



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

LITERATURE
ENTREPRENEURSHIP
CHRISTIAN RELIGIOUS EDUCATION
ISLAMIC RELIGIOUS EDUCATION

SENIOR 6





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SENIOR 6



A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

National Curriculum Development Centre

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Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr. Grace K. Baguma

**DIRECTOR,
NATIONAL CURRICULUM DEVELOPMENT CENTRE**





LITERATURE

INTRODUCTION

General Objective

By the end of the topic, the learner should be able to analyse and interpret correctly what is read, felt and imagined in prose and poetry.

GENERAL GUIDANCE TO THE TEACHER

Remediation: In order to cover what the learners need to learn under this topic, the teacher will need to consider what has been selected as critical from the syllabus. Despite the need to cover as much as possible, the teacher needs to follow the teaching and learning strategies given and provide feedback to the learners on the formative assessment activities given.

Support material: The teacher is required to make reference to the notes given in the full 'A' level syllabus document 2012, for further guidance in addition to the home study materials which are on the NCDC website

www.ncdc.go.ug

CRITICAL CHANGES	JUSTIFICATIONS
<p>The following are the key concepts in the Senior 5 syllabus which learners should cover before progressing to what is given in the table after this matrix:</p> <ul style="list-style-type: none"> - Appreciate how meaning is communicated in prose and poetry. - Respond to the various categories of poems and prose writings. - Describe the sounds in poetry and their effects. - Identify poetic elements and how they contribute to meaning. - Identify themes and ideas in prose and poetry. - Give personal response to given poem / Prose piece 	<p>These are the key literary areas in Senior 5 which the learners need in order to be able to understand the other genres of literature namely poetry, plays and novels.</p>

WEEK	OBJECTIVES	KEY CONCEPTS	TEACHING/LEARNING STRATEGIES	ASSESSMENT STRATEGY	EXPECTED OUTPUT
1-2	<p>The learner should be able to:</p> <p>Appreciate how meaning is communicated in prose and poetry.</p>	Significance of title, setting, speaker, diction and imagery.	<ul style="list-style-type: none"> - Pair analysis - Group discussions - Individual reading - and analysis of the set books - Brain storming - Guided discovery - Dramatization - Recitation - Realised reading 	<ul style="list-style-type: none"> - Questions for discussion and brainstorming - Guidelines for the brainstorming lessons. - Written work Individual presentation 	<ul style="list-style-type: none"> - Learners' notes from the discussions and personal reading of the set books -Written essays -Written answers to extracts/questions for comprehension and analysis.
3-4	Respond to the various categories of poems and prose writings.	Free verse and metric verse poetry Narrative poetry			
5-7	Describe the sounds in poetry and their effects.	Argumentative prose, narrative prose, expository prose, descriptive prose.			
8-10	Identify poetic elements and how	Rhyme Rhythm Assonance Alliteration			

<p>11-13</p> <p>14-15</p>	<p>they contribute to meaning.</p> <p>Identify themes and ideas in prose and poetry.</p> <p>Give personal response to given poem / Prose piece</p>	<p>Onomatopoeia</p> <p>Form and structure Imagery Diction Style Prose structure; paragraphing, sentence structures, punctuation development of ideas Poetry structure; line, stanza, word order, punctuation</p> <p>Themes and ideas.</p>			
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TOPIC: DRAMA/PLAYS

INTRODUCTION

GENERAL OBJECTIVE: By the end of the topic, the learner should be able to appreciate the contribution of drama to aesthetic and imaginative growth, by developing the creative, critical thinking and problem-solving skills.

GENERAL GUIDANCE

Remediation: In order to go through the set books identified for this level, it will be important that the learners are encouraged to have read and completed the plays before taking them through the key concepts given in this syllabus. Each of the elements presented herein should be handled for all the 4 plays identified for study. Encourage them to work in groups and some of the concepts will be better handled there. There should be time given during the lesson for learners to present their group findings and make their own notes. When written assignments are given, the feedback should be given to the learners to enable them progress or have remedial exercise which should form part of their home/prep work.

Support material: The teacher is required to make reference to the notes given in the full ‘A’ level syllabus document 2012, for further guidance in addition to the home study materials found on the NCDC website www.ncdc.go.ug

CHANGES MADE	JUSTIFICATION
<p>The following are the key concepts which learners should have covered in Senior 5:</p> <ul style="list-style-type: none"> - Differentiate between the different types of plays. - Identify the elements of drama. - Explain the various means by which the playwright has realized his/her intention. - Trace the development of the plot. 	<p>Given the limited time, the learners will use the identified concepts to appreciate the literary aspects in the set books</p>

<ul style="list-style-type: none"> - Discuss the different characters in the play and their roles. - Identify themes and ideas. - Examine the title and tell the appropriateness to the text. - Show relevance of text to society. - Identify lessons from text/play. 	<p>that they will be studying.</p>
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WEEK	OBJECTIVES	KEY CONCEPTS	TEACHING/ LEARNING STRATEGIES	ASSESSMENT STRATEGY	EXPECTED OUTPUT
DRA MA /PLA YS 1-2 3-4	Using the set books under study the learner should be able to: Differentiate between the different types of plays. -Identify the elements of drama. -Explain the various means by which the playwright has realized	<ul style="list-style-type: none"> - Tragedy, comedy, historical, melodrama tragic-comedy, Experimental - Title, setting, mood dialogue, dramatic techniques, characterisation, plot, - Language, dramatic techniques <p>Rising</p>	<ul style="list-style-type: none"> - Pair analysis - Group discussion - Individual reading - and analysis of the set books - Brainstorming - Dramatization / Role play - Realised reading - Guided discovery 	Questions for discussion and brainstorming - - Guidelines for the brainstorming lessons. - Written work Individual presentation	<ul style="list-style-type: none"> - Learners' notes from the discussions and personal reading of the set books -Written essays -Written answers to extracts/questions for comprehension and analysis.

	<p>his/her intention</p> <ul style="list-style-type: none"> - Trace the development of the plot. - Discuss the different characters in the play and their roles. - Identify themes and ideas. - Examine the title and tell the appropriateness to the text. - Show relevance of text to society. - Identify lessons from text/play. 	<p>action, conflict, climax and resolution</p> <p>Structure of acts and scenes.</p> <p>Character portrayal, role and relationship</p> <p>.</p> <ul style="list-style-type: none"> - Themes and ideas. <p>Title</p> <ul style="list-style-type: none"> - Similarities between text and learners' society <p>Moral lessons</p>			
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ABRIDGED CURRICULUM SENIOR 6

TOPIC: NOVEL AND SHORT STORIES

INTRODUCTION

GENERAL OBJECTIVE: By the end of the topic, the learner should be able to explore areas of human concern and appreciate themselves and others.

GENERAL GUIDANCE

- **Remediation:** In order to go through the set books identified for this level, it will be important that the learners are encouraged to have read and completed the plays before taking them through the key concepts given in this syllabus. Each of the elements presented herein should be handled in all the 4 novels. Encourage them to work in groups and some of the concepts will be better handled in groups. There should be time given during the lesson for learners to present their group findings and make their own notes. When written assignments are given, the feedback should be given to the learners to enable them progress or have remedial exercise which should form part of their home/prep work.
- **Support material:** The teacher is required to make reference to the notes given in the full 'A' level syllabus document 2012, for further guidance in addition to the NCDC home study materials found on www.ncdc.go.ug.

CHANGES MADE	JUSTIFICATION
<p>The following are the key concepts which the learners should cover before moving to what is given in the table after this matrix for Senior 6:</p> <ul style="list-style-type: none"> - Distinguish between the novel and short story. - Trace the development of the plot. - Discuss the different characters in the novel, their roles and relationships. - Explain the various means by which the writer has realized his/her intention. 	<p>Given the limited the learners ,will use the identified concepts to appreciate the literary aspects in the set books that they will be studying.</p>

- Examine how the setting contributes to what happens in the novel/short story.
- Examine the title and tell the appropriateness to the text.
- Identify the various themes and lessons in the text.
- Show relevance of text to society.

WE EK	OBJEC TIVES	KEY CONCEPTS	TEACHING/LE ARNING STRATEGIES	ASSESSM ENT STRATEG Y	EXPECTED OUTPUT
1-2	<ul style="list-style-type: none"> - Using the set books under study the learner should be able to: - Distinguish between the novel and short story. - Trace the developme nt of the plot. - Discuss the different characters in the novel, their roles and relationships. - Explain the various 	<ul style="list-style-type: none"> - Narrative viewpoint/ point of view - Structure and style - Romantic, Autobiogra phical - Victorian, African - Character and characteris ation - Narrative techniques , setting, language, plot and structure and characteris ation. 	<ul style="list-style-type: none"> - Pair analysis - Group discussions - Individual reading - Analysis of the set books - Brainstorming - Guided discovery - Dramatization - Take home tasks - Projects - Court sessions - Hot seat debates. 	<ul style="list-style-type: none"> - Questions for discussio n and brainstorming - Guidelines for the brainstorming lessons. - Written work Individual presentation 	<ul style="list-style-type: none"> - Learners' notes from the discussions and personal reading of the set books - Written essays - Written answers to extracts/qu estions for comprehens ion and analysis. Chapter summaries Learners' reports on

	<p>means by which the writer has realized his/her intention.</p> <ul style="list-style-type: none"> - Examine how the setting contributes to what happens in the novel/short story. - Examine the title and tell the appropriateness to the text. - Identify the various themes and lessons in the text. - Show relevance of text to society. 	<p>Significance of setting and its contribution to the development of the novel/short story</p> <p>Title</p> <p>Themes</p> <p>Lessons</p> <p>Similarities between the text and learners' society.</p>			<p>projects.</p>
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ENTREPRENUERSHIP

SENIOR SIX

INTRODUCTION

a) An introduction to the subject

In the year 2000, the National Curriculum Development Centre (NCDC) introduced Entrepreneurship Education in the Ugandan education system at both 'O' and 'A' Levels as timely response towards global youth unemployment. Today, Entrepreneurship Education has gained popularity in over 2000 secondary schools. The Uganda National Examination Board examines Entrepreneurship Education at the two levels.

This abridged curriculum among others is aimed at standardizing the teaching of the subject for a period of one year (2022) and producing potential managers **without compromising quality**.

The methodology provided is designed to emphasize the teaching approaches to be used for each sub-topic from the general approaches to achieve specific objectives. The suggested teaching/ learning strategies should be based on the content covered, number of learners in class, general objectives and assessment standards to be addressed, individual needs of learners and the time available. The teaching learning is focusing on **participatory methods** that are **learner centred** in nature.

The aim of the A - Level Entrepreneurship Education curriculum is to prepare potential entrepreneurs. These entrepreneurs, through establishing enterprises, will contribute towards the required rapid and sustainable socio-economic development of Uganda.

b) Why the subject (aims and objectives)

These include;

- Demonstrate entrepreneurial awareness & Motivation.
- Explore the environment for opportunities as an entrepreneur, intrapreneur or enterprising person.
- Start and manage chosen activities successfully for the development of self, community and the nation.

c) Subject specific instructional strategies

These strategies include;

- Brainstorming
- Question and answer
- Guided group discussions
- Role play
- Narrate/signs stories
- Individual Research
- Demonstration
- Use of expository method

d) Subject specific assessment strategies

- Observation of learners during the learning activities, actions, talks, attitudes
- Conversation through Self-assessment by learners, Peer feedback, Effective teacher feedback.
- Use of questioning
- Formative use summative assessment- Product evaluation of the output at the of a specific cycle.

A MATRIX OF CRITICAL CHANGES AND JUSTIFICATION

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic 3. Social Entrepreneurship.	<ul style="list-style-type: none"> - They are removed because they have limited skills added to the learner. - The topic has been dropped because it is looking at Non Profit Oriented Entrepreneurs which may not motivate learners to engage in business yet the subject is promoting the culture of investment.
2	Topic 6. Small and Medium Enterprises (SMEs)	<ul style="list-style-type: none"> - On the sub area of 'factors that lead to business success' in SMEs, its upon which the girl child and women are encouraged to participate in different business ventures and ensure that they operate them successfully. - The topic is dropped because the choice of the size of the business is determined by the amount of capital and ambitions of the owner of the business among others other than academic knowledge
3	Topic 7. Gender and Entrepreneurship	- This sub-topic is under Human Resource Management/Managing Personnel.
4	Topic 15. Business Competition	- The topic has been dropped because similar information is handled under production and marketing management
4	Topic 16. Capital Markets	<ul style="list-style-type: none"> • The Capital Market operations in Uganda are slightly silent and very few businesses in Uganda are raising capital through the Stock Exchange Market.

SENIOR SIX ABRIDGED SYLLABUS

TIME ALLOCATION

TERMS IN THE YEAR	TOPIC	NO. OF WEEKS PER TOPIC	NO. OF PERIODS PER TOPIC
TERM 1	- Business ideas	03	12
	- Business Opportunities	02	08
TERM 2	- Business Planning	04	16
	- Production Management Skills.	05	20
	- Marketing Management Skills	04	16
	- Human Resource Management (Personal Management).	05	20
	- Financial Management.	06	24
	- Taxation	05	20
OVERALL TOTALS		34	136

TOPIC 4: BUSINESS IDEAS
TIME: 03 Weeks
LEARNING OUTCOME: The Learner selects business ideas.

PERIOD S	SUB-TOPIC	SPECIFIC OBJECTIVE	CONTENT	LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
12	Generation of Business Ideas	The learner generates business ideas.	<ul style="list-style-type: none"> - The concept of a business idea. - Importance of generating business ideas. - Sources of business ideas: 	<ul style="list-style-type: none"> - In pairs learners brainstorm on the meaning of the concept of a business idea, Importance of generating business ideas, Sources of business ideas - Share with the class - - 	<ul style="list-style-type: none"> - Observe learners as they identify business ideas from a range of sources including Newspapers, magazines, Internet and surveys in their community. - Evaluate their presentations and guide them in critiquing their findings. -
	Evaluation of Business	The learner evaluates generate	- Evaluation of different business ideas:	- In pairs, learners discuss factors	- Observe learners as they generate

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVE	CONTENT	LEARNING ACTIVITIES	ASSESSMENT STRATEGY
	Ideas	Identify business ideas.	- Turning a business idea into a product. - - -	Activities that lead to a good business idea. Can learners relate the factors to businesses in their community to check them out?	Identify factors. - Converse by asking them probing questions on factors in relations to community. - Evaluate their presentations and allow them critique themselves.

Methodology

- Brain storming
- Guided discovery
- Question and Answer
- Narrate/sign stories
- Individual Research

Assessment

Learners are given a task on selecting business ideas.

TOPIC : BUSINESS OPPORTUNITIES TME: 02 Weeks

PERIODS	SUB-TOPIC	COMPETENCIES	CONTENT	LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
08	Identifying Business Opportunities	The learner identifies business opportunities from the environment.	<ul style="list-style-type: none"> - Differences between business idea and business opportunity. - Types of business opportunities. 	<ul style="list-style-type: none"> - In pairs, learners think of an example of an idea and one example of an opportunity. Are these good examples of an idea/opportunity? What are the possible outcomes? - In pairs, learners discuss the characteristics of a good business opportunity. 	<ul style="list-style-type: none"> - Observe a discussion between learners on the characteristics of a good business opportunity. - Converse with the learners on the types of business opportunities in their community and evaluate their findings.

Evaluating Business Opportunities	The learner evaluates business opportunities.	- Evaluating business opportunities.	- Learners are asked to consider well-known businesses, and role play conversations between business people as this opportunity was initially explored.	- Observe a discussion between learners on the good business opportunity. - Converse with the learners on the types of business opportunities in their community and evaluate their findings.	- Evaluating Business Opportunities
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LEARNING OUTCOME: The learner selects a business opportunity.

