



Ministry of Education and Technical and Vocational Training
Curriculum Division
Humanities Section
Religious Studies (High School) Unit

NATIONAL PACING GUIDE
RELIGIOUS STUDIES
SENIOR HIGH SCHOOL
GRADES 10-12

Academic Year 2023-2024

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING
NATIONAL PACING GUIDE
RELIGIOUS STUDIES
GRADE 10
TERM I – CHRISTMAS

| WEEK | TOPIC/CONCEPT | OBJECTIVES: At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|--|-----------|---|
| 1 | STUDENTS’ ORIENTATION (Social Science Placement of Students) | <ol style="list-style-type: none"> 1. Define the term, ‘Religious Studies’. 2. Outline FOUR aims of Religious Studies. 3. Explain THREE skills used in Religious Studies (e.g. moral reasoning). 4. Discuss the THREE assessment domain skills in Religious Studies (Knowledge with Understanding, Judgement and Personal Response and Investigation). 5. Examine the various steps in answering a Judgement and Personal Response (JPR) essay question. | <p>Please distribute the following items:</p> <ul style="list-style-type: none"> • BGCSE Syllabus • Procedures for Writing Judgement and Personal Response Essays • Examination clue terms • Sample BGCSE Religious Examination Scripts | 3 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “Religious Studies is an important subject.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you thought about different points of view. (7) |

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| 2 | Introduction to the Gospels | <ol style="list-style-type: none"> 1. Define the following terms: gospel and synoptic gospels. 2. List the THREE synoptic gospels. 3. State TWO reasons why the gospels were written. 4. Explain how the gospel tradition was formed. 5. Compare how Jesus was portrayed in each gospel. | English Language History e-resources www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “Without the Gospels, there could be no Christian faith.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you thought about different point of view. (7) • Structured Questions |
| 2 | <p style="text-align: center;">THE NATURE OF GOD JESUS AS THE MESSIAH: BIRTH AND BIRTH STORIES</p> <p style="text-align: center;">The Annunciation of Jesus’ Birth Luke 1:26-38</p> | <ol style="list-style-type: none"> 1. Define the following terms: angel, virgin, betrothal and Messiah. 2. Identify TWO prophecies that were foretold of Jesus’ birth. 3. List FOUR facts the Angel Gabriel proclaimed about Mary’s baby. 4. Explain Mary’s reaction about the angel’s message. 5. Discuss THREE ways the birth of a child is announced in the Bahamian culture. | English Language Science e-resources www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “Greatness is identified from birth”. Do you agree or disagree? Discuss your view fully and give an opposing view to show that you thought about different point of view. (7) • Matching Exercise |

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| 2 | <p>Jesus as Messiah</p> <p>The Birth of Jesus Matthew 1:18-25</p> | <ol style="list-style-type: none"> 1. Define the following terms: dreams and divorce. 2. Identify the significance of the Angel Gabriel's visit to Joseph about the birth of Jesus. 3. Describe how Joseph reacted toward the angel's message. 4. Examine the Jewish law pertaining to pregnancy out of wedlock. | <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Compose a poem on Joseph's reaction to Mary's pregnancy. Include the consequences a Jewish woman faced being pregnant out of wedlock. Creativity – 3 Content – 7 Total Points – 10 • Structured Questions • Cloze Passage |
| 3 | <p>Jesus as Messiah</p> <p>The Visit of the Shepherds Luke 2:1-20</p> | <ol style="list-style-type: none"> 1. Define the following terms: census, Saviour and praise. 2. Describe the angels' visit to the shepherds in the field. 3. Give an account of the shepherds' visit to baby Jesus. 4. Explain the significance of the shepherds' visit to baby Jesus. 5. Assess the impact of giving God praise in our daily lives. | <p>English Language</p> <p>Geography</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Create a (3) three frame comic strip describing the angels' visit to the shepherds and the shepherds' visit to baby Jesus. Creativity – 3 Content – 7 Total Points – 10 • True and False Statements • Judgement and Personal Response Essay Writing: "God delivers His messages only to those who are humble." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you thought about different point of view. (7) |

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| 3 | <p align="center">Jesus as Messiah</p> <p align="center">The Visit of the Magi (Wise Men) Matthew 2:1-18</p> | <ol style="list-style-type: none"> Define the term, 'magi'. Compare the Magi's response to the birth of Jesus with that of King Herod's. Identify the fulfillment of Old Testament prophecies in the story. Explain the relationship of the gifts presented to Jesus as they related to His life. Describe Herod's plan to eliminate the Messiah. Discuss what should be a wise response to Jesus the Messiah. | <p align="center">Science</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Judgement and Personal Response Essay Writing: "Man cannot stop the plans God has for our lives." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) Structured Questions Read Matthew 2:1-18. Then, outline Joseph's dreams. |
| 4 | <p align="center">Jesus as Messiah</p> <p align="center">Declaration of Messiahship (Jesus is Presented in the Temple) Luke 2:21-35</p> | <ol style="list-style-type: none"> Define the following terms: circumcision and purification. List THREE facts about Simeon. Outline THREE important messages in Simeon's Song of Praise. Assess the importance of the practice of baby dedication in Christian churches today. | <p align="center">English Language</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Outline and explain Simeon's Song of Praise (Nunc Dimittis). Structured Questions Create a three (3) frame comic strip describing Jesus' presentation in the Temple. Creativity - 2 Originality - 2 Content - 6 Total Points - 10 |
| 4 | <p align="center">Jesus as Messiah</p> <p align="center">Peter's Declaration of Messiahship Matthew 16:13-20</p> | <ol style="list-style-type: none"> Define the following terms: declaration and Messiah. Compare people's opinion of Jesus with that of the disciples'. Explain the meaning of Jesus' pronouncement made to Peter. Discuss whether it is necessary to formulate an opinion about Jesus for oneself. Explain why the revelation of Jesus was to be kept secret. | <p align="center">English Language</p> <p align="center">History</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Letter Writing: Imagine you were one of Jesus' disciples on the road to Caesarea, Philippi. Describe the events that took place. Format – 3 Content – 7 Total Points - 10 Cloze Passage Structured Questions |

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| 5 | <p style="text-align: center;">Jesus as Messiah John the Baptist's Ministry Matthew 11: 2-19</p> | <ol style="list-style-type: none"> 1. Outline the important events of the story. 2. Explain how Jesus challenged the people to examine what motivated them to go and see John the Baptist in the wilderness. 3. Contrast the ministry of John the Baptist to that of Jesus. 4. Discuss TWO reasons why the ministry of John and Jesus did not meet the expectations of the people of their time. | <p style="text-align: center;">English Language e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: "Signs, wonders and miracles remove doubt and fears." Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) • Create a Venn diagram to compare John's and Jesus' ministries. (10) • Structured Questions |
| 5 | <p style="text-align: center;">Jesus as Messiah The Baptism of Jesus Matthew 3:13-17</p> | <ol style="list-style-type: none"> 1. Define the following terms: baptism and sacrament. 2. Outline FOUR facts known about John the Baptist. 3. Describe the events surrounding Jesus' baptism. 4. Differentiate the THREE forms of baptism. 5. Explain THREE reasons why Jesus was baptized. 6. Assess the importance of baptism in the Christian faith. | <p style="text-align: center;">English Language Geography e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Judgement and Personal Response Essay Writing: "In order to be a Christian, one must be baptized". Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) • Poetry Writing: Compose a poem describing the events that took place during the baptism of Jesus. Creativity – 2 Originality – 3 Content – 5 Total Points - 10 |

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| 6 | INTRODUCTION TO THE GOSPELS AND JESUS AS MESSIAH Revision and Unit Test | <ol style="list-style-type: none"> Review topics covered, “Introduction to the Gospels” and “Jesus as the Messiah”. Complete unit test, “Introduction of the Gospels” and “Jesus as the Messiah”. | e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod, Jeopardy (Revision) Unit Test |
| 6-7 | Jesus’ Life The Temptations of Jesus Matthew 4:1-11 | <ol style="list-style-type: none"> Define the following terms: fasting and temptation. Suggest TWO reasons why the devil tempted Jesus. Outline the story of the Temptations of Jesus. Explain how Christians can overcome temptations. Argue whether or not it is sin to be tempted. | English Language Health and Family Life e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> Structured with Stimulus Questions Create a four (4) frame comic strip on the events that took place during the temptations of Jesus. Creativity – 2 Content – 8 Total Points - 10 Cloze Passage |
| 7 | Jesus’ Life The Transfiguration of Jesus Matthew 17:1-13 | <ol style="list-style-type: none"> Define the term, ‘transfigure’. State TWO reasons why Jesus went to the mountain. Describe how Jesus was transfigured on the mountain. Discuss the significance of Moses, Elijah, Jesus and the cloud at the transfiguration. Explain how the prophecy about Elijah was fulfilled at that time. Examine what impact Christ would have on the life of a believer. | Visual Arts English Language e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> Structured Questions Judgement and Personal Response Essay Writing: “Before we speak, we must listen to God’s voice.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) Create a four (4) frame comic strip describing the events that took place during Jesus’ Transfiguration. Creativity – 2 Content – 8 Total Points – 10 |

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| 8 | <p style="text-align: center;">Jesus' Life</p> <p style="text-align: center;">Predictions of Suffering and Death Matthew 16:21-28</p> | <ol style="list-style-type: none"> 1. Define the following terms: suffering and death. 2. Identify the direction of Jesus' ministry after His transfiguration. 3. Explain why Jesus rebuked Peter. 4. Examine the cost of following Jesus. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Biology</p> <p style="text-align: center;">Mathematics</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Cloze Passage • True and False Statements |
| 8 | <p style="text-align: center;">Jesus' Life</p> <p style="text-align: center;">The Triumphant Entry into Jerusalem Matthew 21:1-11</p> | <ol style="list-style-type: none"> 1. Give an account of the events that took place during Jesus' triumphant entry into Jerusalem. 2. Explain the significance of the entry into Jerusalem to the Christians. 3. Discuss TWO lessons that can be learned from Jesus' triumphant entry into Jerusalem. | <p style="text-align: center;">Agricultural Science</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Discuss how Palm Sunday is celebrated in Christian Churches today. (10) • Structured Questions • True and False statements |
| 9 | <p style="text-align: center;">Jesus' Life</p> <p style="text-align: center;">The Question about Paying Taxes Matthew 22:15-21</p> | <ol style="list-style-type: none"> 1. Define the term, 'taxation'. 2. Describe THREE types of taxation in The Bahamas. 3. Discuss the importance of paying taxes to the government. 4. Explain how Jesus responded to the religious leaders concerning the payment of taxes. 5. Discuss TWO reasons why the Jews hated paying taxes. 6. Compare Jesus' response to paying taxes to the Christian's moral and spiritual duty. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Economics</p> <p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Civics</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured Questions • Mini-project: Describe FOUR types of taxes imposed by the Bahamian government. (20) • Journal Entry: Imagine you were one of the religious leaders who questioned Jesus about the paying of taxes to the Roman Government. In your entry, describe how Jesus responded to this question. (5) • Make a chart showing the benefits of paying taxes to the Government and giving our lives to God. (10) |

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| 9 | <p style="text-align: center;">Jesus' Life</p> <p style="text-align: center;">Question on the Resurrection Matthew 22:22-33</p> | <ol style="list-style-type: none"> 1. Define the following terms: resurrection, Sadducees and Pentateuch. 2. Discuss Jesus' teachings on the resurrection. 3. Explain why the Jewish leaders criticized Jesus. 4. Examine the context of the Mosaic Law in regards to the marriage of a childless widow. 5. Critique Christian beliefs on the resurrection of the dead. 6. Outline Jewish beliefs on life after death. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Biology</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Judgement and Personal Response Essay Writing: "Seeing is believing. There is life after death." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) • Cloze Passage |
| 10 | <p style="text-align: center;">JESUS' LIFE</p> <p style="text-align: center;">Revision and Unit Test</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit, "Jesus' Life". 2. Complete test on the unit, "Jesus' Life". | <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Nearpod, Jeopardy (Revision) • Unit Test |
| 10 | <p style="text-align: center;">JESUS' LIFE: THE PASSION NARRATIVES</p> <p style="text-align: center;">The Plot Against Jesus Matthew 26:1-5</p> | <ol style="list-style-type: none"> 1. Define the following terms: plot and Passover. 2. Explain the religious leaders' motive for not carrying out their plot. 3. Discuss the significance of the Jewish Passover festival. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Civics</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • News Report: Create a news report on the plot against Jesus. Include the reason why the religious leaders made plans not to kill Jesus during the Passover Festival. (5) • Structured Questions • Judgement and Personal Response Essay Writing: "God knows our plans before they are formed." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) |

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| 11 | <p>Jesus' Life: The Passion Narratives</p> <p>Jesus is Anointed at Simon's house at Bethany Matthew 26:6-13</p> | <ol style="list-style-type: none"> 1. Define the following terms: anoint and Spikenard. 2. Identify TWO facts about the woman who anointed Jesus' body and Simon. 3. Describe how this woman anointed Jesus' body. 4. Explain how Jesus defended this woman's action. 5. Outline TWO ways believers are anointed in Christian churches today. | <p>English Language</p> <p>Agricultural Science</p> <p>Cosmetology</p> <p>Geography</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Design a poster board depicting the events that took place at Simon the Leper's house, while Jesus was anointed. <p>Creativity – 3 Content – 7 Total Points - 10</p> |
| 11 | <p>Jesus' Life: The Passion Narratives</p> <p>Judas Iscariot Agrees to Betray Jesus Matthew 26:14-16</p> | <ol style="list-style-type: none"> 1. Define the term, 'betray'. 2. Explain the reason why Judas Iscariot betrayed Jesus. 3. Contrast the price of the woman's devotion (Anointing at Bethany) to Jesus to the small price of Judas' betrayal. 4. Discuss THREE ways people betray each other in the Bahamian society. | <p>Visual Art</p> <p>English Language</p> <p>Mathematics</p> <p>Health and Family Life</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Cloze Passage • Draw and colour a picture which depicts Judas Iscariot agreeing to betray Jesus. <p>Creativity – 3 Content – 7 Total Points – 10</p> |

