 of the syllabus) because these are the statements that describes the highest level of performances expected of learners to acquire and demonstrate at the end of each learning activity in a term, semester or a year. These are the requirements of the approved national school curriculum and are often referred to as the Curriculum Standards.

A continuous record of achievement using approved forms will acts as a report card for an individual learner. It also evaluates the effectiveness of the teaching programme. These forms are also integrated in the recording systems in the National Examination and Standards Unit (NESU), Inspectorate Division and other divisions of the Ministry of Education and Human Resources Development.

The importance of using effective monitoring system

Teachers are encouraged to use an effective monitoring. This is a requirement and is important for tracking the learning progress of individual learners as well as the entire class as a group of learners. Teachers must monitor learner's performance, progress and achievement and as such must identify learning pathway of the learner. This is a very important process as this would guide the teacher to plan lessons for his/her class as well as for the convenient of identifying of under achievers and giving of appropriate remedial work. See monitoring forms for individual learners and the class as a group as well as monitoring of outcomes assessed against the whole class.

The importance of using effective reporting system

Teachers are encouraged to use an effective reporting system. Results of assessments must be properly recorded for effective monitoring and reporting. Reporting should not be negative or criticizing. Teachers are encouraged to monitor the progress of learner's performances and to give a descriptive report at the end of the term or semester using the reporting format to provide accurate and descriptive comments about the learner's achievements, progress and performance. Such reports can build in to learner profile and is accessible by teachers, learners and parents. See reporting forms for individual learners.

Post meetings with Parents, Students and other stakeholders

Teachers and the school administration are encouraged to consult Parents, learners and other stakeholders to discuss the performance of learners and suggest ways that the learner can improve on in the classroom. This involves giving proper feedbacks to the learners, parents and other key stakeholders. Such meetings can be organized by the school administration through a consultative meeting between the teacher and the parents as well as the learner. Teachers should keep accurate of the learner's performance and be able to identify a learning pathway for a given period of time during a term or a semester. These results and data should guide the teacher in identifying remedial work for the learner as well as providing effective.

Section 9. CURRICULUM PROFILE

This section shows the proportion of time allocated to each subject. The Secondary School Curriculum time allocation is explained as follows.

1. All periods are 40 minutes. There should be 8 periods per day, 40 periods per week.
2. All subjects are compulsory. All subjects must be continuously assessed through the Suggested Assessment Events. At present only English, Maths, Science and Social Science are assessed nationally in Year 9 for entry to Year 10 but it is planned to eventually assess all subjects nationally in Year 9.
3. All learners will take Core Home Economics and Core Technology, 2 periods per week each, and will have a choice between Extension Home Economics and Extension Technology for a further 2 periods.
4. Personal Development subjects are grouped together. Schools may either timetable 2 periods per week for each throughout the course or block the periods so learners take more periods of one subject at one time and more periods of another subject later e.g. 4 periods of P.E. one semester and 4 periods of Health the next semester.

Suggested secondary Curriculum Profile: Years 7 - 9

Subject	Periods per week	Total time in minutes per week	% of total timetable	Status
Academic subjects				
English	5	200	12.5	Compulsory assessed
Mathematics	5	200	12.5	Compulsory assessed
Science	4	160	10.0	Compulsory assessed
Social Studies	4	160	10.0	Compulsory assessed
Total Academic	18	720	45.0	Compulsory assessed
Practical/vocational subjects				
Agriculture	4	160	10.0	Compulsory assessed
Business Studies	4	160	10.0	Compulsory assessed
Home Economics/ Technology	2 core each = 4 plus 2 extension, either H.E. or Technology	160 80	10.0 5.0	Compulsory assessed
Total Practical/ vocational	14	560	35.0	Compulsory assessed
Personal development subjects: Christian Education Arts and Culture Physical Education Health	8	320	20.0	Compulsory assessed
Total	40	1600	100	

Section 10. SCOPE AND SEQUENCE

This section shows the overview of the curriculum and the progression of each strand from one year level to the next in the syllabus.

Strand 1: Christian Life within the community

Year 7	Year 8	Year 9
<p>7.1 Living with others 7.1.1 know what it means to live with others as Christians (k) 7.1.2 know their own culture (k) 7.1.3 Understanding living with other cultures (u) 7.1.4 know the Biblical text related to Christian living (k) 7.1.5 able to integrate a positive attitude towards others with the teaching of the Gospel (s)</p> <p>7.2 Identity 7.2.1 know their cultural and Christian identities (k) 7.2.2 know biblical text related to their identity (k) 7.2.3 understand the meaning of Cultural and Christian Identities (u) 7.2.4 integrate the positive value of their cultural identity with gospel values (s) 7.2.5 appreciate our multi-cultural diversity and heritage (a)</p> <p>7.3 Virtues and Values 7.3.1 know the importance of Virtues (k) 7.3.2 know and Understand the importance of Values(k) 7.3.3 be able to set guide for life (s) 7.3.4 be able to make good decisions 7.3.5 be able to demonstrate good behaviour (s) 7.3.6 appreciate good living and life (a) 7.3.7 appreciate high achievement of good (a)</p> <p>7.4 Rights and Responsibilities 7.4.1 know their individual rights and responsibilities in school and community (k) 7.4.2 understand the meaning of rights & responsibilities (u) 7.4.3 understand the differences between individual and communal rights (u) 7.4.4 model their life to a life of a responsible person in community (s) 7.4.5 form opinions about the values of rights and responsibilities (a)</p>	<p>8.1 Forgiveness and Reconciliation 8.1.1 understand the process of forgiveness and reconciliation 8.1.2 understand the belief that Jesus Christ death on the cross forms the basis of forgiveness and reconciliation (u) 8.1.3 understand that repentance and forgiveness leads to peace and reconciliation (u) 8.1.4 understand and value the importance of traditional and biblical forgiveness reconciliation (u) 8.1.5 apply forgiveness and reconciliation in life (s) 8.1.6 appreciate the need to forgive and reconcile (a)</p> <p>8.2 Extending Grace 8.2.1 understand the meaning of grace (u) 8.2.2 know grace is a gift from God (k) 8.2.3 understand the role of grace in redemption (u) 8.2.4 describe the personal experience of grace (s) 8.2.5 appreciate the importance of God's extending grace (a)</p>	<p>9.1 Preparation for Marriage 9.1.1 know the meaning and purpose of marriage (k) 9.1.2 understand the biblical teachings about relationship in marriage (u) 9.1.3 differentiate traditional and Christian ways of choosing a marriage partner (s) 9.1.4 appreciate the importance of parent's role in marriage (v) 9.1.5 value that marriage is a life time commitment (v) 9.1.6 have formed opinions about choosing a marriage partner (a)</p> <p>9.2 restorative Justice 9.2.1 understand the meaning of justice (u) 9.2.2 understand the difference between restorative justice and punitive justice (u) 9.2.3 uphold the principles of restorative justice (s) 9.2.4 appreciate the importance of restorative justice (a)</p>

Strand 2: The Church and Religion

Year 7	Year 8	Year 9
<p>7.5 Solomon Islands Church History 7.5.1 know the pioneer missionaries of the churches in Solomon Islands (k) 7.5.2 understand the changes brought about by the pioneer missionaries of the churches (u) 7.5.3 locate missionary routes to Solomon Islands (s) 7.5.4 appreciate valuable contributions of the pioneer missionaries (a)</p> <p>7.6 Attributes of God 7.6.1 know the meaning of the word attribute (k) 7.6.2 understand the different attributes of God (u) 7.6.3 understand their faith in God (u) 7.6.4 Value their Christian faith and demonstrate that faith in practice (v)</p> <p>7.7 Cults 7.7.1 know the meaning of cult (k) 7.7.2 understand the main characteristics of cult and cultic practices (u) 7.7.3 defend their faith (s) 7.7.4 understand the differences between Christian faith and cultic belief system (u)</p>	<p>8.3 Forms of Worship and Practice 8.3.1 know the different common forms of worship and liturgical practices in our churches (k) 8.3.2 understand the importance of worship and liturgical practices (u) 8.3.3 conduct a particular form of worship (s) 8.3.4 appreciate the different forms of worship and liturgical practices</p> <p>8.4 Human Condition/Fall / Redemption 8.4.1 understand the status of the human condition and meaning of the fall and redemption (u) 8.4.2 understand the relationship between the human condition, the fall and redemption (u) 8.4.3 describe the human condition and the need for redemption (s) 8.4.4 value the redemptive work of God (v)</p> <p>8.5 Solomon Islands Traditional belief 8.5.1 know the basic concepts of Solomon Islands traditional belief systems (k) 8.5.2 understand central features associated with traditional belief system in Solomon Islands (u) 8.5.3 identify similarities and differences between traditional and Christian belief systems in Solomon Islands (s) 8.5.4 formed opinion about the traditional belief in relation to Christian beliefs (a)</p>	<p>9.3 Ecumenism 9.3.1 know the meaning of Ecumenism (k) 9.3.2 know the ecumenical institutions and activities in Solomon Islands (k) 9.3.3 understand the importance of Ecumenism (u) 9.3.4 be able to identify ways to promote the spirit of Ecumenism (s) 9.3.5 have formed opinion about Ecumenical solidarity (a) 9.3.6 appreciate the aim of Solomon Islands Christian Association and Solomon Islands Full Gospel Association (a)</p> <p>9.4 The Claims of Christ 9.4.1 know the different claims of Christ (k) 9.4.2 understand various claims of Christ (u) 9.4.3 be able to use the scripture passages to valid the claims of Christ (s) 9.4.4 appreciate the claims of Christ (u)</p> <p>9.5 Quasi - Christian Movements 9.5.1 know the different Quasi-Christian movements (k) 9.5.2 understand the characteristics of the Quasi-Christian movements in relation to Christian Faith (u) 9.5.3 be able to identify the different Quasi-Christian movements in Solomon Islands (s) 9.5.4 appreciate the work of the Church as the body of Christ (a)</p>

