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INTRODUCTION

Mathematics equips the learner with knowledge and skills which assist in developing logical thinking, ability to apply the knowledge acquired, analyse situations and make rational decisions.

This syllabus is designed to meet the general objectives of teaching Mathematics in the primary schools. For each specific objective, there is corresponding content. These objectives will guide the teacher in the development of lesson objectives. In order to achieve the objectives of the syllabus, it is expected that concepts and skills will be developed practically.

The syllabus is presented in form of topics which are developed in such a way that the knowledge and skills acquired at one level become a prerequisite for the next level. Teachers should ensure that related topics are covered in the same order as given in the syllabus. They are also encouraged to make use of locally available materials. In some content areas, there are “**notes**” meant to enhance clarity.

The syllabus has suggested methods of assessment which teachers will find useful in establishing whether the set objectives have been achieved.

GENERAL OBJECTIVES

By the end of the course, the learner should be able to:

1. Acquire an understanding of numbers and numeration.
Specifically the learner should be able to:
 - a) count and group objects.
 - b) recognize, read and write:
 - i) Decimal numbers
 - ii) Fractions
 - iii) Decimal fractions
 - iv) Roman numbers
 - c) determine the order of two or more numbers by comparison,
 - d) use the idea of place value to extend the decimal numbers.

2. Develop ability to perform the four basic operations.
Specifically the learner should be able to:
 - a) add, subtract, multiply and divide numbers,
 - b) use the relationship between operations to work out mathematical problems involving:
 - i) Addition and subtraction
 - ii) Addition and multiplication
 - iii) Multiplication and division
 - iv) Subtraction and division
 - c) identify and use relevant operations in everyday life.

3. Develop skills in measurement, approximation and estimation.
Specifically, the learner should be able to:
 - a) measure length, area, volume, capacity, mass, time, money and temperature
 - b) convert one unit of measure to another of the same kind
 - c) identify and use the appropriate unit of measure in a given situation
 - d) solve mathematical problems involving various units of measure including speed and postal rates
 - e) estimate measures of quantities as near to actual as possible
 - f) approximate numbers by rounding off

4. Develop spatial concepts and ability to use them.
Specifically the learner should be able to:
 - a) identify and categorize objects having regular and irregular shapes
 - b) identify common properties of various shapes of objects in their environment
 - c) apply spatial concepts in making
 - i) Geometrical constructions
 - ii) Drawings of maps and plans using suitable scales
 - d) apply spatial concepts in everyday life in:
 - i) laying out rectangular fields and circular tracks
 - ii) planning a farm and planting seedlings according to required spacing
 - iii) computing the area of a piece of land from a map.

Acquire the techniques of collecting, representing and interpreting data.

Specifically the learner should be able to ;

- a) identify the relevant data required
- b) collect and record the data
- c) select the most effective way of representing the data
- d) tabulate and graph the data
- e) find the mean, mode and median of a given set of data
- f) read and interpret data
- g) use the information from tables and graphs to decide on the course of action.

Develop positive attitudes towards Mathematics and make good use of leisure time.

Specifically the learner should be able to;

- a) discover and make patterns
- b) solve magic squares and other related puzzles
- c) make models and toys
- d) play mathematical games and participate in relevant activities such as rhymes and songs
- e) relate Mathematics to desirable experiences in everyday life.

Develop techniques of investigation and problem solving strategies.

Specifically the learner should be able to;

- a) use a practical approach to develop mathematical concepts
- b) read and understand mathematical problems
- c) identify the correct operations and the sequence in which they should be carried out
- d) carry out operations
- e) check the accuracy of solution obtained.

STANDARD ONE

1.0 NUMBERS

1.1 PRE - NUMBER

ACTIVITIES

1.2 Specific Objectives

By the end of the topic, the learner should be able to:

- group objects according to colour, shape, size and texture
- pair and match objects
- order groups of objects according to size.

1.3 Content

1.3.1 Sorting, grouping and classifying.

1.3.2 Pairing and matching.

1.3.3 Ordering and sequencing.

2.0 WHOLE NUMBERS

2.1 Specific Objectives

By the end of the topic, the learner should be able to:

- count numbers from 1 up to 99
- order, read and write symbols from 0 up to 99
- read and write numbers 1 - 9 in words
- recognize and identify place value of ones and tens
- count and group in tens up to ninety.

Note

Zero is not a counting number and hence it should be introduced after the numeral for number nine.

3.0 OPERATIONS

Specific Objectives

By the end of the topic, the learner should be able to:

3.1

a) work out addition problems with sums up to 99 vertically and horizontally without carrying

add up to 3 single digit numbers without carrying

b) Subtract numbers not exceeding 99 vertically and horizontally without borrowing .

c) add multiples of 10 up to 90 subtract multiples of 10 not exceeding 90

d) identify relationship

e) between addition and subtraction

develop and use patterns in addition and subtraction.

g)

3.2 Content

3.2.1 Addition as putting together.

3.2.2 Basic addition facts.

3.2.3 Addition of up to 3 single digit numbers.

3.2.4 Addition of numbers with sums not exceeding 99 without carrying.

3.2.5 Addition of multiples of 10 with sums not exceeding 90.

3.2.6 Subtraction as taking away.

3.2.7 Subtraction of 1 - digit numbers from 2-digit numbers based on basic addition facts.

3.2.8 Subtraction of 1 - digit numbers from 2 - digit numbers without borrowing.

- 3.2.9 Subtraction of multiples of 10.
- 3.2.10 Relationship between addition ' and subtraction.
- 3.2.11 Number patterns in addition and subtraction.

Note

- i) For every addition fact there are two subtraction facts related to it
i.e.

$$5 + 3 = 8$$

$$8 - 3 = 5$$

$$8 - 5 = 3$$

- ii) For number patterns, use simple sequences involving basic addition and subtraction facts.

2. MEASUREMENT

2.1 Specific Objectives

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

- a) Compare and measure length using arbitrary units
- b) Compare mass of objects
- c) Compare capacity of containers
- d) Recognize, identify and use Kenya currency coins
- e) Recognize time and relate it to daily events and days of the week.

2.2 Content

- 2.2.1 Direct comparison of length.
- 2.2.2 Measuring length using arbitrary units.
- 2.2.3 Direct comparison of mass.
- 2.2.4 Kenya currency coins.
- 2.2.5 Buying and selling.
- 2.2.6 Direct comparison of capacity.
- 2.2.7 Relating daily events to morning, noon, evening and night.
- 2.2.8 Days of the week.

5. GEOMETRY

5.1 Specific Objectives

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

- a) recognize and identify straight and curved lines
- b) recognize and identify rectangular, triangular and circular shapes.

5.2 Content

- 5.2.1 Straight and curved lines.
- 5.2.2 Rectangles, triangles and circles.

STANDARD TWO

1.0	NUMBERS	2.0	Content
1.1	WHOLE NUMBERS	2.2.1	Addition of up to three 3 - digit numbers with one carrying.
1.2	Specific Objectives By the end of the topic the learner should be able to:	2.2.2	Addition involving missing numbers.
	a) count, read and write numbers in symbols up to 999	2.2.3	Subtraction of up to 3 - digit numbers without borrowing.
	b) recognize and identify place value up to hundreds	2.2.4	Subtraction involving missing numbers.
	c) read and write numbers in words up to ninety nine.	2.2.5	Multiplication as repeated addition.
1.2	Content	2.2.6	Multiplication of single digit numbers by 10.
1.2.1	Counting.	2.2.7	Division as equal sharing.
1.2.2	Place value.	2.2.8	Number patterns in addition and subtraction.
1.2.3	Reading and writing numbers.		
2.1	OPERATIONS		Note
2.2	Specific Objectives By the end of the topic, the learner should be able to;		i) Develop the multiplication and division signs.
	a) add numbers up to sums not exceeding 999 with one carrying		ii) For number patterns use simple sequences involving basic addition and subtraction facts.
	b) subtract up to a 3 - digit number from up to a 3 - digit number without borrowing	3.0	MEASUREMENT
	c) work out problems involving addition and subtraction using missing numbers	3.1	Specific Objectives
	d) multiply numbers up to 5x5 through counting		By the end of the topic, the learner should be able to:
	e) multiply single digit numbers by 10 up to 9 x 10		a) recognize, identify and use the metre as a unit of measuring length
	f) divide numbers not exceeding 25 by numbers not exceeding 5 without a remainder		b) measure mass and capacity using a fixed unit
	g) recognize and identify number patterns involving addition and subtraction.		c) recognize, identify and use Kenya currency notes and coins upto sh 500
			d) work out addition and subtraction involving money in shillings and cents without carrying or borrowing
			e) list the days of the week and the months of the year in order
			f) read and tell time by the hour

3.2 Content

- 3.2.1 The metre as a standard unit.
- 3.2.2 Measuring length using the metre.
- 3.2.3 Measuring mass using arbitrary and fixed unit.
- 3.2.4 Measuring capacity using arbitrary and fixed unit.
- 3.2.5 Kenya currency notes and coins.
- 3.2.6 Addition and subtraction, involving shillings and cents.
- 3.2.7 Shopping activities involving change and balance.
- 3.2.8 Days of the week and months of the year.
- 3.2.9 Time by the hour.

4.0 GEOMETRY

4.1 Specific Objectives

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

- a) recognize and identify rectangles, squares, triangles, circles and ovals
- b) trace and model shapes
- c) make patterns using triangles, rectangles, squares and circles

4.2 Content

- 4.2.1 Rectangles, squares, triangles, circles and ovals.
- 4.2.2 Tracing and modelling shapes.
- 4.2.3 Patterns.

STANDARD THREE

1.0 NUMBERS

1.1 WHOLE NUMBERS

1.2 Specific Objectives

B)- the end of the topic, the learner should be able to;
 ai count, read and write

9999

c) *recognize and identify place value up to thousands*

d) *rank quantities according to position from 1@' to 10*.*

1.3 Content

L3.1 Counting.

1.3.2 Place value.

1.3.3 Reading and writing numbers in words.

1.3.4 Reading and writing numbers in symbols.

1.3.5 *Ordinal numbers.*

2.0 FRACTIONS

2.1 Specific Objective

By the end of the topic, the learner should be able to recognize, read and write fractions half, quarter and eighth as part of a whole and as part of a group.

2.2 Content

2.2.1 Fraction as part of whole.

2.2.2 Fraction as part of group.

3.0 OPERATIONS

3.1 WHOLE NUMBERS

3.2 Specific Objectives

By the end of the topic, the learner should be able to:

numbers with and without

b) *add up to two 4-digit*

numbers without and with carrying with sums not exceeding 9999

c) subtract up to 4 - digit numbers from up to 4 - digit numbers without and with borrowing

d) multiply 2 single digit numbers vertically and horizontally

e) recognize and identify *division as repeated subtraction*

f) divide up to 2 - digit numbers by a single digit number using basic multiplication facts

g) identify the relationship between multiplication and division

h) recognize and identify number patterns involving addition, subtraction and multiplication.

3.3 Content

3.3.1 Addition of up to three 3 - digit numbers.

3.3.2 Addition of up to two 4 - digit numbers.

3.3.3 Subtraction of up to 4- digit numbers.

3.3.4 Multiplication of 2 single digit

- 3.3.5 Division as equal sharing and as repeated subtraction.
- 3.3.6 Division of up to 2 - digit numbers by single digit numbers.
- 3.3.7 Relationship between multiplication and division.
- 3.3.8 Number patterns in addition, subtraction and multiplication.

Note

- (i) Basic multiplication facts involve multiplication of 1 - digit number by 1 - digit number up to 9×9 .
- (ii) For number patterns, use simple sequences involving basic addition, subtraction and multiplication facts.

4.0 FRACTIONS

4.1 Specific Objective

By the end of the topic, the learner should be able to add and subtract fractions with the same denominators involving halves, quarters and eighths.

4.2 Content

- 4.2.1 Addition and subtraction involving fractions.

3. MEASUREMENT

3.1 LENGTH

By the end of the topic, the learner should be able to:

- a) measure length in metres
- b) work out addition and subtraction involving length in metres
- c) work out multiplication and division involving length in metres

5.2 Content

- 5.2.1 Length in metres.
- 5.2.2 Addition and subtraction involving length in metres.

- 5.2.3 Multiplication and division involving length in metres.

Note

Division involving length in metres should be restricted to basic facts related to multiplication.

6. MASS

6.1 Specific Objective

By the end of the topic, the learner should be able to recognize, identify and use kilogram as a unit of measuring mass.

6.2 Content

- 6.2.1 Kilogram as a standard unit of measuring mass.
- 6.2.2 Measuring mass in kilograms.

CAPACITY

7.0 Specific Objectives

- 7.1 By the end of the topic, the learner should be able to:
 - a) recognize and identify the litre as a unit of measuring capacity
 - b) measure capacity in litres and half litres
 - c) work out addition and subtraction involving litres and half litres.

Content

- 7.2 Litre and half litre
- 7.2.1 Measuring capacity-
- 7.2.2 Addition and subtraction involving litres and half litres.
- 7.2.3

8.0 MONEY

8.1 Specific Objectives

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

- a) recognize and identify one thousand shilling note
- b) work out addition and subtraction involving money in shillings and cents without conversion
- c) work out multiplication and division involving money in shillings and cents without conversion.

8.2 Content

- 8.2.1 Shopping activities involving change and balance.
- 8.2.2 Addition and subtraction involving money.
- 8.2.3 Multiplication and division involving money.

Note

Division to involve basic multiplication facts.

9.0 TIME

9.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) convert days into weeks and vice versa
- b) work out addition and subtraction involving days and weeks with and without conversion
- c) read, write and tell time in hours, half hours and quarter hours.

9.2 Content

- 9.2.1 Conversion of days into weeks and vice versa.
- 9.2.2 Addition and subtraction involving time.

- 9.2.3 Reading, writing and telling time.

Note

Develop the language of telling time using 'past' and 'to' the hour.

10.0 GEOMETRY

10.1 Specific Objective

By the end of the topic, the learner should be able to make patterns involving squares, rectangles, triangles, circles and ovals.

10.2 Content

- 10.2.1 Making patterns involving different shapes.

4.3 Content

- 4.3.1 Addition of up to 5 - digit numbers.
- 4.3.2 Subtraction of up to 5 - digit numbers.
- 4.3.3 Multiplication of a 2 - digit number by a 1 - digit number.
- 4.3.4 Multiplication of a 2 - digit number by 10 and multiples of ten.
- 4.3.5 Division of a 2 - digit number by a 1 - digit number through repeated subtraction.
- 4.3.6 Division of up to a 3 - digit number by up to a 2 - digit number.
- 4.3.7 Number patterns involving basic operations.

Note

- i) Develop the long form notation of division and relate it to repeated subtraction.
- ii) For number patterns, use simple sequences involving basic operations in whole numbers.

5.0 FRACTIONS

5.1 Specific Objectives

- By the end of the topic, the learner should be able to;
- a) add and subtract fractions with the same denominator
 - b) multiply a whole number by a fraction
 - c) multiply a fraction by a whole number.

5.2 Content

- 5.2.1 Addition of fractions with the same denominator.
- 5.2.2 Multiplication of a whole number by a fraction.
- 5.2.3 Multiplication of a fraction by a whole number.

6.0 DECIMALS

Specific Objective

- 6.1 By the end of the topic, the learner should be able to add and subtract decimals up to two decimal places.

Content

- 6.2 Addition and subtraction of decimals.
- 6.2.1

MEASUREMENT LENGTH

Specific Objectives

- 7.0 By the end of the topic, the learner should be able to:
- 7.1
 - a) recognize and identify the centimetre as a unit of measuring length
 - b) measure and estimate length in metres and centimetres
 - c) convert metres to centimetres and vice versa
 - d) work out addition and subtraction involving length in metres and centimetres
 - e) work out multiplication and division involving length in metres and centimetres.
- 7.2

Content

- The centimetre as a unit of measuring length.
Measure and estimate length in centimetres and metres.
Convert metres to centimetres and vice versa.
- 7.3 Addition and subtraction involving length in metres and centimetres.
 - 7.3.1
 - 7.3.2
 - 7.3.3 Multiplication and division involving length in metres and centimetres.
 - 7.3.4

8.0 PERIMETER

8.1 Specific Objective

By the end of the topic the learner should be able to work out perimeter of squares and rectangles.

8.2 Content

8.2.1 Perimeter as distance all round.

8.2.2 Perimeter of squares and rectangles.

9.0 AREA

9.1 Specific Objective

By the end of the topic, the learner should be able to compare and measure area of squares and rectangles in square units.

9.2 Content

9.1 Direct comparison of surfaces.

9.2 Area of squares and rectangles through counting in unit squares.

9.3 Area of rectangles and squares as product of the number of rows and columns.

Note

Develop the concept of area through tiling.

10.0 VOLUME

10.1 Specific Objective

By the end of the topic, the learner should be able to work out the volume of cubes and cuboids.

10.2 Content

10.2.1 Volume of cubes and cuboids by piling.

10.2.2 Volume of cube and cuboids by counting unit cubes in a stack.

Note

The stacks should be made using cubes and cuboids.

11.0 CAPACITY

11.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) measure and estimate capacity to the nearest litre, half litre and quarter litre
- b) work out addition and subtraction involving litre, half litre and quarter litre.

11.2 Content

11.2.1 Measuring and estimating capacity.

11.2.2 Addition and subtraction involving litre, half litre and quarter litre.

12.0 >LASS

12.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) measure and estimate mass to the nearest kilogram, half kilogram and quarter kilogram
- b) work out addition and subtraction involving mass in kilogram, half kilogram and quarter kilogram.

12.2 Content

12.2.1 Measuring and estimating mass.

12.2.2 Adding and subtracting mass in kilograms (kg), half kilograms ($\frac{1}{2}$ kg) and quarter kilograms ($\frac{1}{4}$ kg).

13.0 MONEY

13.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) convert shillings to cents and vice versa
- b) work out basic operations involving money in shillings and cents
- c) carry out shopping activities involving change and balance.

Content

- 13.2.1 Conversion of shillings to cents and vice versa.
- 13.2.2 Operations involving shillings and cents.
- 13.2.3 Shopping activities involving change and balance.

14.0 TIME

14.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify a minute as a unit of measuring time
- b) read and tell time to the minute
- c) convert units of time from one unit to another
- d) work out problems involving the calendar in real life situations.

Content

- 14.2.1 The minute as a unit of measuring time.
- 14.2.2 Reading and telling time to the minute.
- 14.2.3 Conversion of minutes to hours, hours to days, days to months and months to years and vice versa.

15.0 GEOMETRY

15.1 Specific Objectives

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

- a) recognize and identify the angle
- b) recognize and draw right angles using square corners
- c) recognize and identify acute and obtuse angles
- d) make patterns involving squares, rectangles and triangles.

Content

- 15.2.1 The angle.
- 15.2.2 The right angle.
- 15.2.3 Comparison of angles.
- 15.2.4 Acute and obtuse angles.
- 15.2.5 Making patterns.

16.0 ALGEBRA

16.1 Specific Objective

By the end of the topic, the learner should be able to use letters to represent numbers.

Content

Use of letters for numbers.

17.0 TABLES AND GRAPHS

17.1 Specific Objectives

By the end of the topic, the learner should be able to collect and record simple data in tables.

Content

- 17.2.1 Collection of data.
- 17.2.2 Recording data.
- 17.2.3 Making simple tables.

Note

Use three column tables to include 'quantify' 'Tally mark' and 'Number of items'.

STANDARD FIVE

1.0	NUMBERS	1.3.10	Common multiples.
1.1	WHOLE NUMBERS	1.3.11	Least common multiple (LCM).
		1.3.12	Roman numbers up to 50.
1.2	Specific Objectives		Note
	By the end of the topic, the learner should be able to;		Operations involving Roman numbers should be avoided.
	a) recognize and identify place value and total value up to hundreds of thousands		
	b) read and write numbers up to 999 999 in symbols and in words		
	c) round off numbers to the nearest ten and hundred		
	d) recognize and identify numbers divisible by 3, 4, 6 and 9		
	e) recognize and identify prime numbers less than one hundred		
	f) determine the greatest common divisor (GCD) highest common factor (HCF) of up to three given numbers		
	g) determine the lowest common multiple (LCM) of up to 3 given numbers		
	h) recognize, read and write Roman numbers up to 50.		
1.3	Content		
1.3.1	Place value and total value up to hundreds of thousands.		
1.3.2	Reading and writing numbers up to 999 999 in words and symbols.		
1.3.3	Rounding off numbers to the nearest tens and hundreds.		
1.3.4	Divisibility tests for 3, 4, 6 and 9.		
1.3.5	Prime numbers less than 100.		
1.3.6	Prime factors.		
1.3.7	Common divisors (factors).		
1.3.8	Greatest common divisor (GCD).		
1.3.9	Highest common factor (HCF).		
		2.0	FRACTIONS
		2.1	Specific Objectives
			By the end of the topic, the learner should be able to:
			a) simplify fractions by cancellations
			b) convert mixed numbers to improper fractions and improper fractions to mixed numbers.
		2.2	Content
		2.2.1	Simplifying fractions by cancellation.
		2.2.2	Conversion of mixed numbers to improper fractions and vice versa.
		3.0	DECIMALS
		3.1	Specific Objectives
			By the end of the topic, the learner should be able to;
			a) recognize and identify decimals up to thousandths
			b) convert fractions to decimals and decimals to fractions.
		3.2	Content
		3.2.1	Place value up to thousandths.
		3.2.2	Conversion of fractions to decimals.
		3.2.3	Conversion of decimals to fractions.
			Note
			Conversion should not involve recurring decimals.

4.0 OPERATIONS

4.1 WHOLE NUMBERS

4.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out addition and subtraction involving up to 6 - digit numbers
- b) multiply numbers by up to 2 - digit numbers with product *not* exceeding 999999
- c) divide a number with not more than 4 digits by a 2 - digit number
- d) recognize and identify patterns involving even, odd and prime numbers.

4.3 Content

- 4.3.1 Addition and subtraction of up to 6 - digit numbers.
- 4.3.2 Multiplication of 3 single digit numbers.
- 4.3.3 Multiplication by up to 2 - digit numbers.
- 4.3.4 Division of up to 4 - digit numbers by 2 - digit numbers with the divisor less than the dividend.
- 4.3.5 Patterns involving even, odd and prime numbers.

Note

For number patterns, use simple sequences involving even, odd and prime numbers.

H;

5.0 FRACTIONS

5.1 Specific Objectives

By the end of this topic, the learner should be able to:

add and subtract two fractions using LCM

multiply a mixed number by a whole number

By the end of this topic, the learner should be able to:

- a) add and subtract two fractions using LCM
- b) add and subtract two mixed numbers using LCM.
- c) multiply a mixed number by a whole number

5.2 Content

- 5.2.1 Addition and subtraction of two fractions involving renaming of one fraction.
- 5.2.2 Addition and subtraction of two fractions involving renaming of both fractions.
- 5.2.3 Addition and subtraction of mixed numbers.
- 5.2.4 Multiplication of mixed numbers by whole numbers.

6.0 DECIMALS

6.1 Specific Objectives

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

- a) add and subtract decimals up to 3 decimal places
- b) multiply decimals up to 3 decimal places by whole numbers.

6.2 Content

- 6.2.1 Addition and subtraction of decimals.
- 6.2.2 Multiplication of decimals by whole numbers.

7.0 MEASUREMENT

7.1 LENGTH

7.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) measure length to the nearest metre and centimetre
- b) recognize and identify kilometre as a unit of measuring length
- c) convert metres to kilometres and kilometres into metres
- d) work out the four basic operations involving length in kilometres, metres and centimetres

- e) work out perimeter of squares and rectangles.

7.3 Content

- 7.3.1 Measuring length to the nearest metre and centimetre.
- 7.3.2 Kilometre as a unit of measuring length.
- 7.3.3 Conversion of metres to kilometres and vice versa.
- 7.3.4 Addition and subtraction involving units of length.
- 7.3.5 Multiplication and division involving units of length.
- 7.3.6 Perimeter of squares and rectangles involving kilometres, metres and centimetres.

8.0 AREA

8.1 Specific Objectives

- By the end of the topic, the learner should be able to;
- a) recognize and identify the square metre (m^2) and square centimetre (cm^2) as a unit of measuring area
 - b) work out area of squares, rectangles and triangles.

8.2 Content

- 8.2.1 Square metre and square centimetre.
- 8.2.2 Area of squares and rectangles using the formula.
- 8.2.3 Finding area of a triangle as half area of a rectangle practically.

9.0 VOLUME

9.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) recognize and identify the cubic centimetre (cm^3) as a unit of measuring volume
 - b) work out volume of cubes and cuboids.

9.2 Content

- 9.2.1 Cubic centimetre as a unit of measuring volume.
- 9.2.2 Volume as a product of number of unit cubes in a layer by number of layers.
- 9.2.3 Volume of cubes and cuboids

10.0 CAPACITY

10.1 Specific Objectives

- By the end of the topic, the learner should be able to;
- a) recognize and identify the millilitre (ml) as unit of measuring capacity
 - b) measure and estimate capacity in millilitres.
 - c) convert millilitres to litres and litres into millilitres
 - d) work out addition and subtraction involving capacity' in litres and millilitres
 - e) work out multiplication and division involving capacity by whole numbers.

10.2 Content

- 10.2.1 Millilitre as a unit of measuring capacity',.
- 10.2.2 Estimating and measuring capacity' in millilitres.
- 10.2.3 Conversion of millilitres to litres and vice versa.
- 10.2.4 Addition and subtraction involving capacity- in litres and millilitres.
- 10.2.5 Multiplication and division involving litres and millilitres by whole numbers.

11.0 MASS

11.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) recognize and identify the gram as a unit of measuring mass

- b) measure and estimate mass to the nearest gram
- c) convert kilograms to grams and grams into kilograms
- d) work out addition and subtraction involving mass in kilograms and grams
- e) work out multiplication and division involving mass in kilograms and grams by whole numbers.

11.2 Content

The gram as a unit of measuring mass.

11.2.1 Measuring and estimating mass

11.2.2 to the nearest gram.

11.2.3 Conversion of kilograms to

11.2.4 grams and vice versa.

11.2.5 Addition and subtraction

11.2.6 involving mass in kilograms and grams.

11.2.7 Multiplication involving mass in kilograms and grams.

11.2.8 Division involving mass in kilograms and grams by whole

12.0 MONEY

12.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) prepare bills from given information
- b) read, interpret and work out problems involving postal charges.

12.2 Content

12.2.1 Use of bills in buying and selling.

12.2.2 Inland postal charges for letters and parcels.

13.0 TIME

13.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) estimate time by shadows
- b) read, tell and write time in m and p.m
- c) recognize and identify the second as a unit of measuring time
- d) convert minutes to seconds and seconds to minutes
- e) work out addition and subtraction involving units of time
- f) work out multiplication and division involving units of time by whole numbers.

13.2 Content

13.2.1 Estimating time by length of shadow.

13.2.2 Reading, telling and writing time in a.m. and p.m.

13.2.3 The second as a unit of measuring time.

13.2.4 Conversion of minutes to seconds and vice versa.

13.2.5 Addition and subtraction involving time in hours, minutes and seconds.

13.2.6 Multiplication and division involving units of time by whole numbers.

14.0 GEOMETRY

14.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) measure angles using the unit angle and the half disc
- b) recognize and identify the degree as a unit of measuring angles
- c) measure angles up to 180° using a protractor
- d) recognize and identify reflex angles

e) recognize and identify angles on a straight line	15.2.1	15.2	Content Simplifying algebraic expressions.
f) work out problems involving sum of angles of a triangle.	15.2.2		
g) state the properties of right - angled, isosceles and equilateral triangles		16.0	TABLES AND GRAPHS
h) draw right -angled and equilateral triangles using a ruler and a protractor			
i) draw parallel lines using a set square and a ruler		16.1	Specific Objectives By the end of the topic, the learner should be able to; a) collect and record data using tally marks b) represent data in bar graphs c) read and interpret bar graphs
j) state properties of rectangles and squares			
k) recognize and identify perpendicular lines		16.2	Content
l) make patterns involving triangles rectangles and squares.			
14.2	Content	16.2.1	Collecting and recording data.
14.2.1	Unit angle and half disc.	16.2.2	Representing data in bar graphs.
14.2.2	The degree as a unit of measuring angles.	16.2.3	Reading and interpreting bar Graphs.
14.2.3	The protractor.	17.0	SCALE DRAWING
14.2.4	The reflex angle.		
14.2.5	Angles on a straight line.	17.1	Specific Objectives By the end of the topic, the learner should be able to; a) represent length to a given scale b) convert scale length to actual length and actual length to scale length.
14.2.6	Perpendicular lines.		
14.2.7	Sum of angles of a triangle.		
14.2.8	Properties of right - angled. isosceles and equilateral triangles.		
14.2.9	Parallel lines.		
14.2.10	Properties of squares and rectangles.		
14.2.11	Making patterns.	17.2	Content
15.0	ALGEBRA	17,2.1	Linear scale in statement form.
		17,2.2	Representing actual lengths with lines.
15.1	Specific Objectives By the end of the topic, the learner should be able to; a) simplify algebraic expressions b) work out simple equations in one unknown using the beam balance.	17.2.3	Conversion of scale lengths to actual length and vice versa.

STANDARD SIX

1.0 NUMBERS

1.1 WHOLE NUMBERS

1.2 Specific Objectives

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

- a) recognize and identify place value and total value up to hundreds of millions
- b) read and write numbers up to millions in symbols and in words
- c) round off numbers to the nearest thousands
- d) recognize and identify numbers divisible by eight
- e) identify and work out squares of numbers
- f) work out square roots of perfect squares of up to

3 - digit numbers.

1.3 Content

- 1.3.1 Place value and total value.
- 1.3.2 Reading and writing numbers up to millions in symbols and words.
- 1.3.3 Rounding off numbers.
- 1.3.4 Divisibility test for 8.
- 1.3.5 Squares of numbers.
- 1.3.6 Square roots of perfect squares.

