

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION
RWANDA EDUCATION BOARD (REB)
P.O.BOX 3817 KIGALI
www.reb.rw

RELIGION CURRICULUM OF ADVANCED LEVEL

Kigali, January 2014

Published by:

Rwanda Education Board (REB), Curriculum and Pedagogical Material Department (CPMD)

© Rwanda Education Board

All rights reserved

No part of this curriculum may be reproduced without the prior permission of Rwanda Education Board (REB)

FOREWORD

General aim of education is to contribute towards holistic human development including all aspects of human life such as physical, social, moral, psychological and spiritual. Religion curriculum is important because it contribute to moral and spiritual development of young people by instilling the values of tolerance, justice, honest, faithfulness, respect, kindness, goodness eventually helping them to lead a meaningful life.

Nowadays, there is a great need to uphold morality in our society and in the world in general. The world is facing moral challenges such as legalization of abortion, homosexuality, contracted marriages, promiscuity, and pornography, drug abuse... These moral challenges target the young people. This revised curriculum provides moral standards to face these challenges and provokes heartfelt commitment, accountability and forthright action to Rwandan youth.

The previous Religion curriculum for advanced level was elaborated and published in 1999. There are some socio-political changes that took place. There was a great need to revise this curriculum in order to meet the current life of the country. It will help the young Rwandese to follow the path of righteousness amidst the challenges and confusion of adolescence period.

This curriculum is designed for advanced level of secondary education in all combinations. For the good implementation of this curriculum the teacher should take the following into consideration:

- This curriculum proposes the teaching and learning activities but these are not final; the teacher may choose other activities which are on the level of the learners.
- The teacher should always use learner participatory approaches in class sessions to stimulate learners and to make them active in teaching and learning process and exchange freely their knowledge about faith and religious practices.

The implementation of this curriculum will start immediately after its distribution and it will immediately replace the existing one. And we encourage all stakeholders in education sector to make effort in delivering quality education for all.

Dr John RUTAYISIRE

Director General of REB (Rwanda Education Board)

List of participants in elaboration of this Curriculum

The following were involved in the development of this curriculum:

Coordinator:

Dr. Joyce MUSABE, Deputy Director General of CPMD (Curriculum and Pedagogical Material Department) ,

Supervisors:

GATERA Augustin Director of Language and Humanities Unit

Curriculum specialists:

- NTIBIZERWA Janvier (Moral, religion and civic education specialist)
- BACUMUWENDA Nehemiah (Pedagogical norms specialist)

Teachers:

- HATANGIMANA Jean Baptiste (Groupe Scolaire Shyogo)
- NIKUZE Homberga (Groupe Scolaire Rugando)
- SR. MUKAGATARE Donatille (Secretariat National de l'Enseignement Catholique)
- REV. PASTEUR BISANZE Pierre Claver (Conseil Protestant du Rwanda)
- MANIRAFASHA François Xavier (Groupe Scolaire Rugando)
- NDIMUBANZI Wellars Rajab (A.M.U.R)
- WASSWA Willian (Groupe Scolaire Nyagatare)
- UMUHOZA Myriam (Seventh Day Adventist)
- MURALI Julius (African Evangelist Enterprise)
- MAMENERO Anitha (Education Specialist)

Textbook Approval Committee (TAC)

1. Dr Joyce MUSABE, Member and Chairperson
2. NSHIMIYIMANA Alexis, Member and Secretary
3. Mgr RUTAGANDA Alfonse, Member
4. Pastor MAKUZA Eliel, Non permanent Member
5. RWAMBONERA Francois, Member
6. Mr. GASANA Janvier , Permanent Member
7. NTIBIZERWA Janvier, Non permanent Member

Desktop Publisher

NTAMBARA Jean, CPMD

TABLE OF THE CONTENTS

TABLE OF THE CONTENTS	viii
FOREWORD	iii
INTRODUCTION.....	1
1. GENERAL ORIENTATION	3
2. GENERAL OBJECTIVES	5
3. METHODOLOGICAL APPROACH.....	6
4. EVALUATION APPROACH.....	7
5. PARTICULAR FACTORS	8
6. CURRICULUM DEVELOPMENT	10
6.1 CHRISTIAN RELIGION CURRICULUM	10
SENIOR FOUR.....	10
THEME 1: HOLY SCRIPTURE: 12 HOURS	10
THEME 2: OLD TESTAMENT: 28 HOURS.....	12
THEME 3: NEW TESTAMENT: 16 HOU.....	15
SENIOR FIVE.....	17
THEME 1: HISTORY OF THE CHURCH: 48 HOURS.....	18

