

MINISTRY OF EDUCATION



Republic of Ghana

TEACHING SYLLABUS FOR CHRISTIAN RELIGIOUS STUDIES (SENIOR HIGH SCHOOL 1 - 3)

Enquiries and comments on this syllabus should be addressed to:

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TEACHING SYLLABUS FOR CHRISTIAN RELIGIOUS STUDIES

RATIONALE:

Religious books, particularly the Bible are widely used all over the world. People read and use them in diverse ways globally including Ghanaians. The rationale for studying this program is to help students understand the role the Bible plays in the lives of people as a source of guidance, direction and counsel on various problems facing the world today. Consequently, Christian Religious Studies based on the Holy Bible has a frame work for handling a good deal of teaching about personal and social values that are essential for individual and societal growth and development. Therefore, the understanding, appropriation, and actualization of biblical ideals, virtues and concepts in the lives of the students are the prime motives of this program.

GENERAL AIMS:

At the end of this course, students would be expected to:

1. demonstrate knowledge, understanding and appreciation of the Biblical texts as set in the selected passages.
2. analyze the religious and social background of the specified themes/passages.
3. apply the religious and moral lessons in the set passages/themes in their lives.
4. adopt healthy attitudes, concepts and skills acquired from the Bible for their personal living and impact on society.

SCOPE OF CONTENT:

The syllabus covers selected Bible passages/themes from the Old Testament, Synoptic Gospels, Acts of the Apostles, the Epistles of James and 1 Peter. These have been carefully selected to expose students to biblical principles and values to help them in making sound value judgments when confronted with complex situations and problems in their lives. The syllabus uses Biblical materials as sources for critical engagement and discussion of issues confronting Ghanaians today.

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS:

It is expected that students offering this course would have studied Religious and Moral Education at the Basic Level.

ORGANIZATION OF THE SYLLABUS:

The syllabus is structured to cover three years of Senior High School Education. Each year’s work is divided into Sections. Each Section contains a number of Units. The details of the syllabus are as follows:

STRUCTURE AND ORGANIZATION OF THE SYLLABUS
CHRISTIAN RELIGIOUS STUDIES
OLD TESTAMENT

YEAR ONE	YEAR TWO	YEAR THREE
<p><u>SECTION ONE</u> The Creation and the Fall of Humankind Unit 1: Background to the Bible Unit 2: Creation – Gen.1-2: 4a Unit 3: The Garden of Eden and the Fall of Humankind – Gen 2:4b-25, 3 Unit 4: Cain and Abel – Gen 4:1-16</p>	<p><u>SECTION ONE</u> Making Decisions Unit 1: Solomon’s Wisdom 1 Kings 3:3-28, 4:29-34, 5:1-12 8:1-53, 10:1-3 Unit 2: Unwise Policies of Solomon and Rehoboam 1 Kings 9:15-23, 11:1-13, 12:1-20</p>	<p><u>SECTION ONE</u> Divine Call Unit 1: God’s Holiness/Divine Call - Isaiah 1:10-20;6 - The call of Jeremiah Jeremiah 1 - The call and Commission of Ezekiel Ezekiel 1,2,3:1-11</p>
<p><u>SECTION TWO</u> God’s Covenant with Humankind Unit 1: God’s Covenant with Abram Gen 12:1-9, 17:1-21, 21:1-8 Unit 2: God’s Covenant with Israel Exodus 2:23-25, 19,20, 24:1-11, 32:1-24, 32:33-35 Unit 3: The New Covenant Jeremiah 31:31-34, 32:36-41 Ezekiel 36:24-28</p>	<p><u>SECTION TWO</u> The Supremacy of God Unit 1: Religious Tensions During Ahab’s Reign 1 Kings 16:29-34, 17:1-7, 18:1-19, 19:1-8 Unit 2: Elijah at Mount Carmel 1 Kings 18:17-46</p>	

YEAR ONE	YEAR TWO	YEAR THREE
<p><u>SECTION THREE</u> Leadership Roles Unit 1: Joseph as a Leader Gen 37:1-28, 41:1-57, 45:1-15 Unit 2: Moses as a Leader Exodus 1,2,3, 4:1-17, 5 6:28-30, 7:1-7, 12,13, 14: 32:1-24 Numbers 13:1-33, 14:1-24 Unit 3: Joshua as a Leader Numbers 27:15-23, Joshua 1,6,24 Unit 4: Deborah as a Leader – Judges 4 Unit 5: Gideon as a leader – Judges 6, 7, 8</p>	<p><u>SECTION THREE</u> Greed and its effects Unit 1: Ahab and Naboth's Vineyard 1 Kings 21 Unit 2: Elisha and Gehazi's Greed 2 Kings 5:1-27</p> <p><u>SECTION FOUR</u> The Nature of God Unit 1: God's Universalism Jonah 1,2,3,4 Unit 2: Social Injustice and True Religion Amos 2:6-8, 4, 5:1-24, 7:10-17, 8 Unit 3: God's Divine Love Hosea 1,2,3,6,</p>	<p><u>SECTION TWO</u> Individual Responsibility and Hope for the Future Unit 1: Individual Responsibility Ezekiel 18 Unit 2: Hope for the Future Ezekiel 37</p>

YEAR ONE	YEAR TWO	YEAR THREE
<p><u>SECTION FOUR</u> Parental Responsibilities Unit 1: Flaws in Eli and Samuel's Parenting and their effects 1 Samuel 2:11-36, 3:2-18, 4:10-22, 7:15-17, 8:1-5</p>	<p><u>SECTION FIVE</u> The Apostate and the Reformer Unit 1: The Reign of King Manasseh - The Apostate 2 Kings 21:1-18 Unit 2: The Reign of King Josiah - The Reformer 2 Kings 22, 23:1-30</p>	<p><u>SECTION THREE</u> Concern for One's Nation Unit 1: The Condition of the Nation 2 Kings 24,25:1-17 Unit 2: Response to the State of the Nation Nehemiah 1,2: 9-20, 4 Ezra 1,4,5:1-2, 6:13-22, 7:1-10 Unit 3: Jeremiah's letter to the Exiles Jeremiah 29</p>
<p><u>SECTION FIVE</u> Disobedience and Consequences Unit 1: Saul's Disobedience 1 Samuel 13:5-15, 15:1-19 Unit 2: Consequences of Saul's disobedience 1 Samuel 13:13-15,15:10-34, 16:14-23, 1 Samuel 31</p>		<p><u>SECTION FOUR</u> Faith in God Unit 1: Faith and Courage – Daniel 3 Unit 2: Faith and Power – Daniel 6</p>
<p><u>SECTION SIX</u> David: A man after God's own heart Unit 1: David's Submission to the Will of God 1 Samuel 26, 2 Sam 12:15-25 Unit 2: David's Sin, repentance and forgiveness 2 Samuel 11, 12:1-25</p>		

STRUCTURE AND ORGANIZATION OF THE SYLLABUS
CHRISTIAN RELIGIOUS STUDIES
NEW TESTAMENT

YEAR ONE	YEAR TWO	YEAR THREE
<p><u>SECTION ONE</u> Religious Institutions and Sects at the Time of Jesus</p> <p>Unit 1: The Synagogue</p> <p>Unit 2: The Temple</p> <p>Unit 3: The Sanhedrin</p> <p>Unit 4: The Religious sects</p> <p style="padding-left: 20px;">(i) The Pharisees</p> <p style="padding-left: 20px;">(ii) The Sadducees</p> <p>Unit 5: Other Religious Sects</p> <p style="padding-left: 20px;">(i) The Scribes</p> <p style="padding-left: 20px;">(ii) The Herodians</p> <p style="padding-left: 20px;">(iii) The Zealots</p>	<p><u>SECTION ONE</u> Miracles of Jesus</p> <p>Unit 1: Nature Miracles</p> <p style="padding-left: 20px;">(i) Stilling of the storm Matt 8:23-27, Mark 4:35-41, Luke 8:22-25,</p> <p style="padding-left: 20px;">(ii) Feeding of the Five Thousand Matt 14:15-21, Mark 6:30-44, Luke 9:10-17,</p> <p>Unit 2: Healing Miracles</p> <p style="padding-left: 20px;">(i) The Leper Matt 8:1-4, Mark 1:40-45, Luke 5:12-16,</p> <p style="padding-left: 20px;">(ii) The Centurion's Servant Matt 8:5-13, Luke 7:1-10,</p> <p style="padding-left: 20px;">(iii) The paralytic Matt 9:1-8, Mark 2:1-12, Luke 5:17-26</p> <p>Unit 3: Exorcism and Power Over Death</p> <p style="padding-left: 20px;">(i) The Gerasene Demoniac Matt 8:28-34, Mark 5:1-20, Luke 8:26-39</p> <p style="padding-left: 20px;">(ii) The Syro – Phoenician Woman's daughter Matt 15:21-28, Mark 7:24-30</p> <p style="padding-left: 20px;">(iii) Jairus Daughter Matt 9:18-26, Mark 5:21-43, Luke 8:40-56</p>	<p><u>SECTION ONE</u> The History of the Early Church</p> <p>Unit 1: Introduction to the Acts of the Apostles Acts 1:1-5</p> <p>Unit 2: Ascension</p> <p style="padding-left: 20px;">(i) Acts 1:6-11</p> <p style="padding-left: 20px;">(ii) The Replacement of Judas Acts 1:12-26</p> <p>Unit 3: The Day of Pentecost Acts 2:1-47</p> <p>Unit 4: The First Miracle of the Church Acts 3:1-26</p> <p>Unit 5: Opposition to the Church Acts 4:1-31</p> <p>Unit 6: The Church and Communalism Acts 4:32-37 Acts 5:1-16</p> <p>Unit 7: The Apostles Arrested again – Acts 5:17-42</p>

YEAR ONE	YEAR TWO	YEAR THREE
<p><u>SECTION TWO</u></p> <p>Introduction to the Synoptic Gospels</p> <p>Unit 1: Characteristics of each of the Synoptic Gospels</p> <ul style="list-style-type: none"> - Mathew's Gospel - Mark's Gospel - Luke's Gospel 	<p><u>SECTION TWO</u></p> <p>The Parables of Jesus</p> <p>Unit 1: The parables of the Kingdom:</p> <ul style="list-style-type: none"> (i) The Sower – Matt 13:1-23, Mark 4:1-20, Luke 8:4-15 (ii) The Mustard Seed – Matt 13:31-32, Mark 4:30-32, Luke 13:18-19 (iii) The Wicked Tenants – Matt 21:33-46, Mark 12:1-12, Luke 20:9-19 (vi) Pounds and Talents – Luke 19:11-27, Matt 25:14-30 <p>Unit 2: Parables Illustrating God's love</p> <ul style="list-style-type: none"> (i) The Parables of the Lost – Matt 18:12-24, Luke 15:1-32 e.g. Prodigal Son, Lost Sheep, Lost Coin, etc. <p>Unit 3: Parables Illustrating concern for one another e.g. (i) The Good Samaritan – Luke 10:25-37</p> <ul style="list-style-type: none"> (ii) The Richman and Lazarus – Luke 16:19-31 	<p><u>SECTION TWO</u></p> <p>The Appointment of the Seven, Persecution and Dispersion of the church after Stephen's Death.</p> <p>Unit 1: The appointment of the Seven Deacons Acts 6:1-6</p> <p>Unit 2: Stephen, the first Christian Martyr Acts 6:7-15, 7:1-60</p> <p>Unit 3: Persecution and Dispersion of the Church Acts 8:1-25,</p> <p>Unit 4: Philip and the Ethiopian Eunuch Acts 8:25-40</p>
<p><u>SECTION THREE</u></p> <p>Unit 1: The Synoptic Gospels</p> <p>Unit 2: The Synoptic Problem</p>	<p><u>SECTION THREE</u></p> <p>The Great Confession and the Transfiguration</p> <p>Unit 1: (i) The Great Confession – Matt 16:13-20, Mark 8:27-38, Luke 9:18-27</p> <ul style="list-style-type: none"> (ii) The Transfiguration – Matt 17:1-13, Mark 9:2-13, Luke 9:28-36 	<p><u>SECTION THREE</u></p> <p>Witnessing Further Afield</p> <p>Unit 1: The Conversion of Saul - Acts 9:1-31</p> <p>Unit 2: Peter at Lydda and Joppa – Acts 9:32-43</p> <p>Unit 3: Conversion of Cornelius – Acts 10:1-48, 11:1-18</p> <p>Unit 4: The Church in Antioch – Acts 11:19-30</p> <p>Unit 5: Martyrdom of James and the arrest of Peter - Acts 12:1-24</p>

