

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**BIBLE KNOWLEDGE SYLLABUS FOR ORDINARY SECONDARY EDUCATION  
FORM I – IV  
2023**

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## **Abbreviations and Acronyms**

ICT Information and Computer Technology

TIE Tanzania Institute of Education

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## **1.0 Introduction**

Bible Knowledge for Ordinary Secondary Education is an elective subject for Form I-IV student. Studying Bible Knowledge enables the student to understand the historical, social, and religious diversity, hence respect the beliefs and practices of others. It also enhances student's ability to build national core values including patriotism, integrity and personal responsibility. It further helps the student to appreciate different cultural expressions. Thus, studying Bible Knowledge encourages students to take a thoughtful approach to the study of the Bible.

This Syllabus is designed to guide the teaching and learning of Bible Knowledge at Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to effectively plan their teaching process. Therefore, this syllabus provides opportunities for teachers to apply different methods and strategies to facilitate the student to develop 21<sup>st</sup> century skills that include critical thinking, creativity, collaboration, communication and problem-solving.

## **2.0 Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

### **3.0 Objectives of Ordinary Secondary Education**

The objectives for Ordinary Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and practical knowledge;
- (d) Improve communication using Tanzania Sign Language (TSL), Tactile communication, Kiswahili and English. The student should be encouraged to develop competence in least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to advanced secondary and tertiary education.

### **4.0 General Competences for Ordinary Secondary Education**

General competence that will be developed by the student of Ordinary Secondary education are to:

- (a) Use the knowledge and skills acquired in the Primary Education to strengthen and expand academic understanding;



- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge;
- (d) Use language skills including Tanzania Sign Language (TSL), Kiswahili, English and at least one foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to employ oneself, be employed, and manage life and environment.

### 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competences for Form I-IV*

| Main competences  | Specific competences   |
|---|--|
| 1.0 Demonstrate an understanding of Creation and God’s commandments | 1.1 Use the Book of Genesis to learn about creation, responsibility and taking care of life  |
|   | 1.2 Demonstrate mastery of the Holy Scripture through the Book of Genesis                    |
|   | 1.3 Use the Book of Exodus to understand God’s love and compassion                           |
|   | 1.4 Demonstrate an appreciation of God’s commandments as outlined in the Book of Exodus      |
|   | 1.5 Demonstrate an appreciation of the importance of statistics based on the Book of Numbers |

|  |  |
|--|--|
| 2.0 Demonstrate an understanding of faith by living a holy life              | 2.1 Demonstrate mastery of the Holy Scripture through the Book of Joshua   |
|  | 2.2 Use the Book of Joshua to appreciate the importance of courage, bravery, humility, perseverance and patriotism |
| 3.0 Demonstrate an understanding of devotion to God as revealed in the Bible | 3.1 Demonstrate mastery of the Holy Scripture in the Gospel according to Luke                                      |
|  | 3.1 Use the Gospel according to Luke to appreciate the importance of family life                                   |
|  | 3.1 Demonstrate mastery of the Holy Scripture in the Book of Acts of the Apostles                                  |
|  | 3.1 Demonstrate an appreciation of devotion to spreading the Gospel  |
|  | 3.1 Use the Book of Acts of the Apostles to appreciate the importance of justice, peace and equality               |

## 6.0 Roles of Teachers, Students and Parents in Teaching and Learning Process

A good relationship between teacher, student and parent/guardian is fundamental in ensuring successful learning. This section outlines roles of each participant in facilitating effective teaching and learning of Bible Knowledge.

### 6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Bible Knowledge;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to:
  - i. develops the competences needed in the 21st century; and
  - ii. actively participate in the teaching and learning process.

- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify the individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Intergrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The student**

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

## **6.3 The parent**

The parent/guardian is expected to:

- (a) Monitor their child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;

- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

### **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

### **8.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, a teacher and student should work together to find or improvise alternative resources available in the school and home environment when needed. The teacher is expected to constantly seek for information from various sources in order to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

### **9.0 Assessment of the Learning Process**

Assessment is important in teaching and learning of Bible Knowledge subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student’s achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student’s final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

| <b>Assessment Measures</b>     | <b>Weight (%)</b> |
|--------------------------------|-------------------|
| Form II National Assessment    | 10                |
| Form III Annual Examination    | 5                 |
| Project                        | 5                 |
| Form IV Mock Examination       | 10                |
| Form Four National Examination | 70                |
| <b>Total</b>                   | <b>100</b>        |

### **10.0 Number of Periods**

The syllabus for Bible Knowledge for Ordinary Secondary Education provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities that the student is required to do. Therefore, two (2) periods each of 40 minutes per week have been allocated for this subject.