Strand 3: Personal Spiritual growth, Faith, Witnessing and Discipleship

Year 7	Year 8	Year 9
<p>7.8 Commitments 7.8.1 know different commitments that involved in being a Christian (k) 7.8.2 understand the concept of commitment (u) 7.8.3 understand the importance of our commitment towards our duties or responsibilities (u) 7.8.4 practice Christian values and virtues (s) 7.8.5 appreciate the value of commitment to Christian values and virtues (a)</p> <p>7.9 Prayer and Fasting 7.9.1 understand the meaning of Praying and Fasting (u) 7.9.2 understand the purpose of praying and fasting practices (u) 7.9.3 pray using different types and methods of praying (s) 7.9.4 value the importance of praying and fasting in Christian life (v)</p> <p>7.10 Fellowship and Worship 7.10.1 know and understand the meaning of fellowship and worship (k) 7.10.2 understand the different forms of worship in our churches (u) 7.10.3 participate meaningfully in worship and fellowship 7.10.4 appreciate the importance of participating in fellowship and worship (a)</p>	<p>8.6 Memorisation and meditation 8.6.1 know the methods of meditation (k) 8.6.2 understand the importance of meditation (u) 8.6.3 understand meditation as being with God (u) 8.6.4 memorise Scripture passages (s) 8.6.5 value the practice of meditation and memorisation (v)</p> <p>8.7 Witnessing 8.7.1 understand the meaning of witnessing (u) 8.7.2 understand different methods of witnessing (u) 8.7.3 demonstrate Witness in real life situations (s) 8.7.4 appreciate pioneer missionaries as examples of Witnesses of the Christian Faith (a)</p>	<p>9.6 Dealing with Temptation 9.6.1 know the meaning and dangers of temptation (k) 9.6.2 understand the general strategies and source of temptation (u) 9.6.3 be able to identify Biblical approaches in resisting temptation (s) 9.6.4 have formed opinions about ways to deal with temptations (a)</p> <p>9.7 Pastoral care and Counseling 9.7.1 know different types and resources available to them on pastoral care and counseling (k) 9.7.2 understand the meaning of pastoral care and counseling (u) 9.7.3 understand the need of pastoral care and the importance of counseling (u) 9.7.4 be able to identify basic principles of counseling (s) 9.7.5 appreciate the work of pastoral care and counseling (a)</p>

Strand 4: The Bible

Year 7	Year 8	Year 9
<p>7.11 Introduction to the Bible 7.11.1 know the brief history of how important is the Bible to our Christian lives (k) 7.11.2 understand that the Bible is holy and inspired (u) 7.11.3 having the skills of how to locate the different books of the Bible (s) 7.11.4 value the Bible as an important guide for our spiritual life (v)</p> <p>7.12 How the Bible came to us 7.12.1 know the importance of the Bible (k) 7.12.2 know that the Bible can be translated into different languages (k) 7.12.3 understand the process by which the Bible came to us (u) 7.12.4 select biblical verses that suggest that the Bible is an inspired Word of God (s) 7.12.5 value the Bible as the Word of God (a)</p> <p>7.13 Biblical Authorship of the New Testament 7.13.1 know the Authors of the New Testament Books (k) 7.13.2 understand that Christians believe and accept the Good News of Jesus Christ (u) 7.13.3 recognize that the authors of the New Testament were inspired by the Holy Spirit (s) 7.13.4 appreciate and value the divine messages in the New Testament (a)</p>	<p>8.8 Wisdom Literature 8.8.1 understand the meaning of wisdom literature (u) 8.8.2 know the major themes of biblical wisdom literature (k) 8.8.3 understand the purpose of wisdom writings (u) 8.8.4 distinguish the wisdom literature writings from other writings in the Old Testament (s) 8.8.5 appreciate the genre and message in the wisdom literature (a)</p> <p>8.9 Teachings of Jesus 8.9.1 understand the meaning of kingdom of God according to the teachings of Jesus (k) 8.9.2 understand the Messianic Kingdom heralding a new dimension of our relationship with God through Jesus Christ (u) 8.9.3 be able to explain the teachings of Jesus about the Kingdom of Heaven (s) 8.9.4 appreciate the teachings of Jesus in our daily lives (a)</p> <p>8.10 Major Themes in the scripture 8.10.1 know the major themes in the Bible (k) 8.10.2 know the meaning of creation, sin, incarnation, redemption, sanctification, judgment and eternal life (k) 8.10.3 understand the major themes outlined in the salvation history in the Bible (u) 8.10.4 be able to identify major themes in the Scripture (s) 8.10.5 value the messages and the themes in the Salvation history (v)</p>	<p>9.8 Prophets 9.8.1 know the meaning of the word prophet (k) 9.8.2 know the major and minor prophets in the Bible (k) 9.8.3 understand the role of a prophet (u) 9.8.4 be able to the basic ideas about the background, themes and messages of the prophets (s) 9.8.5 value the prophetic writings as an inspired word of God (a)</p> <p>9.9 Acts 9.9.1 know the sections of the book of the Acts of the Apostles (k) 9.9.2 know the main characters in the Acts of the Apostles and identify their roles (k) 9.9.3 understand the important events that took place in the book of the Acts of the Apostles (u) 9.9.4 be able to identify acts of conversion, commissioning and witnessing in the book of the Acts of the Apostles (s) 9.9.5 appreciate the work of the early missionaries and believers of the Book of Acts of the Apostles (a)</p>

Strand 5: Stewardship and Ethical Issues

Year 7	Year 8	Year 9
<p>7.14 Environmental Issues 7.14.1 know the different environmental issues affecting Solomon Islands (k) 7.14.2 understand what the Bible says regarding care for environment (u) 7.14.3 discuss the causes and effects of environmental issues (u) 7.14.4 have formed opinions about ways to protect and care for environment (a)</p> <p>7.15 Care for the Creation in relation to Christian Teachings 7.15.1 know that we are the stewards of creation (k) 7.15.2 understand the importance of caring for the creation (u) 7.15.3 care for the creation (s) 7.15.4 appreciate the importance of the creation (a)</p> <p>7.16 Reflective Evaluation of Personal Change and Growth 7.16.1 recall some Bible important facts (k) 7.16.2 reflect genuine and clear understanding of the flow of Biblical topics (u) 7.16.3 be able to identify Bible truths (s) 7.16.4 have developed personal Conviction on areas of their lives (a/v)</p> <p>7.17 Birth of Jesus 7.17.1 know the story of the birth of Jesus Christ (k) 7.17.2 understand God's plan in the birth of Jesus (u) 7.17.3 be able to dramatize the story of the birth of Jesus (s) 7.17.4 appreciate that Jesus Christ is the Son of God (a)</p>	<p>8.11 Sexual Fidelity 8.11.1 know the meaning of sexual fidelity (k) 8.11.2 understand the importance of sex within proper marriage (u) 8.11.3 be able to demonstrate stewardship of the body through preservation of sex until marriage (s) 8.11.4 value biblically based relationships with opposite sex (v) 8.11.5 appreciate marriage as a gift of God (a)</p> <p>8.12 Gods Law of Love (Two fold Commandment) 8.12.1 know God's Law of Love (k) 8.12.2 understand the importance of living out God's Law of Love in daily living (u) 8.12.3 be able to love God and neighbours (s) 8.12.4 know God's Law of Love (k) 8.12.5 understand the importance of living out God's Law of Love in daily living (u) 8.12.6 be able to love God and neighbours (s)</p> <p>8.13 Care For Our Bodies 8.13.1 know that our bodies are the creation of God and his dwelling place (k) 8.13.2 know dangers of using drugs in relation to Christian teaching (k) 8.13.3 understand ways to keep our bodies healthy (u) 8.13.4 recognize the effects of not keeping and caring for our body in relation to Christian teaching (s) 8.13.5 appreciate the biblical teachings on caring for our body (a)</p>	<p>9.10 Situation Verses Biblical Ethics 9.10.1 know the meaning of stewardship and ethics (k) 9.10.2 know the differences between situational and biblical ethics (k) 9.10.3 understand the principles of biblical ethics (u)</p> <p>9.11 Respect For Human Life 8.11.1 know the reason why human life should be respected (k) 8.11.2 understand that the source of human life comes from God as a gift to human kind (u) 8.11.3 be able to identify current issues that are related to respect for human life (s)</p>

Section 11. LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Secondary Christian Education course and the suggested teaching times based on **17 Teaching Weeks per Semester and 34 Teaching weeks per Year** in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 weeks only, due to year 9 National Examinations. In the table *the title in italics is the Strand title*; the smallest titles are for the sub-strands or main topics of the sub-strands.