2.0 FRACTIONS

2.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify reciprocals of numbers
- b) recognize and identify squares and square roots of fractions involving perfect squares.

2.2 Content

- 2.2.1 Reciprocals.
- 2.2.2 Squares of fractions.
- 2.2.3 Square roots of fractions.

3.0 DECIMALS

3.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify place value up to 4 decimal places
- b) round off a number to a given number of decimal places
- c) convert fractions to decimals with and without recurring
- d) convert decimals to fractions without involving recurring decimals.

3.2 Content

- 3.2.1 Place value up to 4 decimal places.
- 3.2.2 Rounding off decimals to a given number of places.
- 3.2.3 Conversion of fractions to decimals.
- 3.2.4 Conversion of decimals to fractions.

4.0 PERCENTAGES

4.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify percentage as a fraction
- b) write percentage using the symbol (%)
- c) convert fractions and decimals to percentage
- d) convert percentage to fractions and decimals.

4.2 Content

- 4.2.1 Percentage as a fraction.
- 4.2.2 Using the (%) symbol.
- 4.2.3 Conversion of fractions to percentage.
- 4.2.4 Conversion of decimals to percentage.
- 4.2.5 Conversion of percentage to fractions.
- 4.2.6 Conversion of percentage to decimals.

5.0 OPERATIONS

5.1 WHOLE NUMBERS

5.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) add and subtract numbers
- b) multiply numbers
- c) divide up to 5 - digit numbers by up to 2 - digit numbers
- d) recognize and identify simple number sequence
- e) work out problems involving LCM and GCD in real life.

5.3 Content

- 5.3.1 Addition and subtraction of numbers.
- 5.3.2 Multiplication of numbers.
- 5.3.3 Division of up to 5 - digit numbers by up to 2 - digit numbers with divisor less than the dividend.
- 5.3.4 Number sequences.
- 5.3.5 Working out problems involving LCM and GCD.

6.0 FRACTIONS

6.1 Specific Objectives

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

- a) add and subtract up to 3 fractions using LCM

- b) add and subtract up to 3 mixed numbers using LCM
- c) multiply a fraction by a fraction and mixed numbers by a fraction
- d) divide a whole number by a fraction
- e) divide a fraction by a fraction
- f) work out division involving mixed numbers
- g) recognize and identify number sequence involving fractions.

6.2 Content

- 6.2.1 Addition and subtraction of fractions.
- 6.2.2 Addition and subtraction of fractions and mixed numbers.
- 6.2.3 Multiplication of fractions by fractions.
- 6.2.4 Multiplication of mixed numbers by fractions.
- 6.2.5 Division of a whole number by a fraction.
- 6.2.6 Division of a fraction by a fraction.
- 6.2.7 Division involving mixed numbers.
- 6.2.8 Number sequence involving fractions.

7.0 DECIMALS

7.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) add and subtract decimals up to 4 decimal places
- b) multiply decimals with products not exceeding 4 decimal places
- c) divide decimals by whole numbers and vice versa
- d) divide a decimal by a decimal.

7.2 Content

- 7.2.1 Addition and subtraction of decimals.
- 7.2.2 Multiplication of decimals by decimals.
- 7.2.3 Division of decimals by whole numbers.
- 7.2.4 Division of whole numbers by a decimal.
- 7.2.5 Division of a decimal by a decimal.

8.0 PERCENTAGES

8.1 Specific Objective

By the end of the topic, the learner should be able to work out quantities given the percentages and work out percentages given quantities.

8.2 Content

- 8.2.1 Percentage of quantities.

9.0 MEASUREMENT

9.1 LENGTH

9.2 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) recognize and identify millimetres as a unit of measuring length
 - b) convert millimetres to centimetres and centimetres to millimetres
 - c) recognize and identify pi (TC) as a relationship between circumference and diameter
 - d) work out problems involving circumference of a circle.

9.3 Content

- 9.3.1 Millimetre as a unit of length.
- 9.3.2 Conversion of millimetres to centimetres and vice versa.

- 9.3.3 Pi (TC) as a relationship between circumference and diameter, practically.

- 9.3.4 Circumference of a circle.

10.0 AREA

10.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify *are* and *hectare* as units of measuring area
- b) work out area of a triangle, a square and a rectangle

10.2 Content

- 10.2.1 *Are* and *hectare* as units of measuring area.
- 10.2.2 Area of triangles, rectangles and squares including borders and shaded regions.

11.0 VOLUME

11.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify cubic metre (m³) as a unit of measuring volume
- b) convert cubic metre (m³ to cubic centimetre (cm³) and cubic centimetres to cubic metre
- c) work out problems involving volume of cubes and cuboids in cubic metre (m³) and cubic centimetre (cm³).

11.2 Content

- 11.2.1 Cubic metre (m³) as a unit of measuring volume.
- 11.2.2 Conversion of cubic metres to cubic centimetres and vice versa.
- 11.2.3 Volumes of cubes and cuboids.

12.0 CAPACITY

12.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify decilitre as a unit of measuring capacity
- b) convert litres to millilitres, litres to decilitres and decilitres to litres
- c) work out the four basic operations involving litres, millilitres and decilitres.

12.2 Content

- 12.2.1 Decilitre (dl) as a unit of measuring capacity.
- 12.2.2 Conversion of millilitres to litres and litres to decilitres and vice versa.
- 12.2.3 Addition and subtraction involving litres, millilitres and decilitres.
- 12.2.4 Multiplication and division

13.0 MASS

13.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify the tonne (t) as a unit of measuring mass
- b) convert tonnes to kilograms, kilograms to grams and grams to kilograms
- c) work out problem involving units of mass.

13.2 Content

- 13.2.1 Tonne (t) as a unit of measuring mass.
- 13.2.2 Conversion involving tonnes (t), kilogram (kg) and grams (g).
- 13.2.3 Operations involving tonne (t), kilogram (kg) and gram (g).

14.0 MONEY

14.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving bills in buying and selling
- b) work out problems involving profit and loss
- c) work out percentages involving profit and loss.

14.2 Content

- 14.2.1 Bills in buying and selling.
- 14.2.2 Profit and loss.
- 14.2.3 Percentage profit and loss.

15.0 POSTAL CHARGES

15.1 Specific Objective

By the end of the topic, the learner should be able to work out problems involving postal charges.

15.2 Content

- 15.2.1 International postal charges.
- 15.2.2 Telegrams.
- 15.2.3 Money orders.

16.0 TIME AND SPEED

16.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) convert units of time from one to another
- b) convert time from one system to another
- c) read and interpret air, bus and train time tables
- d) recognize and identify speed as distance covered in unit time

- e) work out problems involving speed in m/s and km/h.

16.2 Content

- 16.2.1 Converting minutes to seconds and seconds to minutes.
- 16.2.2 Conversion of the 12 hour system to 24 hour system and 24 hour system to 12 hour system.
- 16.2.3 Reading and interpreting air, bus and train time tables.
- 16.2.4 Speed in kilometres per hour (km/h) and metres per second (m/s).
- 16.2.5 Work out problems involving speed.

17.0 GEOMETRY

17.1 LINES

17.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) draw and bisect lines using a ruler and a pair of compasses
- b) construct perpendicular and parallel lines using a ruler and a pair of compasses.

17.3 Content

- 17.3.1 Drawing and bisecting lines using rulers and pairs of compasses.
- 17.3.2 Perpendicular lines.
- 17.3.3 Parallel lines from a point on the line.

18.0 ANGLES

18.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize identify and measure vertically opposite and supplementary angles
- b) bisect angles using a pair of compasses and a ruler

- c) construct 90° , 60° , 120° , 45° , 30° , 75° and 15° using a ruler and pair of compasses
- d) draw a triangle using a protractor and a ruler
- e) recognize and identify angle properties of triangles
- f) make patterns involving squares, triangles, and rectangles.

18.2 Content

- 18.2.1 Vertically opposite angles
- 18.2.2 Supplementary angles.
- 18.2.3 Construction of 90° , 60° , 120° , 45° , 30° , 75° and 15° .
- 18.2.4 Bisecting angles.
- 18.2.5 Drawing triangles.
- 18.2.6 Interior and exterior angles of a triangle.
- 18.2.7 Making patterns.

19.0 CIRCLES

19.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) draw circles using a pair of compasses
- b) recognize and identify a sector as a part of a circle
- c) make patterns using circles.

19.2 Content

- 19.2.1 Drawing circles.
- 19.2.2 Centre, radius and diameter of a circle.
- 19.2.3 Sectors of circles.
- 19.2.4 Making patterns.

20.0 MODELS

20.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify edges, faces and vertices of cubes and cuboids

- b) make models of cubes and cuboids.

20.2 Content

- 20.2.1 Cubes and cuboids.
- 20.2.2 Nets of cubes and cuboids.
- 20.2.3 Making models.

21.0 ALGEBRA

21.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) simplify algebraic expressions
- b) solve equations in one unknown
- c) compare quantities using 'greater than', 'less than' and 'equal to' symbols.

22.2 Content

- 22.2.1 Use of brackets in algebraic expressions.
- 22.2.2 Simplifying algebraic expressions.
- 22.2.3 Equations in one unknown.
- 22.2.4 The symbols greater than (>) and less than (<).
- 22.2.5 Comparison of quantities using =, > and < symbols.

23.0 TABLES AND GRAPHS

23.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) represent data from tables on graphs
- b) read and interpret information from graphs
- c) recognize, identify and work out arithmetic mean of a given data.

23.2 Content

- 23.2.1 Tables.
- 23.2.2 Bar graphs.
- 23.2.3 Line graphs.
- 23.2.4 Pie charts.
- 23.2.5 Travel

- 23.2.6 Working out arithmetic mean.

24.0, SCALE DRAWING

24.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) read, interpret and write linear scales in statement form
- b) make scale drawing.

24.2 Content

- 24.2.1 Interpreting drawing using linear scale.
- 24.2.2 Reading and writing linear scale in statement form.
- 24.2.3 Making scale drawings.

STANDARD SEVEN

1.0 NUMBERS

1.1 WHOLE NUMBERS

1.2 SpecilSc Objectives

By the end of the topic, the learner should be able to:

- | | |
|--|-------|
| a) identify place value and total value | 3.2 |
| b) read and write numbers in symbols and in words | 3.2.1 |
| c) work out square numbers and square roots of perfect squares | 3.2.2 |
| d) determine numbers divisible by eleven. | 3.2.3 |
| | 3.2.4 |
| | 3.2.5 |

1.3 Content

- | | | |
|-------|------------------------------|-----|
| 1.3.1 | Place value and total value. | 4.0 |
| 1.3.2 | Reading and writing numbers. | |
| 1.3.3 | Squares and square roots. | 4.1 |
| 1.3.4 | Divisibility tests for 11. | |

2.0 FRACTIONS

Specific Objective

- 2.1 By the end of the topic, the learner should be able to work out squares and square roots of fractions.

Content

- | | | |
|-------|--|-------|
| 2.2 | Squares of fractions. | 4.2 |
| 2.2.1 | Square roots of fractions involving perfect squares. | 4.2.1 |
| 2.2.2 | | 4.2.2 |

DECIMALS

Specific Objectives

- 3.0 By the end of the topic, the learner should be able to;
- 3.1 a) identify place value and total value of digits in decimals
- b) convert non-recurring decimals to fractions

- c) convert fractions to decimals involving non-recurring and recurring decimals
- d) work out squares and square roots of decimals.

Content

- Place value and total value.
- Conversion of decimals to fractions.
- Conversion of fractions to decimals.
- Squares of decimals.
- Square roots of decimals involving perfect squares.

4.0 PERCENTAGE

4.1 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) convert percentage to fraction and fraction to percentage
- b) convert decimal to percentage and percentage to decimal.

4.2 Content

- | | |
|-------|---|
| 4.2.1 | Conversion of percentages to fractions and vice versa. |
| 4.2.2 | Conversion of decimals to percentage and percentage to decimal. |

5.0 OPERATIONS

5.1 WHOLE NUMBERS

5.2 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) add, subtract and multiply whole numbers

- b) divide whole numbers by up to 3 - digit numbers
- c) work out problems involving combined operations in whole numbers
- d) recognize and identify number sequence involving whole numbers.

5.3 Content

- 5.3.1 Addition subtraction and multiplication involving whole numbers.
- 5.3.2 Division involving whole numbers.
- 5.3.3 Combined operation in whole numbers.
- 5.3.4 Number sequence.

Note

- i) Order of operations should involve only two operations at a time.
- ii) Operations involving negative integers should be avoided.

6.0 FRACTIONS

6.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out addition, subtraction, multiplication and division involving fractions
- b) work out problems involving combined operations in fractions
- c) recognize and identify number sequence involving fractions.

6.2 Content

- 6.2.1 Addition and subtraction.
- 6.2.2 Multiplication and division.
- 6.2.3 Combined operations in fractions.
- 6.2.4 Number sequence.

7.0 DECIMALS

7.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving decimals using the four basic operations
- b) work out problems involving combined operations in decimals.

7.2 Content

- 7.2.1 Basic operations involving decimals.
- 7.2.2 Combined operations, in decimals

8.0 PERCENTAGE

8.1 Specific Objective

By the end of the topic, the learner should be able to work out problems involving percentage increase and decrease.

8.2 Content

- 8.2.1 Percentage increase.
- 8.2.2 Percentage decrease.

9.0 MEASUREMENTS

9.1 LENGTH

9.2 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify decimetre (dm), decametres (Dm), and hectometre (hm) as units of measuring length
- b) convert units of length from one to another
- c) work out perimeter involving circle, triangle and quadrilaterals .
- d) work out problems involving units of length in real life.

9.3 Content

- 9.3.1 Decimetres (dm), decametres (Dm) and hectometres (hm).
- 9.3.2 Conversion of units of length.
- 9.3.3 Perimeter of shapes.
- 9.3.4 Working out problems involving perimeter in real life situation.

10.0 AREA

10.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) calculate the area of a circle
- b) work out problems involving area of a circle
- c) calculate the area of trapeziums and parallelograms
- d) work out problems involving area of borders and combined shapes
- e) calculate surface area of cuboids and cylinders.

10.2 Content

- 10.2.1 Working out area of circles practically.
- 10.2.2 Working out problems involving area of circles using formulae.
- 10.2.3 Working out area of trapezium and parallelogram practically.
- 10.2.4 Area of combined shapes and borders.
- 10.2.5 Working out surface area of cubes, cuboids and cylinders practically.
- 10.2.6 Working out problems involving surface area of cubes, cuboids and cylinders.

11.0 VOLUME

11.1 Specific Objectives

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

- a) recognize and identify cross sectional area of regular solids
- b) work out problems involving volume of cubes, cuboids and cylinders.

11.2 Content

- 11.2.1 Cross - sectional area of regular sohds.
- 11.2.2 Volume of cubes and cuboids.
- 11.2.3 Volume of cylinders through piling.
- 11.2.4 Volume of cylinders using the formula.

12.0 CAPACITY

12.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving capacity of cubes cuboids and cylinders
- b) recognize and identify the relationship between capacity and volume.

12.2 Content

- 12.2.1 Capacity of cubes, cuboids and cylinders.
- 12.2.2 Relationship between capacity and volume.

13.0 MASS

13.1 Specific Objective

By the end of the topic, the learner should be able to work out problems involving units of mass

13.2 Content

- 13.2.1 Mass in grams, kilograms and tonnes.

14.0 MONEY Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving discount, and percentage discount
- b) work out problems involving commission and percentage commission
- c) work out problems involving simple interest

- d) work out problems involving hire purchase
- e) work out problems involving bills in buying and selling.

14.2 Content

- 14.2.1 Discount and percentage discount.
- 14.2.2 Commission and percentage commission.
- 14.2.3 Simple interest.
- 14.2.4 Hire purchase.
- 14.2.5 Bills.

15.0 POSTAL CHARGES

15.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving inland and international postal charges
- b) recognize and identify money orders and postal orders
- c) work out problems involving telegrams.

15.2 Content

- 15.2.1 Inland and international postal charges.
- 15.2.2 Money and postal orders.
- 15.2.3 Writing telegrams.
- 15.2.4 Working out telegram charges.

16.0 TIME AND SPEED

16.1 Specific Objectives

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

- a) work out problems involving time
- b) work out problems involving air flight, bus and train tables
- c) convert speed from kilometres per hour (km/h) to metres per second (m/s) and vice versa.

16.2 Content

- 16.2.1 Operations involving units of time.

- 16.2.2 Air flight, bus and train tables involving time, fare and distance.

- 16.2.3 Conversion involving units of speed.

17.0 TEMPERATURE

17.1 Specific Objectives

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

- a) compare temperature using hotter, warmer, colder and same as
- b) recognize and identify degree celcius as a unit of measuring temperature.

17.2 Content

- 17.2.1 Direct comparison of temperature.
- 17.2.2 Degree celcius (°C).

18.0 GEOMETRY

18.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify angle properties of parallel lines and quadrilaterals
- b) work out problems involving angle properties of parallel lines
- c) construct right angled, isosceles and equilateral triangles using a ruler and a pair of compasses
- d) construct circles passing through vertices of a triangle
- e) recognize and identify Pythagorean relationship
- f) make models of cubes, cuboids and cylinders
- g) make patterns involving rectangles, triangles and circles.

18.2 Content

- 18.2.1 Parallel lines and transversals.
- 18.2.2 Perpendicular bisectors of lines.

- 18.2.3 Working out problems involving angle properties of parallel lines.
- 18.2.4 Angle properties of squares, rectangles, rhombuses, parallelograms and trapeziums.
- 18.2.5 Construction of triangles.
- 18.2.6 Constructions of circles.
- Pythagorean relationship
- 18.2.7 3-4-5.
- Net of cubes, cuboids and cylinders.
- 18.2.5 Models of cubes, cuboids and cylinders.
- 18.2.9 cylinders.
- 18.2.10 Making patterns.

19.0 ALGEBRA

19.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) form and simplify algebraic expressions
- b) work out the value of algebraic expressions through substitution
- c) form and solve equations in one unknown
- d) simplify inequalities in one unknown.

19.2 Content

- 19.2.1 Formation and simplification of algebraic expressions.
- 19.2.2 Substitution in algebraic expressions.
- 19.2.3 Forming and solving equations.
- 19.2.4 Simplifying inequalities in one unknown.

20.0 TABLES AND GRAPHS

20.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) determine appropriate scale for graphs
- b) read and interpret tables in real life situations
- c) represent data on bar graphs, pie charts, travel graphs and line graphs

- d) read and interpret bar graphs, pie charts, line graphs and travel graphs
- e) work out problems involving the mean and the mode.

20.2 Content

- 20.2.1 Linear scale.
- 20.2.2 Tables involving real life situations.
- 20.2.3 Drawing graphs.
- 20.2.4 Reading and interpreting graphs.
- 20.2.5 Arithmetic mean and mode.

21.0 SCALE DRAWING

21.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) read and write linear scale in ratio form
- b) convert linear scale from statement to ratio form and ratio to statement
- c) work out problems involving scale drawings.

22.2 Content

- 22.2.1 Linear scale in ratio form.
- 22.2.2 Conversion of scale from one form to another.
- 22.2.3 Making scale drawing.
- 22.2.4 Working out problems involving scale drawing.

23.0 RATIO AND PROPORTION

23.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) recognize and identify ratio as a fraction
- b) interpret and use ratio in sharing
- c) work out problems involving ratio using unitary method
- d) interpret and use ratio in increasing and decreasing quantities

- e) recognize and identify simple direct and indirect proportion
- f) work out problems involving simple direct and indirect proportions.

23.2 Content

- 23.2.1 Ratio as a fraction.
- 23.2.2 Sharing using ratio.
- 23.2.3 Working out problems involving ratio using unitary method.
- 23.2.4 Increasing and decreasing quantities using ratio.
- 23.2.5 Direct and indirect proportion.
- 23.2.6 Working out problems involving simple direct and indirect proportion.

STANDARD EIGHT

1.0 NUMBERS

1.1 Specific Objectives

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

- a) read and write numbers in symbols and in words
- b) work out squares of numbers and square roots of perfect squares
- c) convert fractions to percentages and percentages to fractions
- d) Convert decimals to percentages and percentages to decimals

1.2 Content

- 1.2.1 Place value and total value.
- 1.2.2 Reading and writing numbers in symbols and in words.
- 1.2.3 Squares and square roots.
- 1.2.4 Conversion of fractions to decimals and vice versa.
- 1.2.5 Conversion of fractions to percentages and vice versa.
- 1.2.6 Conversion of decimals to percentages and vice versa.

2.0 OPERATIONS ON NUMBERS

2.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving operations on whole numbers
- b) work out problems involving operations on fractions
- c) work out problems involving operations on decimals
- d) work out problems involving combined operations
- e) work out problems

f) work out problems involving number sequence.

2.2 Content

- 2.2.1 Operations involving whole numbers.
- 2.2.2 Operations involving fractions.
- 2.2.3 Operations involving decimals.
- 2.2.4 Combined operations.
- 2.2.5 Percentage increase and decrease.
- 2.2.6 Number sequence.

Note

- i) Order of operations should involve only two operations at a time.
- ii) Operations involving negative numbers should be avoided.

3.0 MEASUREMENT

3.1 Specific Objectives

By the end of the topic, the learner should be able to:

- a) work out problems involving units of length
- b) work out problems involving area and surface area
- c) work out problems involving volume
- d) work out problems involving units of capacity
- e) convert units of capacity to units of volume and units of volume to units of capacity
- f) work out problems involving mass
- g) work out problems involving percentage profit and loss
- h) work out problems involving bills
- i) work out problems involving discount, percentage discount, commission and percentage commission

- j) work out problems
 - involving hire purchase
- k) work out problems involving simple interest
- l) work out problems involving compound interest using simple interest per unit time
- m) work out problems
 - involving postal charges
- n) work out problems involving time, speed, distance and average speed
- o) work out problems
 - involving temperature in degree celcius.

3.2 Content

- 3.2.1 Working out problems involving conversion of units of length.
- 3.2.2 Working out problems involving perimeter and circumference.
- 3.2.3 Area of triangles, quadrilaterals circles, combined shapes and borders.
- 3.2.4 Surface area of cubes, cuboids and cylinders.
- 3.2.5 Volume of cubes, cuboids, cylinders and triangular prisms.
- 3.2.6 Capacity of cubes, cuboids and cylinders.
- 3.2.7 Conversion of units of capacity to units of volume and vice versa.
- 3.2.8 Working out problems involving conversion of units of mass.
- 3.2.9 Profit and loss.
- 3.2.10 percentage profit and loss.
- 3.2.11 Bills.
- 3.2.12 Commissions and percentage commissions.
- 3.2.13 Discount and percentage discount.
- 3.2.14 Hire purchase.
- 3.2.15 Simple interest.
- 3.2.16 Compound interest.
- 3.2.17 Postal charges.
- 3.2.18 Time, speed, distance and average speed.

3.2.19 Temperature in degrees celcius ($^{\circ}\text{C}$).

4.0 GEOMETRY Specific Objectives

- 4.1 By the end of the topic, the learner should be able to:
- a) construct triangles
 - construct circles touching the three sides of a triangle
 - b) work out problems using Pythagorean relationship
 -) construct parallelograms and rhombuses
 - c) work out problems involving properties of squares, rectangles, parallelograms, rhombuses and trapeziums
 - d) recognize and identify triangular and square based pyramids
 - identify and make nets of pyramids and prisms
 - g
v) make geometrical patterns.
 - h)

4.2 Content

- 4.2.1 Constructing triangles.
- 4.2.2 Perpendicular from a point to a line.
- 4.2.3 Constructing circles.
- 4.2.4 Pythagorean relationships
3 - 4 - 5 , 5 - 1 2 - 1 3
a n d 7 - 2 4 - 2 5 .
- 4.2.5 Constructing parallelograms and rhombuses. .
- 4.2.6 Working out problems involving quadrilaterals.
- 4.2.7 Faces, edges and vertices of triangular and square based pyramids and prisms.
- 4.2.8 Nets of triangular and square based pyramids and prisms.
- 4.2.9 Curved patterns using straight lines.
- 4.2.10 Making patterns using quadrilaterals, triangles and circles.

- 5.0 ALGEBRA**
Specific Objectives
- 5.1** By the end of the topic, the learner should be able to;
- form and simplify algebraic expressions
 - work out the value of algebraic expressions using substitution
 - form and solve equations in one unknown
 - simplify inequalities in one unknown.

Content

Algebraic expressions.

- 5.2** Value of algebraic expressions.
 5.2.1 Equations in one unknown.
 5.2.2 Simplifying inequalities in one unknown.
 5.2.3
 5.2.4

TABLES AND GRAPHS
Specific Objectives

- 6.0** By the end of the topic, the learner should be able to:
- 6.1**
- draw graphs from given data
 - read and interpret tables and graphs
 - recognize and identify the median
 - work out problems involving mean, mode and median.

6.2 Content

- 6.2.1 Drawing tables and graphs.
 6.2.2 Interpreting tables and graphs.
 6.2.3 Median as middle value in a set of ordered data.
 6.2.4 Working out problems involving mean, mode and median.

7.0 SCALE DRAWING

- 7.1 Specific Objectives**
 By the end of the topic the learner should be able to;
- read and interpret diagrams drawn to scale
 - work out problems involving scale drawing.

7.2 Content

- 7.2.1 Reading and interpreting scale diagrams.
 7.2.2 Making scale drawings.
 7.2.3 Working out problems involving scale drawings.

8.0 RATIO AND PROPORTION

- 8.1 Specific Objectives**
 By the end of the topic, the learner should be able to;
- work out problems involving ratio ,
 - work out problems involving simple direct and indirect proportions.

8.2 Content

- 8.2.1 Comparison using ratio.
 8.2.2 Sharing using ratio.
 8.2.3 Increasing and decreasing quantities using ratio.
 8.2.4 Simple direct and indirect proportions.

ASSESSMENT

There is need to continually assess pupils' performance in order to find out whether the objectives of the course are being achieved. This assessment will also help the teacher in finding out which pupils need further guidance in some areas and thus organize remedial work for the weak pupils and extra work for the bright pupils. The three methods suggested below will be found useful for this type of assessment.

Written Exercises

In almost every mathematics lesson, pupils do written exercises. While marking these exercises, teachers should give credit for each correct step in the working in addition to the correct answer. Pupils should therefore be encouraged to show all the working and check on the accuracy of the answers by using reverse operation(s). It is important that pupils are taught how to organize their work logically. At the end of the topic/subtopic, teachers should give a diagnostic test. When assessing mastery of mathematical facts using written exercises, steps in the working may not be required.

b) Oral Exercises

These exercises are administered throughout the lesson. They involve giving responses orally.

c) Observation

When pupils are doing a practical activity such as measurement, construction, modelling and pattern making, the teacher should observe whether they are using the appropriate skills. When giving a mark for the finished work, the teacher should take into account how the pupil was performing the activity, whether the pupil understood the skills being learned and whether the finished product is what was expected.

Competencies to be tested

Teachers are advised to take into consideration the following aspects of learning when assessing the pupils work.

knowledge of common mathematical concepts such as perpendicular, divisor, **LCM**.

2. Knowledge of specific mathematical facts.
3. Understanding of general mathematical principles.
4. Application of general mathematical principles.
5. Interpretation of information contained in charts, graphs and tables.

Note

The aspect(s) to be tested will depend on the content and the level of the learner.

EXAMINATION

At the end of the course, pupils will sit for the national examination - The Kenya Certificate of Primary Education (K.C.P.E). This examination tests whether the objectives of the syllabus, have been achieved.

INTRODUCTION

GUIDING THEMES OF THE SYLLABUS

There are three major themes for each year of this syllabus;

4. God's revelation of Himself through the child's experience
5. The child's response to God in faith and love in his/her everyday life
6. The development of the child's relationship with other people and with God

These three themes emphasize the belief that it is God who initiates faith by revealing Himself to human beings; that they are free to respond to God's self-revelation, and that if they so respond then the development of their faith will lead to a deeper relationship with God and others.

For each unit the following terms are used:

Theme: The major idea.
Sub-theme: The specific part of the theme to be covered in the unit
Objective(s); What the learner will be able to achieve cognitively.
Attitude/value: What the affective/personal response of the learner might be.
Content: Brief definition of the sub-theme.

TERM 1: God's revelation of Himself through the child's experience:
7. Creation
8. The Bible
9. Easter

TERM 11: The child's response to God in faith and love in his/her everyday lives;
10. The Church
11. The teachings of Jesus Christ
12. Pentecost

TERM 111: The development of the child's relationship with God and with other people:
13. Neighbours
14. Discipleship
15. Christmas

Note; In lower primary the sub-theme Christmas takes the place of Easter in term 1 and Easter takes the place of Christmas in term 111.

The framework of the syllabus is planned in such a way that the same major themes are presented in every class. Each of the major themes is divided into sub-themes which are explored in various units. These units are further broken down into lessons. However, in each successive class, the themes are explored in more details.

GENERAL OBJECTIVES

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

- c) come to a vivid awareness and knowledge of God as He reveals Himself through human experiences, creation, the Christian community, the scriptures (the Bible) and most fully through the person of Jesus Christ and the Holy Spirit living with us today
- d) respond to God in faith as a new person in Jesus Christ with reverence, repentance, worship, hope, service and witnessing love
- e) live with others in the home, the school, the local and world community, in relationships based on understanding, trust, friendship, concern, justice and love
- f) accept the environment as God-given and their responsibility to respect, conserve and develop it
- g) appreciate individual talents as God-given and use them for self and national development
- h) deal with emerging social issues responsibly guided by sound understanding of religious and moral standards
- i) accept and honour himself/herself as God's creation
- j) develop awareness and appreciation for Traditional African Religious Heritage.