### **11.0 Contents of the Syllabus Teaching and learning Contents**

The contents of this syllabus are presented in matrix form with seven columns which include main competence, specific competence, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods as presented in Tables 2-5.

## Form I

**Table 3:** *Detailed Contents for Form I*

| Main competence   | Specific competence   | Learning activities                                      | Suggested teaching and learning methods   | Assessment criteria   | Suggested resources   | Number of periods |
|---|---|--|---|---|---|-------------------|
| 1.0 Demonstrate an understanding of Creation and God’s commandments | 1.1 Use the Book of Genesis to learn about creation, responsibility and taking care of life | (a) Explain the concept of the Bible and Bible Knowledge | <b>Brainstorming:</b><br>Guide students to brainstorm on the meaning of Bible and Bible Knowledge                 | The Concept of the Bible and Bible knowledge is well explained. | The Bible, biblical videos, and chats, relevant biblical texts and commentaries | 52                |
|   |   | (b) Classify the books in the Bible                      | <b>Discussion:</b><br>Guide students in manageable groups to discuss the classification of the books in the Bible | The books in the Bible are well classified                      |   |                   |
|   |   | (c) Explain the concept of the Book of Genesis           | <b>Brainstorming:</b><br>Guide students to brainstorm on the concept of the Book of Genesis                       | The concept of the Book of Genesis is well explained            |   |                   |

| Main competence | Specific competence | Learning activities   | Suggested teaching and learning methods  | Assessment criteria  | Suggested resources | Number of periods |
|-----------------|---------------------|---|--|--|---------------------|-------------------|
|                 |                     | (d) Describe the concept of God's creation                            | <b>Debate:</b> Guide students to debate on the concept of God's creation   | The concept of God's creation is well described                          |                     |                   |
|                 |                     | (e) Clarify man's responsibility for God's creations                  | <b>Skills Lab:</b> Guide students in manageable groups to identify living and non-living organisms existing in their environment and relate their responses on the man's responsibilities for God's creation | Man's Responsibility for God's creation are well clarified.              |                     |                   |
|                 |                     | (f) Explain the importance of taking care of life and the environment | <b>Discussion:</b> Guide students to discuss and present the importance of taking care of life and environment   | The importance of taking care of life and environment are well explained |                     |                   |

| Main competence | Specific competence   | Learning activities                                 | Suggested teaching and learning methods   | Assessment criteria                                    | Suggested resources  | Number of periods |
|-----------------|---|---|---|--|--|-------------------|
|                 | 1.2 Demonstrate mastery of the Holy Scripture through the Book of Genesis | (a) Analyse the Fall of Man and its consequences    | <b>Group discussion:</b><br>Guide students in managable groups to discuss the fall of man and its consequences  | The Fall of Man and its consequences are well analysed | The bible, relevant biblical literature, video the fall of man and its consequences and bible commentaries | 18                |
|                 |   | (b) Describe the history of the biblical Patriarchs | <b>Case study:</b> Provide a case study on the history of Abraham, Isaac, Jacob and Joseph. Guide students in manageable groups to discuss, summarize and present the history of Patriarchs according to case study | The Patriarchal History are well described             | The Bible, relevant biblical text and ICT simulation tools   |                   |



## Form II

**Table 4:** *Detailed Contents for Form II*

| Main competence   | Specific competence  | Learning activities   | Suggested teaching and learning methods   | Assessment criteria   | Suggested resources   | Number of periods |
|---|--|---|---|---|---|-------------------|
| 1.0 Demonstrate an understanding of Creation and God’s commandments | 1.3 Use the Book of Exodus to understand God’s love and compassion | (a) Describe the Concept of the Book of Exodus                                      | <b>Brainstorming:</b> Guide students to brainstorm the concept of the Book of Exodus  | The Concept of the Book of Exodus is well described                                   | Bible, biblical videos and charts, and ICT simulation tools | 14                |
|   |  | (b) Show how the concept of God’s love and compassion appears in the Book of Exodus | <b>Guest speaker:</b> Invite a Theologian to give a speech on the concept of God’s love and compassion. Guide students in manageable groups to summarize and share their understanding on God’s love and compassion | The concept of God’s love and compassion appeared in the Book of Exodus is well shown |   |                   |
|   |  | (c) Identify the consequences of not appreciating God’s                             | <b>Group discussion:</b> Guide students in manageable groups to discuss and identify the consequences of  | The consequences of not appreciating God’s Love and Compassion are                    |   |                   |

