

REPUBLIC OF LIBERIA

MINISTRY OF EDUCATION



NATIONAL CURRICULUM FOR GRADES 7 TO 9

RELIGIOUS & MORAL EDUCATION

February 2011

MESSAGE FROM THE MINISTER OF EDUCATION

I wish to extend my thanks and appreciation to ECSEL, UNESCO, and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC).

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar **MINISTER**

GRADES 7 – 9 (JUNIOR HIGH) RELIGIOUS EDUCATION GENERAL OBJECTIVES

EEK CLOSE FELLOWSHIP WITH GOD BY the end of this course, students will be able to:

- 1. Define the concept of reconciliation.
- 2. Explain the processes involved in man's reconciliation to God and to fellow man.
- 3. List and discus some basic steps leading to reconciliation.
- 4. Define religion and substance abuse.
- 5. Identify some commonly abused substances in Liberia.
- 6. Explain causes, effects and prevention of substance abuse.
- 7. State what the Holy Books teach about man's duties to God.
- 8. Explain some of the duties of the individual to his Family and the greater society.
- 9. Explain about worship and offerings.
- 10. State the use and purposes of Holy Books in religious worships.
- 11. Name types of Prayers in Christian, Islamic and African Traditional religious worships.
- 12. Name and state the functions of some structures, symbols and gestures in Christian, Islamic and other religious worships.
- 13. Define sexually transmitted infections.
- 14. Identify some common sexually transmitted infections in Liberia.
- 15. Name the modes of transmission of HIV/AIDS and other STIs.
- 16. Explain the prevention of sexually transmitted infections.
- 17. Define Peace from a multi-religious stand-point.
- 18. State means of eliminating obstacles to Peace.
- 19. Define and classify conflicts.
- 20. State some sources of conflicts.
- 21. Explain the methods of conflict resolution.
- 22. List kinds of sexual sins.
- 23. State the effects of sexual sins on the Health and spiritual life of a person.
- 24. List and define some sexual sins, including fornication, adultery, homosexuality, and Lesbianism.
- 25. Define stewardship.
- 26. State the meaning of the stewardship of one's Family, time, talents, expertise and physical environment.
- 27. Define sacred scriptures and oral Traditions.
- 28. Name some moral teachings of the Christian scriptures, Islamic scriptures and oral traditions.

INTENDED LEARNING OUTCOMES (ILOs)

At the end of this course, students will be able to:

- 1. Seek close fellowship with God.
- 2. Co-exist with others.
- 3. Explain the danger of the wrong use of substances.
- 4. Abandoned the abuse of substances.
- 5. Seek to fulfill their respect to God, Family and all humankind.
- 6. Learn about the importance of worship and offering.
- 7. Worship most appropriately
- 8. Learn the risk of unsafe sexual practices and avoid them.
- 9. Learn about conflict as a reality of life.
- 10. Acquire skills in resolving conflicts.
- 11. Forsake sexual sins.
- 12. Be stewards of whatever has been entrusted to them.
- 13. Explain the moral implications of religious practices.
- 14. Learn to explain the respective roles of the Prophets, Patriarchs, caliphs and traditional religious Leaders.
- 15. Explain the moral teachings of the Leaders in Christianity, Islam and African Traditional Religions.
- 16. Responsive to God's messages through worships/prayers.
- 17. Explain/recognize that only God creates human beings.
- 18. Recognize God for sending Messengers to teach man how to live rightly.
- 19. Recognize the value/importance of religious Festivals.
- 20. Respect and celebrate religious Festivals.
- 21. State the relationship between religion and Health Education.
- 22. Understand how Health Education can help to improve one's life.
- 23. Acquire knowledge of the consequences of living immoral life.
- 24. Acquire knowledge of the effects of sexually transmitted diseases.

