



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

ISLAMIC RELIGIOUS EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2021

First Published in 2021

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *‘to develop curriculum and curriculum support materials’* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on ‘Reforming Education and Training in Kenya for Sustainable Development’. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country’s future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
CABINET SECRETARY
MINISTRY OF EDUCATION

PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

JULIUS JWAN, MBS, (PhD)
PRINCIPAL SECRETARY
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubrics linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government

Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

PROF. CHARLES O. ONG'ONDO
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD	i
PREFACE	ii
ACKNOWLEDGEMENT.....	iii
NATIONAL GOALS OF EDUCATION	vii
LEARNING OUTCOMES FOR MIDDLE SCHOOL.....	x
SUBJECT GENERAL LEARNING OUTCOMES.....	xi
STRAND 1.0: QUR'AN	1
STRAND 2.0: HADITH	8
STRAND 3.0: PILLARS OF IMAN.....	14
STRAND 4.0: DEVOTIONAL ACTS	18
STRAND 5.0: AKHLAQ (MORAL VALUES).....	25
STRAND 6.0: MUAMALAT (SOCIAL RELATIONSHIP).....	33
STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION.....	41
COMMUNITY SERVICE LEARNING (CSL) PROJECT.....	44
APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	48

TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre technical and Pre vocational Education	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Sports and Physical Education	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi) Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

DRAFT

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Islamic Religious Education in Junior Secondary aims at equipping the learner with Islamic knowledge, skills, values and attitudes. This is to enable them to acquire sound moral values, make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings as envisioned in the National Goals of Education. The Strand in this learning area are: Qur'an, Hadith (Teachings of the Prophet s.a.w), Pillars of Iman, Devotional acts, Akhlaq (Moral teachings), Muamalat (Social Relations) and Islamic Heritage and Civilisation. Islamic Religious Education aims at promoting the consciousness of Allah, self, others and the environment. The competencies acquired in this learning area gives the learner a solid foundation for further studies and career path such as Law, Finance, Education and Chaplaincy, among others. While sources of Islamic Knowledge are majorly Qur'an and Hadith, the delivery in this learning area will also be guided by Piaget's Cognitive Theory of Development. The learning area will enable the learner to be a responsible steward who can make meaningful contributions to society and live a balanced life, which is at peace



with Allah, inner personality, respectful to the rights of others and conscious of the need to secure a glorified life in the Hereafter

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:

1. Appreciate the Qur'an as the primary source of guidance.
2. Deduce lessons from the selected Surah and Hadith, and apply them in daily life.
3. Appreciate the teachings from the selected Surah and Hadith and apply them in daily life.
4. Emulate the practices of the Prophet as the best role model.
5. Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
6. Demonstrate interest and positive attitude towards performance of acts of Ibadah (worship) appropriately.
7. Acquire Islamic values that will enable them to grow as responsible and ethical citizens.
8. Appreciate Islamic history as a basis for culture and civilization, for peaceful co-existence.

STRAND 1.0: QUR'AN

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Qur'an	1.1 Ulumul Qur'an (5 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> discuss the rationale for the revelation of the Qur'an as a guide to mankind describe the stages of revelation of the Qur'an as a sign of mercy to mankind describe the incident of the first revelation of the Qur'an at cave Hira to show the importance of seeking knowledge explain the reasons for the revelation of the Qur'an in portions for ease of its implementation discuss the importance of the Qur'an in day-to-day life of a Muslim as a divine guidance for humanity apply the teachings of the Quran in daily life to earn Allah's blessings value the Qur'an as a guide to mankind. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> research on the rationale for the revelation of the Qur'an and make a class presentation. discuss in groups the stages of the revelation of the Qur'an and be guided by the teacher to make notes search and watch videos on the first incident at cave Hira and narrate individually in class research on the reasons for the revelation of the Qur'an in portions and make class presentation discuss in pairs on the importance of the Qur'an and be guided by the teacher to make notes. 	<ol style="list-style-type: none"> Why was the Qur'an revealed to mankind? How does the Qur'an guide mankind? How did Muslims benefit from the revelation of the Qur'an in portions?