STANDARD ONE

TERM1:

THEME/RELATION

SUB-THEME: CREATION

UNIT 1.0: MYSELF

iii) **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- e) tell his/her name
- f) mention parts of the body and their functions
- g) thank God for creating him/her
- h) appreciate parts of the body.

CONTENT

My name (1 Samuel 3:10)

Parts of the body (Genesis 1:26-27; 2:7, Isaiah 64:8, 1 Corinthians 12:14-26)

Functions of parts of the body

(James 3:6-10, Psalms 47:1)

1.2.4 Care of parts of the body (Matthew, 9:27-33, Mark 1:29-31 Acts 3: 1-10)

1.2.5 My thoughts and feelings (Psalms 35:28-26, 89:1; 94:9-11, Ephesians 4:31-32)

UNIT 2.0: MY FAMILY

d) **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- v) mention members of his/her family
- vi) state how he/she relates

to his/her family members

- g) respect members of his/her family
- e) thank God for giving him/her a family.

CONTENT

2,2

2.2.1

Members of my family (Exodus 20:12, Genesis 37:3-5, 12-14,25-28)

2.2.2

How I relate to my family (1 John 3:18, Exodus 20:12, Ephesians 6: 1-3, Genesis 45: 1-4, 12-15)

SUB-THEME: THE BIBLE

UNIT 3.0: THE HOLY BIBLE

3.1

SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) identify the Bible from other books
- b) say a memory verse from the Bible
- c) respect the Bible as the word of God
- d) handle the Bible with care

3.2

CONTENT

3.2.1

The Holy Bible as God's written message (1 Samuel 3:1-4, 2 Timothy 3:16-17)

3.2.2

The Holy Bible as a guide in our daily lives (Psalms 119:105, Matthew 22:37-40)

3.2.3

Handling the Bible "All the above will apply"

SUB-THEME: CHRISTMAS

UNIT 4.0: GOD'S LOVE FOR US

4.1 SPECIFIC OBJECTIVES

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

- iii) mention the gifts he/she receives from God
- iv) name the gifts he/she gives to others
- v) tell the story of the visit of the wise men to the baby Jesus Christ
- vi) state the importance of Christmas
- vii) thank God for the gift of Jesus Christ
- viii) desire to worship God like the wise men
- ix) share gifts with others
 - x) exercise caution when receiving gifts from

4.2 CONTENT

- 4.2.1 Jesus Christ as God's greatest gift (John 3:16, Isaiah 9: 6-7, Matthew 1:18-24)
- 4.2.2 Giving gifts to others (2 Corinthians 9:7)
- 4.2.3 The importance of Christmas (Luke 1:26-38; 2:1-20)
- 4.2.4 Visit of the wise men to baby Jesus (Matthew 2:1-12)
- 4.2.5 Accepting gifts from others

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 5.0: THANKFULNESS

iv) SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- h) describe how he/she spent his/her holidays
- i) state how Hannah showed gratitude to God
- j) appreciate the importance of holidays
- k) thank God for His gifts.

v) CONTENT

- f) The holidays
- g) Hannah shows gratitude (1 Samuel 1; 2:18-21, 26)
- h) Showing gratitude for God's gift (Ephesians 5:20, 2 Corinthians 9:15, Colossians 3:15-17)

UNIT 6.0: PRAYER

f) SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 1.4** recite the Lord's prayer
- 1.5** desire to say the Lord's prayer always.

g) CONTENT

- 6.2.1 The Lord's Prayer (Matthew 6:9-13, and Luke 18:1)

SUB-THEME-.THE TEACHINGS
OF JESUS
UNIT 7.0: OBEDIENCE

SPECIFIC OBJECTIVES

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

d) state the meaning of obedience

7.1

state occasions when Jesus Christ obeyed His parents

mention occasions when he/she has

b) obeyed and disobeyed

c) parents

state the rules at home

state the rules at school

obey rules

d) be ready to obey his/her

e) parents

f)

g

)

7.2

7.2.1

7.2.2

CONTENT

7.2.3 Meaning of obedience (1 Samuel 16:19-22, Psalms 128:1)

7.2.4 Jesus Christ obeyed (John 4:34, Luke 2:51-52,

7.2.5 Hebrews 5:8-9)

Honouring parents (Exodus 20:12, Ephesians 6:1-3,

Colossians 3:20)

Rules at home and in school (Romans 13:1)

Obedience at school (Titus 3:1, Proverbs 23:12)

faithful servant did

3.2.12 desire to follow examples of Jesus

Christ as a worker

3.2.13 enjoy working.

CONTENT

Activities of Jesus Christ (John 5:17; 17:4, Matthew 13:53-58)

2

Duties of a child at:

iii) home (Exodus 2:16-19, Genesis 37:12-14)

iv) school (Daniel 1:3-4, Proverbs 23:12, Acts 7:22)

8.2.3 Being a faithful servant (Matthew 25: 14-30)

SUB-THEME: PENTECOST
UNIT 9.0: JESUS CHRIST THE SON OF GOD

9.1 **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

e) Tell the story of the birth of Jesus Christ

f) state some activities Jesus Christ did at home

g) state what happened when Jesus Christ visited the temple

h) name the first followers of Jesus Christ

i) mention why Jesus Christ chose the twelve disciples

j) tell the story of how Jesus Christ visited the home of Simon Peter's mother-in-law

k) mention an occasion when Jesus Christ prayed

UNIT 8.0: WORK

8.1 **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

d) state some activities that Jesus Christ carried

- l) tell the story of Jesus Christ healing the paralyzed man
- m) desire to be a follower of Jesus Christ.

9.2 CONTENT

- 9.2.1 The early life of Jesus Christ;
 - v) at home (Luke 2:51)
 - vi) in the Temple (Luke 2:41-49;)
- 9.2.2 The public ministry of Jesus Christ;
 - vii) baptism (Matthew 3:13-17)
 - viii) first followers (John 1:35-42, Matthew 4:18-22, Luke 5:1-11)
 - ix) choosing the twelve (Mark 3:13, Matthew 9:9-13, John 1:43-50, Luke 6:12-16)
- f) Jesus Christ's visit to a home (Luke 4:38-40)
- g) Jesus Christ prays (Mark 1:35-39, Luke 22:39-46)
- h) Jesus Christ forgives (Mark 2:1-12, Matthew 6:12)

TERM 111:

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS

UNIT 10.0: ACCEPTANCE AND TRUST

- 1.3** SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
 - 1.2.4 name the people who visit his/her home
 - 1.2.5 state differences and similarities of family members
 - 1.2.6 give reasons why he/she trusts God

- 1.2.7 be ready to welcome visitors
- 1.2.8 accept all members of the family
- 1.2.9 desire to be trusted by others
- 1.2.10 trust in God.

1.4 CONTENT

- 2.3** Visitors to our home (Hebrew 13:1-2)
- 2.4** Differences and similarities in family members (1 Corinthians 12: 4-26, Philippians 2:1-5, Matthew 7:12)
- 2.5** Accepting members of my family (Philippians 4:13)
- 2.6** Bible reference
- 2.7** Trusting God and others (2 Corinthians 1:9b, Psalms 40: 3-5; 118:8-9, Deuteronomy 10:20)

UNIT 11.0: CONCERN AND SHARING

- h) SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
 - 2.2.9 mention things that he/she can share
 - 2.2.10 state how the little boy shared his lunch
 - 2.2.11 tell the story of Tabitha
 - 2.2.12 state how Jesus Christ responded to the needs of the hungry crowd
 - 2.2.13 share with

- i) CONTENT
- iii) Sharing (Acts 4:32-35, Acts 20:35, James 2:14-17)
- iv) The little boy who shared his food (John 6: 8-13)

- v) Story of Tabitha (Acts 9:36-42)
- vi) Jesus Christ's concern for others (Luke 8:40-42,49-56)

SUB-THEME: DISCIPLESHIP

UNIT 12.0: FRIENDSHIP

3.3 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- g) name his/her friends
 - h) list the things he/she does with friends
 - i) mention people at home who are his/her friends
 - j) mention ways in which he/she can become a friend of God
 - k) thank God for his/her friends
 - l) rejoice in God's friendship.

CONTENT

- 12.2 Names of my friends
- 12.2.1 Things I do with my friends at home and at school (Luke 11:5-8, Job 6:14)
- 12.2.2 People at home as friends (Genesis 45:1-15)
- 12.2.3 God as our friend (James 2:23b, John 15:13-15,1 John 5:1-5, Psalms 25:14)

SUB-THEME: EASTER

UNIT 13.0: JESUS THE SON OF GOD

3.2.10 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- 4.3 state the meaning of Easter
 - 4.4 identify Jesus as a friend of children
 - 4.5 repeat the memory verse that says "Jesus Christ died for us"
 - 4.6 desire to be a friend of Jesus Christ.

13.2 CONTENT

- 13.2.1 Meaning of Easter (Luke 22:14-20)
- 13.2.2 Jesus Christ a friend of children (Matthew 19:13-15, John 15:14)
- 13.2.3 The death and resurrection of Jesus Christ (Mark 15:33-47; 16:1-8)

STANDARD TWO

TERM:

THEME: REVELATION

SUB-THEME: CREATION

UNIT 1.0: THE HOME COMMUNITY

- e) state the values and attitudes he/she learns in school
- f) respect his/her teachers
- g) appreciate his/her schoolmates and others
- h) practise the values he/she learns at school.

- d) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- 4.2.4 name members of the extended family
 - 4.2.5 state what his/her relatives do for him/her
 - 4.2.6 identify his/her neighbours
 - 4.2.7 appreciate his/her relatives
 - 4.2.8 love his/her neighbours.

1.4 CONTENT

- ci) School Community;
- x) teachers (Proverbs 16:20 ;**2; i-6**)
 - xi) schoolmates (Psalms 133:1)
 - xii) others
 - xiii) their responsibilities as children (1 Samuel 2:26, Ephesians 6:1)
 - xiv) important values and attitudes learned at school (Proverbs 9:10-12; 21:11)

- e) **CONTENT**
- iv) Home community (Psalms 127:3-5, Proverbs 23:22)
 - v) Relatives (1 John 3:17, Ruth 1:1-22)
 - vi) Neighbours (Romans 12:10, 1 Peter 3:8, Mark 12:31, Luke 10:27, Proverbs 3:28)

UNIT 3.0: THE ENVIRONMENT
3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- g) name some plants, insects, animals and birds found in his/her area
- h) appreciate plants, insects, animals and birds as God's creation.

UNIT: 2.0 THE SCHOOL COMMUNITY

1.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 1.3.6 name his/her teachers
- 1.3.7 state what the teachers do for him/her
- 1.3.8 state the responsibilities of children to themselves, parents, teachers, friends and other people
- 1.3.9 mention the things he/she does with his/her schoolmates

- i) **CONTENT**
- 3.3.9 Plants, insects, animals and birds (Genesis 1:11-12; 20-25, Psalms 50:10)

SUB-THEME: THE BIBLE

**UNIT 4.0: THE
COMPOSITION
OF THE BIBLE**

- (iii) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- 2 name some books of the Old and New Testament
 - 3 *desire to read the Bible*

4.2 CONTENT

- 4.3** The books of the Bible (2 Timothy 3:16, 17)
- 4.4** The need to read the Bible (Hebrews 4:12, Romans 15:4)

SUB-THEME: CHRISTMAS

UNIT 5.0: JESUS' LOVE AND CARE

- 4.2.2 SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- d) name the things he/she does on his/her birthday
 - e) tell the story of the birth of Jesus Christ
 - f) mention how the birthday of Jesus Christ is celebrated today
 - g) appreciate Jesus Christ as a gift from God.
- 4.2.3 CONTENT**
- d) How we celebrate our birthdays
 - e) The birth of Jesus (Luke 2:1-7, Isaiah 9:6-7)
 - f) Visitors who came to see Jesus Christ (Matthew 2:1-12)
 - g) How the birthday of Jesus Christ is celebrated today

TERM II

THEME RESPONSE

UNIT 6.0: THANKFULNESS

- 5.3 SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- 5.2.3 state ways in which he/she can give thanks at home, school and the community
 - 5.2.4 be thankful at all times.

- 5.4 CONTENT**
- 8.3** Giving thanks at home, school and in the community (Luke 17:11-19, Ephesians 5:20, 1 Thessalonians 5:18, 2 Corinthians 9:7, Psalms 8:1-9, Philippians 1:3-5)

SUB-THEME: THE CHURCH

UNIT 7.0: PRAYER AND WORSHIP

- d) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- 8.2.4 mention ways of praising God
 - 8.2.5 recite a prayer for his/her needs
 - h) state how he/she prays for the country
 - g) list different ways of worshipping God
 - h) desire to pray for himself/herself and the country
 - i) thank God for the country
 - j) rejoice when worshipping God.

7.2 CONTENT

- 9.2.4 Different ways of worshipping God (Psalms 92:1; 117, 2 Samuel 6:1-5)
- 9.2.5 Praying to God (Mark 11: 24, Matthew 6:7-13, Ephesians 1:15-19a)
- 9.2.6 Praying for ourselves (Luke 22:41, Philippians 4:6)
- 9.2.7 Praying for our country (Psalm 18: 14-18)

SUB-THEME: TEACHINGS OF JESUS CHRIST

UNIT 8.0: TRUST AND OBEDIENCE

9.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- d) give reasons why he/she trusts his/her parents
- e) identify ways in which God is kind to us
- f) state ways in which he/she can please his/her parents
- g) trust and obey his/her parents
- h) desire to please God.

9.4 CONTENT

- 9.2.3 Trust at home (Matthew 21:28-31a)
- 9.2.4 Trusting God (1 Samuel 1: 9-20, 27, 28; 2:11, Matthew 6:26)
- 9.2.5 Obedience at home (Ephesians 6:1,2)
- 9.2.6 Obeying God (Psalms 112:1, Genesis 12:1-9)

SUB-THEME; TEACHINGS OF JESUS CHRIST

UNIT 9.0: HELPFULNESS

10.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 10.2.2 tell the story of Jesus Christ at the wedding in Cana
- 10.2.3 identify ways of helping the needy

10.4 CONTENT

- 4.3.8 Jesus Christ helps at the wedding party in Cana (John 2:1-11)
- 4.3.9 Helping the needy (Mark 1:29-31; 7:31-35, Luke 5: 17-20, John 5: 1-10, 14-18)
- 4.3.10 Helping others (Romans 12:16, Luke 10:29-37)

SUB-THEME: PENTECOST

UNIT 10.0: KNOWING JESUS CHRIST

iii) SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 5.3 mention ways he/she can respond to Jesus Christ
- 5.4 tell the story of the walk to Emmaus
- 5.5 tell the story of Zaccheus
- 5.6 state how the disciples responded to Jesus Christ
- 5.7 state how different people responded to Jesus Christ
- 5.8 desire to make the right responses to Jesus Christ.

10.2 CONTENT

- 10.2.1 Knowing Jesus Christ (Luke 18:35-43, Luke 18:26-31, 35-39)
- 10.2.2 Responding to Jesus Christ
- 10.2.3 A walk to Emmaus (Luke 24:13-35)
- 10.2.4 Zaccheaus (Luke 19:1-9)
- 10.2.5 Response of the disciples to Jesus Christ (John 1:43-49, Mark 8:27-29)
- 10.2.6 Response of other people to Jesus Christ (John 6:1-2, 24)

TERM III

THEME:

RELATIONSHIP

SUB-THEME:

NEIGHBOURS

UNIT 11.0:

CHRISTIAN VIRTUES

11.1

SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
 - d) give examples of occasions when God keeps His promises
 - b) give reasons why he/she should be honest at home, school and community
 - c) state ways he/she can be fair at home, school and community
 - d) rejoice in God's love
 - e) thank God for loving him/her
 - 5.2.4 f) rely on God always
 - g) be honest
 - h) be fair.

11.2

CONTENT

- 11.2.1 Examples of occasions when God keeps His promises (Matthew 5:33-37, Genesis 18:1-15; 21:1-8)
- 11.2.2 Acceptance

(John 13:20, Luke 15:11-24)

- f) Trust (Mathew 21:28-31a)
- g) Honesty (Ephesians 4:15, Acts 5:1, Exodus 20:16)
- h) Fairness (Genesis 37:12-35, 1 Kings 21)

SUB-THEME: DISCIPLESHIP

UNIT 12.0: CONCERN AND SHARING

8.3

SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
 - 8.2.3 state the ways in which he/she can help people in need
 - 8.2.4 tell the story of Elisha and the rich woman from Shunem
 - 8.2.5 state how the early Christians shared their
 - d) possessions
 - mention how possessions were shared in traditional African society
 - e) name voluntary agencies that care for the needy
 - g) identify with the needy
 -) appreciate the work of voluntary agencies
 - h) be willing to share his/her

9.4

CONTENT

- 10.3** Concern for the needy (Matthew 25:40)
- 10.4** The rich woman from Shunem (2 Kings 4:8-17)
- 10.5** The way the early Christians shared their possessions (Acts 4:32-37)
- 10.6** Sharing possessions in traditional African society
- 10.7** The role of voluntary agencies

SUB-THEME: EASTER

**UNIT 13.0: JESUS CHRIST
CARES FOR
THE
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10.2.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

11.3 tell how Jesus Christ cared for the needy

11.4 be willing to care for others.

13.2 CONTENT

- c) Jesus' care for the needy; the blind (Mark 10:46-52)
the ten lepers (Luke 17:12-19)
Jairus' daughter (Luke 8:40-56)
widow of Nain (Luke 7:11-15)
- d) The readiness to care for others (Acts 3:1-6)

STANDARD THREE

TERM 1:

Day/Sabbath,
d) worship God always.

THEME: REVELATION

2,2 CONTENT

SUB-THEME: CREATION

2.2.1 Worshipping God at home

UNIT 1.0: CARE FOR THE ENVIRONMENT

(Psalms 92:1-2,

Deuteronomy

6:4-9,

1 ThessaloniansS:

2.2.2 16-17)

Worshipping God in church

11.2.3 **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

2.2.3 (1 Samuel 1:21-28 Luke 2:41-42)

12.3 state ways in which he/she can use plants

12.4 list ways in which he/she can care for animals and trees

12.5 state how God cares for His creation

12.6 care for the environment willingly.

Observing the Lord's

Day/Sabbath (Genesis

UNIT 3.0: TRADITIONAL WORSHIP

b) **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

15.2 state the names of God in traditional African society

15.3 mention occasions when prayers were said in traditional African society

15.4 state the differences and similarities in worship between traditional African society and Christianity

15.5 appreciate worship of God.

11.2.4 **CONTENT**

c) Caring for plants (Genesis 1:11, Psalms 104: 13-14)

d) Caring for animals (Genesis 1:20-24, Psalms 148:7-10)

e) How God cares for His creation (Matthew 6:25-34)

c) **CONTENT**

j) Names of God in traditional African society (Exodus 3:13-15,

Matthew 1:20-23)

UNIT 2.0: THE CHRISTIAN COMMUNITY

12.2.3 **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

13.2 mention ways of worshipping God at home and church

13.3 tell how he/she observes

k) Worship in traditional African society (Deuteronomy 6: 4-9, Exodus 23:14-19, Numbers 15:17-21; 29:12-16)

l) Differences and similarities of worship in traditional African society and Christianity

SUB-THEME: THE BIBLE

UNIT 4.0: THE BIBLE STORIES

- 1.3.11 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to;
- a) name the patriarchs
 - e) tell the story of David and Goliath in relation to courage
 - f) tell the story of Lydia in relation to kindness
 - g) tell the story of the birth of Jesus in relation to love
 - d) appreciate the work of the patriarchs
 - e) show courage
 - o) practise kindness
 - g) thank God for His love.
 - h)

- 1.3.12 CONTENT
- j) Names of the patriarchs Abraham, Isaac, Jacob, Joseph, Moses (Hebrews 11:17-24, Matthew 1:16-18, Exodus 3:15)
 - k) The story of David and Goliath (1 Samuel 17: 41-54)
 - l) The story of Lydia (Acts 16:11-15)
 - m) The birth of Jesus Christ (Matthew 1:18-23, Hebrews 1:1-2 John 3:16.)

SUB-THEME: CHRISTMAS
UNIT 5.0: THE BIRTH OF JESUS CHRIST

- 5.1 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
- 2.3 state the meaning of Advent
 - 2.4 state ways in which he/she can prepare for the Advent
 - 2.5 state how he/she can share the joy of Christmas
 - 2.6 tell the story of the birth of Jesus Christ
 - 2.7 mention ways in which he/she can share with others

- at Christmas
- 2.8 share the joy of Christmas willingly
- 2.9 thank God for the gift of Jesus Christ.

- 5.2 CONTENT
- 5.2.1 Meaning of Advent
 - 5.2.2 Getting ready for the Advent (Luke 3:4-6)
 - 5.2.3 Sharing the joy of Christmas (Luke 2:10)
 - 5.2.4 The story of the birth of Jesus Christ (Matthew 1:18-24, Luke 2:1-20)
 - 5.2.5 What we can share during Christmas.

TERM 11:

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 6.0: THE WORSHIPPING COMMUNITY

- c) SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
- 2.2.3 state different ways of worshipping God at home
 - 2.2.4 mention how he/she worships God at home
 - 2.2.5 state how he/she worships God in the church
 - 2.2.6 be kind to others
 - 2.2.7 be thankful to God
 - 2.2.8 appreciate different ways of worship
 - 2.2.9 desire to worship God

6.2 CONTENT

- 3.3** Ways of worshipping God; giving thanks (1 Thessalonians 5:18, Psalms 100:4)
- xv) praising Him (Exodus 15:1-18, 2 Samuel 6: 14, 15, Psalms 104:33,47:1-9.)
- doing good actions (Matthew 7:9-12, Ephesians 4:32, 1 Kings 17:8-24)
- forgiving others (Matthew 6:14-15, Psalms 32:5)
- praying (Psalms 4:8, Daniel 6:11-24)

- 3.4** Worshipping God at home and at church (Psalms 34:18; 47:1-9, Matthew 28:20)

SUB-THEME; TEACHINGS OF JESUS CHRIST RESPONSIBILITY AND SERVICE
UNIT 7.0:

- f) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- 3.2.4 mention God given abilities
- 3.2.5 give qualities of a good servant
- 3.2.6 state responsibilities of teachers, parents and children
- 3.2.7 use his/her abilities to serve God
- 3.2.8 desire to be a good leader.

- g) **CONTENT**
- 4.4** God given abilities (Matthew 25:14-28)
- 4.5** Responsibilities of children, teachers and parents (Ephesians 6: 1-4, Luke 4: 22, 32).
- b) Qualities of a good leader helper and willing to serve (Matthew 24:45-50,

- does not steal (Mark 10:19)
- not afraid to tell the truth (Luke 15:11-24)
- does not cheat (1 Thessalonians 4: 6)

SUB-THEME: PENTECOST

UNIT 8.0: SPIRIT FILLED PEOPLE

8.1 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- 4 state the promise that Jesus Christ gave to His followers just before He ascended to heaven
 - 5 mention how the disciples prepared for the coming of the Holy Spirit
 - 6 state what happened on the day of Pentecost
 - 7 state what the Holy Spirit does in his/her hfe
 - 8 recognize the work of the Holy Spirit in his/her life
 - 9 lead a Spirit filled life.

CONTENT

- 8.2** The promise of the Holy Spirit by Jesus Christ (John 14:16; 16:6-7)
- 8.2.2** How the disciples prepared for the coming of the Holy Spirit patience (Acts 1:2-5) praying together (Acts 2:1-4)
- 8.2.3** Day of Pentecost (Acts 2:1-4)
- 8.2.4** The Holy Spirit gives courage (Acts 2: 14-21) strength (Acts 2:43-44,46-47,4:23-31) ability to share (Acts 2:44-47, Acts 20:35)

TERM III

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOURS UNIT 9.0: TOLERANCE AND FORGIVENESS

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

4.3.6 state how it feels to be unforgiven.

4.3.7 • state how God judges the unforgiving

4.3.8 mention ways in which people were forgiven in traditional African society

4.3.9 name those who are forgiven by God

4.3.10 state why it is important to be tolerant

4.3.11 state how it feels to be forgiven

6.2.3 CONTENT

7.4 How it feels to be unforgiving (Psalms 51:1-4)

7.5 How God judges the unforgiving (Matthew 18:21-35)

7.6 Ways people were forgiven in traditional African society

7.7 Who is forgiven by God (Matthew 6:12-15, 1 John 1:8-9, Luke 18:9-14)

7.8 Meaning of tolerance (Matthew 7:1-5)

7.9 Importance of tolerance (Romans 5; 3-4)

7.10 How it feels to be forgiven (Psalms 32:1)

SUB-THEME: DISCIPLESHIP

UNIT 10.0: FAIR DEALING

6.3 SPECIFIC OBJECTIVES

By the end of this unit, the learner should be able to;

c) state the meaning of fairness

d) state how people can act fairly

e) state what makes people act unfairly

f) give ways in which he/she can put right what is unfair

g) state reasons why people cheat

h) state why Joseph's brothers acted unfairly

i) describe how Joseph behaved as a slave

j) describe the behaviour of Joseph towards his brothers

k) state how he/she should behave towards those who are unfair

l) be willing to act fairly

m) avoid cheating

n) forgive those who wrong him/her as Joseph did.

6.4 CONTENT

7.3.7 Meaning of fairness

7.3.8 Ways of acting fairly

7.3.9 Reasons why people act unfairly (1 Kings 21:1-19)

7.3.10 How unfairness can be corrected

7.3.11 Reasons why people cheat (Genesis 12: 11-14).

7.3.12 The story of Joseph and his brothers;

xvi) why his brothers acted unfairly

(Genesis 37:1-36)

how he behaved as a

slave (Genesis 40:1-23)

how he behaved

towards his brothers

(Genesis 42:1-24; 45:1-28)

- 7.3.13 How we should behave towards others (Micah 6:8)
xvii) those who are fair to us
xviii) those who are unfair to

SUB-THEME: EASTER

UNIT 11.0: DEATH AND RESURRECTION OF JESUS

- 1.1 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
8.3 state occasions of joy and sorrow in his/ her life
8.4 name the person who betrayed Jesus Christ
8.5 name the people who condemned Jesus Christ
8.6 describe how Simon of Cyrene helped Jesus Christ
8.7 state the meaning of resurrection
8.8 appreciate the death of Jesus Christ
8.9 celebrate the resurrection of Jesus Christ.
- c) CONTENT
- 8.2.4 Joy and sorrow in life (Philippians 4:4-6, Psalms 23:4, John 16:19-20)
- 8.2.5 Judas Iscariot betrays Jesus Christ (Luke 22:3-6, 21-23, 47-53)
- 8.2.6 The people who condemned Jesus Christ (Matthew 27:15-26)
- 8.2.7 Simon of Cyrene helps Jesus Christ (Luke 23: 26-42)
- 8.2.8 Meaning of the resurrection of Jesus Christ (Luke 24:33-43)

STANDARD FOUR

TERM I		the calming of the storm (Luke 8:22-25) walking on water (John 6:16-21)
THEME:	REVELATION	
SUB-THEME:	CREATION	1.2.3 Response to the power of Jesus Christ (John 1:3)
UNIT 1.0:	JESUS AND CREATION	SUB-THEME: THE BIBLE UNIT 2.0: JESUS CHRIST OUR LEADER 2.1 SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to:
9.2	SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to: c) state the effects of weather in his/ter life d) state the effects of water on his/her life e) explain the power of Jesus Christ over nature as illustrated in the miracles f) state how he/she responds to Jesus Christ g) appreciate that Jesus Christ has power over nature h) thank God for Jesus Christ i) desire to follow Jesus Christ.	f) list the qualities of a good leader g) explain how Jesus Christ obeyed His father h) describe how Jesus Christ used His power and authority to cleanse the temple i) state how Jesus Christ showed His power to forgive sin and heal the sick j) state what Jesus Christ told His disciples to do when He sent them out k) list the qualities of Jesus Christ as a perfect leader l) state how he/she can accept the authority of Jesus Christ m) explain the responsibility of church leaders to the people n) give reasons for following Jesus Christ j) mention the difficulties that are experienced when following Jesus Christ k) admire good leaders
9.3	CONTENT	
10.3	Effects of weather and water (Genesis 7:11 -24, Numbers 20:2-6, Psalms 104:10-14)	
10.4	Miracles of Jesus Christ; the feeding of the five thousand people (John 6:1-13) the raising of Lazarus (John 1:38-44) the miraculous catch of fish (Luke 5: 3-12)	

- strive to be good leaders
 - m) imitate Jesus Christ in His obedience to God His father
 - n) respect church leaders
 - o) desire to follow Jesus Christ.
- 12.2.4 **CONTENT**
- 10.2.6 Qualities of a good leader (ITimothy 3:1-7)
- 10.2.7 Jesus Christ;
obeying God the father (John 7:17, Matthew 3:13-17)
cleansing the temple (Mark 11:15-18)
forgiving sin (Luke 5:17-25)
sending out the twelve disciples (Luke 9:1-6)
the perfect leader (Micah3: 1-4, 1 Timothy 3:1-13)
- 10.2.8 Accepting the authority of Jesus Christ;
the responsibility of church leaders (Mark 8:1-9)
following Jesus Christ (1 John 4:18, Mark 9:14-29)

SUB-THEME: EASTER

UNIT 3.0; JESUS OUR SAVIOUR

- 10.2.8 **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- 11.2** state what it means to be unselfish
 - 11.3** state which people are selfish
 - 11.4** state how selfishness

- stops us from being kind
 - 11.5** explain how unselfishness sets us free
 - 11.6** describe how difficult it was for Jesus Christ in the garden of Gethsemane
 - 11.7** explain how Jesus Christ was unselfish through His suffering, death and resurrection
 - 11.8** state how he/she can respond to Jesus Christ as the saviour
 - 11.9** develop unselfish behaviour
 - 11.10** appreciate the unselfish acts of Jesus Christ
 - j) thank God for Jesus **Christ**
- 10.2.8 **CONTENT**
- 10.2.8 Meaning of unselfishness (1 Samuel 1:9-18, John 15:13)
- 10.2.8 Selfishness; - people who are selfish (Mark 10:17-23, Matthew 26:14)
xix) how selfishness stops us from being kind (Galatians 5:13, 19-23)
- 10.2.8 Jesus Christ saves;
xx) Jesus prays on Mt. Olives (Luke 22: 39-44)
His suffering, death and resurrection (Luke 24)
He overcame evil through His death (John 11:25-26)
- 10.2.8 How we respond to Jesus' salvation (John 15:13, Galatians 5:22-23)
- 10.2.8 Jesus Christ the Good Shepherd (John 10:11-16)

TERM II

THEME: RESPONSE
SUB-THEME: THE CHURCH
UNIT 4.0; FOLLOWING
JESUS

**CHRIST AS A
LEADER**

- f) SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
- 12.2 give examples of how a good leader serves people
 - 12.3 state the kind of service he/she can give at home, school, community and the nation
 - 12.4 explain different kinds of service offered by Jesus Christ.
 - 12.5 give reasons why he/she should serve others
 - 12.6 be grateful to God for the good leaders He has given us
 - 12.7 be eager to serve in the home, school, community and nation
 - 12.8 desire to follow the example of Jesus Christ
 - 12.9 desire to serve others.