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| 12 | <p>Jesus' Life: The Passion Narratives</p> <p>Preparation of the Last Supper Matthew 26:17-25</p> | <ol style="list-style-type: none"> 1. Examine the importance of following instructions. 2. Relate the instructions Jesus gave to His disciples to prepare the Passover Meal. 3. Explain the significance of the Passover meal to the Jews. | <p>English Language</p> <p>Food Preparation</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Cloze Passage • True and False Statements |
| 12 | <p>Jesus' Life: The Passion Narratives</p> <p>The Last Supper Matthew 26:26-35</p> | <ol style="list-style-type: none"> 1. Define the term, 'Lord's Supper'. 2. Name at least FOUR common names for the Last Supper. 3. Describe the events that took place during Jesus' last meal with His disciples. 4. Differentiate the old and the new covenant. 5. Examine the importance of the Lord's Supper to Christians. | <p>English Language</p> <p>Food and Nutrition</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Create a Microsoft PowerPoint presentation on the events that took place during the Last Supper. • Structured Questions • Matching Exercise • Judgement and Personal Response Essay Writing: "Only Christians should partake of the LORD's Supper." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |
| 13 | <p>Jesus' Life: The Passion Narratives</p> <p>Revision and Unit Test A</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit, Jesus' Life: The Passion Narratives (The Plot of Jesus to The Last Supper). 2. Complete Unit Test A on "Jesus' Life: The Passion Narratives". | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Nearpod, Jeopardy etc. • Review Questions • Unit Test |

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| 13-14 | <p>Jesus' Life: The Passion Narratives</p> <p>Jesus Prays in the Garden of Gethsemane Matthew 26:36-46</p> | <ol style="list-style-type: none"> 1. Define the term, 'Gethsemane'. 2. Explain what Jesus meant by, 'cup of suffering'. 3. Describe the events that took place in the Garden of Gethsemane while Jesus prayed. 4. Discuss the importance of being alert and prayerful. | <p>Agricultural Science</p> <p>English Language</p> <p>Geography</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured with stimulus questions • Judgement and Personal Response Essay Writing: "Christians must be alert and prayerful." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) • Discuss the importance of prayer in the life of a believer. (10) • Quiz |
| 14-15 | <p>CHRISTMAS END OF TERM EXAMINATION</p> <p>Revision and Final Exam</p> | <ol style="list-style-type: none"> 1. Examine students' knowledge, comprehension, and application skills as they relate to the topics covered. 2. Expose students' abilities to synthesize information and evaluate their responses. | <p>e-resources www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Short Answer Questions on topics covered during the term. • Live worksheets on topics covered during the term • Christmas End of Term Examination |

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GRADE 10
TERM II – EASTER

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|---|--|-----------|--|
| 1 | REVISION OF CHRISTMAS END OF TERM EXAMINATION | <ol style="list-style-type: none"> Review topics assessed in the Christmas End of Term Examination. Complete responses for incorrect answers in the Christmas End of Term Examination. | Review Content Notes www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> Students will write answers for incorrect responses given in the Christmas End of Term Examination. |
| 1 | Jesus' Life: The Passion Narratives Jesus Prays in the Garden of Gethsemane Matthew 26:36-46 | <ol style="list-style-type: none"> Define the term, 'Gethsemane'. Explain what Jesus meant by, 'cup of suffering'. Describe the events that took place in the Garden of Gethsemane while Jesus prayed. Discuss the importance of being alert and prayerful. | Agricultural Science English Language Geography e-resources www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> Structured with stimulus questions Judgement and Personal Response Essay Writing: "Christians must be alert and prayerful." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) Discuss the importance of prayer in the life of a believer. (10) Quiz |
| 1 | Jesus' Life: The Passion Narratives The Arrest of Jesus Matthew 26:47-56 | <ol style="list-style-type: none"> Define the term, 'arrest'. Give an account of the arrest of Jesus in the Garden of Gethsemane. Examine Jesus' reaction to one of His disciples' violent action. Evaluate how peace can be found in the midst of unrest. | English Language Civics e-resources www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> Structured Questions News report: Create a news report describing how Jesus was arrested in the Garden of Gethsemane. Creativity – 3 Content – 7 Total – 10 |

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| 2 | <p>Jesus' Life: The Passion Narratives</p> <p>Jesus Before the Sanhedrin Council Matthew 26:57-68</p> | <ol style="list-style-type: none"> 1. Define the term, 'blasphemy'. 2. Explain the role of the Sanhedrin Council. 3. Describe Jesus' trial before the Sanhedrin Council. 4. Determine the penalty for charges brought against Jesus. 5. Assess the role of the Bahamian judiciary system. | <p>English Language</p> <p>Civics</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Identify the members of the Sanhedrin Council. Provide pictures and a description of their responsibilities. Organization – 3 Creativity – 3 Content 14 Total Points – 20 • Judgement and Personal Response Essay Writing: "Innocent until proven guilty." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |
| 2 | <p>Jesus' Life: The Passion Narratives</p> <p>Peter's Denial Matthew 26:69-75</p> | <ol style="list-style-type: none"> 1. Define the term, 'deny'. 2. Give an account of Peter's denial. 3. Examine TWO reasons why Peter may have denied knowing Jesus. 4. Discuss why Peter wept bitterly. | <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Discuss the importance of making restitution for wronging someone. • Journal Writing: Describe the events that took place in the High Priest's courtyard when Peter denied Jesus. (10) |
| 2-3 | <p>Jesus' Life: The Passion Narratives</p> <p>Jesus is Tried Before Pilate Matthew 27:1-2; 11-14</p> | <ol style="list-style-type: none"> 1. State TWO facts about Pilate. 2. Suggest TWO reasons why Jesus was sent to Pilate. 3. Outline the events that took place during Jesus' trial before Pilate. 4. Evaluate Jesus' willingness to sacrifice His life for humanity. | <p>English Language</p> <p>Civics</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured Questions • Quiz • True and False Statements |

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|------|--|---|--|-----------|---|
| 3 | <p>Jesus' Life: The Passion Narratives</p> <p>Revision & Quiz</p> | <ol style="list-style-type: none"> Review topics covered in the unit, "The Last Days in Jerusalem" (Jesus Prays in the Garden of Gethsemane to Jesus is Tried Before Pilate)". Complete the quiz on "Jesus' Life: The Passion Narratives". | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod etc. Jeopardy Review Questions Quiz |
| 3-4 | <p>Jesus' Life: The Passion Narratives</p> <p>The Death of Judas Iscariot Matthew 27:3-10</p> | <ol style="list-style-type: none"> Explain the following terms: blood money and suicide. Discuss the reason why Judas Iscariot decided to return the money to the religious leaders. Describe the events that led to the death of Judas Iscariot. Argue whether a human being has the right to end his or her body. | <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Structured Questions Judgement and Personal Response Essay Writing: "Our bodies belong to God, we have no rights to destroy it." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) Cloze Passage |
| 4 | <p>Jesus' Life: The Passion Narratives</p> <p>Jesus is Sentenced to Death/Jesus is Mocked Matthew 27:15-26; 27-31</p> | <ol style="list-style-type: none"> Identify TWO facts about Barabbas. Examine whether Pilate should have listened to his wife's dream. Discuss why Pilate washed his hands when he handed Jesus over to be crucified. Describe how Jesus was treated by the soldiers in Pilate's court. | <p>Civics</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> News Report: You are assigned to report the newscast, "Jesus, Tried by the Roman Governor." In your cast, describe how Jesus was tried. (10) Structured with Stimulus Questions Short Answer Questions |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|--|-----------|--|
| 5 | <p>Jesus' Life: The Passion Narratives</p> <p>The Crucifixion of Jesus Matthew 27:32-44</p> | <ol style="list-style-type: none"> Define the following terms: crucifixion, Golgotha and capital punishment. Identify THREE types of capital punishment practiced throughout the world. Explain the significance of Jesus' crucifixion. Describe the events that took place during Jesus' crucifixion. Examine the pros and cons of capital punishment. | <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Structured with Stimulus Questions Compose a poem on the events that took place during Jesus' crucifixion. Creativity – 2 Originality – 2 Content – 6 Total Points – 10 Matching Exercise |
| 5-6 | <p>Jesus' Life: The Passion Narratives</p> <p>The Death of Jesus Matthew 27:45-56</p> | <ol style="list-style-type: none"> Define the following terms: Atonement and Day of Atonement. Describe the unusual events that occurred during Jesus' death. Explain what Jesus meant when He said, "It is finished." Examine Christian beliefs on life after death. | <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Structured with Stimulus Questions Cloze Passage Judgement and Personal Response Essay Writing: "Because of Jesus' death, we are forgiven." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) |
| 6 | <p>Jesus' Life: The Passion Narratives</p> <p>The Burial of Jesus Matthew 27:57-66</p> | <ol style="list-style-type: none"> Outline at least THREE facts about Joseph of Arimathea. Explain why Jesus was not given a proper burial. Describe how Jesus' body was prepared for burial. Discuss the assurance of dying. | <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Short Answer Questions True and False Statements Summarize the events that took place during the burial of Jesus. (5) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|--|-----------|--|
| 6 | <p>Jesus' Life: The Passion Narratives</p> <p>Resurrection of Jesus Matthew 28:1-10</p> | <ol style="list-style-type: none"> Define the following terms: resurrection and Easter. Describe the events that took place during the resurrection of Jesus. Discuss the role women played in the resurrection of Jesus. Explain the importance of Easter in the Christian Religion. | <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Structured without Stimulus Questions Cloze Passage Essay Writing: Why is the resurrection of Jesus important to Christians today? (6) |
| 7 | <p>Jesus' Life: The Passion Narratives</p> <p>The Great Commission Matthew 28:16-20</p> | <ol style="list-style-type: none"> Explain the term, 'evangelism'. Outline the commands Jesus' gave His disciples in the Great Commission. Examine the role of an evangelist in Christian churches today. | <p>English Language</p> <p>Geography</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Structured Questions Poetry Writing: Write a poem outlining the commands Jesus gave His disciples in the Great Commission. Creativity – 3 Content – 7 Total Points - 10 |
| 7 | <p>Jesus' Life: The Passion Narratives</p> <p>Revision and Unit Test B</p> | <ol style="list-style-type: none"> Review topics covered in the unit, "Jesus' Life: The Passion Narratives" (Judas Iscariot's Death to The Great Commission). Complete unit test on "Jesus' Life: The Passion Narratives. | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod etc. Jeopardy Review Questions Unit Test |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|---|-----------|---|
| 8 | <p align="center">Jesus the Healer</p> <p align="center">Introduction to Miracles</p> | <ol style="list-style-type: none"> Define the following terms: miracle and faith. Explain THREE reasons why Jesus performed miracles. Describe the FOUR types of miracles. Argue whether miracles still exist. | <p align="center">English Language</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Judgement and Personal Response Essay Writing: “With God all things are possible.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) Structured Questions |
| 8 | <p align="center">Jesus the Healer</p> <p align="center">Jesus Drives out an Evil Spirit Luke 4:31-37</p> | <ol style="list-style-type: none"> Explain the term, “exorcism’. Give an account of Jesus casting out evil spirit from a man. Discuss Jesus’ power over evil spirits. | <p align="center">Biology</p> <p align="center">English Language</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Structured Questions Cloze Passage Create a three (3) frame comic strip describing the events that took place when Jesus cast out an evil spirit from a man. Creativity - 3 Content - 7 Total Points - 10 |
| 8 | <p align="center">Jesus the Healer</p> <p align="center">Jesus Heals a Paralytic Matthew 12:9-14</p> | <ol style="list-style-type: none"> Define the following terms: paralyze and Sabbath. Describe how Jesus healed the paralytic. Discuss the importance of having faith and obedience. Outline the Jewish Sabbatical Laws. Examine the importance of the Sabbath for Christians. Contrast Jesus’ views of the Sabbath to that of the Pharisees’. | <p align="center">Civics</p> <p align="center">Biology</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Poetry Writing: Compose a poem entitled, “Jesus Heals a Paralytic”. Describe how Jesus healed the man with a withered or paralyzed hand. Content 7 Creativity – 3 Total Points – 10 Research: Discuss the importance of the Sabbath in the Christian Religion. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|---|-----------|--|
| 9 | <p style="text-align: center;">Jesus the Healer</p> <p style="text-align: center;">The Faith of a Centurion Matthew 8:5-13</p> | <ol style="list-style-type: none"> 1. Define the following terms: faith and centurion. 2. Discuss why faith is important when desiring miracles to happen. 3. Describe how the centurion demonstrated miracle in this story. 4. Examine the power of a person’s faith as it relates to the Kingdom of God. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Essay Writing: Write an essay on the importance of having faith in God. • Structured with Stimulus Questions • Create a mural of Jesus the Healer. <p style="text-align: right;">Creativity – 5 Originality – 3 Content – 12 Total Points – 20</p> |
| 9 | <p style="text-align: center;">JESUS THE HEALER</p> <p style="text-align: center;">Revision and Unit Test</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit, “Jesus the Healer”. 2. Complete unit test on “Jesus the Healer”. | <p style="text-align: center;">Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Nearpod, Jeopardy etc. • Review questions • Unit Test |
| 10 | <p style="text-align: center;">The Holy Spirit and its significance to the Christian Church</p> <p style="text-align: center;">The Ascension of Jesus Acts 1:6-11</p> | <ol style="list-style-type: none"> 1. Define the following terms: Ascension and Holy Spirit. 2. Describe the work and purpose of the Holy Spirit. 3. Explain Jesus’ message to His disciples before He ascended. 4. Describe the events that took place during Jesus’ Ascension. 5. Discuss why Jesus’ Ascension is important to Christians today. | <p style="text-align: center;">Biology</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Cloze Passage • Write an essay explaining the importance of the Ascension to Christians. (10) |