THEME 2: FOUNDATION OF FAITH: 8 HOURS.....	20
SENIOR SIX	21
THEME 1: A BELIEVER AND LIFE: 16 HOURS	22
THEME 2: WORK: 10 HOURS	24
THEME 3: SOCIAL PROBLEMS: 30 HOURS	26
6.2 ISLAMIC RELIGION CURRICULUM	28
SENIOR FOUR	28
THEME 1: THE PROPHET OF ISLAM: 30 HOURS.....	28
THEME 2: QUR’AN: 26 HOURS	30
SENIOR FIVE	32
THEME 1: COMPANION OF THE PROPHET: 38 HOURS.....	33
THEME 2: OTHER SOURCES OF ISLAMIC FAITH: 18 HOURS	35
SENIOR SIX	36
THEME 1: CONTEMPORARY ISLAM: 20 HOURS	37
THEME 2: FOUNDATIONS OF FAITH IN ISLAM: 34 HOURS.....	38
7. BIBLIOGRAPHY.....	40
8. ADVANCED LEVEL LEAVER’S PROFILE	43

INTRODUCTION

After a deep and open discussion this subject was named as Religion. This religion curriculum will contribute in the formation of an integral person marked by good and strong in values with critical thinking, decision making and sound judgment skills.

Religious education helps to nurture a sense of personal identity, self esteem and awareness of one's particular ability aptitudes, limitations combined with respect for the rights and beliefs of others.

Furthermore, it is clear that due to the tragic event of genocide against Tutsi that took place in our country in 1994 this subject is imperative and a necessity with a special mission in the formation of conscience especially in the culture of peace, justice and national solidarity.

The previous religion curriculum was elaborated and published in 1999. Therefore, after 14 years of use, it was necessary to revise it in order to meet educational changes that took place

within this period. Socio-economic and political changes in our country also inspired the activity of its revision in order to match it with the vision and educational policies.

The revised curriculum takes into consideration all these changes in order to instill and uphold values in the young Rwandese for good citizenship.

Made in God's image and likeness, Rwandan students of secondary school are encouraged to find their success, fulfillment and happiness in life by using the gifts God has given to them, especially using those gifts in the service to humanity and to Rwanda nation in particular. Students are expected to be positive role models and lead by example. This Curriculum will cultivate firm conscience with regards to current moral challenges and make them responsible members of the community who are guided by true values and faith in God.

There is a great need of upholding values and keeping Rwandan cultural values. Religion serves as a corner stone in teaching young people the notion of evil and good as well as respecting norms, good practices and acquiring health habits in their daily life. The ordinary level learner's acquisition will be perfected by deeper knowledge of the upper secondary school level knowledge regarding faith.

This revised religion curriculum development is divided into 3 columns for both Christian and Muslim religious education. The first column on the left contains the learning outcomes that the pupil is expected to manifest after learning each religious theme. The second column concerns the content to be taught and learned. While the third column concerns proposed teaching and learning activities that will be used in teaching and learning process.

1. GENERAL ORIENTATION

Religion curriculum has the objective of deepening into the students of advanced level the fundamental elements of their faith based on the knowledge of scriptures, in order to prepare them to be good citizens guided by faith and good morals.

This revised religion curriculum will contribute progressively in forming an integral person, bringing together faith and cultural values in a socio-political and economical life of the country by making Rwandan youth self confident, self-relied and determined to serve their country wholeheartedly.

This revised Religion Curriculum for advanced level is structured in Christian and Islamic orientations: This was done in order to respect freedom of worship for the learners. All Christian Churches have the same themes based on biblical teachings while the Islamic religion content is based on Coranic teachings and Islamic tradition.

This curriculum does not contain isolated knowledge. It has close links with other curricula which imparts life skills and values. These include Geography, History and Cultural activities, general paper

In teaching this curriculum the teacher is required to use participatory pedagogical approaches in teaching and learning process. He should vary the techniques such as group discussions, case studies, group work and role play. Since students of advanced level have advanced critical thinking skills, the teacher is required to use group discussions and case studies. This will enable learners to have critical mind concerning religious matters and build firm attitudes concerning good and evil, vice and virtue, hence being committed members to serve Rwandan society in different aspects.