Methodology storming

- Guided discovery
- Question and Answer
- Narrate/sign stories
- Individual Research

Assessment

Learners are asked with reasons to identify business opportunities around their school

TOPIC : INTRODUCTION TO BUSINESS PLANNING

TIME: 04 Weeks

LEARNING OUTCOME: The Learner prepares a workable business plan

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
16	Introduction to Business Planning	<ul style="list-style-type: none"> - The learner selects a suitable business plan - The learner writes/Braillies the structure of a business plan 	<ul style="list-style-type: none"> - The concept of business plan - Types of business plan - Rationale for writing/Brailling a business plan. - Structure/Components of business plan - Executive summary - Production plan - Marketing [plan - Financial plan - Organiasational plan - Action plan 	<ul style="list-style-type: none"> - In groups learners are asked to brainstorm on the meaning of business plan - In pairs learners discuss the components of business plan. 	<ul style="list-style-type: none"> - Observe learners research on the meaning of business plan. - Converse by asking them probing questions on the components of business plan and evaluate their findings.

Methodology

- Brain storming
- Role play
- Guided discovery
- Demonstration
- Question and Answer

Assessment

Guide learners to design a business plan for selected products at school

TOPIC : PRODUCTION MANAGEMENT SKILLS

Time: 05 weeks

LEARNING OUTCOME: The Learner prepares a production operation plan.

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
20	Introduction to Production Management Skills.	<ul style="list-style-type: none"> - The learner explains the concept of production management and identifies the types of products and services. - The designs a good inventory system. - 	<ul style="list-style-type: none"> - The concept of a product and life cycle. - Process of production. - Purchasing skills in business. - Steps in purchasing good/services and document. - Inventory management - Tools of inventory management. - Factors to consider when purchasing raw materials. - Factors to consider when selecting 	<ul style="list-style-type: none"> - In groups learners are asked to brainstorm on the meaning of business plan - In pairs learners discuss the different types of business plan - In groups learners discuss the steps in purchasing the right 	<ul style="list-style-type: none"> - Observe learners research on the meaning of business plan. - Converse by asking them probing questions on the types of business plan and evaluate their findings.

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
			machinery tools & equipment. - Costs of production - Types of costs. - Ways/ strategies of minimizing costs. - Technology in production. - Packing	quality good.	

Methodology

- Brain storming
- Role play
- Guided discovery
- Guided discussion
- Question and Answer

Assessment

Guide learners on to design the packages for selected products at school.

TOPIC : MARKETING MANAGEMENT SKILLS

Time: 04 weeks

LEARNING OUTCOME: The Learner undertakes marketing of products and services.

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
16	Marketing Management Skills	<ul style="list-style-type: none"> - The learner identifies a target market population. - The learner prepares a marketing plan. - The learner conducts a market survey. 	<ul style="list-style-type: none"> - Target market population. - Factors that determine the marketing. - Marketing plan (Marketing mix) - Marketing & Sales Promotions strategies. - Market research - Tools used to carryout market research. - Sales promotion strategies. 	<ul style="list-style-type: none"> - In groups, learners discuss the basis for selection of target population. - In groups, learners brainstorm on the benefits of marketing plan. - In groups learners explain the tools for effective marketing 	<ul style="list-style-type: none"> - Observe learners research on the basis of selecting a target market. - Converse by asking them probing questions on the benefits of marketing plan. - Evaluate their presentations and allow them critique themselves.

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> - Methods of sales promotions. - Advertising - Customer care/service. 	g strategy and share in plenary.	

Methodology

- Brain storming
- Role play
- Guided discovery
- Demonstration
- Question and Answer

Assessment

Guide learners to select a product in school and conduct sales promotion.

TOPIC : HUMAN RESOURCE MANAGEMENT (PERSONAL MANAGEMENT)

Time: 05 weeks

LEARNING OUTCOME: The Learner identifies, manages and motivates staff in a business.

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
20	Human Resource Management (Personal Management)	<ul style="list-style-type: none"> - The learner designs a recruitment process for a business. - The learner designs the training methods appropriate for the business. - The learner develops skills for managing labour turnover. 	<ul style="list-style-type: none"> - Defines Human Resource management (HRM). - Functional/elements of HRM. - Personal requirements for a business. - Job analysis - Job description - Job specification - Job evaluation - Job performance. - Labour Recruitments - Sources of recruitment. - Factors to consider when 	<ul style="list-style-type: none"> - In groups learners, brain storm on the process for recruitment in business - In groups learners research on the methods appropriate for a business. - In pairs learners brainstorm on the meaning & causes of employee turnover. - Share 	<ul style="list-style-type: none"> - Observe learners research on the process for recruitment in business. - Converse by asking them probing questions on the methods appropriate for business and evaluate their findings.

PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
			recruitment of labour force. - Strategies of motivating employees at the work place. - Labour turnover. - Causes of labour turnover. - Measures to minimize labour turnover.	findings in the plenary.	

Methodology

- Brain storming
- Role play
- Guided discovery
- Demonstration
- Question and Answer

Assessment

Guide learners on the procedure for conducting the recruitment process in the school.

TOPIC : FINANCIAL MANAGEMENT

Time: 04 weeks

LEARNING OUTCOME: The Learner effectively manages finances for self, family and business.

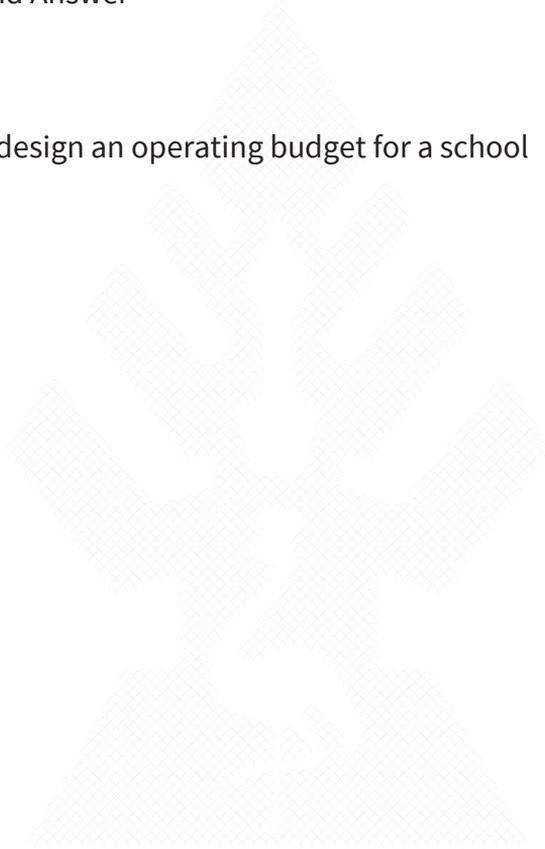
PERIODS	SUB – TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
08	Financial Management	<ul style="list-style-type: none"> - The learner identifies the financial needs of potential business. - The learner prepares a financial plan. - The learner uses tools for interpreting financial statements 	<ul style="list-style-type: none"> - Definition & importance of financial management. - Uses of Financial Information. - Financial needs of a business. - Managing the flow of funds. - Tools for interpreting financial statement (Profitability, Liquidity ratios) 	<ul style="list-style-type: none"> - In groups learners discover the types of capital. - In groups learners draw financial plans of given business as a project. - In pairs learners, explain the control to manage the flow of funds in a business. 	<ul style="list-style-type: none"> - Observe learners as they interact in groups. - Converse with learners as they discuss, to allow critical thinking. - Evaluate Learners as they make presentations

Methodology

- Brain storming
- Role play
- Guided discovery
- Demonstration
- Question and Answer

Assessment

Guide learners to design an operating budget for a school



TOPIC 12: TAXATION

Time: 05 weeks

LEARNING OUTCOME: The Learner demonstrates a clear understanding of government revenue and sources of government revenue.

PERIODS	SUB - TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
20	Taxation	<ul style="list-style-type: none"> The learner demonstrates good practice of business tax laws. 	<ul style="list-style-type: none"> - Meaning of business taxes. - Types of taxes. - Tax administration - Tax compliance - Tax Computation <p>LOCAL TAXES</p> <ul style="list-style-type: none"> - Corporation tax - Individual income tax - Presumptive tax - Rental tax - Withholding tax - Employment income (PAYE) - Value Added Tax (VAT) - Local excise tax <p>CUSTOMS</p>	<ul style="list-style-type: none"> - In groups learners, brainstorm, on the reasons for paying taxes. - Guide learners to brainstorm on the types of taxes. - Guide learners to brainstorm on challenge of tax compliance and how to overcome them. 	<ul style="list-style-type: none"> - Self-study exercises on the calculation of different types of taxes - Test on the computation of taxes.

PERIODS	SUB - TOPIC	COMPETENCIES	CONTENT	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
			TAXES <ul style="list-style-type: none"> - Import tax - Excise duty - VAT - Environmental levy - Withholding tax - Infrastructural levy 	- Explain to learners how to calculate taxes.	

Methodology

- Brain storming
- Role play
- Guided discovery
- Demonstration
- Question and Answer

Assessment

Learners are guided to Select any company in the community and guide learners on how they can use it to raise more funds through sale of shares.

CHRISTIAN RELIGIOUS EDUCATION

INTRODUCTION

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the Advanced Level of education. The syllabus is divided into Four parts namely: Old Testament, New Testament, Christianity in the East African Environment and Christian Approaches to Social and Ethical Issues. The following changes have been made across the four parts of the syllabus:

TOPIC	ACTION TAKEN	JUSTIFICATION
Part one: Old Testament		
Introduction to the Old Testament	left out	Covered before the lockdown
Origin of man - Genesis	left out	Covered before the lockdown
God's revelation to Abraham	left out	Covered before the lockdown
The book of Leviticus	left out	Covered before the lockdown
Deuteronomy	left out	Covered during the temporary opening
Conquest of the Promised Land	left out	Covered during the temporary opening

Pre-Exilic prophets ; Hosea, Jeremiah, and Ezekiel	Left out	Consideration has been made to Amos and Isaiah to give a clear picture of the prophetic message before exile.
Post-exilic prophets:	Left out	Deutero-Isaiah (Isaiah 40,42,43,44 and 52) has been selected to represent the post-exilic prophets in order to give a prophetic message to the Israelites after exile.
Wisdom Literature psalms	Left out	Consideration has been made to teach the Book of Job to represent the wisdom literature
Part two: New Testament		
The Apostolic period / oral period	left out	Covered during the period students were in school before the second lockdown due to the COVID-19 pandemic.
Galatians		Consideration has been made for one Pauline letter in the syllabus (1Corinthians) The concepts of faith and the Law as emphasized by Paul in the letter to the Galatians have been addressed in the Gospel of Mark and the Epistle of James.
Part three. Christianity in the East African Environment		
initiation and its significance,	left out	Not urgently needed in the current situation in Uganda.
the community and its	left out	The content can be found in East

social and political organization		African history,
The coming of Christianity	Shifted	Missionaries in Buganda as a case study . This is because the activities of missionaries in the other regions are quite similar or related to each other.
Independent churches	left out	It's not so significant to the current situation in Uganda.
African traditional religion	left out	
Part four ; Christian Approaches to Social and Ethical Issues		
Sex and sexuality in Section A	left Out	Covered during the period the learners were in school before the second lockdown due to COVID-19 pandemic.
Leisure	left out	Most of the aspects were taught at Ordinary Level

Note: It is important that you encourage and task learners to read ahead so that more is covered during lesson time.

TERM1

PART ONE

DURATION 48 PERIODS

SAMUEL AND THE ESTABLISHMENT OF THE MONARCHY

Sub-topic	Objectives	content	Teaching /Learning Activity/methodology.
Samuel	<ul style="list-style-type: none"> - Explore the behaviour of Eli’s sons. - Analyse the prophecies against the household of Eli - Explain the call and role of Samuel in Israel’s history - ?. Compare the call of Moses and Samuel. - Distinguish aspects of kingship in Israel and monarchy system in Uganda - Explain the relevance of the call of Samuel, Eli’s family, Israelites’ demand for a human king and role of Samuel to the Christians today. 	<ul style="list-style-type: none"> - Circumstances surrounding the birth of Samuel - Eli the priest at Shiloh and the prophecies against his household and their fulfilment, 1 Samuel 2: 22-36. - The call of Samuel 1 Samuel 3:1-15. - Death of Eli and his sons I Samuel 4-6 - The Israelites’ demand for a king I Samuel 8: 1-5. - Samuel’s response to people’s demand for a king I Samuel 8: 6-22 - Aspects of kingship in Israel 	<ul style="list-style-type: none"> • Reading the Bible texts • Discussion and report writing

KINGSHIP IN ISRAEL

Sub-topic	Specific objectives	content	Teaching /Learning Activity/methodology
Saul's reign and rejection	<ul style="list-style-type: none"> - Describe the process of appointing and anointing of Saul. - Explain the Philistine threat - Analyse the circumstances that surrounded Saul's rejection - Evaluate the achievements and failures of King Saul 	<ul style="list-style-type: none"> - Appointment of Saul as first king of Israel, 1 Samuel 9: 1-20 - The anointing of Saul 1 Samuel 10: 1-26 - The Philistine threat 1 Samuel 13: 5-7 - Saul's sacrifice 1 Samuel 13:8 - Saul's disobedience and rejection by God - Achievements and failures of King Saul. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
The reign of king David	<ul style="list-style-type: none"> - Make a distinctive comparison between David and Saul - Examine David's family background - Evaluate David's achievements - Assess the importance of Prophet 	<ul style="list-style-type: none"> - The decline of Saul's reign and the rise of King David - Achievements of King David - Return of the Covenant Box 2Samuel 6: 1-23 - David's plan to build the temple 2 Samuel 7: 1-17 - David's shortcomings - David and Prophet 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific objectives	content	Teaching /Learning Activity/methodology
	<p>Nathan during the reign of David</p> <ul style="list-style-type: none"> - Examine the role Nathan in the reign of David - Examine ways through which leaders abuse power - Appreciate the importance of David's repentance - Identify David's shortcomings and get solutions for them - Evaluate the attitudes of leaders to their weaknesses. 	<p>Nathan 2 Samuel 7:2-17</p> <ul style="list-style-type: none"> - David's sins) 2Samuel 11 - ???David's repentance 2 Samuel 12: 13-33,Leviticus 20:10, Deuteronomy 22:22 and Deuteronomy 19:11-13 	
<p>The reign of King Solomon</p>	<ul style="list-style-type: none"> - Describe Solomon and his ascendance to power. - Examine the importance of wisdom in leadership 	<ul style="list-style-type: none"> - Background to Solomon's ascendance to power 1 King 1: 28-2; 46 - Solomon asks for wisdom 1 Kings 3: 1-28 - Building and dedication of the 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> - Explain the importance of the temple to Israel - Evaluate Solomon's achievements. 	<ul style="list-style-type: none"> temple,1 Kings 5-8 - Solomon's achievements and failures 	
Divisions of the kingdom of Israel	<ul style="list-style-type: none"> - Describe the contribution of Solomon and Jeroboam to the split of the kingdom. - Explain the causes of the division of the United Kingdom of Israel - Compare Israel's internal conflicts to political conflicts in Africa. 	<ul style="list-style-type: none"> - Rehoboam as king of Israel. - Causes of the divisions of the United Kingdom of Israel - 1 Kings 12 - Consequences of the division of the United Kingdom of Israel - The northern kingdom after Jeroboam's reign 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