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|------|--|--|--|-----------|---|
| 10 | <p align="center">The Holy Spirit and its significance to the Christian Church The Events of Pentecost Acts 2:1-48</p> | <ol style="list-style-type: none"> Define the term, 'Pentecost'. Examine the importance of Pentecost to Jews and Christians. Describe how the Holy Spirit descended on the Day of Pentecost. Summarize Peter's speech on the Day of Pentecost. Outline THREE facts from Joel's prophecy. | <p align="center">English Language Geography e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Give an account of Peter's speech on the Day of Pentecost. (10) Write a news flash of the events that took place on the Day of Pentecost. Creativity – 3 Content – 7 Total Points– 10 Quiz |
| 11 | <p align="center">The Holy Spirit and its significance to the Christian Church The Holy Spirit as a Guide to Christians and the Early Church The Lame Man at Gate Beautiful Acts 3:1-10</p> | <ol style="list-style-type: none"> Explain the term, 'almsgiving'. Outline the Jews' hours for prayer. Describe how the Holy Spirit used the apostles to perform the miracle at Gate Beautiful. Assess the role of an organization which renders assistance to the disabled. | <p align="center">English Language Mathematics e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Create a TWO column table outlining the Jews' hours for prayers. (6) Structured with Stimulus Questions Cloze Passage |
| 11 | <p align="center">The Holy Spirit and its significance to the Christian Church The Ethiopian Eunuch Acts 8:26-40</p> | <ol style="list-style-type: none"> Define the following terms: conversion, eunuch and evangelist. Outline the conversion process. List THREE facts about Philip. Describe the events that led to the conversion of the Eunuch. Explain the scripture the Eunuch was reading. Discuss THREE lessons that can be learnt from the Conversion of the Ethiopian Eunuch. | <p align="center">English Language Biology Geography e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> Structured without Stimulus Questions True and False Statements Create a graphic organizer outlining the steps in the conversion process. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------|--|---|--|-----------|--|
| 11-12 | Peter in Lydda and Joppa Acts 9:32-35; 36-43 | <ol style="list-style-type: none"> 1. Explain the following terms: healing and resurrection. 2. State THREE facts about Aeneas. 3. Outline the events that led to the healing of Aeneas and the resurrection of Tabitha/Dorcas. 4. Discuss how the Early Church benefitted from the ministry of Peter in Lydda and Joppa. | English Language Geography | 2 periods | <ul style="list-style-type: none"> • Journal Writing: You are an eyewitness of the miracles that took place in Lydda and Joppa. Write a letter to the editor of a local newspaper describing what you witnessed during the healing of Aeneas and resurrection of Dorcas. Format – 3 Content – 7 Total Points – 10 • Structured without Stimulus Questions |
| 12 | <p style="text-align: center;">The Holy Spirit and its significance to the Christian Church</p> <p style="text-align: center;">Cornelius Acts 10:1-48</p> | <ol style="list-style-type: none"> 1. Explain the term, ‘vision’. 2. Describe Cornelius’ and Peter’s visions. 3. Explain the relationship between the Jews and Gentiles. 4. Explain the meaning of Peter’s vision on the rooftop in Joppa. 5. Summarize Peter and Cornelius’ encounter. 6. Describe how Cornelius and his family were converted. 7. Contrast Cornelius’ conversion to that of the Ethiopian Eunuch and Saul. | English Language Geography e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “God speaks to His people through visions.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) • Create a character sketch on Cornelius. Creativity – 3 Content – 7 Total Points – 10 • Using a Venn diagram, contrast Cornelius’ conversion to that of the Ethiopian Eunuch and Saul. |

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING
NATIONAL PACING GUIDE
RELIGIOUS STUDIES
GRADE 10
TERM III – SUMMER

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------------|---|---|--|--|--|
| 1 | <p style="text-align: center;">The Holy Spirit and its significance to the Christian Church</p> <p style="text-align: center;">Revision & Unit Test</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit, “The Holy Spirit and its significance to the Christian Church”. 2. Complete unit test on “The Holy Spirit and its significance to the Christian Church”. | <p style="text-align: center;">Review Content Notes www.bahamas.1on1lms.com</p> | <p style="text-align: center;">2 periods</p> | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Jeopardy etc. • Review Questions Unit Test |
| 1-2 | <p style="text-align: center;">The Eucharist/Holy Communion</p> <p style="text-align: center;">Institution of the Last Supper and Centrality to Christian Worship Matthew 26:17-30</p> <p style="text-align: center;">Commemoration by the Early Church Acts 2:42-47</p> <p style="text-align: center;">The LORD’s Supper 1 Corinthians 11:17-34</p> | <ol style="list-style-type: none"> 1. Define the following terms: sacrament, ordinance, consecrate and desecrate. 2. Explain the significance of the elements used during the Lord’s Supper. 3. Describe the attitude of the Corinthians concerning the partaking of the Lord’s Supper. 4. Outline THREE specific instructions Paul gave to the Corinthians concerning the partaking of the Lord’s Supper. 5. Examine the consequences of one taking the Lord’s Supper in an unworthy manner. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Food and Nutrition</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | <p style="text-align: center;">2 periods</p> | <ul style="list-style-type: none"> • Structured without Stimulus Questions • Interactive Games: Kahoot, Nearpod etc. |

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| 2 | The Eucharist/Holy Communion Revision and Unit Test | <ol style="list-style-type: none"> Review topics covered in the unit, “The Eucharist/Holy Communion”. Complete unit test on The Eucharist/Holy Communion. | Review Content Notes www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Jeopardy etc. Review Questions Unit Test |
| 3 | The Nature of Christian Discipleship – Jesus’ Teachings Introduction to Parables | <ol style="list-style-type: none"> Define the term, ‘parable’. Compare parables with folktales. Discuss THREE reasons why Jesus used parables. | English Language History e-resources www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> Structured Questions Cloze Passage Create a story that has a spiritual meaning. Story – 6 Spiritual meaning – 4 Total Points – 10 |
| 3 | The Nature of Christian Discipleship – Jesus’ Teachings The Cost of Discipleship Luke 14:25-35 | <ol style="list-style-type: none"> Define the following terms: disciple and Christian discipleship. List the THREE requirements for one wanting to become a disciple of Jesus. Relate the following analogies to the cost of discipleship: a man building tower, a king waging war and the effectiveness of salt. | Building Trades Food and Nutrition Mathematics e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> Structured with Stimulus Questions Explain the meaning of the three illustrations Jesus used to relate the cost of discipleship. (12) Judgement and Personal Response Essay Writing: “In order to follow Jesus, one must first count the cost”. Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |

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| 4 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p align="center">The Parables of the Lost Sheep and Coin Luke 15:1-10</p> | <ol style="list-style-type: none"> 1. Give an account of the Parable of the Lost Sheep and the Lost Coin. 2. Explain the meaning of the Parables of the Lost Sheep and Coin. 3. Discuss TWO lessons that can be learnt from the parables. | <p align="center">English Language Agricultural Science Economics e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “As Christians, it is our duty to follow the lead of Jesus and seek those who are spiritually lost”. Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) • Structured without Stimulus Questions • Explain the meaning of the Parables of the Lost Sheep and Coin. (6) • Interactive games: Kahoot, Nearpods etc. |
| 4-5 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p align="center">The Parable of the Lost Son Luke 15:11-32</p> | <ol style="list-style-type: none"> 1. Define the term, ‘inheritance’. 2. Discuss THREE mistakes the younger son made which were against the Jewish Law. 3. Explain the significance of the items the younger son received when he returned home. 4. Compare the older son’s attitude to that of the younger son. | <p align="center">English Language Health and Family Life e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Using a poster board, depict the items the father gave the younger son when he returned home and their symbolic meaning. (10) • Give an account of the Parable of the Lost Son and its meaning. (10) • Judgement and Personal Response Essay Writing: “As Christians, it is our duty to follow the lead of Jesus and seek those who are spiritually lost”. Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |

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|------|---|--|---|-----------|--|
| 5 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p>The Parable of the Sower and Seed Matthew 13:1-23</p> | <ol style="list-style-type: none"> List the FOUR grounds in which the seed fell and the outcomes. Explain the meaning of the various grounds in which the seed fell. Discuss THREE lessons one can learn from the Parable of the Sower and Seed. | <p>English Language</p> <p>Agricultural Science</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Structured with Stimulus Questions Quiz Create a table showing the following: The grounds in which the seed fell, the outcomes and meaning of various grounds. (12) Interactive games: Kahoot, Nearpods, Jeopardy etc. |
| 6 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p>The Parable of the Good Samaritan Luke 10:25-37</p> | <ol style="list-style-type: none"> Define the following terms: discrimination and neighbour. State THREE characteristics of being neighbourly. Explain what prompt Jesus to tell the Parable of the Good Samaritan. Give an account of the Parable of the Good Samaritan. Explain the meaning of the Parable of the Good Samaritan. Discuss THREE lessons that can be learnt from the Parable of the Good Samaritan. | <p>Health and Family Life</p> <p>Mathematics</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Structured with Stimulus Questions Compose a poem on the importance of being compassionate. Creativity – 3 Content – 7 Total Points - 10 Letter Writing: Write a letter to a friend explaining the meaning of the Parable of the Good Samaritan. Format – 3 Content – 7 Total Points – 10 |
| 6-7 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p>Revision and Unit Test A</p> | <ol style="list-style-type: none"> Review topics covered in the unit, “The Nature of Discipleship – Jesus’ Teachings” Complete unit test on “The Nature of Discipleship – Jesus’ Teachings”. | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod etc. Jeopardy Review Questions Unit Test |

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|------|--|---|--|-----------|---|
| 7 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p align="center">Jesus’ Teachings on Prayer Matthew 6:5-15</p> | <ol style="list-style-type: none"> 1. Define the term, ‘prayer’. 2. Describe THREE types of prayers. 3. Discuss the importance of prayer in the life of a believer. 4. Outline Jesus’ teachings on prayer. | <p align="center">English Language</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured Questions • Trace around your hand. Use each finger or thumb to identify the five types of prayer. Briefly explain them. (10) • Create a table depicting the do’s and don’ts of prayers. (10) • Judgement and Personal Response Essay Writing: “God must exist because so many people believe in Him.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |
| 8 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p align="center">Jesus’ Teachings on Fasting Matthew 6:16-18</p> | <ol style="list-style-type: none"> 1. Describe THREE ways Christians fast. 2. List THREE reasons why Christians fast. 3. Outline Jesus’ teachings on fasting. 4. Discuss the importance of fasting in the life of a believer. | <p align="center">English Language</p> <p align="center">Mathematics</p> <p align="center">Food Preparation</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Create a graphic organizer depicting the do’s and don’ts of fasting. Organization – 2 Content – 4 Total Points - 6 • Judgement and Personal Response Essay Writing: “Only Christians should participate in fasting”. Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |

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|------|--|---|--|-----------|---|
| 8 | <p>The Nature of Discipleship – Jesus’ Teachings</p> <p>The Lamp of the Body Matthew 5:15; 6:22-23</p> | <ol style="list-style-type: none"> 1. Explain what Jesus meant by Christians are ‘light of the world’. 2. Discuss THREE ways people can demonstrate that they live godly lives. 3. Differentiate the actions of a hypocrite to a Christian’s attitude of letting his or her light shine. | <p>Combined Science</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Judgement and Personal Response Essay Writing: “It is difficult for Christians to live right in a sinful world.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) • Cloze Passage |
| 8 | <p>The Nature of Christian Discipleship – Jesus’ Teachings</p> <p>Jesus at a Pharisee’s House Luke 14:1-6</p> | <ol style="list-style-type: none"> 1. Outline FOUR facts about the Pharisees. 2. Explain the following terms: dropsy and Sabbath. 3. Contrast Jesus’ view of the Sabbath to that of the Pharisees’. 4. Describe how the man was healed from the disease called dropsy. 5. Discuss THREE lessons that can be learnt from the story of Jesus at the House of a Pharisee. | <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured Questions • Judgement and Personal Response Essay Writing: “The Sabbath is a day of rest and no work should be done”. Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) • Letter Writing: Write a letter to a friend explaining the importance of the Sabbath to the Jews. Format – 3 Content – 7 Total Points – 10 |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------|--|--|---|-----------|--|
| 9 | <p align="center">The Nature of Christian Discipleship – Jesus’ Teachings</p> <p>The Parable of the Great Banquet Matthew 22:1-14</p> | <ol style="list-style-type: none"> 1. Explain the meaning of the term, ‘Kingdom of God’. 2. Give an account of the Parable of the Great Banquet. 3. Contrast the responses of the two groups of people who were given invitation to the king son’s banquet. 4. Explain the meaning of the Parable of the Great Banquet. 5. Discuss TWO lessons learnt from the Parable of the Great Banquet. | <p align="center">English Language Hospitality e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Journal Entry: Summarize the Parable of the Great Banquet and its meaning. (10) • Cloze Passage |
| 9-10 | <p align="center">The Nature of Discipleship – Jesus’ Teachings</p> <p align="center">Revision and Unit Test B</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit, “The Nature of Discipleship – Jesus’ Teachings” 2. Complete unit test on “The Nature of Discipleship – Jesus’ Teachings”. | <p align="center">Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Nearpod etc. • Review Questions • Unit Test |
| 10-11 | <p align="center">SUMMER END OF TERM EXAMINATION</p> <p align="center">Revision and Final Exam</p> | <ol style="list-style-type: none"> 1. Examine the knowledge, comprehension and application skills of students as they relate to the topics covered. 2. Expose students’ abilities to synthesize information and evaluate their responses. | <p align="center">Review Content Notes www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Short Answer Questions on topics covered during the term. • Live worksheets on topics covered during the term • Summer End of Term Examination |

Week 5: Distribution of BGCSE Coursework Questions – Teach students (candidates) how to complete coursework. Knowledge with Understanding (KU) questions are to be completed during the summer break.