YEAR ONE	YEAR TWO	YEAR THREE
<p><u>SECTION FOUR</u> The Birth of John and Jesus and the preparation for Jesus' ministry. Unit 1: The Genealogy Matt 1:1-17, Luke 3:23-38 Unit 2: The Birth of John and Jesus Matt 1:18-25, 2 Luke 1 and 2 Unit 3: The Message of John the Baptist Matt 3:1-12, Mark 1:1-3, Luke 3:1-20 Unit 4: The Baptism of Jesus Matt 3:13-17, Mark 1:9-11, Luke 3:21-23 Unit 5: The Temptation of Jesus Matt 4:1-11, Mark 1:12-13, Luke 4:1-13</p>	<p><u>SECTION FOUR</u> Jesus In Jerusalem Unit 1: Conflicts with Jewish Authorities Over Sabbath – Matt 12:1-14, Mark 2:23-28 3:1-6, Luke 6:1-11 Unit 2: Conflict with Jewish Authorities Over Mixing with Sinners Matt 9:9-13, Luke 5:27-32, 7:36-50, Mark 2:13-22 Unit 3: Conflict Over Fasting – Matt 9:14-17, Mark 2:18-22, Luke 5:33-39 Unit 4: Conflict Over Authority to Forgive sin Matt 9:1-9, Mark 2:1-12, Luke 5:17-26, 7:36-50 Unit 5: The Tradition of the Elders Matt 15:1-11, Mark 7:1-15. Luke 11:37-41</p>	<p><u>SECTION FOUR</u> The First Missionary Journey and the Council of Jerusalem Unit 1: Paul's First Missionary Journey Acts 13, 14 Unit 2: The Council of Jerusalem and the Question of Circumcision – Acts 15:1-35`</p>
<p><u>SECTION FIVE</u> Galilean Ministry Unit 1: The Call and Demands of Discipleship Matt 4:18-25, 9:9-13, Mark 1:16-20, 2:13-17, Luke 5:1-11, 5:27-32 Matt 8:18-22 Luke 9:57-63, 14:25-33</p>	<p><u>SECTION FIVE</u> The Passion Stories Unit 1: The Conspiracy of the Priest and the Elders Matt 26:1-5, Mark 14:1-2, Luke 22:1-2</p>	<p><u>SECTION FIVE</u> The Epistles of James and 1Peter Unit 1: Faith and Works - James 1:2-27, 2:14-26</p>

YEAR ONE	YEAR TWO	YEAR THREE
<p>Unit 2: The Teachings of Jesus</p> <p>(i) The Beatitudes and Woes Matt 5:1-12, Luke 6:17-26</p> <p>(ii) Usefulness of Salt and Light Matt 5:13-16, Luke 11:33-36, Luke 14:34-35</p> <p>(iii) Jesus and Mosaic Law Matt 5:17-48 Luke 6:27-36, 12:57-59</p> <p>(iv) Almsgiving – Matt. 6:1-4, Luke 11:41, 12:33</p> <p>(v) Prayer – Matt 6:5-15, 5:44, 17:20, Mark 1:35, 6:41-46 Luke 3:21, 6:12, 9:18, 28-29, 11:1-13, 19:1-14, 22:31-34, 18:1-14</p> <p>Unit 3: Other Teachings of Jesus</p> <p>(i) Forgiveness – Matt 5:38-48, 18:21-35 Mark 2:1-12, 3:28-29, Luke 6:27-36, 7:36-50, 11:4, 18:4-14</p>	<p>Unit 2: The Anointing at Bethany Matt 26:6-13, Mark 14:3-9,</p> <p>Unit 3: The Last Supper Matt 26:17-35, Mark 14:12-31, Luke 22:7-38</p> <p>Unit 4: (i) Jesus at Gethsemane Matt 26:36-56, Mark 14:32-52, Luke 22:39-53</p> <p>Unit 5: Peter’s Denials Matt 26:69-75, Mark 14:66-72, Luke 22:54-62</p> <p>Unit 6: The Trial of Jesus Matt 26:47-75, Mark 14:53-72, Luke 22:66-71, 23:6-12</p> <p>Unit 7: Crucifixion and Death of Jesus Matt 27:32-56, Mark 15:21-41, Luke 23:26-49</p> <p>Unit 8: The Burial of Jesus – Matt 27:57-66, Mark 15:42-47, Luke 23:50-56</p> <p>Unit 9: The Resurrection Appearances Matt 28:1-20, Mark 16:1-20, Luke 24:1-53</p> <p>Unit 10: The Great Commission - Matt 28:19-20 Luke 24:47, Mark 16:15-20</p>	<p>Unit 2: Impartiality – James 2:1-13</p> <p>Unit 3: Effective Prayers – James 1:2-8, 5:13-18</p> <p>Unit 4: (i) Good Citizenship – 1 Peter 2:13-17 (ii) Christians Living Among Non-Christians 1 Peter 2:1-25 (iii) Interpersonal Relationship Among Christians – 1 Peter 5:1-11</p>

YEAR ONE	YEAR TWO	YEAR THREE
<p>(ii) Humility – Matt 18:1-4, 23:12, Mark 9:33- 37, 10:13-18 Luke 9:46, 14:7-11, 18:9-14, 22:24-27</p> <p>(iii) Wealth and Poverty – Matt 5:3, 6:19-21, 19:16-30, Mark 10:17-30, 12:43-44, Luke 6:20, 12:13-21, 33-34, 16:19-31, 18:18-30, 19:8-9, 21:1-4</p> <p>(iv) Marriage and Divorce – Matt 5:31-32, 19:3-12, 22:23-33, Mark 10:2-12, 12:25, Luke 20:27-40</p> <p>(v) The State – Matt 17:24-27, 22:15-22 Mark 12:13-17, Luke 20:20-26</p>		

TIME ALLOCATION

Christian Religious Studies is allocated six periods of 40 minutes each per week.

SUGGESTIONS FOR TEACHING THE SYLLABUS

General Objectives

General Objectives have been listed at the beginning of each Section of the syllabus. The general objectives specify the skills and behaviours the student should acquire after learning the units of a section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 – Units: The units in column 1 are divisions of the major topic of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 – Syllabus Reference Numbers: Column 2 shows the Specific Objectives for each unit. You will find that the specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1 (of the appropriate year's syllabus), Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Syllabus Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers is an easy way for communication among teachers and educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on Objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class. Each specific objective is considered a criterion to be achieved by the student. When you develop a test consisting of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Reference Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The test must however, be developed in such a way that it consists of a sample of the important objectives taught over a period. When you are able to build a test that consists of a representative sample of the important criterion objectives taught over a period, the test may be called a criterion-reference test and will have high content validity. There are a few other aspects of a criterion-reference test, but this is the basic definition and procedure.

Column 3 – Content: The "content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. You are however, expected to add more information to the content from your readings and personal experiences.

Column 4 – Teaching and Learning Activities: T/L activities that will ensure maximum student participation in the lessons are presented in column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning in your lessons. Teaching in schools is expected to be student-centred. As much as possible, emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. The major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in school and out of school. You are a major agent for this to happen.

Column 5 – Evaluation: Suggestions for evaluating the lessons of each unit are indicated in column 5. Evaluation can be in the form of oral questions, quizzes, essays, project work etc. Ask questions and set tasks and assignments etc. that will challenge students to apply their knowledge to issues and problems, and that will engage them in developing solutions, and developing positive attitudes to life as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

A feature of this syllabus is the concept of dimensions in teaching and learning. A ‘dimension’ is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated this way: the student will be able to describe.....etc. Being able to “describe” something after the instruction has been completed means that the student has acquired “knowledge”. Being able to explain, summarize, give examples etc. means that the student “understands”. Similarly, being able to develop, plan, construct etc, means that the student has learnt to create, innovate or synthesize knowledge.

Each of the specific objectives in this syllabus contains an “action verb” that describes the behaviour the student should be able to display after the instruction. “Knowledge”, “application” etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher-level behaviours such as application, analysis etc. Chief Examiners reports from the West African Examinations Council indicate that students do well on questions that require them to “define”, “describe” etc. But they do very poorly on questions that require them to “compare”, “analyze”, “construct” etc. What is important in learning is to be able to apply knowledge, synthesize information and use knowledge in variety of situations. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

DEFINITION OF PROFILE DIMENSIONS

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Christian Religious Studies, the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	35%
Use of Knowledge	40%
Attitudes and Values	25%

Each of the dimensions has been given a percentage weight that should be considered in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three dimensions will ensure that **Christian Religious Studies** will not only be taught and studied at the cognitive level, but will also lead to positive personality development.

Details of the dimensions above are as follows:

Knowledge and Understanding (KU)

knowledge	The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember material already learned and constitutes the lowest level of learning.
understanding	The ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

This dimension is also referred to as “Application of Knowledge”. Ability to use knowledge or apply knowledge has a number of learning levels namely, application, analysis, innovation or creativity, and evaluation. These may be considered and taught separately, paying attention to reflect on them equally in your teaching. The dimension “Use of Knowledge” is a summary dimension for all four learning levels.

application	The ability to apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover etc.
analysis	The ability to break down material into its component parts; ability to compare, contrast, differentiate, discriminate, distinguish, outline, separate, identify significant points etc. Ability to recognize unstated assumptions and logical fallacies; ability to recognize inferences from facts etc.
Innovation/Creativity -	The ability to synthesize or put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, bring new ideas, design and create new things.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

Attitudes and Values (AV)

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behaviour levels such as receiving, responding, valuing, organizing.

receiving	follows directions, listens, shows awareness and sensitivity, accepts, asks questions, replies etc.
responding	greet, participates, assists, conforms, enjoys, presents, shows interest, volunteers for duties, respects the rights of others.
valuing	demonstrates attitudes, demonstrates beliefs, initiates, invites, proposes, reports, shares, works, reads.
organizing	ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, formulate, generalize, modify and defend a belief or good cause.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you provide your students the ability to answer questions in the way that they will have to answer WASSCE questions and in the way they will have to deal with issues and problems in life. Note that in practical life there are few instances where we describe or define. Generally, we solve, analyse, compare, synthesize, make a judgement etc. This is the type of thinking and behaviour that you have to impart to your students. This is the major reason for education. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions.

FORM OF ASSESSMENT

The form of assessment described in this syllabus is a combination of the external examination structure of WASSCE and the profile dimension system already discussed. It must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. WAEC's examination consists of two papers. This has been followed in the example given below.

DISTRIBUTION OF EXAMINATION PAPER WEIGHTS

DIMENSIONS	PAPER 1	PAPER 2	TOTAL
Knowledge and Understanding	30	5	35
Use of Knowledge	15	25	40
Attitudes and Values	5	20	25
Total	50	50	100

The total number at the bottom of Columns 2 and 3 are the weights for Paper 1 and Paper 2. The numbers in the cells of Papers 1 and 2 indicate the marks to be allocated to the items/questions that test each of the dimensions in the first column. The last column shows the total marks allocated to each of the dimensions. Note that the column numbers agree with the profile dimension weights already provided.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1. **Project:** This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year,

The projects may include the following:

- i) experiment
- ii) investigative study (including case study)
- iii) practical work assignment

A report must be written for each project undertaken.

2. **Mid-Term Test:** The mid-term test following a prescribed format will form part of the SBA
3. **Group Exercise:** This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
4. **End-of-Term Test:** The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL - YEAR 1

SECTION 1

BACKGROUND TO THE BIBLE THE CREATION AND THE FALL OF HUMANKIND

General objectives: The student will:

1. be aware of the background to the Bible
2. be aware of the purpose and essence of creation
3. understand the causes and effects of the fall of humankind