- g) CONTENT
c) How good leaders serve us (1 Timothy 3:1-13)
d) Service; (1 Peter 2:21)
at home
at school
in the community
in the nation
in the Church (1

Samuel 3:1)

- e) Jesus Christ;
washing the disciples' feet
(John 13:5-17)
teaching His disciples
(Luke 8:18-22 ;11:38-41, John 21:15-19)
healing the centurions' servant (Matthew 8:5-13)

SUB-THEME: THE TEACHINGS
OF JESUS CHRIST
UNIT 5.0: CHOOSING TO
BELONG

- 5.1 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
- 13.3 state occasions when he/she has chosen to obey and disobey
 - 13.4 state how different people in the Bible made their choices
 - 13.5 list the losses of not belonging to a family
 - 13.6 desire to seek God's guidance in making choices in his/her life
 - 13.7 desire to make correct choices in his/her life
 - 13.8 desire to belong to the family of God.

- g) CONTENT
b. Making our choices as Christians (Genesis 3:1-24)
c. Choices made by:
xxi) Abraham and Isaac (Genesis 22:1-13)
xxii) Moses (Exodus 3: 2-15; 4:1-17)
xxiii) Ruth (Ruth 1:3-18)
xxiv) Solomon (1 Kings 3:1-14)
xxv) Levi (Luke 5:27-32)
xxvi) Ananias and Saphira

5.2.3 (Acts 5:1-11)
 - Jesus Christ during the temptations
 (Luke 4:1-12)
 Choosing to belong to the family of Jesus Christ
 (Ephesians 6: 1-6)

29, Acts 1:8)
 The early church (Acts 2:41-46;
 4:32-35; 11:27-30)
 Christian sacred places
 (Mark11: 15-17)

6.2.3

TERM 111

SUB-THEME: PENTECOST

UNIT 6.0: CHRISTIAN COMMUNITIES IN KENYA

- 13.2.7 **SPECIFIC OBJECTIVES**
 By the end of the unit, the learner should be able to:
- 14.1 name some of the Christian communities in his/her area
 - 14.2 state the different types of work done by Christian communities in Kenya
 - 14.3 describe the life of the early church
 - 14.4 appreciate the different Christian communities in Kenya
 - 14.5 appreciate the work done by the Christians in Kenya
 - 14.6 thank God for Christians in the early church
 - 14.7 desire to be members of the Christian community.

- 13.2.8 **CONTENT**
 c) Christian communities in Kenya;
 xxvii) what they are (Acts 11:26; 13:1; 18:22-23)
 their work (Matthew 25:34-40, Mark 9:14-

THEME: RELATIONSHIP

SUB-THEME: NEIGHBOUR

UNIT 7.0: SHARING AND VOLUNTARY SERVICES

- 14.2 **SPECIFIC OBJECTIVES**
 By the end of the unit, the learner should be able to:
- ci) state the importance of sharing work
 - b) state how work was shared in traditional African community
 - c) give reasons why children should not be exploited through work
 - d) mention different ways of serving others
 - e) give examples of voluntary work
 - e) desire to serve others
 - g) give thanks for voluntary services
 -) desire to work with others.
 - h) others.

- 14.3 **CONTENT**
 d) Importance of sharing work (Galatians 6:2, Luke 9:1-2,6, 1 Samuel 2:18-20, Acts 6:2-4)
 xxviii) at home
 xxix) at school

- e) Sharing work in Traditional African community
 - f) Benefits of sharing work (Acts 4:32-37)
 - g) Serving others (Luke 10:29-37, Deuteronomy 24:19-21)
 - h) Exploitation of children through work
 - i) Types of voluntary services (Matthew 9:35-38, Acts 4:32-37)
- xxx) oneself (Luke 18:9-13)
 xxxi) others. (2 Corinthians 13:11, Matthew 5: 9, Ephesians 2:14-15 Romans 12:18)
 Agencies that work for peace

SUB-THEME: CHRISTMAS
UNIT 9.0: THE BIRTH OF THE PRINCE OF PEACE
 9.1 SPECIFIC OBJECTIVES

SUB-THEME; DISCIPLESHIP

UNIT 8.0: PEACE

1.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- g) state the meaning of peace
- h) describe ways peace was expressed in traditional African society
- i) state the teachings of Jesus Christ on peace
- j) mention ways of promoting peace with God, oneself and others
- k) desire to be at peace with God, oneself and others.

1.4 CONTENT

2.3 Meaning of peace (John 14:27)

2.4 Expression of peace in traditional African society

2.5 Teachings of Jesus Christ on peace (John 14:1-3; 20:19)

2.6 Being at peace with; God (2 Thessalonians

By the end of the unit, the

learner should be able to:

- 2.2.4 state ways of expressing peace at home, school and in the community
- 2.2.5 state the promises made about the Messiah by Prophet Isaiah
- 2.2.6 narrate the story of the birth of Jesus Christ
- 2.2.7 be grateful to God for sending Jesus Christ
- 2.2.8 desire to be at peace with others.

e) **CONTENT**

2.2 Peace; at home (Ephesians 4:31-32)
 at school
 in the community

2.3 ■ The promise of the prince of peace (Isaiah 7:14 ; 9:6, Micah 5:2, Matthew1:18-23; 2:1-11, John 14:27)

2.4 The Prince of Peace:

STANDARD FIVE

TERM: (Ephesians 4:13-14)
Physical growth (1 Timothy 4:12, Ecclesiastes 2:1-8; 11:9-10)
Emotional growth (Galatians 5:22,

REVELATION: 1 Corinthians 3:11)
Boy/girl relationships
traditional African view
Christian teaching
Effects of irresponsible boy/girl relationship; (1 Corinthians 6:12-20)

THEME:
SUB-THEME: CREATION
UNIT 1.0: GROWING UP IN CHRIST

f) **SPECIFIC OBJECTIVES**

- By the end of the unit, the learner should be able to:
- 4.3 explain the roles of boys and girls
 - 4.4 explain how we are wonderfully made
 - 4.5 state the traditional view of boy/girl relationships
 - 4.6 describe the Christian teaching of boy/girl relationships
 - 4.7 write down the effects of irresponsible boy/girl relationships
 - 4.8 explain how growth in Christian faith affects the daily life of a Christian
 - 4.9 appreciate the fact that we are wonderfully made
 - 4.10 strive to lead a righteous life
 - 4.11 thank God for who he/she is.

- 1.2.4 teenage pregnancy
 - xxxii) STIs
 - xxxiii) HIV/AIDS
- 1.2.5
 - child abuse
 - school dropouts
 - Living what we believe (Acts 6:8-9)

SUB-THEME: THE BIBLE

THE TEN COMMANDMENTS

- b) **SPECIFIC OBJECTIVES**
- By the end of the unit, the learner should be able to:
- 4.2.7 write down the ten commandments
 - 4.2.8 recite the ten commandments
 - 4.2.9 give ways of putting God first
 - 4.2.10 list ways of showing respect to his/ her mother and father
 - 4.2.11 identify who his/her neighbours are
 - 4.2.12 state how he/she can relate well with his/her

CONTENT

- 1.2.2 We are wonderfully made (Psalms 139:13-15, Genesis 1:26-27)
- 1.2
- 1.2.3

- 4.2.14 respect his/her parents 6:27-36; 10: 25-37
 4.2.15 thank God for his/her parents (Romans 13:8-10)
 j) honour God.

SUB-THEME: EASTER

- c) **5.4** CONTENT
 The Ten Commandments;
 (Exodus 20:1-17)
 worship no god but me
 (Exodus 20:3, Luke 4:5-8)
 make no images and do not bow to any idol
 (Exodus 20 :4)
 do not use my name for evil purposes
 (Exodus 20:7, Matthew 5:33-37)
 observe the Sabbath and keep it holy
 (Exodus 20:8-11)
 respect your father and mother (Luke 2:51-52, Exodus 20:12)
 do not commit murder (Exodus 20:13, Matthew 5:21-26)
 do not commit adultery (Exodus 20:14)
 do not steal (Exodus 20:15)
 do not accuse anyone falsely (Exodus 23:1-3,6,8, Matthew 5:33-37)
 do not covet other people's property (1 Kings 21:1-29, Exodus 20:17)
5.5 The greatest commandment;
 (Matthew 22:36-40)
 Love the Lord your God with all your heart, with all your soul and with all your mind.
 Love your neighbour as you love yourself (Luke

UNIT 3.0: NEW LIFE IN CHRIST

- b) SPECIFIC OBJECTIVES
 By the end of the unit, the learner should be able to:
 5.3.6 state ways of enjoying life
 5.3.7 describe what new life is
 5.3.8 explain how John the disciple experienced new life in Christ
 5.3.9 write down the part played by Moses in uniting the people of God
 5.3.10 write down what Jeremiah said about the new covenant
 5.3.11 explain how Jesus Christ gives new life
 5.3.12 state how a Christian should live a new life
 5.3.13 state the challenges met by Christians in the new life
 5.3.14 desire to lead a new life in Christ.
 c) **6.3** CONTENT
 Enjoying life with others (John 2:1-10)
6.4 New life (John 15:14)
6.5 New life experienced by John the disciple of Christ (John 16:14; 19:26; 21:2,Luke 22:19, Mark 5:21-42; 3:17 Matthew 4:21-23; 10:1-4; 26:56; 27:56 Acts 3:1-4; 22; 5:17-20; 12:2)

- 6.6 Covenant in relation to:
 - xxxiv) Moses (Exodus 19:1,4-7; 16-17; 25:1-7; 24:4-8)
 - xxxv) Jeremiah (Jeremiah 11:1-11; 31:29-34)
 - xxxvi) Jesus Christ (Matthew 5; .17,21,22,27,28,43,44; John 10:10; 13:34; 15:14, Luke 22: 14-20, Acts 2:1-4,11)
- 6.7 How Jesus Christ gives new life (John 2:1-10, 15:14, Exodus 24:4-8, Luke 9:57-67)
- 6.8 How a Christian lives the new life (John 13:34)
- 6.9 Challenges of living a new

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: EXPRESSING OUR FAITH

h) SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 6.2.9 list the truths in the Apostles' creed
- 6.2.10 state the meaning of each truth in the Apostles' creed
- 6.2.11 recite the Apostles' creed
- 6.2.12 believe the truths of the Apostles' creed
- 6.2.13 accept the truths of the Apostles' creed.

- i) **CONTENT**
7.3 The Apostles' creed (Acts 2:42 Genesis 1:1-5, John 3:16; 6:47; 16:13; 17:3, Acts 1:11, 1 Corinthians 6:19; 15:20, Titus 3:5, Galatians 3:28; 5:22; 14:1-3)

SUB-THEME: TE

ACHINGS OF JESUS

UNIT 5.0:

LIVING AS A WITNESS TO THE FAITH

e) SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 7.2.6state the meaning of a true witness
- 7.2.7state who a true Christian witness is
- 7.2.8state ways of loving his her enemies
- 7.2.9identify-ways of bearing true witness e I love his her enemies f> desire to be a true witness.

- f) **CONTENT**
8.3 Christian witness; meaning of Christian witness (John 1:29-34) when people pretend (Luke 20:20-26) standard of judging a true witness (1 John 4:1-3,1 Peter 2:1-3; 1 Corinthians 3:4-8) knowing when people pretend (Matthew 26:47-50) true happiness (Matthew 5:4,5)

loving your enemies and doing good to them (Mathew 5: 43-47)
not to condemn others (John 8: 1 -11)
bearing true witness (Matthew 7:24-27)

SUB-THEME: PENTECOST

UNIT 6.0: ROLE OF THE HOLY-SPIRIT

6.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 8.2.2 list the gifts of the Holy Spirit
- 8.2.3 state the fruits of the Holy Spirit
- 8.2.4 distinguish between the gifts and the fruits of the Holy Spirit
- 8.2.5 desire to lead a Spirit guided life
- 8.2.6 appreciate the gifts and the fruits of the Holy Spirit

CONTENT

- 9.4** Gifts of the Holy Spirit; (1 Corinthians 12:1-11)
 - preaching
 - spiritual language
 - interpreting spiritual language
 - wisdom
 - knowledge
 - faith
 - healing
 - working miracles
 - speaking God's message
- 9.5** Fruits of the Holy Spirit

(Galatians 5:22,23, Ephesians 4:32;)
love
- joy
peace
patience
kindness
goodness
faithfulness
humility
self-control

- 6.2.3 The role of the Holy Spirit in the life of a Christian (Galatians 5:16-18, Luke 6:35; 8:43-48, John 14:26; 16:12-15)

TERM III:

THEME: RELATIONSHIP
SUB-THEME: NEIGHBOURS

UNIT 7.0: COPING WITH CONFLICT

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- e) state the meaning of conflict
- f) list vices that cause conflict in our lives
- g) explain various ways he/she can overcome vices that cause conflict
- h) explain ways he/she can cope with conflict
- i) state the importance of listening and sharing with one another
- j) explain how he/she can overcome conflict with the help of the Holy Spirit
- k) state ways in which he/she knows that Jesus loves him/her

scribe how his/her

SUB-THEME: DISCIPLESHIP

relationship with God

helps him/her cope

with conflict in life

i) avoid conflict in his/her life

j) desire to have self

control

k) trust in God

l) desire to overcome

conflict through prayer

m) listen to and share with one another.

7.2

CONTENT

Vices that cause conflict; anger, envy, dislike, fear

(1 Samuel 18:6-9)

Coping with conflict;

overcoming anger

(Romans 7:15; 12:17-

19, Ephesians 4:26,

Galatians 5:17)

overcoming envy

(Ephesians 4:26)

Overcoming dislike

(Ephesians 4:26)

overcoming fear

(Psalms 62:8, Genesis

28:10-22, Isaiah 41:10)

obeying authority

(Genesis 3:1-6; 20-24,

Romans 13:1-3)

seeing the good in

others

(Luke 6:37-42, Genesis

1:27, Romans 3:23)

help of the Holy Spirit

UNIT 8.0:

GOOD

RELATIONSHIPS

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

a)

describe how good

relationships are

developed

b)

explain how trust is

developed

c)

state obstacles to good relationships

d)

state what threatens

good relationships

e)

explain how good

relationships were

developed in traditional

African society

f)

narrate the story of

David and Jonathan

g)

state what threatens

good relations with

God

h)

describe how Jesus

Christ and Peter related

to each other

i)

explain how Christians

can develop good

relationships in the

community

j)

list qualities of a good

friend

k)

desire to develop good

relationship with God

and others

- 9.3.5 CONTENT
- 10.3** Developing good relationship with others;
 how good relationships are developed
 how' trust is developed
 obstacles and threats
 (2 Timothy 3:1-5)
- 10.4** Good relationship in traditional African communities
- c) The stor>' of Jonathan and David (1 Samuel 19:4-6;20:42; 20:24)
- d) Good relationship with God;
 what threatens it
 (Acts 8:1-3, 9:1-191)
- story of Jesus and Peter (Luke 22:54-62)
 life of Christians in the community
- e) Qualities of a good friend (Proverbs 17:17, Romans 12:9-13)

SUB-THEME: CHRIST>LA.S

UNIT 9.0: JESUS THE LIGHT OF THE WORLD

- 10.2.3 SPECIFIC OBJECTS ES
 By the end of the unit, the learner should be able to:
- 11.3** narrate the stor^ of the visit of the wise men to Jesus Christ
- 11.4** state Christian deeds that bring light to the world
- 11.5** describe how Jesus Christ attracts people to Himself
- 11.6** mention how Christians attract others to Jesus Christ

- 11.7** explain how Jesus Christ helps us to see the truth
- 11.8** describe how Jesus Christ brings light to us
- 11.9** mention how Christians can overcome fear
- 11.10** narrate the story of Paul and Silas
- 11.11** describe how he/she can attract others to Jesus Christ
- j) rejoice in the birth of Jesus Christ,
 k) desire to attract others to Jesus Christ
 l) appreciate Jesus Christ as the light of the world.

- 10.2.4 CONTENT
- d) Wise men find Jesus Christ (Matthew 2:9-12)
- e) Christian deeds that bring light to the world (1 Peter 2:9-10, Romans 13: 12-14, Ephesians 5: 8-11)
- f) How Jesus Christ attracts people to himself (John 6: 1-13; 1:9)
- g) How Christians attract others to Jesus Christ (Matthew 5:16)
- h) How Jesus Christ helps us to see the truth (Mark 4: 3-11.2.4 13-20)
- i) How Jesus Christ brings life (John 8:12; 14:6, Matthew 11:28)
- j) How Jesus Christ helps us to overcome fear (Luke 2:8-14)
- k) The story of Paul and Silas (Acts 16: 22-28)

STANDARD SIX

TERM

THEME: REVELATION
SUB-THEME: CREATION

UNIT 1.0: THE CREATION OF HUMAN BEINGS

- 12.2** SPECIFIC OBJECTIVES
 By the end of the unit, the learner should be able to:
- d) narrate the Biblical creation stories
 - e) describe the fall of human beings
 - f) tell some creation stories from traditional African society
 - g) state the authority given to human beings over creation
 - h) write down ways of responding to God's creation
 - i) appreciate God's creation
 - j) care for God's creation
 - k) appreciate the traditional African stories of creation.
- 12.3** CONTENT
13.3 Stories of creation in the Bible; creation of human beings (Genesis 1:26-28; 2:5-25; 5:1, Psalms 139:13-16, Matthew 19:4) xxxvii) the fall of human beings (Genesis 3:1-14) authority given to human beings over creation (Genesis 1:28-30)
- 13.4** Creation stories in traditional African society
- 13.5** How we respond to God's creation (Psalms 104: 5-9; 24-26)

SUB-THEME: THE BIBLE

UNIT 2.0: NEW LIFE IN THE COMMUNITY

- d) SPECIFIC OBJECTIVES
 By the end of the unit, the learner should be able to:
- 13.2.4 state what new life is
 - 13.2.5 describe the occasions that mark new life in traditional African society-
 - 13.2.6 explain what new life means for Christians
 - 13.2.7 list what God shares with us in the new life
 - 13.2.8 mention ways Christians share with others
 - 13.2.9 state how the ancestors served their clans
 - 13.2.10 explain how the ancestors shared their possessions
 - 13.2.11 explain how Christians share their talents, skills
 - 13.2.12 desire to share the new life with others
 - j) ■ desire to share Ms her possessions with others
 - k) be willing to share his her talents with others.
- e) CONTENT
14.3 New life in traditional African society
- 14.4** New life in Christianir', (Ephesians 4:n-32. 2 Corinthians 5:1" i
- 14.5** How we give our H\es to God (Genesis 12:1-9. Malachi 3:8-12)
- 14.6** God sharing with us new life (Titus 3:4-8^)

14.7 Christians sharing with others
(Acts 6:1-6; 2:44-47; 4: 34-35,
Hebrews 13: 15-18, James 2: 14-
17)

14.8 How our ancestors served the
clan (Hebrews 13:1,Genesis
11:26-29)

14.9 How our ancestors shared their
possessions.

14.10 How Christians share
talents/skills with others
(Ephesians 4:11)

14.11 How Christians share their new
life with Jesus Christ (Matthew
25: 33-40)

SUB-THEME: EASTER

**UNIT 3.0: BREAKING THE
BREAD**

- d) SPECIFIC OBJECTIVES
By the end of the unit, the
learner should be able to:
- 14.2.4 write down the importance
of sharing a meal
 - 14.2.5 state the meaning of
Passover
 - 14.2.6 narrate what Jesus Christ
did during the last supper
 - 14.2.7 state reasons why Christians
celebrate the death and
resurrection of Jesus Christ
 - 14.2.8 state how the communion is
shared
 - 14.2.9 state how he/she can
prepare for the second
coming of Jesus Christ
 - 14.2.10 write down the meaning of
repentance and forgiveness
 - 14.2.11 explain how the celebration
of the breaking of bread is
done
 - 14.2.12 list the values required
during the breaking of the
bread

- j) desire to share a meal with
others
- k) look forward to the second
coming of Jesus Christ
- l) appreciate the celebration of
the Lord's supper
- m) repent and forgive willingly
- n) practice values required in
the breaking of bread.

- e) CONTENT
- 15.3 The importance of sharing a
meal
(Luke 19: 1-10)
- 15.4 The meaning of Passover
(Exodus 12:21-28)
- 15.5 What Jesus Christ said and did
during the last supper (Luke
22:17-19)
- 15.6 Why we remember the death
and resurrection of Jesus Christ
(1 Corinthians 11: 23-26, Luke
24: 1-9)
- 15.7 How the communion is shared
(1 Corinthians 11: 23-26, Acts
2:42-47, John 6:1-14)
- 15.8 Getting ready for the second
coming of Jesus Christ (2 Peter
3: 10-15)
- 15.9 The meaning of repentance and
forgiveness (Luke 15:11-32)
- 15.10 Celebrating the breaking of
bread (1 Corinthians 11: 23-26)
- 15.11 Values required during the
breaking
of bread (Acts 2:42-47)

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0; CHRISTIANS

**SUPPORTING PEOPLE
WITH SPECIAL NEEDS**

15.2.4 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 16.3** name people with special needs
- 16.4** state how Christians support people with special needs
- 16.5** give reasons why Christians should support people with special needs
- 16.6** tolerate people with special needs
- 16.7** be willing to support people with special needs
- 16.8** be patient with the people with special needs.

15.2.5 CONTENT

- f) Christians supporting people with special needs;
- visually impaired (John 9:1-12)
 - physically handicapped (Acts 3: 1-10, Mark 2: 1-12)
 - hearing impaired (Mark 7:31-35, 37)
 - mentally handicapped (Matthew 8:28-34)
 - behaviourally and emotionally disturbed
 - those with communication disorders (Mathew 9:32-33)
 - orphans (Deuteronomy 26:12, James:27, Jeremiah 7: 5-6)
 - the poor (Psalms 41:1)
 - people living with HIV/AIDS (Mark 1:34)

street children (Jeremiah 7: 5-6)

- refugees
- 4.2.2 Why Christians should care for people with special needs (James 2:14-17)

**SUB-THEME: THE TEACHINGS
OF JESUS CHRIST**

**UNIT 5.0: LIVING A
RESPONSIBLE
LIFE**

16.2.6 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- 17.4** describe his/her interests and abilities
 - 17.5** state his/her own acceptable character traits and less acceptable traits
 - 17.6** state ways he/she can express feelings of worth
 - 17.7** state how others regard him/her
 - 17.8** state how he/she can behave responsibly at home and in public
 - 17.9** describe importance of following instructions
 - 17.10** explain how he/she can develop goal seeking behaviour
 - 17.11** respect authority'
 - 17.12** appreciate himself-herself
- j) set clear goals
k) respect others
l) respect Ms her property and that of others
m) make and maintain friendship.

16.2.7 CONTENT

- c) Acquiring self awareness/self worth (Isaiah 43:4)
- d) Identifying interests and abilities (1 Peter 4:10-11, 1 Corinthians 12:4-11, Matthew 25: 14-30, Exodus' 35:30-35)

- e) Character traits needed for acceptance by others (Galatians 5: 22-23)
- f) Accepting feelings of worth (Isai^ 43:4)
- g) Acquiring socially responsible behaviour (1 Peter 2:1-5, Ephesians 4: 25-32, John 15: 11-17.3.4 Galatians 5: 23-26, Colossians 3: 20, Romans 13: 1-5, Matthew 5: 14-16)
 - xxxviii) at home
 - xxxix) in public
- h) Developing goal seeking behaviour (Matthew 25:14-30)
- i) Developing Life Skills;
 - xl) assertiveness
- xli) decision making
 - xlii) critical thinking
 - xliii) creative thinking
 - xliv) how to listen and respond

SUB-THEME: PENTECOST

UNIT 6.0: BEING LED BY THE HOLY SPIRIT

- g) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
18.2.8 list the fruits and the gifts

of

- b) the Holy Spirit
- c) tell the story of Gideon
- d) explain how Paul responded to the Holy Spirit
- e) explain how the Holy Spirit guided the writers of the Bible
- f) narrate the story of Philip and the Ethiopian Eunuch
- g) describe the charismatic renewal in Kenya
- h) state how the Holy Spirit has led to the unity in the church

- 14.8 desire to be led by the Holy Spirit
- 14.9 read the Bible daily
 - j) use the Bible as his/her guide
 - k) appreciate the charismatic renewal in the church today.
- d) **CONTENT**
- 18.3 Gifts and fruits of the Holy Spirit (1 Corinthians 12:4-11, Galatians 5:22-23)
- 18.4 Story of Gideon (Judges 6:11-16; 7:1-3; 7:16-22)
- 18.5 Response of Paul to the Holy Spirit (Acts 16:6-10, 18: 9-11 20; 22-24)
- 18.6 How the Holy Spirit led the writers of the Bible (2 Timothy 3: 14-17)
- 18.7 Using the Bible as our guide;- Story of Philip and the Ethiopian Eunuch (Acts 8:26-40)
- 18.8 Charismatic renewal in the church in Kenya (John 1:12, Acts 5:32, Luke 11:13)
- 18.9 The Holy Spirit in the life of a Christian (2 Peter 1:2-4, John 16:4-15, 1 Peter 2: 1-5, Acts 13: 1-4)
- 18.10 Unity in the church (Ephesians 4:3-6)

TERM III

THEME: **RELATIONSHIP**
SUB-THEME: **NEIGHBOURS**

UNIT 7.0: GOD'S PEOPLE

COME TOGETHER

7.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- d) mention the differences among pupils in class
 - e) state differences in the local community
 - f) explain how he/she can overcome various social barriers in life
 - g) state how he/she accepts the needy people in society
 - h) state how we are all equal before God
 - i) explain the role of the church in uniting people
 - j) be grateful to God for individual differences
 - k) accept differences among pupils in class
 - l) accept that in spite of ethnic differences it is important to live together in peace
 - j) appreciate the effort made by the church to unite people
 - k) respect each other and other religions
 - l) realize that we are all equal before God.
- e) **CONTENT**
- 19.2.5 Differences in class (Psalms 139: 13-18)
- 19.2.6 How different we are in our local communities;
- ethnic (Romans 12: 4-10)
 - racial (Galatians 3:28, John 4:7-9)
- xlv) wealth (Luke 16:19'31; 18:24-25)
- poverty (Romans 15:26-29)
- religion 1 Corinthians 10:

32-33)

nationality (1 Corinthians 1: 29-31, 9: 19-21)

- 19.2.7 Accepting the needy people (Luke 17:11-19, 10:25-37, James 2:5-9, 14-18)
- 19.2.8 We are all equally important before God (1 Corinthians 12: 20.3 20, James 2:1-4)
- 19.2.9 Role of the church in uniting people (Psalms 133: 1-3, John 17:9-11, James 4: 11-12)

THEME: RELATIONSHIPS

SUB-THEME: DISCIPLESHIP

UNIT 8.0: DIGNITY OF WORK

8.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- b) define work
- c) give reasons why people work today and in traditional African society
- d) explain why God wants him/her to work
- e) explain how work is divided at home
- f) describe various forms and effects of child labour
- g) describe how people work in the community and in the nation
- h) explain the importance of manual work
- i) state what it means to work for God
- j) work willingly
- j) appreciate the various types of work done by people
- k) develop positive attitudes towards work.

c) **CONTENT**

20.2.4 Definition of work (2 Thessalonians 3:12, Genesis 2: 1-3; 2:15)

- 20.2.5 Reasons why people work today and in traditional African society
- 20.2.6 Reasons why God wants us to work (John 4:40-44; 5:17, Romans 12:6-8, John 9:4, Matthew 4: 18-22)
- 20.2.7 Division of work at home (1Thessalonians 4: 11-12; 2Thessalonians 3: 10-12, Colossians 3:23)
- 20.2.8 Forms of child labour (2 Kings 5:2)
- 20.2.9 Effects of child labour (Acts 16:16)
- 20.2.10 Working in the community' (2 Thessalonians 3:6-13)
- 20.2.11 Working for the nation (Romans 13: 6-8)
- 20.2.12 Dignity of manual work (2Thessalonians 3: 7-8, Genesis 4: 2, Acts 18: 1-4)
- 21.2** Attitudes towards work (Luke 18:9-14)
- 21.3** What it means to work for God (Romans 6: 1-2, 6)

**SUB-THEME: CHRISTMAS
UNIT 9.0: THE HOPE OF THE
WORLD**

9.1 SPECIFIC OBJECTIVES

ie end of the unit, the

learner should be able to:

- a) state what his/her hopes are
- b) explain what his/her future hopes are
- c) state how he/she overcomes disappointment
- d) describe what a Christian hopes for
- e) state the hopes of the wise men
- f) explain how God is a sure hope for human kind

- g) state the purpose God the Father has for his/her life
- h) give the meaning of eternal life
- i) develop Christian hope
- j) develop a sure hope in Jesus
- k) Christ desire to live a holy life in the hope of eternal life seek God's

- d) **22.3** CONTENT Our hopes; xlv) after primary school (Romans 8:23-25, 28) future adult life (Psalms 138:7-8, Jeremiah 29:10-14)
- 22.4** How we overcome disappointment (1 Corinthians 13: 9-13)
- 22.5** Jesus Christ the hope of the world; xlvii) the wise men hope for the King (Matthew 2: 1-23) a sure hope for human kind (Matthew 1:18-22, Romans 15:12, John 17: 25-26)
- xlvi) what a church hopes for (John 3:16)

- 9.2.5 Our ambitions in life (Micah 6: 6-8)
- 9.2.6 Jesus Christ's hope of eternal life (John 3: 16; 3:36)
- 9.2.7 Eternal life-how it is received (1 Corinthians 15: 12,21,35,42-44)
- 9.2.8 Life after death (John 14:1-30)

STANDARD SEVEN

TERMI	1.2.3	Meaning of abilities (Exodus 35: 31-33)
THEME: REVELATION	1.2.4	Improvement of abilities; ii) at school (1 Corinthians 12:4-10) liii) at work (1 Corinthians 12: 4-10,
SUB-THEME: CREATION	1.2.5	John 13:12-15, Exodus 36: 1-2)
UNIT 1.0: GOD GIVEN TALENTS/ ABILITIES AND THEIR USES	1.2.6	The work of Christians for God (Exodus 6: 28-30; 7:1-24.3 2 Kings 5:2-4, Jeremiah 1:4-8, Acts 18:24-28) Values acquired in
22.2.6	SPECIFIC OBJECTIVES	
		By the end of the unit, the learner should be able to;
	23.2	state what talents are
	23.3	mention the use of talents at home and at school
	23.4	state how he/she can use talents during free time
	23.5	state what abilities are
	23.6	state how he/she can improve his/her abilities at school and at work
	23.7	tell how Christians cooperate with God
	23.8	list the values he/she acquires in using talents and abilities
	23.9	desire to use his/her abilities well
	23.10	appreciate the talents he/she has.
22.2.7	CONTENT	
d)		Meaning of talents (1 Samuel 16:14-23)
e)		Their use; (Matthew 25: 14-30) xlix)at home l) at school(1 Corinthians 12: 4-7) li) during free time (1 Peter 4: 10-11)
	SUB-THEME: THE BIBLE	
	UNIT 2.0: THE SERMON ON THE MOUNT	
	c)	SPECIFIC OBJECTIVES
		By the end of the unit, the learner should be able to:
	24.2.4	state the difference between secular and Christian values
	24.2.5	list Christian values given in the sermon on the mount
	24.2.6	explain how Christian values from the sermon on the mount are demonstrated in the life of a Christian
	24.2.7	give reasons why a Christian should be just
	24.2.8	explain how forgiveness and reconciliation is a sign of loving our enemies
	24.2.9	state ways in which he/she can promote peace and contentment
	24.2.10	explain the importance of prayer and fasting in Christian living

- 24.2.11 list down living values acquired in education
- 24.2.12 describe ways in which a Christian can live a life of integrity
- j) desire to live a pious life
- k) appreciate Christian values.
- d) CONTENT
- ci) Christian values versus secular values (Matthew 5:1-11)
- cii) Christian values from the sermon on the mount (Matthew 6:1-4);
- liv) poverty (Matthew 5:3)
- lv) mercy and charity (1 Corinthians 13:5)
- lvi) humility (Matthew 5:5)
- lvii) purity (Matthew 5:8,27-28, Philippians 1:9-11)
- ciii) Discernment, judgement and justice in Christian Use (Matthew 7:1-5, Proverbs 2:3)
- civ) Forgiveness and reconciliation (Matthew 5:43-48)
- cv) Peace and contentment (Matthew 6:25-31, Romans 12:18, John 14:27, Matthew 5:23-24)
- cvi) Prayer and fasting (Matthew 6:5-18, Ephesians 6:18, Isaiah 58:3-7)
- cvii) True riches (1 Timothy 6:6)
- cviii) Integrity (Matthew 6:19-21, 1 Corinthians 10:21, 2 Corinthians 8:21)
- cix) Living values acquired in education; (1 Timothy 6:20, 2 Timothy 4:12)
- honesty
- cooperation
- sharing (2 Corinthians 9:7)
- SUB-THEME: EASTER
- UNIT 3.0: ETERNAL LIFE
- 3.1 SPECIFIC OBJECTIVES
- By the end of the unit, the learner should be able to:
- e) state what eternal life is
- f) explain how eternal life is the way of holiness
- g) state how eternal life is the way of faith
- h) explain how eternal life is the way of love
- i) describe how eternal life is the way of joy
- j) describe how eternal life is the way of hope
- k) state how eternal life is the way of justice
- l) explain how eternal life is the way of purposeful suffering
- m) explain why eternal life is living forever in love
- j) describe traditional African beliefs on life after death
- k) desire to experience the joy of eternal life
- l) appreciate the traditional view on life after death.
- c) CONTENT
- 4.3** Meaning of eternal life (**John** 6:47; **John** 17:3)
- 4.4** Eternal life as a way of;
- lviii) Holiness (1 Peter 1:13-17, 3.5 **2 Peter** 3:11)
- lix) faith (Mark 11:22-24)
- lx) joy (Luke 10:20, Philippians 4:4-6)
- lxi) love (**John** 3:16; 15:13, **1 Peter** 1:22)

- lxii) hope (1 Thessalonians 4:13-18)
- lxiii) justice (2 Samuel 12:1-6, Psalms 82:3)
- lxiv) purposeful suffering (1 Peter 4:12-16, John 15:18-21, Acts 7:57-60; 8:1-3)
- 3.2.3 Living forever in love (John 14:1-4, 18-21)
- 3.2.4

TERM II

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: FAITH AND WORK

- c) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
 - 4.2.3 state the meaning of faith and work
 - 4.2.4 give reasons why he/she should work
 - 4.2.5 explain how a Christian can offer services to a neighbour, employer, church and nation
 - 4.2.6 describe causes of child labour
 - 4.2.7 explain what it means to be committed to God's work
 - 4.2.8 describe how he/she can be creative in life
 - 4.2.9 describe what is meant by self-esteem
 - 4.2.10 desire to work
 - 4.2.11 appreciate work done

talents God has given him/her.

- d) **CONTENT**
- 5.4 Meaning of faith and work (Colossians 3:23, James 2:14-18)
- 5.5 Reasons for working; (2 Thessalonians 3:6-10, Acts 18:3)
- 5.6 Christian service to; neighbour (Luke 10:27) employer (Ephesians 6:6-8) the church (Romans 12:9-21) the nation (Titus 3:8)
- 5.7 Causes of child labour
- 5.8 Child rights concerning child labour (Ephesians 6:4)
- 5.9 Working for God; Commitment (Luke 9:23-26, Romans 12:11, 1 Samuel 3:1) being creative (1 Corinthians 12:4-7) developing self-esteem in ourselves and others (Matthew 6:26, 2 Timothy 4:12)) developing sense of responsibility (1 Peter 4:10-11)

SUB-THEME: THE TEACHINGS OF JESUS

UNIT 5.0 : CHRISTIANS IN ACTION IN EDUCATION AND DEVELOPMENT

- e) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
 - 5.3.5 describe the contribution of the early missionaries

- 5.3.6 describe the activities of the church in education
- 5.3.7 name development projects of the church
- 5.3.8 describe the work of a Christian training centre
- 5.3.9 appreciate the contribution of the church in education and development
- 5.3.10 desire to work together with other Christians.

- f) **CONTENT**
- iii) The church in education; lxv) the early missionary" contribution (Matthew 28:19-20)
- lxvi) the early church schools
- lxvii) formal and non formal education
- lxviii) special education (John 9:1-3) youth education programmes (Ecclesiastes 12:1-5)
- iv) Church and development; lxix) in farming (Genesis 1:28,31)
- lxx) international involvement (2 Corinthians 8: 1-4)
- lxxi) Christian training centre (2 Thessalonians 3:6-

SUB-THEME: THE TEACHINGS OF JESUS

UNIT 6.0: CHRISTIANS IN ACTION IN HEALTH CARE AND SOCIAL WELFARE

c) **SPECIFIC OBJECTIVES**

- By the end of the unit, the learner should be able to:
- 7.2.3 describe the activities of the church in health care
 - 7.2.4 describe the work of the church in training the clergy and laity
 - 7.2.5 describe activities of the church in taking care of the social welfare of the needy
 - 7.2.6 explain the involvement of Christians in the church in Africa
 - 7.2.7 appreciate the contribution of the church in health care and social welfare
 - 7.2.8 desire to be an active Christian.

d) **CONTENT**

- 8.3** Church and health care; training medical personnel (Mark 16:15-18, Luke 9:1-6) Mobile clinic service (Luke 9:6) community health programmes (Luke 9:6)

<p>8.4 Church in training; the clergy (Matthew 4:18-22,2 Timothy 2:1-2) the laity (Acts 6; 1-6)</p>	<p>good and bad relationships in the family</p>
<p>8.5 Church and social welfare (Acts 2:43-47; 4:32); • care for the aged (Matthew 25:41-45) care for the orphans (James 1:27) relief services (1 Corinthians 16:1-3) care for refugees (Matthew 25: 35 - 36)</p>	<p>12.10 describe how Jesus Christ is an example in loving family members j) desire to control his/her emotions k) accept himself/herself and others l) desire to develop true friendship m) desire to promote good relationships in the home n) appreciate the work of parents o) follow the example of Jesus Christ.</p>
<p>8.6 Christians working together (John 17:20-23)</p>	

TERM III

THEME: RELATIONSHIPS

SUB-THEME: NEIGHBOURS

UNIT 7.0: FRIENDSHIP AND LOVE

6.3 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- d) state what emotions are
 - e) describe ways of coping with emotions
 - f) explain how he/she can accept himself/herself and others
 - g) describe ways of maintaining friendship
 - h) state the activities he/she does happily with others
 - i) state what he/she can do to contribute to a happy family
 - j) state how parents contribute towards a happy home
 - k) describe the effects of

6.4 CONTENT

- 6.2.5 Emotions;
 - what they are
(1 Samuel 17:28-30;
John 11:35)
 - how to cope with them
(Ephesians 4: 26-32)
- 6.2.6 How to accept ourselves and others (John 7:24.1
Corinthians 13:4-7)
- 6.2.7 Friendship; mutual respect (Galatians 5: 13-15)
 - wanting the best for others
(1 Corinthians 13:4-7)
 - tolerance and patience
(Genesis 29:15-29)
- 6.2.8 Necessity of loyalty, openness and trust(1 Samuel 20: 1-23)
- 6.2.9 Sharing activities with others (Ecclesiastes 12: 13,14, Acts 2:46-47)
- 6.2.10 Contribution of parents in making a happy home (1 Samuel 2:18-19)

- 6.2.11 Contribution of children in making a happy home (Luke 2; 51-52, Colossians 3-20)
- 6.2.12 Effects of good and bad relationships in the family (John 11:1-27, Luke 15;11-24, Ephesians 4:26)
- 6.2.13 Christ our example (Mark 15:1-5, 1 John 4:7-8)

- building
- l) take care of his/her property and that of others
- m) thank God for the work of the church in community and nation building
- n) thank God for the nation.

SUB-THEME; DISCIPLESHIP

UNIT 8.0: CIVIC RESPONSIBILITY

8.2.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the meaning and purpose of authority in the society
- b) state ways of showing respect to people in authority
- c) explain how love, peace and unity help us to build a better society
- d) explain how he/she cares for personal and public property
- e) state the activities carried out during the Harambee youth week
- f) explain how Christian festivals are celebrated
- g) explain ways in which Christians can help others learn how to read
- h) list activities in the community which Christians can do
- i) describe how national days are celebrated
- j) respect people in authority
- k) participate in nation

8.2

8.2.1

CONTENT
Meaning and purpose of authority (Luke 22: 24-27)

8.2.2

Respect for people in authority (Titus 3:1, Romans 13:1-7)

8.2.3

Building of a better society through love, peace and unity (Romans 13:1-7, Colossians

3:12-15)

8.2.4

Care for personal and public property (Exodus 20: 13,15,17)

8.2.5

Activities of the Harambee youth week (Ephesians 4: 2, 15-16)

8.2.6

Christian obligation towards strangers (Matthew 25:35,38,40, Hebrews 13: 1-3)

8.2.7

Helping in literacy work (Proverbs 4:13)

8.2.8

Our role in community work (Philippians 2:1-5)

8.2.9

Celebrating the national days and Christian festivals (Leviticus 23: 39-44)

SUB-THEME: CHRISTMAS

**UNIT 9.0: GOD'S PURPOSE
FOR EVERY CHILD**

9.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

9.4 state what his/her fears are

9.5 explain how he/she can overcome fear

9.6 describe what career he/she wishes to engage in, in adult life

9.7 state the purpose of God for every child

9.8 describe the life of Jesus Christ as a refugee in Egypt

9.9 state what the hopes of Jesus Christ were as a refugee in Egypt

9.10 state what the hopes of Jesus Christ are for human kind

9.11 give reasons why Jesus Christ was born

9.12 state the different ways of celebrating Christmas

j) rely on God to overcome fear

k) appreciate their hope in God's promises

l) thank God for Jesus Christ

m) trust in God for the future.

e) Careers in adult life (Ephesians 1:15-18)

f) Purpose of God for every child (Jeremiah 29; 11 Philippians 2:13-15, 2 Timothy 1:7)

g) Jesus Christ as a refugee in Egypt (Matthew 2:13-14)

h) The hope of Jesus Christ for human kind (Luke 4: 16-19)

i) Reasons for the birth of Jesus Christ (Matthew 1:21)

j) Ways of celebrating Christmas (Luke 2:8-20)

9.3.5 CONTENT

10.1 Our fears; what they are (John 16: 16-21)

STANDARD EIGHT

TERM:	11.2.5	Various drugs and how they are abused (Ephesians 5:18)
THEME: REVELATION	11.2.6	Effects of drugs on human body (Genesis 9: 24)
SUB-THEME: CREATION	11.2.7	Sexual misuse (Romans 1:24-27, 1 Corinthians 6:9-11, Galatians 5:19); prostitution (Hosea 2:5-7, Exodus 20:14, 2 Samuel 11:2-15, John 4:16) homo sexuality (Leviticus 18:22; 20:13, Romans 1:24-27) rape (Genesis 9: 24) incest (1 Corinthians 5:1-21, Genesis 19: 30-36) adultery (2Samuel 11: 2 - 12.3 Exodus 20: 14), fornication
UNIT 1.0: GOD'S HELP AND SELF-HELP		
1.1 SPECIFIC OBJECTIVES		
By the end of the unit, the learner should be able to:		
11.3 describe how the body is the temple of God	11.2.8	Effects of sexual misuse (Deuteronomy 28:20-22); lxxiv) STIs lxxv) HIV and AIDS early pregnancy school drop-outs early marriages death abortion lxxvi) g uilt stress
b) name various drugs		
c) describe how each of the drugs is misused		
d) explain how alcohol is abused		
e) give the effects of drugs on the human body		
c) state types of sexual misuse and their effects		
e) explain the effects of misuse of the environment by human kind		
h) describe the traditional African community view on use and misuse of God's creation		
i) explain the Christian teaching on the use and misuse of God's creation		
j) desire to live a holy life		
k) respect his/her body	11.2.9	Misuse of natural resources; cutting trees mining pollution
l) conserve the environment		
m) appreciate his/her body		
n) appreciate the environment		
o) avoid taking drugs.	11.2.10	View of traditional African society on use and misuse of God's creation c) Christian teaching on use and misuse of God's creation (Genesis 1:11. 12.26-29. Psalms
1.2 CONTENT		
1.2.1 The body is the temple of God Romans 12:1-3, 1 Corinthians 6:13,19-20)		

- d) How to respond to the misuse of God's creation (Psalms 104:16-17)

SUB-THEME: THE BIBLE

**UNIT 2.0: CHRISTIANITY
AND TRADITIONAL
AFRICAN**

HERITAGE

- d) **SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
 - 12.2.3 narrate stories of creation in traditional African communities
 - 12.2.4 state how the unborn, the living, the living-dead and the ancestors are related to each other
 - 12.2.5 differentiate between traditional African understanding of continuity of life and Christianity
 - 12.2.6 explain why we should respect life of both the bom and the unborn
 - 12.2.7 mention some concepts of God in traditional African religion and Christianity
 - 12.2.8 state some ways in which African people responded to the creator
 - 12.2.9 explain how reconciliation with God was done in traditional African society
 - 12.2.10 describe similarities and differences between Christianity and traditional African customs and beliefs
 - 12.2.11 desire to protect life
 - j) appreciate various concepts of God

13.1 CONTENT

- f) African stories of creation lxxvii) (Genesis 1:4-13, 27)
- g) Relationship between the unborn, the living, the living dead and the ancestors (Matthew 1:1-17, Genesis 13:14.2.6 18; 50: 24-25)
- h) Differences between continuity of life in African tradition and Christianity (1 Thessalonians 4:4-17, 1 Corinthians 15)
- i) Respect for the life of the bom and the unborn (Psalm 139:13-16)
- j) Concepts of God in traditional African society and Christianity (John 1:3; 6:35; 8:12; 4:6; 15:5, Matthew 6:9)
- k) Response to God in traditional African society (Isaiah 1:18-20; 9:6-7, Jeremiah 31: 28-31)
- l) Ways of reconciling with God in traditional African society
- m) Similarities between Christianity and traditional African beliefs and customs (Hebrew 1:1, Matthew 5:17, Exodus 34:10-28)
- n) Differences between Christianity and traditional beliefs and customs (Exodus 20:3-5, Hebrews 10:8-10)

SUB-THEME: EASTER

**UNIT 3.0: JESUS CHRIST'S
VICTORY OVER
PAIN AND
SUFFERING**

15.3 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
 - d) list causes of suffering

- b) mention types of suffering
- c) explain various kinds of
- d) physical suffering
- e) identify various kinds of
- f) mental suffering
- g) state various kinds of emotional suffering explain reasons for Jesus Christ's suffering describe how Christians can triumph over pain through the help of the Holy Spirit
- h) list some purposes of suffering mention kinds of suffering that Christians undergo today
- j) appreciate that pain and suffering have a purpose
- k) strive to prevent suffering
- l) appreciate the leading power of the Holy Spirit
- m) appreciate that by sharing in the sufferings of Christ, he/she will share in His resurrection
- n) pray for Christians undergoing suffering
- o) be ready to suffer for Jesus Christ.

15.4 CONTENT

- 15.2.6 Causes of suffering (John 9:1-5, Luke 5:17-26)
- 15.2.7 Pain and suffering; (John 19:1-3; Mark 5: 1-10, Luke 16:19-21, Job 2: 1-10)
 - mental
 - physical
 - emotional
- 15.2.8 Jesus Christ triumphs over pain and suffering (1 Peter 2:6-21, Isaiah 53:3-5, 10-12, John 19:29-30; 20:1-10, Luke 23: 26-49; 24:1-12)
- 15.2.9 Purpose of suffering (1 Peter 3: 18-22; 4: 12-19)
- 15.2.10 Martyrdom (Acts 7:54-60, 12: 1-

5)

- 15.2.5 Christian suffering today (2 Corinthians 1:5)

TERMII

THEME: RESPONSE

SUB-THEME: THE CHURCH

UNIT 4.0: LIVING THE CHRISTIAN FAITH

16.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- d) state the meaning of prayer
- e) explain how prayers can be made in private and public
- f) state the different responses given by God in our prayers
- g) explain the difference between prayer and magic
- h) state the importance of self-denial in relation to serving others
- i) state the importance of having a living faith
- j) describe the relationship between prayer and fasting
- k) appreciate that God answers prayers
- l) appreciate fasting as a means of bringing one near to God
- j) desire to serve God and fellow human beings
- k) live the Christian faith.

16.4 CONTENT

- 16.2.4 Prayer (John 17:21, Acts 3:1, Luke 18: 9-14);
 - lxxviii) meaning
 - lxxix) private and public (Luke 5:15, 16, Acts 2:40-42)
 - lxxx) answers to prayer

- (John 15:7, 1 Samuel 28:1-20)
- 16.2.5 Differences between prayer and magic (Acts 8:9-13, 18-22)
- 16.2.6 Relationship between fasting and prayer (Matthew 6: 16-18)
- 16.2.7 Self denial in service to others (Mark 8: 34,35)
- 16.2.8 Faith in daily action (Romans 12:1,2, Hebrews 11: 1-3,8-12)
- 16.2.9 Meaning of a living faith (James 2:14-17; 5:16)

TERM 11

THEME: RESPONSE

SUB-THEME: THE TEACHING OF JESUS
 UNIT 5.0: SOCIAL PROBLEMS AND CHRISTIAN VALUES

- 17.3 SPECIFIC OBJECTIVES**
 By the end of the unit, the learner should be able to:
- c) state ways in which one can practice justice
 - d) explain the importance of fairness in his/her daily life
 - e) give reasons why a Christian should be honest
 - f) describe effects of corruption in the society
 - g) explain how nepotism destroys good relationship
 - h) explain what happens when resources are mismanaged
 - i) apply Christian values in his/her life
 - j) avoid corruption, injustices and nepotism
 - k) desire to apply Christian principles in his/her life
 - j) use Christian values when

dealing with social problems.

17.4 CONTENT

- 17.2.3 Christian values (Amos 5:10-11; 14-15);
 lxxxi) justice (Jeremiah 22:3, Micah 7:2-4, Amos 8:4-6)
18.3 James 5:1-6)
 fairness (Genesis 37:25-36, John 8:2-11)
 lxxxii) honesty (Proverbs 12:17)
 lxxxiii) integrity (2 Kings 5:20-27, Ecclesiastes 7:7, Proverbs 10:10, Matthew 22:16)
- 17.2.4 Social problems;
 nepotism (Matthew 12:46-50, Mark 10:35-37)
 tribalism (John 4:5-10)
 lxxxiv) corruption (Luke 19:1-10)
 lxxxv) mismanagement of resources (1 Corinthians 3:16-17)
 l) natural

SUB-THEME: PENTECOST
 UNIT 6.0: JESUS FREES AND COMMANDS
 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- h) state how he/she makes use of personal freedom
 - i) explain how Jesus Christ showed His obedience to God

- c) describe how Jesus Christ showed His loyalty to His father
- 18.2 explain how Jesus Christ reacted to Jewish authority
- e) state ways in which he/she reacts to authority

- f) describe how he/she relates to parents and the community
- g) explain the teachings of Jesus Christ on freedom
- h) desire to achieve true freedom,
- i) express loyalty to the state
- j) respect his/her parents.

- 6.2 **CONTENT**
- 6.2.1 Meaning of Christian freedom (Galatians 5:1,13)
 - 6.2.2 Jesus Christ shows His obedience to God (Luke 22:46 - 49)
 - 6.2.3 Jesus Christ's reaction towards freedom (John 8:31-34)
 - 6.2.4 Jesus Christ's respect for authority (Matthew 22: 15-22; 23:1-3)
 - 6.2.5 Personal freedom in relation to;
 - lxxxvi) ourselves (1 Corinthians 6:12; 8:9-13, 1 Peter 2:16)
 - lxxxvii) authority (Titus 3: 1-2)
 - lxxxviii) parents (Luke 2: 51-52)
 - lxxxix) community
 - 6.2.6 Loyalty to the state (Romans 13: 1\

TERM 111

THEME: RELATIONSHIPS

SUB-THEME: NEIGHBOURS

UNIT 7.0: THE FAMILY AND MARRIAGE

18.2.11 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the different types of families
 - b) state the factors considered when choosing a marriage partner
 - c) state factors to consider when getting married
 - d) mention advantages of a Christian marriage
 - f) describe the essential needs of a family
 - discuss what undermines a good marriage relationship
 - state qualities of a good parent.
- h) list the qualities of a good child
- i) state the traditional African view of love and marriage
- j) explain the Christian teaching on love and marriage
- k) appreciate his/her family structure
- l) desire to form good relationships in the family
- m) appreciate his/her parents
- n) portray good behaviour
- o) appreciate the Christian teaching on marriage.

"2 CONTENT

"21 Types of families (Ephesians

5:31-33);

nuclear

extended

" 22 Factors to consider when

choosing a marriage partner

(Proverbs 19:14,31 Matthew
1:18-25)

" 23 Marriage; (Genesis 2:18-24)

benefits of a Christian

marriage (Mark 10:9)

factors to consider when

getting married (Genesis

24: 1-19)

essential needs of a family

obstacles to a good

marriage

traditional African view on

love and marriage

Christian teaching on love

and marriage (Matthew

19:1-12; Ephesians 5:

22,28,

1 Corinthians 7; 13:4-7)

■ 2- Qualities of a good parent

(Psalm 127:3, Matthew 19:13-

18.2.6 Proverbs 6:6-11; 9:18;

29:17)

" 25 Qualities of a good child

(Ephesians 6: 1-3)

SO-THEME: DISCIPLESHIP

RSIJ 8.0:

RESPONDING TO CHRIST'S CALL

19.3 SPECIFIC OBJECTIVES

By the end of the unit, the

learner should be able to:

- e) state the meaning of discipleship
- b I describe the teachings of Jesus Christ on discipleship
- c' explain how loving one another demonstrates discipleship

d) state the importance of loving others

e) explain the place of wealth in Christian discipleship

f) list ways in which wealth is misused in Christian discipleship today

g) distinguish between the work of an evangelist and a witness

h) desire to be disciples of Jesus Christ

i) serve others willingly

j) deny himself/herself for the sake of Jesus Christ,

k) love other people,

l) appreciate the work of evangelists and witnesses in the church today.

19.4 CONTENT

19.2.5

Meaning of discipleship (Acts 28:16-20, Matthew 4:18, Luke 9:1-9.

Acts 1:54-60')

teachings of Jesus Christ on

discipleship (Matthew 5:44,

Luke 9: 5'-62)

abiding in the vine

(John 15:'. Romans 8:1)

loving one another (John

3:16."

1 Corinthians 13:1; 1 John

3:11i

serving one another

(John 13:4-5,14)

denying oneself (Mark 8:34

)

the place of wealth in Christian

discipleship (Proverbs 30:8-9.

Mark 10:17-22)

misuse of wealth in Christian

discipleship today (Micah 3:5.

11)

19.2.6

Role of evangelists and witnesses (Matthew 28:19-20, Acts 1:8,

Ephesians 4:11-12)

SUB-THEME: CHRISTMAS

UNIT 9.0: LEISURE

20.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- f) state the meaning of leisure
- g) state different kinds of leisure
- h) list leisure activities in traditional African society and in modern society
- i) describe the importance of leisure in his/her personal growth
- j) explain the importance of leisure in a family
- k) describe the use of leisure in cultural development
- l) name Christian activities they can do during leisure
- h) give examples of how leisure is misused
- i) write down the destructive elements in some leisure activities
- j) state the difference between leisure and unemployment
- k) discuss how to make proper use of leisure time
- l) appreciate leisure
- m) desire to make proper use of time for leisure
- n) avoid destructive leisure
- o) appreciate the importance of leisure in a family
- P) desire to develop certain skills during their leisure
- q) vary leisure activities.

20.4 CONTENT

- 20.2.6 Meaning of leisure (Ecclesiastes 3:1-8)
- 20.2.7 Leisure today and in traditional African communities
- 20.2.8 Uses of leisure;
 - xc) for personal growth (1 Samuel 16:23)
 - xcii) to be with the family
 - xcii) for cultural development
- 20.2.9 Christian activities during leisure (Genesis 2: 1-2, Exodus 20:8-11, Luke 1: 39-45)
- 20.2.10 Misuse of leisure (Genesis 9: 20-25)
- 20.2.11 Leisure and unemployment (2 Thessalonians 3:6-12)

LOWER PRIMARY-STANDARD 1-3

SUGGESTED TEACHING/LEARNING EXPERIENCES

- 1. Singing
- 2. Question and answer
- 3. Role-play
- 4. Practical work
- 5. Story-telling
- 6. Chanting
- 7. Drawing
- 8. Miming
- 9. Recitation
- 10. Nature walk
- 11. Modelling
- 12. Imitation

RATIONALE

The learners at this stage understand more from what they see and do than what they hear. The question and answer method provokes the learners thinking and encourages them to participate in the lesson. Learners are active and creative at this stage so they need activities that will keep them alert. Their attention span is also low therefore, they need activities that are simple and enjoyable to keep them busy.

SUGGESTED

TEACHING/LEARNING

RESOURCES

- 21.2 The Good News Bible
- 21.3 Charts
- 21.4 Pictures
- 21.5 Clay/plasticine
- 21.6 Flashcards
- 21.7 Post cards/letters
- 21.8 Real objects (A cross) models
- 21.9 Paper
- 21.10 Drawing tools
- 21.11 Models

- 21.12 Resource and persons

RATIONALE

To make the lesson explanations clear and easy to understand

SUGGESTED ASSESSMENT

METHODS

- d) Oral questions
- e) Observation

At this stage learners should not be subjected to rigorous assessment activities.