GRADE SEVEN RELIGIOUS & MORAL EDUCATION FIRST MARKING PERIOD

FIRST SEMESTER

TOPIC: RECONCILIATION

SUB-TOPICS: Reconciliation

- 1. Reconciliation of man to God
- 2. Reconciliation of man to man
- 3. Some basic steps to reconciliation

Specific Objectives: At the end of this period, students should be able to:

- 1. Define the concept of reconciliation.
- 2. Explain the process of reconciliation of man to God.
- 3. Explain the process of reconciliation of man to man
- **4.** List and discuss some basic steps to reconciliation from multi-religious backgrounds.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will seek	Reconciliation	1. Discussion on	The Holy Bible	Write four to five
fellowship with God and	1. Reconciliation of	reconciliation.		paragraph in your own
co-existence with fellow	man to God.	2. Students will be	The Holy Qur'an	words about
man.	2. Reconciliation of	allowed to give personal		reconciliation.
	man to man.	definitions of the	Other religious	
	3. Some Basic steps	concept of	Literatures	
	to reconciliation	reconciliation.		
	From multireligious	3. Divide students into		
	backgrounds.	groups to dramatize the		
		process of		
		reconciliation.		

GRADE SEVEN RELIGIOUS & MORAL EDUCATION SECOND MARKING PERIOD

FIRST SEMESTER

TOPIC: RELIGION AND SUBSTANCE ABUSE

- 1. Define:
 - a. Religion

b. Substance abuse

- Identify some commonly abused substances in Liberia.
 Explain causes, effects, and prevention of substance abuse in Liberia.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will learn	1. Definition of:	1. Teacher asks students	Religious	Write a short story on
about the danger of	a. Religion	to define:	Books/Literatures	substance abuse.
substance abuse.	b. Substance abuse	a. Religion		
	2. Some commonly	b. Substance abuse	Health Literatures	-Personal observation
	abused substances in	2.Discuss in group some		-Submission of written
	Liberia	substances commonly	Instructional visual aids.	assignments.
	3. Explain:	abused in Liberia.		2. Explain some danger
	a. Causes of substance	3. Teacher guides		of substance abuse
	abuse	students discussion/role-		
	b. Effects of substance	play on the causes,		
	abuse	effects and prevention of		
	c. Prevention of	substance abuse.		
	substance abuse			

GRADE SEVEN RELIGIOUS & MORAL EDUCATION THIRD MARKING PERIOD

FIRST SEMESTER

TOPIC: THE INDIVIDUAL AND SOCIETY

SUB-TOPICS: The duties of the individual

1. to God

2. to his/her Family

3. to mankind in general

Specific Objectives: At the end of this period, students should be able to:

1. Outline the duties of the individual to God.

2. State what the Holy Books teach about the individual's duties to his/her Family and to mankind in general

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will seek to	The Individual and	1. Teacher lets students	Religious reference	Write and explain in
fulfill their respective	Society:	describe their own	materials	four paragraph the
duties to God, Family		positions and duties in		duty/duties of the
and mankind in general.	The duties of the	the Family.	The Holy Bible	individual to God,
	individual-	2. Let students draw or		his/her family and
	1. to God	act scenes from the lives	The Holy Qur'an	mankind in general.
	2. to his/her Family	of religious Personalities		
	3. to mankind in	who fulfilled duties to		
	general	God, Family and the		
		Society.		
		3. Students will draw		
		some religious		
		Personalities helping		
		their Families at home.		

GRADE SEVEN RELIGIOUS & MORAL EDUCATION FOURTH MARKING PERIOD SECOND SEMESTER

TOPIC: WORSHIP AND OFFERING

SUB-TOPICS: Forms of worship

- 1. The use of Holy books in worship
- 2. Types of Prayers
- 3. Structures Symbols and Gestures in worship