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1: BACKGROUND TO THE BIBLE	<p>The students will be able to:</p> <p>1.1.1 state the number of books that are in the Old Testament (OT) and the New Testament (NT).</p> <p>1.1.2 differentiate between the groupings of the books in the Bible</p>	<p>The Bible is made up of the Old Testament (OT) and the New Testament (NT).</p> <p>There are 66 books in Bible. 39 books in the OT and 27 books in the NT.</p> <p>Grouping of Books in the Bible</p> <p>Old Testament</p> <p>The Books of the Law (the Pentateuch) Genesis – Deuteronomy</p> <p>The Historical Books Joshua – Esther</p> <p>The Poetical Books Job – The Song of Solomon</p> <p>The Major Prophets Isaiah - Daniel</p>	<p>Assist students to:</p> <p>discuss the number of books in the Bible. Group the OT at one side and the NT at the other.</p> <p>find the books in the Bible by opening to the books as the teacher calls them out.</p> <ul style="list-style-type: none"> • Brainstorm the different groupings of the books in the Bible • Discuss the gist of the books in each group 	<p>Which book in the Bible deals with the creation story?</p> <p>List the different grouping of the books in the Bible.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2: THE CREATION STORY	<p>The students will be able to:</p> <p>1.2.1 state the order of Creation.</p> <p>1.2.2 compare the Priestly (P) and Yahwist (J) accounts of creation.</p> <p>1.2.3 explain the importance of creation.</p> <p>1.2.4 analyse human activities which degrade and sustain the environment.</p>	<p>Creation of human kind and the environment Gen.1-2: 4a</p> <p>Yahwist (Jahvist) Accounts of creation:</p> <p>(a) The Priestly Account Gen. 1-2: 4a</p> <p>(b) (Jahvist) Yahwist Account Gen. 2:4b-25</p> <p>The importance of creation to:</p> <p>(i) humankind e.g. origins of things – Identify where we came from, Show interdependence of creation etc. (ii) To God – e.g. worship, stewardship. (iii) The Importance of appropriate food combination (Gen 1:29-30)</p> <p>Human Activities that Degrade and Sustain the Environment:</p>	<p>Assist students to:</p> <p>Read the passage in the Bible for the order of creation of the world.</p> <p>Discuss the Priestly and Yahwist accounts of the creation and show the difference.</p> <p>Discuss the unique position of humankind in the creation story.</p> <p>Brainstorm the importance of creation to:</p> <p>(i) humankind (ii) God Highlight the nutritional/therapeutic value of (a) Natural food e.g. (i) gives us energy to grow and repair the body. (ii) builds the immune system (iii) provides us with power to work, think and play, etc. (b) Water (i) Serves as a medium for all body processes (ii) Transports nutrients and other substances throughout the body. (iii) Removes and flushes waste out of the body (iv) Aids digestion (v) Regulates body temperature etc. (c) Sleep/Rest (i) Restores brain processes (ii) Enables the entire body to regenerate itself (iii) Enables all organs of the body to function better for excellent health.</p> <p>Identify things that constitute the environment. Discuss how human activities degrade the environment. Discuss how the environment can be protected and sustained.</p>	<p>Write the order of creation of the world.</p> <p>Compare and contrast the Priestly and Yahwist accounts of creation of the world.</p> <p>Highlight the unique position of humankind in the creation story</p> <p>(1) List the importance of some of the elements of creation to humankind e.g. heavenly bodies, water bodies, plants and animals.</p> <p>(2) List five therapeutic values of (a)water (b)sleep/rest</p> <p>(a) How do human activities degrade the environment?</p> <p>(b) In what ways can the environment be protected or sustained?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 THE GARDEN OF EDEN AND THE FALL OF HUMANKIND	<p>The students will be able to:</p> <p>1.3.1 explain God's original intention for the life of humankind.</p> <p>1.3.2 trace the circumstances that led to the fall of humankind in the Garden of Eden.</p> <p>1.3.3 analyze the consequences of the fall of humankind as exemplified in the story of the Fall.</p>	<p>The Garden of Eden Gen. 3</p> <p>Disobedience and the fall of humankind Gen. 3</p> <p>Consequences of the fall of humankind – e.g. Separation from God, Withdrawal of God from humankind, disease, deprivation of protection, suffering, pain, death, etc.</p>	<p>Assist students to:</p> <p>Discuss the original relationship between God and humankind using myths from the local community.</p> <p>Discuss the act of disobedience as act of sin.</p> <p>Discuss the fall using (i) Future's Wheel Approach (ii) Values Clarification Methods.</p>	<p>In what ways did God make humankind comfortable in the creation story?</p> <p>Discuss the causes and effects of the fall of humankind noting the role played by each of the characters.</p> <p>Discuss some of the effects of disobedience in your life.</p>
UNIT 4 CAIN AND ABEL	<p>1.4.1 examine the story of Cain and Abel.</p> <p>1.4.2 analyse the effects of murder (crime).</p> <p>1.4.3 explain how to control one's self from committing crime.</p>	<p>The story of Cain and Abel The first bloodshed Gen.4:1-16 Blood contains life which belongs to God We are our brother's keeper.</p> <p>Effects of murder (crime): God punishes Society punishes one becomes an outcast, Isolation, guilt complex, shame Disgrace to the family. Stress on the individual.</p> <p>Control of crime – Avoid: anger, jealousy, envy, hatred, bad utterances.</p>	<p>Dramatize the story of Cain and Abel Relate the story of the first bloodshed to the right to life as enshrined in the 1992 Constitution of Ghana (under the Human rights section).</p> <p>Discuss the effects of murder , using the Future's Wheel Approach</p> <p>(i) Brainstorm causes and control of crime. (ii) Discuss factors which promote good interpersonal relationships e.g. (i) embracing each other (ii) concern for each other's well-being (iii) Making positive comment about each other (iv) Respect (v) Sharing etc. (vi)</p>	<p>(a) Highlight the importance of the story of Cain and Abel What are the social and religious reasons against bloodshed?</p> <p>Identify the effects of murder on the (i) individual (ii) Society</p> <p>Analyse causes and control of crime.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D)	<p>The students will be able to:</p> <p>2.2.2 describe the preparation made by the Israelites before the Sinai Covenant.</p> <p>2.2.3 analyse the contents of the Ten Commandments.</p> <p>2.2.4 describe how the Sinai Covenant was sealed.</p> <p>2.2.5 describe how Israel became unfaithful to God as shown in the Golden Calf episode.</p> <p>2.2.6 examine the effects of the breaking of the Sinai Covenant.</p>	<p>Preparation before The Sinai Covenant Exodus 19</p> <p>The Ten Commandments (Decalogue) (i) Obligation to God (ii) Obligation to humankind Exodus 20</p> <p>Sealing of the Covenant Exodus 24:1-11</p> <p>The Golden Calf episode Exodus 32:1-24</p> <p>God's Response to the breaking of the covenant Exodus 32:33-35</p>	<p>Assist students to:</p> <p>Read and discuss God's instructions to the people in preparation for the Sinai Covenant.</p> <p>Read and brainstorm the contents of the ten commandments. Discuss the commandments which talk about: (i) our relationship with God. (ii) our relationship with humankind. Identify areas of similarities with Human Rights as enshrined in the 1992 Constitution of Ghana. e.g. You shall not kill.</p> <p>Read and discuss the passage to explain how the Sinai Covenant was sealed. Describe how covenants are sealed in your society.</p> <p>Read and role play the story of the Golden Calf.</p> <p>Identify how the Sinai covenant was broken. Discuss the effects of the breaking of the Sinai Covenant.</p>	<p>Assess the preparations made by the Israelites on the eve of the covenant.</p> <p>Identify and explain aspects of the Decalogue which deal with:</p> <ol style="list-style-type: none"> 1. the family 2. human life 3. sex 4. property 5. speech <p>(i) Describe how the Sinatic Covenant was sealed.</p> <p>(a) Narrate the story of the Golden Calf (b) Indicate how it affected the people's relationship with God.</p> <p>Describe how (i) Moses (ii) God reacted to the breaking of the covenant.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 THE NEW COVENANT	<p>The students will be able to:</p> <p>2.3.1 describe how God restored Israel to Himself through the New Covenant.</p> <p>2.3.2 explain God's faithfulness to Israel.</p> <p>2.3.3 demonstrate the ability to be faithful and truthful to others.</p>	<p>The New Covenant: Jeremiah 31:31-34</p> <p>God's faithfulness to Israel: Everlasting Covenant Ability to be Truthful and Faithful Jeremiah 32:36-41 Ezekiel 36:24-28</p> <p>Faithfulness and Truthfulness</p>	<p>Assist students to:</p> <p>Revise the Sinai Covenant, read and discuss the passage under the New Covenant.</p> <p>Read and brainstorm God's faithfulness to the people of Israel. Follow up with a class discussion.</p> <p>Discuss the importance of (i) faithfulness (ii) truthfulness</p> <p>Role play a situation to demonstrate values of faithfulness and truthfulness.</p>	<p>Compare and contrast the Old and the New Covenants. What lessons can be learnt from this comparison?</p> <p>State the importance of (i) faithfulness (ii) truthfulness to one's self and society.</p>

SENIOR HIGH SCHOOL - YEAR 1

SECTION 3

LEADERSHIP ROLES

General objectives: The student will:

1. appreciate the roles of the leaders of Israel
2. be aware of qualities of good leadership and how to practice them

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 JOSEPH AS A LEADER	<p>The students will be able to:</p> <p>3.1.1 identify different ways God made people leaders.</p> <p>3.1.2 explain the importance of dreams as a medium of divine revelation.</p> <p>3.1.3 identify the role of dreams in the life of Joseph.</p> <p>3.1.4 explain how Joseph rose to become ruler in Egypt.</p> <p>3.1.5 analyse the causes and effects of dreams.</p>	<p>Ways God made people leaders</p> <ul style="list-style-type: none"> • Dreams – e.g. Joseph • Call – e.g. Moses, Gideon, Debora • Appointment – e.g. Joshua <p>The dreams of Joseph Gen 37:1-28 Pharaoh's dreams Gen 41:1-36</p> <p>The Role of Dreams in the Life of Joseph Gen. 37:1-28 Gen. 41:1-57</p> <p>Joseph as a ruler in Egypt. Divine Destiny Gen. 41:37-57</p> <p>Causes and Effects of Dreams: Sub-conscious wishes of love and hate State of health/mind Poverty and hunger Gluttony Wishful thinking, Prediction etc.</p>	<p>Assist students to:</p> <p>Read passages on various leaders mentioned and discuss the different ways God used to raise them to leadership positions.</p> <p>Read the passages. Discuss the dreams of Joseph and Pharaoh and explain their meanings.</p> <p>Students share local perceptions about dreams. Read the passages and discuss the role that dreams played in the life of Joseph.</p> <p>Read the passage and explain how Joseph rose to be ruler in Egypt.</p> <p>Note: stress the fact that divine purpose cannot be changed by human beings. Problems in our lives are not permanent.</p>	<p>Describe how God made people leaders.</p> <p>1. (a) Why did Joseph's brothers hate him?</p> <p>(b) What was the result of this hatred?</p> <p>2. Give an account of Joseph's rise to power in Egypt.</p> <p>(a) Explain how Joseph understood his dreams</p> <p>(b) Should people discuss their dreams with others?</p> <p>Give reasons for your answer.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	<p>The students will be able to:</p> <p>3.1.6 describe how Joseph re-united with his family.</p> <p>3.1.7 demonstrate the skills to resolve conflicts.</p> <p>3.1.8 identify lessons learnt from Joseph's leadership qualities.</p>	<p>Joseph re-unites with his family Gen. 45:1-15</p> <p>Skills for conflict Resolution: Forgiveness and Reconciliation.</p> <p>Lessons learnt from Joseph's leadership qualities:</p> <ul style="list-style-type: none"> • Endurance/patience • God fearing • Visionary e.g. storage of food for the future. 	<p>Assist students to:</p> <p>Discuss what happened between Joseph and his brothers in Egypt. Discuss the importance of the National Reconciliation Commission.</p> <p>Discuss forgiveness and Reconciliation as skills to resolve conflicts.</p> <p>Discuss the leadership qualities of Joseph and how they can be applied in their lives.</p> <p>Note: stress his endurance, perseverance, visionary qualities and planning for the future (building of silos to store food for future use).</p>	<p>Describe how Joseph reconciled with his brothers.</p> <p>Identify skills for resolving conflicts.</p> <p>(a) Highlight the leadership qualities of Joseph.</p> <p>(b) What lessons can be learned from Joseph's leadership qualities?</p>
UNIT 2 MOSES AS A LEADER	<p>3.2.1 outline the bitter experiences of the Israelites in Egypt.</p> <p>3.2.2 outline the circumstances under which Moses was born.</p> <p>3.2.3 explain how Moses was prepared for leadership.</p> <p>3.2.4 identify the attempts made by Moses to refuse God's call.</p>	<p>Israel under bondage in Egypt Exodus 1:1-15 Exodus 2:23-25</p> <p>Birth of Moses and early childhood Exodus 1:15-22 Exodus 2:1-10</p> <p>Moses' Youthful Years and preparation for leadership Exodus 2:11-22</p> <p>The Call of Moses Exodus 3, 4, 5,6:28-30 7:1-7</p>	<p>Discuss the bondage in various steps taken by Egypt to reduce the population of the Israelites.</p> <p>Read the passages and outline the circumstances under which Moses was born and bred.</p> <p>Read the passage and discuss leadership characteristics which Moses displayed in his youthful years.</p> <p>Discuss the call of Moses and the excuses he gave to refuse the call. Discuss the nature and attributes of God as revealed in the call of Moses. Share experiences of instances he gave excuses when asked to take responsibilities. Discuss the lessons drawn from these experiences.</p>	<p>Describe the life of the Israelites in Egypt after the death of Joseph.</p> <p>(a) Narrate the story of the birth of Moses. (b) How was he cared for during his early childhood?</p> <p>Discuss the leadership qualities exhibited by Moses during his encounter with the Egyptians.</p> <p>1. (a) How did Moses respond to his call? (b) In what ways was he equipped to carry out his mission? 2. (a) Give reasons why people give excuses when they are asked to take leadership responsibilities.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>MOSES AS A LEADER</p>	<p>The students will be able to:</p> <p>3.2.5 explain the Passover Feast and how the Israelites were delivered from Egypt.</p> <p>3.2.6 examine the story of the spying of the land and the reactions to the report.</p> <p>3.2.7 identify lessons learnt from Moses' leadership qualities.</p>	<p>The Passover and the Release Exodus 12</p> <p>The crossing of the Red Sea Exodus 13, 14</p> <p>Spies sent to Canaan Numbers 13:1-24 Numbers 14:1-24</p> <p>The 2 conflicting reports Numbers 13:25-33 Numbers 14:1-10</p> <p>Moses' Leadership Qualities e.g. Bravery, Courage, Justice Exodus 2:11-22 Exodus 13:1-4</p> <p>Military strategist Giving clear instructions, instilling in them discipline, holiness Exodus 12:13-28 Exodus 13:1-4 Exodus 14:13-14</p> <p>Team work: Numbers 13:1-24</p>	<p>Assist students to:</p> <p>Discuss the Pre-Mosaic celebration of the Passover Feast. Describe and explain the Passover Feast at the time of Moses. Compare the Passover Feast with a local festival.</p> <p>Discuss the crossing of the Red Sea. Discuss the role played by Moses as a leader in the Passover and the crossing of the Red Sea.</p> <p>Read the passages: Discuss the two conflicting reports of the spies and the reaction of the Israelites and its effects.</p> <p>Note: Stress that majority view is not always the best.</p> <p>Deduce lessons learnt from Moses' leadership.</p> <p>Teacher should stress dangers involved in ethnicity, political/Religious intolerance etc.</p>	<p>(a) Explain the importance of the Passover Feast. (b) How does it compare with a local festival?</p> <p>(a) Give an account of the crossing of the Red Sea (b) State the significance of the episode to (i) the Israelites (ii) Christians today</p> <p>(a) Discuss the report of the spies and the reaction of the people and its effects. (b) How did the report affect the people?</p> <p>What lessons can be learnt from Moses' leadership qualities?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>JOSHUA AS A LEADER</p>	<p>The students will be able to:</p> <p>3.3.1 describe the induction of Joshua to succeed Moses.</p> <p>3.3.2 outline God's assurance to Joshua as a leader.</p> <p>3.3.3 describe how Jericho was conquered.</p> <p>3.3.4 explain the need for Joshua to renew God's covenant with the Israelites before his death.</p> <p>3.3.5 identify lessons learned from Joshua's leadership qualities.</p>	<p>The Anointing of Joshua as a leader Numbers 27:15-23</p> <p>God's promise to Joshua and demands of his "Leadership" Joshua 1:1-9</p> <p>The conquest of Jericho Joshua 6</p> <p>The Covenant Renewal and Joshua's death Joshua 24</p> <p>Note: Stress that there is the need to renew our faith in God</p> <p>Joshua's leadership qualities – e.g. obedience, spirit filled, Numbers 27:15-23 Strategist Joshua 6:</p>	<p>Assist students to:</p> <p>Read the passage Discuss the selection and anointing of Joshua to succeed Moses.</p> <p>Read the passage and discuss (Draw students attention to the fact that God's promises to people require responsibility).</p> <p>Read the passage and discuss how Jericho was conquered. Identify the type of conquest in Jericho.</p> <p>Read the passage: Discuss the importance of the covenant renewal under Joshua.</p> <p>Brainstorm the leadership qualities of Joshua.</p>	<p>(a) Describe how Joshua was appointed to succeed Moses (b) In what way is this process important in modern times?</p> <p>(a) Describe the conquest of Jericho (b) What lessons can be learnt from the story?</p> <p>Describe the covenant Renewal by Joshua and state its importance.</p> <p>Identify the leadership qualities of Joshua worthy of emulation.</p>
<p>UNIT 4</p> <p>DEBORAH AS A LEADER</p>	<p>3.4.1 identify the roles played by Deborah in the war with the Canaanites (Sisera).</p>	<p>Deborah and Sisera Judges 4</p>	<p>Read the passage and discuss the role of Deborah in the war with the Canaanites Compare the roles of Deborah and Yaa Asantewaa</p>	<p>(a) Give an account of the Deborah/Sisera war, (b) How does the account influence the image of women in your community?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) DEBORAH AS A LEADER	The students will be able to: 3.4.2 identify the leadership qualities of Deborah. 3.4.3 justify why women should be given leadership positions.	Deborah's leadership qualities – e.g. <ul style="list-style-type: none"> • Justice Judges 4:4-5 • Approachable • Not power drunk, • True Prophetess • Strategist Women in leadership.	Assist students to: Brainstorm the leadership qualities of Deborah. Discuss how Deborah's story refutes gender stereo – typing in the Ghanaian society by giving examples of women who have excelled in Ghana. Share experiences of women in your locality that have demonstrated effective leadership.	Write essay on Deborah highlighting her leadership qualities. How can women be assisted to achieve their highest potentials?
UNIT 5 GIDEON AS A LEADER	3.5.1 describe how Gideon responded to his call. 3.5.2 identify the leadership qualities of Gideon.	Gideon and the Midianites Judges 6, 7, 8 Note: God may use the most unpromising person to rescue a nation. Gideon's leadership qualities – e.g. Zealous Judges 6:32 Principled and cautious Judges 6:36 Obedient Judges 7:9-12 Not power drunk Judges 8:22-24 Humility etc.	Read the passages and discuss the different challenges Gideon threw to God before he became convinced that he has been chosen as a leader. Discuss why Gideon refused to be the King of Israel. Discuss how Gideon evolved out of nobody and was still humble, obedient and made a difference in Israel. In groups, students should read the passages and find out leadership qualities of Gideon and bring their reports for discussions.	(a) Highlight the leadership qualities of Gideon. (b) How can these leadership qualities be developed in the youth today?