Semester 1

Year 7																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 7		<i>Christian Life within the Community</i>			<i>The Church and Religion</i>							<i>Personal Spiritual growth, Faith, Witnessing and Discipleship</i>						Revision and Exams		
		3 weeks 7.1 Living with others 7.2 Identity 7.3 Virtues & Values 7.4 Rights & Responsibilities			8 Weeks 7.5 SI Church History 7.6 Attributes of God 7.7 Cults							6 Weeks 7.8 Commitment 7.9 Prayer & Fasting 7.10 Fellowship & Worship								
2 Week																				
Year 8																				
Y E A R 8		<i>Christian Life within Community</i>			<i>The Church and Religion</i>							<i>Personal Spiritual growth, Faith, Witnessing and Discipleship</i>						Revision and Exams		
		3 Weeks 8.1 Forgiveness & Reconciliation 8.2 Extending Grace			9 Weeks 8.3 Forms of worship and practice 8.4 Human condition/Fall/Redemption 8.5 Solomon Islands traditional belief							5 Weeks 8.6 Memorization & Meditation 8.7 Witnessing								
2 Week																				
Year 9																				
Y E A R 9		<i>Christian Life within the Community</i>			<i>The Church and Religion</i>							<i>Personal Spiritual growth, Faith, Witnessing and Discipleship</i>						Revision and Exams		
		3 Weeks 9.1 Preparation for Marriage 9.2 Restorative Justice			8 Weeks 9.3 Ecumenism 9.4 The claims of Christ 9.5 Quasi-Christian movements							3 Weeks 9.6 Dealing with temptation 9.7 Pastoral Care and Counseling								
2 Week																				

Semester 2

Year 7																						
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Y E A R 7		The Bible										Stewardship and moral issues								Revision and Exams 2 Week		
		9 Weeks 7.11 Introduction to the Bible 7.12 How the Bible came to us										8 Weeks 7.13 Biblical Authorship of the New Testament 7.14 Environmental Issues 7.15 Care for the Creation in relation to Christian teaching 7.16 Reflective Evaluation of Personal Development 7.17 Birth of Christ										
Year 8																						
Y E A R 8		The Bible										Stewardship and moral issues								Revision and Exams 2 Week		
		7 Weeks 9.8 Wisdom Literature 9.9 Teachings of Jesus 8.10 Major themes in the scripture										10 Weeks 8.11 Sexual Fidelity 8.12 God's Law of Love (Two fold Commandment) 8.13 Care for our bodies										
Year 9																						
Y E A R 9		The Bible										Stewardship and moral issues				National Exams And Holiday						
		9 Weeks 9.8 Prophets 9.9 Acts										5 weeks 9.10 Situation vs. Biblical ethics 9.11 Respect for human life										

Section 12. DETAIL SYLLABUS

12.1 Christian Education Year 7 Syllabus

Subject: Christian Education		Year: 7
Strand: Christian Life with others in the School		
Sub-strand: 7.1 Living with others (5 Periods) Entering secondary schools for the first time will be a challenging experience. Learners will be living with others coming from different backgrounds with their own ideas and cultures. This sub-strand help learners to understand these differences and appreciate the values and benefits of living together.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.1.1 know what it means to live with other Christians (k) 7.1.2 understand the importance of living with people of different cultures (u) 7.1.3 know the Biblical text related to Christian living (k) 7.1.4 appreciate the values of living with others (a)	<i>Learners should be able to</i> 7.1.1.1 explain the importance of in living with others 7.1.1.2 share their own life experiences 7.1.2.1 explain the importance of different cultures and how to live with people from different cultural background 7.1.3.1 relate the Bible texts about Christian living with others 7.1.3.2 explain how positive attitude towards others can be integrated with the teaching of the gospel(s) 7.1.4.1 explain the importance and values of living with others	<i>Learners can be assessed on</i> 1. christian living with others 2. behavior related to Christian teaching is shown by students living together in the school

Strand: Christian Life within the Community**Sub-strand: 7.2 Identity (3 Periods)**

Living in a multi-racial society there is a need to establish mutual love and respect for all cultures of different members of the community. In the Solomon Islands there are identities that each citizen claims as his or her own identity (Cultural identity, Christian Identity and National identity). This sub-strand aims to help learners understand their identity and at the same time accept and respect other people's identities.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events						
Learners should	Learners should be able to	Learners can be assessed on						
7.2.1 know their own cultural and Christian identities (k)	7.2.1.1 identity their own cultural and Christian identities	1. list five each on cultural and Christian Identities						
7.2.2 know biblical text related to their identity (k)	7. 2.2.1 write a verses related to personal identity	my identities						
7.2.3 understand the meaning of Cultural and Christian Identities (u)	7.2.3.1 define the meaning of cultural and Christian identities	<table><tr><td>Cultural</td><td>Christian</td></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr></table>	Cultural	Christian	1		2	
Cultural	Christian							
1								
2								
	7.2.3.2 discuss ways of integrating Christian values with traditional values (Inculturation)	2. explain what is cultural and Christian identities						
7.2.4 integrate the positive value of their cultural identity with gospel values (s)	7.2.4.1 demonstrate Christian practices like praying, reading the Bible, singing hymns and choruses	3. relate any of your traditional value that you think is similar to Christian value						
7.2.5 appreciate our multi-cultural diversity and heritage (a)	7.2.5.1 write custom stories and share values with other learners	4. write a custom story from your culture and a short prayer						

Subject: Christian Education		Year: 7
Strand: Christian Life within the Community		
Sub-strand: 7.3 Virtues and Values (2 periods) This sub-strand aims to help learners to understand the important of virtues and values		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.3.1 know the meaning of Virtues and values (k) 7.3.2 know and Understand the importance of virtues and Values (k) 7.3.3 understand Christian virtues and values (u) 7.3.4 be able to demonstrate good behaviour (s) 7.3.5 appreciate how to live Christian life (a)	<i>Learners should be able to</i> 7.3.1.1 Define and explain the meaning of Virtues and Values 7.3.2.1 explain the importance of virtues and values 7.3.2.2 write the words that describes Virtues and Values 7.3.3.1 identify and explain examples of Christian virtues and values 7.3.4.1 identify persons in community, society, school and describe how they live out virtues and values 7.3.5.1 relate good personal values to Christian living	<i>Learners can be assessed on</i> 1. explain the meaning of virtues and values 2. explain Gospel Values

Subject: Christian Education Year: 7

Strand: Christian Life within the Community

Sub-strand: 7.4 Rights and Responsibilities (3 Periods)

This sub-strand aims to help learners understand the difference between individual rights and communal rights as these rights help to embrace and enhance peace and harmony in the community. It is the utmost duty of an individual to know and apply his/her rights within the limits or space permitted therefore it is important for the learners to know their rights and responsibilities.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events						
Learners should 7.4.1 know their individual rights and responsibilities in school and community (k) 7.4.2 understand the meaning of rights & responsibilities (u) 7.4.3 understand the differences between individual and communal rights (u) 7.4.4 model their life to a life of a responsible person in community (s) 7.4.5 form opinions about the values of rights and responsibilities (a)	Learners should be able to 7.4.1.1 demonstrate some responsible actions (e.g. during school activities) 7.4.2.1 explain the meaning of rights & responsibilities 7.4.3.1 explain the differences between individual and communal rights 7.4.4.1 identify person in your school or community and describe their rights and responsibilities 7.4.5.1 describe some factors which limit human rights and responsibilities	Learners can be assessed on 1. define the words right and responsibilities 2. name you individual rights and responsibilities 3. give 5 examples of Individual and communal rights <table border="1"><tr><td>Individual rights</td><td>Communal rights</td></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr></table> 4. identify rights and responsible acts from a bible character (e.g. Bible or people like Nelson Mandela, Ghandi, Mother Teresa, etc.) 5. explain in a paragraph why we should behave in a responsible manner in school and community	Individual rights	Communal rights	1		2	
Individual rights	Communal rights							
1								
2								

Strand: The Church and Religion

Sub-strand: 7.5 Solomon Islands Church History (6 Periods)

This sub-strand aims to help the learners know the pioneer missionaries, both expatriates and locals who brought Christianity to Solomon Islands. It will help the learners recognize and appreciate the work of our pioneer missionaries and their valuable contribution to the country despite the sufferings they endured.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.5.1 know the pioneer missionaries of the churches in Solomon Islands (k)	7.5.1.1 identify the pioneer missionaries who brought Christianity to their home islands and other parts of the Solomon Islands	1. list the names of some pioneer missionaries of the different churches in the Solomon Islands
7.5.2 understand the changes brought about by the pioneer missionaries of the churches (u)	7.5.1.2 identify and describe the local pioneers 7.5.2.1 list difficulties faced by missionaries in establishing Christianity in Solomon Islands	2. describe some of the difficulties faced by the early missionaries 3. use the map to locate some missionary routes to Solomon Islands
7.5.3 locate missionary routes to Solomon Islands (s)	7.5.3.1 locate on map missionary routes to Solomon Islands	4. what are some of the valuable contributions made by the pioneer missionaries
7.5.4 appreciate valuable contributions of the pioneer missionaries (a)	7.5.4.1 list and discuss some valuable contributions of the pioneer missionaries	

Subject: Christian Education

Year: 7

Strand: The Church and Religion

Sub-strand: 7.6 Attributes Of God (5 Periods)

This sub-strand will allow the learners to have a better understanding of their faith in God, know different attributes of God which will help them value their faith in God and grow spiritually.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.6.1 know the meaning of the word attribute (k) 7.6.2 understand the different attributes of God (u) 7.6.3 understand their faith in God (u) 7.6.4 value their Christian faith and demonstrate that faith in practice (v)	<i>Learners should be able to</i> 7.6.1.1 explain the meaning of the word attribute 7.6.2.1 identify and explain the different attributes of God 7.6.3.1 identify Christians who have demonstrated their faith to God 7.6.4.1 name the different Bible models of faith, using selected Bible text	<i>Learners can be assessed on</i> 1. define the word attribute 2. explain the attributes of God 3. give an example of how faith works in us 4. name two Biblical Faith models

Subject: Christian Education

Year: 7

Strand: The Church and Religion

Sub-strand: 7.7 Cults (4 Periods)

This sub-strand helps learners to know and understand cults, their characteristics and practices.