Some themes have specific time in which they are celebrated in the respective religious calendar. The teacher should teach these themes in that period in order to allow learners to live these religious events.

2. GENERAL OBJECTIVES

By the end of Advanced level of secondary education the learners should be able:

1. To live according to Holy Scriptures' teachings and according to moral values imbedded in Religion.
2. To highlight and explain major events of the history of Christianity or Islam, the expression of faith through history and to draw lesson from their teachings in order to be a source of positive change in their environment.
3. To take his/her responsibility as a believer in his personal life and commitment and in his/her choices concerning resolutions of multiple problems of life.

3. METHODOLOGICAL APPROACH

Respecting pedagogical principles, the teacher will start with simple to complex, from easier to difficult ones and from concrete to abstracting order to help learners to understand the spiritual matters and the doctrinal teachings.

The teacher will start from a human experience more specially learner's experience, from the context of Holy Scriptures or traditions and show the conduct and attitude to be adopted by the student. The Bible is the heart of all Christian religion teaching while the Qur'an is the heart form Islamic religion. He or she is required to use audio visual materials to concretize his lessons such as Holy pictures, videos, and other relevant materials.

He/she will review the acquired knowledge which will help him/her to introduce a new theme and to ensure the continuation of the themes.

In order to enhance true learning that transforms life of learners, the teacher of religion will use learner centered approach or participatory approach. He will emphasize practical work that helps learners to develop good habits for the society.

In order to allow the learners to live the grand events of the church or Islam the teacher is requested to exploit the relative themes during the corresponding periods.

4. EVALUATION APPROACH

Religion subject aims at changing behavior and attitudes of the learners. The teacher of religion should make a follow up of these twin changes daily to make sure that what is being taught is being put into practice. The subject of Religion has two types of evaluation proposed; individual work and group work.

Individual work: The teacher will take into consideration the individual positive changes and personal talents and how the student grasp and practice the values imbedded in the course of religion in his daily life or during and outside class activities.

Group work: The teacher will carefully observe the integration of the learners in the groups, his or her relationship with others and other social values, accepting other people's opinion, participation in group work, helping others and respecting school norms.

The above mentioned behavior evaluation is added to content evaluation which is done either orally or in written form. This should be done regularly to check the understanding and the evaluation should be diagnostic, formative and summative.

For every theme, it is recommended that the teacher should proceed at least to one evaluation according to the type and form of his/her

choice. In the course of religion the teacher will observe critically the change of behavior and attitudes of the learners and how they practice charity and religious virtues in the school community and where they live.

5. PARTICULAR FACTORS

The subject of Religion involves faith, theory and practice. So, the teacher and pupils should belong to the same religious denomination in order to share and practice doctrinal teachings and the teacher of religion should have a firm understanding of religious matters and remarkable faith.

The teacher should possess the qualities of a good listener and adviser because the learners may come to him for spiritual purposes. He or she is required to have basic skills of guidance and counseling because students may come to him or her for advice, sharing their inmost secrets and for spiritual healing.

In case of a mixed Christian teaching independent from Religious beliefs, the subject of Religion is to be taught by a qualified teacher in this field of Religious Education. Otherwise it is good that the teacher shares beliefs with the learners in order to help them to practice their faith.

The teacher is required to use variety of teaching materials. The Bible is the essential tool for Christian teaching while Qur'an is important for Islamic religion teaching. Additionally, Holy pictures, videos, religious images, are important in order to make learners feel that they are in Holy place and to make them understand their lessons.

6. CURRICULUM DEVELOPMENT

6.1 CHRISTIAN RELIGION CURRICULUM

SENIOR FOUR

THEME 1: HOLY SCRIPTURE: 12 HOURS

By the end of this theme the learners should be able to explain clearly the concept “Bible” and related terms such as canonicity and inspiration and biblical composition.