SENIOR HIGH SCHOOL - YEAR 1

SECTION 4

PARENTAL RESPONSIBILITY

General objective: The student will:

1. appreciate the need for good parenting in the society

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PARENTAL RESPONSIBILITY	<p>The students will be able to:</p> <p>4.1.1 analyse the lifestyles of Eli and Samuel as priests and parents.</p> <p>4.1.2 examine the consequences of bad parenting on the children of Eli and Samuel.</p>	<p>The Lifestyles of Eli and Samuel Eli's lifestyle – e.g. Carefree - father 1 Sam 2: 29 Honoured his children above God Connived with his children to defile God's sacrifice 1 Sam 2:11-36 1 Sam 3: 2-18 1 Sam 4:10-22 1 Sam 8:1-5</p> <p>Consequences of bad parenting on the behaviour of the sons of Eli and Samuel 1 Sam 2:11-36 1 Sam 3: 2-18 1 Sam 4:10-22 1 Sam 8-12</p> <p>e.g. caused the end of priesthood and judges, change from theocracy to monarchy.</p>	<p>Assist students to:</p> <p>Read the passages and discuss the lifestyles of Eli and Samuel and their consequences on their children.</p> <p>Read the passages: Highlight the consequences of their lifestyles on themselves and Israel.</p>	<p>(a) How did the lifestyles of Eli and Samuel affect their families and the future of Israel?</p> <p>(b) What lessons can parents learn from these narratives?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	<p>The students will be able to:</p> <p>4.1.3 analyse the effect of bad parenting on the child and society.</p> <p>4.1.4 outline the characteristics of good parenting.</p>	<p>Effects of bad Parenting – e.g.</p> <p><u>On the child:</u> Teenage pregnancy Teenage fathers Truancy School drop-out Robbery, uncertain future, jails etc. Drug addicts</p> <p><u>On Society:</u> Street children, hooliganism, violence. Government expense for establishing and maintaining prisons, the police service and equipment, decrease in national production leading to poverty etc.</p> <p>Attributes of good parenting 1 Samuel 2:18-21</p>	<p>Assist students to:</p> <p>Discuss the effects of bad parenting on the child and society.</p> <p>Read the passage and discuss attributes of good parenting that are portrayed in the story.</p>	<p>Analyse the effects of bad parenting on the society.</p> <p>Examine the qualities of good parenting.</p>

SENIOR HIGH SCHOOL - YEAR 1

SECTION 6

DAVID: A MAN AFTER GOD'S OWN HEART

General objectives: The student will:

1. appreciate the importance of submission to the will of God.
2. be aware of David's sin and repentance.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>DAVID'S SUBMISSION TO THE WILL OF GOD</p>	<p>The students will be able to:</p> <p>6.1.1 identify instances where David submitted to God's will.</p>	<p>The two accounts of David's submission to the will of God.</p> <p>1 Samuel 26 2 Samuel 12:15-25</p>	<p>Assist students to:</p> <p>Read and identify instances of David's submission to the will of God.</p>	<p>(a) Narrate instances where David submitted to the will of God.</p> <p>(b) What benefits are derived from submission to God's will?</p>
<p>UNIT 2</p> <p>DAVID'S SIN, REPENTANCE AND FORGIVENESS</p>	<p>6.2.1 analyse the sins committed by David.</p> <p>6.2.2 describe how David repented and was forgiven.</p> <p>6.2.3 demonstrate the readiness to repent.</p>	<p>David and Bathsheba</p> <p>2 Samuel 11.</p> <p>David and Nathan</p> <p>1 Samuel 12:1-15</p> <p>Readiness to accept one's sin.</p>	<p>Read and analyse the sins of David. Brainstorm why and how people in authority abuse their power.</p> <p>Read and discuss how David repented and was forgiven.</p> <p>Note: Readiness to accept one's sins results in forgiveness (Psalm 51).</p> <p>Brainstorm the reasons why people find it difficult to accept their sins.</p> <p>Note: moral sins like adultery and murder are not only against man but also against God and Society.</p>	<p>(a) Identify the specific sins committed by David.</p> <p>(b) How was he made to realise his sin?</p> <p>(c) In what ways do people in authority abuse their power?</p> <p>(a) How was David made to realise his sin?</p> <p>(b) What lessons should religious leaders learn from this episode?</p> <p>(a) What attitude of David paved the way for his forgiveness?</p> <p>(b) What moral lessons can be learned from this?</p> <p>(c) In what practical ways can one genuinely demonstrate repentance?</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 1

MAKING DECISIONS

General objectives: The student will:

1. appreciate why Solomon is referred to as the wisest King of Israel.
2. be aware of the consequences of the unwise policies of Solomon and Rehoboam

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING DECISIONS: SOLOMON'S WISDOM	The students will be able to: 1.1.1 explain why Solomon is referred to as the wisest King.	Solomon's wisdom 1 Kings 3:3-28; 4:29-34; 5:1-12; 10:1-13 Decision making skills - Negotiation, listening, conflict resolution skills, observation of attitudes and behaviour of suspects, reporters, etc.	Assist students to: Read the passage in groups and identify activities performed by Solomon which made him the wisest king. Discuss decision making skills. Look out for techniques of identifying criminals.	(a) "Solomon was a wise King". Discuss. (b) Identify skills needed in taking wise decisions.
UNIT 2 UNWISE POLICIES OF SOLOMON AND REHOBOAM	1.1.2 describe the dedication of the temple by Solomon. 1.2.1 identify the unwise policies of Solomon. 1.2.2 examine the unwise decision of Rehoboam and its consequences.	Dedication of the Temple - 1 Kings 8:1-53 Solomon's unwise Policies – 1 kings 9:15-23; 11:1-13 Rehoboam's unwise decision – 1 Kings 12:1-20	Read and discuss the story of the dedication of the temple. Take note of the content of Solomon's Prayer of dedication. Read, and discuss the unwise policies of Solomon. Read, and discuss the unwise decision taken by Rehoboam and its consequences. Discuss the role peers play in decision making. Discuss why it is necessary to be influenced by elders in taking decisions. Note: Caution students of the need to weigh their thoughts before taking decisions.	Identify some of the issues raised in the prayer of dedication by Solomon and their relevance to places of worship today. "Solomon's reign was a mixed blessing to Israel" Discuss. Whom do you consult in making decisions and why? (a) Discuss the causes of the division of the monarchy in Israel (b) How can the leaders of your country avoid such a disaster?

SENIOR HIGH SCHOOL - YEAR 2

SECTION 2

THE SUPREMACY OF GOD

General objectives: The student will:

1. be aware of the religious tensions in Israel during the Kingship of Ahab.
2. appreciate the supremacy of God.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 RELIGIOUS TENSIONS DURING AHAB'S REIGN	The students will be able to: 2.1.1 describe the marriage between Ahab and Jezebel and its Consequences. 2.1.2 explain the religious tensions in Israel during the reign of Ahab.	Ahab's marriage to Jezebel and its consequences 1 Kings 16:29-34 e.g. Religious, Political, Moral, and Social life of Israel. Religious tensions. 1 Kings 17:1-7; 18:1-19; 19:1-18 Attributes needed to minimize religious tension e.g. tolerance, respect, concern for each other, etc.	Assist students to: Read the Bible for information on the marriage between Ahab and Jezebel, and trace its effect on Israel. Read the passage and discuss the religious tensions in Israel under King Ahab. Discuss causes and effects of religious conflicts in their society e.g. Political, Social, Religious.	(a) How did Ahab's marriage to Jezebel affect the life of Israel? (b) What lessons can be learned from the marriage? (a) Highlight the religious tensions in Israel under King Ahab. (b) What steps can be taken to minimize religious tensions in the society?
UNIT 2 ELIJAH AT MOUNT CARMEL	2.2.1 analyse the Mount Carmel episode and the lessons derived from it. 2.2.2 examine factors which undermine the supremacy of God.	Mount Carmel episode and the supremacy of God 1 Kings 18: 20-46 Factors that undermine the supremacy of God. e.g. arrogance, pride, abuse of power, foreign influence, worldly pleasures, etc.	Read and describe what happened on Mount Carmel between Elijah the prophet of God and the prophets of Baal. Discuss factors that may undermine the supremacy of God in a nation.	Describe the contest on Mount Carmel. What lessons can be learned from the contest? (a) What factors may undermine the supremacy of God in a nation? (b) What are the consequences of undermining the supremacy of God in a nation?

0 SENIOR HIGH SCHOOL - YEAR 2

SECTION 3

GREED AND ITS EFFECTS

General objective: The student will:

1. be aware of the causes of greed and its effects

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 AHAB AND NABOTH'S VINEYARD	The students will be able to: 3.1.1 explain Ahab's greed and its effects.	Ahab and Naboth's vineyard 1 Kings 21:1-29	Assist students to: Read and discuss Ahab's greed. Discuss unacceptable behaviours in the story and relate it to what goes on in the society.	(a) Discuss the consequences of Ahab's greed. (b) What lessons can be learned from the story?
UNIT 2 ELISHA AND GEHAZI	3.2.1 trace the effects of Gehazi's greed. 3.2.2 assess the causes and effects of greed.	Naaman, Elisha and the Gehazi story. 2 kings 5:1-27 Causes and effects of Greed Causes: Covetousness, envy, lust, selfishness, extravagance, etc. Effects: Shamefulness, guilt, disgrace, punishment, bribery and corruption etc.	Read and explain Gehazi's greed and its effects. Highlight the attitudes of the characters in the story. Discuss the effects of greed on society. Brainstorm the causes and effects of greed.	Discuss the view that Ahab was a weak but not a wicked King. Analyse the challenges that leaders face in discharging their duties with respect to their spouses. Compare and contrast the attitudes of Elisha and Gehazi to wealth.