UPPER PRIMARY 4-8

SUGGESTED

TEACHING/LEARNING

EXPERIENCES

- 22.3 Singing
- 22.4 Nature walk
- 22.5 Storytelling
- 22.6 Group discussion
- 22.7 Dramatization
- 22.8 Drawing
- 22.9 Role play
- 22.10 Question and answer
- 22.11 Recitation
- 22.12 Visits
- 22.13 Field trips
- 22.14 Mining
- 22.15 Practical work
- 22.16 Project
- 22.17 Reading
- 22.18 Exposition

RATIONALE

- 22.2.5 The learners at this stage have acquired enough vocabular}' to allow for expression through group discussion.
- 22.2.6 They ha^e also acquired a reasonable amount of writing and reading skills.
- 22.2.7 The learners are more adventurous and therefore would like to interact more with the environment warranting nature walks, field trips and visits.
- 22.2.8 They are able to remember what is learnt and can apply theoretical knowledge in real life situations
- 22.2.9 The learners are more creative and can explore this creativity through drawing, dramatization, role play, singing.
- 22.2.10 They have developed a high sense of responsibility to allow for projects, and practical work

11. Learners are mature enough to join high school and so exposition method of teaching prepares them for the next level.

**SUGGESTED
TEACHING/LEARNING
RESOURCES**

16. The Good News Bible
17. Real objects
18. Pictures
19. Charts
20. Drawing tools
21. Paper
22. Resource persons
23. Hymn Books
24. Posters
25. Newspaper cuttings
26. Glue/paste
27. Flash cards
28. Rulers
29. Cutting tools
30. Roll of paper
31. Working tools
32. Toys
33. Musical instruments
34. Games equipment

IONALE

7. Enables learners to practically apply knowledge and attitudes gained in class.
8. Learners are able to participate actively in the teaching/learning process.
9. They encourage self initiative in the teaching/learning process.
10. Encourages inter-disciplinary approach in learning.

Teachers are free to improvise learning resources according to the local needs of the teaching/learning process.

1. Written questions
2. Oral questions
3. Observation
4. Checklists
5. Projects

INTRODUCTION

BISMILLAAHI - RRAHMAANI -RRAHIIM IN THE NAME OF ALLAH MOST GRACIOUS MOST MERCIFUL

Praise be to Allah (S.W), Most Gracious Most Merciful. Salutation and blessings be upon His Messenger Muhammad (p.b.u.h), His progeny and the noble companion.

This primary school I.R.E. syllabus provides guidelines for the implementation of Islamic Religious Education.

The teaching of I.R.E is primarily aimed at giving the learners an opportunity to acquire the fundamental principles of Islam, in order to be at peace with the Creator, self and the environment.

The syllabus has been arranged using the spiral approach to cater for the learners' entry behaviour and competence.

The Primary I.R.E Course has nine (9) areas of study namely;

12. Quran
13. Hadith/Sunnah
14. Devotional Acts
15. Moral Teachings
16. Pillars of Iman
17. Muamalat
18. History of Islam
19. Festivals and ceremonies
20. Al-Ilm

The given content areas provide skills and concepts which the learners may relate to other subjects in the curriculum. In addition, it is expected to help the learners develop holistically. It also provides the foundation for the learners' future advancement in their educational endeavours. The main references in the teaching of I.R.E in primary schools are the Quran and Sunnah among other relevant teaching and learning resources.

In handling the Islamic Religious Education content, one has to take into consideration the learners' needs, interests and experience. Special attention has also been given in this syllabus to relate the teachings of Islam on emerging issues such as HIV/AIDS, corruption, drug abuse and environmental degradation among others.

GENERAL OBJECTIVES FOR PRIMARY ISLAMIC RELIGIOUS EDUCATION

By the end of the course, the learners should be able to:

35. read and state the meaning of Quran
36. write the Quran in its original scripts
37. develop spiritually, morally and socially so as to lead better life in this world and hereafter
38. acquire adequate knowledge in order to practise acts of “Ibadah” as per the divine commands
39. appreciate and respect the dignity of work as a form of Ibadah.
40. develop respect on other people’s faith and foster harmonious co-existence through tolerance
41. acquire moral values to be role models and face contemporary challenges
42. be at peace with Allah (S.W) self, others and environment
43. develop interest to improve their talents, potentials and pursue further knowledge
44. appreciate the role of Islamic history in the development of human culture and civilization
45. promote international consciousness through an understanding of the universality of Allah, equality of mankind and brotherhood of Islam.

1.0 TOPIC: QURAN

1.1. SUB-TOPIC:

- (i) Quran Alphabets
- (ii) Surah Al-Fatiha
- (iii) An-Nnas
- (iv) Al-Falaq

1.2 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) recognize Quranic alphabets
- b) read Quranic alphabets
- c) recite the given surah
- d) write Quranic alphabets
- e) state the meaning of the given surah
- f) memorize the given surah
- g) use the surah in prayers
- h) observe proper pronunciation and articulation.

1.3 CONTENT

- 1.3.1 Single Quranic alphabet; Alif, Ba
- 1.3.2 Single Quranic alphabets; with “Haraka” e.g. Alif Fatha, Be-Kasra
- 1.3.3 Phonetic of selected letters e.g. Haa, Khaa, Ain and Chain
- 1.3.4 Combining two letters e.g. A-lla, Ba-llaa,
- 1.3.5 Surah Al-Fatiha, An-Nnas and Al-Falaq

TOPIC: HADITH/SUNNAH

SUB-TOPIC:

- (i) Cleanliness
- (ii) Love for Allah
- (iii) Iman
- (iv) Ihsaan

2.1.1

SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) narrate the hadith on cleanliness, Iman, love for Allah and Ihsaan
- b) explain the teachings of the selected hadith
- c) discuss the teachings of the selected hadith on their day-to-day life.
- d) appreciate that Islam is a complete way of hfe

2.3

CONTENT

2.3.1

Study the hadith on:

- Cleanliness e.g. “Islam is cleanliness, so clean yourselves because none shall enter paradise except those who are clean.”
Love for Allah e.g. “Keep off the worldly affairs and be loved by Allah and keep off peoples affairs they will love you”.
Iman e.g. “None of you can be a true believer unless he loves for his brother what he loves for himself”.

Ihsaan e.g. “Ihsaan is to worship Allah as if you see Him for if you don’t see Him, He sees

**3.0 TOPIC:
DEVOTIONAL ACTS**

3.1 SUB-TOPICS:

- (i) Pillars of Islam
- (ii) Kalima
- (iii) Importance of Kalima

3.2 SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:

- a) state the pillars of Islam
- b) recite the Kalima
- c) state the meaning of Kalima
- d) strengthen their belief in Allah (S.W)
- e) use the Kalima in their daily activities

3.3 CONTENT

3.3.1 . Study the Kalima “None is to be worshipped but Allah, Muhammad is His messenger”.

- k) make one enter paradise
- l) apply it in daily prayers
- m) make one earns Thawaab, i.e. reward from Allah

4.0 TOPIC: PILLARS OF IMAN

**4.1 SUB-TOPICS:
Pillars of Iman**

- vii) Study the importance of the Kalima e.g.

Belief in Allah (S.W.)

4.1.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:

- a) mention the pillars of Iman
- b) state the meaning of Islam
- c) observe the creations of Allah (S.W)
- d) appreciate the existence of Allah (S.W)

4.2. CONTENT

- 4.2.1 Study the pillars of Iman
- 4.2.2 Belief in Allah, His angels. His books. His Prophets, Last Day and Qadar '
- 4.2.3 Observation of Allah’s creations e.g. sun, skies, hills, mountain, animals, 1 plants and human beings
- 4.2.4 Songs and Rhymes on meaning of Islam
- 4.2.5 Pillar of Iman

5.0: TOPIC: MORAL

TEACHINGS

5.1: SUB-TOPICS:

- i) Cleanliness
- j) Islamic etiquettes
- k) Islamic salutation

e) SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- vii) use Islamic way of greetings
- viii) practice good manners
- ix) memorize Islamic phrase on salutation
- x) appreciate to live in a healthy moral and

<p>5.2 CONTENT</p> <p>5.2.1 Hadith on cleanliness</p> <p>5.2.2 Personal hygiene</p> <p>5.2.3 Environmental hygiene</p> <p>5.2.4 Decency in language</p> <p>5.2.5 Politeness</p> <p>5.2.6 Greeting phrase “Assalam Alaikum”</p> <p>6.0: TOPIC: FESTIVALS AND CEREMONIES</p> <p>6.1: SUB-TOPICS:</p> <p>(i) Friday as an important day for Muslims celebration for Friday</p> <p>(ii) Miladu - Nnabii Celebration for Miladu - Nnabii</p> <p>6.1.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>a) recognize Friday as an important day for the Muslims</p> <p>b) mention the activities done by the Muslims on a Friday</p> <p>c) sing and rhyme the Qasida related to the birth of the Prophet (p.b.u.h)</p> <p>d) state how Muslims celebrate Miladu-Nnabii.</p> <p>6.2 CONTENT</p> <p>6.2.1 Religious events that are related to Friday e.g. creation of Adam, Qiyama,</p> <p>6.2.2 Friday prayers</p> <p>6.2.3 Narrate the birth of the Prophet (p.b.u.h) How Muslims celebrate Miladu-Nnabi</p> <p>6.2.4 Preparation and activities done on a Friday e.g. congregational prayer</p>	<p>7.0</p> <p>7.1</p> <p>7.1.1</p> <p>7.2</p> <p>7.2.1</p> <p>7.2.2</p> <p>7.2.3</p> <p>7.2.4</p> <p>7.2.5</p> <p>8.0</p> <p>8.1</p>	<p>TOPIC: MUAMALAT</p> <p>SUB-TOPIC:</p> <p>i. Prime love</p> <p>ii. For Muslims</p> <p>iii. Good behaviour</p> <p>iv. Shukr</p> <p>SPECIFIC OBJECTIVES:</p> <p>By the end of the topic, the learner should be able to:</p> <p>a) mention the bounties of Allah (S.W) to them</p> <p>b) develop love for Allah (S.W)</p> <p>c) discuss the character of the Prophet (p.b.u.h)</p> <p>d) state ways on how to thank their parents</p> <p>e) identify Allah’s favours to mankind</p> <p>f) discuss the teachings of the Prophet (p.b.u.h)</p> <p>g) state what their parents are doing for them.</p> <p>CONTENT</p> <p>Love for Allah (S.W)</p> <p>Love for the Prophet (p.b.u.h)</p> <p>Love for parents</p> <p>Good things done to/by them</p> <p>Importance of “Shukr”</p> <p>TOPIC: HISTORICAL AND CULTURAL HERITAGE</p> <p>SUB-TOPICS:</p> <p>(i) Birth of the Prophet (p.b.u.h)</p> <p>(ii) Chronology of the Prophet (p.b.u.h)</p>
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h) Family tree of the Prophet (p.b.u.h)

f) **SPECIFIC OBJECTIVES:**

By the end of this topic, the learner should be able to:

- xi) narrate the birth of the Prophet (p.b.u.h).
- xii) state the family lineage of the Prophet (p.b.u.h).

vi) **CONTENT**

- l) Birth of the Prophet (p.b.u.h)
- m) Full names of the Prophet (p.b.u.h)
- n) Family tree of the Prophet (p.b.u.h)

i) **TOPIC: AL-LLM**

j) **SUB-TOPIC: Place Of
Worship
(Mosque)**

SPECIFIC OBJECTIVES

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

- h) visit a mosque as a place of worship
- i) discuss the activities that are carried out in the Mosque
- j) mention the functions of a mosque
- k) explain temple and church as places of worship for the Hindus and Christians respectively

k) **CONTENT**

- 9.2.1 Places of worship for Muslims
- 9.2.2 A Mosque
- 9.2.3 Functions of a Mosque

STANDARD TWO

TOPIC:

1.0 QURAN

1.6 SUB-TOPIC:

Quranic alphabets Surah

- e) Al-Ikhlās
- f) Al-Lahab
- g) An - Nasr
- h) Al-Kāfirun

g) SPECIFIC OBJECTIVES

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

- k) read and write Quranic surah
- l) memorize selected surah
- m) observe proper pronunciation and articulation
- n) state the basic meaning of the given surah
- o) apply the surah in their daily prayers.

1.7 CONTENT

- 3.2.14 Three Quranic letter words with “haraka” e.g. Kataba, Jalasa
- 3.2.15 Double “haraka” (Tanween) e.g. Fat-hatein
- 3.2.16 Tongue twisting phrases
- 3.2.17 Reading and memorizing surah
 - i) *Al-ikhlas*
 - j) Al-Lahab
 - k) An-Nasr
 - l) Al-Kaafirun

xciii)

SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to;

- n) deduce the teachings on the selected hadith
- o) narrate the hadith on swalat, Iman, Good deeds and love for parents
- p) apply the teachings of the hadith in their day to day life.

CONTENT

Study the hadith on;

- 2.2 m) Swalat
e.g. “swalat is the pillar of religion”
- 2.2.2 Hadith on Iman;- e.g. “None will be a true believer until all that he likes is in line with my teachings”
- i) Hadith on Good deeds; e.g. “What will mostly take people to paradise will be the fear of Allah (S.W) and good behaviour”
- j) Hadith on the love for parents; e.g. “The pleasure of the parents and the displeasure of Allah (p.b.u.h) is on the displeasure of the parents”.

3.0 TOPIC: DEVOTIONAL ACTS

3.1

SUB-TOPIC;

1.5 TOPIC: HADITH/SUNNAH

1.6 SUB-TOPICS

- 1.2.11 Swalah
- 1.2.12 Iman
- 1.2.13 Good deeds
- 1.2.14 Love for parents

- (i) Pillars of Islam
- (ii) Fardh prayer
- (iii) Udhu
- (iv) Qibla (V)
- Dress

3.1.1 SPECIFIC OBJECTIVES

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

- 2.8 state the fardh parts of udhu
- 2.9 demonstrate the performance of udhu
- 2.10 identify the direction of Qibla
- 2.11 observe proper dress for prayers
- 2.12 practise acts of

3.2 CONTENT

- 3.2.1 pillars of Islam i.e. shahada, swalat, saum
- 3.2.2 cleanliness before prayer
- 3.2.3 name the parts of the body washed in udhu
- 3.2.4 fardh prayers
- 3.2.5 covering of aura (naked arts)

4.0 TOPIC: PILLARS OF IMAN

4.1 SUB-TOPIC:

Belief in tie:

- j) Angels
- k) Books
- l) Prophets

4.1.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to; ^
- 2.2.15 mention some of the Angels, Books and Prophets
 - 2.2.16 name the Books of Allah (S.W) and their Prophets
 - 2.2.17 list the names of the prophets of Allah (S.W)
 - 2.2.18 develop belief in Angels, Books and Prophets.

4.2 CONTENT

- 4.2.1 The Angels of Allah (S.W)
- 4.2.2 Duties of Angels
- 4.2.3 Names of the Prophets

5.0: TOPIC: MORAL TEACHINGS

5.1 SUB-TOPIC:

Islamic etiquette

- vii) Bismillahi
- viii) Al-hamdulillahi
- ix) Importance of performing regular prayers

5.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) articulate and explain when Islamic phrases are applied
- b) suggest ways in which they can develop Islamic manners and behaviours
- c) perform regular prayers
- d) discuss the importance of prayers.

5.2 CONTENT

- 5.2.1 Islamic etiquette
- 5.2.2 Uses of the following phrases

Maashallah
Jazakallah
Alhamdulillah
Lahaula wala Quwwata illabillah
Insha-allah
Bismillah
Astaghafirullah

5.2.3

Manners of the following;
Toileting
Eating

3.4	Importance of prayers	1.3.10	SPECIFIC OBJECTIVES
m)	TOPIC; FESTIVALS AND CEREMONIES		By the end of the topic, the learner should be able to;
n)	SUB-TOPIC: Iddu-Fitr		cii) differentiate between good and evil
	n) Celebration of Iddul-fitr		ciii) use appropriate language when talking to people
	o) Iddul-Adh-Ha		civ) state the dangers of telling lies
	p) Celebration of Iddul-Adh-Ha		cv) state the names of Allah (S.W) that are used in swearing.
	q) Muharram		
3.2.11	SPECIFIC OBJECTIVES	4.2.11	CONTENT
	By the end of the topic, the learner should be able to;	i)	Study the hadith on; The use of good language i.e. "He who believes in Allah (S.W) and the Last Day should speak beneficently (good) or keep quiet ' Speaking the truth "stick to the truth as truth verily leads to good things (benevolence) and keep away from lying, indeed lies lead a person towards hell fire"
	4.7 explain how Islamic festivals are celebrated		
	4.8 identify significant activities that are related to Muharram	j)	List down good and bad deeds
	4.9 participate in the Islamic celebrations	k)	Study the hadith on swearing "He who has to swear, should swear by the name of Allah (S.W)"
o)	CONTENT		
f)	Reasons and methods of celebrations of:		
	r) Iddul -Fitr		
	s) Iddul-Adh-Ha		
	t) Muharram		
g)	Significance of:		
	u) Iddul-Fitr		
	v) Iddul-Adh-Ha		
	w) Muharram		
4.2.9	TOPIC: MUAMALAT		
4.2.10	SUB-TOPICS:	k)	SUB-TOPICS:
	1.5 Use of good language		3.3.10 Family members of the Prophet (p.b.u.h)
	1.6 Good and evil deeds		3.3.11 Childhood of the Prophet (p.b.u.h)
	1.7 Swearing		3.3.12 Prophet's (p.b.u.h) character
	1.8 Evils of telling lies		

- (iv) **SPECIFIC OBJECTIVES**
By the end of this topic, the learner should be able to:
- 4 name the family members of the Prophet (p.b.u.h)
 - 5 narrate the childhood of the Prophet (p.b.u.h)
 - 6 discuss the character of the Prophet (p.b.u.h) at his early age
 - 7 emulate the character of the Prophet (p.b.u.h).

l) **CONTENT**

- 4.5** The family tree of the Prophet (p.b.u.h)
- 4.6** Prophet (S.A.W) foster mother
- 4.7** Guardianship of Abdul-Mutwalib
- 4.8** Qualities of the Prophet (p.b.u.h)

4.2.4 **TOPIC; AL-ILM**

4.2.5 **SUB-TOPICS:**

- i) **Places of worship for other religions**
- j) **The spirit of**

harambee in Islam

9.1.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to;
- h) develop respect for other religions and their places of worship
 - i) narrate the spirit of harambee shown by the Prophet (p.b.u.h) in building of the Mosque in Madina.

4.2.6 **CONTENT**

- 5.5** Places of worship for the Muslims, Christians and Hindus
- 5.6** The Prophet's Mosque in Madina

STANDARD THREE

<p>5.2.5 TOPIC: QURAN</p> <p>5.2.6 SUB-TOPIC: Quranic Alphabets 8.4 Surah al-Kauthar 8.5 Surah al-Maun 8.6 Surah al-Quraish</p> <p>f) SPECIFIC OBJECTIVES By-the end of the topic, the learner should be able to; 8.2.6 read and write Quranic surah 8.2.7 memorize selected surah 8.2.8 observe proper pronunciation and articulation 8.2.9 apply the surah in the daily prayers 8.2.10 state the basic meaning</p> <p>1.2 CONTENT The use of Sukun, Shadda and Maddah 1.2.1 1.2.2 Reading the surah using all the 'haraka' covered 1.2.3 Memorize the surah 1.2.4 Meaning of the surah</p> <p>2.0 TOPIC: HADITH/SUNNAH</p> <p>2.1 SUB-TOPICS: Manners of: eating sleeping toileting drinking worship salutatio "</p>	<p>9.2.8 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: 10.5 <i>naiTate</i> the Hadith on mannerism of eating, sleeping, drinking, toileting 10.6 deducing the teachings on the hadith 10.7 apply hadith in this day to day activities</p> <p>2.2 CONTENT 10.2.5 Study the hadith on: Manners of eating e.g. "start by Bismillah, eat using your right hand, and eat what is in front of you" Drinking e.g. "The Prophet (p.b.u.h) when he drank would stop three times for taking breath".</p> <p>10.2.6 Sleeping e.g. when the Prophet (p.b.u.h) lay down for a sleep at night, he would place his hands under his cheek and say a dua: "Allah with your name I die and return to life"</p> <p>10.2.7 Worship e.g. "Allah's due from His sei"vants is that they should worship Him and should not associate ought with Him and the due of His servant from Allah is that He will not chastise those who do not associate ought with Him".</p> <p>10.2.8 Salutation e.g. " The person closest to Allah (S.W) is one who starts greeting the others"</p>
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3.0	TOPIC; DEVOTIONAL ACTS	4.5	SPECIFIC OBJECTIVES
3.1	SUB-TOPICS: 9.5 Udhu 9.6 Time of swalat 9.7 Adhaan and Iqamah 9.8 Postures of swalat 9.9 Rakaat 9.10 Tashahud		By the end of the topic, the learner should be able to: 4.3.11 develop belief in the prophets, Last Day and Qadar 4.3.12 discuss the events of the Last Day 4.3.13 list the names of the prophets of Allah (S.W) 4.3.14 develop total reliance in Allah (S.W).
i)	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: 9.2.7practise the acts of worship; 9.2.8demonstrate correct postures of swalat; 9.2.9 perform udhu; 9.2.10 recite Adhaan and Iqamah; recite the Tashahud.	iv)	CONTENT 5.9 Naming of the last fifteen (15) Prophets, of Allah (S.W) i.e. Yusuf, Ayyub, Dhul-Kifli, Shuaib, Musa, Harun, Yunus, Daud, Sulaiman, Ilyas, Al-Yasaa, Zakariyah, Yahya, Issa and Muhammad (p.b.u.h) 5.10 Ressurrection (Baath) Assembling (Mah-shar) and Judgement (Hukmu) 5.11 Destiny (Jannah/Naar)
3.2	CONTENT 3.2.1 Sunnah and fardh parts of udhu 3.2.2 The times of fardh prayers 3.2.3 Postures in Swalat 3.2.4 Rakaat for each Fardh prayer 3.2.5 Tashahud 3.2.6 Distinction of Adhaan and Iqamah	g)	TOPIC: MORAL TEACHINGS 5.1: SUB-TOPICS: 5.2.5 Prohibition of gambling 5.2.6 Prohibition of stealing 5.2.7 Punctuality 5.2.8 Obedience
4.0	TOPIC: PILLARS OF IMAN SUB-TOPICS:	i)	SPECIFIC OBJECTIVES By the end of this topic, the learners should be able to: 8.4 appreciate to live in a healthy, moral and social order 8.5 state factors which will help them to develop good relationship with others
4.1	Belief in the Prophets Belief in the Last day Belief in Qadar		

	8.6	discuss the evils of gambling and stealing		6.2.4	Idd prayers
	8.7	list down the advantages of punctuality.		e)	TOPIC: MUAMALAT
8.2.6	CONTENT			f)	SUB-TOPICS:
9.4		Effects of gambling e.g. leads to corruption, poverty and wastage		11.2.5	Walad Swaleh
9.5		Evils of stealing e.g. mob justice, loss of trust and <i>dishonesty</i>		11.2.6	Good company
9.6		Importance of being punctual e.g. saves time, nurtures responsibility, shows commitments		11.2.7	Kindness to small creatures
9.7		Punctuality in prayers and school		11.2.8	Care for plants
9.8		Rights of parents, teachers and others		11.2.9	Helping others
				11.2.10	Visiting the sick
9.5	TOPIC: FESTIVALS AND CEREMONIES		12.7		SPECIFIC OBJECTIVES
9.6	SUB-TOPIC:				By the end of this topic, the learner should be able to:
	10.8	Islamic calendar		f)	develop kindness towards the weak, disabled and the orphans
	10.9	Idd prayers		g)	explain various ways of showing kindness to creatures
10.2.4	SPECIFIC OBJECTIVES			h)	discuss ways of caring for plants
		By the end of this topic, the learner should be able to:		i)	develop mercy towards the sick
		' a) explain the importance of Al-Hijra		j)	appreciate being in good company
	11.5	list down the Islamic months		k)	state the characteristics of waladum salih.
	11.6	explain the preparations done for Idd prayers	g)		CONTENT
	11.7	appreciate the performance of Islamic Festivals.	12.2.5		Good friends one has
			12.2.6		Kindness to small creatures e.g. cat, hen
			12.2.7		Care for plants
			12.2.8		Care for the environment
			12.2.9		Care for a sick person
			12.2.10		Hadith on Walad swalih e.g. "when a person dies all his "Ammal" are closed except for three
	CONTENT				
6.2		Islamic months e.g.			
6.2.1		Muharram, Safar, Rabiul-			
6.2		Awwal			
		Important events which			
6.2.3		occur in the Islamic months			
		Preparation for Idd prayers			
		e.g. ghusul, perfuming			

13.5 TOPIC: HISTORICAL AND CULTURAL HERITAGE

8.1 SUB-TOPICS:

- d) The Prophet (p.b.u.h) as a youth
- e) Prophet's (p.b.u.h) journey to Syria with Abu Talib
- f) Prophet's (p.b.u.h) marriage to Bibi Khadijah

15.6 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- m) explain the qualities of Prophet Muhamad (p.b.u.h) at his early age
- n) narrate the story of the Prophet's (p.b.u.h) life with Abu Talib.
- o) narrate the Prophet's (p.b.u.h) marriage to Bibi Khadijah.

e) **CONTENT**

- 2.2.10 The Prophet's (p.b.u.h) early age
- 2.2.11 The journey of the Prophet (p.b.u.h) to Syria
- 2.2.12 The Prophet's (p.b.u.h) marriage to Bibi Khadijah

9.0 TOPIC: AL-ILM

3.5 SUB-TOPICS:

- h) Bait al-Maqdis
- i) The Kaaba

3.2.9 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 4.6** narrate the story of the building of Bait-ul-Maqdis

- 1.3.13 identify the Kaaba as a House of worship
- 1.3.14 give different names of the Kaaba
- 1.3.15 appreciate the places of worship.

n) **CONTENT**

- 2.10** Building of the Mosque by Prophet Suleiman and the Jinns
- 2.11** The building of the Kaaba
- 2.12** Direction of the first Qibla
- 2.13** Qibla for the Muslims
- 2.14** Different Names of the Kaaba e.g. Bait al-Attiq, Bait-al-Haraam, Bait-Allah

STANDARD FOUR

<p>c) TOPIC: QURAN</p> <p>d) SUB-TOPIC: 10 Al-Fiil 11 Al-Humaza 12 Al-Asr</p>	<p>accordance with the teachings of the Prophet (p.b.u.h) practice the teachings from the selected Hadith.</p>
<p>4.3.15 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to;</p> <p>6.5 read and write Quranic Surah</p> <p>6.6 memorize selected sura i.e. Al-Humaza, Al-Asr</p> <p>6.7 apply the surah in the daily prayers</p> <p>6.8 observe proper pronunciation and articulation</p> <p>6.9 state the basic meaning of the surah</p>	<p>1.7 CONTENT 6.2.4 Hadith on; Brotherhood e.g. “ A Muslim is a brother to another muslim”. Kindness e.g. Indeed Allah (S.W) loves kindness in everything that one does”. Swalah e.g. “ Swalah is the pillar of religion”. Truthfulness e.g. “Tell the truth even though it is better”</p>
<p>1.2 CONTENT 1.2.1 Read and write the surah by using all the haraka covered i.e. Fat-ha</p> <p>1.2.2 Memorize the surah i.e. Humazah, Al-fil and Al-Asr</p> <p>1.2.3 Meaning of the surah</p>	<p>7.11 TOPIC: DEVOTIONAL ACTS 3.1 SUB-TOPICS: 7.3.14 Tashahud 7.3.15 Najasaat 7.3.16 Conditions of prayers 7.3.17 Tayammum 7.3.18 Zakat</p>
<p>2.0</p> <p>2.1 SUB-TOPICS: (i) Brotherhood (ii) Kindness (iii) Swalah (iv) Truthfulness</p> <p>SPECIFIC OBJECTIVES 2.1.1 By the end of the topic, the learner should be able to;</p> <p>l) narrate Hadith on brotherhood, kindness,</p>	<p>8.10 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <p>a) observe cleanliness in prayers</p> <p>b) state the three types of najasaat</p> <p>c) mention the items that are liable for Zakat</p> <p>d) recite Tashahud.</p>

- 3.2 CONTENT**
- 3.2.1 Attahiyatu, Al mubarakatu, Asswalawaatu, Attwayyibaatu Lillah,
- 3.2.2 d) 12 Assalaamu Alayka Ayyuha Nnabiyyu warrahma tullahi wa barakatuliu.
- 3.2.3 3.13 Assalaamu Alayna wa' alaa Ibaadillahi swalihiina. Ash-hadu an laailaha
- 3.2.4 Iliia Llahu wa ash-hadu anna Muhammadan Rasulullahi
- 3.2.5 Classes of najis i.e. mughaladha (heavy), mutawasit (thick) and Khafif (light).
- 3.2.6 Conditions of prayers e.g a muslim should be free from najis, facing qibla, have wudhu.
- 3.2.7 Tayammum
- 3.2.8 Items liable for Zakaat

- 4.0 TOPIC: PILLARS OF IMAN**
- 4.1 SUB-TOPIC: Attributes of AUah (S.W)**
- SPECIFIC OBJECTIVES**
- By the end of the topic, the learner should be able to:
- 4.1.1 8.2.9 develop intense love for Allah(S.W)
- 8.2.10 state attributes of Allah (S.W)
- 8.2.11 explain that Allah (S.W) is an absolute controller of the universe

discuss the meanings of the attributes of Allah (S W)

- 9.4 CONTENT**
- j) Allah's attributes i.e. Allah, Al-Rahman (most Gracious), Al-Rahim (most Merciful), Al-Malik (Sovereign), Al-Qudus (Holy one), Al-Salaam (The source of peace), Al-Muumin (The trusted) Al-muhaimin (The protector), Al- Azeez (The Powerful), Al-Jabbar (the powerful), Al-utakabir (The Magnificent)

10.5 TOPIC: MORAL TEACHINGS

- 10.6 SUB-TOPICS:**
- o) **Importance of work**
- (li) **Begging**

10.2.9 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 11.11** state the importance of work
- 11.12** explain lawful means of earning a living
- 11.13** discuss the evils of begging
- 11.14** appreciate work as an act of Ibadah.