Specific objectives	Contents	Teaching and learning activities
By the end of this theme learners should be able to: - Describe the structure of the Bible and use it daily for his/her spiritual growth.	I. HOLY SCRIPTURES A. Introduction to the Bible a. Inspiration and canonicity	The teacher should use the Bible search method. This means to allow learners to be acquainted with the structure of the Bible and share the Word of God and its meaning to their

<p>- Explain the authorship of the Bible and steps followed in writing it.</p> <p>- List all the books of the Bible without support and state their major categories and state the importance of the Bible in the life of a Christian.</p>	<p>b. Bible as an inspired book</p> <p>c. Bible as a collection of different writings based on two testament</p> <p>d. Criteria of canonicity</p> <p>e. Importance of the Bible in the life of a Christian</p>	<p>spiritual life.</p> <p>the following biblical passage are Important: 2 Peter 1: 20-21; 1 Thessalonians 2:13; 2 Timothy 3:16-17; 1 Corinthians 2: 12-13; Matthew 5: 17-18</p> <p>Assign the group tasks to the students about the meaning of the Bible, its composition, its authors, different versions of the Bible as well as its importance in the life of a believer. The teacher will complement the findings of the learners.</p> <p>The teacher also uses the pictures or drawings that show the structures and order of the books in the Bible.</p>
--	--	--

THEME 2: OLD TESTAMENT: 28 HOURS

By the end of this theme the learners should be able to state and explain the message and the importance of important books of Old Testament

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none"> - Explain the nature of sin, suffering and death according to the book of Genesis. - Explain how God prepared redemption through the covenant with Abraham. 	<p>B. OLD TESTAMENT</p> <p>a) Genesis</p> <ul style="list-style-type: none"> • Creation: Sin, suffering and death • The proclamation of man’s redemption • Abraham: Father of believers <ul style="list-style-type: none"> - The calling of Abraham - The God’s covenant with Abraham/ God’s redemptive plan through Abraham 	<p>The teacher uses group discussion about the book of genesis its message, importance to Christian life and the nature of evil in the world.</p> <p>Use maps in order to illustrate the journey of Israelites from Egypt to the promised land.</p>

<ul style="list-style-type: none"> - Describe Israelite journey from Egypt to the promised land. - Explain briefly the leadership of different monarchs in Israel and God's hand in their enthronement and leadership - Describe the message and the importance of the books of prophets. 	<p>b) Exodus</p> <ul style="list-style-type: none"> • Israelites' slavery in Egypt • God delivering Israelites through Moses • God leading Israelites to Canaan • God's decrees through Moses <p>c) Monarchism in Israel</p> <ul style="list-style-type: none"> • Saul (success and failure • David and Salomon (success and failure) <p>d) Prophets</p> <ul style="list-style-type: none"> • General introduction • Examples of prophets 	<p>Use group discussion on Biblical verses about the monarchs in Israel their failures and success as well as the divine influence in their choices and fall.</p> <p>Use brainstorming and group discussion in order to portray the message and importance of some prophetic books as well as their relevance in the current life.</p>
--	---	---

<p>- State the message and important of the book of Job and Psalms</p>	<p>e) Wisdom books</p> <ul style="list-style-type: none">• Job (message and importance)• Psalms(message and importance)• Proverbs• Ecclesiastes	<p>Use pictures, movies that show the life of job and how he continued to believe and trust in God amidst much suffering and pain he lived.</p>
--	---	---

THEME 3: NEW TESTAMENT: 16 HOURS

By the end of this theme the learners should be able to show the message and the importance of some books of New Testament in relation to human salvation

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- Find similar elements in Synoptic Gospels as well as the Gospel of John- Describe the message and importance of the book of Acts of Apostles.	<p>C. NEW TESTAMENT</p> <ul style="list-style-type: none">a) Introduction to the New Testament<ul style="list-style-type: none">• Judaism• Christianityb) Synoptic Gospels (Matthew, Mark, Luke)	<p>Use group discussion about the similarity and differences between Judaism and Christianity.</p> <p>Use the Bible search in order to find similar</p>