| Main competence | Specific competence   | Learning activities  | Suggested teaching and learning methods  | Assessment criteria   | Suggested resources   | Number of periods |
|-----------------|---|--|--|---|---|-------------------|
|                 |   | (d) Love and Compassion  | not appreciating God's love and compassion   | well identified   |   |                   |
|                 | 1.4 Demonstrate an appreciation of God's commandments as outlined in the Book of Exodus | (a) Explain the Sinai Covenant                                 | <b>Guest speaker:</b> Invite the knowledgeable person to provide knowledge of Sinai Covenant, then let the students discuss, and share their findings before the class | The concept of the Sinai Covenant is well explained                   | Bible, biblical charts and videos on Sinai Covenant, and ICT simulation tools | 14                |
|                 |   | (b) Clarify God's Commandments as stated in the Book of Exodus | <b>Jigsaw:</b><br>Guide students through jigsaw to clarify God's Commandments  | God's Commandments as stated in the book of Exodus are well clarified |   |                   |
|                 |   | (c) Show the indicators of Moses' leadership qualities         | <b>Group discussion:</b><br>Guide students in groups to discuss, summarize and share the indicators of Moses's leadership qualities                                    | The indicators of Moses' leadership qualities are well shown          |   |                   |

| Main competence   | Specific competence  | Learning activities  | Suggested teaching and learning methods   | Assessment criteria   | Suggested resources  | Number of periods |
|---|--|--|---|---|--|-------------------|
|   | 1.5 Demonstrate an appreciation of the importance of statistics based on the Book of Numbers | (a) Explain the concept of statistics as revealed in the Book of Numbers.                                    | <b>Debate:</b> Guide students in two manageable groups to debate a motion on the statistics based on the Books of Numbers                       | The concept of statistics in the book of Numbers is well explained. | Bible, ICT simulation tools, biblical charts and videos on the book of numbers | 12                |
|   |  | (b) Use the Book of Numbers to discuss the objectives and importance of statistics and the census in society | <b>Group discussion:</b> Guide students in a manageable groups to discuss the objectives and importance of statistics and the census in society | The objectives of census in various contexts are well discussed.    |  |                   |
| 2.0 Demonstrate an understanding of faith by living a holy life | 2.1 Demonstrate mastery of the Holy Scripture through the Book of Joshua                     | (a) Identify the main ideas in the book of Joshua  | <b>Exploration:</b> Divide the students in manageable groups to read, and identify main ideas in the Book of Joshua                             | The main ideas in the Book of Joshua are well identified            | Bible, biblical charts, and ICT simulation tools                               | 15                |

| Main competence | Specific competence  | Learning activities  | Suggested teaching and learning methods   | Assessment criteria  | Suggested resources  | Number of periods |
|-----------------|--|--|---|--|--|-------------------|
|                 |  | (b) Use the Book of Joshua to discuss the importance of preparing leaders          | <b>Group discussion:</b> Guide students in manageable groups to discuss the importance of preparing leaders                         | The importance of preparing leaders are well shown   |  |                   |
|                 |  | (c) Describe the fall of the biblical cities of Jericho and Ai                     | <b>Scenario:</b> Provide a scenario on the fall of Jericho and Ai cities, Let them summarize and share their findings               | The fall of the cities of Jericho and Ai is well described                                 |  |                   |
|                 | 2.2 Use the Book of Joshua to appreciate the importance of courage, bravery, humility, perseverance and patriotism | (a) Discuss the indicators of strength and bravery according to the Book of Joshua | <b>Presentation:</b> Guide students to discuss and present about the indicators of strength and bravery found in the book of Joshua | The indicators of strength and bravery according to the book of Joshua are well clarified. | Bible, biblical videos on the book of Joshua, and ICT simulation tools | 15                |

| Main competence | Specific competence | Learning activities  | Suggested teaching and learning methods  | Assessment criteria  | Suggested resources | Number of periods |
|-----------------|---------------------|--|--|--|---------------------|-------------------|
|                 |                     | (b) Use the Book of Joshua to discuss the importance of bravery, humility and perseverance | <b>Role play:</b> Arrange students in manageable groups to prepare a play showing the importance of bravery, humanity and perseverance | The importance of bravery, humility and perseverance according to the book of Joshua are well shown. |                     |                   |
|                 |                     | (c) Explain the concept of patriotism as appears in the Book of Joshua                     | <b>Guest speaker:</b> Invite a person to give speech on patriotism as it appears in the Book of Joshua                                 | The concept of patriotism as appears in the book of Joshua is well explained                         |                     |                   |