- 5.2 CONTENT**
- 5.2.1 Importance of work
- 5.2.2 Types of work
- 5.2.3 Evils of begging
- 6.0 TOPIC: FESTIVALS AND CEREMONIES**
- SUB-TOPICS:**

- h) Isra wa Mirraj
- i) Aqiiqa celebration
- j) Islamic names

<p>12.11 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <p>f) narrate the story of Isra wa Miraj</p> <p>g) explain the rights of a Muslim child</p> <p>h) discuss Islamic names and their meanings</p> <p>i) adore Islamic names,</p>	<p>j) CONTENT</p> <p>14.4 Help given to people with special needs and parents</p> <p>14.5 Qualities of a good friend</p> <p>14.6 Hadith on orphans e.g. “I and the one who cares for an orphan, we will be together in paradise”.</p> <p>14.7 Hadith on parents e.g. “Abdullah ibn Masud asked the Prophet (p.b.u.h) “Which action is most acceptable to Allah? He said, “Performing swalah on time”. “What next?” He said “being obedient to parents.....”</p> <p>14.8 Hadith on a friend e.g. “A person follows the behaviour of his friend, therefore, you should carefully choose whom to be friends with”.</p> <p>14.9 Dua for a disabled “ Al-Hamdulillah Ladhhi, Ibtalahu wa aafani”.</p>
<p>9.7 CONTENT</p> <p>13.9 The journey of the Prophet (p.b.u.h) and the Angel Jibril from Makkah to Baitul-magdis</p> <p>13.10 Ascending and descending of the Prophet (p.b.u.h) and Angel Jibril (A.S)</p> <p>13.11 Rights of a muslim child at birth i.e. Adhaan, circumcision, Aqiqah and naming</p> <p>13.12 Meaning of muslim names.</p>	<p>cii) TOPIC: HISTORICAL AND CULTURAL HERITAGE</p> <p>ciii) SUB-TOPICS:</p> <p>f) First revelation</p> <p>g) Open mission</p> <p>h) Persecution</p> <p>i) Boycott</p>
<p>h) TOPIC: MUAMALAT</p> <p>i) SUB-TOPICS:</p> <p>d. Treatment of orphan’s and the disabled</p> <p>e. Obligations to one’s parents</p> <p>f. Choosing a friend</p>	<p>d) SPECIFIC OBJECTIVES By the end the topic, the learner should be able to:</p> <p>j) narrate the Prophet’s experience at cave Hira</p> <p>k) explain the Prophet’s open mission</p> <p>l) appreciate the value of Islam</p>
<p>13.2.9 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to;</p> <p>14.10 mention one’s obligation to extended family members</p> <p>14.11 develop a sense of responsibility for others</p> <p>14.12 suggest ways on how to treat people with special needs e.g. orphans, people with impairments.</p>	

- m) express the sacrifice made by the companion of the Prophet on the religion.

- civ) **CONTENT**
- 1.5** Beginning of Baath (Prophethood)
- 1.6** The Prophet (p.b.u.h) at Mount Swafa
- 1.7** Persecution of Bilaal ibn Rabaah, Amaar ibn Yaasir, Sumayya
- 1.8** Boycott of BanuHashim

3.6 CONTENT

- l) The role of a mosque in the community
- m) The Prophet's mosque in relation to:
 - x) daawa
 - y) gathering of the Muslims
- z) place of worship
- aa) war strategies
- n) Commonalities amongst the Muslims e.g. facing Qiblah

9.0 TOPIC: AL-ILM

SUB-TOPICS:

- 2.7** Mosque
- 2.8** Prophet's Mosque
- 2.9** Commonalities among the Muslims

2.2.9 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- f) to expand their knowledge of Islam on the use of the Mosque
- g) discuss the role of a mosque
- h) discuss about the Prophet's mosque as a centre of Islamic activities
- i) appreciate the unity that is manifested in Islam.

STANDARD FIVE

2.5 TOPIC: QURAN

2.6 SUB-TOPIC:

- g) At-takathur
- h) Al-Qariah
- i) Al-Aadiyat

4.12 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- d) read and write the Quranic surah
- e) memorize the selected surah i.e. At-takathur, Al-Qariah, Al-Aadiyat
- f) apply the surah in the daily prayers
- g) state the basic meaning of the surah
- h) observe proper pronunciation and articulation.

1.2 CONTENT

1.2.1 Recite the sura i.e. At-Takathur, Al-Qariah, Al-

1.2.2 Aadiyat

Memorize the sura i.e. At-Takathur, Al-Qariah, Al-

1.2.3 Aadiyat

2.0 Basic meaning of the surah

TOPIC:

HADITH/SUNNA

2.1

H SUB-TOPICS:

- 4.2.16 Hypocrisy
- 4.2.17 Kindness to the young
- 4.2.18 Kindness to creatures
- 4.2.19 Patience

5.6 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- d) state the evils of a “munafiq”
- e) express ways in which they can show kindness towards others
- f) explain the teachings of the hadith learnt
- g) narrate the hadith on hypocrite
- h) apply the teachings of the hadith.

5.3.15 CONTENT

6.10 Study the hadith on: Hypocrisy e.g. “ There are three signs of a hypocrite; tells lies when talking, does not fulfil promises and when trusted, betrays the trust”.

Kindness to young children e-g-

“Those dearest to Allah (S.W) are the ones who treat their children kindly”

Kindness to creatures e.g.

“Fear Allah (S.W) in respect of these dump animals and ride them when they are fit to be ridden and get off them when they are tired”.

Patience e.g.

“ A muslim who mixes with people and is patient with their annoyance is better than the muslim who does not mix with people and has no patience over their annoyance”

- Saum
 “Saum is a shield”
- 3.0 TOPIC:**
DEVOTIONAL ACTS
- 3.1 SUB-TOPICS:**
- j) Optional prayers
 - k) Zakat
 - l) Saum (fest)

- 3.1.1 SPECIFIC OBJECTIVES**
 By the end of the topic, the learner should be able to:
- a) develop and appreciate the practice of worship
 - b) mention the recipients of Zakat
 - c) identify and perform the optional prayers
 - d) state the conditions of fasting

- 3.2 CONTENT**
- 3.11** Optional prayers
 e.g. Qabliyah, Baadiyah, Dhuha
 - 3.12** Recipients of Zakat
 - 3.13** Conditions of fasting

4.0 TOPIC: PILLARS OF IMAN

- 4.1 SUB-TOPIC:**
- 6.2.14 Attributes of Allah (S.W)
 - 6.2.15 Attributes of the Prophets

SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- 7.4** state the attributes of Allah (S.W)
 - 7.5** discuss the meanings of the attributes of Allah (S.W)

- 7.6** state the attributes of the Prophets
- 7.7** develop respect and obey Allah (S.W) and His Prophets

g) CONTENT

- 7.2.10 Attributes of Allah (S.W)
 e.g.

- Al-Khaaliq - The Creator
- Al-Baari - The Creator
- Al-Musawwir - The Designer
- Al-Ghafaar - The Forgiver
- Al-Qahhaar - The Al-mighty
- Al-Wahhab - The Giver
- Al-Razzaq - The Provider
- Al-Fattaah - The Opener
- Al-Aleem - The All-knowing
- Al-Qaabidh - The All-knowing -
- The Gatherer

- 7.2.11 Attributes of the Prophets
 e.g. trustworthy, honesty

5.0: TOPIC: MORAL TEACHINGS

- 5.1 SUB-TOPICS:**
- 8.4** Islamic dress
 - 8.5** Care for environment
 - 8.6** Be mindful of others
 - 8.7** Kindness

- 8.2.8 **SPECIFIC OBJECTIVES**
 By the end of the topic, the learner should be able to:
- 9.6** state the characteristic of an Islamic dress

9.7	discuss ways of caring for environment		gg) activities associated with Lailatul Qadri
9.8	demonstrate his knowledge on Islamic morals.	11.12	TOPIC: MUAMALAT
		11.13	SUB-TOPICS;
l)	CONTENT		l) Close relatives
9.3.6	Characteristics of Islamic dress		m) Neighbours
9.3.7	Ways of caring for the environment		n) Fulfilling a promise
9.3.8	Hadith on love for others “ Love for others what you love for yourself”		o) Justice to servants
9.3.9	Be mindful of others	11.2.5	SPECIFIC OBJECTIVES
9.3.10	Kindness to: relatives and neighbours		By the end of the topic, the learner should be able to;
10.5	TOPIC; FESTIVALS AND CEREMONIES	12.4	explain ones obligations to close relatives and neighbours
10.6	SUB-TOPICS:	12.5	treat the servants with kindness and justice
f) Nikaah		12.6	discuss the importance of fulfilling a promise.
g) Lailatul Qadri		11.14	CONTENT
10.2.5	SPECIFIC OBJECTIVES	m)	Categories of relationships e.g. blood, marital, foster
		n)	Obligations to relatives and neighbours.
By the end of the topic, the learner should be able to:			Importance of fulfilling a promise
a)	explain the term Nikaah and Lailatul Qadri	7.2.3	Treatment to servants
b)	state the Islamic procedure for Nikaah	7.2.4	TOPIC; HISTORICAL AND CULTURAL HERITAGE
	state the significance of Lailatul Qadri	8.0	SUB-TOPICS:
d)	observe Islamic teachings during celebrations.	13.6	Pledge of Aqaba
6.2.	CONTENT	13.7	Hijra to Madina
6.2.1	Nikaah	8.1	13.8 Madina constitution
bb) Meaning		f)	SPECIFIC OBJECTIVES
cc) Procedure			By the end of the topic, the learner should be able to:
dd) Celebration for Nikaah		13.2.13	explain the Prophet’s Hijra to Madina
Lailatul Qadri			
ee) meaning			
6.2.2	ff) significance		

- 13.2.14 narrate the causes and results of the pledge of Aqaba
- 13.2.15 discuss the early life of the muslims in Madina
- 13.2.16 hijra as a milestone in the history of Islam.

14.12 CONTENT

- f) Meeting of the Prophet (p.b.u.h) with Aus and Khazraji
- g) Prophet's migration to Madina
- h) The Prophet (p.b.u.h) meeting with the leaders Of Madina

14.2.13 TOPIC: AL-ILM

14.2.14 SUB-TOPICS:

- 15.12 Man as a vicegerant
- 15.13 The story of Nabii dam (AS) and Hawa
- 15.14 The children of Nabii Adam (AS) (Habeel and Qabeel)

15.2.6 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 16.9** discuss the creation of Nabii Adam (AS)
- 16.10** narrate the story of the children of Nabii Adam (AS)
- 16.11** appreciate Allah's favours to mankind.

g) CONTENTS

- 16.2.8 Creation of man
- 16.2.9 Allah's gift to mankind
- 16.2.10 The story of Habeel and Qabeel

STANDARD SIX

1.0: TOPIC: QURAN

1.1: SUB-TOPIC:

- 17.13 Al-Zilzalah
17.14 Al-Bayyinah

j) SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) read and write the selected surah
- b) memorize the selected surah
- c) use the surah in the daily prayers.

1.2 CONTENT

- 1.2.1 The surah
- Al-Zilzalah
 - Al-Bayyinah
- 1.2.2 Memorize surah
- Al-Zilzalah
 - Al-Bayyinah (1-8)

1.2.3 Meaning of the surah

18.11 TOPIC: HADITH/SUNNAH

18.12 SUB-TOPICS:

- h) Zakat
- i) Generosity
- j) Knowledge
- k) Taqwa

18.2.9 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:
17.3.7 recite and practice the teachings of hadith on:

zakat
generosity
knowledge

taqwa

17.3.6 appreciate Zakat as an act of worship

2.2 CONTENT

2.2.1 Hadith on; Zakat e.g. "Verily Allah (S.W) made it an obligatory on the rich muslims to pay from a share which could be enough to please the poor muslims. The poor could not have suffered if it were ^ not for the negligence of the rich to give Zakat, so without doubt, Allah (S.W) will surely hold them to account very heavily on the Day of Judgement".

2.2.2 Hadith on:

Generosity e.g. "The generous man is near Allah (S.W) near Paradise, near men and far from Hell".

2.2.3 Hadith on:

Knowledge e.g. "The search for knowledge is a duty of every muslim"

2.2.4

Hadith on; Taqwa e.g. "Fear Allah (S.W) wherever you are and follow up a bad deed with a good one and it will wipe it out and behave well towards people".

3.0 TOPIC: DEVOTIONAL ACTS

3.1 SUB-TOPICS:

- 19.4 Optional prayers
- 19.5 Saum
- 19.6 Nullification of swalat
- 19.7 Sunnah bath

<p>m) SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>19.2.10 develop and appreciate the practice of acts of worship</p> <p>19.2.11 identify the nullifiers of swalat</p> <p>19.2.12 list down the sunnah bath.</p> <p>20.4 CONTENT</p> <p>k) The optional prayers</p> <p>hh) Witri</p> <p>ii) Tahajjud</p> <p>jj) Taraweh</p> <p>kk) Kusuf</p> <p>l) Manners of breaking the fast.</p> <p>m) Optional Ghusul on;</p> <p>pp) Idd day</p> <p>qq) Preparation for Friday</p> <p>rr) Hajj</p> <p>ss) After washing dead body</p> <p>TOPIC: PILLARS OF IMAN</p> <p>4.1 SUB-TOPICS:</p> <p>22.6Taqwa</p> <p>22.7Miracles of the Prophets</p> <p>22.8Reliance of Allah (S.W) Tawakul</p> <p>22.2.8 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>23.11 develop intense Love for Allah (S.W)</p>	<p>4.7 state the importance of miracles performed by Prophets</p> <p>4.8 explain the miracles of Prophets.</p> <p>d) CONTENT</p> <p>20.2.13 Meaning of Taqwa</p> <p>20.2.14 Qualities of Muttaqeen</p> <p>20.2.15 Miracles of prophet mm)Musa (A.S)</p> <p>nn) Issa (A.S)</p> <p>oo) Ibrahim (A.S)</p> <p>20.2.16 Defme the word Tawakul with examples</p> <p>20.2.17 Principles of Tawakul</p> <p>20.2.18 Importance of Tawakul</p> <p>21.4 TOPIC: MORAL TEACHINGS</p> <p>21.5 SUB-TOPICS:</p> <p>f) Kindness</p> <p>g) Intoxicants</p> <p>h) Hospitality</p> <p>i) Generosity</p> <p>24.4 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>e) do good things to others</p> <p>f) discuss the effects of intoxicants</p> <p>g) interpret the hadith on kindness and generosity</p> <p>h) appreciate to live in a healthy moral and social manner.</p> <p>21.6 CONTENT</p> <p>24.2.13 Hadith on; Kindness e.g. “Verily Allah (S.W) likes kindness in every thing that one does”.</p> <p>cx) Effects of intoxicants e.g. bhang, miraa to the society</p> <p>cxii) Manners of welcoming a guest</p>
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cxii) Hadith on: Generosity e.g. "Spend Oh! Son of Adam, I shall spend on you".

n) **TOPIC; FESTIVALS AND CEREMONIES**

o) **SUB-TOPICS:**

- d) Ash-hunil-Hurum (sacred months)
- e) Importance of Friday

4.5 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- e) explain the sacred months in Islam
- f) discuss events which makes Friday an important day for Muslims
- g) participate in Friday congregation
- h) discuss events related to Ash-hurul-Hurum.

p) **CONTENT**

4.2.12 Sacred months i.e.

- tt) Muharram
- uu) Rajab
- vv) Dhul-Qaad
- ww) Dhul-Hijja

4.2.13 Events related to Ash-hurul-Hurum

4.2.14 Friday as an important day in Islam

4.2.15 Activities that are carried out on Friday

5.10 TOPIC: MUAMALAT

5.11 SUB-TOPICS:

- g) Enjoying good and forbidding evils
- h) Sacrifice and wuik
- i) Justice to seivants

5.3.11 **SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

- v) discuss ways of enjoining good and forbidding evils
- vi) explain the importance of sacrifice and work in relation to the hadith
- vii) state the lawful ways of earning a living
- viii) utilize their potential and manage the earth's resources for the benefit of society in keeping with the Islamic goals and values.

5.12 CONTENT

7.4 Enjoining good and forbidding evils

7.5 Hadith on:

Working e.g. "Truly Allah loves to see His servant becoming tired in earning his daily bread in the right (halal) way"

e) **TOPIC: HISTORICAL AND CULTURAL HERITAGE**

f) **SUB-TOPICS:**

- 7.2.9 Battle of Badr
- 7.2.10 Battle of Uliud

g) **SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

- 8.7** narrate the cause and results of the battles
- 8.8** describe the position of Muslims after the Holy wars
- 8.9** appreciate the role of tlic coiiipaiiiiioil ill defense of Islam.

6.5 CONTENT

- m) Causes of the battles
- n) Effects of the battles
- o) Results of the battles

6.2.14 TOPIC: AL-ILM

6.2.15 SUB-TOPICS:

- 8.2.4 The story of Nabii Nuh (A.S)
- 8.2.5 The story of Nabii Ibrahim (A.S)

9.13 SPECIFIC OBJECTIVES

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

- k) expand their knowledge of Islam on the Prophets of Allah (S.W)
- l) narrate the stories of the Prophets
- m) explain the teachings from the stories of the Prophets.

9.2 CONTENT

- 9.2.1 The story of Nabii Nuh and the Ark
- 9.2.2 Story of Nabii Ibrahim (A.S)
- 9.2.3 Teachings and virtue in the story of:
Nabii Nuh (A.S)
Nabii Ibrahim (A.S)

STANDARD SEVEN

9.3.6	TOPIC: QURAN		
9.3.7	SUB-TOPIC: 10.2 Al-Qadar 10.3 Al-Alaq 10.4 A-Tiin		<ul style="list-style-type: none"> c) explain Hajj as a pillar of Islam d) state the advantages in living in harmony with neighbours.
11.4	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to;	2.2 22.1	CONTENT The Hadith on; ddd)Neighbours e.g. “ whoever believes in Allah and the Last Day should not annoy his neighbour”.
	<ul style="list-style-type: none"> d) read and write Quranic script e) memorize the selected surah <ul style="list-style-type: none"> xx) Al-Qadar yy) Al-Alaq zz) A-Tiin ix) use the surah in their daily prayers 	2.2.2	The Hadith on; eee) Think before you act e.g. “If you want to do something think of its outcome. If it is good, do it and if it is bad, avoid it”.
1.2	CONTENT		
1.2.1	Reciting of the surah		
1.2.2	Memorising the surah aaa) Al-Qadar bbb) Al-Alaq ccc) A-Tiin	2.2.3	The Hadith on; Israaf e.g. “... and Allah (S.W) has hated for you sinful and useless talk, ask too many questions and to waste the wealth”. Hadith on Hajj e.g. “whoever performs Hajj and commits no evil returns home free from sins like a newly bom baby”.
1.2.3	Writing the meaning of the surah		
2.0	TOPIC: HADITH/ SUNNAH		
	SUB-TOPICS:		
	11.2.11 Neighbours		
2.1	11.2.12 Thinking before you act	3.0	TOPIC: DEVOTIONAL ACTS
	11.2.13 Israaff		SUB-TOPICS:
	11.2.14 Hajj	3.1	<ul style="list-style-type: none"> e) Sunnah Saum f) Hajj g) Umra h) Nullification of saum
2.2	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:		SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to;
	12.4 appreciate to love in a healthy, moral and social order	3.1.1	

	12.2.12	develop the interest of observing sunnah saum		believe obey Allah and obey the messenger” Q (4:59)
	12.2.13	list down the examples of sunnah fast	k)	Hadith on obedience “All of you will enter paradise except those who refuse”, they asked “who are they?” He replied “Those who obey me will enter Paradise and those disobey me will have refused.
	12.2.14	observe the acts of worship		
	12.2.15	identify things that nullify saum		
	12.2.16	explain Hajj as a pillar of Islam.	l)	Bounties of Allah (S.W) to mankind e.g. life, eyes, hands
13.2	CONTENT		m)	Ways of thanking Allah (S.W) for his bounties to mankind
o)	Surmah saum e.g. Mondays and Thursdays, Ayyamul Baadh, The first six days of hawwaleaning of Hajj and its importance		n)	The proper ways of using Allah’s bounties
3.2.2	The rites of Umra		o)	The importance of pillars of Iman
3.2.3	Nullifiers of saum e.g. eating deliberately		15.2.11	TOPIC: MORAL TEACHINGS
4.0	TOPIC: PILLARS OF IMAN		15.2.12	SUB-TOPICS:
4.1	SUB-TOPICS:			16.5 Intoxicants
	14.2.7 Obedience to Allah (S.W)			16.6 Self control
	14.2.8 Bounties of Allah (S.W)			16.7 HW/AIDS
	14.2.9 Importance of pillars of Imam			16.8 Israaf
				16.9 Kindness
15.5	SPECIFIC OBJECTIVES		m)	SPECIFIC OBJECTIVES
	By the end of the topic, the learner should be able to:			By the end of the topic, the learner should be able to;
e)	develop obedience to Allah (S.W)		16.2.10	list examples of intoxicants and contributing factors to their use
f)	state the boimties of Allah to mankind		16.2.11	discuss causes of the spread of HIV/AIDS
g)	explain on how to live in accordance to the teachings of Islam		16.2.12	explain the effects of Israaf
h)	use Allah’s bounties in the right way.		16.2.13	protect oneself against social calamities.

- 15.2.13 **CONTENT**
- 17.2.5 Intoxicants
 fff) cocaine
 ggg) alcohol
 hhh) glue sniffing
 iii) brown sugar
- 17.2.6 Factors that contribute to the taking of intoxicants
- 17.2.7 Hadith on self control e.g. “The bravest amongst you is the one who can control himself during anger and the most humble is that who forgives when he has the ability to revenge”
- 17.2.8 Modes of HIV/AIDS transmission
- 17.2.9 Islamic measures in controlling HIV/AIDS pandemic
- 17.2.10 Effects of Israaf
- 17.2.10 **TOPIC: FESTIVALS AND CEREMONIES**
- 6.1 **SUB-TOPICS:**
- 18.4 Manners of celebrating Idd Day
- 18.5 Distinction between Idd and Friday prayers
- 18.6 Sacrifice during Iddul-Hajj
- j) **SPECIFIC OBJECTIVES**
 By the end of the topic, the learner should be able to:
- 18.2.5 discuss how and when Idd is celebrated
- 18.2.6 differentiate Idd prayer from Jumaa prayers
- 18.2.7 narrate the episode of Nabii Ibrahim sacrificing his son Ismail
- 18.2.8 celebrate Idd according to Islamic teachings.
- 10.7 **CONTENT**
- 18.2.12 Idd celebrations
- 18.2.13 Differences between Idd and Friday prayers
- 18.2.14 Story of Nabii Ibrahim sacrificing his son Ismail
- 18.2.15 Significance of the sacrifice
- 18.2.7 **TOPIC: MUAMALAT**
- 18.2.8 **SUB-TOPICS:**
- 19.5 Buying and selling
- 19.6 Hoarding
- 19.7 Profits
- 19.8 Usury (Riba)
- f) **SPECIFIC OBJECTIVES**
 By the end of the topic, the learner should be able to:
- 19.2.7 discuss different ways of curbing corruption
- 19.2.8 apply and appreciate commercial ethics in life
- 19.2.9 explain the evils of hoarding in the society
- 19.2.10 state the effect of usury.
- 18.2.9 **CONTENT**
- 20.5 Hadith on buying and selling e.g. “May Allah (S.W) have mercy on the man who is generous when he buys and when he sells and when he buys and when he sells and when he demands (his money)”.
- 20.6 Hadith on hoarding e.g. “Whoever adds something to the muslims the prices of goods in order to make it difficult for them to buy, the Almighty Allah will place

- him at the worst place in the Hell fire”.
- 20.7** Hadith on Usury e.g. “Allah (S.W) curses the one who takes Usury (Riba) the guarantor, the witness and the one who writes the agreement.”
- 20.8** Evils of hoarding and usury
- 20.9** Ways of curbing corruption

m) **TOPIC: HISTORICAL AND CULTURAL HERITAGE**

- 8.1. SUB-TOPICS:**
- 20.2.12 Treaty of Hudaibiya
- 20.2.13 Conquest of Makkah
- 20.2.14 Hijjatul widaa
- 21.13 SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to:
- f) state the terms in the treaty of Hudaibiya
- g) narrate the story on how Makkah was conquered by Muslims
- h) explain the teachings derived from the prophet’s last sermon
- i) follow the teaching of the Holy Quran and sunnah of the Prophet (S.A.W)

22.19 CONTENT

- 22.2.12 Items in the treaty of Hudaibiya
- 22.2.13 How the treaty was broken
- 22.2.14 The conquest of Makkah
- 22.2.15 Hijjatul widaa

- 22.2.16 Prophet’s sermon at Mt. Arafat

9.0 TOPIC: AL-ILM

9.1 SUB-TOPICS:

- 23.3** The story of Nabii Musa (A.S)
- 23.4** The story of Nabii Issa (A.S)
- 23.5** Wonders of creation

9.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- g) narrate the episodes of
Prophet Musa (A.S)
Prophet Issa (A.S)
- h) explain the teachings from the stories of Prophet Musa and Issa (A.S)
- i) develop a sense of awareness and respect for Allah (S.W)
- j) explain that Allah is an absolute controller of the universe
- k) discuss the purpose of Allah’s creation.

CONTENT

- 9.2** Story of Prophet Musa
- 9.2.1 (A.S)
- 9.2.2 Story of Prophet Issa (A.S)
- 9.2.3 Lessons from the story of Prophet Musa and Prophet Issa (A.S)
- Wonders of creation e.g.
- 9.2.4 jjj) sky
kkk) moon
lll) earth
mmm) mountains
- Quranic verses on wonders of creation Q(88:17-20)
- 9.2.5

STANDARD EIGHT

23.2.7	TOPIC; QURAN		
23.2.8	SUB-TOPICS: 1.3 Allnshirah 1.4 Dhuha	2.2 2.2.1	CONTENT Hadith on: Righteousness e.g. “Virtue is conduct and sin is that which punches your mind and you do not like that people should come to know of if”
e)	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: 1.2.7 read and write the Quranic surahs 1.2.8 memorise the selected surah i.e. A1 Inshirah and Dhuha 1.2.9 use the surah in their daily prayers.	2.2.2 2.2.3	Hadith on: Shukr e.g. “Whoever is not thankful to people is not thankful to Allah (S.W)” Hadith on: Corruption e.g. “The curse of Allah befalls on both the giver and the recipient of a bribe”.
1.2	CONTENT Recitation of the surah Memorizing the surah nnn) A1 Inshirah ooo) Dhuha	3.0 3.1	TOPIC: DEVOTIONAL ACTS SUB-TOPICS: 2.2.7 Obligation towards the dead 2.2.8 Halal and Haram acts
1.2.2	1.2.3 Meaning of the surah		
2.0	TOPIC: HADITH/SUNNAH	3.1.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: iii) state the rituals performed to a dead muslim iv) observe the acts of worship v) list down halal and haram acts in Islam.
2.1	SUB-TOPICS: 2.3 Righteousness 2.4 Shukr 2.5 Corruption		
2.1.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: g) discuss the teachings of hadith on ppp) righteousness qqq) shukr rrr) corruption h) apply the teachings of the hadith in their daily life	3.2 3.2.1 3.2.2	CONTENT Steps taken for the dead body e.g. ghusul kafan prayer of the dead dafan Dua for the dead “Oh Allah! Grant him/her forgiveness and mercy”. Halal and haram acts:

<p>7.3 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> c) explain the right teachings of attending funeral d) recite the phrase used to console the bereaved members e) perform Islamic rituals during funerals f) recite and discuss the teachings of the hadith on co-operation g) discuss the qualities of a good leader. 	<p>7.2 CONTENT 7.2.1 Right manners of attending funerals 7.2.2 Dua for a bereaved person 7.2.3 Islamic rituals during funerals 7.2.4 Teachings of the hadith on co-operation e.g. “The hands (support) of Allah (S.W) is with those who are united. 7.2.5 Qualities of a good leader</p>	<p>7.2.4 CONTENT 8.2 How Islam came to the coast of Kenya. 8.3 The spread of Islam along the coast of Kenya.</p> <p>d) TOPIC; AL-ILM e) SUB-TOPICS: 6. The story of Nabii Yusuf (A.S) 7. Transmission of knowledge</p> <p>f) SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> a) narrate the story of Prophets b) explain the teachings from the story of Nabii Yusuf c) discuss the teachings of the hadith on the importance of transmission of knowledge.
<p>8.0 TOPIC: HISTORICAL AND CULTURAL HERITAGE</p> <p>8.1 SUB-TOPIC: Islam along the coast of Kenya</p> <p>8.2 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the coming of Islam along the coast of Kenya b) explain the agents of the spread of Islam along the coast of Kenya e.g. marriage, trade. 	<p>6.2.16 CONTENT 9.2.1 The story of Nabii Yusuf (A.S) 9.2.2 Importance of transmission of knowledge on a muslim child 9.2.3 Hadith on transmission of knowledge e.g. “ The best amongst you is that one who acquires knowledge of the Quran and then teaches others”.</p>	

**SUGGESTED
LEARNING/TEACHING
ACTIVITIES**

Reciting
Reading
Writing
Memorizing
Checking and correcting
Matching and sorting
Matching and pairing
Singing
Drilling
Explaining
Discussing
Rhyming
Naming
Answering oral question
Nature walk
Drawing
Hide and seek game
Role-playing
Narrating
Modelling
Visiting
Practicing
Demonstrating
Mentioning
Identifying
News-telling
Dramatizing
Chanting
Story-telling
Comparing
Listing
Stating
Exploring
Debating
Interpreting
Defining
Essay writing
Note-taking
Observing

**REQUIRED LEARNING AND
TEACHING RESOURCES**

Quran
Hadith
Charts
Flash cards
Resource persons
Pictures
Diagrams
Real objects
Video tapes
Audio tapes
Models
Photographs
Tools used for taking care of the
environment
Posters
Sketch maps

**SUGGESTED ASSESSMENT
METHODS**

Listening and correcting exercises
Arranging Quranic alphabets
Random reading
Filling in the blanks
Answering oral questions
Observation
Memorization
Oral quizzes
Answering written questions
Matching exercises
Quiz competitions
Assignments
Continuous Assessment Tests
Debating
True or False
Essay writing
Project work

LOWER PRIMARY

ASSESSMENT

- Listening and correcting exercises
- Arranging alphabets
- Random reading
- Filling in the blanks
- Answering oral questions
- Observation
- Memorization
- Oral quizzes
- Matching exercises
- True or false
- Continuous Assessment Tests

UPPER PRIMARY

ASSESSMENT

- Random reading
- Filling in the blanks
- Answering oral questions
- Observation
- Memorization
- Oral quizzes
- Answering written questions
- Quiz competition
- Assignments
- Debating
- Essay writing
- Continuous Assessment Tests

HINDU RELIGIOUS EDUCATION

INTRODUCTION

The basic aim of Hindu Religious Education at Primary Level is to familiarize the children with the basic principles and philosophies of Hinduism to enable them develop spiritually, socially and mentally.