SENIOR HIGH SCHOOL - YEAR 2

SECTION 4

THE NATURE OF GOD

General objectives: The student will:

1. be aware of the Universal nature of God
2. understand what is Social justice and True Religion
3. appreciate the Divine love of God

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>GOD'S UNIVERSALISM</p> <p>UNIT 2</p> <p>SOCIAL INJUSTICE AND TRUE RELIGION</p>	<p>The students will be able to:</p> <p>4.1.1 discuss the Universalism of God as demonstrated in the story of Jonah.</p> <p>4.2.1 describe the social injustice in Israel during the time of Amos.</p> <p>4.2.2 show the distinction between true religion and false religion in the book of Amos.</p> <p>4.2.3 judge the effects of his/her actions.</p>	<p>God's Universalism Jonah 1:1-17; 2:1-10; 4:1-11,3</p> <p>Social Injustice Israel's sins or social injustice Amos 2:6-8</p> <p>A lament and call to repentance Amos 4; 5:1-24</p> <p>The Day of the Lord Amos 8:9-14</p>	<p>Assist students to:</p> <p>Read and discuss the passage on God's Universalism.</p> <p>Read the passage and discuss the sins or social injustice in Israel. Explain the demands of social justice e.g. respect for human rights and dignity. Discuss key themes in Amos like:</p> <ol style="list-style-type: none"> i. The Day of the Lord ii. God's Righteousness iii. Amos' view about sacrifice <p>Discuss what Amos considered as true religion.</p> <p>Note: That we need justice and righteousness to guide our Nation.</p> <p>Discuss the issues related to those who cheat e.g. in examination and make the best grades in the light of the "Day of the Lord" Principles.</p>	<p>(a) How is the universal nature of God demonstrated in the story of Jonah? (b) What two moral lessons can be derived from the story?</p> <p>(a) Highlight the social injustice Amos preached against in Israel. (b) Mention some of the social injustices going on in the church today.</p> <p>1. What did Amos consider as true religion?</p> <p>(a) Examine Amos' concept of the Day of the Lord (b) What lessons does it teach the youth today?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) SOCIAL INJUSTICE AND TRUE RELIGION	<p>The students will be able to:</p> <p>4.2.4 explain the differences between called prophets and the band (sons) of prophets.</p> <p>4.2.5 explain visions as God's way of revealing things to us.</p>	<p>Amaziah and Amos Amos 7:10-17</p> <p>The Five Visions of Amos Amos 8:1-14</p>	<p>Assist students to:</p> <p>Read the Bible passage Discuss how speakers of the truth usually come into conflict with those in high positions.</p> <p>Read and discuss the visions of Amos. Brainstorm to find out God's punishment according to Amos.</p>	<p>(a) Highlight the encounter between Amos and Amaziah</p> <p>(b) What lessons can be derived from this encounter?</p> <p>(a) Explain the visions of Amos.</p> <p>(b) State the importance of visions in the life of Christians.</p>
UNIT 3 GOD'S DIVINE LOVE	<p>4.3.1 explain the analogy between Hosea's relationship with Gomer and God's relationship with Israel.</p> <p>4.3.2 identify the central theme of Hosea's message.</p>	<p>God's Divine Love Hosea 1-5</p> <p>Hosea's message Hosea 6:1-11 Central theme-Hosea 6:6 Steadfast love, not sacrifice, the knowledge of God rather than burnt offerings. Other virtues from Hosea's experience e.g. endurance, patience, honesty, faithfulness, obedience, etc.</p>	<p>Read the passage and discuss the themes in Hosea, e.g.</p> <ul style="list-style-type: none"> i. God's love (hesed/steadfast love) ii. Hosea's concept of sin iii. The covenant relationship <p>Note: That breaking faith with God is as serious as adultery in marriage.</p> <p>Read the passage and discuss Hosea 6:6; the central theme of Hosea's message.</p> <p>Discuss the virtues in Hosea's message and how they may be applied in life.</p>	<p>(a) Analyse Hosea's message.</p> <p>(b) What moral virtues can be learnt from Hosea's experience?</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 5

THE APOSTATE AND THE REFORMER

General objective: The student will:

1. understand the differences in the reigns of Manasseh and Josiah

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 REIGN OF KING MANASSEH – THE APOSTATE	The students will be able to: 5.1.1 state how King Manasseh led Israel into apostasy.	Manasseh’s Apostasy 2 Kings 21:1-18	Assist students to: Read the text and extra-Biblical materials and discuss how Manasseh led Israel into sin.	Discuss Manasseh’s Apostasy and lessons that can be learned from his reign.
UNIT 2 THE REIGN OF KING JOSIAH – THE REFORMER	5.2.1 describe the reforms of Josiah.	Josiah’s Reforms 2 Kings 22	Read the passages and discuss how Josiah tried to correct the wrongs done by his predecessor.	(a) Examine the reforms of King Josiah. (b) What are some of the challenges facing leaders who want to make policy changes?
	5.2.2 explain why Josiah tried to extend his reforms to the Northern Kingdom.	2 Kings 23:1-27 Extension of Josiah’s reform to the Northern Kingdom.	Read and discuss why Josiah wanted to take his reforms to the Northern Kingdom or Samaria. Discuss how the wrongs of previous governments have or have not been corrected by their successive governments.	(a) Examine the reforms of King Josiah. (b) What are some of the challenges facing leaders who want to make policy changes?
	5.2.3 compare the reigns of Manasseh and Josiah.	Manasseh and Josiah 2 Kings 21:1-18 Josiah 2 Kings 23:1-27	Explain the causes of Josiah’s death. In small groups students should compare the reigns of Manasseh and Josiah.	(a) Compare the policies of Manasseh and Josiah. (b) Highlight the virtues of Josiah that made his reforms successful (c) What can leaders of today learn from Josiah?
	5.2.4 explain the causes of Josiah’s death.	The death of Josiah 2 Kings 23:28-30	Read the passage on Josiah’s death.	

SENIOR HIGH SCHOOL - YEAR 3

SECTION 1

DIVINE CALL

General objective: The student will:

1. be aware of God's Holiness and Divine Call

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 GOD'S HOLINESS/DIVINE CALL	<p>The students will be able to:</p> <p>1.1.1 examine the call of Isaiah and the holiness of God.</p> <p>1.1.2 explain on the call of Jeremiah.</p> <p>1.1.3 describe the call of Ezekiel to be Prophet.</p> <p>1.1.4 explain the role of a watchman.</p>	<p>The Holiness of God. Isaiah 1:10-20; 6 Isaiah saw God's holiness as:</p> <ol style="list-style-type: none"> i. God's purity ii. Separation from the profane iii. righteousness iv. majesty, etc. <p>Call of Jeremiah and commissioning Jeremiah. 1</p> <p>The call of Ezekiel Ezekiel 1-2</p> <p>Ezekiel's commission as a watchman Ezekiel 3:</p>	<p>Assist students to:</p> <p>Read the passages and discuss how Isaiah viewed the holiness of God.</p> <p>Read and explain the call of Jeremiah and his response.</p> <p>Read the passages. Discuss the call of Ezekiel and its significance.</p> <p>Read the passage: Brainstorm the qualities of a good watchman. Discuss the role each individual can play as a watchman at home, school and the society.</p>	<p>(a) Explain Isaiah's concept of God's holiness. (b) How can this concept be demonstrated in the life of the Christian?</p> <p>(a) How did Jeremiah respond to his call? (b) Describe how people are called in their daily lives by God. (c) In what ways do people respond to their call?</p> <p>Explain how Ezekiel was called and commissioned as a prophet</p> <p>(a) Discuss the significance of Ezekiel's call and commission. (b) What lessons can be derived from the call?</p> <p>In what ways can a Christian be described as a watchman?</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 2

INDIVIDUAL RESPONSIBILITY AND HOPE FOR THE FUTURE

General objective: The student will:

1. appreciate Ezekiel's message of Individual Responsibility and Hope for the future

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 INDIVIDUAL RESPONSIBILITY	The students will be able to: 2.1.1 discuss Ezekiel's concept of individual responsibility. 2.1.2 explain whether or not people should be held responsible for the wrongs committed by others. 2.1.3 analyse Ezekiel's teaching on individual and corporate responsibility.	Individual Responsibility Ezekiel 18: Individual and corporate Responsibility Ezekiel 18:	Assist students to: Read the passage: Discuss from the passage what the whole idea of individual responsibility entails. Debate the following sayings: e.g. "when one finger is soiled with oil, it affects the others", or "one man's trouble affects others" Explain clearly corporate and individual responsibility. Explain that in the final analysis each individual would be held responsible for his/her own sins and short comings.	What was the teaching of Ezekiel on individual responsibility? Should the individual be held responsible for what happens to him/her? Give reasons for your answer.
UNIT 2 HOPE FOR THE FUTURE	2.2.1 comment on the significance of Ezekiel's vision of the Valley of Dry Bones.	The Valley of Dry Bones – Hope for the future Ezekiel 37: - People should not lose hope in times of trouble because with God no situation is hopeless.	Read the passage and discuss its allusion to the Jews in Exile. Discuss how this can be applied to the individual's life.	1. (a) Describe Ezekiel's vision of the Valley of Dry Bones. (b) In what two ways was this a hope for the future? 2. In what ways can the story of the Valley of Dry Bones relate to the (i) individual (ii) society?

SENIOR HIGH SCHOOL - YEAR 3

SECTION 3

CONCERN FOR ONE'S NATION

General objective: The student will:

1. appreciate the need to show concern for the nation

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE CONDITION OF THE NATION	<p>The students will be able to:</p> <p>3.1.1 describe the conditions of Judah which led to the first deportation.</p> <p>3.1.2 discuss factors that lead to national upheavals.</p> <p>3.1.3 explain conditions in Israel during the reign of Zedekiah.</p>	<p>First Deportation 4 Kings 24:</p> <p>Factors that lead to National upheavals</p> <ul style="list-style-type: none"> • Bad governance due to bad leadership • High cost of living • Favouritism/nepotism/cronyism/ethnocentrism • Political and religious intolerance <p>Zedekiah's Reign – his rejection of Jeremiah's advice, etc. 2 Kings 25:1-17</p>	<p>Assist students to:</p> <p>Read and discuss the passage. Discuss what happens when an ineffective and weak leader succeeds a good, effective and strong leader in any enterprise.</p> <p>Brainstorm factors that lead to national upheavals.</p> <p>Discuss the effects of national upheavals on the:</p> <p style="margin-left: 20px;">(i) Individual</p> <p style="margin-left: 20px;">(ii) Society</p> <p>Read and discuss the passage. Discuss the need for probity and accountability in public life with regards to the Old Testament idea of reward and punishment. Discuss the causes of displacement of people in West Africa.</p>	<p>What factors led to the first deportation of the Jews into exile?</p> <p>How would you relate conditions in Israel during the exile to a particular situation in your country? What can be done to prevent national upheavals?</p> <p>(a) Highlight the causes of the displacement of people in a named West African country.</p> <p>(b) What can be done to prevent displacements of people in West Africa?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 RESPONSE TO THE STATE OF THE NATION NEHEMIAH AND EZRA	<p>The students will be able to:</p> <p>3.2.1 describe the deplorable conditions of Judah just before the return of the exiles.</p> <p>3.2.2 explain how the people renewed their faith in God and the rebuilding of the walls of Jerusalem.</p>	<p>Conditions in Judah before the exile. Nehemiah's Response Nehemiah 1 Nehemiah 2:9-20; 4:1-23</p> <p>Rebuilding of the walls of Jerusalem Ezra's Response Ezra 1:11; 4; 5:1-2; 6:13-22;7:1-10</p>	<p>Assist students to:</p> <p>Read and discuss the passages.</p> <p>Read and discuss the passages.</p>	<p>Comment on Nehemiah's response to the bad conditions in Judah just before the return.</p> <p>How did Ezra renew the people's faith in God?</p> <p>In what ways can people living in and outside the country contribute towards national development?</p>
UNIT 3 JEREMIAH'S LETTER TO THE EXILES	<p>3.3.1 outline the significant issues raised by Jeremiah in his letter to the exiles.</p> <p>3.3.2 demonstrate ways of showing concern for one's nation.</p>	<p>Jeremiah's letter to the exiles Jeremiah 29:</p> <p>Ways of demonstrating concern for the nation e.g.</p> <ul style="list-style-type: none"> - paying taxes. - involvement in development projects. - defending your nation. - rendering selfless and dedicated service. - protecting the environment. - reporting people who plunder the nation. 	<p>Read and discuss the significant issues raised by Jeremiah in his letter to the exiles.</p> <p>Discuss in groups, ways of showing concern for one's community and country.</p>	<p>Comment on the letter Jeremiah wrote to the exiles.</p> <p>What basic lessons can be derived from this letter?</p> <p>Highlight ways the youth can take to show concern for the nation.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 4

FAITH IN GOD

General objective: The student will:

1. understand how Daniel and his friends demonstrated their faith, courage and power in God