TERM 11

THE NATURE OF HEBREW PROPHECY AND THE ROLE OF PROPHETS IN THE COVENANT COMMUNITY

DURATION 48 PERIODS

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity
Prophet Elijah Elijah at mount Horeb and the call of Elisha	<ul style="list-style-type: none"> - Analyse the political, social and religious state of Israel during the time of Elijah. - Describe the reign of Ahab - Explain why Elijah was too uncompromising in his attitude to Baal worship - Relate the relevance of Elijah’s confrontation of the Baal prophets to that of religious leaders to politicians today - Discuss the role of Prophet Elijah - Compare Prophet Elijah to Moses - Describe the nature of God - Examine background of Elisha’s life - Appreciate the role of 	<ul style="list-style-type: none"> - Political, social and religious situation in the northern kingdom during the time of Elijah. - Ahab King of Israel - 1 Kings 16: 29-34 - Elijah pronounces the drought - 1 kings 17:1 - The widow of Zarephath - 1 kings 17:8 - Elijah’s confrontation with the worship of Baal (mount Carmel contest) - 1 kings 18:16-46. - Elijah in the 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity
	Elisha - Describe the reign of King Jehu - Evaluate the achievements and failures of King Jehu	New Testament - Jesus compares John the Baptist to - Elijah, Matthew 3: 4; 2 Kings 1: 8; Matthew 17: 11-13; 1 Kings 17 and Luke 4: 24-26 - Transfiguration account - Luke 9: 28-35; James 5: 17-18 - Compare Moses and Elijah. - Elijah at mount Horeb 1 Kings 19: 1-18, 19-21. - Call of Elisha - 1 Kings 19: - Jehu becomes King of Israel. - 1 Kings 19: 15-17 - 2 Kings 9: 1-10 - Achievements and failures of Jehu	
Ahab and the	- Explain the circumstances	- Naboth's vine yard	- Reading the Bible texts

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity
covenant law	<ul style="list-style-type: none"> surrounding Naboth's vineyard - - Examine how Jezebel diverted Ahab from the Covenant faith - Describe the encounter between Ahab and Elijah - Analyse the circumstances that led to the death of King Ahab - Examine the ascension of Elijah - Explain ways political leaders have failed to uphold the Constitution - Evaluate the roles of religious leaders in the affairs of the state. 	<ul style="list-style-type: none"> - 1 Kings 21 - Covenant law, Leviticus 25: 23 - Death of Naboth, 1 Kings 21: 13-15. - Encounter between Elijah and Ahab - 1 Kings 21:17- 24 - 2 Kings 9: 26-36. - Prophet Micaiah and the death of King Ahab, 1 Kings 22:1ff - Ascension of Elijah - 2 Kings 2: 1-14 - Political leaders today. 	<ul style="list-style-type: none"> - Discussion and - report writing

PROPHET AMOS

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
Amos' Oracles and Visions	<ul style="list-style-type: none"> - Describe the political, social, economic and religious background of Amos' time - Explain the call of Amos - Discuss the significance of the oracles of Amos - Explain the evils which Amos condemned during his time - Discuss the evils in the modern society - Examine the five visions of Amos - Explain the Israelite perception of the Day of the Lord and how Amos challenged it. 	<ul style="list-style-type: none"> - Political, social, economic and religious background in Israel - Call of Amos - The oracles against other nations Amos1: 3-2:3 - Israel and Judah Amos 2:4-3:2 - Evils in the modern society - Universal will of God - The five visions of Amos, Amos 7: 1-9; 8: 1-3; 9: 1-4; 9: 5-6. - The Day of the Lord, Amos 5: 18-20 and 8: 7-13 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
Message of Hope	<ul style="list-style-type: none"> - Explain Amos' message of hope - Identify the different social injustices in Uganda today - Examine Amos' funeral song - Explain the relevance of Amos' message to the Christians today. 	<ul style="list-style-type: none"> - Amos' message of doom and hope - Amos' message and the New Testament, Matthew 25; 31-46; 2 Peter 3: 4-13; Acts 2: 44-45 - Israel's failure to learn - The funeral song - 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

PROPHET ISAIAH AND THE KINGS OF JUDAH 9TH CENTURY.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
ISAIAH THE PROPHET	<p>The learner should be able to: examine the background to the book of Isaiah.</p> <ul style="list-style-type: none"> - Describe Isaiah’s personal life - Describe the political, social, economic and religious background situation of his time - Explain the factors that led to the call of Isaiah - Compare Isaiah’s call to that of Amos and the Apostle Paul - Describe Isaiah’s call to be a prophet and explain the significance of his call to modern Christians - Compare the oracles about sin in Isaiah 1-4 with the evils today - Explain the parable of the vineyard - Compare the parable in Isaiah 5 with the New Testament. 	<ul style="list-style-type: none"> - Background to the book of Isaiah - Personal life of Isaiah.8:3, 7:3.8:16,30:8., 2 Kings 19:5. - Political, social, economic and religious situation of his time Isaiah 1and 2. - The call vision and task of Isaiah (6:1-13). - Compare Isaiah’s call to the call of Amos and Paul - The significance of Isaiah’s call to modern Christians. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and Brainstorming - Group presentations

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
<p>Isaiah and King Ahaz</p>	<ul style="list-style-type: none"> - Explain the issues prophet Isaiah raised against King Ahaz - Analyse the reforms made by King Ahaz - Explain the necessity for religious leaders to point out the weaknesses of political leaders - Examine the reforms that need to be carried out by leaders in Uganda today. 	<ul style="list-style-type: none"> - Issues raised by Isaiah against King Ahaz (Isaiah 7-8:2), 2 Kings 16 - Reforms made by King Ahaz 2Kings 16, Isaiah 7:4. - Circumstances under which religious leaders should condemn political leaders - Reforms by political leaders today. 	<ul style="list-style-type: none"> - Reading the Bible texts - Group Discussion.
<p>Signs in the book of Isaiah</p>	<ul style="list-style-type: none"> - Compare the prophecy about the suffering servant and Jesus Christ in the Gospels - Explain the meaning of the different signs in Isaiah. 	<ul style="list-style-type: none"> - The sign of Emmanuel Isaiah 7:25, 9 and 11. - His children Shear-Jashub and Maher – Shal- Hash-Baz (Isaiah 7:3 8:1-4). - The naked prophet (Isaiah 	<ul style="list-style-type: none"> - Reading the Bible texts - Group Discussion. - Brainstorming.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
		20:1-6). -	
Isaiah and king Hezekiah	<ul style="list-style-type: none"> - Explain the issues raised by Isaiah against King Hezekiah - Analyze Hezekiah's prayer and how it was answered by God - Describe Hezekiah's illness - Evaluate Hezekiah's reforms - Discuss the siege of Jerusalem during the reign of Hezekiah - Examine the relevance of Hezekiah's reforms to leaders today - 	<ul style="list-style-type: none"> - Issues raised by Isaiah against King Hezekiah's leadership.(2Kings 18:19-20) - God answers Hezekiah's prayer(2Kings19:20-37, Isaiah 32:21-38) - Hezekiah's illness(Kings 20) - Reforms by King Hezekiah(2Kings 18:2, Isaiah 38:1-20) - The siege of Jerusalem during Hezekiah's 	<ul style="list-style-type: none"> - Reading the Bible texts - Group Discussion. - Brainstorming

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
		reign(Isaiah 29:1-8) - Relevance of Hezekiah's reforms to leaders today	
Deutero-Isaiah (Isaiah 40, 43, 44, 52)	<ul style="list-style-type: none"> - Explain Isaiah's message to the exiles - Discuss Isaiah's message of hope. - Explain Isaiah teaching on the suffering servant - Examine Jesus' fulfilment of the message about the suffering servant - Explain the relevance of Isaiah book to Christians today. 	<ul style="list-style-type: none"> - Prophecies to the exiles (Isaiah 40:1-31). - Message of hope(Isaiah 43,44 and 52:1-12.) - The suffering servant (Isaiah 52:13-53:12) - The Lord's servant(Isaiah 42:1-9) - Relevance of the book of Isaiah to the society today. 	<ul style="list-style-type: none"> - Reading the Bible texts - Group Discussion.

TERM 111

TOPIC: WISDOM LITERATURE

DURATION 48 PERIODS

Sub-topic	Specific Objectives	content	Teaching /Learning Activity methodology
JOB	<p>The learner should be able to:</p> <ul style="list-style-type: none"> - Explain how the book of Job challenges the Deuteronomic understanding of sin - Analyze the major ideas raised by the book of Job about: <ul style="list-style-type: none"> - Nature of God - The nature of man - Examine the relevance of the book of Job to modern Christians. 	<ul style="list-style-type: none"> - Character of the book (Job 1:1-2, 13). - Satan tests Job. - Jobs complaint to God. - Dialogue with his friends (chapters:2, 3,4,6,7,8,9,10,11) - God responds to Job's problems and his friends' false knowledge of God(Job 38-42) - Relevance of the Book of Job to Christians today. 	<ul style="list-style-type: none"> - Reading the Bible texts - Brainstorming about the trials and temptations amongst families, preachers, politicians and professionals today.

PART TWO: NEW TESTAMENT

TERM 1

THE GOSPEL ACCORDING TO ST. MARK

DURATION 48 PERIODS

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
Introduction to the Gospel of Mark	Establish the Author - Identify the date and place of writing - Identify the audience the Gospel was written to - Analyze the reasons for writing - Explain the characteristics of the Gospel - Evaluate the reasons for writing the gospel.	Authorship of the Gospel of Mark - Date and place of writing - Audience / Recipient / Destination of the Gospel of Mark - Reasons for writing the Gospel - Characteristics of the Gospel	<ul style="list-style-type: none"> • Reading the Bible texts • Discussion and • report writing
The preaching of John the Baptist	- Trace the background of John the Baptist - Compare the	- John the Baptist's message - Mark 1: 1-8 - Importance of	- Reading the Bible texts - Discussion and

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	baptism of John and that of Jesus - Relate Jesus' Baptism with baptism today	John the Baptist's ministry of Baptism - The baptism of Jesus - The meaning of Jesus' baptism - Significance of baptism today.	- report writing
Temptation of Jesus	- Give an account of the temptation of Jesus as portrayed in Mark's Gospel - Justify Jesus' temptation - Establish the significance of Jesus' temptation to the Church today.	- Meaning of the temptation - Mark 1: 12 - Reasons for Jesus' temptation - Importance of Jesus' temptation	- Reading the Bible texts - Discussion and - report writing
Jesus' public ministry	- Give an account of the call of disciples - Justify the opposition against Jesus' ministry in Galilee - Analyse Jesus' response to the	- Galilean ministry - The call of the 1stdisciples - Mark 1: 14-20 - Mark 3: 13-19 - Opposition (controversies) to Jesus Ministry	- Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> opposition - Explain the significance of the first five controversies during the Galilean ministry. 	<ul style="list-style-type: none"> - Mark 2:1- 3:1-6 - Relevance to Christians today. - - 	
Parables in Jesus' ministry	<ul style="list-style-type: none"> - Explain what is meant by the term parable - Identify reasons for Jesus' use of parables in his ministry - Explain the importance of parables to Jesus' ministry. 	<ul style="list-style-type: none"> - Meaning of the term parable. - Reasons Why Jesus used parables 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
Miracles in Jesus' ministry	<ul style="list-style-type: none"> - Interpret the meaning of different miracles - Classify the types of miracles - Explain reasons why Jesus performed miracles - Assess the role of miracles in 	<ul style="list-style-type: none"> - Meaning of the miracles - Jesus' use of miracles - 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	Jesus' ministry - Evaluate the importance of Jesus' miracles to the Church today.		
Jesus' rejection at Nazareth	Give an account of Jesus' rejection - Account for Jesus' rejection - Explain ways in which Jesus was rejected in Mark's Gospel - Discuss how Christians face rejection today.	- How Jesus was rejected by His own people in Mark 6: 1-6. - Importance of Jesus' rejection in the Gospel - Relevance of Jesus' rejection to modern Christians.	- Reading the Bible texts - Discussion and - report writing
The mission of the twelve Disciples	- Give an account of the event of Jesus' commissioning the twelve disciples - explain the sacrifice involved in following Jesus - Explain the benefits of following Jesus.	- How Jesus commissioned the twelve disciples - Mark 6: 7-13 - The cost of following Jesus - Significance of the commissioning of the twelve disciples.	- Reading the Bible texts - Discussion and - report writing
The	- Explain about	- The death of John	- Reading the Bible

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
martyrdom of John the Baptist	the death of John the Baptist - Assess the circumstances that led to his death - Evaluate the lessons learnt from the incident.	the Baptist - Mark 6:14-29 - Factors that led to his death	texts - Discussion and - report writing
The Messiahship of Jesus Christ.	- Analyse the importance of Peter's confession at Caesarea Philippi - Explain the term Messiah - Justify Jesus' Messianic secrecy in the Gospel of Mark - Analyse the relevance of the messianic secrecy to Christians today.	- Peter's confession - Mark 8: 27- 9:1 - Meaning of Messiah - Messianic secret in the Gospel of Mark - Messianic openness	- Reading the Bible texts - Discussion and - report writing
Transfiguration event	- Interpret what took place during the transfiguration event	- Meaning and the narrative of the event - Mark 9: 2-13 - Importance of the	- Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> - Explain the significance of this event to: - <ul style="list-style-type: none"> - Jesus - Disciples - Christians today 	event as it appears in the Gospel of Mark <ul style="list-style-type: none"> - Key players in the event 	
Marriage and divorce	<ul style="list-style-type: none"> - Explain the biblical story on marriage in Mark's Gospel - Relate the story to the Old Testament teaching about marriage and divorce - Appreciate Christian ideal of the institution of marriage - Draw a comparison between Jesus' teaching and African traditional understanding about marriage and divorce. 	<ul style="list-style-type: none"> - Jesus' teaching on marriage and divorce - Mark 10: 2-12 - Old Testament on marriage and divorce - Genesis 1: 27 - Genesis 2: 24 - Malachi 2: 16 - Deuteronomy:24: 1 - 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
The blessing of children	<ul style="list-style-type: none"> - Interpret the story about the 	<ul style="list-style-type: none"> - Meaning of the story about the 	<ul style="list-style-type: none"> - Reading the Bible texts

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> blissing of children - - Identify the value Jesus attached to children. - 	<ul style="list-style-type: none"> blissing of children - Mark 10:13-16 - Importance of Jesus’ teaching about children. 	<ul style="list-style-type: none"> - Discussion and - report writing
The rich young man	<ul style="list-style-type: none"> - Explain the cost of the kingdom of God - Explain how wealth may hinder individuals from following Christ 	<ul style="list-style-type: none"> - Wealth as a hindrance to inheriting the Kingdom of God. - Mark 10: 17 – 31 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
Jesus predicts His death	<ul style="list-style-type: none"> - - Give an account of Jesus’ prediction of His death - Explain the significance of the event - Explore lessons from this pronouncement - 	<ul style="list-style-type: none"> - Jesus pronounces His death to the disciples - Mark 10:32- 34 - The importance of this pronouncement to Jesus and the disciples. - - 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
The request of James and John	<ul style="list-style-type: none"> - Present a case for James and John’s desire to 	<ul style="list-style-type: none"> - James and John’s request for positions of 	<ul style="list-style-type: none"> - Reading the Bible texts