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING
NATIONAL PACING GUIDE
RELIGIOUS STUDIES
GRADE 11
TERM I - CHRISTMAS

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------------|------------------------------|--|--|------------------|--|
| 1 | STUDENTS' ORIENTATION | <ol style="list-style-type: none"> 1. Discuss students' expectations for the new academic year 2023-2024. 2. Identify the various skills taught in Religious Studies (e.g. moral reasoning, empathy etc.) 3. Review the various steps in answering Judgement and Personal Response (JPR) essay questions. | <p>Please distribute or electronically mail the following items to students:</p> <ul style="list-style-type: none"> • BGCSE Syllabus – BGCSE topics to cover during academic year • Procedures for Writing Judgement and Personal Response Essay • Examination Clue Terms • Sample BGCSE Religious Studies Examination scripts | 3 periods | <ul style="list-style-type: none"> • Using past BGCSE Religious Studies Examinations, ask students to complete questions. |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|---|-----------|---|
| 2 | BGCSE Religious Studies Coursework | <ol style="list-style-type: none"> 1. Review the THREE assessment domains for BGCSE Religious Studies – Knowledge with Understanding, Judgement and Personal Response and Investigation. 2. Explain how to complete the following component of the BGCSE Religious Studies Coursework: Cover Sheet, Table of Contents, Introduction, Conclusion, Appendix and References. 3. Outline information for Knowledge with Understanding Coursework Questions. 4. | BGCSE Religious Studies Coursework Outline and Booklet | 3 periods | <ul style="list-style-type: none"> • Complete Knowledge with Understanding Coursework Questions |
| 3-5 | <p>Gateway to a Better Life Back to Basics</p> <ul style="list-style-type: none"> • Teacher will teach topics that he or she was unable to teach during last academic year 2022-2023. Please see previous National Pacing Guide. • If topics were completed, teacher will review last unit of Term III, Grade 10. | <ol style="list-style-type: none"> 1. Complete topics that were not taught in Term III of Grade 10. 2. Review final unit of topics taught in Grade 10 of Term III. | <p>e-resources www.bahamas.1on1lms.com</p> | 8 periods | <ul style="list-style-type: none"> • Pre-test • Short Answer Questions • Interactive games: Nearpods, Kahoot etc. • Structured with Stimulus Questions |
| 5-6 | <p>The Nature of Christian Discipleship – Kingdom of God</p> <p>The Parable of the Mustard Seed and Yeast Matthew 13: 31-35</p> | <ol style="list-style-type: none"> 1. Define the term, ‘Christianity’. 2. Outline the growth of the Christian religion. 3. Give an account of the Parable of the Mustard Seed and Yeast. 4. Explain the meaning of the Parable of the Mustard Seed and Yeast. | <p>English Language Biology Agricultural Science Food and Nutrition</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured Questions • Create a poster, displaying the growth of Christianity. Use the ministry of Jesus, the Early Church and present churches to depict its growth. <p>Creativity - 3 Organization – 5 Content – 12 Total Points - 20</p> |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|---|-----------|--|
| 6 | BGCSE Religious Studies Coursework | 1. Outline the steps in completing BGCSE Religious Studies Coursework Judgement and Personal Response assigned question/s. | BGCSE Religious Studies Coursework Outline and Booklet | 2 periods | <ul style="list-style-type: none"> Complete BGCSE Religious Studies Judgement and Personal Response assigned Question/s. |
| 7 | The Nature of Christian Discipleship - Kingdom of God The Narrow Door Matthew 7: 13-14; 21-23 | <ol style="list-style-type: none"> Explain the meaning of the following terms: heaven and hell. List FOUR activities that can prevent one from entering the narrow door. Contrast the narrow gate or door to the wide gate or door. Discuss the purpose of true discipleship. | See e-resources www.bahamas.lion11ms.com | 1 period | <ul style="list-style-type: none"> Use a foldable (graphic organizer), contrast the narrow and wide roads/doors. Structured Questions Judgement and Personal Response Essay Writing: “It is not an easy road travelling to heaven.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) |
| 7 | The Nature of Christian Discipleship –Kingdom of God The Coming of the Kingdom of God Matthew 24:36-44 | <ol style="list-style-type: none"> Explain the following terms: the kingdom of God and the ‘Second Advent’. Discuss the requirements for readiness for Jesus’ Second Coming. Examine the FOUR illustrations Jesus used to compare the coming of the kingdom of God. | English Language Agricultural Science e-resources www.bahamas.lion11ms.com | 2 periods | <ul style="list-style-type: none"> Judgement and Personal Response Essay Writing: “We can do as we pleased, Jesus’ second coming is far away.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) Structured with Stimulus Questions Compare the coming of the kingdom of God to the following: <ol style="list-style-type: none"> The days of Noah Two men in the field, one is taken and the other is left Two women at the mill, one is taken and the other is left As a thief in the night (8) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|---|---|-----------|--|
| 8 | BGCSE Religious Studies Coursework Review | 1. Outline the steps in completing BGCSE Religious Studies Coursework Judgement and Personal Response assigned question/s. | English Language BGCSE Religious Studies Coursework Outline and Booklet | 1 period | <ul style="list-style-type: none"> BGCSE Religious Studies Judgement and Personal Response assigned question/s completed. |
| 8 | The Nature of Christian Discipleship - Kingdom of God Jesus and Beelzebul Matthew 12: 22-37 | 1. Define the term, 'Beelzebul'. 2. Explain why the Pharisees considered Jesus casting out evil spirits as the work of the devil. 3. Examine why the Pharisees were Jesus' opponents. 4. Discuss the importance of having unity. | English Language e-resources www.bahamas.lion1lms.com | 2 periods | <ul style="list-style-type: none"> Structured Questions Judgement and Personal Response Essay Writing: "Where there is unity, there is strength." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) Quiz |
| 9 | BGCSE Religious Studies Coursework Review | 1. Explain what is required to complete BGCSE Religious Studies Coursework Investigation assigned question/s. | BGCSE Religious Studies Coursework Outline and Booklet | 1 period | <ul style="list-style-type: none"> BGCSE Religious Studies Investigation Question/s completed. |
| 9 | The Nature of Christian Discipleship - Kingdom of God Life and Teachings of the Early Church Acts 4: 32-36 | 1. Define the term 'unity'. 2. State THREE facts about Joseph Barnabas. 3. Describe FIVE lifestyles of the Early Church. 4. Discuss the importance of having unity in churches and other organizations. 5. Contrast the lifestyles of the Early Church to that of churches today. | Health and Family Life English Language e-resources www.bahamas.lion1lms.com | 1 period | <ul style="list-style-type: none"> Structured Questions Using a graphic organizer, describe FIVE lifestyles of the Early Church. (5) Judgement and Personal Response Essay Writing: "Unity is needed in our churches today." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|---|-----------|--|
| 9 | The Nature of Christian Discipleship - Kingdom of God Ananias and Sapphira Acts 5:1-11 | <ol style="list-style-type: none"> 1. Define the term, 'honesty'. 2. Compare the lifestyle of Joseph Barnabas to that of the couple, Ananias and Sapphira. 3. Describe the events that led to the death of Ananias and Sapphira. 4. Discuss the importance of being honest. | <p>English Language</p> <p>Health and Family Life</p> <p>e-resources www.bahamas.ion1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Compare the lifestyle of Joseph Barnabas to that of Ananias and Sapphira. (8) • Judgement and Personal Response Essay Writing: "Honesty is the best policy." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) • Structured Questions |
| 10 | The Nature of Christian Discipleship - Kingdom of God Revision and Unit Test | <ol style="list-style-type: none"> 1. Review topics covered in the unit, "The Nature of Christian Discipleship – Kingdom of God." 2. Complete unit test on "The Nature of Christian Discipleship – Kingdom of God". | <p>Review Content Notes www.bahamas.ion1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Jeopardy etc. • Review Questions • Unit Test |
| 10 | BGCSE Religious Studies Coursework Review | <ol style="list-style-type: none"> 1. Explain what is required to complete BGCSE Religious Studies Coursework Investigation assigned question/s. | <p>English Language</p> <p>BGCSE Religious Studies Coursework Outline and Booklet</p> | 1 period | <ul style="list-style-type: none"> • BGCSE Religious Studies Investigation Question/s completed. |
| 11 | Christian Life Christians and Christian Ministers Acts 14:23; Acts 20:28; I Timothy 3:1-13 | <ol style="list-style-type: none"> 1. Explain how the elders were appointed in the Early Church. 2. Discuss the importance of Church leaders living and leading by a good example. 3. Outline THREE qualifications of a Church leader. 4. Examine how poor examples of Christian leaders can slow the growth of the body of Christ. | <p>English Language</p> <p>e-resources www.bahamas.ion1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured Questions – Live worksheets • Design a poster depicting the qualifications of a Church leader recorded in I Timothy 3:1-13. • Quiz • Create a Microsoft PowerPoint presentation on Bahamian Christian Ministers. Provide pictures and a brief description of the work the leader and Church is doing in our communities. |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------|--|---|--|-----------|---|
| 11 | BGCSE Religious Studies Coursework Review | 1. Understand what is required to complete BGCSE Religious Studies Coursework Investigation assigned question/s. | English Language BGCSE Religious Studies Coursework Outline and Booklet | 1 period | <ul style="list-style-type: none"> BGCSE Religious Studies Investigation Question/s completed. |
| 12-13 | <p>Jesus' Teachings on Good and Evil</p> <p>Beatitudes Matthew 5:1-12</p> <p>Love for Enemies Matthew 7:15-20</p> <p>Judging Others Matthew 7:1-6</p> <p>The Teachings of False Prophets Matthew 7:15-20</p> <p>The Right Foundation Matthew 7:24-27</p> | <ol style="list-style-type: none"> 1. Explain the following terms: Beatitude, enemies, judge, condemn, hypocrite. 2. List and explain FOUR of the Beatitudes. 3. Outline THREE benefits of living godly lives. 4. Discuss THREE ways we can promote peace in our communities. 5. Discuss Jesus' teachings on love for enemies; judging others and false prophets. 6. Outline FOUR ways we can demonstrate love toward our enemies. 7. Explain the consequences of judging others. 8. Give an account of the Parable of the Right Foundation. 9. Explain the meaning of the Parable of the Right Foundation. 10. Discuss the importance of being obedient to God's Word. | <p>English Language</p> <p>Geography</p> <p>Civics</p> <p>Health and Family Life</p> <p>e-resources www.bahamas.ion1lms.com</p> | 6 periods | <ul style="list-style-type: none"> Design a poster displaying the Beatitudes. Creativity – 2 Content – 8 Total Points – 10 Complete a mini-project on Jesus' teachings on the following: love for enemies, judging others and false prophets. Structured without Stimulus Questions |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|---------|---|---|--|-----------|---|
| 14 - 15 | CHRISTMAS END OF TERM EXAMINATION Revision and Final Exam | <ol style="list-style-type: none"> 1. Examine the knowledge, comprehension and application skills of students as they relate to the topics covered. 2. Expose students' abilities to synthesize information and evaluate their responses. | Review Content Notes www.bahamas.lion1lms.com | 6 periods | <ul style="list-style-type: none"> • Short Answer questions on topics covered during the term. • Live worksheets on topics covered during the term • Christmas End of Term Examination |

PLEASE NOTE: During Week 13, BGCSE Religious Studies Coursework (1st Draft) is due to subject teacher.