Core -Competencies to be developed:

- Communication and collaboration enhanced: the learners listen and respect other members' opinions as they discuss in groups, the stages of the revelation of the Qur'an.
- Self-efficacy- effective communication skills enhanced: the learners communicate with clarity when individually narrating the first incident at cave Hira in class
- Digital Literacy promoted through interaction with digital technology: the learners search and watch videos on the incident of the first revelation at cave Hira
- Learning to learn the skill of sharing learnt knowledge is enhanced: the learners make class presentation on the rationale for the revelation of the Qur'an

Values:

- Respect through interaction and respecting others opinion: the learners discuss in groups the stages of the revelation of the Qur'an.
- Unity enhanced: the learners discuss in pairs the importance of the Quran.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion enhanced: the learners navigate through group dynamics when discussing in groups the stages of the revelation of the Qur'an

Link to other subjects:

- Computer Science: the learners interact with digital technology, search for, and watch videos on the incident of the first revelation at cave Hira.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the rationale for the revelation of the Qur'an	Correctly and systematically discusses the rationale for the revelation of the Qur'an	Correctly discusses the rationale for the revelation of the Qur'an	Partially discusses the rationale for the revelation of the Qur'an	Requires assistance in discussing the rationale for the revelation of the Qur'an
Ability to describe the stages of revelation of the Qur'an	Correctly and comprehensively describes the stages of the revelation of the Qur'an	Correctly describes the stages of the revelation of the Qur'an	Correctly describes stages of revelation of the Qur'an with assistance	Has challenges in describing the stages of the revelation of the Qur'an
Ability to describe the incident of the first revelation of the Qur'an at cave Hira	Correctly and comprehensively describes the incident of the first revelation of the Qur'an at cave Hira	Correctly describes the incident of the first revelation of the Qur'an at cave Hira	Describes the incident of the first revelation of the Qur'an at cave Hira with inconsistencies	Requires assistance in describing the incident of the first revelation of the Qur'an at cave Hira
Ability to explain the reasons for the revelation of the Qur'an in portions	Confidently and correctly explains reasons for revelation of the Qur'an in portions	Correctly explains reasons for revelation of the Qur'an in portions	Correctly explains reasons for revelations of the Qur'an in portions with prompt	Explains reasons for revelations of the Qur'an in portions only with assistance.



Ability to discuss the importance of the Quran	Confidently and correctly discusses the importance of the Qur'an	Correctly discusses the importance of the Qur'an	Partially discusses the importance of the Qur'an	Can discuss the importance of the Qur'an only with assistance
--	--	--	--	---

DRAFT



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.2 Selected Chapters (Surah) /verses (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> read surah Ad-Dhuha (Q.93) and verses from surah Al-Balad (Q. 90:1-20) correctly for spiritual nourishment explain the meaning of surah Ad-Dhuha (Q.93) and verses from surah Al-Balad (Q. 90:1-20) for better understanding discuss the lessons/teachings of surah Ad-Dhuha (Q.93) and verses from surah Al-Balad (Q. 90:1-20) for application in daily life apply the teachings of surah Ad-Dhuha (Q.93) and verses from surah Al-Balad (Q. 90:1-20) in their daily life to earn rewards from Allah appreciate the teachings of surah Ad-Dhuha (Q.93) and verses from surah Al-Balad (Q. 90:1-20) as a guide in daily life. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> read the selected surah and verses discuss in groups the meaning of the selected surah and verses and make class presentations research online in pairs on the teachings/lessons from selected surah and verses and make class presentations. dramatize teachings/lessons from the selected verses (treatment of orphans, needy and bounties of Allah). 	<ol style="list-style-type: none"> What lessons do Muslims learn from the selected surah and verses? How can a Muslim apply the teachings of the selected surah and verses?



Core -Competencies to be developed:

- Digital literacy enhanced: the learners interact with digital technology when researching online on the teachings/lessons from the selected surah and verses
- Citizenship- Social and civic skills enhanced: the learners dramatize teachings/lessons from the selected surah and verses (treatment of orphans, respect for parents and humility)
- Learning to learn-Sharing learnt knowledge is developed: the learners make class presentations on teachings/lessons from the selected surah and verses.

Values:

- Social justice enhanced: the learners dramatize the teachings/lessons from the selected surah and verses (treatment of orphans).
- Respect enhanced: the learners dramatize the ways of showing respect and humility to the parents.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learners dramatize the teachings lessons from the selected surah and verses (treatment of orphans, respect for parents and humility).

Link to other subjects:

- Performing Arts: the learners dramatize teachings/lessons from the selected surah and verses (treatment of orphans needy appreciating bounties of Allah).