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	share in Jesus' earthly kingdom - Examine Jesus' response to the request made by James and John - Explain the purpose of leadership today.	responsibility in Jesus' earthly kingdom - Mark 10:35 - Jesus teaching about service - 10: 41-45	- Discussion and - report writing
The triumphal entry into Jerusalem	- Give an account of Jesus' triumphant entry into Jerusalem. - Evaluate the significance of the event to Jesus' ministry -	- Jesus' triumphant entry into Jerusalem - Mark 11: 1-11 - Importance of this event in Jesus' ministry	- Reading the Bible texts - Discussion and - report writing
Cursing the fig-tree	- Give an account about the barren fig-tree - Assess the significance of this incident - Evaluate the lessons I from the event by modern Christians	- The narrative of the fig tree event. - Mark 11: 12-14 - Mark 13: 28-31 - Importance of the cursing of the fig-tree - Mark 11: 20-25 -	- Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	-		
Cleansing of the temple	<ul style="list-style-type: none"> - Explain the event about the cleansing of the temple - Evaluate the significance of the event - Examine the relevance of the event in relation to modern Church 	<ul style="list-style-type: none"> - The cleansing of the temple event - Mark 11:15-19 - Reasons for the cleansing of the temple - Significance of the event. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
The parable of the wicked tenant	<ul style="list-style-type: none"> - Interpret the parable of the wicked tenant - Explain why Jesus used this parable - Assess the significance of this parable - Examine the lessons from the parable to modern Christians. 	<ul style="list-style-type: none"> - The narrative of the parable of the wicked tenant - Mark 12: 1-12 - Significance of the parable - ?????Lessons from the parable of the wicked tenant. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
Provocative questions in the Gospel of Mark	<ul style="list-style-type: none"> - Point out the provocative questions - Assess the reasons why 	<ul style="list-style-type: none"> - The provocative questions - Mark 12: 13-27, 28-37. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	such provocative questions were asked - Explain the significance of these questions - Evaluate lessons from the provocative questions to religious leaders	- Significance of provocative questions - Lessons to church leaders.	
The Great Commandment	- Appreciate the golden rule of love - Explain the importance of Jesus' teaching on the greatest commandment - Identify areas where the Church has observed these commandments . -	- The greatest commandment - Mark 12: 29-31 - Importance of Jesus' teaching about the law of love - Ways in which Christians observe the greatest commandments. -	- Reading the Bible texts - Discussion and - report writing
Eschatological discourse ('The last things')	- Explain eschatology - Identify the last things that Mark emphasizes	- Meaning of eschatology, Mark 13: 1-37. - Jesus' teaching about Parousia as	- Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	about the end of times - Investigate and report about the significance of these last things for Christians today. -	presented in the Gospel of Mark - Lessons from these last things.	
Passion narratives	- Explain the accounts of these suffering stories - Explain circumstances that surrounded Jesus' passion narratives - Justify the importance of Jesus' suffering to His followers - Describe the way to the cross (crucifixion) - Evaluate the lessons from Jesus' suffering. -	- The plot against Jesus Mark 14: 1-2 - Jesus' anointment at Bethany, Mark 14: 3-9. - The Betrayal of Jesus, Mark 14: 10-11. - The Lord's supper, Mark 14: 22-26 - Peter's denial, Mark 14: 27-31 - The agony in Gethsemane Mark 14: 32-42. - The arrest, trial and the death of Jesus, Mark 14: 43; 15: 4-7.	- Reading the Bible texts - Discussion and report writing
Resurrection of Jesus Christ	- Explain the concept of the	- Meaning of resurrection Mark	- Reading the Bible texts

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/methodology
	resurrection - Justify with evidence in Mark that Jesus resurrected. - Analyse the significance of resurrection to; - a) Jesus. - b) Disciples - c) Believers - Compare the African traditional understanding of life after death with that of Jesus.	16: 1ff. - Give the account of Jesus' resurrection - Evidence of Jesus' resurrection - Importance of the resurrection to Christians.	- Discussion and - report writing

TERM 11

DURATION 48 PERIODS

THE GOSPEL OF JOHN

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
Introduction to the Gospel of John	<p>The learner should be able to:</p> <ul style="list-style-type: none"> - Establish the author of the Gospel of John - Justify with reasons the date and place of writing - Identify the audience the Gospel was written to. - explain the reasons for writing - Examine the characteristics of the Gospel. 	<ul style="list-style-type: none"> - Authorship of the Gospel of John - Date and place of writing - Audience / Recipients - John 10: 16 - Purpose of writing - John:20: 31 - Characteristics of the Gospel of John - Comparison between Mark and John 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing
Prologue	<ul style="list-style-type: none"> - Explain the content of the prologue. - Evaluate the significance of the prologue - Present a case for relevance of the prologue to modern Christians 	<ul style="list-style-type: none"> - The account of the prologue - John 1: 1-18 - Significance of the prologue - Relationship between the prologue and the Old Testament e.g. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
		<ul style="list-style-type: none"> - Genesis 1: 3, - Psalms 33: 6, - Jeremiah 1: 4, - Proverbs 8: 35 - Malachi 3: 4, - Exodus 34: 6 	
John the Baptist and Jesus' 1 st disciples	<ul style="list-style-type: none"> - Explain the mission of John the Baptist - Examine the significance of John's mission - Explain the purpose of the call of the 1st disciples. - 	<ul style="list-style-type: none"> - Narrative of John the Baptist's mission - John 1: 19-34 - The relationship between John the Baptist and Jesus Christ - The idea of Messiahship as interpreted by John - The purpose of the call of the 1st disciples 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing
Signs in the Gospel of John	<ul style="list-style-type: none"> - Explain the signs as presented in John's gospel - Evaluate the significance of the signs - Compare the signs in John to the miracles 	<ul style="list-style-type: none"> - The seven signs in the book of John - Response of different people towards Jesus' signs - Significance of each sign and its relevance to 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
	in Mark - Discuss the relevance of the signs to Christians today. -	Christians today - Comparison of the signs in the book of John to miracles in the gospel of Mark 6: 47-51 - Mark 6: 32	
Cleansing of the temple	- Explain the account of the cleansing of the temple in John's Gospel - Examine the significance of the cleansing of the temple - Explain the relevance of the cleansing of temple to the Church today	- An account of the cleansing of the temple - John 2:13-22 - Importance of the cleansing of the temple - Relevance of the event to the Church today. -	- Reading the Bible texts - Discussion and report writing
Dialogue between Jesus and Nicodemus	- Examine the conversation between Jesus and Nicodemus - Present a case for the secret meeting between Jesus and Nicodemus at night - Explain the significance of the conversation.	- The account of the discourse - John 3: 1-21 - Reasons for meeting at night - Importance of the conversation between Jesus and Nicodemus -	- Reading the Bible texts - Discussion and report writing
Dialogue between	- Give an account of the story about the	- The account of the	- Reading the

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
Jesus and the Samaritan woman	conversation between the Samaritan woman and Jesus. - Justify the significance of this conversation - Explain the relevancy of this discourse to modern Christians.	dialogue - John 4: 1-42 - Main features in the discourse - - Significance of the discourse	Bible texts - Discussion and - report writing
Jesus' revelation of his identity (The Seven great "I AM" Sayings)	- Identify the great seven "I AM" sayings. - Identify the meaning and significance of each of them. - Explain their relevance to believers today.	- The Great seven "I AM" sayings of Jesus. -- I am the Bread of Life - John 6: 22-59 -- I am the Light of the World - John 8: 12-20) -- I am the Gate of the sheep - John 10: 7 -- I am the Good Shepherd - John 10: 11 -- I am the Resurrection and the life John 11: 25 -- I am the	- Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
		way, the truth and life John 14: 6 -- I am the true vine - John 15: 1-16	
Jesus at the feast of tabernacles (Shelters)	The learner should be able to: - - Give an account of the feast of tabernacle - Explain the cause of discomfort among the civil authority - Explain the meaning of Jesus' teaching during the festival - Examine the relevance of Jesus' teaching to Christians today.	- Meaning of the tabernacle - Giving the order of events of the festival - 7: 1-53 - Importance of Jesus' teaching in the temple at the festival - 7: 14-37 - Relevance to modern Christians	- Reading the Bible texts - Discussion and report writing
A woman caught in adultery	Give an account of the narrative of the woman caught in adultery Examine the significance of the event Discuss the relevance of the incident to Christians today.	The narrative of the woman caught in adultery John 8: 1-11 Major features of the narrative Importance of the narrative Relevance to modern Christians	<ul style="list-style-type: none"> • Reading the Bible texts • Discussion and • report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
Hostility to Jesus at the feast of Dedication	<ul style="list-style-type: none"> - Discuss the feast of dedication - Describe the hostilities that Jesus faced during the Feast of Dedication. - Account for such hostilities during the Feast of Dedication - Examine the lessons from this incident 	<ul style="list-style-type: none"> - Meaning of the feast of dedication - John 10: 22-42 - The hostilities against Jesus. - John 11: 45-57 etc. - Reasons for hostility - Relevance to modern Christians 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing
Jesus is anointed at Bethany	<ul style="list-style-type: none"> - Give an account of the incident - Recognize the significance of the event - Explain the relevance of the event to modern Christians - 	<ul style="list-style-type: none"> - - The account of the event - John 12: 1-8 - Importance of the event. - Relevance to modern Christians - Comparison of this event in John and Mark (Mark 14: 3-9) 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing
The triumphant entry into Jerusalem	<ul style="list-style-type: none"> - Explain the meaning of the triumphant entry - Explain the significance of the event - Relate the story to 	<ul style="list-style-type: none"> - Jesus' triumphant entry to Jerusalem - John 12: 12-19 - Importance of this event to Christians - Comparison with Mark's Gospel 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
	modern Christian life.	(Mark 11: 1-11)	
Jesus washes his disciples' feet	<ul style="list-style-type: none"> - Narrate the story clearly - Explain the meaning of Jesus' washing of the disciples' feet. - Explain the relevance of this even to modern Christians 	<ul style="list-style-type: none"> - The account of the story - John 13: 1-17 - Meaning and importance of the event - Leaders as servants - Application to modern leaders including church leaders. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
The promise of the Holy Spirit	<ul style="list-style-type: none"> - Examine the role of the Holy Spirit in the Gospel of John - Evaluate the relevancy of the Holy Spirit in the lives of Christians today. - 	<ul style="list-style-type: none"> - Jesus promise of the Holy Spirit to the disciples - John 14: 15-31 - Importance of the Holy Spirit among the disciples - Relevance of the Holy Spirit to the Christians today 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
Jesus' prayer of self-dedication	<ul style="list-style-type: none"> - Identify the main features of Jesus' prayer of dedication - Explain the relevance of Jesus' the prayer by modern Christians 	<ul style="list-style-type: none"> - The main features of the prayer, John 17: 1-26 - which is manifested in three - folds i.e. 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
		<ul style="list-style-type: none"> -- Father and the son (vv. 1-5) -- Intercession for the disciples whom Jesus had called to serve him (vv. 6-19) -- Jesus prays for the future of the church (vv. 20-26). 	
Passion and resurrection narratives	<ul style="list-style-type: none"> - Explain the stories about the passion and resurrection of Jesus Christ - Explain the circumstances leading to the passion narratives. - Identify the significance of Jesus' suffering to his followers. - Comparison of the Gospel of John to the Gospel of Mark 	<ul style="list-style-type: none"> - The meaning and accountability of (John 18: 1-21: 25) - - Peter denial of Jesus -- Arrest of Jesus -- Jesus' trial -- Jesus' crucifixion -- Jesus' death -- Jesus' burial -- Jesus' resurrection - Jesus' appearances to: - - Mary Magdalena, 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity methodology
		Disciples, - Thomas - Comparison in the gospel of John and Mark.	
The Epilogue of the Gospel of John	<ul style="list-style-type: none"> - Explain Jesus' appearance to the disciples after resurrection - Identify the significance of the appointment of Peter as a leader - Lessons from the roles of Peter to Christians today. 	<ul style="list-style-type: none"> - Purpose of the book - Jesus appearance to the seven disciples after resurrection - Jesus and Peter (Peter appointed leader, John 21: 15). 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

TOPIC: I CORINTHIANS

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Introduction to Paul's 1 st letter to the Corinthians	<ul style="list-style-type: none"> - Establish the author, date of writing audience and reasons for writing. - Compare conditions in the city of Corinth during the time of Paul with conditions in modern cities. 	<ul style="list-style-type: none"> - Authorship and audience - Acts 18: 1-18 - 1 Corinthians 1: 1 - Characteristics of the city of Corinth - Purpose of writing - 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing
Paul's reaction to verbal reports	<ul style="list-style-type: none"> - Establish the causes of splinter groups - Explain the teachings about the wisdom of God, spirit and flesh - Compare divisions in the Corinthian Church and in the Church today. - Account for the division in the church today - Identify the church's 	<ul style="list-style-type: none"> - Unity of the church - 1 Corinthians 1-4 - The Splinter groups - 1 Corinthian 1; 10-17 - The wisdom of God1: 18-2: 16 - The Spirit and flesh3: 1-4, 16-17 - The unity of God's servants the apostles3: 5-15; 18-23 - The task of God's servants, his 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and report writing

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	indiscipline in Corinth - Give an account of Paul's response to the indiscipline in the Church - Discuss how Paul's teaching challenges the African understanding of sex.	apostles - 1 Corinthians 4: 1-21 - Discipline in the Church - Sexual immorality - Incest 5: 1-13 - Prostitution 6: 12-20 - Law suits (legal disputes) - 6: 1-11	
Paul's reaction to written reports	- Examine Paul's teaching about the married and unmarried -	- Married and unmarried - 1 Corinthean 7: 1-6 - Celibacy, 1 Corinthians 7: 7-9 - Widows, ICorinthians 7: 39-40 - Divorce, I Corinthians 7: 10-11 - Believer and unbeliever spouse -	- Reading the Bible texts - Discussion and report writing
	- Explain Paul's teaching about food offered to idols	- Christian conscience (food offered to idols) - 1 Corinthians 8: 1-	- Reading the Bible texts - Discussion and

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> - Establish the rights of an apostle - Explain the relevance of Paul’s teaching to modern Christians - 	<ul style="list-style-type: none"> 13 - The rights of an apostle - 1 Corinthians 9: 1-27 - Warning against backsliding - 1 Corinthians 10: 1-11 - 	<ul style="list-style-type: none"> - report writing
	<ul style="list-style-type: none"> - Identify the attitude of the Church to women during public worship - Explain the importance of the Lord’s Supper in the Church - Explain Paul’s’ teaching about the gifts of the Holy Spirit. 	<ul style="list-style-type: none"> - Christian behaviour during worship, 1 Corinthians 11: 2-13 - Women in the Church - 1 Corinthians 11: 2-16 - The Lord’s Supper - 1 Corinthians 11: 17-34 - Gifts of the Spirit, 1Corinthians 12: 1-31; 13: 1-13 and 14: 1-39 - Speaking in tongues during worship 14: 1-40 	<ul style="list-style-type: none"> - Reading the Bible texts - Discussion and - report writing
	<ul style="list-style-type: none"> - Identify the attitude of the 	<ul style="list-style-type: none"> - Christian behaviour during 	<ul style="list-style-type: none"> - Reading the Bible texts

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<p>Church to women during public worship</p> <ul style="list-style-type: none"> - Explain the importance of the Lord's Supper in the Church. - Explain Paul's teaching about the gifts of the Holy Spirit. 	<p>worship, 1 Corinthians 11: 2-13</p> <ul style="list-style-type: none"> - Women in the church - 1 Corinthians 11: 2-16 - The Lord's Supper - 1 Corinthians 11: 17-34 - Gifts of the Spirit, 1Corinthians 12: 1-31; 13: 1-13 and 14: 1-39 - Speaking in tongues during worship 14: 1-40 	<ul style="list-style-type: none"> - Discussion and - report writing
Resurrection	<ul style="list-style-type: none"> - Examine the importance of resurrection to the Church today - Assess the relevance of the letter to modern Christians 	<ul style="list-style-type: none"> - Christ's resurrection and the resurrection of believers, 1 Corinthians 15: 1-58 - Relevance of the letter to modern Christians. 	<ul style="list-style-type: none"> - Bible reading and discussion about the resurrection of believers. - Discussion about the relevance of Paul's letter to modern Christians.

TERM 111

DURATON 48 PERIODS

TOPIC: THE EPISTLE OF JAMES

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Introduction to the epistle of James	Learners should be able to: - Establish the author, date of writing, audience - Identify reasons for writing.	- Authorship James 1:1 - Audience - Purpose of writing the letter James 1-5	- Reading the Bible texts - Guided discover and research
Trials and temptation	- Examine James' teaching about trials and temptations - Discuss James' teaching about trials and temptations in the church today.	- James' teaching about trials and temptations (James 1:2-18). - The origin of temptations and trials.	- Reading the Bible texts - Group Discussion - Comparative analysis of trials and temptations in James' epistle with those in church today.
Hearing and doing	- Comment on the theme about hearing and doing.	- Hearing and doing (James 1:19-27)	- Reading the Bible texts - Discussion
Faith and actions	- Explain James' teaching about faith and actions. -	- Faith and actions (James 2: 14-26)	- Reading the Bible texts - Discussion and brainstorming about faith and actions
The Tongue	- Explain the	- The control of	- Reading the Bible

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
and wisdom	<p>teaching of James on the control of the tongue</p> <ul style="list-style-type: none"> - Explain the importance of the teaching to Christians today - Explain James' teaching about heavenly wisdom 	<p>the tongue</p> <ul style="list-style-type: none"> - James 2:26-27, 3:1-12 - Use of the tongue today - Heavenly wisdom James 3:13-18 	<p>texts</p> <ul style="list-style-type: none"> - Discussion and - report writing - Bible reading about the power of the tongue in James.
Evils in James' letter	<ul style="list-style-type: none"> - Identify particular evils that James condemned during his time - Identify evils in the Church today. 	<ul style="list-style-type: none"> - Friendship with the world James 4:1-10 - Judging others and boasting James 4:11-17. - Dangers of wealth James 1:9-11,5:1-6 	<ul style="list-style-type: none"> - Using role play about the rich and poor Christians
Patience and prayer	<ul style="list-style-type: none"> - Explain James' teaching about patience and prayer - 	<ul style="list-style-type: none"> - Endurance until the lords coming James 5:9-11. - The power of faith in prayer - Relevance of James' letter to Christians today. 	<ul style="list-style-type: none"> - Bible reading and discussion about patience and prayer. - Discussion about the relevance of James's letter to modern Christians.