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GRADE 11
TERM II - EASTER

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------------|---|--|---|------------------|--|
| 1 | REVISION OF CHRISTMAS END OF TERM EXAMINATION | <ol style="list-style-type: none"> 1. Review topics assessed in the Christmas End of Term Examination. 2. Complete responses for incorrect answers in the Christmas End of Term Examination. | Review Content Notes www.bahamas.1on1lms.com | 1 period | <ul style="list-style-type: none"> • Students will write answers for incorrect responses given in the Christmas End of Term Examination. |
| 1 | <p>Self-sacrifice and Service Feeding of the Five Thousand Matthew 14:13-21</p> <p>Jesus Predicts His Death Matthew 16:21-28</p> <p>The Would be Followers Matthew 8:19-22</p> | <ol style="list-style-type: none"> 1. Give an account of the miracle, “The Feeding of the Five Thousand”. 2. Relate how self-sacrifice and service are demonstrated in the miracle story, “The Feeding of the Five Thousand.” 3. Discuss THREE lessons that can be learnt from the miracle. 4. Discuss the importance of true commitment. 5. Outline the story of the would-be followers. 6. Explain what Jesus meant by, “Let the dead bury the dead”. 7. Discuss the importance of patience and endurance. | English Language Food and Nutrition Biology Mathematics e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> • Structured without Stimulus Questions • Judgement and Personal Response Essay Writing: “The work of Jesus requires self-sacrifice and service.” Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) • Quiz |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|---|-----------|---|
| 2 | <p style="text-align: center;">Suffering The Rich Man (Dives) and Lazarus Luke 16:19-31</p> | <ol style="list-style-type: none"> 1. Define the term, 'suffering'. 2. Explain THREE ways by which people can help those who are suffering. 3. Compare The Rich Man's lifestyle to that of Lazarus'. 4. Discuss TWO lessons that can be learnt from the Parable of the Rich Man and Lazarus. 5. Argue whether there is life after death. | <p style="text-align: center;">English Language Biology e-resources www.bahamas.ionlms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured and Stimulus Questions Judgement and Personal Response Essay Writing: "When we give to those who are in need, God blesses us". Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) |
| 2-3 | <p style="text-align: center;">Outcasts Jesus Heals a Leper Luke 5:12-16 Jesus and Zacchaeus Luke 19:1-10</p> | <ol style="list-style-type: none"> 1. Define the following terms: outcast, leper and discrimination. 2. List FOUR symptoms of leprosy. 3. Identify THREE persons who are considered to be outcasts in the Bahamian society. 4. Describe Jesus' encounter with the leper. 5. Discuss the importance of treating everyone fairly. 6. State THREE facts about Zacchaeus. 7. Explain why tax collectors were considered outcasts. 8. Describe Zacchaeus' encounter with Jesus. 9. Evaluate Zacchaeus' moral conscience. 10. Discuss how Christian should treat those who are considered to be outcasts. | <p style="text-align: center;">English Language Biology Mathematics e-resources www.bahamas.ionlms.com</p> | 3 periods | <ul style="list-style-type: none"> • Structured without Stimulus Questions • Judgement and Personal Response Essay Writing: "No matter who you are, God can use you". Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (7) • Journal Entry: Give an account of the miracle, "Jesus Heals the Leper" and "Jesus and Zacchaeus". (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|---|-----------|---|
| 3 | BGCSE Religious Studies Coursework Review | 1. Review BGCSE Religious Studies Coursework. | BGCSE Religious Studies Coursework Outline | 1 period | <ul style="list-style-type: none"> Review completed coursework questions |
| 4 | <p style="text-align: center;">Women</p> <p style="text-align: center;">The Anointing at Bethany Matthew 26:6-13</p> <p style="text-align: center;">The Woman with an Issue of Blood Luke 8:42-48</p> | <ol style="list-style-type: none"> Give an account of the Anointing at Bethany and the Woman with an Issue of Blood. Discuss the pivotal role women played in Jesus' ministry. Evaluate the role women play in the Bahamian society. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">History</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Research: Using the Microsoft Internet, research THREE (3) Bahamian women who have played a pivotal role in our society. Write about their contributions and provide pictures. (20) Structured without Stimulus Questions Quiz |
| 4-5 | <p style="text-align: center;">Self-sacrifice and Service, Suffering, Outcast and Women</p> <p style="text-align: center;">Revision and Unit Test</p> | <ol style="list-style-type: none"> Review topics covered in the unit: Self-sacrifice and Service, Suffering, Outcast and Women. Complete unit test on Self-sacrifice and Service, Suffering, Outcast and Women. | <p style="text-align: center;">Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Jeopardy etc. Review Questions Unit Test |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|--|-----------|--|
| 5 | <p align="center">The Organization of the Church</p> <p>The First Jewish Christians Acts 6:1-7</p> | <ol style="list-style-type: none"> 1. Explain the following terms: deacons and laying on of hands. 2. Outline the problem the Greek speaking Jewish (Hellenist) widows were experiencing in the Early Church. 3. Explain how the apostles were able to solve the problem the Greek speaking Jewish widows were experiencing. 4. Discuss the importance of designating Church roles among members. 5. Evaluate the significance of “laying on of hands” in the Christian Church. | <p align="center">English Language</p> <p align="center">Health and Family Life</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 1 period | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Cloze Passage • Letter Writing: Read Acts 6:1-7. Imagine you were one of the apostles of Jesus and was asked to assist with the daily distribution of goods to the widows. Explain why you are unable to complete the assigned task and suggest how they can receive assistance. Format – 3 Content - 7 Total Points - 10 |
| 5-6 | <p align="center">Community Life</p> <p>Life Among the Believers Acts 2:42-47; 4:32-37</p> <p>Ananias and Sapphira Acts 5:1-11</p> | <ol style="list-style-type: none"> 1. Define the term, ‘unity’. 2. Discuss the importance of having unity in Church and other organizations. 3. Compare the way the Early Christians lived to that of Christians today. 4. Assess the work of the Church in the Bahamian communities. | <p align="center">English Language</p> <p align="center">Health and Family Life</p> <p align="center">e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Design a poster board, displaying the work of churches in our community. Organization – 3 Creativity – 3 Content – 14 Total Points – 20 • Quiz |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|---|-----------|--|
| 6-7 | <p>Christian Persecution</p> <p>Coming Persecutions Matthew 10:16-39</p> <p>Stephen's Arrest and Death Acts 6:8-15; 5:55-60</p> | <ol style="list-style-type: none"> 1. Define the term, 'persecution'. 2. Outline FOUR persecutions Jesus warned His disciples against. 3. Describe the events that led to Stephen's Arrest and Death. 4. Discuss THREE ways Christians are persecuted today. | <p>English Language</p> <p>Civics</p> <p>e-resources www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Structured without Stimulus Questions • Judgement and Personal Response Essay Writing: "In order to become a Christian, one must face persecution." Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) • Research: Research how Christians are persecuted in The Bahamas. Do you think Christians should endure such persecution? Why or why not? Explain your answer. (20) |
| 7-8 | <p>The Missionary Work of the Church</p> <p>The Conversion of Saul Acts 9:1-31</p> <p>Paul is Called and Commissioned Acts 13:1-3</p> | <ol style="list-style-type: none"> 1. Define the term, 'commission'. 2. Discuss how Saul's conversion prepared him in spreading the Word of God to the Gentiles. 3. Explain how the Holy Spirit prepared Paul and Barnabas to become missionaries. 4. Assess the evangelical work of the Church. | <p>English Language</p> <p>Geography</p> <p>e-resources www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Structured without Stimulus Questions • Judgement and Personal Response Essay Writing: "Christians are not doing enough to win souls for Christ". Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) • Journal Entry: Describe the events that led to the conversion of Saul. (10) • Create a character sketch of the life and ministry of Saul. Creativity – 3 Content – 7 Total Points - 10 |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|--|-----------|--|
| 8 | <p>Organization of the Church, Community Life, Christian Persecution and Missionary Work of the Church</p> <p>Revision and Unit Test</p> | <ol style="list-style-type: none"> Review topics covered in the units: Organization of the Church, Community Life, Christian Persecution and Missionary Work of the Church. Complete test on the units: Organization of the Church, Community Life, Christian Persecution and Missionary Work of the Church. | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod etc. Review Questions Unit Test |
| 9-10 | <p>Making Moral Decisions</p> <p>Moral Languages and Ethical theories on concepts</p> <p>Rules</p> <p>The Ten Commandments Exodus 20:1-17</p> <p>Laws Leviticus 19:18</p> <p>Jesus Maintaining the Law Matthew 5:17-26</p> <p>Jesus on Judgement Matthew 7:1-6</p> <p>Paying Taxes Matthew 22:16-21</p> <p>The Greatest Commandment Mark 12:28-31</p> | <ol style="list-style-type: none"> Explain the following terms: morality, moral act, immoral act, amoral act, rules and laws. Discuss THREE examples of moral, immoral and amoral acts. Examine whether an action is considered to be moral or immoral. Differentiate free choice and determinism. Explain the various ethical theories and respond to various dilemmas. Discuss the importance of having rules and laws. Contrast temporal and eternal laws. Examine FOUR of the Ten Commandments. | <p>English Language</p> <p>Civics</p> <p>Economics</p> <p>e-resources www.bahamas.1on1lms.com</p> | 4 periods | <ul style="list-style-type: none"> Using various dilemmas, students will identify if certain actions are considered moral or immoral. Using various dilemmas, students will explain how the following theorists will respond: <ul style="list-style-type: none"> a. Utilitarian b. Egoist c. Hedonist d. Situation Ethicist Using a graphic organizer, display the Ten Commandments. Creativity – 5 Organization – 5 Content - 10 Total Points – 20 Discuss the importance of school rules. (10) Create a table contrasting temporal and eternal laws. (8) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|---|--|-----------|---|
| 10 | <p>Personal, Social and World Issues</p> <p>The Role of the Church in Life and Worship</p> | <ol style="list-style-type: none"> 1. Define the following terms: Church, denomination, worship, fellowship and relationship. 2. Outline the origin of the Christian Church. 3. Discuss the Church's role in worship, the family and the society. 4. Evaluate the role of the Church in creating good families. | <p>English Language</p> <p>e-resources www.bahamas.ion1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured Questions • Examine the role of the church in the midst of the COVID-19 pandemic. (20) • Design a poster board displaying the roles of the Church. Creativity – 3 Content – 7 Total Points - 10 |
| 11 | <p>Personal, Social and World Issues</p> <p>The Family:</p> <p>Types</p> <p>Its roles in society (Worship in the family and a Christian Life)</p> <p>Social Problems that affect Families</p> | <ol style="list-style-type: none"> 1. Define the following terms: 'family' and 'household'. 2. Identify THREE types of Bahamian family structures that are ordained by God. 3. Explain THREE roles of the family. 4. Discuss the importance of belonging to a family. 5. Examine the roles of family in worship and Christian life. 6. Describe THREE types of abuse. 7. Discuss FOUR social problems that affect Bahamian families. | <p>English Language</p> <p>Health and Family Life</p> <p>Civics</p> <p>GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) p. 52-54</p> <p>e-resources www.bahamas.ion1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Mini-project on FOUR types of Bahamian families. (20) • Structured with Stimulus Questions • Essay Writing: Discuss FOUR social problems that affect Bahamian families. (20) • Judgement and Personal Response Essay Writing: "Giving children a religious upbringing is the best start in life they could have." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------|--|---|---|-----------|---|
| 11-12 | <p>Personal, Social and World Issues</p> <p>Love and Friendship I Corinthians 13</p> <p>The Value of Individuals: self-regard and self-acceptance</p> | <ol style="list-style-type: none"> 1. Define the following terms: love, friendship, value of the individual and self-acceptance. 2. Describe the FOUR types of love. 3. Differentiate between love and lust. 4. Describe THREE characteristics of a friend. 5. Determine what God feels about each person's worth. | <p>Health and Family Life</p> <p>English Language</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Structured without Stimulus Questions • Quiz • Judgement and Personal Response Essay Writing: "Love covers a multitude of sin." Do you agree or disagree? Discuss your view fully and give an opposing view to show that you have thought about different points of view. (10) |
| 12 | <p>Personal, Social and World Issues</p> <p>Revision and Unit Test</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit "Personal, Social and World Issues". 2. Complete test on the unit: "Personal, Social and World Issues". | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Nearpod etc. • Review questions • Unit Test |

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RELIGIOUS STUDIES
GRADE 11
TERM III - SUMMER