This syllabus encompasses a comparative study of the essence, ideals and principles of the four major denominations of Hindu religions: Buddhism, Hinduism, Jainism and Sikhism. All these religions profess faith and belief in God, and equality and brotherhood of man.

Hindu Religion can best be described as a way of life. Therefore, the teachers should relate their teachings to the children's day to day experiences as individuals and as members of the society, nation and the international community. This, in turn, will make the children make their own decisions about life. The content, which embodies the principles and philosophies of Hindu Religion in general, is divided into various units for each of the classes. The number of periods suggested for each content under the units should be adhered to as far as possible so as to complete the syllabus within the given time.

The Primary Hindu Religious Education syllabus has eight topics for lower primary and nine topics for upper primary. These are;

21. Attributes of Paramatma
22. Manifestations of Paramatma
23. Scriptures
24. Principles of Dharma
25. Rites and Rituals
26. Utsav
27. Yoga
28. Sadachar
29. Hindu Heritage (Introduced in upper primary)

The given content areas evolve in depth and vastness according to the level of maturity of the pupils. The learning / teaching experiences of H.R.E. in Primary Schools is geared towards enabling the pupils face the challenges of the social demands in their lives.

The Hindu Heritage is introduced in the upper Primary classes.

GENERAL OBJECTIVES FOR PRIMARY HINDU RELIGIOUS EDUCATION

By the end of the course, the learner should be able to:

46. follow the fundamentals of faith as laid down in the Hindu Scriptures
47. acquire adequate knowledge in order to observe and practice the devotional acts of Hinduism
48. develop spiritually, morally, socially and mentally so that he/she is at peace with himself/herself and others
49. recognize and appreciate the religious traditions and provide insights and values that enrich the expression of Hindu faith
50. make sound decisions about his/her own individual life in the community and in society at large according to the principles of Hinduism
51. find in religion a major integrating factor that will enable him/her to adapt to his/her rapidly changing society
52. develop respect towards other people's faith to bring harmony among human beings
53. acquire moral values so as to be the role models in the changing society
54. , promote international consciousness through the understanding of the universality of Paramatma
55. develop a spirit of brotherhood of human beings and perceive the entire brotherhood as a single family.

STANDARD ONE

UNIT 1.0 :

n) **SPECIFIC OBJECTIVES**

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

- ix) state Paramatma's love and protectiveness through His Creation
- x) appreciate that Paramatma is loving and protective
- xi) give thanks to Paramatma for his love and protectiveness through prayers.

1.2 Stories that illustrate

1.2.1 Paramatma's love and protection

1.2.2 Prayers that show gratitude and appreciation for His love and protection.

l) **SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

- f) state what Paramatma has created
- g) appreciate Paramatma's creation
- h) give thanks to Paramatma for his creation through prayers.

UNIT 2.0:

m) **CONTENT**

- m) Paramatma's creation
 - xi) the Sun
 - xii) the Moon
 - xiii) the Stars
 - xiv) the Land

UNIT 3.0: SCRIPTURES

i) **SPECIFIC OBJECTIVES**

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

- g) state the epic of Ramayana (Balkand)
- h) identify and appreciate the childhood of Rama and his brothers
- i) tell the story of Sita's childhood

j) **CONTENT**

- xiii) Narration of Ramayana; childhood of Rama
childhood of Sita

vii) **SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to; -

- o) state the need for Love, Generosity and Truthfulness in daily life
- p) appreciate the importance of Love, Generosity and Truthfulness in daily life.

viii) **CONTENT**

- l) Expressions of love among; family members
neighbours
classmates / friends

- m) Generosity in giving; food

clothing money

- n) Truthfulness;

honesty
keeping promises

UNIT 5.0: RITES AND RITUALS
5.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- l) state devotional rites and rituals used in various places of worship
- m) recite devotional prayers
- n) state the significance of symbols used during worship
- o) participate in devotion rites and rituals in places of worship.

1.8 CONTENT

Places
of
Worship

xxx) Prayers

bhajans
Stavans
Shabad

yyy) Symbols

Deepak
Lotus

UNIT 6.0: UTSAV
6.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to: -

- k) state the significance of Diwali and Holi
- l) state the rites and rituals of Diwali and Holi
- m) participate in the rites and rituals of Diwali

h) **CONTENT**

p) Diwali

significance
lighting of Deepak
Fire works
Rangoli
Alms-giving
Visiting Mandir.
Exchange of gifts

q) Holi

Significance
Lighting bon-fire
Sprinkling colours

UNIT 7.0: YOGA
7.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to: -

- 3.2.18 state the correct postures of standing and sitting
- 3.2.19 develop self-control
- 3.2.20 appreciate the need for continuous practice of yoga.

xciv) **CONTENT**

q) Correct postures of:

sitting
standing

r) Breathing exercises

1.8 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 1.2.15 state ways of showing respect to oneself and others
- 1.2.16 develop respect for

1.9 CONTENT

2.13 Need to respect
oneself
parents

older family
members

2.14 Ways to show respect;
greetings
obedience to elders

STANDARD TWO

UNIT 1.0:

1.1

3.5 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- p) tell the story of Mahabharata
- q) appreciate the qualities of Bal-Pandawas

3.6 CONTENTS

- 3.2.12 Story of Mahabharata
Childhood of the Pandavas

SPECIFIC OBJECTIVES:

By the end of the topic, the

1.2 learner should be able to:

- 1.2.1 m) state Paramatma's generosity and justice
- n) appreciate that Paramatma is generous and just
- 1.2.2 o) give thanks to Paramatma for His

2.2.19 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- x) state what Paramatma has created
- xi) give thanks to Paramatma for His Creation.

UNIT 2.0:

2.2.20 CONTENT

- 2.2.20 Creation
 - Earth
 - Water
 - Fire, light
 - Air, Space

- 2.2.20 Related Prayers

UNIT 4.0: PRINCIPLES OF DHARMA

4.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

4.10 state the importance of kindness, forgiveness, concern and sharing in daily life

4.11 show kindness, forgiveness, concern and sharing.

h) CONTENT

- 4.2.12 Kindness towards
 - animals
 - birds
 - plants
 - old and less fortunate beings.
- 4.2.13 Forgiveness:-
 - to forgive
 - to be forgiven
- 4.2.14 To show concern for:
 - family members,
 - neighbours,
 - classmate teachers
- 4.2.15 Sharing at:
 - home

1.9 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) state devotional rites and rituals used in various places of worship
- b) recite devotional prayers state the significance of the symbols used during worship.

1.10 CONTENT

1.3.11 Rituals in places of worship

Mandir
Derasar
Gurudwara

1.3.12 Prayers

Bhajans
Stavans
Shabad

1.3.13 Symbols

Dipak
Lotus

UNIT 6.0 UTSAV

6.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 3.3.13 state the significance of Navratri, Vijaya Dashami and Paryushan
- 3.3.14 participate in the rites and rituals of the above utsavs.

(v) CONTENT

8 Navaratri, Vijaya Dashami, and Paryushan significance related Rites and

cvi) SPECIFIC OBJECTIVES

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

- l) state the correct postures of standing, sitting and relaxing
- m) participate in breathing and rhythmic exercises
- n) develop self-control.

UNIT 7.0 YOGA

CONTENT

- m) Correct postures when standing sitting relaxing
- n) Deep inhaling and slow inhaling of breath with 'Aum'
- o) Rhythmic exercises clapping during dhoon pronunciation of Aum exercises with breathing

UNIT 8.0 ; SADACHAR

4.9 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:
4.2.7 state ways of caring for oneself and the surrounding
4.2.8 state ways of conserving and caring for the environment
4.2.9 appreciate oneself and the environment.

4.10 CONTENT

- k) The environment
- l) Need to care for the environment
- m) Ways for caring for the environment

STANDARD THREE

UNIT 1.0:	9.2.10	CONTENT
	10.2.9	Scriptures Kalpasutra Guru Granth Sahib

- j) **SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to;
5.7 state Parmatma's attributes
5.8 recite related hymns from scriptures.

- k) **CONTENT**
5.2.7 Paramatmais:
all powerful
all pervading
all knowing

UNIT 4.0: PRINCIPLES OF DHARMA

9.11 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- j) state the principles of Dharma
- k) practise these principles in daily life.

9.12 CONTENT

UNIT 2.0: MANIFESTATIONS OF PARAMATMA

8.7 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- g) state what Paramatma has created
- h) give thanks to Paramatma for his creation.

8.8 CONTENT

- 8.2.11 Creation
Living things: (plants, animals, human beings).
Non - living things: (minerals and crude oil).

9.2.11 Obedience to;

parents
teachers
elders
leaders

9.2.12 Courage to

do the right thing
take initiative
face an adverse situation
tell the truth and own up to one's mistake

9.2.13 Cleanliness

physical
mental

- 5.2.2 Katha
Prayers
Bhajan
Stavan
Shabad
- 5.2.3 Symbol - OM

UNIT 6.0: UTSAV

6.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 5.12** state the significance of Vaisakhi, Raksha Bandhan and Janmashtami
- 5.13** participate in rites and rituals of the above Utsavs.

6.2

1

6.2.2
6.2.3

UNIT 7.0: YOGA

7.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 8.8** state the advantages of practising Suryanamskar
- 8.9** participate in

7.2 CONTENT

- 8.2.7 Suryanamaskar (twelve prescribed postures and mantra)
- 8.2.8 Asanas

Padmasana
Vajrasana

UNIT 8.0: SADACHAR

8.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- h) state the importance of being honest to overcome social evils
- i) develop the virtue of honesty.

5.2.9 CONTENT

- j) Telling the truth
- k) Refraining from stealing

- Satsang
- 5.2.2 Katha
- Prayers
- Bhajan
- Stavan
- Shabad
- 5.2.3 Symbol - OM

UNIT 6.0: UTSAV
6.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to;
- 9.9** state the significance of Vaisakhi, Raksha Bandhan and Janmashtami
- 9.10** participate in rites and rituals of the above Utsavs.
- 6.2**
- 6.2.1
- 6.2.2
- 6.2.3

UNIT 7.0: YOGA
7.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- 11.8** state the advantages of practising Suryanamaskar
- 11.9** participate in Suryanamaskar and Yoga asans
- h) **CONTENT**
- 11.2.11 Suryanamaskar (twelve prescribed postures and mantra)
- 11.2.12 Asanas

Padmasana
 Vajrasana
UNIT 8.0: SADACHAR
8.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- 9.8 state the importance of being honest to overcome social evils
- 9.9 develop the virtue of honesty.

10.10 CONTENT
 10.2.5 Telling the truth
 10.2.6 Refraining from stealing

STANDARD FOUR

UNIT 1.0:

12.8 SPECIFIC OBJECTIVES

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

- l) state three forms of Paramatma
- m) appreciate His function of creating, sustaining and liberating.

12.9 CONTENT

- 12.2.11 Forms of Paramatma
 - xvi) Creator
 - xvii) Sustainer
 - xviii) Liberator

15.8 SPECIFIC OBJECTIVES

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

- p) state the significance of the three forms of Paramatma
- q) appreciate the three consort of Paramatma.

2.2

2.21

- of Paramatma
 - Brahma - Creator
 - Vishnu - Sustainer
 - Mahesh - Liberator
- m) Consorts of Paramatma
 - Saraswati
 - Laxmi
 - Parvati

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

- 13.6 tell the story of Ramayana
- 13.7 state the qualities of the character and situations in Ramayana
- 13.8 describe the teachings of Satyarth-Prakash.
- 13.9 appreciate the role of Ramayana in daily life

g) CONTENT

- 15.7 Ramayana Narration
 - Ram Janma
 - Sita
 - Swayamwara
 - Rama
 - Vanvas
 - Bharat Milap
 - Sita Haran

- 15.8 Satyarth Prakash

1.3.16 SPECIFIC OBJECTIVES

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

- o) state the basic principles of Hinduism
- p) practice the philosophy of the principles.

1.3.17 CONTENT

2.15 Principles of Hinduism

- Paramatma - Supreme Being
- Prarthana - Prayer
- Punarjanam - Re-birth
- Purusharth - Law of **action** or Effort
- Pranidaya - Compassion towards animals

- By the end of the topic, the learner should be able to; -
- f) state the significance of Pratikraman and Samaik
 - g) state the significance of the symbols used during worship
 - h) practise various ways of greetings.

CONTENT

Significance of:

- xix) Pratikraman and Samaik.
- 5.2.2 xx) Symbols - Swastika. (Hindu Namaste
Namaskar
Jai Shree Rama
Jai Jinendra
5.2.1 Sat Sri Akal
Jai Shree Krishna
Jai Swaminarayan
Om Namah Shivay

UNIT 6.0: UTSAV 6.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- 2.2.13 state the significance of Ram - Navami and Paryushan
 - 2.2.14 participate in the rites and rituals of the Utsavas
 - 2.2.15 appreciate the rites and rituals of the Utsavas.

3.7 CONTENT

- j) Significance of:
Ram Navami
Paryushan
- k) Related rites and rituals
- l) Related devotional songs/

UNIT 7.0: YOGA

3.2.10 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- 4.9 state importance of “Bhakti Yoga” in life
 - 4.10 state the devotional qualities of the devotees
 - 4.11 appreciate Bhakti Yoga.

7.2 CONTENT

- 7.2.1 Definition and importance of hakti Yoga.
- 7.2.2 Devotees

Dhruva

Prahlad

Meerabai

Narash

i Mehta

Namdev

UNIT 8.0; HINDU HERITAGE 8.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- e) state the days of the week as per the Hindu Calendar
 - f) relate the days of the week with the planets as per the Hindu Calendar
 - g) name the rivers and mountains mentioned in the holy books.

13 CONTENT

- 4.3.18 Names of ten rivers and mountains mentioned in the Holy Books.

UNIT 9.0; SADACHAR

9.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 6.10** state his / her duties
- 6.11** state Paramatma's gifts
- 6.12** express gratitude for Paramatma's gifts through prayers and offerings.

n) **CONTENT**

- 6.2.5 Duties of an individual in his / her
 - family
 - neighbourhood
 - school
 - society
 - mother-country
- 6.2.6 Gratitude for Paramatma's gifts
 - Human body
 - Universe
- 6.2.7 Prayers

STANDARD FIVE

UNIT 1.0:

Krishna

Buddha

xxi) Kalki

7.12 SPECIFIC OBJECTIVES;

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

7.3.19 identify ways in which Paramatma is Fearless, Perfect and Just

7.3.20 appreciate Paramatma's Fearlessness, Perfection and justification.

7.13 CONTENT

8.11 Stories from scriptures:

Purana - Lord Krishna
Kalpasutra -Mahavira
and the Elephant
Adi Granth - Guru

UNIT 3.0: SCRIPTURES

3.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- p) state the role of the Mahabharata and Dhammpada
- q) tell selected stories related from scriptures.

10.7 CONTENT

- p) Mahabharata - stories of Dhrona, Bhisma and Dronacharya
- q) Dhammpada - Jatak

e) SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

8.2.12 identify the various forms of incarnations of God

8.2.13 appreciate Paramatma's incarnation for the establishment of Dharma.

10.2.10 SPECIFIC OBJECTIVES

By the end of the topic, the learner will be able to:

11.15 explain the importance of the principles of Sikhism

11.16 relate these

CONTENT

9.5 Incarnation for the:
Protection of the good
Destruction of the evil.

9.6 Ten incarnations of Lord Vishnu

Matsya
Kurma
Varaha
Narsimha
Vaman

CONTENT

Principles of Sikhism:

Dharma ki kirat
-
honest

UNIT 5.0:**k) SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

- 12.12** state the rituals undertaken before starting Akhand Path
- 12.13** state the significance and practice of five Kakaar.

l) CONTENT

- j) Akhand Path**
 Ramayan - Katha
 Bhagavat - Katha
 Guru-Granth-Sahib - Path

- k) Five Kakars**
 Kesh - long hair
 Kirpan - dagger or sword
 Kada - steel bangle
 Kanga - comb
 Kaccha - shorts

UNIT 6.0; UTSAV**6.1 SPECIFIC OBJECTIVES**

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

- 13.13** describe the rituals of Raksha Bandhan.
- 13.14** participate in the rites and rituals of Navratri and Dussera / Maha / Rishiboth Utsav

UNIT 7.0: YOGA**7.1 SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

- k)** state the importance of practising Bhakti Yoga
- l)** participate in Bhakti yoga
- m)** imitate the lives of devotees

3.2.11 CONTENT

- g.** Importance of Bhakti Yoga
- h.** Devotees
 Chandanbala (Jains)
 Tulsidas (Hindus)
 Soordas
 GuruAngad Dev (Sikhs)
 Chaitanya Mahaprabhu (Hindus)

UNIT 8.0: HINDU HERITAGE**8.1 SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

- 13.2.10** identify and list seasons as per the Hindu Calendar
- 13.2.11** practise various ways of greetings

14.13 CONTENT

- 14.10** Seasons as per Hindu Calendar
- 14.11** Greetings

UNIT 9.0: SADHACHAR**e) SPECIFIC OBJECTIVES**

By the end of the topic, the learner should be able to:

cv) CONTENT

f) **CONTENT**
1.9 Friendship with people and other creatures:
poor, sick, less fortunate and aged people, PLWA. animals and plants.

1.10 Ways of practising friendship:
Love and care
xxii) Help
Respect

STANDARD SIX

<p>UNIT 1.0:</p> <p>o) SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <p>2.10 explain the difference between Nirgun - Nirakar and Sagun - Sakar Paramatma</p> <p>2.11 appreciate that Nirakar (formless) Paramatma can be experienced through Sakar (with form) Paramatma.</p> <p>p) CONTENT</p> <p>2.2.10 Nirgun and Sagun Panch Mahabhoot / Five Elements / qualities Agni - Fire - Form - warm in fire (form) Aapa / Jal - water - taste in Water (taste) Vayu - air - touch - feel in the air (touch) Akasha - space - sound in the sky (sound) Prithvi - Earth - smell in the earth (smell)</p> <p>2.2.11 Nirakar and Sakar</p>	<p>f) CONTENT</p> <p>2.7 Qualities of Paramatma in: Parshvanath Malhnath Veda -Vyasa Guru Teg Bahadur</p> <p>UNIT 3.0: SCRIPTURES</p> <p>3.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to;</p> <p>j) explain the differences between Shruti, Smriti and Puranas</p> <p>k) discuss the role of Shruti, Smriti and Puranas.</p> <p>4.13 CONTENT</p> <p>i) Shurti xxiii) Four Vedas xxiv) Upanishads</p> <p>j) Smirit xxv) Manusmiriti</p> <p>k) Parana xxvi) Srimad Bhagavat</p> <p>UNIT 4.0: PRINCIPLES OF DHARMA</p> <p>4.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>4.2.21 identify and describe the principles of Dharma</p> <p>b) explain the importance of these principles c) relate these principles to his / her daily life.</p> <p>10.2.11 CONTENT</p> <p>5.7 Principles of Dharma: Ahimsa -non-violence</p>
<p>UNIT 2.0: ANIFESTATION OF PARAMATMA</p> <p>2.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>j) state the qualities of Paramatma that are manifested in great personalities</p> <p>k) name the enlightened souls</p>	

Brahmacharya -
celibacy
Asteya - honesty
Anekantwad -
accepted all religious
tolerance.
Satya - truth

rites and

i) SPECIFIC OBJECTIVES

By the end of topic, the learner should be able to:

- 5.3.16 explain the importance of worship to acquire peace of mind
- 5.3.17 participate in the rituals during different kinds of prayers and worship
- 5.3.18 appreciate the significance of sacred symbols used during worship.

j) CONTENT

6.11 Importance of: Worship

- vi) Different kinds of Worship and Prayer
 - Private and Public
 - Temple, Derasar and Gurudwara
 - Morning, evening, meal time and bed time prayers.

- vii) Symbols
 - OM - two types; Jain and Hindus
 - Ek-onkar; Sikhs

UNIT 6.0: UTSAV
6.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- m) list rites and rituals in

- l) appreciate, celebration of Gurupurab and Janmastami
- m) recite appropriate prayers.

6.2
6.21 **CONTENT**

- 6.2.2 Guru Nanak Dev's Janam Din
Janmastami

UNIT 7.0: YOGA
7.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 6.2.16 explain the importance of practising Karma Yoga
- 6.2.17 participate in Karma Yoga
- 6.2.18 imitate the lives of devotees.

7.8 **CONTENT**

- h) Importance of Karma Yoga
- i) Great Personalities
 - Bhagirath
 - Guru Amardas
 - Bhagini Nivedita
 - Samarth Ramdas

8.9 identify the festivals, which occur in a particular month

8.10 name the months, festivals and dhuns used in daily life for spiritual development.

8.2.10	7.2.13	CONTENT
8.2.11	8.2.9	Names of twelve months Names of related festivals
	8.2.12	Religious symbols
	8.2.13	Dhuns

UNIT 9.0: SADACHAR

9.9 SPECIFIC OBJECTIVES

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

- m) explain the importance of faithfulness
- n) practise faithfulness in daily life.

9.10 CONTENT

- 9.3.11 Show faith in;
Paramatma
Dharma

STANDARD SEVEN

9.3.11 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

10.8 describe Paramatma's attributes listed below.

10.9 recite related hymns from scriptures.

9.3.11 h) UNIT 1.0: CONTENT

Paramatmais:

omnipotent - all
powerful
omnipresent - all
pervading
omniscient - all
knowledge

3.0: SCRIPTURES

11.2.6 SPECIFIC

3.2.2

10.2.6 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

11.15 identify the qualities of Paramatma that are manifested in great personalities

UNIT 2.0
11.16 name the enlightened souls

11.17 appreciate the lives of the enlightened souls.

3.2.3

UNIT 4.0:

10.2.7 CONTENT

p) Great personalities
Adi Shankaracharya
Guru Gobind Singh
Swami Vivekananda
Saint Thiruvalluvar

- p) **CONTENT**
- g) Principles of Dharma
- Dhmti - capacity to sustain
 - Kshama - forgiveness
 - Dama - self control
 - Asteya - non-stealing
 - Shaucham - Purity in thought and action
- Chudakarma - shaving of hair off the newly bom
- Nishkraman - Baby's first visit to the temple
- Upanayan - Preparation to enter School
- Dastar
- Bandhen - wearing of the turban
- 5.2. Symbols
- Swastik - two types- Jains, Hindus
 - Khanda - Sikhs

SPECIFIC OBJECTIVES

- By the end of the topic the learner should be able to:
- 13.2.17 name and locate the places of pilgrimage
 - 13.2.18 explain the importance of visiting them
 - 13.2.19 identify the related rites and rituals of the post-natal Sanskars listed below
 - 13.2.20 explain the significance of the religious symbols.
- 5.2
5.2.1
- 5.2.2

UNIT 6.0: UTSAV

14.13 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to;
- i) describe the historical, social and cultural development of Vaisakhi
 - j) participate in the rites and rituals of the festival
 - 6.2 k) Identify the historical, social and cultural development of Paryushan
 - 6.2.1 l) participate in the rites and rituals of Paryusham
 - 6.2.2 m) appreciate the celebration of Vaisakhi and Paiyushan.

UNIT 7.0: YOGA

14.2.15 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 15.15 explain the importance of practising Jnana Yoga
- 15.16 Participate in Jnana Yoga
- 15.17 name the enlightened souls
- 15.18 appreciate the lives of the enlightened souls.

14.2.16 CONTENT

- 15.2.7 Importance of Jnana Yoga
- 15.2.8 Great Personalities
 - Nachiteka
 - Raja Janaka
 - Neminath
 - Jyananeshwar

UNIT 8.0: HINDU HERITAGE

8.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- 16.12** appreciate the concept of Adhik Maas
- 16.13** explain the significance of a month in relation to the corresponding festivals
- 16.14** state the division of months.

17.15 CONTENT

- k) Division of Hindu Month
 - Shukla Paksha - bright fortnight
 - Krishna Paksha - dark fortnight
- l) Adhikmas or Purushottamas.
- m) Ekadhashi

- 8.2.14 Dhoons and Bhajans - Devotional songs

UNIT 9.0: SADACHAR

9.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- h) state ways of fighting against evil
- i) appreciate the need to forgive an evil done to oneself
- j) practise acts of forgiveness towards others
- k) appreciate the necessity to fight against and oppose evil.

16.2.11 CONTENT

- Courage in
 - xxxii) recognising one's own faults
 - xxxiii) bearing evil
 - xxxiv) resisting evil
 - xxxv) forgiving others
 - xxxvi) getting rid of one's own faults

STANDARD EIGHT

UNIT 1.0:

- 17.3.8 **SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to;
18.13 describe the qualities of Paramatma as Sat-Chit-Anand from Scriptural references
18.14 appreciate the qualities
- 17.3.9 **CONTENT**
19.8 Paramatma is Sachinand in Scriptures; Listed qualities of Paramatma from Scriptures; Vedas
Gita
Adi Granth

UNIT 2.0: ANIFESTATIONS OF PARAMATMA

- 19.2.13 **SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to;
20.5 appreciate the qualities of Paramatma
20.6 name the enlightened souls
20.7 appreciate the lives of the enlightened souls.
- 19.2.14 **CONTENT**
n) Lord Mahavira
o) Guru Nanak
p) Lord Buddha
q) Lord Swami Narayan
r) Lord Swami Dayanand Saraswati.

UNIT 3.0: SCRIPTURES

- l) **SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to;
18.2.10 read the Epic of Ramayana
18.2.11 describe the role of Ramayana
18.2.12 appreciate the role of
- m) **CONTENT**
n) Ramayan- narration
Hanuman
Setu-bandhan
Ram -Ravan-battle
Rama Rajyabhishik
Teachings of Ramayan
- e) **SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to;
20.2.19 describe the principles of Dharma
20.2.20 explain the importance of these principles
20.2.21 relate these principles to his / her daily life.
- f) **CONTENT**
21.7 Principles of Dharma
Indriya nigraha discipline, control of sense organs.
Dhee - wisdom
Vidya - knowledge
Satya - truthfulness
Akrodha - absence of anger. UNIT

5.0; RITES AND RITUALS

e) SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

22.9 explain the importance of Sankars

22.10 describe the rituals of these Sankars

22.11 appreciate the importance of prayers at different times

22.12 appreciate the importance of Panch mahayajna

5.2.2

CONTENT

Sanskar

UNIT 7.0: YOGA

24.5 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- i) identify, Asans that help in meditation
- i) prepare for meditation

sitting
standing
relaxation
lying down

24.2.14 Requirements of meditation

mental frame
venue for meditation
time for meditation
meaning of Meditation

24.2.15 Advantages of meditation.

concentration
peace

UNIT 8.0: HINDU HERITAGE

cxiii) SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) name the days of the week

cxiv) CONTENT

f) Hindu Calendar

days
months and related
festivals
seasons

g) Four Yuga

Satya - yuga
Treta - yuga

4.7 CONTENT

4.2.16 Simplici[^] in;

5.13 thought, speech and action

5.14 clothes, food and shelter

5.15 material needs.

Dramatizing
 Chanting
 Story-telling
 Comparing
 Listing
 Stating
 Exploring
 Defining
 Essay writing
 Observing
 Interpreting

- Memorizing
- Matching and Pairing
- j) Singing
- k) Drilling
- Naming
- Drawing
- Role-playing
- Narration
- Modelling
- Visiting
- Practising
- Demonstrating
- Identifying
- Models

5.3.12 Photographs

5.3.13 Newspaper cuttings

5.3.14 Posters

x) Sketch maps

xi) Libraries

- Temples, Community halls
- Text books and other support materials
- Music, dance

PRIMARY HINDU RELIGIOUS

EDUCATION

Suggested Assessment Methods:

- Answering oral questions
- Observation
- Memorization
- Oral quiz
- Answering written questions
- Matching exercises
- Quiz competition
- h) Continuous Assessment tests

**PRIMARY HINDU RELIGIOUS
 EDUCATION
 REQUIRED LEARNING AND**

TEACHING RESOURCES:

- Scriptures
- Resource persons
- Charts
- Pictures
- Diagrams
- Real objects
- Video tapes
- Audio tapes
- Project work

ASSESSMENT

LOWER PRIMARY

- Listening and correcting exercises
- Filling in the blanks
- Answering oral questions
- Observation
- 7.6 Memorization
- 7.7 Oral quiz
- 7.8 Matching exercises
- True or False

- Continuous Assessment test
- Answering written questions
- Answering oral questions
- Quiz competition
- Debating
- Essay writing
- Continuous Assessment test.

i) Debating: True or false