TOPIC: THE EPISTLE OF 1PETER

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Introduction to the epistle of 1 Peter	Learners should be able to: - Establish the author, date and place of writing, - Explain the recipient /audience of the letter was? - Explain the purpose of the letter.	- Authorship 1Peter 5:12. - Place and time of writing - Audience 1Peter 1:1-2 - Purpose of writing the letter 1Peter 1-5 -	- Reading the Bible texts - Guided discovery and research
Holy people	- - Explain Peters teaching about: - Living hope - Holy living - Livingstones. -	- - Christian hope 1Peter1:3-12 - Holy living 1Peter 1:13-25 - Living stones and holy nation 1Peter 2:1-10 -	- - Reading the Bible texts - Group Discussion.
Christian behaviour.	- Analyze Peters teaching about pagan authority. - Discuss ways in which a Christian can avoid conflict with the state	- Christians and pagan authority(1Peter 2:11-17). - Behaviour of pagan masters and slaves 1Peter	- Reading the Bible texts - Discussion

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	authority - Analyze Peter’s teaching about family relationships. -	2:18-20. - Relationship between husband and wives. 1Peter 3:1-8 - Relevance of Peter’s teaching on family relationships to modern Christians.	
Suffering	- Examine Peters’ teaching on the theme of suffering - Evaluate the relevance of peters teaching about suffering for Christians today. - -	- ?Suffering (1Peter 3:13-5:11.) - Jesus as an example of one who suffered (1Peter 2:18-25) - Suffering for doing right. (1Peter 3:8-22) - Suffering as a Christian (1Peter 4:12-19)	- Reading the Bible texts - Discussion
The shepherd and the flock	- Explain the duties and responsibility of the shepherd and the flock according to Peter - Examine the relevance of 1Peter to Christians today.	The shepherd and the flock 1Peter 5:1-11 - Roles of the shepherd and the flock - Relevance of 1 Peter to Christians today.	- Reading the Bible texts - Brainstorming about the shepherds and flock

TERM I

PART THREE CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT

SECTION A: DESCRIPTION OF AFRICAN RELIGIOUS EXPERIENCE AROUND 1844

TOPIC 1: RELIGION IN THE COMMUNITY (African Traditional Religious experience)

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

DURATION: 48PERIODS

Sub-topic	Objectives	Content	Teaching /Learning Activity
Informal Education	The learner should be able to: <ul style="list-style-type: none"> - Establish the basis of informal education - Explain the components of informal education in Africa - Identify people who were in charge of transmitting informal education in the African traditional society - Assess informal education today. 	<ul style="list-style-type: none"> - Basis of informal Education Content (e.g. morality, - How informal education was carried out - People responsible for transmitting informal - Education and the roles they played - Informal education today. 	<ul style="list-style-type: none"> - Reading texts - Discussion and - report writing
Marriage	The learner should be	- The meaning and	- Reading texts

Sub-topic	Objectives	Content	Teaching /Learning Activity
and the family	able to: - Explain the meaning and importance of marriage - Identify factors considered by society while choosing a marriage partner - Identify the types of family in the African traditional society - Justify the practice of bride wealth in the African traditional society - Discuss the merits and demerits of polygamy - Assess the changing trends of marriage and family life.	importance of marriage - Choice of marriage partners in Africa - Marriage as a basis for the family - Types of family in the African Traditional Society - Bride wealth and its importance and shortcomings. - Polygamy - Marriage and family life today.	- Discussion and - report writing
Worship	The learner should be able to: - Examine the aspect of worship in traditional Africa - Account for the emergence of human sacrifice today, its effects and solutions - Make a comparison between African traditional way of	- The meaning and importance of worship in the African traditional society - The meaning and importance of sacrifices and offerings - Human sacrifice - Comparison of African traditional	- Reading texts - Discussion and - report writing

Sub-topic	Objectives	Content	Teaching /Learning Activity
	worship to Christianity	and Christian forms of worship -	
Death	The learner should be able to: - Examine the causes of death according to the African traditional understanding - Explain how the Africans guarded against the bad spirits of the departed	- The causes of death according to African traditional understanding. - How Africans guarded themselves against pre-mature death - How Africans protected themselves against the bad spirits of the departed	- Reading texts - Discussion and - report writing

TERM 2

DURATION: 48 PERIODS

THE COMING OF CHRISTIANITY; IMPACT AND INTERACTION IMPACT 1844- 1890

Sub-topic	Objectives	Content	Teaching /Learning Activity
Christian missionaries at the Coast and inland East Africa	<p>The learner should be able to:</p> <ul style="list-style-type: none"> - Explain the reasons for the coming of missionaries to East Africa - Examine the role of civil tenders - Examine the factors responsible for the spread of Christianity between 1844 – 1890 - Discuss the problems encountered by the missionaries in East Africa - Valuate the achievements of the missionaries - Explain the role 	<ul style="list-style-type: none"> - The coming of Christian missionaries at the Coast, 1844 - The role of civil leaders at the coast (Sultan Sayyad, Capt. Hamerton, Mamkinga of Machame, Kimweri, Kivoietc) - mission to the Galla from 1862 - Krapf and Rebman and the translation of the Bible - Missions among the freed slaves in East Africa - Freed slaves in, Bagamoyo, Morogoro, Zanzibar, MhondaMbweri, etc. - Missionaries in Tanganyika - The role missionary groups in Tanganyika 	<ul style="list-style-type: none"> - Discussion and - report writing - research

Sub-topic	Objectives	Content	Teaching /Learning Activity
	<p>of the various missionary groups in Tanganyika</p> <ul style="list-style-type: none"> - Examine the causes of the clashes - Examine the causes of the clashes between missionaries and German political authorities. - Discuss the effects of the world wars on Christianity in East Africa - Analyse the factors responsible for the spread of Christianity in East Africa. - Examine the factors that enabled Christianity to spread in East Africa - Explore the problems missionaries faced in East 	<p>(e.g. the Lutheran missionaries, Berlin evangelical missionary society, the Benedictines, Bethel missions, Moravians, the Leipzig)</p> <ul style="list-style-type: none"> - The clash between missionaries and German political authorities at Mt. Kilimanjaro and its effect on the Chagga - Effects of World War I and II on Christianity in Tanganyika - Factors responsible for the spread of Christianity between 1844-1890 - Problems encountered by missionaries in East Africa - Achievements of missionaries in East Africa. - Impact of missionary work in East Africa. 	

Sub-topic	Objectives	Content	Teaching /Learning Activity
	<p>Africa</p> <ul style="list-style-type: none"> - Discuss the impact of missionary work in East Africa. 		
<p>Missionaries in Buganda</p>	<p>Learner should be able to:</p> <ul style="list-style-type: none"> - Critically analyze the role of King Muteesa I in the Christianization of Buganda, Uganda and East Africa. - Explain why Muteesa 1 fell out with the missionaries - Explain the challenges Christianity faced in Buganda. - Explore the positive and negative roles of Mwanga in church expansion in Buganda. - Explain the causes and effects of the 	<p>A case of Uganda</p> <ul style="list-style-type: none"> - Reasons why king Muteesa I invited the missionaries - Protestant and Catholic missionaries at the court of Kabaka Muteesa I - Reasons why Muteesa I fell out with missionaries - Factors responsible for the spread of Christianity in Buganda - Challenges faced by Christianity in Buganda - King Mwanga and the Christians - Reasons why Mwanga persecuted Christians - Effects of the persecution of Christians - The Role of African missionaries in the 	<ul style="list-style-type: none"> - Reading texts - Discussion and - report writing

Sub-topic	Objectives	Content	Teaching /Learning Activity
	<p>persecution of Christians in the period 1885-1886.</p> <ul style="list-style-type: none"> - Examine the causes and effects of religious wars in Buganda - Explain the role of African missionaries in the spread and consolidation of Christianity in Buganda. 	<p>spread and consolidation of Christianity in Buganda and beyond e.g.RakeriSsebuliba, Sembera Mackay, Nsubuga Paulo, Ssematimba Zakaria, Kisingiri, MwiraYokana, Luyimbaazi Marko, NuwaNakiwafu, Tito Wakibingo, Apollo Kivebulaya</p> <ul style="list-style-type: none"> - Religious war in Buganda:causes and effects 	
Establishment of Christianity in East Africa (1890 – 1918)	<p>The learner should be able to:</p> <ul style="list-style-type: none"> - identify the missionary organizations which operated in East Africa - Evaluate the role of missionaries’ African missionaries in the spread of Christianity in East Africa - Examine the impact of other 	<ul style="list-style-type: none"> - Missionary organizations; origin, arrival and mission (The Holy Ghost fathers, The society of African missions, The London Missionary Society, Church Missionary Society and The Gospel Missionary Society) - Impact of the colonial administration, settler and European commercial interests on missionary work - Ecumenical meetings and their importance 	<ul style="list-style-type: none"> - Reading texts - Discussion and - report writing

Sub-topic	Objectives	Content	Teaching /Learning Activity
	<p>Europeans on missionary work (Edinburg 1910; Kikuyu, 1913)</p> <p>- Explain the concept ecumenism and its purpose.</p>	<p>in missionary work (1913-1919)</p>	
<p>Interaction and consolidation of Christianity in East Africa (1918 – 1945)</p>	<p>- Asses the problems created by the coming of Christianity</p> <p>- evaluate the impact of western and Christian ideas on African values</p>	<p>- Problems created by the coming of Christianity</p> <p>- The impact of Western ideas and Christian teaching on the following values:</p> <ul style="list-style-type: none"> - Birth - Initiation - Education - Marriage and the family - The community life - Worship - Death <p>- Relations of the Church and the state</p>	<p>- Reading texts</p> <p>- Discussion and</p> <p>- report writing</p>

ACHIEVING INDEPENDENCE (1945-1963)

Sub-topic	Objectives	Content	Teaching /Learning Activity
Organized groups against colonialism	The learner should be able to: - Assess the role of political movements in the fight against colonialism - Evaluate the role of various personalities in the struggle for independence	- Political movements towards independence (Mau-Mau, KANU, KADU, TANU, UNC, KY,DPetc) - The evolution of the constitutional monarchy - The role of Jomo Kenyatta in the struggle for independence for Kenya - The role of Julius Nyerere in the struggle for independence in Tanganyika - Christian values as ideological frame work for the independence movement.	- Reading texts - Discussion and - report writing
Christian reactions in the struggle for independence	The learner should be able to: - Examine the role of the Christian political leaders in the struggle for	- Christian political leaders support the struggle for independence - Some churches direct political	- Reading texts - Discussion and - report writing

Sub-topic	Objectives	Content	Teaching /Learning Activity
	independence <ul style="list-style-type: none"> • 	involvement <ul style="list-style-type: none"> - Reasons why some Christians were not in support of the Church's involvement in politics 	
Accelerated movement towards church independence	The learner should be able to: <ul style="list-style-type: none"> - Analyse the Africanisation of the Church. - Identify the reasons for the Africanisation of the Church and the challenges faced - Examine the growth and development of movements within the already established churches 	<ul style="list-style-type: none"> - Reasons why the church became independent in some aspects - Africanisation of the Church (How and why) - Reasons for Africanisation of the Church - Steps taken towards the Africanisation of the Church - Problems encountered during the Africanisation of the church - The Balokole Revival movement in the Church of Uganda: the role of: Simeon Nsibambi, Blasio Kigozi, William Nagenda - The impact of the movement on the 	<ul style="list-style-type: none"> - Reading texts - Discussion and - report writing

Sub-topic	Objectives	Content	Teaching /Learning Activity
		Church of Uganda - Reasons for the rapid spread of the movement - Problems faced by the Balokole revival movement - The Bazuukufu movement in the 1960s - The teachings of the Bazuukufu - The role of Yona Mondo in the spread of the Bazuukufu movement - The Charismatic Renewal movements: causes and impact on missions churches and society in general	
The church and school	The learner should be able to: - Examine the role of the Church in the expansion of Eastern education • Explain the nationalization of the school system	- The role of the Church in the rapid expansion of education - Gradual nationalization of school system - The implication of nationalization of the school system	- Reading texts - Discussion and - report writing

Sub-topic	Objectives	Content	Teaching /Learning Activity
	<ul style="list-style-type: none"> • Asses the role of the school in the transmission of Christian values • Evaluate the role of the school in the promotion of the interests of other religious groups 	<p>for the Church</p> <ul style="list-style-type: none"> - The role of the school in transmitting Christian values - The decline of traditional institutions in the transmission of values - The role of the school in the promotion of interests of other religious communities the effects of religious differences on national unity. - 	
The changing missionary role	Discuss and examine ways the missionary roles have changed.	<ul style="list-style-type: none"> - Ways in which the missionary role has changed - Why missionary roles have changed. - Declining numbers of foreign missionaries in East Africa - 	<ul style="list-style-type: none"> - Reading texts - Discussion and - report writing
Christianity and other	The learner should be able to:	- The reading for Christians to understand what	- Discussion about other

Sub-topic	Objectives	Content	Teaching /Learning Activity
religions	<ul style="list-style-type: none"> - Explain why Christianity needs to understand the teaching of other religions - Compare Christianity with other religions i.e., Islam, Judaism. 	<ul style="list-style-type: none"> other religions believe. - Similarities between Christianity and Islam, Judaism. - Difference between Christianity and Islam, Judaism. 	<ul style="list-style-type: none"> religions. - Research about other religions.