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------------|---|--|---|------------------|---|
| 1-2 | <p style="text-align: center;">Marriage and Divorce Matthew 5:31-32</p> <p>The Teaching of the Marriage Ceremony</p> <p style="text-align: center;">Marriage After Divorce</p> <p>Divorce and the Christian Teaching and the Effects of Divorce on Society</p> | <ol style="list-style-type: none"> 1. Define the following terms: marriage, monogamy, polygamy, polyandry, divorce, legal separation and annulment. 2. Explain TWO main reasons why people marry. 3. Outline the legal requirements for marriage in The Bahamas. 4. Discuss the meaning of THREE symbols associated with the wedding ceremony. 5. Examine the Christian marriage vows. 6. Assess TWO denominational views on marriage and divorce. 7. Outline and discuss THREE reasons why some marriages end in divorce. 8. Explain FOUR grounds for divorce in The Bahamas. 9. Discuss THREE reasons how divorce affects the family and the society. 10. Examine the emotions experienced by those who go through the process of divorce. | <p style="text-align: center;">Health and Family Life</p> <p>GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) pp. 48 – 49</p> <p style="text-align: center;">e-resources www.bahamas.lonlms.com</p> | 6 periods | <ul style="list-style-type: none"> • Describe the events that take place in a Christian marriage ceremony. (10) • Research: Research the following: <ol style="list-style-type: none"> a. Requirements for marriage in The Bahamas b. The grounds for divorce in The Bahamas (10) • Judgement and Personal Response Essay Writing: “A religious wedding ceremony helps to make a marriage work.” Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) • Structured with Stimulus Questions |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|---|-----------|---|
| 3 | Sexuality – The Roles of Men and Women | 1. Define the following terms: sexuality and permissive society. 2. Differentiate pre-marital and extra-marital relationships. 3. Describe THREE pressures young people face with regards to sexuality. 4. Discuss TWO consequences of having sex outside of marriage. 5. Outline THREE biblical teachings on the roles of men and women. 6. Assess the roles of men and women in the home, church and workforce. | English Language Health and Family Life e-resources www.bahamas.lon1lms.com | 2 periods | <ul style="list-style-type: none"> • Structured questions • Live worksheets • Interactive games: Kahoot, Nearpods etc. |
| 3-4 | Relationship and Forgiveness I John 1:9 | 1. Define the following terms: sin, forgive, confess, relationship, and righteous. 2. Discuss what is meant by the phrase, “We must confess our sins to God”. 3. Outline THREE (3) reasons why we should confess our sins to God. 4. Examine the importance of forgiveness in relationships. | English Language Health and Family Life e-resources www.bahamas.lon1lms.com | 2 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Speech Writing: Write a speech explaining the importance of forgiveness in a relationship. (20) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|--|-----------|---|
| 4-5 | <p>Caring for Relatives Mark 10:2-12</p> <p>The Elderly (Aged)</p> <p>The Terminally Ill (Cancer)</p> <p>The Physically and Mentally Handicapped and the Disabled</p> <p>Drugs and AIDS Victims</p> | <ol style="list-style-type: none"> 1. Define the term, 'compassion'. 2. Discuss THREE ways family members can take care of those who are physically and mentally challenged (the elderly, terminally ill, disabled drug addicts and HIV/AIDS victims). 3. Explain TWO reasons why people suffering from incurable diseases such as cancer and AIDS need moral support. 4. Assess the work of the Church in assisting those who are physically and mentally challenged. | <p>English Language</p> <p>Health and Family Life</p> <p>Biology</p> <p>GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) p. 55</p> <p>e-resources www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Structured and Stimulus Questions • Create a flyer outlining FOUR ways we can assist those who are physically and mentally challenged. <p>Creativity – 3 Content – 7 Total Points - 10</p> |
| 5 | <p>Marriage and Divorce, Sexuality, Relationship and Forgiveness and Caring for Relatives</p> <p>Revision and Unit Test</p> | <ol style="list-style-type: none"> 1. Review topics covered in the units: Marriage and Divorce, Sexuality, Relationship and Forgiveness and Caring for Relatives. 2. Complete test on the units: Marriage and Divorce, Sexuality, Relationship and Forgiveness and Caring for Relatives. | <p>Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Jeopardy etc. • Review questions • Unit Test |
| 6 | <p>The Sanctity of Life</p> <p>Creation of Humanity - Genesis 1:26-27</p> <p>Known Before Birth - Jeremiah 1:5</p> <p>Created by God - Psalm 139:13</p> <p>The Body is a Temple I Corinthians 3:16-17</p> | <ol style="list-style-type: none"> 1. Define the term, 'sanctity of life'. 2. Explain the term, 'quality of life'. 3. Discuss the meaning of scriptures that support the sacredness of life. | <p>English Language</p> <p>Health and Family Life</p> <p>e-resources www.bahamas.1on1lms.com</p> <p>Good News Version Bible</p> | 1 period | <ul style="list-style-type: none"> • Explain scriptures that support the sacredness of life. • Judgement and Personal Response Essay Writing: "Life is sacred and should be preserved at all cost." Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|---|---|-----------|---|
| 6 | The Sanctity of Life Baptism | <ol style="list-style-type: none"> 1. Explain the significance of baptism in the Christian Church. 2. Relate the sacrament of baptism to the sacredness of life. 3. Examine THREE ways in which Christian denominations perform baptism. | <p>English Language</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “Christians are considered holy through the sacrament of baptism.” Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) • Structured with Stimulus Questions |
| 7 | The Sanctity of Life Birth Control | <ol style="list-style-type: none"> 1. Define the term, ‘birth control’. 2. List THREE reasons why people use birth control methods. 3. Contrast artificial and natural birth control methods. 4. Describe THREE examples of birth control. 5. Discuss the Christian Church views on birth control methods or contraceptives. | <p>Health and Family Life</p> <p>English Language</p> <p>Biology</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Matching Exercise • Structured with Stimulus Questions • Design a poster, depicting examples of natural and artificial birth control methods. Creativity 5 Organization – 3 Content – 12 Total Points - 20 |
| 7-8 | The Sanctity of Life Abortion | <ol style="list-style-type: none"> 1. Define the term ‘abortion.’ 2. Outline THREE biblical teachings which oppose abortion. 3. Explain FOUR reasons why some people might agree with the issue of abortion. 4. Argue whether abortion is considered a moral or immoral act. | <p>English Language</p> <p>Biology</p> <p>GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) pp. 30-31; 36-37</p> <p>e-resources www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: “Life is sacred and should be preserved at all costs.” Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) • Structured and Stimulus questions • Create a table to depict four arguments for and against abortion. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|---|-----------|--|
| 8-9 | <p align="center">The Sanctity of Life Introduction to the Sanctity of Life, Baptism, Birth Control and Abortion</p> <p align="center">Revision and Unit Test A</p> | <ol style="list-style-type: none"> Review topics covered in the unit: Introduction to the Sanctity of Life, Baptism, Birth Control and Abortion. Complete test on the following topics covered in the unit: Introduction to the Sanctity of Life, Baptism, Birth Control and Abortion. | <p align="center">Review Content Notes www.bahamas.lonlms.com</p> | 4 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod, Jeopardy etc. Review questions Unit Test |
| 9-10 | <p align="center">SUMMER END OF TERM EXAMINATION</p> <p align="center">Revision and Final Exam</p> | <ol style="list-style-type: none"> Examine the knowledge, comprehension and application skills of students as they relate to the topics covered. Expose students' abilities to synthesize information and evaluate their responses. | <p align="center">Review Content Notes www.bahamas.lonlms.com</p> | 4 periods | <ul style="list-style-type: none"> Structured Questions on topics covered during the term. Live worksheets on topics covered during the term Summer End of Term Examination |

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RELIGIOUS STUDIES
GRADE 12
TERM I – CHRISTMAS

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|----------------------------------|--|---|-----------|--|
| 1 | STUDENTS’ ORIENTATION | <ol style="list-style-type: none"> 1. Discuss students’ expectations for the new academic year 2023-2024. 2. Review the various skills taught in Religious Studies (e.g. moral reasoning, empathy etc.). 3. Review the various steps in answering Judgement and Personal Response (JPR) essays. | <p>Please distribute the following items:</p> <ul style="list-style-type: none"> • BGCSE Syllabus – BGCSE topics to cover during academic year • Procedures for Writing Judgement and Personal Response Essay • Examination Clue Terms • Sample BGCSE Religious Studies Examination scripts | 3 periods | <ul style="list-style-type: none"> • Using past BGCSE Religious Studies Examinations, ask students to complete questions. |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|--|-----------|---|
| 2 | <p align="center">BGCSE Religious Studies Coursework Review</p> | <ol style="list-style-type: none"> Outline the THREE assessment domains for BGCSE Religious Studies – Knowledge with Understanding, Judgement and Personal Response and Investigation. Discuss how to complete the following component of the BGCSE Religious Studies Coursework: Cover Sheet, Table of Contents, Introduction, Conclusion, Appendix and References. Review coursework outline for Knowledge with Understanding Questions. | <p align="center">English Language BGCSE Religious Studies Coursework Outline and Booklet</p> | 3 periods | <ul style="list-style-type: none"> Knowledge with Understanding Coursework Questions Completed |
| 3-5 | <p align="center">Gateway to a Better Life Back to Basics</p> <ul style="list-style-type: none"> Teacher will teach topics that he or she was unable to teach during last academic year 2022-2023. Please see previous National Pacing Guide. If topics were completed, teacher will review last unit of Term III, Grade 11. | <ol style="list-style-type: none"> Complete topics that were not taught in Term III of Grade 11. Review final unit of topics taught in Grade 11 of Term III. | <p align="center">See e-resources www.bahamas.1on1lms.com</p> | 9 periods | <ul style="list-style-type: none"> Pre-test Interactive games: Nearpod, Kahoot etc. Structured with Stimulus Questions |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|--|-----------|---|
| 6 | The Sanctity of Life Genetic Engineering | <ol style="list-style-type: none"> 1. Define the term, 'genetic engineering.' 2. Explain the following terms: artificial insemination and cloning. 3. Discuss THREE advantages and disadvantages of genetic engineering. 4. Argue whether man has the right to tamper with God's creation. | English Language Biology e-resources www.bahamas.1on1lms.com | 3 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Judgement and Personal Response Essay Writing: "Human beings have no rights to tamper with God's creation". Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) |
| 7 | The Sanctity of Life Suicide | <ol style="list-style-type: none"> 1. Explain the term, 'suicide.' 2. List FOUR reasons why people commit suicide. 3. Outline THREE biblical teachings which oppose suicide. 4. Discuss how suicide impacts the family and friends. | English Language Health and Family Life Biology e-resources www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: "No matter what situation one might experience, he/she can cope with it." Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (7) • Structured Questions |
| 7-8 | The Sanctity of Life Euthanasia Life Support Machines | <ol style="list-style-type: none"> 1. Define the term, 'euthanasia.' 2. Describe FOUR types of euthanasia. 3. Outline THREE biblical teachings which oppose euthanasia. 4. Explain the purpose of life support machines. 5. Assess the work of an agency or institution which cares for the terminally ill. | English Language Biology GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) pp. 32-35 e-resources www.bahamas.1on1lms.com | 3 periods | <ul style="list-style-type: none"> • Judgement and Personal Response Essay Writing: "People who are suffering should not be allowed to take their own life." Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) • Create a table to depict FOUR arguments for and against euthanasia. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|---|-----------|---|
| 8-9 | <p style="text-align: center;">The Sanctity of Life</p> <p style="text-align: center;">Funeral Rites</p> <p style="text-align: center;">Life after Death</p> | <ol style="list-style-type: none"> 1. Define the following terms: funeral, funeral rites and purgatory. 2. Describe FOUR funeral rites in The Bahamas. 3. Outline biblical teachings on life after death. 4. Discuss the Roman Catholic's belief on life after death. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Civics</p> <p style="text-align: center;">GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) pp. 24-29</p> <p style="text-align: center;">e-resources www.bahamas.ion1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Mini-project on FOUR funeral rites in The Bahamas. (20) • Essay Writing: Write an essay explaining the Christians' beliefs on life after death. (10) |
| 9-10 | <p style="text-align: center;">BGCSE Religious Studies Coursework Review</p> | <ol style="list-style-type: none"> 1. Review Judgement and Personal Response Coursework Questions. | <p style="text-align: center;">BGCSE Religious Studies Coursework Outline and Booklet</p> | 2 periods | <ul style="list-style-type: none"> • Judgement and Personal Response (JPR) Coursework Questions completed |
| 10 | <p style="text-align: center;">The Sanctity of Life</p> <p style="text-align: center;">Genetic Engineering, Suicide, Euthanasia, Life Support Machines, Funeral Rites and Life after Death</p> <p style="text-align: center;">Revision and Unit Test B</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit: Genetic Engineering, Suicide, Euthanasia, Life Support Machines, Funeral Rites and Life after Death. 2. Complete test on the topics covered in the unit: Genetic Engineering, Suicide, Euthanasia, Life Support Machines, Funeral Rites and Life after Death. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Review Content Notes www.bahamas.ion1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Kahoot, Jeopardy, etc. • Review Questions • Unit Test |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|--|-----------|---|
| 11 | <p style="text-align: center;">Peace and Justice</p> <p>Introduction to Peace and Justice</p> <p>Treatment of Other People Deut. 24:14-22/Matt. 5; 6</p> <p>Cheating on the Poor Amos 5:10-15; Amos 8:4-6</p> <p>Who is my neighbor? Luke 10:25-37</p> <p>Resist evil and Discrimination Colossians 3:5-11</p> <p>The Parable of the Sheep and Goats Matthew 25:31-46 Favouritism – James 2:1-9</p> | <ol style="list-style-type: none"> 1. Explain biblical teachings on the treatment of others, resisting evil and discrimination and favouritism. 2. Evaluate how justice is demonstrated in the Parable of the Sheep and Goats. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Civics</p> <p style="text-align: center;">www.biblegateway.com</p> <p style="text-align: center;">Good News Version Bible</p> | 3 periods | <ul style="list-style-type: none"> • Read scriptures outlined in the unit “Peace and Justice”. Create a table with the following column headings: Scripture Heading, Reference/s and Explanation. (20) • Quiz • Structured Questions based on the scriptures |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|---------|---|--|--|-----------|--|
| 12-14 | <p style="text-align: center;">Issues concerning:</p> <p style="text-align: center;">Race</p> <p style="text-align: center;">Religion</p> <p style="text-align: center;">Gender (sexism)</p> <p style="text-align: center;">Disabilities</p> | <ol style="list-style-type: none"> 1. Define the following terms: racism, racial harmony and sexism. 2. Describe FOUR problems that rise from racism. 3. Outline TWO biblical teachings which oppose racism. 4. Give an account of a parable which opposes discrimination. 5. Assess the work of TWO national and international leaders who fought for equality among races. 6. Discuss the society's changing attitude towards women. 7. Assess the work of the Women Suffrage Movement for the rights of women to vote in The Bahamas. 8. Discuss how Christians should treat those who suffer from disabilities. 9. Argue whether or not God treats all human beings on the same basis. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">History</p> <p style="text-align: center;">GCSE Religious Studies for Edexcel: Religion and Life with Christianity (Unit B) pp. 32-35</p> <p style="text-align: center;">e-resources www.bahamas.ion1lms.com</p> | 7 periods | <ul style="list-style-type: none"> • Design a poster depicting THREE Bahamians who fought for equality in The Bahamas in the 1950's and 1960's. Creativity – 3 Organization – 5 Content – 12 Total Points – 20 • Structured without Stimulus Questions • Create a collage of THREE (3) pictures that depict how women are discriminated in our society today. Briefly describe how women are discriminated. Creativity – 5 Organization – 3 Content – 12 • Total Points - 20 |
| 14 - 15 | <p style="text-align: center;">CHRISTMAS END OF TERM EXAMINATION</p> <p style="text-align: center;">Revision and Final Exam</p> | <ol style="list-style-type: none"> 1. Examine the knowledge, comprehension and application skills of students as they relate to the topics covered. 2. Expose students' abilities to synthesize information and evaluate their responses. | <p style="text-align: center;">Review Content Notes www.bahamas.ion1lms.com</p> | 5 periods | <ul style="list-style-type: none"> • Structured Questions on topics covered during the term. • Live worksheets on topics covered during the term • Christmas End of Term Examination |