<p>- Explain the content and the importance of letters of Saint Paul and Apostolic letters in the life of a Christian</p> <p>- State the message and importance of the book of revelation.</p>	<p>c) The Gospel of Saint John</p> <p>d) The Acts of Apostles (messages and importance)</p> <p>e) Letters of Saint Paul</p> <ul style="list-style-type: none"> • Letters to different churches • Pastoral letters <p>f) Apostolic letters</p> <p>g) The book of revelation</p>	<p>elements in synoptic gospels (Mark, Matthew and Luke) discuss in group the reason why and Highlight in groups the content of the Gospel of John)</p> <p>Use picture and movies to show the acts of Apostles after the descent of the Holy Spirit.</p> <p>Use Bible search and group discussion on the general message of the Pauline letters and Apostolic letters as well as the book of revelation</p>
--	--	---

SENIOR FIVE

THEME 1: HISTORY OF THE CHURCH: 48 HOURS

By the end of this theme the learners should be able to explain in time and space the major events of History of the church in the world and in Rwanda in particular

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- Show the characteristics of the early Church- Describe the important steps in church history and its impact on the faith of the believers	<p>I HISTORY OF THE CHURCH</p> <p>1. Some periods in the History of the Church</p> <ul style="list-style-type: none">a. Early Church (birth and organization)b. The Fathers of the Church <p>2. Principal heresies and major church councils</p> <ul style="list-style-type: none">a) Council of Nicaea 325 AD	<p>The teacher gives group research tasks on the major events that marked history of the Church. The teacher emphasizes the teachings of fathers of the church to uphold Christian doctrine</p>

<ul style="list-style-type: none"> - Outline major heresies and the council to uphold the Christian doctrines - Describe the oriental schism and crusades. - Explain reasons of reformation and Counter Reformation. - Explain the process of Christian expansion in the world in general and particularly in Rwanda 	<ul style="list-style-type: none"> b) Council of Constantinople 381 AD c) Council of Ephesus 431 AD d) Council of Chalcedon 451 AD e) The oriental schism f) Foundation of Islamic faith g) The crusades h) The Reformation: the council of Trent <p>3. The expansion of Christianity in the world and Evangelization in Rwanda</p> <ul style="list-style-type: none"> a) Christianity expansion in the Middle East b) Christianity expansion in Western world c) Christianity expansion in Africa in general and in Rwanda particularly 	<p>Use the comparative table in order to illustrate the major heresies and corresponding councils.</p> <p>To use maps, pictures and movies to show the Oriental schism and major crusades that happened in history.</p> <p>To use maps, pictures and movies in order to show the major reformers and their ideas as well as to show the first missionary stations in Rwanda.</p>
--	---	--

THEME 2: FOUNDATION OF FAITH: 8 HOURS

By the end of this theme the learners should be able to explain the fundamental elements of Christian faith

Specific objectives	Contents	Teaching and learning activities
By the end of this theme learners should be able to: - To state and explain clearly the basic elements of Christian faith. - Show the relationship between faith and deeds in Christian	2. FOUNDATION OF FAITH a) Basic elements of faith b) Profession of faith c) Practical faith d) Faith and deeds	To use brainstorming and discuss in groups basic elements of Christian faith and how it should be professed and practiced. The learners discuss in group the relationship between faith and deed. The teacher should give them time to do good actions to

SENIOR SIX

THEME 1: A BELIEVER AND LIFE: 16 HOURS

By the end of this theme the learners should be able to explain types of vocation as a journey to Holiness

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme the learners should be able to:</p> <ul style="list-style-type: none">- Differentiate types of vocation and be able to make decision making in matters of choosing one's vocation.	<p>I. A BELIEVER AND LIFE</p> <p>a. Human vocation</p>	<p>Use the knowledge and experience of learners to show different vocations in human life. In this theme pictures, movies are essential.</p>

<ul style="list-style-type: none">- Show respect for human sexuality as a gift from God to humans and to explain clearly rights, duties and obligations in marriage vocation.	<p>b. Marriage vocation</p> <ul style="list-style-type: none">- Bride wealth/Dowry- Invalidity and Validity of marriage- Responsible parenthood	<p>To use group discussion about marriage, human sexuality, validity and invalidity of marriage and responsible parenthood.</p> <p>The teacher should insist on self mastery and abstinence from sex as a virtue to all young Rwandans and the consequence of promiscuity such as HIV/AIDS and sexually transmitted diseases.</p>
---	---	---

THEME 2: WORK: 10 HOURS

By the end of this theme the learners should be able to describe the spiritual nature of work and its important inhuman society.