Term 3

TOPIC: Present Christianity situation in East Africa

DURATION: 48 PERIODS

Sub-topic	Objectives	Content	Teaching /Learning Activity
<p>Christian Denomination</p> <p>Ecumenism</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> - Explore the causes and effects of the numerous Christian denominations in East Africa - Discuss the beginning and spread of the African Greek Orthodox Church and the Seventh Day Adventist Church in Uganda. <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Explore the role of ecumenical movements. <ul style="list-style-type: none"> - Examine the effects of such councils or conferences on the Church and society in general. - Assess the aims and 	<p>Causes of numerous Christian denominations.</p> <ul style="list-style-type: none"> - The African Greek Orthodox Church. - The Seventh Day Adventist Church and its humble beginning. (its teachings and doctrines) - Its social, political and economic role in society. <p>The ecumenical movements. The role of ecumenical movements.</p> <ul style="list-style-type: none"> - The Kikuyu conference (1913) - The Christian Council of Kenya (1944) - The Uganda Joint Christian Council 	<p>Discussion on the causes of numerous Christian denominations. Research about other Christian denominations.</p> <p>Discussions about the ecumenical movements. Research on the different councils and conference in society. Sharing experiences.</p>
<p>The church and politics today.</p>			

<p>The Church and conflict resolution.</p>	<p>objectives of the different councils.</p> <p>Learner should be able to:</p> <p>Discuss the role of the church in the political life of a country regarding:</p> <ul style="list-style-type: none"> - Why the Church should participate in politics. - When the Church should intervene. - Effects of the Church's involvement in politics. <p>Learner should be able to:</p> <ul style="list-style-type: none"> - Explain how religion escalates conflict in east Africa. - Discuss the role of religion in resolving conflict. - Explain the challenges the Church may face in an attempt to resolve conflict. 	<p>(1964)</p> <ul style="list-style-type: none"> - The Tanganyika Missionary Council (1937) <p>Aims, objectives, achievements and the challenges faced.</p> <ul style="list-style-type: none"> - Reasons for the Church's participation in politics. - When the Church should intervene in politics - Effects of the Church's involvement. - The contribution of religion to conflict escalation in East Africa. - The role of religion in resolving conflict - The challenges faced by the Church in attempting to resolve conflict. 	<ul style="list-style-type: none"> - Sharing political experiences on the church <p>Discussion about politics.</p> <ul style="list-style-type: none"> - Discussions on conflict resolution. <p>Brainstorming</p> <ul style="list-style-type: none"> - Sharing experiences
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TERM1

PART FOUR: CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES

DURATION 48 PERIODS

MARRIAGE

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Introduction to marriage	- Discuss the advantages and disadvantages of different forms of marriage.	<ul style="list-style-type: none"> - Definition of marriage - Importance of marriage - Customary marriage - Civil marriage - Church marriage - Why church marriage is not so much practiced by some Christians - How church marriage should be promoted 	<ul style="list-style-type: none"> - Reading the texts - Discussion and - report writing
Marriage in African traditional	- Discuss the importance of marriage in African	- Choice of marriage partners	<ul style="list-style-type: none"> - Research - Reading the texts

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
society.	traditional society - Assess the implications of divorce - Examine the concept of polygamy in African traditional society - Discuss the importance of bride wealth in the African traditional society in relation to modern society. - Appreciate the importance of bride wealth in society. -	- Courtship - Divorce - Polygamy - Bride wealth - Importance Children. -	- Discussion and - report writing
Marriage in Modern society	By the end of the topic, learners should be able to:- Define the concept of marriage - Discuss the methods of choosing a marriage partner Examine the causes and effects of divorce Develop solutions to problems affecting family life.	- Concept of marriage in Modern society. - Choice of partners today. - Courtship today - Divorce - Polygamy versus monogamy - Bride wealth	- Research - Reading the texts - Discussion and - report writing

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<p>Discuss advantages and disadvantages of polygamy.</p> <p>Justify the importance of bride wealth.</p> <p>Assess the importance of children in the modern society</p>	<ul style="list-style-type: none"> - Children - - - - - 	
<p>Biblical teaching on Marriage</p>	<ul style="list-style-type: none"> - Examine the biblical teaching on marriage - - - Compare the traditional marriage with modern understanding of marriage 	<ul style="list-style-type: none"> - Biblical teaching on marriage and family life - i) Old Testament Genesis 2:18; Song of Songs 2:10-17, etc. - ii) New Testament; Galatians 3: 28; Mark 10: 6-9. 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and report writing

FAMILY

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
The African traditional understanding of Family.	<ul style="list-style-type: none"> - Assess the advantages and disadvantages of extended families. - Discuss the role of an extended family in African traditional society. 	<ul style="list-style-type: none"> - Extended families - Characteristics of an African traditional family - . - 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and - report writing
Modern Africa	<ul style="list-style-type: none"> - Discuss the rights and duties of a family to the state. 	<ul style="list-style-type: none"> - Rights of a family - Duties of a family to the state - Duties of the state to the family - Types of families <ul style="list-style-type: none"> - -Single parenting - -Child headed families - -Concubines 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and - report writing
Responsible parenthood	<ul style="list-style-type: none"> - Assess the aspects of responsible 	<ul style="list-style-type: none"> - Responsible parenthood - -African 	<ul style="list-style-type: none"> - Research - Reading the texts

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<p>parenthood</p> <ul style="list-style-type: none"> - Discuss the advantages and disadvantages of different methods of family planning - Discuss the effects of women liberation movement. 	<p>tradition</p> <ul style="list-style-type: none"> - Modern - Bible - Family planning - Methods - Advantages and disadvantages of each method - Stand of the church on family planning - Women Liberation movement. - Role of the Church in uplifting the status of women. 	<ul style="list-style-type: none"> - Discussion and - report writing

SECTION B: WORK, LEISURE AND MONEY

WORK

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Work in African traditional society	<ul style="list-style-type: none"> - Define work - Discuss the African traditional understanding of work. - 	<ul style="list-style-type: none"> - Definition of work - Importance of work - African traditional understanding of work. 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and report writing
Work in Modern society	<ul style="list-style-type: none"> - Examine the causes and effects of unemployment - Define work - Discuss the role of the Church and the state in solving unemployment today. - 	<ul style="list-style-type: none"> - Understanding of work today - Changing patterns of work - Unemployment - The role of the Church and the state 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and report writing
Ideologies about work	<ul style="list-style-type: none"> - Distinguish between the capitalistic and socialistic views about 	<ul style="list-style-type: none"> - Capitalism - Socialism: - Marxism - 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and report writing

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	work.		
Professional ethics	<ul style="list-style-type: none"> - Identify professional ethics - Discuss the importance of professional ethics - Examine the challenges in observing the professional code of conduct. - 	<ul style="list-style-type: none"> - The main three major professionals? - Medical ethics, - Teaching ethics - Legal ethics, - Business ethics 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and - report writing
Labor relations	<ul style="list-style-type: none"> - Compare labour relations - Point out advantages and disadvantages of trade unions 	<ul style="list-style-type: none"> - Employers-employee relationship. - Trade Unions - Industrial actions/Collective bargaining - Just price - Just wage 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and - report writing

TERM 11

DURATION 48 PERIODS

MONEY AND WEALTH

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Money and wealth in Traditional Africa	<ul style="list-style-type: none"> - Evaluate advantages and disadvantages of Barter System - 	<ul style="list-style-type: none"> - Definition of Money - Barter system of trade (Advantages and disadvantages) 	<ul style="list-style-type: none"> - Reading the texts - Discussion and - report writing
Money and wealth in Modern Africa	<ul style="list-style-type: none"> - Trace the origin of money in Africa - Discuss the impact of money economy to social - ?Assess the causes of economic differences between nations - Discuss the causes of poverty among nations individuals - Develop sympathy for the poor - Examine forms of taxation and the role it plays in society 	<ul style="list-style-type: none"> - - Features of money - Impact of the money economy in Africa - Proper use of money - Misuse of money - Rich and poor nations - Poverty - Effects of poverty - Solutions 	<ul style="list-style-type: none"> - Reading the texts - Discussion and - report writing

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> - Discuss forms of investments - Examine challenges of investments - Appreciate the use of wealth in the Bible - 	<ul style="list-style-type: none"> - The role of the government in reducing poverty. - The role of the Church in reducing poverty. - - Foreign Aid - Forms of foreign aid - Purpose / why it is given - Advantages and disadvantages - Christian view - Taxation - The role of taxation - Forms of taxation - - Corruption 	
<p>Money and wealth in the Bible</p>	<p>Learners should be able to; Discuss the Old Testament and New Testament teaching on wealth</p>	<p>Biblical view on money and wealth:???Old Testament; Genesis 9: 1-13; 1: 28; 26: 12-14; 1</p>	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and - report writing

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	Examine Jesus' teaching on wealth.	Kings 10: 14-29; Proverbs 10: 4; 20: 13; 30: 8-19; Job 42: 10-17. New Testament; Matthew 6: 25-34; Mark 10: 23-25; Luke 2: 24; 19: 1-10; 14: 33; I Timothy 6: 6-10.	

LAW AND ORDER

TOPIC: LAW, CRIME AND PUNISHMENT

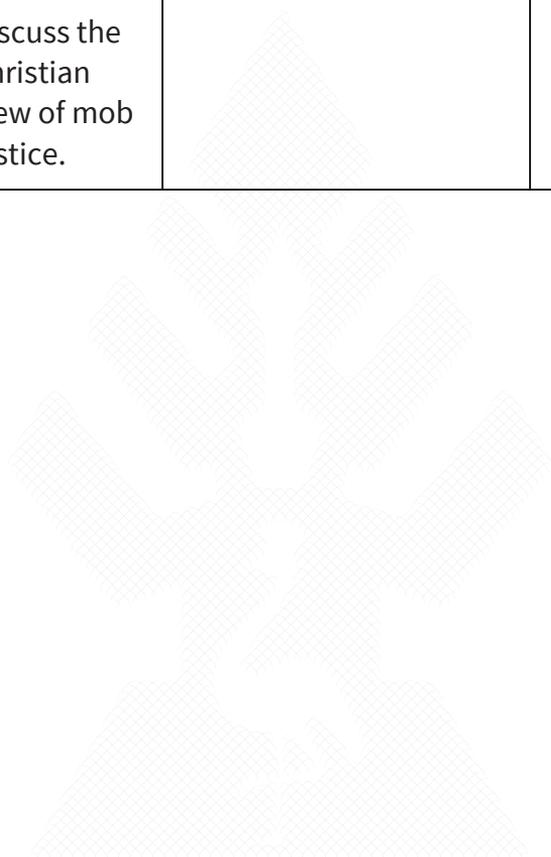
Sub-topic	Specific Objectives	content	Teaching /Learning Activity/ Methodology
Introduction to law and order.	<p>The learner should be able to:</p> <ul style="list-style-type: none"> - Define law and outline the different types of law - Identify factors to be considered when establishing the law - Discuss the purpose of law in society. 	<p>Definition of law and order</p> <p>Types of law</p> <ul style="list-style-type: none"> - civil law - Criminal law - Customary law. <p>Factors to be considered when establishing the law.</p> <p>Purpose of the law in society.</p> <p>Disadvantages of law</p>	<ul style="list-style-type: none"> - - Guided Discussion on the necessity/purpose of the law. - Research - -
Relationship between the law and morality	<ul style="list-style-type: none"> - Identify similarities between the law and morality - Find the 	<p>??Similarities between the law and morality.</p> <p>?Differences between the law and morality</p> <p>The values of morality in ATS</p> <p>- Reasons for moral</p>	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion - -

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/ Methodology
	values of morality in the African traditional society. - Account for moral degeneration in modern society - Examine the biblical teaching on the law.	decay/decline/degeneration - Family and community morals - Biblical teaching on the law (Old Testament, Deuteronomy 30:15 and New Testament)	- - Research - Reading the texts - Discussion -
crime	- Define crime - Outline types of crime - Identify causes of crime in society today - Examine the effects of crime today - Suggest Christian solutions to curb crime in society today.	- Definition of crime - Forms / types of crime - Crime against humanity - Crime against individuals - Crime against property - Causes of crime in society - effects of crime - Strategies to combat crime - Christian solutions to combat crime. - -	- Brain storming - Guided discussion -

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/ Methodology
punishment	<ul style="list-style-type: none"> - Define punishment - Find out about the different types of punishment - Give reasons why punishment is necessary - Point out the factors to be considered in punishing a criminal - Discuss punishment in ATS - Find out biblical teachings on punishment - Discuss arguments for and against capital punishment - Examine the Christian view on 	<ul style="list-style-type: none"> - Define punishment - Identify the different types of punishments - Purpose of punishments - Factors considered when punishing a criminal - Effects of punishments - Punishment in ATS - Punishment in the Bible - Christianity and punishment - Christianity and capital punishment 	<ul style="list-style-type: none"> - Group discussions - Brainstorming - Research on the types and effects of punishment

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/ Methodology
	capital punishment.		
Imprisonment	<ul style="list-style-type: none"> - Define imprisonment - Identify reasons for imprisonment - Discuss the consequences of imprisonment - Discuss the Christian teaching on imprisonment. - 	<ul style="list-style-type: none"> - Definition of imprisonment - Purpose of imprisonment - Effects of imprisonment - Christian position on imprisonment. 	<ul style="list-style-type: none"> - Use of print media - Brainstorming on purpose and effects on imprisonment
Mob Justice	<ul style="list-style-type: none"> - Define the term mob justice - Identify its causes - Discuss the advantages and disadvantages of mob justice - Give reasons 	<ul style="list-style-type: none"> - Definition of mob justice - Causes of mob justice - Advantages and disadvantages of mob justice. - Why mob justice is not justice. - The Christian view on mob justice. 	<ul style="list-style-type: none"> - Group discussions - Research -

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/ Methodology
	why mob justice is not justice - Discuss the Christian view of mob justice.		



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TERM 111

DURATION 48 PERIODS

TOIPC: THE STATE AND THE CITIZEN

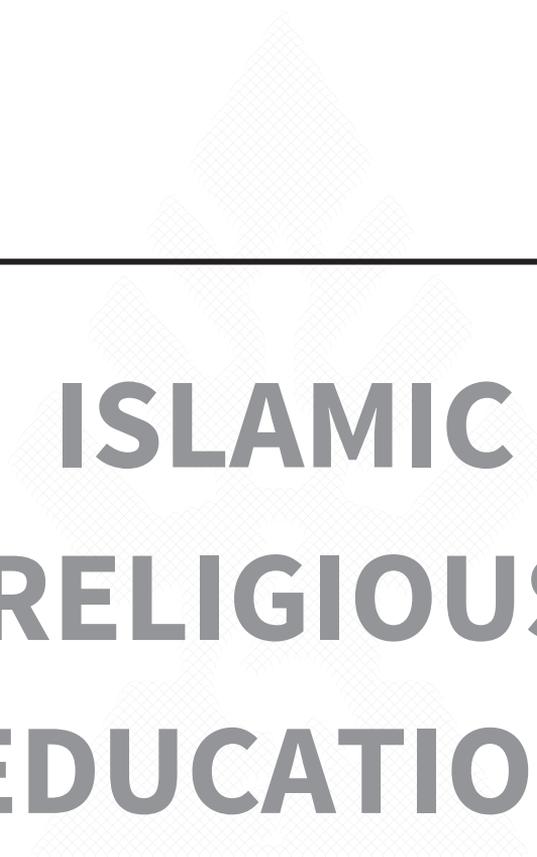
Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
State and citizen	<ul style="list-style-type: none"> - Define the State and the citizen - Identify the fundamental human rights - Explain the duties of - The State to the citizens - The citizens to the State - Identify ways in which human rights have been abused for example through - Genocide - Terrorism - Arbitrary arrests - 	<ul style="list-style-type: none"> - Definition of the State and the citizen - rights of the citizens - Duties of the citizens to the State - Observation of human rights in Uganda - Violation of human rights in Uganda and else where - New Testament teaching on the use of power and how Jesus demonstrated the proper use of power (Luke 13:1/12) 	<ul style="list-style-type: none"> - Reading the texts - Group Discussion - Brain storming on the violation of human rights -

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	advantages and disadvantages of single party and multiple party systems.		
Prejudice and discrimination	Learners should be able to; <ul style="list-style-type: none"> - Define prejudice and discrimination - Identify the causes of discrimination today. (At school, church, home, and workplace). - Bring out the different forms of discrimination in society today - Discuss the possible effects of discrimination 	<ul style="list-style-type: none"> - Definition of: Prejudice - Discrimination - Causes of discrimination today - Forms of discrimination - Effects of discrimination - Bible and discrimination. 	<ul style="list-style-type: none"> - Research - Reading the texts - Discussion and - report writing

TOPIC: INTERNATIONAL ORDER

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Peace and armed conflict	<ul style="list-style-type: none"> - Define peace and war - Identify the causes of armed conflict in the world today. - Identify Christian solutions to armed conflict. - Discuss the justification for war. - 	<ul style="list-style-type: none"> - Definition of peace and war - Causes of armed conflict in the world today. - Christian solutions to armed conflict - Isaiah 3:1-4, Romans 3:23-24 - - Just war. - 	<ul style="list-style-type: none"> - Reading the texts - Group Discussion - Brain storming - Research about just war concept
Refugee problem in Africa	<ul style="list-style-type: none"> - Define the term refugee. - Identify the causes of refugee situations in Africa - Assess the effects of refugee situations in the country - Discuss solutions to 	<ul style="list-style-type: none"> - - Definition of a refugee - Causes of refugee situation in Africa. - Effects of refugee situations in Africa. - Christian solutions to 	<ul style="list-style-type: none"> - Discussion and - Brainstorming - - - - - -

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	refugee problems in Africa. - - - - - -	refugee problems - - - - - -	- - - - - -
Internal displacement of people	- Define internally displaced person - Discuss the causes of internal displacement - Effects of internal displacement - Suggest possible solutions to the problem of internal displacement	- Definition of internally displaced person. - Causes of internal displacement in a country - Effects of internal displacement - Possible solutions to internal displacement - The role of the government and the Church.	- Group assignments - About the causes, effects and solutions. - Presentations -



ISLAMIC RELIGIOUS EDUCATION

SENIOR SIX

INTRODUCTION

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the advanced level of education. The syllabus is divided into four parts namely:

The Holy Quran, Hadith and Fiqh, Islam in East Africa and Islam in West Africa. The following changes have been made across the four parts of the syllabus.

