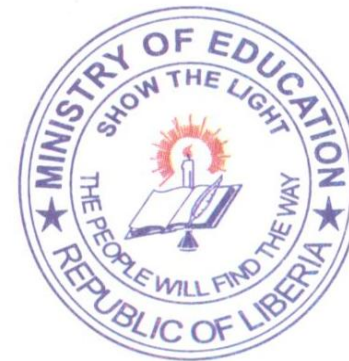


REPUBLIC OF LIBERIA

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

GRADE SEVEN RELIGIOUS & MORAL EDUCATION SECOND MARKING PERIOD

FIRST SEMESTER

TOPIC: RELIGION AND SUBSTANCE ABUSE

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

1. Define:
 - a. Religion

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will learn about the danger of substance abuse.	1. Definition of: <ul style="list-style-type: none"> a. Religion b. Substance abuse 2. Some commonly abused substances in Liberia 3. Explain: <ul style="list-style-type: none"> a. Causes of substance abuse b. Effects of substance abuse c. Prevention of substance abuse 	1. Teacher asks students to define: <ul style="list-style-type: none"> a. Religion b. Substance abuse 2. Discuss in group some substances commonly abused in Liberia. 3. Teacher guides students discussion/role-play on the causes, effects and prevention of substance abuse.	Religious Books/Literatures Health Literatures Instructional visual aids.	Write a short story on substance abuse. -Personal observation -Submission of written assignments. 2. Explain some danger of substance abuse

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

TOPIC: SEXUALLY TRANSMITTED INFECTIONS

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

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

TOPIC: PEACE

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

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

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

TOPIC: SUBSTANCE ABUSE

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

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

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

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

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

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

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

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

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

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

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)

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

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

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

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

- 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 teachings of the patriarchs, the caliphs of	The Patriarchs, Caliphs, Traditional Leaders and the moral teachings of the	1. Teacher leads discussion on the moral teachings of the	Religious moral Educational Literatures (The bible. Qur'an)	Explain in your own words concerning moral teachnings.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
<p>Islam, Learn more about the Prophets and Jesus' teachings. Traditional religious leaders.</p>	<p>religious Leaders: I. Patriarchs II. The caliphs of Islam III. Traditional Religious Personalities IV. Moral Teachings of Religious Leaders: A. Jesus Christ B. The Prophet Muhammad C. African Traditional Religious Leaders</p>	<p>Patriarchs, Caliphs of Islam, and Traditional Religious Leaders. 2. Students will work in groups to develop a Drama on the life of some of the Patriarchs. 3. Students will compare and contrast the teachings of: a. Jesus Christ and Muhammad; the Patriarchs and African Traditional Religious Leaders.</p>	<p>Other reference materials Poster sheets Drawing Jesus Christ, Muhammad, and some African Traditional Religious leaders.</p>	

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.

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

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

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

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 Hijrah 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

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

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

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

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

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
<p>1. Students acquire: Knowledge of</p> <p>(a) consequences of an immoral life.</p> <p>(b) The effects of sexually transmitted diseases.</p>	<p>1. Chastity and immorality.</p> <p>2. Chastity in Islam</p> <p>3. Chastity in Christianity</p> <p>4. Chastity and immorality in African Traditional Religion.</p> <p>5. The importance of living a chaste life.</p> <p>6. The dangers of an unchaste life.</p> <p>7. Consequences of immorality.</p>	<p>1. Lead discussion on how Puberty begins when the hormones dictate the body should change from childhood to adulthood.</p> <p>2. Teacher lead discussion with students on which gender has the most difficult changes to deal with at this time/period of puberty.</p> <p>3. Have students conduct research on the consequences of immorality.</p> <p>4. Dramatization</p>	<p>1. Religious and moral Educational Textbooks</p> <p>2. Bible</p> <p>3. Qur'an</p> <p>4. Other Reference materials</p>	<p>Quizzes on the consequences of immortality</p> <p>Write three to four paragraphs expressing learners feeling on:</p> <ol style="list-style-type: none"> 1. Christity and immortality 2. Chastity in Christianity. 3. The dangers of an unchaste life.



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