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GRADE 12
TERM II - EASTER

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------------|--|--|--|------------------|---|
| 1 | REVISION OF CHRISTMAS END OF TERM EXAMINATION | <ol style="list-style-type: none"> 1. Review topics assessed in the Christmas End of Term Examination. 2. Complete responses for incorrect answers in the Christmas End of Term Examination. | Review Content Notes www.bahamas.1on1lms.com | 2 periods | <ul style="list-style-type: none"> • Students will write answers for incorrect responses given in the Christmas End of Term Examination. |
| 1-2 | BGCSE Religious Studies Coursework Review | <ol style="list-style-type: none"> 1. Review steps for answering Investigation Coursework Question/s. | BGCSE Religious Studies Coursework Outline and Booklet | 2 periods | <ul style="list-style-type: none"> • Investigation Coursework Question/s Completed |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|---|---|-----------|--|
| 2-3 | <p style="text-align: center;">Peace and Justice cont'd</p> <p style="text-align: center;">Fasting and Human Rights Isaiah 58:6-10</p> <p style="text-align: center;">A Time of Peace Micah 4:1-4</p> <p style="text-align: center;">Living and Dying by the Sword Matthew 26:47-52</p> <p style="text-align: center;">Live at Peace Romans 12:17-21</p> | <ol style="list-style-type: none"> 1. Define the following terms: peace and justice. 2. Outline biblical teachings on peace, fasting and human rights. 3. Discuss the importance of having peace in our homes, schools and the society. 4. Explain how justice can be demonstrated in our daily lives. 5. Examine the effects the absence of peace has on our society. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Civics</p> <p style="text-align: center;">www.biblegateway.com</p> <p style="text-align: center;">Good News Version Bible</p> | 3 periods | <ul style="list-style-type: none"> • Read scriptures outlined in the unit “Peace and Justice”. Create a table with the following column headings: Scripture Heading, Reference/s and Explanation. (12) • Create a poster to depict THREE ways we can promote peace on our school campuses. Creativity – 5 Organization – 3 Content – 12 Total Points - 20 • Speech Writing: Write a speech on the topic, “What the world needs is love and peace”. (10) • Judgement and Personal Response Essay Writing: “Christians are obligated to live at peace with all men”. Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|---|-----------|---|
| 3-5 | <p style="text-align: center;">Peace and Justice cont'd</p> <p style="text-align: center;">Just War</p> <p style="text-align: center;">Pacifism</p> <p style="text-align: center;">Violent and Non-violent Protest</p> <p style="text-align: center;">Human Rights (United Nations)</p> <p style="text-align: center;">Prisoners of Conscience</p> | <ol style="list-style-type: none"> 1. Define the following terms: war, pacifism, human rights and prisoners of conscience. 2. Explain THREE causes of war. 3. Distinguish between a holy war and just war. 4. List FOUR conditions of just war. 5. Differentiate violent and non-violent protests. 6. Give THREE examples of human rights. 7. Discuss TWO purposes of the United Nations. 8. Explain TWO of the principles by which the United Nations operates. 9. Assess the work of Amnesty International. 10. Evaluate the Christian attitude toward war and the use of violence. | <p style="text-align: center;">English Language</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Civics</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">e-resources www.bahamas.1on1lms.com</p> | 6 periods | <ul style="list-style-type: none"> • Structured Questions • Judgement and Personal Response Essay Writing: “We have no rights to fight, allow the LORD to fight our battles.” Do you agree or disagree? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) • Create a flyer entitled: “We have Rights”. Indicate at least SIX human rights. Creativity – 4 Content – 6 Total Points - 10 |
| 5 | <p style="text-align: center;">Peace and Justice</p> <p style="text-align: center;">Revision and Unit Test</p> | <ol style="list-style-type: none"> 1. Review topics covered in the unit, “Peace and Justice”. 2. Complete test on the unit, “Peace and Justice”. | <p style="text-align: center;">Review Content Notes www.bahamas.1on1lms.com</p> | 2 periods | <ul style="list-style-type: none"> • Interactive Games: Nearpod, Kahoot, Jeopardy etc. • Review questions • Unit Test |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|---|--|---|-----------|---|
| 6-7 | <p>Problems Facing the World</p> <p>Stewardship</p> <p>Ecology and the Environment</p> <p>Stewardship - Genesis 1:26-31</p> <p>The Glory of Creation – Psalm 19:1-10</p> | <ol style="list-style-type: none"> 1. Define the following terms: stewardship, pollution, conservation and deforestation. 2. Explain what is meant by, “We are the stewards of the earth.” 3. Outline the instructions God gave man after He created the world. 4. Discuss biblical teachings on being good stewards of the earth. 5. Describe the glory of God’s creation according to Psalm 19. 6. Differentiate renewable and non-renewable resources. 7. Describe THREE types of pollution. 8. Discuss TWO ways we can conserve our natural resources. | <p>English Language</p> <p>Geography</p> <p>Biology</p> <p>Agricultural Science</p> <p>e-resources www.bahamas.1on1lms.com</p> | 6 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Judgement and Personal Response Essay Writing: “We must take care of God’s property; everything belongs to Him.” Do you agree or disagree with this statement? Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10) • Create a collage of six (6) pictures, depicting Bahamian natural resources. Write brief description of them. Creativity – 4 Organization – 4 Content – 12 Total Points - 20 |
| 8 | <p>Problems Facing the World</p> <p>Poverty: Hunger and Disease</p> <p>Distribution of Food and Resources</p> | <ol style="list-style-type: none"> 1. Define the term, ‘poverty’. 2. List THREE human basic needs. 3. Explain THREE causes of world poverty. 4. Discuss biblical teachings on how we should treat those who suffer from hunger and disease. 5. Assess the work of a Christian organization which helps to alleviate poverty. | <p>English Language</p> <p>Agricultural Science</p> <p>e-resources www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> • Structured with Stimulus Questions • Speech Writing: Write a speech on THREE ways we can fight world hunger. (10) |

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|-------|---|---|---|-----------|--|
| 9 | <p align="center">Problems Facing the World</p> <p align="center">Revision and Unit Test</p> | <ol style="list-style-type: none"> Review topics covered in the unit, “Problems Facing the World”. Complete test on the unit, “Problems Facing the World.” | <p align="center">Review Content Notes www.bahamas.1on1lms.com</p> | 3 periods | <ul style="list-style-type: none"> Interactive Games: Kahoot, Nearpod, Jeopardy etc. Review questions Unit Test |
| 10-12 | <p align="center">REVISION FOR BGCSE RELIGIOUS STUDIES EXAMINATION</p> | <ol style="list-style-type: none"> Examine the knowledge, comprehension and application skills of students as they relate to the topics covered in Grades 10-11. Expose students’ abilities to synthesize information and evaluate their responses. | <p align="center">Review Content Notes www.bahamas.1on1lms.com</p> | 9 periods | <ul style="list-style-type: none"> Complete responses for BGCSE Religious Studies practice questions |

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING
NATIONAL PACING GUIDE
RELIGIOUS STUDIES
GRADE 12
TERM III - SUMMER

| WEEK | TOPIC/CONCEPT | OBJECTIVES At the end of the lesson, students will be able to: | CURRICULUM LINK | TIME SPAN | ASSESSMENT |
|------|--|--|--|------------|---|
| 1-4 | REVISION FOR BGCSE AND SUMMER END OF TERM EXAMINATIONS Cont'd | <ol style="list-style-type: none"> 1. Examine the knowledge, comprehension and application skills of students as it relates to the topics covered in grades 10-11. 2. Expose students' abilities to synthesize information and evaluate their responses. | <p style="text-align: center;">Review Content Notes www.bahamas.ion1lms.com</p> <p style="text-align: center;">Past BGCSE Religious Studies Examination scripts</p> | 12 periods | <ul style="list-style-type: none"> • Complete responses for BGCSE Religious Studies practice questions • Complete Religious Studies Summer End of Term Examination • Complete BGCSE Religious Studies Examinations |

Weeks 5-11: Please note that students (candidates) are engaged in writing internal and external examinations. In preparation for the internal examination, they are expected to study topics that were covered during Terms II and III of their final year. For the BGCSE examination, the candidates are expected to study **ALL** topics outlined in the National Pacing Guide/BGCSE Syllabus. Special emphasis is placed on mastering the Judgement and Personal Response (JPR) Essay Writing Skill.

APPENDIX

26 WAYS TO PREPARE STUDENTS FOR INTERNAL AND EXTERNAL EXAMINATIONS

Ruth E. Pennerman
20th January 2020

Here are some awesome ideas that have been proven to be effective when preparing students for examinations:

1. Provide a copy of the **course outline or syllabus** for each candidate (Grades 10 -12). You can email the electronic copy or post it in your class' Microsoft Teams group.
2. **Teach examination strategies** – (examination cue words, marks allocation, **TWO** part questions etc.)
3. Provide students with a list of **examination cue words** and their meanings (e.g. explain, contrast, compare etc.)
4. **Word of the Week** - Provide definitions from content and examination cue words, give examples or illustration.
5. When assessing students, use examination type questions i.e. Structured with Stimulus and Structured without Stimulus Questions.
6. **Give feedback/corrections for Unit Tests and Quizzes**
7. **Review BGCSE Examinations type questions** - Provide a booklet or handouts of examination type questions for students/candidates to review. Encourage them to review the questions frequently.
8. **Conduct Examination Workshops/Seminars in the Content Area** - Combine classes and prepare exciting examination strategies workshop/s. Invite speaker/s or use the strength of the teachers in the department.
9. **Time Management** – Give students assignments and time them. Sometimes they fail the exam because they are unable to complete the questions during the allotted time. Practices help students to manage time.
10. **Newsletters with examination tips and techniques**
11. **Countdown chart for Examinations** - (Students need to know the date for examination/s and the amount of time for preparation. Constantly remind them of the examination dates).

12. **Journal entries** – Reflect on content covered in previous classes and subject related information
13. Create a subject **specific study tips** pamphlet
14. Teach students how to create a **consistent study timetable** for subject specific.
15. **Review study techniques** (memorization: acronyms, chunking etc.)
16. Encourage students to **accentuate/highlight important information in note and personal textbooks.**
17. **Multiple intelligences study tips** – Show the students ways to study based on their learning modalities or multiple intelligences.
18. Teach students how to **create a study guide:** questions and answers booklet or index cards with questions on one side and the answers on the other side of the card.
19. Show students how to **create a consistent study group.** Organize day/s and time/s when the group will meet.
20. **One-on-One conferencing** with students for weaknesses in subject areas
21. **Connect with parents of students** and remind them of important information (e.g. dates and deadlines)
22. **Construct an email address for your department** and forward to your students, examination reminders, subject content notes, review sheets etc.
23. Promote students in your classes through **intrinsic and extrinsic motivation.** Let them know when they are doing well, “Excellent job!” Reward them with token. Post their names on the white-board or a bulletin display board “Hall/Wall of Fame”.
24. **Morning and or Afternoon Classes** – Play it safe! You might want to use the virtual platform for this strategy.
25. Teach students/candidates how to **complete BGCSE Coursework** by using various strategies such as model type questions, constructing surveys, diary of visits at the various institutions/agencies, one-on-one sessions, help centres etc. Encourage them to submit them in a timely fashion.
26. **Share the successes of the department: Brag time** – Share with the school body the number or percentage of candidates who have achieved grades A-C in the internal and BGCSE Examinations. Also, highlight former 11th graders who achieved A-C in the examinations.

UNDERSTANDING EXAM CUE WORDS AND TERMS

Many candidates do poorly on their examinations because they do not respond to the questions correctly. When taking tests and exams, it is important to recognize specific key words in the question, and to be able to understand exactly what information that word is asking for. Individual terms require a particular type of response. Circle the key direction word before beginning to write to help you determine and stay focused on the purpose of the question.

EXAMINATION TIP: WORD OF THE WEEK - You can use **ONE** term per week and attach sample question/s with points allocation and response/s. (Use Cue words that related to your subject content/examination structure).

- **Assess/Evaluate** – Examine different aspects of a topic carefully. Include opinion and judgment supported with facts.
- **Analyze** – Carefully examine the parts of a subject/topic to determine the significance of the whole.
- **Argue** – Build a convincing case for your point of view. Use persuasion, logic, reasoning, facts, and statistics.
- **Compare** - Look for qualities or characteristics that resemble each other. **Emphasize similarities and differences**
- **Contrast** – Focus on the differences between objects or concepts.
- **Define** – Discuss the meaning, characteristics, and qualities that separate an object or concept from all others.
- **Describe** – Use sensory information to illustrate a person, place, or thing.
- **Differentiate/Distinguish** - Point out the peculiarities that enable the reader to tell two or more things apart. These things are usually in the same category. Otherwise, if in different categories, the words compare and contrast would be used.
- **Discuss** - Use multiple modes such as definition, description, examples, and evaluations to thoroughly cover the topic.
- **Explain** – Make understandable by detailing background information, reasons, examples, processes, etc.
- **List** – Organize the factual material item by item until the topic is thoroughly covered.

- **Outline** – Cover a topic by moving from a general idea into its specifics. Provide the main ideas and supporting details briefly in logical order.
- **Relate** – Demonstrate how separate ideas, concepts, time periods, people, principles, etc. are connected.
- **Review** – Cover the important main ideas of a topic.
- **Summarize or Give an account of** – Briefly restate the main ideas of a larger work. Be concise. Eliminate supporting details.
- **State** – To fully and clearly describe the main points in precise terms. Omit any details or examples.

MEMORIZATION TECHNIQUES

www.memorizationtips.com



Learning a new skill, language or even trying to remember a grocery list does not have to be difficult when you use these tips and techniques that are used to commit something to memory. Easily committing terms to memory can be achieved, if only you are using the proper techniques to learn terms and other aspects of lists and information. Here are some of the most popular memorization techniques that can be used when trying to commit anything to memory.

1. Create an acronym for the list

Associating a list or a concept with a certain word that can be used as an acronym to remember the terms which must be recalled is an effective way to commit something to memory. Chances are that once you have associated a certain word with the list to be memorized; you will be able to recall this list for years to come.

2. Sing it

As silly as this may sound, signing something that you have to remember is an essential way to learn a set of words, phone numbers and even a grocery list. The song can be silly and funny – as the sillier and funnier the song, the more likely that you are going to remember it.