PART ONE		
TOPIC	ACTION TAKEN	JUSTIFICATION
The revelation of the Holy Quran Modes of revelation, Miraculous nature of the Quran, Preservation and protection of the Holy Quran.	Left out	Covered in S.5 before and during the lock down
Marriage and divorce	Left out	Covered intensively at O' Level under Muslim Ceremonies
Ribbah and usury	Left out	Covered under the lawful and unlawful acts in Islam at ordinary level.

Zakat	Left out	Covered under the pillars of Islam extensively at O' level both at S.1 and S.4
Measurements and weights	Left out	They were covered under lawful and unlawful acts in Islam extensively at Ordinary Level Senior four.
Jihad	Left out	
Leadership, government and sovereignty	merged	
Establishments of justice and its administration fight against oppression and suppression and racism and slavery		Covered at Ordinary Level Senior 4 under Islamic morality, lawful and unlawful acts. The same was Also covered under the sub-topic of brotherhood in the topic of social life of Islam
Surat Inshirah	Left out	Has similar meaning and content to that of Dhuha
Surat Nasir	Left out	It is about the success of the prophet as Sur at Kautharah does.
Surat Lahab and fil	Left out	Covered under the topic of punishments and rewards.
Surat Ikhilas	Left out	Covered under the topic of monotheism.

PART TWO

<p>Collection of Hadith</p> <p>Transmission of Hadith during the prophet`s time,</p> <p>Purpose of collecting Hadith,</p> <p>The early collectors and compliers.</p>	<p>Left out</p>	<p>Covered in S.5 before and during the lock down</p>
<p>Compilation of Hadith,</p>		<p>Bukhari and Muslim Hadith books, these are the most important and commonly referred to in the practice of Islamic traditions.</p>
<p>The emergence of Islamic schools of law</p>		<p>Covered under the topic of development of Islamic law[Sharia].</p>
<p>The divergences among the schools of law</p>		<p>The core objective of all the scholars is the same and that is the Quran and Hadith interpretation.</p>
<p>The emergence of Islamic schools of law</p>		<p>Handles punishments and rewards which were ably covered in part one topic of punishments and rewards</p>

PART THREE		
TOPIC	ACTION TAKEN	JUSTIFICATION
The topic of Arabia before AD 610 includes the religion social, political, and economic life.		These were taught at Ordinary level under the topic of Jahiliya in S3.
Topic 2, the life of Prophet Muhammad and topic 3 the orthodox caliphate		Covered at Ordinary level Senior 3.
The topic of Muslim dynasties, [AD 661-1258].		The Abbasids and Fatimid's were left out and Umayyad included, these dynasties had the same goals, achievements, challenges towards the development of Islam. They could therefore serve the same purpose because content is very similar.
The topic of the crusade movement was left out because its	Left out	Content and objectives is not necessary to the development of Islam in the world. It limits the learners from appreciation and practices of the values of tolerance, peaceful and harmonious relationships with other faiths.

<p>Muslim empires [independent states]</p> <p>The moghuls in India AD [1540-1516] were left out.</p>	<p>Left out</p>	<p>This is because the content and objectives of this topic are the same as the content of the Ottoman Empire and the safaris.</p>
<p>PART FOUR</p>		
<p>The coming of Islam in East Africa was. The component of the coming of Islam in Uganda</p>	<p>Left out</p>	<p>Covered at Ordinary Level Senior 4 in History</p>
<p>The role of trade in the spread of Islam in East Africa was also left out.</p>	<p>Left out</p>	<p>This was covered both at Ordinary level in the subjects of Islam and History.</p>
<p>Islam at the East Africa coast</p>	<p>Left out</p>	<p>Was taught in the subject of history at Ordinary level</p>
<p>The spread of Islam in the interior</p>	<p>Left out</p>	<p>Covered in the term of 2021 and Uganda in particular as a sub topic was covered in Ordinary level in the subject of Islam.</p>
<p>The condition in west Africa towards the coming of Islam and role of trade in spread of Islam in west Africa were combined within the topic for Islam in old political organization in region of west Africa.</p>	<p>Merged</p>	<p>The content and objectives can be covered along with topic for Islam in old Political organisations in the regions. The objectives would be achieved because the content is similar.</p>

PART 1: THE HOLY QURAN

TOPIC 1:

SPIRITUAL TEACHINGS OF THE QURAN

Background

The selection of this topic is intended to show the relationship between man and God. Discussion under this topic is to be on Monotheism.

General objectives

By the end of the topic, the learners should be able to acquire a deep understanding of the spiritual teachings of the Quran

SUB-TOPIC 1: Monotheism (Tawheed)

The sub-topic discusses Kalimah Quran Surat Al-Imran 3:18, different forms and importance of Tawheed

Specific Objectives	Content	Suggested learning strategy	Assessment strategy
<p>The learner should be able to explain</p> <p>i) the concept of Islamic monotheism.</p> <p>ii) the different forms of monotheism.</p>	<p>- Monotheism Quran Surat Al-Ikhiras 112</p> <p>- Forms of Tawheed</p>	<p>- Ask learners relevant verses of the Quran</p> <p>- Using group discussions, explain the different forms of Tawheed</p> <p>- Discuss the importance of monotheism</p> <p>-</p>	<p>- Ask learners to;</p> <p>- Explain the concept of Islamic monotheism</p> <p>- Explain the different forms of Tawheed</p> <p>- Discuss the importance of Tawheed</p>

SUB TOPIC 2: Reward and Punishments

The sub Topic discusses the relevant Quran verses on reward and punishment

Specific Objectives	Content	Suggested learning strategy	Assessment strategy
The learner should be able to explain i) The concept of reward and punishment - Cite relevant verse of the Holy Quran - The different forms of punishments	Reward Quran 27:84 ,30:39,39:10,51:15-16,16: 30, 105 Punishment - Punishment in history - Punishment in and the hereafter	- Guide learners to cite relevant verses from the Holy Quran - Hold a discussion of different punishment - Ask learners to make a summary of important points	- Ask learners to; - Explain the Islamic concepts of rewards and punishments - To cite relevant verses from the Quran - Discuss the cases of punishments in History as shown in the Quran

Topic 2: SOCIAL TEACHINGS

Sub-Topic 1: Position of a woman in society

The sub-topic explains the Quranic teachings on the position of a woman (Political, Social, Economic and Religious)

Specific Objectives	Content	Suggested learning Strategy	Assessment Strategy
<p>The learner should be able to explain:</p> <ul style="list-style-type: none"> - The position of a woman in society - - The role of a woman in society 	Position of a woman	<ul style="list-style-type: none"> - Ask learners to read the relevant verse from the Quran - Hold a guided discussion on the position and duties of a woman 	<ul style="list-style-type: none"> - Ask learners to explain the position and the role of a woman in society

Sub-Topic 2: Inheritance of property

The sub-topic deals with the Quranic teachings on inheritance

Specific Objectives	Content	Suggested learning strategy	Assessment strategy
The learner should be able to explain the Qur'anic teachings on Inheritance	Inheritance	<ul style="list-style-type: none"> • Guide learners to read the relevant verses from the Quran • Guide learners into the discussion on inheritance 	<ul style="list-style-type: none"> • Ask learners to explain the Quranic teachings on inheritance

Sub-Topic 3: Brotherhood and equality

This sub-topic addresses the following aspects; the concept of brotherhood, equality and relevant Qur'anic teachings

Specific Objectives	Content	Suggested learning strategy	Assessment strategy
The learner should be able to: - Define the concept of brotherhood and equality - Explain the relevant Quranic teachings	Brotherhood	- Guide the learners to read the relevant verses from the holy Quran - Hold a guided discussion on different types of brotherhood	- Ask learners to explain: - The concept of brotherhood and equality - The different types of brotherhood - The Qur'anic teachings on brotherhood and equality

Topic 3: ECONOMIC TEACHINGS

Over view

This topic is intended to expose to learners the Islamic ways of acquiring and disposing of wealth.

General objective:

By the end of the topic, the learner should be able to develop a clear understanding of the Qur’anic economic teachings.

Sub-Topic 1: Labor and work ethics

The sub-topic discusses labor and work ethics basing on the teachings of the Quran

Specific Objectives	Content	Suggested Learning Strategy	Assessment Strategy
<p>The learner should be able to explain:</p> <ul style="list-style-type: none"> - Acceptable work ethics - - Significance of labour 	<p>Concept of work derived from the Quran and the prophet’s traditions</p>	<ul style="list-style-type: none"> - Guide learners to read the relevant verses from the Holy Quran - Hold a discussion about the concept of labour - Lead learners into a discussion on work ethics 	<ul style="list-style-type: none"> - Ask learners to: - Write about acceptable work ethics according to the teachings of the Quran - Write about the concept of labor basing on Qur’anic teachings

TOPIC 4: ISLAMIC TEACHINGS ON POLITICAL LIFE

Background

This topic is extended to expose learners to the Islamic ways of managing society as stipulated in the Qur'an.

General Objective

By the end of the topic, learner should have developed a clear understanding of the Quran teachings and the political life concept.

Sub Topic 1: Leadership, Government and Sovereignty

The sub-topic covers the Quranic concept on leadership, government and state

Specific Objectives	Content	Suggested Learning Strategy	Assessment Strategy
The learner should be able to explain: i) The concept of leadership ii) Quranic teachings on leadership, Government and state iii) Obligations of the citizens to the Government and vice versa	<ul style="list-style-type: none"> - Leadership and state - Role of government 	<ul style="list-style-type: none"> - Discussion on the qualities of good leadership and governance - Brainstorm on the duties of a leader - Ask learners to read relevant verses from the Quran - Guide learners to make notes. 	Ask learners to: <ul style="list-style-type: none"> - Explain the concept of leadership and obligation of citizens - Discuss the qualities and duties of a leader

SUB TOPIC 2: International Relations (Foreign Policy)

The sub topic focuses on Quranic teachings on relations and pacts between nations

Specific Objectives	Content	Suggested Learning Strategy	Assessment Strategy
The learner should be able to explain the Quranic teachings on International relations	- International relations and pacts as derived from the Quran and the prophet's traditions	- Hold a discussion on different types of pacts - Ask learners to read relevant verses of the Quran	- Ask learners Quran teachings on international relations -

TOPIC: 5 SELECTED SURAHS FROM THE HOLY QUR'AN

Background

There are five selected surah

Specific Objectives	Content	Assessment strategy	Assessment strategy
The learner should be able to explain the background, content, themes and lessons derived from the Surahs	<ul style="list-style-type: none"> - The background of the surah Al-Fatiha, Al-Kauthara, Al-Qadr, Al-Adhuha Al-Asr - The contents of the Surah - Themes of the Surah - Lessons derived from the Surah 	<ul style="list-style-type: none"> - Ask the learners to read the Surah - Hold a discussion about the circumstances of its revelation - Guide the learners to identify the themes of the Surah - Ask learners to point out the lessons drawn from the surah 	<ul style="list-style-type: none"> - Ask learners to relate the lessons learnt from the surah to real life -

PART TWO: HADITH AND FIQH

SECTION A: HADITH

TOPIC 1: COMPILATION OF HADITH

Background

The six celebrated compilers of Hadith used better methods of compilation.

This enabled them to produce better quality and sound Hadith compared to the first collectors.

GENERAL OBJECTIVE

By the end of the topic, the learner should be able to appreciate the effort of the two compilers of Hadith.

SUB-TOPIC: THE TWO SOUND COMPILERS

The sub-topic focuses on the contribution of the two sound compilers of Hadith. It further deals with the methods used to collect and compile the Hadith.

Specific Objective	Content	Suggested Learning Strategies	Assessment Strategies
The learner should be able to describe the contributions of the two major compilers of Hadith	Compilers Bukhari Muslim	- Ask learners to read available materials on the methods of compilation used by the compilers. -	- Ask learners to explain the methods of compilation

TOPIC 2 EVALUATION OF HADITH

Back ground

The emergency of fabricated hadith created necessity for the development of criteria for evaluating hadith. This led to classification of Hadith and different types according to their authority and authenticity

General Objectives

By the end of the topic, the learner should be able to explain the emergency of forged hadith and the method used to detect them.

Sub- Topic 1: Criteria of accepting Hadith

The sub topic covers the methods used to distinguish authentic hadith from forged ones putting emphasis on Matn and Isnad

Specific Objectives	Content	Suggested Strategies	Learning Assessment Strategies
The learner should be able to explain the criteria used for accepting Hadith	Criteria used:- Matn and Isnad	- Guide learners to identify criteria used by the compilers to find authentic Hadith -	- Ask learners to explain the criteria used to establish the authentic Hadith -

TOPIC 3: CLASSIFICATION OF HADITH

Back ground

Hadith is classified into different categories basing on their authority and authenticity.

The authority of Hadith is measured by the number of reporters in each generation and the authenticity is also measured by the character of the reporters. The authority of Hadith may also be determined by the content or the source i.e. Hadith Qudus and Nabawi

General Objective

By the end of the topic, the learner should be able to identify and explain different classes of Hadith.

SUB-TOPIC: 1 Authority and Authenticity

The sub topic covers the classification of Hadith according to authority and authenticity

Specific Objectives	Content	Suggested Strategies	Learning Assessment Strategies
The learner should be able to explain the different classes of Hadith basing on authority and authenticity.	- Classification of Hadith into- MutawatirAhad, Sahiih,Hassan, Dhaif, Maudhu	- Guide the learners to read materials on Hadith - Hold a discussion on determination of Hadith according to authority and authenticity - Ask learners to make notes	- Ask learners to identify different classes of Hadith according to their authority and authenticity

TERM 2

SECTION B: FIQH

TOPIC 5: THE DEVELOPMENT OF ISLAMIC LAW (SHARIA)

Background

The development of Islamic law followed the pattern of development of Muslim community. At Mecca when the Muslims had just converted there was no strict code of conduct, but as the community expanded and became heterogeneous, relevant laws were put in place to put order in society.

General Objective

By the end of the topic, the learner should be able to examine the origin and development of Islamic law.