### Form III

**Table 5:** *Detailed Contents for Form III*

| Main competence  | Specific competence   | Learning activities   | Suggested teaching and learning methods  | Assessment criteria   | Suggested resources  | Number of periods |
|--|---|---|--|---|--|-------------------|
| 3.0 Demonstrate an understanding of devotion to God as revealed in the Bible | 3.1 Demonstrate mastery of the Holy Scripture in the Gospel according to Luke | (a) Explain the term Gospel and Jewish institutions   | Debate: Organize two groups to run the motion about the Gospel and Jewish institutions Let them classify the books of the Gospel | The term Gospel and the books of the Gospel, as well as Jewish institutions are well explained. | Bible, biblical charts and videos, ICT simulation tool, relevant biblical books such as commentaries | 46                |
|  |   | (b) Discuss the authorship of the Gospel according to Luke (author, recipients and purpose) | Presentation: Guide students to discuss and present about the authorship of the Gospel according to Luke                         | The authorship of the gospel according to Luke is well discussed                                |  |                   |

| Main competence | Specific competence | Learning activities  | Suggested teaching and learning methods   | Assessment criteria  | Suggested resources | Number of periods |
|-----------------|---------------------|--|---|--|---------------------|-------------------|
|                 |                     | (c) Discuss the themes of the Gospel according to Luke ( <i>salvation for all, the work of the Holy Spirit, worship and praise, the role of women, the Gospel of the lost and the Gospel of prayer</i> ) | <b>Group discussion:</b><br>Guide students to discuss and share themes found in the Gospel according to Luke      | The themes of the Gospel according to Luke are well discussed                                  |                     |                   |
|                 |                     | (d) Identify the methods used by Jesus in his Ministry ( <i>parables and miracles</i> )  | <b>Assignment:</b><br>Assign students in different groups to identify the methods used by Jesus in his ministries | The methods used by Jesus in his ministry ( <i>parables and miracles</i> ) are well identified |                     |                   |

| Main competence | Specific competence | Learning activities  | Suggested teaching and learning methods  | Assessment criteria   | Suggested resources | Number of periods |
|-----------------|---------------------|--|--|---|---------------------|-------------------|
|                 |                     | (e) Use the Gospel according to Luke to defend human rights  | <b>Jigsaw:</b> Guide students through jigsaw to apply the gospel in their daily life to defend human right               | The Gospel according to Luke in defending human rights is well applied                                    |                     |                   |
|                 |                     | (f) Discuss how the themes in the Gospel according to Luke relate to daily life<br><i>(choose one theme for course work/ project to be submitted in Form IV)</i> | <b>Project activity:</b><br>Task students to relate the themes of the Gospel according to Luke with daily life situation | The themes of the Gospel according to Luke and how they relate to daily life situation are well discussed |                     |                   |



| Main competence | Specific competence  | Learning activities   | Suggested teaching and learning methods   | Assessment criteria   | Suggested resources  | Number of periods |
|-----------------|--|---|---|---|--|-------------------|
|                 | 3.2 Use the Gospel according to Luke to appreciate the importance of family life | (a) Explain the concept of family   | <b>Guest speake:</b><br>Invite a person to give speech based on experience on family matters to students                        | The concept of family is well explained   | Bible, relevant biblical books, commentaries and videos on family life | 24                |
|                 |  | (b) Discuss the characteristics of the families found in the Gospel according to Luke | <b>Group discussion:</b><br>Guide the students to discuss characteristics of the families found in the gospel according to Luke | The characteristics of the families found in the gospel according to Luke is well discussed     |  |                   |
|                 |  | (c) Use the Gospel according to Luke to discuss good parental care                    | <b>Group discussion:</b><br>Guide students in manageable groups to discuss the concept of good parental care                    | The concept of good parental care as outlined in the gospel according to Luke is well discussed |  |                   |