- 1. Define worship and offering.
- 2. State the use and purpose of Holy books in worship
- 3. Discuss some types of Prayers
- **4.** Name some structures, Symbols, and gestures used in various religious worships.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will learn	Worship and offering	1. Teacher shows	Other Religious	Explain the following in
about the importance of		students various ways of	Literatures	your own words:
worship and offering.	Forms of worship:	using (religious) Holy		1.Worship
2. Students will worship	1. The use of Holy	Books in prayer, study	The Holy Bible	2. The use of Holy
most appropriately.	Books in worship	discussions and worship.		Books in worship
	2. Types of Prayers	2. Students will be	The Holy Qur'an	3. Name the various
	3. Structures, symbols	required to learn order of		types of prayers.
	and Gestures in worship	Books in the	Poster sheets	
		Bible/Qur'an.		
		3. Students will be		
		required to recite		
		selected passages of the		
		Holy Books related to		
		worship and offering.		
		Visitation of churches		
		and mosques.		

GRADE SEVEN RELIGIOUS & MORAL EDUCATION FIFTH MARKING PERIOD

SECOND SEMESTER

TOPIC: SEXUALLY TRANSMITTED INFECTIONS

- 1. Define sexually transmitted infection.
- 2. Identify some common sexually transmitted infections in Liberia.
- 3. Name the mode of transmission of the various sexually transmitted infections.
- **4.** Explain the prevention of sexually transmitted infections.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will learn about	1. Sexually transmitted	1. Lead a discussion on	Religious Literatures	Write two paragraphs on
the risk of unsafe sexual	Infections (Including	the meaning of sexually		sexual transmitted
practices.	HIV/AIDS)	transmitted infections	The Holy Bible	infections including
	2. Modes of	2. Dramatize the modes		HIV/AIDS.
	transmission of	of transmission of	The Holy Qur'an	
	HIV/AIDS	HIV/AIDS.	-	
	3. Prevention of	3. Discuss about	Health Literature	
	HIV/AIDS and other	preventive measures.	Boos on HIV/AIDS and	
	STIs.		other STIs pamphlets.	

GRADE SEVEN RELIGIOUS & MORAL EDUCATION SIXTH MARKING PERIOD

SECOND SEMESTER

TOPIC: PEACE

SUB-TOPICS: Peace

- 1. The meaning of Peace.
- 2. Eliminating obstacles to Peace.
- 3. Steps to sustaining Peace.

- 1. Define Peace from a multi-religious stand-point.
- 2. State means of eliminating obstacles to Peace.
- 3. List some basic steps to sustaining Peace.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will learn about	Peace	1. Teacher initiates	Other Religious	Explain in three
peace as a reality of life.	1. The meaning of	discussion by asking	Literatures	paragraph about peace.
	Peace.	students to define Peace		
	2. Eliminating obstacles	individually.	The Holy Bible	Group assignments.
	to Peace.	2. Students give several		
	3. Steps to sustaining	subjective definitions of	The Holy Qur'an	
	Peace.	Peace.		
		3. Teacher outlines	Literatures on Peace and	
		some basic obstacles to	conflict Management	
		Peace and leads students		
		in discussion of how to		
		eliminate the obstacles.		
		4. Dramatize peace.		

GRADE EIGHT RELIGIOUS & MORAL EDUCATION FIRST MARKING PERIOD

FIRST SEMESTER

TOPIC: SUBSTANCE ABUSE

- 1. Define:
 - a. Religion
 - b. Substance abuse
- 2. Identify some commonly abused substances in Liberia
- **3.** Explain some of the religious and moral teachings on the causes and prevention of substance abuse

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will abandone	1. Write the definition of	1. Teacher asks students	Religious instructional	Write two paragraph in
the use of harmful drugs	a. Religion	to define:	materials (The Holy	your own words
and other substance	b. Substance abuse	a. Religion	Bible, Qur'an, etc.)	identifying and
abuse.	2. Identification of some	b. Substance abuse	Other reference	explaining some
	commonly abused	2. Students name some	materials	commonly abused
	substances in Liberia.	commonly abused		substances in Liberia
	3. Religious and moral	substances in their		
	teachings on the causes	respective communities.		
	and prevention of	3. Teacher guides		
	substance abuse.	students in small groups		
		discussions on causes		
		and prevention of		
		substance abuse.		