Learners should be able to recognize positive aspects of Christianity against other forms of cult practices.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.7.1 know the meaning of cult (k) 7.7.2 understand the main characteristics of cult and cultic practices (u) 7.7.3 defend their faith (s) 7.7.4 understand the differences between Christian faith and cultic belief system (u)	<i>Learners should be able to</i> 7.7.1.1 define the word cult 7.7.2.1 identify the main features of cultic practices 7.7.2.2 identify and explain common behaviour of those who practice cults 7.7.3.1 explain the behavior in their own faith 7.7.4.1 identify and explain the differences between Christian faith and cultic belief system	<i>Learners can be assessed on</i> 1. define the word cult 2. describe some features of cultic practices 3. give an example of cultic behaviours 4. list the difference between Christian faith and Cultic belief system

Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship**Sub-strand: 7.8 Commitments (4 Periods)**

This sub-strand aims to help the learners know the different commitments and responsibilities that involve Christians. They also should be able to accept the commitment and responsibilities to others as commitments to God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.8.1 know different commitments that involved in being a Christian (k) 7.8.2 understand the concept of commitment (u) 7.8.3 understand the importance of our commitment towards our duties or responsibilities (u) 7.8.4 practice Christian values and virtues (s) 7.8.5 appreciate the value of commitment to Christian values and virtues (a)	<i>Learners should be able to</i> 7.8.1.1 engage in organized Christian activities in the school and community 7.8.2.1 identify and explain the stories about people who are committed to witnessing the Christian Faith in selected biblical texts 7.8.3.1 share a story of a pioneer missionary to Solomon Islands and how he/she committed to his/her faith 7.8.4.1 describe their own personal spiritual growth 7.8.4.2 describe the practices of Christian values and virtues 7.8.5.1 demonstrate a commitment to Christian values and virtues	<i>Learners can be assessed on</i> 1. list different Christian activities students should commit themselves into? 2. give three examples of faith commitment from stories in the bible 3. identify any three Christian values and virtues that we should commit ourselves into 4. write a paragraph explaining how to commit oneself to Christian values and virtues

Subject: Christian Education Year: 7		
Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship		
Sub-strand: 7.9 Praying and Fasting (4 Periods) This sub-strand helps learners to know and understand how to use the different types and methods of praying and fasting. Learners should be able to use these when communicating with God.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.9.1 understand the meaning of Praying and Fasting (u) 7.9.2 understand the purpose for praying and fasting practices (u) 7.9.3 pray using different types and methods of praying (s) 7.9.4 value the importance of praying and fasting in Christian life (v)	<i>Learners should be able to</i> 7.9.1.1 define fasting and praying 7.9.2.1 explain the importance of praying and fasting according to Biblical text 7.9.3.1 select and conduct a particular type and method of praying 7.9.4.1 describe the importance of praying and fasting in Christian life	<i>Learners can be assessed on</i> 1. define the words <i>fasting</i> and <i>praying</i> 2. explain biblical teachings about <i>Fasting</i> and <i>Praying</i> 3. explain the different ways of fasting and praying 4. explain the reasons for <i>Fasting, Praying</i> and <i>Why Jesus fast and pray?</i>

Subject: Christian Education Year: 7

Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship

Sub-strand: 7.10 Fellowship & Worship (4 Periods)

This sub-strand helps the learners to understand the importance of Fellowship and Worship. It will help the learners appreciate meeting God through Fellowship and Worship.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.10.1 know and understand the meaning of fellowship and worship (k) 7.10.2 understand the different forms of worship in our churches (u) 7.10.3 appreciate the importance of participating in fellowship and worship (a)	<i>Learners should be able to</i> 7.10.1.1 explain the meaning of fellowship and worship 7.10.2.1 write paragraphs on worship and fellowship method in our churches 7.10.3.1 participate meaningfully in worship and fellowship 7.10.3.2 describe the reasons why we need to participate in fellowship and worship	<i>Learners can be assessed on</i> 1. define the words <i>Fellowship</i> and <i>Worship</i> 2. explain what the bible says about fellowship and worship 3. write a paragraph on how you meet God through fellowship and worship 4. describe the significance of fellowship and worship

Strand: The Bible

Sub-strand: 7.11 Introduction to the Bible (6 Periods)

This sub-strand will help learners to know useful information about the Bible as an important source of guide to know God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.11.1 know the brief history of how important the Bible is to our Christian lives (k)</p> <p>7.11.2 understand that the Bible is holy and inspired (u)</p> <p>7.11.3 be able to locate the different books of the bible (s)</p> <p>7.11.4 be able to locate the missionary journeys on the map (s)</p> <p>7.11.5 value the Bible as an important guide for our spiritual lifelife (a)</p>	<p>Learners should be able to</p> <p>7.11.1.1 identify and write the different books of the bible according their historical setting</p> <p>7.11.2.1 explain why the bible is holy an inspired</p> <p>7.11.3.1 identify and locate the different books of the bible</p> <p>7.11.3.2 identify the writers of the books in the Bible, dates, and purpose of writing the book</p> <p>7.11.3.3 list the different challenges faced by the writers</p> <p>7.11.4.1 locate on a map the missionary journeys taken by the writers to preach the message of Christ</p> <p>7.11.5.1 list and discuss the importance in believing in the bible</p>	<p>Learners can be assessed on</p> <p>1. list the names of books of the old Testament</p> <p>2. write the New Testament books and their brief history</p>

Subject: Christian Education

Year: 7

Strand: The Bible

Sub-strand: 7. 12 How The Bible Came To Us (4 Periods)

This sub-strand helps the learners to understand the importance of the Bible, the process by which the Bible came to us and to value the Bible as the Word of God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.12.1 know the importance of the Bible (k) 7.12.2 know that the Bible can be translated into different languages (k) 7.12.3 understand the process by which the Bible came to us (u) 7.12.4 select biblical verses that suggest that Bible is an inspired Word of God (s) 7.12.5 value the Bible as the Word of God (a)	<i>Learners should be able to</i> 7.12.1.1 explain the importance of the Bible 7.12.2.1 identify different versions of the Bible 7.12.2.2 list languages into which the Bible has been translated 7.12.3.1 recognize that the writers of the Bible were inspired 7.12.4.1 use selected biblical texts to suggest that the Bible is the inspired Word of God 7.12.5.1 use Bible in praying	<i>Learners can be assessed on</i> 1. why is the bible important to all Christians? 2. explain the way by which the bible came to us 3. list biblical verses that describe the work of God in the Bible 4. list different versions of the Bible

Strand: The Bible**Sub-strand: 7.13 Biblical Authorship of The New Testament (6 Periods)**

This sub-strand introduces to the learners the authors of the New Testament Books and the writings as inspired by God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.13.1 know the Authors of the New Testament Books (k)</p> <p>7.13.2 understand that Christians believe and accept the Good News of Jesus Christ (u)</p> <p>7.13.3 recognize that the authors of the New Testament were inspired by the Holy Spirit (s)</p> <p>7.13.4 appreciate and value the divine messages in the New Testament (a)</p>	<p>7.13.1.1 name the gospels in New Testament</p> <p>7.13.1.2 identify the epistle writings in the New Testament</p> <p>7.13.2.1 describe that Christians belief and accept the Good News of Jesus Christ</p> <p>7.13.2.2 recognize the belief that the authors were inspired by God's Holy Spirit</p> <p>7.13.3.1 recite biblical verses from the New Testament</p> <p>7.13.4.1 share the importance texts in the new testament that speaks of the divine message</p>	<p>1. list the books of the New Testament in order according to the Bible and name the authors</p> <p>2. find a text which relates to the New Testament an inspired book</p> <p>3. find the story of the birth and death of Jesus in the Gospel of John</p> <p>4. recite a verse and explain why is important</p>

Subject: Christian Education

Year: 7

Strand: Stewardship and Ethical Issues

Sub-strand: 7.14 Environmental Issues (8 Periods)

This sub-strand helps learners to know the different environmental issues and to understand the causes and effects of environmental issues.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.14.1 know the different environmental issues affecting Solomon Islands (k) 7.14.2 understand what the Bible says regarding care for environment (u) 7.14.3 discuss the causes and effects of environmental issues (u) 7.14.4 have formed opinions about ways to protect and care for environment (a)	<i>Learners should be able to</i> 7.14.1.1 identify different environmental issues affecting Solomon Islands 7.14.2.1 identify and explain selected biblical teachings about the environment 7.14.3.1 discuss the causes and effects of environment issues 7.14.4.1 discuss ways of protecting and caring for our environment	<i>Learners can be assessed on</i> 1. list four major environment issues affecting Solomon Islands 2. discuss biblical teachings concerning care for our environment 3. list three biblical texts regarding care for our environment 4. list some environmental issues concerned with logging, littering, mining and air pollution 5. write a paragraph on how to care for the environment