### Form IV

**Table 6: Detailed Contents for Form IV**

| Main competences   | Specific competences  | Learning Activities  | Suggested teaching and learning methods   | Assessment criteria   | Suggested resources                                    | Number of periods |
|--|---|--|---|---|--|-------------------|
| 3.0 Demonstrate an understanding of devotion to God as revealed in the Bible | 3.3 Demonstrate mastery of the Holy Scripture in the Book of Acts of the Apostles | (a) Discuss the authorship of the Book of the Acts of the Apostles ( <i>author, recipients and purpose</i> ) | <b>Jigsaw:</b> Guide students through Jigsaw to explore the author, recipients and purpose of the writing of the book of Acts of the Apostles of the Book of Acts of the Apostles | The Author, recipients and purpose of the writing of the book of Acts of the Apostles are clearly discussed | Bible and relevant biblical texts such as commentaries | 20                |
|  |   | (b) Discuss the themes appearing in the Book of the Acts of the Apostles                                     | <b>Group discussion:</b> Guide students in manageable groups to discuss the themes appears in the book of Acts  | The themes as appeared in the book of Acts of the Apostles are well discussed                               |  |                   |
|  |   | (c) Use the Book of the Acts of the Apostles to defend human rights  | <b>Jigsaw:</b> Guide students through jigsaw to explore the use of the Book of the Acts of the Apostles in defending human rights   | The book of the Acts of the Apostles in defending human rights is well used.                                |  |                   |

| Main competences | Specific competences  | Learning Activities   | Suggested teaching and learning methods   | Assessment criteria  | Suggested resources   | Number of periods |
|------------------|---|---|---|--|---|-------------------|
|                  | 3.4 Demonstrate an appreciation of devotion to spreading the Gospel | (a) Use the Book of the Acts of the Apostles to discuss the commission and order to spread the Gospel | <b>Group discussion:</b> Use group discussion to identify the commission and order in spreading the Gospel      | The commission and order in spreading the Gospel as shown in the book of the Acts of the Apostle are well identified | Bible, biblical charts, ICT simulation tool, relevant biblical books and commentaries | 31                |
|                  |   | (b) Explain the role of the Holy Spirit in spreading the Gospel                                       | <b>Think-pair-share:</b> Guide students to think-pair-share the role of the Holy Spirit in spreading the Gospel | The role of the Holy Spirit in spreading the Gospel is well explained  |   |                   |

| Main competences | Specific competences | Learning Activities   | Suggested teaching and learning methods  | Assessment criteria   | Suggested resources | Number of periods |
|------------------|----------------------|---|--|---|---------------------|-------------------|
|                  |                      | (a) Describe the life of the early Christian community and their role in spreading the Gospel | <b>Scenario:</b> Use a scenario to describe the life of the early Christian Church   | The life of the early Christian community in spreading the Gospel is well described       |                     |                   |
|                  |                      | (b) Discuss the acts of courage as revealed in the Book of the Acts of the Apostles           | <b>Group discussion:</b> Guide students through group discussion to identify the Acts of Courage as seen in the Book of the Acts of the Apostles | Acts of Courage (boldness) as seen in the book of Acts of the Apostles are well discussed |                     |                   |
|                  |                      | (c) Discuss Saul's conversion and his missionary journeys                                     | <b>Debate:</b> Lead students through debate to discuss Saul's conversion and his missionary Journeys   | Saul's conversion and his missionary journeys are well discussed .                        |                     |                   |

| Main competences | Specific competences   | Learning Activities   | Suggested teaching and learning methods  | Assessment criteria  | Suggested resources   | Number of periods |
|------------------|--|---|--|--|---|-------------------|
|                  | 3.5 Use the Book of Acts of the Apostles to appreciate the importance of justice, peace and equality | (a) Determine the resolution of conflicts during the growth of the early Church   | <b>Guest speaker:</b> Use a resourceful person to present the resolutions of Jerusalem council                                       | The resolution of conflicts during the growth of the Church are well determined                                      | Bible, biblical charts, ICT simulation tool, relevant biblical books and commentaries | 19                |
|                  |  | (b) Discuss the importance, functions and qualities of deacons used in the early Church   | <b>Group discussion:</b> Guide students to discuss the reasons and qualities used in finding deacons during the growth of the Church | The reasons and qualities used in finding Deacons during the growth of the church are well discussed                 |   |                   |
|                  |  | (c) Discuss the methods used by the Jerusalem Council to solve conflict and bring peace, equality and unity in the early Church | <b>Role play:</b> Guide students to do a play on methods used to solve conflict by Jerusalem Council                                 | The methods used in solving the conflict by Jerusalem Council to bring peace, equality and unity are well discussed. |   |                   |

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