GRADE EIGHT RELIGIOUS & MORAL EDUCATION SECOND MARKING PERIOD

FIRST SEMESTER

TOPIC: CONFLICT AND ITS RESOLUTION

SUB-TOPICS: Kinds of Conflicts

1. Spiritual conflict

2. Physical conflict

3. Family conflict

4. Ethnic conflict

5. Conflict Resolution Methods

Specific Objectives: At the end of this period, students should be able to:

1. Defined conflict.

2. Classify conflict.

3. State sources of conflict.

4. Explain the methods of conflict resolution

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will learn	Conflict and its	1. Teacher initiates	The Holy Bible	Explain conflict
about conflict as a	Resolution:	students into definitive		resolution methods in
reality of life.		discussion of the	The Holy Qur'an	your own words.
	Kinds of conflicts:	meaning/sources of		
2. Students will acquire	 Spiritual Conflict 	conflict.	Peace and Conflict	Tests
skills in resolving	2. Physical conflict	2. Students classify	Resolution Literatures	
Conflicts.	Family conflict	conflicts as:		
	4. Ethnic conflict	Spiritual, Physical,	Other religious	
	5. Conflict	Ethnic or Family	Literatures	
	Resolution	conflict when confronted		
	Methods	with one or more.		
		3. Teacher hypothesize a		
		conflict situation and		
		divide the class into		
		groups to resolve it.		

GRADE EIGHT RELIGIOUS & MORAL EDUCATION THIRD MARKING PERIOD

FIRST SEMESTER

TOPIC: SEXUAL SIN AND ITS EFFECTS ON SOCIETY

SUB-TOPICS: Kinds of sexual sin

1. Fornication

2. Adultery

3. Homosexuality

4. Lesbianism

5. Some Effects of sexual sin (HIV/AIDS, STIs)

Specific Objectives: At the end of this period, students will be able to:

1. List kinds of sexual sins.

2. Discuss spiritual effects of sexual sin.

3. Discuss effects of sexual sin on one's health.

4. Define fornication, adultery, Homosexuality and Lesbianism.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
-Students will learn to	Sexual sin	Teacher initiates students into	The Holy Bible	List the various kinds of
depart from sexual	Kinds of sexual sin	discussion on the nature and		sexual sin and explain its
related sins.	 Fornication 	effects of sexual sin on an	The Holy Qur'an	meaning.
	2. Adultery	individual's:		
-Students will	3. Homosexuality	1. Spiritual life	Literatures on	
understand the effect of	4. Lesbianism	2. Financial/material	sexually transmitted	
HIV/AIDS, STIs.	5. Some effects of	resources	infection	
	sexual sins	3. Health		
	(HIV/AIDS, STIs)	Student role-play as Pastor	Other religious	
		preaching against sexual sin.	Literature	
		Students will conduct peer		
		counseling on the spread and	Counseling materials	
		prevention of HIV/AIDS and		
		STIs.	Poster-sheets	
		Group discussion on the effects	Markers	
		of sexual sins guided by the		
		teacher.		

GRADE EIGHT RELIGIOUS & MORAL EDUCATION

FOURTH MARKING PERIOD

SECOND SEMESTER

TOPIC: RECONCILIATION

SUB-TOPICS: Reconciliation

- 1. The meaning of reconciliation
- 2. The reconciler of:
 - a. man to God
 - b. man to man
- 3. Some basic steps to reconciliation of:
 - a. man to God
 - b. man to his fellow man