Subject: Christian Education Year: 7

Strand: Stewardship and Ethical Issues

Sub-strand: 7.15 Care For The Creation of God (8 Periods)

This sub-strand aims at helping learners to know that God is the Creator and we are his stewards. It will also help them to understand the importance of caring for the creation of God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.15.1 know that we are the stewards of creation (k) 7.15.2 understand the importance of caring for the creation (u) 7.15.3 care for the creation (s) 7.15.4 appreciate the importance of the creation (a)	<i>Learners should be able to</i> 7.15.1.1 identify and explain responsible actions towards the creation 7.15.2.1 explain the importance of caring for the creation 7.15.3.1 protect immediate surroundings in a responsible manner 7.15.4.1 discuss ways to care for the creation and protect the integrity	<i>Learners can be assessed on</i> 1. explain our role as stewards of the creation 2. explain the importance of care for creation and identify related biblical references 3. list ways of protecting the creation 4. give reasons why we should respect the creation

Strand: Stewardship and Moral Issues**Sub-strand: 7.16 Reflective Evaluation of Personal Change and Growth (8 Periods)**

This sub-strand aims to help learners to reflect back at their personal change and growth throughout their first and second semester, critically evaluate their understanding of Christian teachings received, do a self-appraisal of their new lifestyle adaptation and behavioural change and progress and make certain projections for their future attitude and character development.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.16.1 recall some important bible facts from topics learnt throughout their first year (k)</p> <p>7.16.2 reflect genuine and clear understanding of the flow of biblical topics through their first year, and their importance to them in their school community and also in any other community (u)</p> <p>7.16.3 be able to identify Bible truths that form the basis or Christian attitude and behaviour at school and society and how to relate them to practical living (s)</p> <p>7.16.4 have developed personal conviction on areas of their lives (attitude & character) that need change, and how to apply bible truths learnt to make those changes (a/v)</p>	<p>7.16.1.1 explain some of the important bible truths learnt from their past bible topics</p> <p>7.16.2.1 identify certain bible characters/figures and associated bible references with truths and good examples that can be followed in one's personal life</p> <p>7.16.3.1 give names of people (characters/figures) in the Bible with specific references and list new areas of changes that need to be worked on for change</p> <p>7.16.4.1 evaluate personal attitude, behaviour and character, and make changes that are according to bible truths learnt. Also, pinpoint areas that still need change and how they plan to work on that in future</p>	<p>1. truths and bible examples learnt. e.g. Give some explanation of the basic bible truths</p> <p>2. changes that has taken place their lives. e.g. Share some of the real life experiences they have felt and seen in their personal growth and in their personal relationship with God</p> <p>3. how their lives are affecting others in their school community as a result of changes in their personal lives. e.g. describe how they have convinced others on care for environment, withdrawal from bad, more interest in christian activities like music bible study, attendance of Sunday worship etc</p>

Strand: The Bible**Sub-strand: 7.17 The Birth Of Jesus (4 Periods)**

This sub-strand aims to help the learners appreciate the Christian belief in the Birth of Jesus as the plan of God and Jesus Christ as the Son of God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events										
Learners should 7.17.1 know the story of the birth of Jesus Christ (k) 7.17.2 understand God’s plan in the birth of Jesus (u) 7.17.3 be able to dramatize the story of the birth of Jesus (s) 7.17.4 appreciate that Jesus Christ is the Son of God (a)	Learners should be able to 7.17.1.1 tell the Bible story of the birth of Christ Jesus 7.17.2.1 explain how the birth of Jesus is the fulfillment of Gods plan 7.17.3.1 role play the story of the birth of Jesus 7.17.4.1 use selected Old Testament and New Testament texts to suggest that Jesus is the Son of God	Learners can be assessed on 1. list the major events that occurred in the story of the birth of Jesus 2. tell the story of the birth of Jesus 3. describe why the birth of Jesus is seen as the fulfillment of God’s plan 4. dramatize the events surrounding the Birth of Christ Jesus 5. compare texts that suggest that Jesus is the Son of God in both Old and New Testament <table><tr><td>Old Testament</td><td>New Testament</td></tr><tr><td>Ex. Isaiah ...</td><td>John.....</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Old Testament	New Testament	Ex. Isaiah ...	John.....						
Old Testament	New Testament											
Ex. Isaiah ...	John.....											

12.2 Christian Education Year 8 Syllabus

Subject: Christian Education Year: 8		
Strand: Christian Life Within The Community		
Sub-strand: 8.1 Forgiveness and Reconciliation (3 periods) This sub-strand aims to help learners understand the needs for forgiveness and reconciliation and to know the process of forgiveness and reconciliation. Also it aims to help learners understand the death of Jesus on the cross that leads to forgiveness and reconciliation.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.1.1 understand the process of forgiveness and reconciliation (u) 8.1.2 understand the belief that Jesus Christ death on the cross forms the basis of forgiveness and reconciliation (u) 8.1.3 understand that repentance and forgiveness leads to peace and reconciliation (u) 8.1.4 understand and value the importance of traditional and biblical forgiveness reconciliation (u) 8.1.5 apply forgiveness and reconciliation in life (s) 8.1.6 appreciate the need to forgive and reconcile (a)	Learners should be able to 8.1.1.1 explain the process of forgiveness and reconciliation 8.1.2.1 explain biblical foundation of forgiveness and reconciliation 8.1.3.1 discuss that repentance and forgiveness leads to peace and reconciliation 8.1.4.1 give examples of traditional and biblical ways of forgiveness and reconciliation 8.1.4.2 explain that compensation as a means to bring peace and not gain 8.1.5.1 identify the different approaches of forgiveness and reconciliation 8.1.6.1 discuss the need to forgive and reconcile with others	Learners can be assessed on 1. describe the process of reconciliation 2. give two biblical references that show Jesus death on the cross leads to forgiveness and reconciliation 3. identify the need for forgiveness and reconciliation in a given story 4. describe some important values that can be achieved as a result of forgiving and reconciling with one another

Subject: Christian Education

Year: 8

Strand: Christian Life Within The Community

Sub-strand: 8.2 Extending Grace (3 Periods)

This sub-strand aims to help learners understand the meaning of grace and to know the uniqueness of grace, the need to understand the implications of grace and to know grace as a gift from God.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.2.1 understand the meaning of grace (u) 8.2.2 know grace is a gift from God (k) 8.2.3 understand the role of grace in redemption (u) 8.2.4 describe the personal experience of grace (s) 8.2.5 appreciate the importance of God's extending grace (a)	<i>Learners should be able to</i> 8.2.1.1 define grace 8.2.2.1 give two examples of God's grace 8.2.3.1 explain the role of grace in redemption 8.2.4.1 describe personal experience of grace 8.2.5.1 testify the work of God's extending grace in the learners lives	<i>Learners can be assessed on</i> 1. define the word Grace 2. where does grace comes from? 3. give an example of grace in redemption 4. describe a personal experience that you have encountered which you think comes from the work of God's grace

Subject: Christian Education

Year: 8

Strand: The Church and Religion

Sub-strand: 8.3 Forms Of Worship And Liturgical Practices (6 Periods)

This sub-strand aims to help learners know different forms of worship and liturgical practices of the church and understand their importance and be able to respect and follow them.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.3.1 know the different common forms of worship and liturgical practices in our churches (k) 8.3.2 understand the importance of worship and liturgical practices (u) 8.3.3 conduct a particular form of worship (s) 8.3.4 appreciate the different forms of worship and liturgical practices (a)	<i>Learners should be able to</i> 8.3.1.1 identify the different common forms of worship and liturgical practices in our churches 8.3.2.1 explain the importance of worship and liturgical practices 8.3.3.1 demonstrated a particular form of worship 8.3.4.1 identify two examples of liturgical forms of worship in their church	<i>Learners can be assessed on</i> 1. list four common types of worship and liturgical practices in our churches 2. describe the importance of worship and liturgical practices in our churches 3. write a simple format of worship or liturgical practice in your own church

Strand: The Church and Religion**Sub-strand: 8.4 Human Condition, the Fall and Redemption (6 Periods)**

This sub-strand will enable the learners to understand the belief that human beings by nature are prone to challenges that come their way. Hence God's grace has no limit. Human frailties do not exclude us from God's love, and that through his redemptive work he brought us salvation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.4.1 understand the status of the human condition and meaning of the fall and redemption (u)</p> <p>8.4.2 understand the relationship between the human condition, the fall and redemption (u)</p> <p>8.4.3 describe the human condition and the need for redemption (s)</p> <p>8.4.4 value the redemptive work of God (v)</p>	<p>Learners should be able to</p> <p>8.4.1.1 define the term fall and redemption</p> <p>8.4.1.2 describe the condition surrounding the status of humanity</p> <p>8.4.2.2 explain the relationship between the human condition, the fall and redemption</p> <p>8.4.3.1 identify the human and the need for redemption</p> <p>8.4.4.1 give examples of the human condition that is in need of redemption</p>	<p>Learners can be assessed on</p> <p>1. explain the fall and redemption</p> <p>2. how does human condition relates to the fall and redemption</p> <p>3. identify three human conditions that need redemption</p>

Strand: The Church and Religion**Sub-strand: 8.5 Traditional and Christian Beliefs In Solomon Islands (6 Periods)**