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- Show positive attitude and respect of work and highlight the importance of work in every one's life.- Describe different forms of workers exploitation in human society.	<p style="text-align: center;">II. WORK</p> <ul style="list-style-type: none">a. Spiritual value of workb. Social value of workc. Professional ethicsd. Unemploymente. Exploitation of workers	<p>To discuss in groups the value of work in human life and problems related to it.</p> <p>The teacher should insist on spiritual nature of work and emphasize on the value of self reliance and excellence on work as highest good that a human</p>

		being can do. The learners should discuss in groups the conduct of workers and criteria for a good worker.
--	--	---

THEME 3: SOCIAL PROBLEMS: 30 HOURS

By the end of this theme the learners should be able Highlight causes and consequences as well as peaceful resolution means to current social problems in the world

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- Describe social problems and their forms and then adopt strategies of fighting against them.	<p>III. SOCIAL PROBLEMS</p> <p>a. Different forms of segregation</p> <ul style="list-style-type: none">• Racism• Ethnic segregation• Ethnism• Regional discrimination• Religion segregation• Favoritism <p>b. Delinquency</p>	<p>The teacher allows learners to discuss in groups causes and consequences of social problems such as racism, favoritism and all forms of discrimination. Let them propose the means to avoid them and to solve them.</p>

<ul style="list-style-type: none"> - Fight against misbehavior in the society more especially those targeting the young people. - Show good values worth of human being such as justice, impartiality, honesty etc. - Respect God and his creation and examining different views about God's existence. 	<ul style="list-style-type: none"> • Prostitution • Alcoholism • Drugs • Banditry <p>c. Corruption</p> <p>d. Faith and atheism</p> <ul style="list-style-type: none"> • God, Master of the universe • Atheism Polytheism and obscur antism • The Christian or Islamic vision of the world 	<p>Discuss in groups problems that are linked with morality and that target the youth. The teacher insists on the practices that are obviously practiced by young people and aim at changing them.</p> <p>To discuss in groups the practices and counter faith as well as major doctrines about the existence of God. The learners will be given tasks about the current tendencies of apostasy and ways to prevent them</p>
--	--	--

6.2 ISLAMIC RELIGION CURRICULUM

SENIOR FOUR

THEME 1: THE PROPHET OF ISLAM: 30 HOURS

By the end of this theme the learners should be able explain the life and works of Prophet Mohammad

Specific objectives	Contents	Teaching and learning activities
By the end of this theme learners should be able to: - To describe the circumstances of the coranic revelation and how it was conserved through the ages.	THE HISTORY OF ISLAM <ul style="list-style-type: none">• The Prophet of Islam<ul style="list-style-type: none">▪ The life of the prophet before Revelation▪ The revelation of the first coranic verses	The teacher should give group research in group on prophet Mohammad's life, mission and the message from Allah)

<p>- To list all revelations in the first verses of Qur'an</p>	<ul style="list-style-type: none">▪ First years of Islamic predication	<p>Organize Class discussion on the beginning of the mission of the prophet of Islam and use storytelling (about the beginning of Islamic life in Macca, the hidjilat and the life in Madina) from Islamic books</p>
--	--	--

THEME 2: QUR'AN: 26 HOURS

By the end of this theme the learners should be able Explain Qur'an and its content as well as other books and prophets in the Qur'an

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- To explain from the Qur'an the conception of "Tawid" (Divine Unity) and be able to describe how it has been transmitted to humanity through ages.	<p>1. QUR'AN AND ITS CONTENT</p> <ul style="list-style-type: none">▪ The conception of "Tawid" (Divine Unity)	<p>The teacher assigns research tasks and then organizes group discussion on the Holy books that contain the Islamic tradition then bring out references from the Qur'an.</p>

<p>- Describes other books and explain the life and the works of other prophets according to Qur'an.</p>	<ul style="list-style-type: none">▪ Other books according to Qur'an▪ Others prophets according to the Qur'an	<p>With reference to the Qur'an the learners discuss in small groups other Holy books and other prophets' message.</p>
--	---	--

SENIOR FIVE

THEME 1: COMPANION OF THE PROPHET: 38 HOURS

By the end of this theme the learners should be able to state and explain the major events in Islamic History.

