

## CONTENT AREAS FOR RELIGIOUS AND MORAL EDUCATION (JUNIOR HIGH SCHOOL)

S/N	Competencies/ Topic	Descriptive Statements	Areas of focus	Depth of Knowledge Levels
1	<p>Exhibit knowledge of content on Christianity (NTS 2c,d,e)</p> <p><b>Content knowledge on Christianity</b></p>	<ul style="list-style-type: none"> <li>• Recall facts of stories, events and settings related to Christianity.</li> <li>• Describe features of festivals, worship, songs rites of passage etc. of Christianity.</li> <li>• Identify and summarize major events associated with Christianity.</li> <li>• Identify patterns across the three main religions in the areas of beliefs and practices.</li> </ul>	<ol style="list-style-type: none"> <li>1. History of Christianity in Ghana</li> <li>2. Christian Denominations</li> <li>3. Basic Christian beliefs and practices</li> <li>4. The creation stories in Christianity</li> <li>5. God, His nature and attributes</li> <li>6. Worship in Christianity</li> <li>7. Prophets</li> <li>8. The Apostles</li> <li>9. Religious songs and recitations</li> <li>10. Religious Festivals</li> <li>11. Rites of Passage</li> </ol>	Level 1, 2, 3,4
2	<p>Exhibit knowledge of content on Islam (NTS 2c,d,e)</p>	<ul style="list-style-type: none"> <li>• Recall facts of stories, events and settings related to Christianity, Islam and African Traditional Religion.</li> </ul>	<ol style="list-style-type: none"> <li>1. History of Islam</li> <li>2. Basic Islamic beliefs and practices</li> <li>3. Denominations in Islam</li> <li>4. The creation stories in Islam</li> <li>5. God, His nature and attributes</li> <li>6. Worship in Islam</li> </ol>	Level 1, 2, 3

S/N	Competencies/ Topic	Descriptive Statements	Areas of focus	Depth of Knowledge Levels
	<b>Content knowledge on Islam</b>	<ul style="list-style-type: none"> <li>• Describe features of festivals, worship, songs rites of passage etc. of Christianity, Islam and African Traditional Religion.</li> <li>• Identify and summarize major events associated with Christianity, Islam and African Traditional Religion.</li> <li>• Identify patterns across the three main religions in the areas of beliefs and practices.</li> </ul>	<ol style="list-style-type: none"> <li>7. Prophets</li> <li>8. The Caliphs</li> <li>9. Religious songs and recitations</li> <li>10. Religious Festivals</li> <li>11. Rites of Passage</li> </ol>	
3	Exhibit knowledge of content on African Traditional Religion (NTS 2c,d,e)	<ul style="list-style-type: none"> <li>• Recall facts of stories, events and settings related to African Traditional Religion.</li> </ul>	<ol style="list-style-type: none"> <li>1. History of African Traditional Religion</li> <li>2. Basic ATR beliefs and practices</li> <li>3. Scriptures and Oral Tradition</li> <li>4. God, His nature and attributes</li> <li>5. Worship in African Traditional Religion</li> <li>6. Ancestors</li> <li>7. Traditional songs and recitations</li> </ol>	Level 1, 2, 3

<b>S/N</b>	<b>Competencies/ Topic</b>	<b>Descriptive Statements</b>	<b>Areas of focus</b>	<b>Depth of Knowledge Levels</b>
	<b>Content knowledge on African Traditional Religion</b>	<ul style="list-style-type: none"> <li>• Describe features of festivals, worship, songs rites of passage etc. of Christianity, Islam and African Traditional Religion.</li> <li>• Identify and summarize major events associated with Christianity, Islam and African Traditional Religion.</li> <li>• Identify patterns across the three main religions in the areas of beliefs and practices.</li> </ul>	<ol style="list-style-type: none"> <li>8. Religious Festivals</li> <li>9. Rites of Passage</li> </ol>	
4	Exhibit understanding of content on Religious and Moral Education (NTS 2c,d,e)	<ul style="list-style-type: none"> <li>• Describe concepts and terminologies as used in Religious and Moral Education (RME)</li> <li>• Use context clues to be able to identify RME specific terminologies and nomenclature.</li> </ul>	<ol style="list-style-type: none"> <li>1. The concept of Religion</li> <li>2. The concept of Morality</li> <li>3. The concept of Education</li> <li>4. Qualities of the RME Teacher</li> <li>5. History of Religious Education in Ghana</li> <li>6. RME nomenclature /Terminologies</li> <li>7. Knowledge on RME Curriculum</li> <li>8. Nature of RME</li> </ol>	Level 1, 2,3