- 1. Define reconciliation.
- 2. Explain the concept of reconciliation
- 3. Outline some basic religious and moral teachings on reconciliation.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will seek	Reconciliation	1. Teacher asks students	The Holy Bible	Define reconciliation in
reconciliation with God	1. The meaning of	to define reconciliation.		your own understanding.
and their fellow men.	reconciliation.	2. Students will role-	The Holy Qur'an	
	2. The reconciler of:	play the respective roles		
	a. man to God	of the offender and the	Posters	
	b. man to his fellow	offended in the process		
	man	of reconciliation.	Literatures on Peace and	
	3. Some basic steps to	3. Guided by the teacher,	conflict management	
	reconciliation	students will discuss		
	Man to God, and man to	some basic steps in the	Other religious and	
	His fellow man.	process of	moral Literatures	
		reconciliation.		
	4. Some religious and	4. Students will discuss		
	moral teachings on	the teachings of various		
	reconciliation.	religious and moral		
		institutions on		
		reconciliation.		

GRADE EIGHT RELIGIOUS & MORAL EDUCATION FIFTH MARKING PERIOD

SECOND SEMESTER

TOPIC: STEWARDSHIP

SUB-TOPICS: The stewardship of man

- 1. Stewardship of his Family
- 2. Stewardship of his time
- 3. Stewardship of his talents/Expertise
- 4. Stewardship of his physical environment

- 1. Define stewardship.
- 2. State the meaning of man's stewardship to his:
 - a. Family
 - b. Time
 - c. Talents/Expertise
 - **d.** Physical environment

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will be	Stewardship	1. Definition of	Religious and moral	-Observation of
stewards of whatever	The stewardship of man:	stewardship.	Literatures (The Bible,	behavioral change
has been entrusted to		2. Students give several	The Qur'an, etc.)	_
them.	1 Stewardship of his	subjective definitions of		-Write and give
-Students will learn how	family.	stewardship.	Posters	examples of good
to be a good steward	2. Stewardship of his	3. Teacher guides		stewardship.
	time.	students discussion on	Other instructional aids	_
	3. Stewardship of his	the stewardship to:		
	talents/expertise	a. Family		
	4. Stewardship of his	b. Time		
	physical environment	c. Talents/Expertise		
		d. Physical		
		environment		
		4. Dramatize		
		stewardship		

GRADE EIGHT RELIGIOUS & MORAL EDUCATION SIXTH MARKING PERIOD

SECOND SEMESTER

TOPIC: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

SUB-TOPICS: Sacred scriptures and Oral traditions

- 1. Christian scriptures (Holy Bible)
- 2. Islamic scriptures (Holy Qur'an)
- 3. Traditionists' oral tradition (The traditionists' beliefs, teachings and works)

- 1. Observe some religious practices and explain their moral implications.
- 2. Define:
 - a. sacred scriptures
 - b. oral tradition
- 3. Name some moral teachings of the:
 - a. Christian scriptures (The Holy Bible)
 - b. Islamic scriptures (The Holy Qur'an)
 - c. Traditionists' oral Traditions (Myths, Beliefs, Teachings and other works)

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will explain	1. Moral implications of	1.Discussion on	The Holy Bible	Write in two paragraph
the moral implications	religious practices.	religious practices.		explaining the moral
of religious practices.	2. Define:	2. Students list some	The Holy Qur'an	implications of religious
	a. Sacred scriptures	implications of the		practices.
-Students will name	b. Oral tradition	practices.	Posters	
some moral teachings of	3. Explain some moral	3. Students subjectively		
the:	teachings of the:	define:	Other instructional Aids	
1. Christian scriptures	a. Christian scriptures	a. sacred scriptures		
(Holy Bible)	b. Islamic scriptures	b. oral Tradition		
2. Islamic scriptures	c. Oral	4. Students role-play		
(Quran	Traditions(Myths,	some of the Traditions'		
3. Oral tradition(myths,	beliefs, teachings and	oral Traditions/works.		
beliefs, teaching and	other works).			
other works).				