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FAITH AND COURAGE	The students will be able to: 4.1.1 explain how the three Jews demonstrated their faith and courage.	Faith and courage of Shadrach, Meshach and Abednego. Daniel 3:1-30	Assist students to: Read the passage, and explain how the three Jews demonstrated their faith and courage in the face of persecution in Babylon. e.g. cast into a burning fiery furnace.	(a) Describe how the faith of the three Jews was tested. (b) What lessons can Christians today learn from the story?
UNIT 2 FAITH AND POWER	4.2.1 describe how Daniel demonstrated his faith and the power in God. 4.2.2 demonstrate ability to maintain faith and loyalty in the face of confrontation.	1) Faith and Power: Daniel in the lion's den Daniel 6:1-28 Ability to maintain Faith/Loyalty: Courage, endurance, tolerance, patience, contentment, sincerity.	Read and discuss how Daniel demonstrated his faith and the power of God. Share their personal experiences about situations when they put their faith and trust in God.	How did Daniel demonstrate his faith and power in God? Examine the strategies to be adopted in order to maintain faith and loyalty in the face of extreme power struggle or provocation.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 1

RELIGIOUS INSTITUTIONS AND SECTS AT THE TIME OF JESUS

General objectives: The student will:

1. appreciate the beliefs and practices of the religious sects and institutions at the time of Jesus
2. understand the difficulties posed by the Jewish sects to Jesus' teachings.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE SYNAGOGUE	<p>The students will be able to:</p> <p>1.1.1 discuss the origin of the Synagogue worship.</p> <p>1.1.2 examine the role of the synagogue during the time of Jesus.</p>	<p>The Synagogue: Origin</p> <p>The role of the Synagogue e.g. place of worship, teaching and learning etc.</p>	<p>Assist students to:</p> <p>Trace the source of Synagogue Worship from the exile to the time of Jesus.</p> <p>Name types of meeting places used by Christians.</p> <p>Discuss the importance of the Synagogue. Discuss the importance of places of ethical teaching in our society e.g. the home.</p>	<p>Trace the history of Synagogue worship.</p> <p>Assess the role of the Synagogue during the time of Jesus.</p> <p>Examine avenues for ethical teaching in our society</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 THE TEMPLE	<p>The students will be able to:</p> <p>1.2.1 discuss the history of Temple worship up to the time of Jesus.</p> <p>1.2.2 examine the role of the temple during the time of Jesus.</p>	<p>The Temple:</p> <ul style="list-style-type: none"> • First temple – Solomon • Second – Zerubbabel • Third – Herod the Great <p>The Role of the Temple e.g. worship, teaching, scene of Jesus' healing activities, place of dedication/sacrifice.</p>	<p>Assist Students to:</p> <p>Discuss how the first temple was dedicated by Solomon, its destruction and rebuilding after the exile.</p> <p>Discuss the importance of the temple in the life of Jesus. Name the uses of temples/churches Discuss the dangers of idolizing a church building (Ref.PS.137). Visit a church in your area and let the caretaker give you the history and uses of the building.</p> <p>Note: Stress that the human body is the Temple of God and must not be defiled (1 Cor 3:16, 6:19).</p>	<p>Trace the history of the Temple to the time of Jesus</p> <p>1. State the various activities carried out in the Temple</p> <p>(a) What role did the temple play in the life of Jesus? (b) Is the same role being played by the church today?</p>
UNIT 3 THE SANHEDRIN	<p>1.3.1 discuss the composition, functions and powers of the Sanhedrin.</p>	<p>The Sanhedrin:</p> <ul style="list-style-type: none"> - composition - functions - powers 	<p>Discuss the composition and functions of the Sanhedrin. Discuss the role of the law courts/fast track courts in Ghana and disciplinary committees in schools.</p>	<p>Examine the functions and powers of the Sanhedrin</p> <p>Discuss the importance of the justice system in</p> <p>(i) School (ii) Society</p>
UNIT 4 THE RELIGIOUS SECTS – THE PHARISEES	<p>1.4.1 discuss who the Pharisees were.</p> <p>1.4.2 examine why the Pharisees opposed Jesus.</p>	<p>The Pharisees:</p> <ul style="list-style-type: none"> - origin of the name - beliefs - way of life <p>Pharisees Opposed Jesus:</p> <ul style="list-style-type: none"> - as interpreters of the law, found Jesus breaking the law on Sabbath, fasting, etc. 	<p>Discuss how the Pharisees came into being. Read about the beliefs and way of life of the Pharisees.</p> <p>Read textbook on the Pharisees. Read the Synoptic Gospels - the passages on the Sabbath where the Pharisees opposed Jesus for breaking the Sabbath etc.</p> <p>Brainstorm what can be termed as "Phariseism" in our churches today.</p>	<p>Write notes on the Pharisees.</p> <p>(a) Give three reasons why the Pharisees opposed Jesus. (b) What are the dangers of "Phariseism" in the world today?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>THE SADDUCEES</p>	<p>The students will be able to:</p> <p>1.4.3 outline the religious/political principles of the Sadducees.</p>	<p>The principles of the Sadducees Origin Beliefs/disbelief in resurrection, angels, etc.</p>	<p>Assist students to:</p> <p>Discuss the principles of the Sadducees. Compare their beliefs with the Pharisees.</p> <p>Note: Impress upon students that our beliefs must not be forced on others.</p>	<p>(a) Compare the beliefs of the Sadducees with that of the Pharisees (b) Which of them would you belong to if you had the choice? Give reasons</p>
<p>UNIT 5</p>				
<p>OTHER RELIGIOUS SECTS - THE SCRIBES</p>	<p>1.5.1 explain the activities of the scribes.</p>	<p>Activities of the Scribes</p> <ul style="list-style-type: none"> • teachers of the law • interpreters of the law • writers of the law 	<p>Discuss the activities of the scribes. Discuss the need for writers to be critical, objective and avoid biases.</p>	<p>(a) On what occasions did Jesus come into contact with the scribes? (b) What qualities do you expect from a good writer or journalist?</p>
<p>THE HERODIANS</p>	<p>1.5.2 explain the role of the Herodians at the time of Jesus.</p>	<p>The Herodians</p> <ul style="list-style-type: none"> - History - Lifestyle 	<p>Read textbooks on the Herodians: Discuss the problem of being worldly – minded in outlook, (focusing attention on human-kind’s physical and spiritual needs) Note: Stress that worldliness hampers spiritual development.</p>	<p>(a) Who were the Herodians? (b) Explain why they were hated by the Pharisees. © What lessons can be learnt from the attitude of the Herodians?</p>
<p>THE ZEALOTS</p>	<p>1.5.3 outline the religious/political principles of the Zealots.</p>	<p>The Zealots:</p> <ul style="list-style-type: none"> - origin - example from Jesus’ disciples - principles: action – oriented, rebellious, nationalistic, etc. 	<p>Read textbooks on the zealots. Discuss the principles they stood for e.g. action-oriented. Debate: Whether Zealots are needed in our society today</p>	<p>Outline the Principles of the Zealots with examples</p> <p>(a) Which features of the Zealots do you admire and why? (b) Which features of the Zealots are not to be emulated and why?</p>

SENIOR HIGH SCHOOL - YEAR 1

SECTION 2

INTRODUCTION TO THE SYNOPTIC GOSPELS

General Objective: The student will:

1. be aware of the characteristics of the Synoptic Gospels

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 SYNOPTIC GOSPELS: MATTHEW, MARK AND LUKE	<p>The students will be able to:</p> <p>2.1.1 examine the characteristics of Matthew's Gospel.</p> <p>2.1.2 outline the outstanding actions of Jesus which attracted Mark's attention.</p> <p>2.1.3 explain why Luke is referred to as the Gospel for the Gentiles.</p>	<p>Matthew's Gospel:</p> <ul style="list-style-type: none"> - Gospel for the Jews - Genealogy of Jesus: Matt 1:1-17 - Fulfillment of Old Testament Prophecies, - Interest in the Church and the Law, etc. <p>Mark's Gospel:</p> <ul style="list-style-type: none"> - Gospel of action - Jesus' divinity - Jesus' humanity, etc. <p>Note: Teachers should emphasize that we must be ready to use talents for the good of society.</p> <p>The humanity of Jesus must not be overlooked.</p> <p>Luke's Gospel:</p> <ul style="list-style-type: none"> - Characteristics: - Interest e.g. women, angels, the poor, - Genealogy of Jesus, etc. Luke 3:23-38 	<p>Assist students to:</p> <p>Read from the text, the genealogy of Jesus. Trace the Jewish background of Matthew's Gospel. Explain why we should not look down on any tribe, race or gender.</p> <p>Read textbooks on Mark's Gospel. Narrate some activities of Jesus which Mark alone portrays. Discuss instances in Mark's gospel which stress on: (a) Jesus' divinity (b) identify Jesus' humanity, e.g. sleeping in the boat and being tried.</p> <p>Read and discuss the characteristics of Luke's Gospel. (Women, the poor, for all people e.g. Syrophonecian woman, the Good Samaritan). List the women who accompanied Jesus in His work e.g. Mary and Martha.</p>	<p>(a) Examine the view that Matthew is the Gospel for the Jews. (b) Explain the consequences of prejudice and discrimination</p> <p>With examples, show how Mark is referred to as the Gospel of Action. Which of the synoptic gospels do you like most and why? (From your study of their characteristics).</p> <p>What are the major characteristics of Luke's gospel? Which aspect of Luke's gospel do you admire most and why?</p>

SENIOR HIGH SCHOOL - YEAR 1

SECTION 3

THE SYNOPTIC GOSPELS

General Objectives: The student will:

1. know why the first three gospels are referred to as the Synoptic Gospels.
2. be aware of the problems and solutions of the synoptic Gospels

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE SYNOPTIC GOSPELS	<p>The students will be able to:</p> <p>3.1.1 explain the following terms: i. Gospel ii. Synoptic</p> <p>3.1.2 give reasons why the first three gospels are referred to as the Synoptic Gospels.</p>	<p>Gospel: Good news, originally a message which was spoken not written down, (Luke 2:10 – Good tidings of great joy)</p> <p>Synoptic: Common view, the gospel of Mark, Luke and Matthew give a similar outline of the work and ministry of Jesus. Hence they are classified as the Synoptic Gospels.</p>	<p>Assist students to:</p> <p>Read the following passages for the meaning of the term Gospel. Gal 2:2-16, Romans 16:25, 1 Thess. 1:5, 2 Cor. 4:3 of. Mark 1:15. Thus gospel means: The Good News preached of Jesus and the good news about Jesus.</p> <p>Brainstorm why the first three gospels are known as the Synoptic Gospels. Note: Point out that the Synoptic Gospels are distinguished from the Fourth (John) which is different in the chronology, in the events narrated, in the style and subject matter of Jesus' teaching and the place of most of his public works. Discuss why people using similar sources of information are likely to present a common view on an issue.</p>	<p>Explain the terms: 'Gospel' and 'Synoptic'.</p> <p>Highlight the reasons why Matthew, Mark and Luke are referred to as the Synoptic Gospels.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 4

THE BIRTH OF JOHN AND JESUS AND THE PREPARATION FOR JESUS' MINISTRY

General Objectives: The student will:

1. understand the birth narratives of John and Jesus
2. understand the message of John the Baptist
3. appreciate the Baptism and Temptation of Jesus

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE GENEALOGY	The students will be able to: 4.1.1. trace the family tree of Jesus.	The Genealogy: Matt 1:1-17, Luke 3:23-38	Assist students to: Read the passages and identify the famous ancestors of Jesus Develop their own family tree.	Draw your family tree and show its relevance.
UNIT 2 THE BIRTH OF JOHN AND JESUS	4.2.1 narrate the birth stories of John and Jesus.	The birth of John and Jesus: Luke 1, 2 Matt.1:18-25,	Read and discuss the passages on the birth narratives of John and Jesus. Describe steps taken to protect women during pregnancy, delivery and early life of their children.	How does the different genealogies of Jesus betray the interest of the writers Identify the various steps taken by Joseph to protect Jesus and the mother.
UNIT 3 THE MESSAGE OF JOHN THE BAPTIST	4.3.1 examine the message of John the Baptist.	The message of John the Baptist: Matt: 3:1-12, Mark 1:1-3, Luke 3:1-20	Read the passages. Discuss the message of John the Baptist Brainstorm the significance of baptism.	Narrate the story of the birth of John the Baptist and its significance.
UNIT 4 THE BAPTISM OF JESUS	4.4.1 describe the baptism of Jesus	The baptism of Jesus: Matt 3:13-17, Mark 1:9-11, Luke 3:21-23	Read and discuss the passages. Compare the story of the baptism of Jesus as narrated by the synoptic writers. Discuss the importance of Jesus' baptism.	Highlight the key elements in the message of John the Baptist 1. Examine the relevance of Jesus' baptism. 2. Discuss the significance of baptism.
UNIT 5 THE TEMPTATION OF JESUS	4.5.1 explain the significance of Jesus' reply to each temptation.	The temptation of Jesus: Matt.4:1-11, Mark 1:12-13, Luke 4:1-13	Read the passages. Discuss the significance of Jesus' reply to each temptation.	Analyse the significance of Jesus' temptation. How can we overcome various temptations in life?