S/N	Competencies/ Topic	Descriptive Statements	Areas of focus	Depth of Knowledge Levels
	<b>Content knowledge on Religious and Moral Education</b>	<ul style="list-style-type: none"> <li>• Organize, represent and interpret RME concepts and its application to the classroom situation</li> </ul>	9. Aims of RME 10. Indoctrination 11. Religious and non-religious sources of Morality	
5.	Show skills in analysing the relationship between religion and society from the perspectives of the three major religions. (NTS 1f,g 2c,d,e)  <b>Content knowledge on religion and society</b>	<ul style="list-style-type: none"> <li>• Interpret religious teachings from the perspective of the 3 major religions in the Ghanaian society</li> <li>• Investigate social issues and analyse them from the perspective of the three major religions in Ghana.</li> <li>• Apply religious teachings to solve social problems</li> </ul>	1. National Development 2. Religious response to life issues 3. Home and Family <ul style="list-style-type: none"> <li>a. Marriage and Divorce</li> </ul> 4. Peer groups and morality 5. Discrimination 6. Fanaticism 7. Work, Entrepreneurship and Social Security <ul style="list-style-type: none"> <li>a. Money</li> <li>b. Personal safety in the community</li> <li>c. Time and Leisure</li> </ul> 8. Religious Leaders <ul style="list-style-type: none"> <li>a. Women in Religion and Leadership positions</li> </ul> 9. Religion and the Environment	Levels 1, 2, 3 and 4
6.	Demonstrate skills in applying religious teachings on morality and values to contemporary scenarios. (NTS 1f, 1g)	<ul style="list-style-type: none"> <li>• Analyse and synthesize information from the three religions</li> <li>• Describe and illustrate how to solve social problems utilizing common themes found in the three religions</li> </ul>	1. Moral teachings from the three major religions <ul style="list-style-type: none"> <li>a. Peace</li> <li>b. Tolerance</li> <li>c. Social Justice</li> <li>d. Duty to parents</li> <li>e. Mischief</li> <li>f. Patience</li> <li>g. Courage</li> </ul>	Levels 2, 3, 4

<b>S/N</b>	<b>Competencies/ Topic</b>	<b>Descriptive Statements</b>	<b>Areas of focus</b>	<b>Depth of Knowledge Levels</b>
	<b>Content knowledge on religion and Morality</b>		<ul style="list-style-type: none"> <li>h. Cleanliness</li> <li>i. Humility</li> <li>j. Steadfastness</li> <li>k. Forbidding evil and enjoying good life</li> <li>l. Adultery and fornication</li> <li>m. Controlling anger</li> <li>n. Mercy and Generosity</li> <li>o. Truthfulness &amp; Honesty</li> <li>p. Respect</li> <li>q. Patriotism</li> <li>r. Good name</li> <li>s. Communalism</li> <li>t. Hardwork</li> <li>u. Care and reverence for human life</li> <li>2. Rewards Punishment and Repentance</li> <li>3. Bribery and Corruption</li> <li>4. Substance Abuse</li> <li>5. Manners and Decency</li> </ul>	



## TABLE OF SPECIFICATION FOR RME

Content Areas		Depth of Knowledge (DoK)				Total
		Level 1 (Recall)	Level 2 (Skills/Concepts)	Level 3 (Strategic Thinking)	Level 4 (Extended Thinking)	
1	Content knowledge on Christianity	3	5	3	2	13
2	Content knowledge on Islam	3	5	3	2	13
3	Content knowledge on African Traditional Religion	3	5	3	2	13
4	Content knowledge on Religious and Moral Education	5	5	7	5	22
5	Content knowledge on religion and society	1	3	6	9	19
6	Content knowledge on religion and Morality		2	8	10	20
Total (%age)		15	25	30	30	100