GRADE NINE RELIGIOUS & MORAL EDUCATION FIRST MARKING PERIOD

FIRST SEMESTER

TOPIC: RELIGIOUS PERSONALITIES AND THEIR MORAL TEACHINGS OF THE RELIGIOUS LEADERS

SUB-TOPICS: The Patriarchs, Caliphs, Traditional Leaders and the moral teachings of the Religious Leaders:

- I. The Patriarchs:
 - a) Abraham b) Isaac c) Jacob d) Joseph e) Moses
- II. The Caliphs of Islam:
 - a) Abu Bakr b) Umar Uchman c) Ali-al Murtada
- III. Great Traditional Religious Personalities
 - a) Egya (Osofo) Ahor and Tweneboa Kodua
 - b) Okomfo Anoyke, Togbe Tsali, Toha Zie
- IV. The Moral teachings of the Religious Leaders:
 - A. Jesus Christ
 - 1. His Parables of the Kingdom, the Sower, the Prodigal son
 - 2. His sermon on the Mount
 - B. The Prophet Muhammad
 - 1. His Commandment from the Hadith
 - 2. The Sunna
 - C. African Traditional Leaders
 - 1. Drumming
 - 2. The use of Horns

- 1. Convincingly explain some of the teachings of the Patriarchs, the Caliphs of Islam, Traditional Religious Leaders.
- 2. Compare and contrast the moral teachings of Jesus Christ and the Prophet Muhammad.
- **3.** Compare and contrast the moral teachings of the Patriarchs and African Traditional Religious Leaders.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will explain the	The Patriarchs, Caliphs,	1. Teacher leads	Religious moral	Explain in your own
teachings of the	Traditional Leaders and	discussion on the moral	Educational Literatures	words concerning moral
patriarchs, the caliphs of	the moral teachings of the	teachings of the	(The bible. Qur'an)	teachnings.

OUTCOMES	CC	ONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Islam,	religious	Leaders:	Patriarchs, Caliphs of		
	I.	Patriarchs	Islam, and Traditional	Other reference	
Learn more about the	II.	The caliphs of	Religious Leaders.	materials	
Prophets and Jesus'		Islam	2. Students will work in		
teachings.	III.	Traditional	groups to develop a	Poster sheets	
Traditional religious		Religious	Drama on the life of	Drawing Jesus Christ,	
leaders.		Personalities	some of the Patriarchs.	Muhammad, and some	
	IV.	Moral	3. Students will compare	African Traditional	
		Teachings of	and contrast the	Religious leaders.	
		Religious	teachings of:		
		Leaders:	a. Jesus Christ and		
	A. Je	esus Christ	Muhammad; the		
	B. T	he Prophet	Patriarchs and African		
	M	Iuhammad	Traditional Religious		
	C. A	frican	Leaders.		
	T	raditional			
	R	eligious Leaders			

GRADE NINE RELIGIOUS & MORAL EDUCATION

SECOND MARKING PERIOD

FIRST SEMESTER

TOPIC: COMMITMENT TO GOD

SUB-TOPICS: God's Promises to Humankind

- 1. God's Messengers.
- 2. God's message to Humankind.
- 3. God's Promises to this Earth.
- 4. God's Promises for Heaven.
- 5. Humankind responses to God's Promises:
 - a. Christian's responses.
 - b. Muslim's responses.
 - c. Traditionists' responses.

- 1. Define Commitment
- 2. Explain some of God's Promises to Humankind.
- 3. Name some messengers of God.
- 4. Explain some of God's Promises to Mankind.
- 5. State some of God's promises for:
 - a. the Earth
 - b. Heaven
- 6. Explain the Christians, Muslims and Traditionists' responses to God's Promises

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will worship	Commitment	1. Demonstrate	1. The Holy Bible	Name some messengers
God through prayer.	God's Promises to	commitment		of God and write about
2. Students will	humankind:	2. Teacher asks students	2. The Holy Qur'an	them individually.
recognize that only God	1. God's Messengers	to name some		
creates Human beings.	2. God's Messages	Messengers of god from	3. Other religious	
3. Students will	3. God's Promises for:	various religious	Literatures	
recognize God for	a. the Earth	backgrounds.		
sending Messengers to	b. Heaven	3. Teacher guides		
teach man how to live	4. Humankind	students discussion of		
rightly.	response to God's	God's Promises to		

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
	Promises:	Humankind and		
	a. Christians	humankind's response to		
	b. Muslims	God through religious		
	c. Traditionists	practices.		
		4. Teacher leads students		
		on site visit to some		
		religious worship		
		centers.		