SENIOR HIGH SCHOOL - YEAR 1

SECTION 5

THE GALILEAN MINISTRY

General Objective: The student will:

1. be aware of the Ministry of Jesus in Galilee

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE CALL OF THE DISCIPLES	The students will be able to: 5.1.1 narrate the circumstances under which the twelve disciples were called. 5.1.2 examine the demands of discipleship.	The call of the twelve disciples. Matt.4:18-25, 9:9-13, Mark 1:16-20, Mark 2:13-17 Luke 5:1-11, 5:27-32 Demands of discipleship. Matt 8:18-22, Luke 9:57-63, 14:25-33	Assist students to: Read the passages and discuss the circumstances under which the twelve disciples were called. List the names and professions of each of the disciples. Read and brainstorm the demands of discipleship.	(a) Describe how the twelve disciples were called. (b) What was the relevance of their call? (c) Can everybody be called to discipleship? Give reasons. Outline the lessons to be derived from the demands of discipleship
UNIT 2 THE TEACHINGS OF JESUS	5.2.1 explain the Beatitudes and Woes.	The Beatitudes and Woes. Matt. 5:1-12 Luke 6:17-26	Read the passages and discuss the Beatitudes and Woes. Brainstorm values that can be derived from these Beatitudes and Woes.	Explain the lessons that can be derived from the Beatitudes. Examine how the values in the Beatitudes and Woes can be attained.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) THE TEACHINGS OF JESUS	<p>The students will be able to:</p> <p>5.2.2 describe the usefulness of light and salt and relate them to the qualities demanded of a Christian.</p> <p>5.2.3 compare the Old Testament teaching on murder, adultery, swearing and retaliation with that of what Jesus taught.</p> <p>5.2.4 explain Jesus' teaching on Almsgiving and Fasting.</p> <p>5.2.5 describe the form prayer should take from the references given.</p>	<p>The usefulness of salt and light Matt.5:13-16 Luke 11:33-36 Luke 14:34-35</p> <p>Jesus and the Mosaic Law: Murder, Adultery, Swearing, Retaliation. Matt.5:17-48 Luke 6:27-36 Luke 12:57-59</p> <p>Almsgiving and Fasting Matt.6:1-4; 16-18; 9:14-16 Luke 11:41; 12:33; 5:32-39</p> <p>Prayer Mark 1:35; 6:41-46 Matt.6:5-15; 5:44; 17:20 Luke 3:2, 6:12, 9:18, 28-29; 11:1-13, 22:31-34; Luke 18:1-14</p>	<p>Assist students to:</p> <p>Brainstorm the functions of salt and light Discuss how Christians are expected to be the salt and light in their community.</p> <p>Note: Stress that a leader must be a strong example to his/her followers.</p> <p>Read the text and discuss the new concepts and compare them with that of the Old Testament e.g. adultery and murder. Brainstorm some of the outmoded customs in the society which must be changed. Identify the various taboos in the society and show their significance.</p> <p>Note: old traditions must not always be discarded but must be improved upon.</p> <p>Discuss the text after reading. Debate the reasons for: (i) giving alms (ii) fasting Note: Helping the needy must be done as a duty to God, and not as an exhibition of wealth or religiousness.</p> <p>List the reasons why Christians pray. Discuss the Lord's Prayer noting how it satisfies our physical and spiritual needs. Note: Prayer is a means of establishing intimate and personal relationship with God.</p> <p>Debate: "Should all our prayers be answered?"</p>	<p>Explain the way Jesus used salt and light in the context of Christian life</p> <p>Explain Jesus' teaching on murder and adultery.</p> <p>How did Jesus demonstrate his attitude to the Mosaic Law in his sermon on the mount? How should we regard the (i) Old Testament (ii) Our traditions and taboos in relation to the teachings of Jesus.</p> <p>Debate the pros and cons of almsgiving and fasting.</p> <p>What criteria did Jesus recommend for giving alms and fasting?</p> <p>Discuss the relevance of prayer.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>OTHER TEACHINGS OF JESUS - FORGIVENESS, HUMILITY ETC.</p>	<p>The students will be able to:</p> <p>5.3.1 identify parables, miracles and other incidents connected with forgiveness in Jesus' teaching.</p> <p>5.3.2 discuss Jesus' teaching on Humility.</p> <p>5.3.3 analyse the teaching of Jesus on Wealth and Poverty.</p>	<p>Forgiveness: Mark 2:1-12; 3:28-29 Luke 6:27-36; 7:36-50 Luke 11:4; 18:4-14 Matt.5:38-48, 18:21-35</p> <p>Humility: Mark 9:33-37; 10:13-18 Luke 9:46; 14:7-11; 18:9-14; 22:24-27 Matt. 18:1-4; 23:12</p> <p>Wealth and poverty: Matt.5:3; 6:19-21; 19:16-30 Mark 10:17-30; 12:43-44 Luke 6:20; 12:13-21; 33-34; 16:19-31; 18:18-30; 19:8-9; 21:1-4</p>	<p>Brainstorm the concept of sin in Christianity. Identify the parables and miracles on forgiveness in the passages. Dramatize the story of the unforgiving servant.</p> <p>Share experiences where forgiveness has been difficult.</p> <p>Note: Divine forgiveness though easily granted is conditional upon humankind's readiness to forgive his/her offenders and the ability to recognize, acknowledge and repent of one's sins.</p> <p>Read the passages and discuss Jesus' teaching on humility. Brainstorm why Jesus used a child as a symbol of humility. Narrate stories and personal experiences on advantages of humility.</p> <p>Note: Humility is the key to successful life.</p> <p>Read and discuss the teaching of Jesus on wealth and poverty. Brainstorm the moral lessons derived from his teachings.</p> <p>Note: Jesus did not condemn wealth per se but was much concerned about how it was acquired and used.</p> <p>Wealth is a blessing from God and must be used to His glory through caring for the less fortunate. It must not be a hindrance to the service of God.</p>	<p>Explain Jesus's teaching on forgiveness.</p> <p>(a) What practical ways can the virtue of forgiveness be cultivated? (b) Why is forgiveness so difficult? (c) Analyse the importance of forgiveness</p> <p>Highlight the teachings of Jesus on humility. Discuss the relevance of humility in the life of the individual.</p> <p>Explain Jesus' teaching on wealth and poverty. What lessons can be derived from this teaching?</p> <p>State your views on: (i) Wealth (ii) Poverty</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 2

PARABLES OF JESUS

General Objectives: The student will:

1. understand the selected parables of the Kingdom in the Synoptic Gospels.
2. understand the purpose of Jesus speaking in parables.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE PARABLES OF THE KINGDOM: THE SOWER, MUSTARD SEED, WICKED TENANTS, POUNDS AND TALENTS.	The students will be able to: 2.1.1 explain the term parables 2.1.2 discuss the parable of the sower 2.1.3 explain why Jesus used of the Mustard Seed 2.1.4 analyze the parable of the Wicked Tenants. 2.1.5 compare the Parable of the Talents with the Parable of the Pounds.	The meaning of parables. The Parable of the Sower: Matt. 13:1-23 Mark 4:1-20 Luke 8:4-15 The Mustard Seed Matt. 13:31-32 Mark 4:30-32 Luke 13:18-19 The Wicked Tenants: Matt. 21:33-46 Mark 12:1-12 Luke 20:9-19 The Pounds and Talents: Luke 19:11-27 Matt. 25:14-30	Assist students to: Discuss the meaning of parables Read the passages and explain the parable. Discuss the types of soils on which the Word was planted. Read the passages and brainstorm the purpose of the parable. List the moral lessons in the parable. Discuss the humble/rough beginning of a great personality in their community. Cite examples from print or electronic media. Note: the word of God has a small beginning but a great end. Read the passages, discuss and explain the parable. Read the two parables and compare them. Highlight the problems involved in the interpretation of these parables, e.g. are they parables or allegories? Note: We are guided by what we say and do.	(a) Explain the parable of the sower. (b) What lessons can be derived from the parable? What lesson did Jesus teach with the parable of the Mustard Seed? (a) Describe the humble or rough beginning of a great personality in your community. (b) What lessons can be drawn from such experience? Explain the Parable of the Wicked Tenants. What lessons can be derived from this parable? Discuss the parables of the (i) Pounds. (ii) Talents

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>THE PARABLES ILLUSTRATING GOD'S LOVE: THE PARABLES OF THE LOST</p> <p>UNIT 3</p> <p>PARABLES ILLUSTRATING CONCERN FOR ONE ANOTHER: THE GOOD SAMARITAN</p> <p>RICH MAN AND LAZARUS</p>	<p>The students will be able to:</p> <p>2.2.1 identify the three types of sinners in the parables of the lost.</p> <p>2.3.1 narrate the parable of the good Samaritan and explain the behaviour of the Priest, the Levite and the Samaritan.</p> <p>2.3.2 analyse the parable of the Rich man and Lazarus.</p> <p>2.3.3 explain why Jesus used Parables.</p>	<p>The Parables of the Lost: Luke 15:1-32, Matt. 18:12-14</p> <p>The Good Samaritan: Luke 10:25-37</p> <p>The Rich man and Lazarus: Luke 16:19-31</p> <p>Why Jesus used Parable. Parabolic teachings are to:</p> <p>(i) arrest the listener's attention</p> <p>(ii) challenge the listener into action.</p> <p>(iii) stir the minds of the hearers.</p> <p>(iv) to focus on important situations or events and challenge them to action.</p> <p>(v) apply earthly experiences to reveal heavenly secrets.</p> <p>(vi) make it easy for people to understand his teachings</p> <p>(vii) stimulate interest in his audience concerning spiritual truths.</p>	<p>Assist students to:</p> <p>Read the passage and identify the three types of sinners. Discuss the parables of the prodigal son, lost sheep and the lost coin.</p> <p>Note: God seeks and loves the repentant sinner.</p> <p>Read and discuss the characters (Priest, Levite, and Samaritan). Role-play the story. Discuss the role play bringing out the good behaviour of the Samaritan.</p> <p>Note: Discussion should include the importance of that behaviour.</p> <p>Read the parable. Role play the parable noting the changes in fortunes of the characters.</p> <p>Brainstorm proverbs/wise sayings that can be used to transform character.</p> <p>Note: The concept of life after death</p> <p>Discuss the reasons why Jesus used parables.</p>	<p>(a) Identify the significance of the parable of:</p> <p>i. the lost coin</p> <p>ii. the lost sheep</p> <p>(b) Who are the "lost" in our community?</p> <p>(a) Discuss the parable of the Good Samaritan.</p> <p>(b) What lessons can Christians learn from this parable?</p> <p>(a) Explain the importance of parables in the teachings of Jesus.</p> <p>(b) State proverbs/wise sayings that can be used to transform character.</p> <p>(a) Highlight the parable of the Rich man and Lazarus</p> <p>(b) What lessons did Jesus want to teach Christians?</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 3

THE GREAT CONFESSION AND THE TRANSFIGURATION

General Objectives: The student will:

1. be aware of Jesus' real identity
2. appreciate the importance of the transfiguration

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1: THE GREAT CONFESSION. THE TRANSFIGURATION	The students will be able to: 3.1.1 highlight the dialogue between Jesus and the disciples on his (Jesus) real identity. 3.1.2 explain the significance of the Transfiguration.	The Great Confession: Matt.16:13-20 Mark 8:27-38 Luke 9:18-27 The Transfiguration: Matt. 17:1-13 Mark 9:2-13 Luke 9:28-36	Assist students to: Discuss the revelations made by Jesus after the Great Confession. Debate: should one conceal his/her identity? Brainstorm the significance of the personalities who appeared to Jesus during the Transfiguration.	(a) Comment on the story of Peter's confession at Caesarea Philippi. (b) Is it necessary to conceal one's identity? Give reasons for your answer. Comment on the story of the Transfiguration.

SENIOR HIGH SCHOOL - YEAR 2

SECTION 4

JESUS IN JERUSALEM

General Objective: The student will:

1. understand why Jesus had conflicts with Jewish authorities in Jerusalem

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONFLICT WITH JEWISH AUTHORITIES OVER SABBATH	The students will be able to: 4.1.1. identify instances when Jesus came into conflict with the Jewish leaders on the Sabbath observance.	The Sabbath: Matt. 12:1-14 Mark 2:23-28; 3:1-6 Luke 6:1-11	Assist students to: Read the passages on the Sabbath. Discuss the Sabbath laws of the Jews. Focus discussion on the proper use of the Sabbath as taught by Jesus.	(a) Discuss the attitude of Jesus towards the Sabbath. (b) Should Christians be strict on the observance of the Sabbath? Give reasons for your answer.
UNIT 2 MIXING WITH SINNERS	4.2.1 identify instances where Jesus was accused of mixing with sinners.	Mixing with Sinners: Matt. 9:9-13 Mark 2:13-22 Luke 5:27-32 Luke 7:36-50	Read the passages. Role play occasions where Jesus was accused of mixing with sinners. Discuss the role play.	(a) Identify occasions when Jesus was accused of mixing with sinners. (b) How did he react to such accusations?
UNIT 3 CONFLICT OVER FASTING	4.3.1 explain why the Jews had conflict with Jesus on fasting.	Fasting: Matt. 9:14-17 Mark 2:18-22 Luke 5:33-39	Read the passages on fasting. Brainstorm Jesus' teaching on fasting as against the Jewish way of fasting. Compare Jesus' teaching on fasting to what goes on in our churches today.	(a) What was the attitude of Jesus to fasting? Give examples to illustrate your answer. (b) What are the advantages and disadvantages of fasting?