SUB-TOPIC 1: Stages of development of Islamic law

The sub-topic focuses on the development of Islamic law from 610 AD to date

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
<p>The learner should be able to explain:</p> <p>i) The stages and development of Islamic Law</p> <p>ii) The important events in the</p>	<p>- The period of prophet Muhammad 610-632 AD</p> <p>- The period of Orthodox caliphs 632-660 AD</p> <p>- The period of early dynasty (Ummayyads)</p>	<p>- Guide learners to read the materials about the development of Islamic Law</p> <p>- Help them to identify and explain the stages of development of Islamic Law</p>	<p>- Learners should explain the stages and important events in the development of Islamic law</p>

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
development of Islamic Law	and Abbasids)	- Give them to point out and understand the events in the development of Islamic Law -	

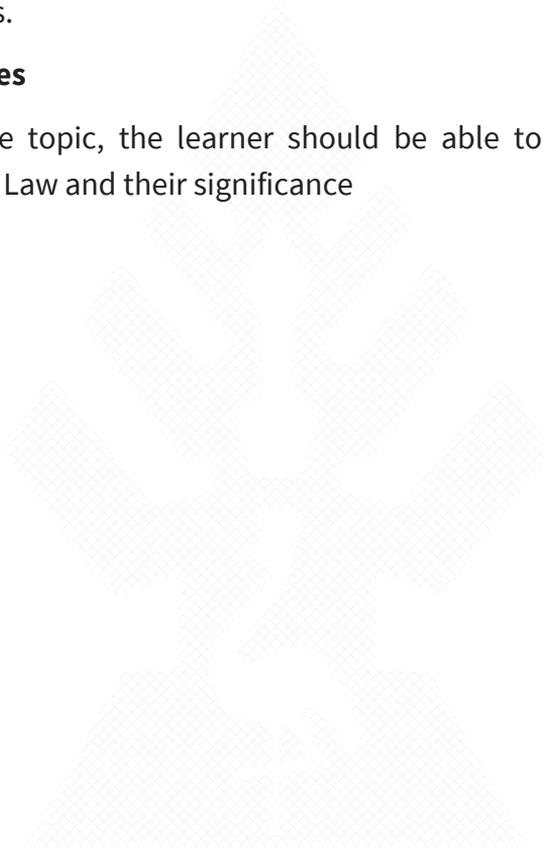
TOPIC 6: ISLAMIC LAW (SHARIA)

Overview

The Islamic Law is based on two major sources; Quran and Hadith. The other two sources Ijima and Qiyas were developed latter and are derived from the two major sources.

General Objectives

By the end of the topic, the learner should be able to explain the major sources of Islamic Law and their significance



SUB TOPIC 1: The sources of Islamic Law

The sub topic presents all the four major sources of Islamic Law and where they derive authority to be used as sources of law.

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
<p>The learner should be able to:</p> <p>i) Describe the four sources of Islamic Law.</p> <p>ii) Explain the importance of the sources in practising Islam</p> <p>iii) Appreciate the role of Quran and Hadith in the interpretation, supplementing and qualifying</p>	<p>- The four major sources of law(Quran,H adith,Ijima, Qiyas)</p> <p>- The Qura'nic verses and relevant traditions that qualify the sources</p> <p>- The importance of the sources in the practice of the faith</p>	<p>- Guide learners to read the materials about the development of the Islamic Law</p> <p>- Identify Qur'anic verses and traditions that authorize the sources of law</p> <p>- Hold discussions on the importance of the sources of law</p>	<p>- Explain the verses and traditions of the prophet that authorize the sources of law</p> <p>- Discuss the importance of the law in the practising of the faith</p>

TOPIC 6: CLASSIFICATION OF LEGAL ACTS IN ISLAM

Back ground

Basing on the degree of validity or acceptability, Islamic law categorises human acts into seven classes. On one hand there is a category of forbidden acts while on the other there is a category of compulsory acts.

General Objective

By the end of the topic, the learner should be able to examine the different legal acts in Islam

SUB-TOPIC 1: Legal acts in Islam

The sub-topic covers the legal acts in Islam

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
<p>The learner should be able to:</p> <p>i) Explain the different categories of legal acts.</p> <p>ii) Give the opinions of different scholars with regard to classification of acts.</p>	<p>Legal acts</p> <p>Faradh</p> <p>Wajib</p> <p>Sunnah</p> <p>Halal</p> <p>MubahMaqr uuh</p> <p>Haraam</p>	<p>- Using Hadith and Quran, guide learners to identify the legal acts in Islam</p> <p>- Ask learners to discuss the opinions of the different scholars on legal acts in Islam</p> <p>- Guide the learners to make summaries of the important points</p>	<p>- Ask learners to identify the legal acts in Islam</p> <p>- Explain the opinions of the different scholars on the legal acts</p>

TOPIC 7: CHALLENGES OF APPLICATION OF SHARIA IN THE CONTEMPORARY WORLD

Background

One of the challenges of sharia application is whether or not sharia is reconcilable with modernity. To live in accordance with Islam does not necessitate returning to the middle ages nor does it require people cease to be what they are. Islam has never required its adherents to give up their own cultures. It only sought to remove from culture elements that are inconsistent with logic and good taste. Islamic law is a collection of methodology and a collection of positions adopted by Muslim jurists over the last 1400 years.

General Objective

By the end of the topic, the learner should be able to explain the problems encountered in the application of sharia in the contemporary world

SUB-TOPIC 1: World's attitude towards sharia and non-application of sharia

The sub-topic discusses the attitude people hold towards sharia and challenges to its application

Specific Objectives	Content	Suggested Strategies	Learning Assessment Strategies
<p>The learner should be able to:</p> <p>Explain the challenges to the application of sharia in the modern world</p>	<ul style="list-style-type: none"> - World attitude towards sharia - Western attitude - Muslim attitude- with in Muslim majority countries - Muslim minority countries 	<ul style="list-style-type: none"> - Brainstorm on the factors that limit application of sharia in the Western world and the Muslim majority countries and minority Muslim countries - Learners summaries the points 	<ul style="list-style-type: none"> - Ask learners to explain the challenges to the application of sharia in the western world and the Muslim countries

PART 3: ISLAM IN EAST AFRICA

Background

The orthodox caliphate was replaced by the dynasties, the first and major was the Umayyad's founded by Muawiyya bin Abu Suffian. Like all dynasties, succession became hereditary.

General Objective: By the end of the topic, the learner should be able to describe the performance of the dynastic Umayyad rule.

TOPIC 1: Umayyad 661AD-750AD

The sub topic discusses the contribution of the Umayyad dynasty to the development of Islam

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
The learner should be able to describe the rise and the contributions of the Umayyad.	<ul style="list-style-type: none"> - Foundation of the Umayyad caliphate - The organization and intellectualism 	<ul style="list-style-type: none"> - Guide learners to read about the Umayyad dynasty - Describe the contributions of the Umayyad dynasty - Guide them to summarize the important points 	<ul style="list-style-type: none"> - Ask learners to: - Describe the rise and the contributions of the Umayyad dynasty

TOPIC 2: MUSLIM EMPIRES (INDEPENDENT STATES 1299-1922 AD)

Background

Independent states between 1299-1922 AD such as the Safavids in Persia, Monguls in Central Asia and that of the Ottoman empire are the subject of discussion. Major emphasis shall be on the Safavids and the Ottoman empire.

The major contribution of the rise of the Safavids in Persia is the transformation of Sufi order of purely local importance into a religious movement whose influence was felt not only within the borders of Persia but also in Syria and Eastern Anatolia.

The conquest of Constantinople ushered in a new era of the Ottoman empire. Muhammad II's numerous expansion made him include all the Arab caliphate.

General Objective:

By the end of the topic, the learner should be able to give an account of the foundation and development of the Safavid and the Ottoman Empire

SUB TOPIC 1: The Safavids in Persia and Ottoman

The sub-topic covers the rise and the development of the Safavids in Persia

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> - Describe the development of the Safavids and Ottoman empires - - Explain the contributions of Sulaiman the magnificent to the consolidation of the Ottoman dynasty 	<ul style="list-style-type: none"> - Effects of the Safavid rule on the Muslim community - Organisation of the Ottoman dynasty - Impact of the Ottoman caliphate on the Muslim community 	<ul style="list-style-type: none"> - Ask learners to describe the development of the Safavid and Ottoman dynasty - Guide learners to read about the Safavids and the Ottoman empires - Explain the contributions of Sulaiman the magnificent to the consolidation of the Ottoman empire - 	<ul style="list-style-type: none"> - Ask learners to: Describe the development of the Safavid and Ottoman empire - Explain the contributions of Sulaiman the magnificent to the consolidation of the Ottoman empire

PART 4: ISLAM IN WEST AFRICA

SECTION B: ISLAM IN WEST AFRICA

TOPIC 1: The role of trade in the spread of Islam in West Africa

Background

Trade was one of the factors that facilitated the spread and development of Islam in West Africa. The people who were involved in this trade included the Berbers, from the north and San Hajah from Western Sahara.

General Objective

By the end of the topic, the learner should be able to assess the role of trade in the spread of Islam in West Africa.

SUB TOPIC 1: The Trans-Sahara Trade and Slave trade

The sub-topic discusses the role of trans-Sahara trade in the spread of Islam in West Africa. It further highlights the impact of slave trade on the spread of Islam in West Africa.

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
The learner should be able to explain: - The role of trans-Saharan trade in the spread of Islam in West Africa - Explain the impact of slave trade on the spread of Islam in West Africa	- The positive role of trade and trade routes in the development of Islam in West Africa - Establishment of Muslim settlements	- Guide learners to read about the role of trans-Saharan trade in the spread of Islam in West Africa - Guide learners to summarize important points	- Ask learners to explain the role of trans-Saharan trade in West Africa -

TOPIC 2: ISLAM IN THE OLD POLITICAL ORGANIZATION IN THE REGION

Background

Islam played an important role in the foundation and development of great empires in West Africa such as Ghana, Mali and Songhai. These were ruled by Muslim dynasties of Mansa Musa, Sunni Ali and Askia Muhammad.

General Objective

By the end of the topic, the learners should be able to explain the trend of Islamic spread in the old political organizations in West Africa.

SUB –TOPIC 1: The Empires of Ghana, Mali and Songhai

This sub-topic discusses the development of Islam in Ghana, Mali and Songhai and the contribution of Islamic movements to the spread of Islam.

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
<p>The learner should be able to:</p> <p>i) Explain the development of Islam in the empires</p> <p>ii) Discuss the contribution of Islamic movements to Islam</p>	<p>- Factors that contributed to the spread of Islam in the empires</p> <p>- The contribution of Al-Moravid movement in the development of Islam in the empires</p>	<p>- Guide learners to read about the development of Islam in Songhai, Mali and Ghana</p> <p>- Discuss the contribution of Al Moravid in the spread of Islam.</p> <p>- Guide them write notes</p> <p>-</p>	<p>- Explain the development of Islam in Ghana, Mali and Songhai</p>

TOPIC 3: THE 19TH CENTURY JIHADS

Background

These Jihads were the most effective instruments in the spread of Islam in West Africa. These religious wars were pioneered by Uthuman Dan Fodio

General Objectives

By the end of the topic, the learner should be able to explain the trend of Islamic spread in West Africa through Jihads.

SUB-TOPIC 1: The 19th Century Jihads

The sub-topic discusses the Jihads of Dan Fodio, Sseku Ahmed and Al-Hajji Umar

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
The learner should be able to describe Jihads of Dan Fodio, Sseku Ahmed and Al-Hajji Umar	<ul style="list-style-type: none"> - The Jihads of Dan Fodio,(Sokoto) - Sheikh Ahmed (Macina) - Al-Hajj Umar (Tijan) 	<ul style="list-style-type: none"> - Guide learners to read about the 19th Century Jihads - Describe the impact of Jihads to the spread of Islam - 	<ul style="list-style-type: none"> - Ask learners to describe the Jihads. - Ask learners to explain the impact of the Jihads to the development of Islam in West Africa

TOPIC 4: ISLAM DURING COLONIAL RULE IN THE REGION

Background

The coming of the colonialists helped the Muslims in terms of keeping peace and providing security which promoted the spread of Islam.

General Objective

By the end of the topic, the learner should be able to examine the impact of colonialism on the spread of Islam in West Africa.

SUB TOPIC: The spread of Islam under European rule

The sub-topic covers the factors for the spread of Islam under European rule.

Specific Objectives	Content	Suggested Learning Strategies	Assessment Strategies
The learner should be able to explain the factors that contributed to the spread of Islam.	- Factors that contributed to the spread of Islam during European rule	- Guide learners to read about the spread of Islam under European rule - Explain the factors that contributed to the spread of Islam	- Ask learners to explain the factors that contributed to the spread of Islam in West Africa

FOOTNOTES

PART ONE

The first topics of S.5 were not included. The assumption is that they were covered in 2021 when S.5's reported to school before the 2nd lockdown. The following are the topics that were covered in S.5;

The revelation of the Holy Quran, Modes of revelation, Miraculous nature of the Quran, Preservation and protection of the Holy Quran.

Senior six will start with the spiritual aspects, however Pre-destination and reward has not been included because its content and objectives are the same with the topic of reward and punishment.

Under the Social Aspects, Marriage and divorce has not been included because this topic was covered intensively at O' Level under Muslim Ceremonies.

In the Economic Aspects, Ribbah and usury were left out because they were covered under the lawful and unlawful acts in Islam at ordinary level.

Zakat as a topic was also left out because it was covered under the pillars of Islam extensively at O' level both at S.1 and S.4.

Business transactions, Measurements and weights were not included because they were covered under lawful and unlawful acts in Islam extensively at Ordinary Level Senior four.

Among the Political Aspects, Jihad was left out because of the misconception of people about it especially to the learners who were taught brotherhood, tolerance and reconciliation. Jihads would deter them from practicing these values.

Establishments of justice and its administration, fight against oppression and suppression and racism and slavery were left out because these were taught at Ordinary Level Senior 4 under Islamic morality, lawful and unlawful acts. The same was also covered under the sub-topic of brotherhood in the topic of social life of Islam.

Leadership, government and sovereignty were combined because the content and objectives are the same and will ably be attained.

Among the eleven selected surahs, five will be covered because the surahs' contents are similar and the objective of their study will be fully achieved. The following surahs are not considered;

SuratInshirah was left out because it has similar meaning and content to that of Dhuha. Surat Nasir was not considered because it talks about the success of the prophet as SuratKautharah does. SuratLahab and fil were left out because they all talk about the punishment in history which were covered under the topic of punishments and rewards. SuratIkhilas was not considered because it was covered under the topic of monotheism.

PART TWO

The following topics were covered at school in the 2021 school reopening; Collection of Hadith, Transmission of hadith during the prophet`s time, Purpose of collecting Hadith, The early collectors and compilers.

On compilation of Hadith, among the six compilers, two shall be covered i.e. Bukhari and Muslim Hadith books. These are the most important and commonly referred to in the practice of Islamic traditions. The learners will achieve the purpose and objective of the topic.

The emergence of Islamic schools of law as a topic has also not been included because the content and objectives of the topic was covered under the topic of development of Islamic law [sharia].

The divergences among the schools of law are minimum and not necessary for the learners. The core objective of all the scholars is the same and that is the Quran and Hadith interpretation.

The fundamental teaching of Islamic law has been left out because it handles punishments and rewards which was ably covered in part one topic of punishments and rewards.

PART THREE

The topic of Arabia before AD 610 includes the religion, social, political, and economic life. These were taught at Ordinary level under the topic of Jahiliya in S.3.

Topic 2, the life of Prophet Muhammad and topic 3, the orthodox caliphate were also taught at Ordinary level Senior 3.

The topic of Muslim dynasties, [AD 661-1258]. The Abbasids and Fatimid's were left out and Umayyad included, these dynasties had the same goals, achievements, challenges towards the development of Islam. They could therefore serve the same purpose because content is very similar.

The topic of the crusade movement was left out because its content and objectives is not necessary to the development of Islam in the world. It limits the learners from appreciation and practices of the values of tolerance, peaceful and harmonious relationships with other faiths.

Muslim empires [independent states]

Themoghuls in India AD [1540-1516] were left out. This is because the content and objectives of this topic is the same as the content of the Ottoman Empire and the Safavids. These give a clear view of an independent state.

PART FOUR

The coming of Islam in East Africa was left out. The component of the coming of Islam in Uganda which is necessary history to the learners was already covered at Ordinary Level Senior 4.

The role of trade in the spread of Islam in East Africa was also left out. This was covered both at Ordinary level in the subjects of Islam and History.

Islam at the East African coast was taught in the subject of History at Ordinary level, it was therefore left out.

The spread of Islam in the interior as another topic, was left out because it was covered in the term of 2021 and Uganda in particular as a sub topic was covered in Ordinary level in the subject of Islam. Kenya and Tanzania shall be covered in union because the content and objectives are the same.

The condition in West Africa towards the coming of Islam and role of trade in spread of Islam in West Africa were combined within the topic for Islam in old political organization in region of West Africa. The content and objectives can be covered along with topic for Islam in old political organizations in the regions. The objectives would be achieved because the content is similar.







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