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- Explain the action of the prophet (Muhammad) and his companions in general in the formation and the consolidation of the community (Ummah) and the Islamic state	<p>I. COMPANIONS OF THE PROPHET :</p> <p>I.1 The first converted in Islam</p> <ul style="list-style-type: none">a) Expansion of the Islam in the worldb) The first four caliphsc) Umayyad and Abbasidsd) Islam in Spain	<p>Begin by storytelling (Khadidja, Ally, Abbakar...) by the teacher and pass on participative approach using: Project, research and class discussion then bring out references from the coran and Islamic books</p>

<p>- Express the reasons of rapid expansion of Islam and of sciences and arts in the Muslim world and to show the Muslim contribution in those fields</p>	<p>e)The contribution of Islam towards Sciences and Arts</p>	<p>The teacher assigns research tasks and then group discussion about the contribution of Islam in the field of science and technology. Use proper examples of scientific discovery.</p>
---	--	--

THEME 2: OTHER SOURCES OF ISLAMIC FAITH: 18 HOURS

By the end of this theme the learners should be able to describe different sources of Islamic faith

Specific objectives	Contents	Teaching and learning activities
By the end of this theme learners should be able to: - Show the importance of Hadiths and Sunna (tradition) and to explain the authenticity of their system and comment on some important hadiths.	2. OTHER SOURCES OF ISLAM (HADITHS) a. Hadiths as primary source of knowledge in Islam b. Authentic hadiths (how they are collected) c. Some of the authentic hadiths of the prophet of Allah	Use Islamic books to explain the issue of the hadiths (the source of hadiths, authentic ones and how they are collected) The teacher uses brainstorming about authentic hadiths and then explains to learners their sources from Islamic tradition.

SENIOR SIX

THEME 1: CONTEMPORARY ISLAM: 20 HOURS

By the end of this theme the learners should be able to state the major events of contemporary Islam

Specific objectives	Contents	Teaching and learning activities
By the end of this theme learners should be able to: - State and describe the most important periods of contemporary Islam from the end of Caliph up to the Introduction of Islam in Rwanda.	I. CONTEMPORAIY ISLAM a) Othman Califah (Colonization and independence) b) Islamic movements in the world c) Islam in Rwanda	The teacher uses storytelling about the personality and achievement of Othman Califah. Allow learners to do research about major events of Islamic expansion in the world in general and in Rwanda in particular.

THEME 2: FOUNDATIONS OF FAITH IN ISLAM: 34 HOURS

By the end of this theme the learners should be able to state and explain clearly the pillars of Islamic History

Specific objectives	Contents	Teaching and learning activities
<p>By the end of this theme learners should be able to:</p> <ul style="list-style-type: none">- State and explain the characteristics of Imam (the faith).	<p>II. FOUNDATIONS OF FAITH IN ISLAM</p> <p>a. Articles of Faith :</p> <ul style="list-style-type: none">▪ God▪ Predestination▪ Angels▪ The Holy Book▪ The prophets▪ The last judgment	<p>The teacher should tell story to the learners on the articles of faith and the basic principles of the Islam and then bring out references from the holy Qur'an and from other Holy Islamic texts.</p>

<p>- States the pillars of Islamic faith and their practical obligation in worship</p>	<p>b. Basic principles of Islamic faith</p> <ul style="list-style-type: none">▪ Shahada▪ Salat▪ Zakat▪ Ramadan▪ Heijja	<p>To give various examples of faith practices and allowing learners to make more research and discussion on the topics assigned. Students can have role play or give their own understanding on the subject</p>
--	---	--

7. BIBLIOGRAPHY

I. CHRISTIAN RELIGION

1. Axe, Kevin. (1998). *What Every Marriage Needs. US Catholic.*
2. Binz, Stephen J. (2007). *Introduction to the Bible: A Catholic Guide to Studying Scripture.* Collegeville, MN: The Liturgical Press.
3. Gallagher, C. et al. (1986). *Embodied in Love: Sacramental Spirituality and Sexual Intimacy.* New York: Crossroad
4. Hubbard, H. (1985). *Developing a Family Perspective in Society and in the Church.* Origins.
5. McDonald, P. & McDonald, C. (1994). *A Spirituality for Married Life. Human Development*
6. Miller, John W. (2004) *How the Bible Came to Be: Exploring the Narrative and Message.* New York: Paulist Press.
7. Mueller, Steve. (1999). *The Seeker's Guide to Reading the Bible: A Catholic View.* Chicago: Loyola Press.
8. Murdy, K. (2004). *What Every Catholic Needs to Know About the Bible: A Parish Guide to Bible Study.* Resource Publications