3. Practice, Practice and Practice some more

This is one of the oldest techniques of memorization which will include practice and repetition to remember the items which are on the list or the concepts which are an effective way to commit these terms to memory. If you are able to spend up to fifteen minutes practicing these items, saying them aloud and reading over the items it can be simple to remember the items in the case that they need to be recalled.

4. Remember by Using flash cards

Flash cards are an effective way to learn a large amount of information in a short period of time. Flash cards can be used to learn complex concepts by developing words which are associated with the concepts. Flash cards are also known to improve the memory and learn concepts as they can be used to learn terms which are associated with learning a new language, or learning something new in class. Flash cards are cheap and effective and can be used whenever you have five minutes to learn. Studies have shown that the majority of students use this method to learn information for classes.

5. Creating sentences with the terms

Create sentences with the terms that are required to commit to memory with new words, using the first letter of each word. This way, when you are trying to remember a list of terms, the sentence can be used to remember all of the terms and easily recall what can be remembered.

6. Chunking

Chunking is used most often to remember long term groups of numbers. This way, the memorizer can remember from five to eight numbers at one time, which can be completed in three to four sets of a longer number which must be recalled through the memory.

7. Use Patterns to remember sets of words or numbers

Are there any patterns within the words that are being memorized? Finding these patterns can help to remember more, as well as help to associated words with another. This way, rather than focusing on remembering one word – the person trying to remember can make use of remembering one word, rather than remember three to four words. The first word can jog the memory and remind the person trying to remember the other three terms which are associated with the first.

Using these tips, it can be simple to recall everything that you need to. Finding the right method for you can enable you to determine which methods work best for your learning style. Whether you are a visual learner and auditory learner or a tactile learner – there are memory techniques which have been developed for you. One of the best apart about these techniques is they can be adapted for each learning style, so it doesn't matter which type of learner that you are.

To make learning more exciting, let's share these ideas with our students!

MASTERING JUDGEMENT AND PERSONAL RESPONSE (JPR) WRITING SKILL (BGCSE)

Ruth E. Pennerman
7th February 2020

In the Bahamas General Certificate of Secondary Education (BGCSE) Religious Studies Examination, candidates are required to write answers for Judgement and Personal Response (JPR) questions. These questions are usually written in statement form. Candidates **MUST** agree and disagree on the given statement and formulate a conclusion. In both Papers I and II, there are **TWO (2)** sections. In Section I of both papers, there are **TWO (2) JPR** questions, each worth **seven (7) points**, a total of **fourteen (14) points**. In Section II of each paper, there are also **TWO (2) JPR** questions, each worth **TEN (10) points**, a total of **twenty (20) points**. In Paper 3, a total of **twenty (20) points** are allocated to JPR writing skill. Sometimes, the skill requires candidates to give suggestions on a particular topic or issue.

In order to perform exceptionally well in the examination, you must be able to master the JPR writing skill. Here are a few guidelines or steps on how you can effectively write your responses to JPR questions that require the three components:

SECTION II - JPR STATEMENT:

“All men are considered equal.”

Do you agree or disagree?

Discuss your views fully and give an opposing view to show that you have thought about different points of view. (10)

COMPONENT 1: GIVE A STAND

1. In brainstorming your ideas, choose your stand based upon the amount of reasons you gathered for agreement or disagreement. For example, if you formulate more reasons to agree rather than disagree, begin your stand by agreeing with the given statement.
2. Read the given statement carefully to make sure that you understand what is required. Majority of your points are allocated to your stand. **IT IS HEAVY WEIGHTED!** In a 7-point JPR question, it is worth 4 points and a 10-point JPR question, 6 points.

EXAMPLE: *“I agree that all men should be considered equal because God makes no difference between race, religion or class.”*

3. For a **7-point JPR question**, you will need **three (3) reasons for your stand** and a **10-point JPR question, four (4) reasons** are required. Remember to support your reasons with real life or biblical stories.

4. Begin your reasons by using transitional or linking words such as, “First”, “Second” or “Third”. For new thoughts or ideas, please do not forget to indent your paragraphs.
5. In using real life stories, remember to use the ideas that support the reasons. Use an anecdote (short story) rather than wasting time writing a long narrative.

REAL LIFE STORY: *In various denominations such as the Baptist, Anglicans, Assemblies of God, there is no discrimination in leadership positions. Both men and women are chosen as pastors or spiritual leaders.*

6. When using a biblical story, indicate the part of the story that supports the given statement. Remember, a JPR statement is constructed based on the story or topic tested. There must be a part of the story or topic that agrees or disagrees with the given statement.

BIBLICAL EXAMPLE: *“In Acts 10, a Jew by the name of Peter was used by God to bring a message of equality to a Roman centurion named Cornelius and a group of Gentiles. The message spoke about how God treats all men on the same basis. As a result, they believed the message, received the Holy Spirit by speaking in tongues and were baptized.”*

7. Make sure your paragraphs are well organized. If you begin your essay by agreeing with the given statement (stand), **discuss ALL the reasons why you agree followed by the reasons why you disagree or oppose the statement/issue** or vice versa. **Do not go back to your stand once you have given your opposing view. Organization is key!**

COMPONENT 2: GIVE AN OPPOSING VIEW

8. In your opposing viewpoint, indicate why others might differ or disagree with your stand. Begin your opposing viewpoint with the transitional words, “On the other hand, (state your first reason as to why you oppose the given statement)”.
9. For the **7-point JPR question**, you are required to **give one reason** as to why others might differ with your stand.
10. Much is required for the **10-point JPR question**. You are expected to **give at least TWO (2) reasons** why others might differ with your stand.
11. Remember, these reasons must be supported by explanation, whether it is a real life or biblical story.

REAL LIFE EXAMPLE: *On the other hand, all men are not considered equal because on the workforce, employees are treated differently. For example, police officers are placed in various ranks and are given special privileges than other officers. They are superior and junior officers are required to salute them.*

COMPONENT 3: FORMULATE A CONCLUSION

12. The conclusion sums up your overall viewpoint of the given statement. Begin your statement by using a linking or transitional word/phrase such as, “Conclusively” or “In conclusion.”

EXAMPLE: *“Conclusively, I agree that all men are considered equal because we are all created in the image and likeness of God”.*

SPECIAL NOTE: A candidate should spend no more than **ten (10) minutes writing the responses for a 7-point JPR question** and **fifteen (15) minutes for a 10-point JPR question**.

14 WAYS TO IMPROVE STUDENTS' JPR WRITING SKILLS

By: Ruth E. Pennerman

7th February 2020

1. Teach students how to effectively write a JPR essay by using a model. Essays from different levels (high, middle and low scores) must be shown so that students can see what is expected of them.
2. To generate responses for the essay, encourage students to brainstorm their ideas. What does the **Bible** say about this issue or given statement? Does it agree or disagree with the statement? What is **the church's belief** on the given issue or statement? Is it agreeing or disagreeing on the issue or statement? What **are people's** (neighbor, family members, friends etc.) **opinions** (agreement or disagreement) on the issue or given statement? What is **your opinion** on the given statement/issue?
3. Encourage students to be current about what is happening locally and internationally. This can help them in writing real life stories to support or oppose the issues or given statements.
4. **Time Management:** Time students when they are writing their essays. For a 7 point essay – approximately 10 minutes and a 10 point essay, 12 minutes.
5. Post Steps for JPR Writing Essay in Classrooms (bulletin board display). For the BGCSE Religious Studies Examination, students must agree **and** disagree with the given statement and give a conclusion.
6. Create a poster depicting the “Steps for Responding to JPR Essays”.
7. Compose a poem, rap or song about the “Steps for Responding to JPR Essays”.
8. Just before students are assigned to write JPR essays, play a portion of music or give a chant so they will know it is time to write responses. This can get them excited about the assignment.
9. Fasten or tape JPR Writing Steps on students' desks. Have them to memorize the steps.
10. Review JPR writing skills before you give students essays to write.
11. Appoint students who write excellent JPR essay responses to assist the challenged writers.
12. From grade 10, create a portfolio where students can place their essays in and reflect on their performances. Allow them to check on their essays periodically and give suggestions on how they can improve their writing skills.
13. Allow students to read their essays to the class. Reward those who wrote excellent responses and encourage those who have improved.
14. Organize a JPR Essay Writing Contest/Competition.

TIPS FOR TEACHING RELIGIOUS STUDIES LESSONS

Ruth E. Pennerman
21st January 2021

THE LESSON - THEMATIC APPROACH

Religious Studies is more than learning Bible stories and facts about other religions; it is also about learning from the values in biblical stories and religions. At the heart of Religious Studies are civic and moral values. Hence, it is important for teachers to relate teaching topics to:

- real life situations - e.g. **Topic:** The Leper - Matthew 8:2-4 (**Theme:** “Incurable Diseases”)
- relevance to today’s society – e.g. How should Christians treat those who suffer from incurable diseases such as HIV/AIDS, Cancer, COVID-19?

MAJOR COMPONENTS OF THE LESSON

- Evidence of the four (4) major components of the lesson plan: Introduction, Objectives, Development (Content) and Conclusion.

INSTRUCTIONAL OBJECTIVES

- **The objectives are clearly, precise, curriculum-based, behavioral terms and stated on teacher’s Microsoft PowerPoint presentation or learning platform** (Refer to Bloom’s Taxonomy).
- **Objectives include both lower and upper domains i.e. Knowledge to Evaluation:** They must be at the right level of all students in the classroom.
- Connect objectives to the following: biblical background, content from the Bible and real life or contemporary moral issues.
- Must have activities to match each objective (**Please make them interactive!**)

INTRODUCTION

- **It must grasped students’ interest in the lesson using evidence of the theme or real life situation** using videos, pictures, stories/dilemma, songs etc.
- **Links lesson topic to previous topic/s e.g.** the story of the Leper can be linked to the story of the Woman with an Issue of Blood. Both persons suffered from incurable diseases and were considered outcasts.

DIAGNOSIS OF STUDENTS’ ABILITY LEVELS

- Virtual platforms such as ZOOM Video Conferencing provides opportunity for cooperative grouping; students can be placed in various rooms for discussion.
- Evidence of differentiated activities to accommodate students’ abilities

QUESTIONING TECHNIQUES

- **Ask appropriate levels of questions which are well structured and clear in meaning.**
- The use of various strategies to assist those who are challenged with giving correct responses to the questions posed. E.g. paraphrasing, illustrations etc.

CONTENT

- Use of the Pacing Guide implemented by the Ministry of Education, Religious Studies (High School) Unit
- Demonstrates an excellent grasp of the subject matter
- Terms from the topics/stories/theme must be explained. These words (vocabulary) must be placed on the Microsoft PowerPoint presentations (Definitions are a part of the external examinations). Therefore, students must become familiar with the structure of the examinations and know the meaning of these terms). E.g. leprosy, outcast etc.
- Must have biblical **background knowledge** so that students will have a better understanding of the biblical stories.
- **Evidence of the use of one of the required Bible version:** The required Bible versions are: Good News, King James and New English. Using one of the versions, the teacher can allow students to read the story (if platform allows) or use a media where students can listen. Also, the words from the story must be placed on the slide/s of the Microsoft PowerPoint presentation and students are encouraged to participate in the reading.
- **The use of biblical stories from different accounts:** Both in the junior and senior high schools, some topics taught are similar but have different references (details are added in some accounts). Teachers are encouraged to use the references or accounts outlined in the syllabus/curriculum.
- **Clear explanation of allegories or figurative expressions.** During Jesus' ministry, in particular, He used many allegories or illustrations (parables) to explain His teachings. The teacher must use various strategies to get students to understand the meaning of these figurative languages or expressions.

ACTIVITIES

- Consistently ends lesson in an effective way to motivate students to impart their acquired knowledge.
- The use of a variety of activities that are interactive and accommodate the learning styles of students.
- Techniques such as probing, games, graphic organizers, structured with and without stimulus questions (BGCSE Examinations question type) can be used to make certain that the students understand what was taught.
- **Note:** If teacher uses Judgement and Personal Response (JPR) Essay to complete, the procedures/steps must be identified. This is one of the challenges students/candidates face in both the internal and external examinations.
- Ends lesson which summaries the topic/theme through probing or a culminating activity.

INSTRUCTIONAL MATERIALS

- Effective use of the learning management system/virtual learning platform.

- Microsoft PowerPoint presentation is well organized, not over-crowded with information, appropriate font size, colour and style.
- Presentation includes animated pictures, videos etc. Teacher must avoid the use of copyrighted e-resources.
- Pictures and videos used from various websites must be clear and videos audible.
- When using biblical pictures and videos, they must depict the stories indicated directly from the Bible. (We do not want to teach students the wrong information. Therefore, teachers are encouraged to view videos especially animated stories, before allowing students to see them).

OTHER LOOK FORS - SKILLS IN RELIGIOUS STUDIES

Religious Studies demands a wide range of skills so that students come to appreciate and understand the nature of religion. When assessing the Religious Studies Teacher, there must be evidence of the following skills:

- **Reflection:** Causes students to use imagination to visualize things experienced; to explore things that are beyond experience; using inference in reading
- **Enquiry:** Ask appropriate questions; search for and find answers
- **Empathy:** Put themselves in another person's shoes; using active reading strategies, drama techniques – exploring situations through role play
- **Interpretation:** Suggest and appreciate a range of meanings for words, stories; symbols and actions in religions; Make inferences and deductions
- **Analysis and evaluation:** explain strengths and weaknesses of an argument; Make an informed choice and explain the implications of that choice; justifying a point of view
- **Reasoning:** organize a logical argument; think around issues; explore feelings; use imagination to visualize things experienced
- **Synthesis:** Draw conclusions

END OF NATIONAL PACING GUIDE

21st July 2023