GRADE NINE RELIGIOUS & MORAL EDUCATION THIRD MARKING PERIOD

FIRST SEMESTER

TOPIC: SOME RELIGIOUS FESTIVALS AND THEIR VALUES FOR SOME RELIGIOUS GROUPS

SUB-TOPICS: Some Religious Festivals and their values for some Religious groups

A. Christian Festivals

1. Christmas

2. Easter

B. Muslim Festivals

1. Eid-Ul-Fitr

2. Eid-Ul-Adha

C. Traditional Festival of various Liberian ethnic Groups

D. Value of Religious Festivals

- 1. Name some religious festivals
- 2 .Explain some of the religious festivals
- 3. State the value of each religious festivals for moral development

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will	Religious Festivals	1. Teacher helps student	The Holy Bible	State two examples of
recognize the value of		define religious		religious festivals in
religious festivals	Types of religious	Festivals.	The Holy Qur'an	Liberia.
2. Students will respect	Festivals:	2. Teacher lists some		
and celebrate religious	A. Christian Festivals	religious Festivals on the	Religious and	

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Festivals.	1. Christmas	chalkboard and asks to	Traditional Literatures	
	2. Easter	identify the ones		
	B. Muslim Festivals	observed by their		
	1. Eid-Ul-Fitr	respective religions.		
	2. Eid-Ul-Adha	3. Teacher guides		
	C. Traditional Festivals	students' discussion on		
	of some ethnic Groups	Christian, Muslim and		
	of Liberia.	Traditional Festivals.		
	D. The value	4. Students dramatize		
	(importance) of religious	the value of religious		
	Festivals	festivals.		

GRADE NINE RELIGIOUS & MORAL EDUCATION FOURTH MARKING PERIOD FIRST SEMESTER

TOPIC: RELIGION AND HEALTH

SUB-TOPICS: Religion and Health

1. Definition of religion and health

2. Importance of religion and health

3. Concepts of religion and health

Specific Objectives: At the end of this period, students should be able to:

Define:

Religion

Health

Discuss the relationship between religion and Health. State how religion helps to prevent Health Problems.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will explain	1. Definition of:	1. Teacher leads	Religious Instructional	
the relationship between	a. Religion	discussion on the	materials (Bible,	Distinguish between
Religion and health	b. Health	relationship between	Qur'an)	religious and health in
Education.	2. Common Religions in	Religion and Health.		two paragraph.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
2. Students will	Liberia	2. Naming religious	Visual Aids	
understand how religion	3. Importance of	Organizations in their		
and Health Education	Religion and Health	Communities.	Posters	
can help to improve	4. Concepts of Religion	3. Students will describe		
one's life.	and Health	the forms of worship by		
		religious Groups in their		
		respective Communities.		
		4. Students role-play		
		how religion brings		
		about positive		
		behavioral change.		

GRADE NINE RELIGIOUS & MORAL EDUCATION FIFTH MARKING PERIOD

SECOND SEMESTER

TOPIC: THE MINISTRIES OF SOME RELIGIOUS LEADERS AND TRADITIONAL PRIESTS

SUB-TOPICS: I. Stories of the works of some religious Leaders

A. Jesus Christ

- 1. The calling of His Disciples.
- 2. The Commissioning of his Disciples.
- 3. The Healing of the sick and the raising of the Dead.
- 4. Some of His moral teachings
- 5. His Death and resurrection
- B. Muhammad
 - 1. His Hijirah to Medina.
 - 2. His past Pilgrimage
 - 3. His triumphant entry into Mecca.
- II. The ministries of Traditional Priests:
 - 1. Healing of the sick
 - 2. Pouring Libation
 - 3. Offering sacrifices to the gods for the sick and other purposes
 - 4. Acting as Counselors to hurting people