9. Osborne, K. “*The Theology and Spirituality of Marriage*. The Catholic World.
10. 11. Roberts, William. (1995). *Toward a Post-Vatican II Spirituality of Marriage. Christian marriage and family: Contemporary theological and pastoral perspectives* (Michael Lawler and William Roberts, Eds.) Collegeville, MN: The Liturgical Press.
11. Rubio, J. (2003). *A Christian Theology of Marriage and Family*. New York, NY: Paulist Press,
12. Timmerman, J. (1993). *Sexuality and Spiritual Growth*. New York: Crossroad
13. Westerhoff, J. (1980) *Bringing up Children in the Christian Faith*. San Francisco, CA: Harper Collins

II. ISLAMIC RELIGION

1. ALI, S. (1978). *The Spirit of Islam: A History of the Evolution and Ideals of Islam, with a Life of the Prophet*. London: Chatto & Windus.
2. Al-Islam, (1975). *Inzu Ndangamuco ya Islam Kigali*. Rwanda.
3. As-Salat, (1975). *Inzu Ndangamuco ya Islam. Kigali*, Rwanda.
4. Armstrong, K. (2002). *Islam: A Short History*. New York: Modern Library, revised ed.
5. Behechti and Bahonar. (1986). *Philosophie de l'Islam*. Ed. Abb - Ahmad, A] Bostani Paris
6. Bloom, J. and Sheila, B. (2002). *Islam: A Thousand Years of Faith and Power*. New Haven, CT: Yale University Press.
7. Cook, M. (2000). *The Koran: A Very Short Introduction*. Oxford, UK: Oxford University Press.
8. Denny, F. (1994). *An Introduction to Islam*. New York: Macmillan.
9. Nasr, S. (2002). *The Heart of Islam: Enduring Values for Humanity*. San Francisco, CA: Harper SanFrancisco.
10. Abul'Ma A. (1980). *Comprendre l'Islam*, SIP, Koweït
11. Muhammad H. (1977) *Initiation à l'Islam*, Ed Ernst (Allemagne)

8. ADVANCED LEVEL LEAVER'S PROFILE

PROFILE COMMON FOR ALL COMBINATIONS

After the completion of advanced level secondary education student should have acquired knowledge, skills and attitudes that enable him/her to:

- 1) Use ICT basic knowledge and skills in his/her day to day activities;
- 2) Express him/her self fluently, have competent abilities in writing and speaking of the language of instruction;
- 3) Show time management skill and being organised;
- 4) Know and correctly use the rights given by the law;
- 5) Develop a sense of research, curiosity and creativity;
- 6) Carry out and help in carrying out a scientific research related to his/her education field,
- 7) Work in a team, have same vision and contribute towards the attainment of the intended objectives;
- 8) Be well oriented and very well know what he/she intends to be in the future;
- 9) Show good habits that protects his /her health and others' health especially against HIV/ AIDS and other diseases;
- 10) Develop self confidence in what he/she does and presentation skills;

- 11) Be self motivated and work without supervision;
- 12) Understand Rwanda's politics and contribute to resolution of political problems in a spirit of tolerance, liberty and justice;
- 13) Posses general knowledge and be realistic;
- 14) Contribute reasonably to the economic growth;
- 15) Posses knowledge, skills and attitudes that enable him/her to adapt to the changes in the Rwandan society;
- 16) Know and respect the human rights related to the freedom of speech;
- 17) Posses knowledge that would enable him/her to access studies in Universities and Higher Learning Institutions;
- 18) Develop him/herself and contribute to the development of his/her country, creating and managing small/ micro income generating projects adapted to local realities;
- 19) Fight against segregation, discrimination, genocide ideology and other negative ideologies;
- 20) Strive for the culture of tolerance, peace, unity and reconciliation of Rwandans;
- 21) Possess self evaluation skills and have self confidence in the work he/she does;
- 22) Understand and explain the relationship between man and his environment hence residing among them in appropriate way;
- 23) Apply acquired knowledge, skills and attitudes in daily life problem solving.