This sub-strand aims to help learners understand how the traditional belief involves worship and performing of ritual to many gods. Christianity has brought in a new dimension challenging the traditional beliefs. This challenges traditional belief to find a new meaning in Christian perspective.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.5.1 unow the basic concepts of Solomon Islands traditional belief systems (k)</p> <p>8.5.2 understand central features associated with traditional belief system in Solomon Islands (u)</p> <p>8.5.3 identify similarities and differences between traditional and Christian belief systems in Solomon Islands (s)</p> <p>8.5.4 formed opinion about the traditional belief in relation to Christian beliefs (a)</p>	<p>Learners should be able to</p> <p>8.5.1.1 explain the basic concept of Solomon Islands traditional belief system</p> <p>8.5.2.1 identify individual characters and figures associated with the traditional belief systems</p> <p>8.5.3.1 give examples of the similarities and differences between traditional and Christian belief system in Solomon Islands</p> <p>8.5.4.1 make comparisons between the traditional and the Christian belief</p>	<p>Learners can be assessed on</p> <p>1. in a paragraph explain the basic concept of Solomon Islands traditional belief system</p> <p>2. name some basic characters that are associated with traditional belief system</p> <p>3. list similarities and differences of traditional beliefs to Christian faith</p>

Subject: Christian Education Year: 8		
Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship		
Sub-strand: 8.6 Memorisation and Meditation (5 Periods) This sub-strand aims to help the learners understand that memorization and meditation using Scripture passages helps them to understand God and to appreciate these as a way to communicate with God.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.6.1 know the methods of meditation (k) 8.6.2 understand the importance of meditation (u) 8.6.3 understand meditation as being with God (u) 8.6.4 memorise Scripture passages (s) 8.6.5 value the practice of meditation and memorisation (v)	<i>Learners should be able to</i> 8.6.1.1 identify methods of meditation 8.6.2.1 explain the importance of meditation and memorization of scripture passages 8.6.3.1 describe how they feel and what they experience during meditation 8.6.4.1 memorize selected scripture passages 8.6.5.1 select and practise a method of meditation	<i>Learners can be assessed on</i> 1. list the three ways of meditation 2. explain the importance of meditation and memorization 3. discuss some advantages of meeting God through meditation

Subject: Christian Education Year: 8		
Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship		
Sub-strand: 8.7 Witnessing (5 Periods) This sub-strand helps learners to understand the basic concepts of witnessing in real life situations.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.7.1 understand the meaning of witnessing (<i>u</i>) 8.7.2 understand different methods of witnessing (<i>u</i>) 8.7.3 understand the meaning of witnessing (<i>u</i>) 8.7.4 demonstrate Witness in real life situations (<i>s</i>) 8.7.5 appreciate pioneer missionaries as examples of Witnesses of the Christian Faith (<i>a</i>)	<i>Learners should be able to</i> 8.7.1.1 define the word witnessing 8.7.2.1 explain some methods of witnessing 8.7.3.1 identify the important of witnessing 8.7.4.1 participate in youth ministries, school and organized church ministries 8.7.4.2 list personal examples of witnessing 8.7.5.1 identify pioneer missionaries as examples of witnesses of the Christian Faith	<i>Learners can be assessed on</i> 1. define the word Witnessing 2. name any three ways of witnessing 3. discuss how a pioneer missionary of your church witnessed the Christian Faith

Subject: Christian Education Year: 8

Strand: The Bible

Sub-strand: 8.8 Wisdom Literature (6 Periods)

This sub-strand helps learners to understand the meaning and the purpose of wisdom literature. Learners should appreciate the genre and message in the wisdom literature.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.8.1 understand the meaning of wisdom literature (u)</p> <p>8.8.2 know the major themes of biblical wisdom literature (k)</p> <p>8.8.3 understand the purpose of wisdom writings (u)</p> <p>8.8.4 distinguish the wisdom literature writings from other writings in the Old Testament (s)</p> <p>8.8.5 appreciate the genre and message in the wisdom literature (a)</p>	<p>8.8.1.1 identify which books of the Old Testament are classified as Wisdom Literature</p> <p>8.8.1.2 explain the meaning of Wisdom Literature</p> <p>8.8.2.1 identify the major themes in biblical wisdom literature</p> <p>8.8.3.1 explain the purpose and importance of wisdom literature</p> <p>8.8.4.1 list the wisdom literature writings of the Old Testament</p> <p>8.8.5.1 identify different writing styles in wisdom literature</p>	<p>1. explain the meaning of wisdom literature</p> <p>2. identify the major themes in the biblical wisdom literature</p> <p>3. describe the purpose of wisdom literature in the Old Testament</p> <p>4. list the books of the Old Testament that are classified as Wisdom Literature</p>

Subject: Christian Education Year: 8

Strand: The Bible

Sub-strand: 8.9 Teachings of Jesus Christ about the Kingdom of God (6 Periods)

This sub-strand helps the learners to understand the teachings of Jesus about the Kingdom of Heaven. They should recognize that Christians accept the Messianic kingdom heralding a new dimension of our relationship with God through Jesus Christ.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.9.1 understand the meaning of kingdom of God according to the teachings of Jesus (k) 8.9.2 understand the Messianic Kingdom heralding a new dimension of our relationship with God through Jesus Christ (u) 8.9.3 be able to explain the teachings of Jesus about the Kingdom of Heaven (s) 8.9.4 appreciate the teachings of Jesus in our daily lives (a)	<i>Learners should be able to</i> 8.9.1.1 explain the meaning of the kingdom of God according to the teachings of Jesus 8.9.2.1 explain that the Messianic Kingdom herald a new dimension of our relationship with God through Jesus Christ 8.9.3.1 explain the teachings of Jesus about the Kingdom of Heaven 8.9.4.1 identify the different approaches of Jesus' teachings 8.9.4.2 discuss the teachings of Jesus in light of the Christian life	<i>Learners can be assessed on</i> 1. kingdom of God e.g. <ul style="list-style-type: none">• <i>explain the meaning of the Kingdom of God.</i>• <i>what are some of the teachings of Jesus about the Kingdom of God.</i> 2. relationship with God through Jesus Christ e.g. <i>how did birth of Jesus bring us closer to God.</i> 3. teachings of Jesus e.g. <i>identify the different approaches Jesus used in teaching.</i> 4. themes e.g. <i>explain themes used in the teachings of Jesus.</i>

Subject: Christian Education Year: 8

Strand: The Bible

Sub-strand: 8.10 Major Themes In The Scripture (6 Periods)

This sub-strand helps learners understand the meaning of major themes in the Bible, and appreciate the message of salvation history.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.10.1 know the major themes in the Bible (k)</p> <p>8.10.2 know the meaning of creation, sin, incarnation, redemption, sanctification, judgment and eternal life (k)</p> <p>8.10.3 understand the major themes outlined in the salvation history in the Bible (u)</p> <p>8.10.4 be able to identify major themes in the Scripture (s)</p> <p>8.10.5 value the messages and the themes in the Salvation history (v)</p>	<p>Learners should be able to</p> <p>8.10.1.1 identify the major themes in the Bible</p> <p>8.10.2.1 define the meaning of creation, sin, incarnation, redemption, sanctification, judgment and eternal life</p> <p>8.10.3.1 describe the importance of the messages and themes in the salvation history</p> <p>8.10.4.1 explain the major themes outlined in the salvation history in the Bible</p> <p>8.10.5.1 identify major themes in the Scripture</p>	<p>Learners can be assessed on</p> <p>1. major themes e.g. <i>list the major themes in the Bible</i></p> <p>2. definition of words e.g. <i>define the following terms</i></p> <ul style="list-style-type: none"> • <i>creation</i> • <i>sin</i> • <i>incarnation</i> • <i>redemption</i> • <i>sanctification</i> • <i>judgment</i> • <i>eternal life</i> <p>3. major themes in ealvation history. e.g. <i>explain two major themes outlined in the salvation history.</i></p> <p>4. messages in the major themes e.g. <i>what are some of the important values in the message and themes in the Salvation history.</i></p>

Subject: Christian Education Year: 8

Strand: Stewardship and Ethical Issues

Sub-strand: 8.11 Sexual Fidelity (6 Periods)

This sub-strand aims to place sex and sexual fidelity in the right context acceptable to the Christian Faith and its meaning.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.11.1 know the meaning of sexual fidelity (k) 8.11.2 understand the importance of sex in marriage (u) 8.11.3 be able to demonstrate stewardship of the body through abstain from of sex until marriage (s) 8.11.4 value biblically based relationships with opposite sex (v) 8.11.5 appreciate marriage as a gift of God (a)	<i>Learners should be able to</i> 8.11.1.1 define the meaning of sexual fidelity 8.11.2.1 explain the importance of sex within proper marriage 8.11.3.1 explain the immorality of pre-marital sex 8.11.4.1 show respect towards the opposite sex 8.11.5.1 discuss biblical teachings about love and respect in marriage	<i>Learners can be assessed on</i> 1. definition <i>e.g. define the meaning of sexuality.</i> 2. importance of sex within proper marriage <i>e.g. list causes and effects of sexual infidelity and pre-marital sex.</i> 3. respect for others <i>e.g. identify important value every person has that needs to be respected.</i> 4. marriage is a gift from God <i>e.g. explain why husband and wife should respect and love each other in marriage.</i>