- 1. Name some of the Ministries of some religious Leaders, including Jesus Christ, Muhammad and Traditional priests.
- 2. Narrate stories about:
 - A. Jesus Christ:
 - The calling of His Disciples
 - The commissioning of His disciples
 - His Healing of the sick
 - His moral teachings
 - His Death and Resurrection
 - B. Muhammad:
 - His Hijirah to Medina
 - His last pilgrimage
 - His triumphant entry into Mecca
- 3. Explain the Ministries of traditional Priests as: Healing, pouring libation and offering sacrifices.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will explain	Ministries of Religious	1. Discussion on the	The Holy Bible	List some of the
and respect religious and	Leaders and Traditional	Ministries of Religious	-	works/Ministries of
traditional Leaders in	Priests;	Leaders and Traditional	The Holy Qur'an	some religious leaders.
their respective	I. Works of Religious	priests.	_	_
Communities.	Leaders:	2. Teacher divides	Other religious	
	A. Jesus Christ:	students into three (3)	Literatures	
	- Calling His	groups:		
	Disciples	Group A – Role-plays		
	- Commissioning His	the Ministries of Jesus		
	Disciples	Group B- Role-plays the		
	 Healing the sick 	Ministries of		
	and raising the Dead	Muhammad		
	- His moral	Group C – Role-plays		
	Teachings	works of Traditional		
	- His Death and	Priests.		
	Resurrection	Each group shares with		
	B. Muhammad	entire class lesson value		
	- His Hijirah to	learnt from the role-play.		

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
	Medina			
	- His last Pilgrimage			
	- His triumphant			
	entry into Mecca			
	II Ministries of			
	Traditional Priests:			
	- Healing the sick			
	- Pouring libation			
	- Offering sacrifices			
	- Counselors to			
	hurting people.			

GRADE NINE RELIGIOUS & MORAL EDUCATION SIXTH MARKING PERIOD SECOND SEMESTER

TOPIC: CHASTITY AND IMMORALITY

SUB-TOPICS: Chastity and Immorality

- 1. Chastity in Islam
- 2. Chastity in Christianity
- 3. Chastity and immorality in African Traditional Religion
- 4. The importance of living a chaste life
- 5. The dangers of an unchaste life
- 6. Consequences of immorality

- 1. Define:
 - a. Chastity
 - b. Immorality
- 2. Compare and contrast Islamic and Christian teachings on chastity.
- 3. Explain why and how should a person live a chaste life by the teaching of African Traditional Religion.
- 4. State the importance of living a chaste life.
- 5. State the dangers of an unchaste life.

6. Identify other consequences of immorality.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students acquire:	1. Chastity and	1. Lead discussion on	1. Religious and moral	Quizzes on the
Knowledge of	immorality.	how Puberty begins	Educational Textbooks	consequences of
(a) consequences of an	2. Chastity in Islam	when the hormones		immortality
immoral life.	3. Chastity in	dictate the body should	2. Bible	
(b)The effects of	Christianity	change from childhood		Write three to four
sexually transmitted	4. Chastity and	to adulthood.	3. Qur'an	paragraphs expressing
diseases.	immorality in African	2. Teacher lead		ltarners feeling on:
	Traditional Religion.	discussion with students	4. Other Reference	1. Christity and
	5. The importance of	on which gender has the	materials	immorality
	living a chaste life.	most difficult changes to		2. Chastity in
	6. The dangers of an	deal with at this		Christianity.
	unchaste life.	time/period of puberty.		3. The dangers of
	7. Consequences of	3. Have students conduct		an unchaste life.
	immorality.	research on the		
		consequences of		
		immorality.		
		4. Dramatization		