SENIOR HIGH SCHOOL - YEAR 2

SECTION 5

THE PASSION STORIES

General Objective: The student will:

1. be aware of experiences Jesus went through during his arrest and crucifixion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE CONSPIRACY OF THE PRIESTS AND ELDERS	The students will be able to: 5.1.1. give reasons for the plan of the priests to arrest Jesus secretly and kill Him.	The conspiracy of the Priests and the Elders. Mark 14:1-2 Matt 26:1-5 Luke 22:1-2	Assist students to: read the passages and give reasons for the desire to arrest Jesus. Discuss why people conspire against their friends and colleagues. Role play the conspiracy of the priests and elders to kill Jesus. Brainstorm why people conspire to eliminate others in the society. Note: Religious leaders must ensure peace and harmony and avoid creating chaos and anarchy in the society.	Why did the priests and the elders plot to kill Jesus? Were they successful? Give reasons for your answer.
UNIT 2 THE ANOINTING AT BETHANY	5.1.2. highlight the significance of the anointing of Jesus at Bethany.	The Significance of the anointing at Bethany: Mark 14:3-9 Matt. 26:6-13 Note: Some actions are symbolic and thus have deeper meanings.	read the passages and discuss the significance of the event, e.g. to prepare Jesus for his burial. Brainstorm the anointing at Bethany Compare with modern anointing trends.	(a) Discuss the significance of the anointing at Bethany. (b) State reasons why people give much attention to anointing these days.
UNIT 3 THE LAST SUPPER	5.1.3. outline the significance of the Last Supper.	The Last Supper: Matt. 26:17-35 Mark 14:12-31 Luke 22:7-39	Discuss the Last Supper: Compare the account in Mark with that of Luke. Dramatise the Last Supper.	Explain the significance of the Last Supper. What is the moral justification for preparing before taking communion in some churches?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 JESUS IN GETHSEMANE	The students will be able to: 5.4.1 describe the events that took place in Gethsemane.	Jesus in Gethsemane: Matt. 26:36-56 Mark 14:32-52 Luke 22:39-53	Assist students to: Read the passages and role play the events which took place at Gethsemane. Brainstorm how Christians practice this story today. Note: In the midst of suffering and fear, people must seek solace in the Creator through prayer.	(a) Discuss the salient points in the story of Gethsemane. What happened to Jesus in Gethsemane? (b) What can we make out of the experiences of Jesus at Gethsemane?
UNIT 5 PETER'S DENIALS	5.5.1 describe the three stages of Peter's denial of Jesus.	Peter's Denials: Matt. 26:69-75 Mark 14:66-72 Luke 22:54-62	Read and discuss the passages. Role play the event. Describe why/how Peter betrayed Jesus. Share personal experiences of betrayal in their lives. Note: We need courage and self-denial to be able to suffer for others.	Analyze the character of Peter, noting his strengths and weaknesses while with Jesus. What moral lessons can be derived from Peter's denial of Jesus?
UNIT 6 TRIAL OF JESUS	5.6.1 state the salient points in the trial of Jesus before the Sanhedrin. 5.6.2 describe the trial of Jesus before (i) Herod (ii) Pilate	The Trial of Jesus before the Sanhedrin: Matt. 26:47-75 Mark 14:53-72 Luke 22:66-71; Luke 23:6-12 Trial of Jesus before: (i) Herod (ii) Pilate Luke 23:1-12	Read and discuss the salient factors in the trial of Jesus before the Sanhedrin. Discuss the powers of the high priest. Note that this was a religious trial. Note: Every accused person must be properly tried to ensure justice and equity. Read the passage and describe the trial before Herod and Pilate. Dramatize the trials of Jesus or watch a film on the passion stories and discuss. Debate whether any of the three personalities should be blamed for the death of Jesus, i.e. Pilate, Herod and the Jewish leaders.	Discuss the trial of Jesus before the Sanhedrin. How did Jesus respond to the charges levelled against him? What charges were brought against Jesus when he was brought before: (i) Herod (ii) Pilate How can we ensure fair trials in our courts?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 CRUCIFIXION AND DEATH OF JESUS	The students will be able to: 5.7.1 list Jesus' words on the cross and explain them.	Crucifixion and Death: Matt. 27:32-56 Mark 15:21-41 Luke 23:26-49	Assist students to: read the passages, identify and explain the words of Jesus on the cross. Compare the death of Jesus with the death of one major religious leader in your community. Note: What God has destined no one can avert.	Explain the significance of the statements made by Jesus on the cross. Explain why the death of Jesus is significant to Christians.
UNIT 8 THE BURIAL OF JESUS	5.8.1 describe the burial of Jesus.	The Burial of Jesus: Matt. 27:57-66 Mark 15:42-47 Luke 23:50-56	read and discuss how Jesus was buried Discuss the role of Joseph of Arimathea in the Passion stories. Brainstorm how the dead is buried among Christians and compare with that of Jesus. Note: The dead must be accorded their last respect.	Why is Joseph of Arimathea important in the Passion stories?
UNIT 9 THE RESURRECTION APPEARANCES	5.9.1 explain the significance of the resurrection of Jesus.	The Resurrection Appearances Matt. 28:1-20 Mark 16:1-20 Luke 24:1-53 What we sow does not come to life unless it dies (1 Cor. 15:36)	Describe what happened at each of the resurrection appearances. Discuss the importance of the resurrection of Jesus.	Comment on the resurrection appearances as recorded in the Synoptic Gospels. Do the dead come back to life? Give reasons for your answer.
UNIT 10 THE GREAT COMMISSION	5.10.1 give comments on the Great Commission and show how it is being obeyed by Christians.	The Great Commission: Matt. 28:19-20 Luke 24:47 Mark 16:15-20 It is our duty to spread the word of God	read and explain the passages. discuss the role of the early missionaries in Ghana. Let them name some of these missionaries as well as churches established by them. explain the need for every Christian to be a witness of God.	(a) Discuss the Great Commission. (b) What is the relevance of evangelism?

SENIOR HIGH SCHOOL - YEAR 3

SECTION 1

THE HISTORY OF THE EARLY CHURCH

General Objective: The student will:

1. understand the history of the early church

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE ASCENSION	The students will be able to: 1.1.1 explain briefly the background of the Acts of the Apostles. 1.1.2 explain the story of the Ascension.	Authorship of the Acts of the Apostles. Acts 1:1-5 The Ascension: Acts 1:6-11	Assist students to: Discuss the authorship of the Acts of the Apostles. Describe the Ascension of Jesus Read the passage and discuss. Note: The examples of Enoch and Elijah in the Old Testament as people who ascended to heaven.	Examine the authorship of the Acts of the Apostles. (a) What instructions did Jesus give to his disciples before the Ascension? (b) What important lessons can be derived from this episode?
THE REPLACEMENT OF JUDAS	1.1.3 explain why it became necessary to replace Judas.	The Replacement of Judas: Acts 1:12-26	Brainstorm how people are chosen to fill vacancies, in (i) Work places, (ii) School etc. and show why it is necessary to fill such vacancies. Describe the steps taken to replace Judas.	(a) Write notes on the election of Mathias (b) What lessons can be derived from the story?

SENIOR HIGH SCHOOL - YEAR 3

SECTION 2

THE APPOINTMENT OF THE SEVEN, PERSECUTION AND DISPERSION OF THE CHURCH AFTER STEPHEN'S DEATH

General Objectives: The student will:

1. be aware of how Stephen died.
2. appreciate how the death of Stephen led to the expansion of the Church.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE APPOINTMENT OF THE SEVEN DEACONS	The students will be able to: 2.1.1 explain the appointment of the Seven Deacons.	Appointment of the Seven: Deacons: Acts 6:1-6	Assist students to: Read the passage and discuss. Brainstorm favouritism, nepotism and their effects on the community. Suggest ways by which government can stamp out discrimination.	(a) What led to the appointment of the seven deacons? (b) State the causes and effects of nepotism and favouritism.
UNIT 2 STEPHEN, THE FIRST CHRISTIAN MARTYR	2.2.1 write a summary of Stephen's trial and defence.	Stephen's Trial and Defence: Acts 6:7-15, 7:1-60	Read the passages and discuss Stephen's trial and defence. Discuss the moral ideals Stephen stood for.	What factors make it difficult for believers to fulfill their religious obligations? (a) Write a summary of Stephen's trial and defence (b) What lessons can be derived from his defence?
UNIT 3 PERSECUTION AND DISPERSION OF THE CHURCH	2.3.1 give examples of the positive effects of the persecution of the early church.	Dispersion of the church: Acts 8:1-25	Read the Bible passage: Summarize the important ideas in the passage. Give examples of the positive effects of the persecution of the early church e.g. dispersion of the church to Judea and Samaria. Note: Misfortunes sometimes lead to blessings. Discuss religious and political persecutions in contemporary times.	Discuss the significance of the mission of Philip in Samaria.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 PHILIP AND THE ETHIOPIAN EUNUCH	The students will be able to: 2.4.1 describe the encounter of Philip with the Ethiopian Eunuch.	Philip and the Ethiopian Eunuch: Acts 8:25-40	Assist students to: Read the passage: Explain the passage and find out the lessons one learns from Philip's immediate response to the call of the Holy Spirit. Brainstorm the importance of water baptism.	(a) Highlight the encounter between Philip and the Ethiopian Eunuch. (b) What lessons can be identified in this story?

SENIOR HIGH SCHOOL - YEAR 3

SECTION 3

WITNESSING FURTHER AFIELD

General Objective: The student will:

1. be aware of the conversion of Saul and the spread of Christianity

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE CONVERSION OF SAUL	The students will be able to: 3.1.1 discuss the conversion of Saul.	The conversion of Saul: Acts 9:1-31	Assist students to: Read the passage and discuss the Conversion of Saul. Make a list of people in the community or school who have changed for the better. Show how the change is manifested. Note: Stress that we need Christ to change our lives.	(a) Describe Saul's Conversion. (b) What important lessons can be learned from Paul's Conversion? (c) How did the Conversion of saul affect the life of the early Church?
UNIT 2 PETER AT LYDDA AND JOPPA	3.2.1 narrate the activities of Peter at Lydda and Joppa.	Peter at Lydda and Joppa: Acts 9:32-43.	Discuss the activities of Peter at Lydda and Joppa.	(a) Summarize Peter's activities at Lydda and Joppa. (b) Why are these stories important?
UNIT 3 CONVERSION OF CORNELIUS	3.3.1 explain how Peter defended his actions towards Cornelius.	Conversion of Cornelius: Acts 10:1-48, Acts 11:1-18	Read the passages and describe how Cornelius and his household were converted. Discuss how Peter defended his action towards Cornelius. Note: Stress that God does not show favouritism.	(a) Describe the Conversion of Cornelius. (b) Discuss how Peter defended his action towards Cornelius. (c) What lessons can be derived from Peter's encounter with Cornelius?

SENIOR HIGH SCHOOL - YEAR 3

SECTION 4

PAUL'S FIRST MISSIONARY JOURNEY AND THE COUNCIL OF JERUSALEM

General Objectives: The student will:

1. be equipped with knowledge about Paul's first missionary journey
2. appreciate the need for the meeting of the council of Jerusalem

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>PAUL'S FIRST MISSIONARY JOURNEY</p>	<p>The students will be able to:</p> <p>4.1.1 discuss Paul's first missionary journey noting what happened at the places he visited.</p>	<p>Paul's first Missionary Journey: Acts 13;14</p>	<p>Assist students to:</p> <p>Read the passages and find out the significant events which occurred at the various places visited.</p>	<p>(a) Highlight the significant events which occurred during Paul's first Missionary Journey. (b) What Salient lessons can be drawn from this journey?</p>
<p>UNIT 2</p> <p>THE COUNCIL OF JERUSALEM AND THE QUESTION OF CIRCUMCISION</p>	<p>4.2.1 discuss the reason why the council of Jerusalem was convened.</p>	<p>The Council of Jerusalem Acts 15:1-5</p>	<p>Brainstorm the factors which led to the Council of Jerusalem. Discuss the conflict resolution technique used on that occasion.</p> <p>Note: The question of circumcision</p>	<p>Examine the decision of the Council of Jerusalem and its effects on the Early Church. Is dialogue an effective tool for conflict resolution? Give reasons for your answer.</p>
<p>THE DECISION OF THE COUNCIL OF JERUSALEM</p>	<p>4.2.2 examine the decisions taken by the meeting in Jerusalem and discuss its effects on the early church.</p>	<p>The decision of the Council of Jerusalem and its effect Acts 15:6-35</p>	<p>Read and discuss the decision taken at the Council of Jerusalem.</p> <p>Note: The beliefs and traditions of a person can be married to Christianity but they should be examined first.</p>	<p>Discuss how Christianity can be Africanized.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 5

THE EPISTLES OF JAMES AND PETER

General Objectives: The student will:

1. appreciate the need to show their faith by their works as taught by James.
2. recognize the effects of partiality on the church and on the nation.
3. highlight the causes of unanswered prayers outlined by James.
4. appreciate the need for good Christian living in the community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FAITH AND WORKS	The students will be able to: 4.1.2 outline the relationship between faith and works as outlined in James.	Teaching of James on "Faith and Works": James 1:2-27, James 2:14-26	Assist students to: Brainstorm the relationship between faith and works as outlined by James. Share experiences where you observed a person of faith who prays a lot but is wicked.	Discuss the view of James that faith does not exist without works. In what ways do people demonstrate faith in practice?
UNIT 2 IMPARTIALITY	5.2.1 discuss James' teaching on impartiality.	James Teaching on Impartiality: James 2:1-13	Analyse the teaching of James on Impartiality. Explain the effects of nepotism, favouritism and tribalism on the nation and on the church.	(a) What did James teach on impartiality? (b) State five effects of nepotism or discrimination on the nation.
UNIT 3 EFFECTIVE PRAYERS	5.3.1 explain the right attitude to prayers as related in James.	The Right Attitude to Prayers: James 1:2-8 James 5:13-18	Brainstorm (a) the right attitude to prayers (b) why some prayers are not answered.	(a) Describe the right attitude to prayers as recommended by James. (b) Explain why some prayers are not answered.