Subject: Christian Education Year: 8

Strand: Stewardship and Ethical Issues

Sub-strand: 8.12 God's Law of Love (Two Fold Commandment) (4 Periods)

The Law of Love is the summary of the Ten Commandments found in the Scripture. This sub-strand explores the commandments in the service of Love for God, Neighbour and Oneself.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
8.12.1 know God's Law of Love (k)	8.12.1.1 explain God's Law of Love	1. Gods Law of love. e.g. write down God's Law of Love.
8.12.2 understand the importance of living out God's Law of Love in daily living (u)	8.12.2.1 explain the importance of God's Law of Love in daily living 8.12.2.2 give an example of living out God's Law of Love	2. living out Gods Law of Love. e.g. outline the importance of living out God's Law of Love.
8.12.3 be able to love God and neighbours (s)	8.12.3.1 respect God and Others	
8.12.4 appreciate God's Law of Love as a guide for life (a)	8.12.4.1 memorize biblical text (scripture verses) on God's Law of Love	

Subject: Christian Education

Year: 8

Strand: Stewardship and Ethical Issues

Sub-strand: 8.13 Care For Our Bodies In Relation To Christian Teaching (6 Periods)

This sub-strand explores caring for the body based on godly living and healthy standards. It seeks to find knowledge from Scriptures and science to promote care and responsibility for the body.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.13.1 know that our bodies are the creation of God and his dwelling place (k) 8.13.2 know the dangers of drugs to our bodies in relation to christian teaching (k) 8.13.3 understand ways to keep our bodies healthy (u) 8.13.4 recognize the effects of not keeping and caring for our body in relation to Christian teaching (s) 8.13.5 appreciate the biblical teachings on caring for our body (a)	<i>Learners should be able to</i> 8.13.1.1 explain that our bodies are the creation of God and his dwelling place 8.13.2.1 recognize the danger of using drugs and health related issues in relation to christian teaching 8.13.3.1 describe ways keep our bodies healthy 8.13.4.1 identify and explain the effects of not keeping and caring for the body in relation to Christian teaching 8.13.5.1 identify Biblical text or stories on caring for our bodies	<i>Learners can be assessed on</i> 1. our bodies are Gods dwelling place <i>e.g. explain why we believe that our bodies are God's dwelling place.</i> 2. christian teachings on dangers of using drugs <i>e.g. give examples of drug related issues in relation to care for our bodies.</i> 3. keeping our bodies <i>e.g. discuss way of keeping our bodies in relation to Christian teaching.</i> 4. biblical teachings <i>e.g. what can we learn from the biblical stories concerning caring for our bodies.</i>

12.3 Christian Education Year 9 Syllabus

Subject: Christian Education Year: 9		
Strand: Christian Life Within The Community		
Sub-strand: 9.1 Preparation For Marriage (6 Periods) Marriage is a significant rite of commitment intended for life long relationship. This sub-strand explores Christian circumstances and teaching about marriage and the importance of choosing a marriage partner.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.1.1 know the meaning and purpose of marriage (k) 9.1.2 understand the biblical teachings about relationship in marriage (u) 9.1.3 differentiate traditional and christian ways of choosing a marriage partner (s) 9.1.4 appreciate the importance of parent's role in marriage (v) 9.1.5 value that marriage is a life time commitment (v) 9.1.6 have formed opinions about choosing a marriage partner (a)	<i>Learners should be able to</i> 9.1.1.1 explain the meaning and purpose of marriage 9.1.2.1 identify Biblical teachings about relationship in marriage 9.1.3.1 compare and contrast the differences between traditional and Christian ways of choosing a marriage partner 9.1.4.1 discuss the importance of parents' role in marriage 9.1.5.1 discuss ways to respect marriage as a life time commitment 9.1.6.1 discuss the importance of choosing a marriage partner	<i>Learners can be assessed on</i> 1. meaning and purpose of marriage <i>Eg: What is the meaning of the word marriage? List three purposes of why people getting married to each other.</i> 2. traditional and Christian ways of choosing a right partner <i>Eg: List five differences in choosing a partner in traditional and Christian way.</i> 3. biblical teachings on marriage relationships. <i>Eg: Explain the teaching about marriage relationship in the ten commandments.</i> 4. role of the parents and married life commitment <i>Eg: Discuss why choosing a right partner is important in married life.</i>

Subject: Christian Education Year: 9

Strand: The Church And Religion

Sub-strand: 9.3 Ecumenism (4 Periods)

This sub-strand examines ecumenism in the context of ecumenical solidarity, ecumenical activity and the spirit of ecumenism among the churches in Solomon Islands.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.3.1 know the meaning of Ecumenism (k)</p> <p>9.3.2 know the ecumenical institutions and activities in Solomon Islands (k)</p> <p>9.3.3 understand the importance of Ecumenism (u)</p> <p>9.3.4 be able to identify ways to promote the spirit of Ecumenism (s)</p> <p>9.3.5 have formed opinion about Ecumenical solidarity (a)</p> <p>9.3.6 appreciate the aim of Solomon Islands Christian Association and Solomon Islands Full Gospel Association (a)</p>	<p>Learners should be able to</p> <p>9.3.1.1 explain the meaning of Ecumenism</p> <p>9.3.1.2 give examples of Ecumenical activities in the Solomon Islands</p> <p>9.3.3.1 explain the importance of Ecumenism</p> <p>9.3.4.1 identify ways to promote the spirit of ecumenism</p> <p>9.3.5.1 list the advantages of Ecumenism solidarity</p> <p>9.3.6.1 describe the aim of Solomon Islands Christian Association (SICA) and Solomon Islands Full Gospel Association (SIFGA)</p>	<p>Learners can be assessed on</p> <p>1. definition of Ecumenism. <i>Eg: What is the meaning of the word Ecumenism?</i></p> <p>2. importance of Ecumenism. <i>Eg: Explain why it is that ecumenism is important in Solomon Islands.</i></p> <p>3. ways to promote ecumenism. <i>Eg. Identify two ways you can help promote the spirit of Ecumenism.</i></p> <p>4. aim of SICA and SIFGA <i>Eg. What do you think could happen if there is no SICA & SIFGA?</i></p>

Strand: The Church And Religion**Sub-strand: 9.4 the Claims Of Christ (6 Periods)**

This sub-strand aims to help the learners know the claims of Christ according to the gospel of John and to understand that Christians accept Jesus as the son of God. This will help their Christian faith in Jesus to be strong.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.4.1 know the different claims of Christ (k)	9.4.1.1 list and describe the different claims of Christ	1. Claims of Christ <i>Eg: List five claims of Christ that are found in the Bible.</i>
9.4.2 understand various claims of Christ (u)	9.4.2.1 explain how the claims of Christ are central to Christian faith	<i>Eg: How do claims of Christ help Christians.</i>
9.4.3 be able to use the scripture passages to valid the claims of Christ (s)	9.4.3.1 use passages from the Gospel of John to validate the claims of Christ	2. Christian Faith <i>Eg: Explain how the claims of Christ are central to Christian faith.</i>
9.4.4 appreciate the claims of Christ (a)	9.4.4.1 discuss the different claims of Christ	<i>Eg: Identify a passage in Johns Gospel which mentioned the claims of Christ.</i>

Subject: Christian Education Year: 9

Strand: The Church And Religion

Sub-strand: 9.5 The Quasi - Christian Movement (6 Periods)

This sub-strand aims to help the learners understand the different religious movements in our country in relation to the Christian Faith. It also aims at helping the learners to appreciate the work of the Churches in our country.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.5.1 know the different Quasi-Christian movements (k) 9.5.2 understand the characteristics of the Quasi-Christian movements in relation to Christian Faith (u) 9.5.3 be able to identify the different Quasi-Christian movements in Solomon Islands (s) 9.5.4 appreciate the work of the Church as the body of Christ (a)	<i>Learners should be able to</i> 9.5.1.1 list the different Quasi – Christian movements 9.5.2.1 list the similarities and differences between the Quasi-Christian movement and Churches 9.5.3.1 identify the different Quasi-Christian movements in Solomon Islands 9.5.4.1 explain the work of the Church as the body of Christ	<i>Learners can be assessed on</i> 1. Quasi-Christian movements. <i>Eg: List some different Quasi-Christian movements in Solomon Islands</i> 2. differences between Christian Faith and Quasi- Christian movement. <i>Eg: Describe the differences between Christian Faith and Quasi-Christian movement</i> 3. Quasi- Christian movements in Solomon Islands <i>Eg: Identify different Quasi-Christian movements in Solomon Islands.</i> 4. the work of the Church <i>Eg: Explain ways in which the church as the body of Christ should do in relation to Quasi-Christian movements.</i>

Subject: Christian Education

Year: 9

Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship

Sub-strand: 9.6 Dealing With Temptation (4 Periods)

This sub-strand will help learners to understand the meaning of temptation. It will also help to assist learners to apply the approaches of overcoming temptation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.6.1 know the meaning and dangers of temptation (k) 9.6.2 understand the general strategies and source of temptation (u) 9.6.3 be able to identify biblical approaches in resisting temptation (s) 9.6.4 have formed opinions about ways to deal with temptations (a)	<i>Learners should be able to</i> 9.6.1.1 explain the meaning and dangers of temptations 9.6.2.1 explain different temptations and the falsehoods behind them 9.6.3.1 identify how Jesus overcame temptation 9.6.4.1 discuss ways to deal with temptations	<i>Learners can be assessed on</i> 1. meaning and dangers of temptation <i>Eg: Define the word temptation Eg. List three dangers of temptation</i> 2. different temptations <i>Eg: Explain the different temptations and the false behind them</i> 3. biblical approaches <i>Eg: What are the teachings of Jesus about dealing with temptation in the bible?</i> 4. dealing with temptation <i>Describe two ways in dealing with temptation</i>

Strand: Personal Spiritual Growth, Faith, Witnessing and Discipleship**Sub-strad: 9.7 Pastoral Care and Counseling (4 Periods)**

The aim of this sub-strand is to assist learners to understand the meaning of Pastoral care and counseling so that learners will have knowledge of pastoral care and counseling approaches and resources.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.7.1 know different types and resources available to them on pastoral care and counseling (k)</p> <p>9.7.2 understand the meaning of pastoral care and counseling (u)</p> <p>9.7.3 understand the need of pastoral care and the importance of counseling (u)</p> <p>9.7.4 be able to indentify basic principles of counseling (s)</p> <p>9.7.5 appreciate the work of pastoral care and counseling (a)</p>	<p>9.7.1.1 list pastoral care and counseling resources</p> <p>9.7.2.1 explain the meaning of pastoral care and counseling</p> <p>9.7.3.1 recognize the need and importance for pastoral care and counseling</p> <p>9.7.4.1 identify basic principles of counseling</p> <p>9.7.5.1 discuss when and how to take a problem to a trained counselor</p> <p>9.7.5.2 discuss ways to participate in pastoral care</p> <p>9.7.5.3 discuss empathy and feeling with others</p>	<p>1. pastoral care & counseling <i>Eg: List pastoral care and counseling resources that are available?</i> <i>Eg: explain the meaning of pastoral care & counseling</i></p> <p>2. need for pastoral care? <i>Eg. Give three reasons why pastoral care and counseling are important</i></p> <p>3. principles of counseling <i>Eg: Why is listening important in pastoral care?</i></p> <p>4. work of pastoral care and counseling <i>Eg: Why is empathy and feeling with others important is pastoral care?</i></p>

Strand: The Bible**Sub-strand: 9.8 Prophets (8 Periods)**

This sub-strand will assist learners to distinguish between prophets, so that they can understand the background messages and themes, and their impacts on our daily living.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.8.1 know the meaning of the word prophet (k)	9.8.1.1 define the word prophet	1. meaning of the word prophet <i>eg: define the word prophets?</i>
9.8.2 know the major and minor prophets in the Bible (k)	9.8.2.1 list the names of major and Minor Prophets	2. major and minor prophets <i>eg: List the names of major and minor prophet?</i>
9.8.3 understand the role of a prophet (u)	9.8.3.1 explain the role of a prophet	3. role of a prophet <i>eg: explain the role of a prophet?</i>
9.8.4 be able to the basic ideas about the background, themes and messages of the prophets (s)	9.8.4.1 identify the background, themes and message of the prophets	4. background theme and message <i>eg: list three themes in prophet writings?</i>
9.8.5 value the prophetic writings as an inspired word of God (a)	9.8.5.1 discuss the prophetic writings as an inspired word of God	5. prophetic writings are inspired <i>eg: explain how God spoke to prophet Jeremiah?</i>

Strand: The Bible

Sub-strand: 9.9 Acts Of The Apostles (10 Periods)

This sub-strand will enable learners to thoroughly study the Book of Acts, so that they will understand the important events of the early church surrounding the establishment.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.9.1 know the sections of the book of the Acts of the Apostles (k)</p> <p>9.9.2 know the main characters in the Acts of the Apostles and identify their roles (k)</p> <p>9.9.3 understand the important events that took place in the book of the Acts of the Apostles (u)</p> <p>9.9.4 be able to identify acts of conversion, commissioning and witnessing in the book of the Acts of the Apostles (s)</p> <p>9.9.5 appreciate the work of the early missionaries and believers of the Book of Acts of the Apostles (a)</p>	<p>Learners should be able to</p> <p>9.9.1.1 outline the sections of the book of the Acts of the Apostles</p> <p>9.9.2.1 list the main characters in the book of Acts and identify their roles</p> <p>9.9.3.1 explain the importance events that took place in the Book of the Acts of the Apostles</p> <p>9.9.4.1 identify the main events of commissioning and witnessing in the book of the Acts of the Apostles</p> <p>9.9.4.2 identify and explain the maps in the book of Acts of the Apostles</p> <p>9.9.5.1 discuss the challenges and difficulties encountered by early missionaries and believers of the Book of Acts of the Apostles</p>	<p>Learners can be assessed on</p> <p>1. sections of Acts of the Apostles eg: name the sections in the Book of Acts?</p> <p>2. important events eg: name the three important events that took place in the book of Acts of the apostles? eg: on the map identify where paul visited on his first missionary journey?</p> <p>3. work of the early missionaries. eg: what happened to the disciples at pentecost? eg: what are some on the success in Paul in his ministry? eg: how did God divinely intervened in some of the challenged faced by Peter and Paul in their mission</p>

Subject: Christian Education

Year: 9

Strand: Stewardship And Ethical Issues

Sub-strand: 9.10 Situation Vs. Biblical Ethics (4 Periods)

The aim of this sub-strand is to enable learners to understand the principle of Biblical ethics so that they will be able to make ethical decisions in their daily lives.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.10.1 know the meaning of stewardship and ethics (k) 9.10.2 know the differences between situational and biblical ethics (k) 9.10.3 understand the principles of biblical ethics (u) 9.10.4 be able to make ethical decisions based on biblical ethical principle (s) 9.10.5 appreciate principles of biblical ethics (a)	<i>Learners should be able to</i> 9.10.1.1 define stewardship and ethics 9.10.2.1 compare and contrast situational and biblical ethics 9.10.3.1 memorize biblical passages related to ethics e.g (10 commandments, beatitudes) 9.10.3.2 list scripture passages relate to ethics (e.g. eye for an eye) 9.10.3.3 list basic principles of biblical ethics 9.10.4.1 identify some decisions in particular situations in relation to biblical ethics 9.10.5.1 make ethical decisions based on given situation	<i>Learners can be assessed on</i> 1. definition of stewardship <i>define the word stewardship</i> 2. situational and Biblical ethics <i>eg: compare the differences between situational and biblical ethics</i> <i>eg: explain the basic principles of biblical ethics</i> 3. making ethical decisions <i>eg: write a report on a personal experience of making an ethical decision</i>

Subject: Christian Education Year: 9

Strand: Stewardship And Ethical Issues

Sub-strand: 9.11 Respect For Human Life (4 Periods)

This sub-strand will help learners to understand that God is the source of life, and that the respect for human life is very important.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.11.1 know the reason why human life should be respected. (k) 9.11.2 understand that the source of human life comes from God as a gift to human kind (u) 9.11.3 be able to indentify current issues that are related to respect for human life (s) 9.11.4 appreciate and value human life as a gift from God (a)	<i>Learners should be able to</i> 9.11.1.1 list down reasons why human life should be respected 9.11.2.1 explain that the source of human life comes from God as a gift to human kind 9.11.3.1 identify issues and disrespectful attitudes towards human life. (e.g. prostitution, abortion, drugs, suicide, etc.) 9.11.3.2 list bible passages related to the value of human life 9.11.4.1 discuss three ways to uphold respect for human life	<i>Learners can be assessed on</i> 1. respect for human life. Eg: list down five reasons why human life should be respected? 2. God is the source of life Eg: Explain with biblical reference why we say life is a gift from God? 3. disrespectful attitudes eg: Identify any four attitudes that are disrespectful to human life and are now very common in our country. eg: explain why abortion doesn't uphold respect for human life?

Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of learner's books, teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Christian Education syllabus for years 7 to 9.

No	Title	Publications date	Publisher
1	Solomon Islands Christian Education Year 7 Learners Book	2014	MEHRD
2	Solomon Islands Christian Education Year 7 Teachers Guide	2014	MEHRD
3	Solomon Islands Christian Education Year 8 Learners Book	2014	MEHRD
4	Solomon Islands Christian Education Year 8 Teachers Guide	2015	MEHRD
5	Solomon Islands Christian Education Year 9 Learners Book	2015	MEHRD
6	Solomon Islands Christian Education Year 9 Teachers Guide	2015	MEHRD

Other resources:

1. Bible
2. Bible maps
3. Bible dictionary
4. Bible commentaries

Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Christian Education syllabus for years 7 to 9.

No	Equipment
1	Musical Instruments (Music players and Musical Instruments)
2	Visual Aids (DVD, VCD)
3	Quitar
4	Percussion
5	Drums

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Secondary Christian Education Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about learners learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in the summative and national examinations at the end of the term, semester or a year. Furthermore, such an assessment approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair

and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Christian Education can be obtained from the subject prescription handbook.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment event

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Competency Levels

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving a financial risk.

Improvisation

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

Specific Learning Outcomes

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

Key Learning Areas

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

Learner

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

Learning material

The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

General Learning Outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

Lesson

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

Outcomes-based

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

Period

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

Process skill

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

Programme of study

Detailed plan for teaching a course over a period of time.

Programme Planner

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scheme of work

Similar to a programme of study – usually linked to the syllabus.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

Sequence

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Strand year statement

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Strand theme statement

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Subject

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of a strand dealing with a particular topic within that strand.

Syllabus

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

Teaching material

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

Section 17. REFERENCES

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