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain the meaning of surah Ad-Dhuha and the	Confidently and correctly explains the meaning of verses of the Surah Ad-Dhuha and surah Al-Balad	Correctly explains the meaning of the verses of Surah Ad-Dhuha and	Partly explains the meaning of verses of Surah Ad-Dhuha and surah Al-Balad	Requires assistance to explain the meaning of the verses of Surah Ad-Dhuha and surah



verses of surah Al-Balad		surah Al-Balad		Al-Balad
Ability to discuss lessons/teachings of surah Ad-Dhuha and verses of surah Al-Balad	Correctly and exhaustively discusses the lessons/teachings from the selected surah Ad-Dhuha and surah Al-Balad	Correctly discusses the lessons/teachings from surah Ad-Dhuha and surah Al-Balad	Partly discusses the lessons/teachings from the surah Ad-Dhuha and surah Al-Balad	Has difficulties in discussing the lessons/teachings from the surah Ad-Dhuha and surah Al-Balad



STRAND 2.0: HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Ulumul Hadith (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the meaning of hadith for better understanding describe the forms of Hadith for better understanding of science of Hadith (Qaul, Fiil, Taqrir, Sifat) state the components of Hadith for better understanding of science of Hadith explain the types of Hadith as the second source of Sharia discuss the importance of Hadith for spiritual nourishment emulate the life of the Prophet (s.a.w) to earn Allah’s rewards and enhance the competency of self-efficacy acknowledge Hadith as a primary source of Sharia. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> search online/available Islamic books on the meaning of hadith Discuss in groups on the components of Hadith and present in class. research on forms of Hadith and types of Hadith (Nabawy Qudsi) and make class presentation discuss in groups the differences between Hadith Qudsi and Nabawi and share in class research on the importance of hadith and be guided by the teacher to make notes identify and use available networks to access and share information within the lesson. role play the sifat of the Prophet (s.a.w). 	<p>Why is Hadith important in the life of a Muslim?</p>



Core Competencies to be developed:

- Critical thinking and problem solving: the learners research on the importance of Hadith and apply the teachings in solving societal problems
- Creativity and imagination: the learners make observations and ask questions during class presentations on forms and types of Hadith.
- Self-efficacy- when learners acquire self-awareness and planning skills: the learners role play the sifat of the Prophet (s.a.w);

Values:

- Integrity through discussions on the components of Hadith.

Pertinent and Contemporary Issues (PCIs):

- Good governance through role playing the sifat of the Prophet (s.a.w).

Link to other subjects:

- Performing arts: the learner's role play the sifat of the Prophet (s.a.w.).

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the forms of Hadith	Correctly and comprehensively describes the forms of Hadith.	Correctly describes the forms of Hadith	Correctly describes some forms of Hadith	Hardly describes the forms of Hadith
Ability to explain types of Hadith	Correctly and exhaustively explains types of Hadith accurately	Correctly explains types of Hadith	Correctly explains types of Hadith when prompted	With difficulties explains types of Hadith



Ability to state the components of Hadith	Correctly and accurately states the components of Hadith	Correctly states the components of Hadith	Partially states components of Hadith	Has difficulties in stating the components of Hadith
Ability to discuss the significance of Hadith	Correctly and consistently discusses the significance of Hadith	Correctly discusses the significance of Hadith	Correctly discusses significance of Hadith when prompted	hardly discusses the significance of Hadith

DRAFT



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Selected Hadith (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> discuss the lessons learnt from the selected Hadith for character building explain the relevance of the selected Hadith in the life of a Muslim practise the teachings from the selected hadith in daily life appreciate Hadith as the second source of law and spiritual guidance. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> discuss lessons derived from the selected hadith and make class presentation <p>Hadith on intention: Umar bin Khattab (R.A) reported that, "I heard the Prophet (saw) say, actions are judged by intentions and everyone will get what was intended. So the one whose hijrah was to Allah and His Messenger, then his hijrah was to Allah and His Messenger. The one whose hijrah was for the world to gain from it, or a woman to marry, then his hijrah was to what he made hijrah for." (Bukhari and Muslim)</p> <p>Hadith on choice of friends: "A good and a bad companion are like the bearer of musk and the one who pumps out filth respectively. As for the bearer of musk, he will either give you a share, you will smell perfumed air, or you will purchase something from him,</p>	<ol style="list-style-type: none"> What are the benefits of having good intention? Who is a good friend? Why is it important to choose good friends?



			<p>since the one who pumps out filth, will either burn your clothes or rather smell something filthy from him.” (Bukhari and Muslim)</p> <ul style="list-style-type: none"> • discuss the relevance of the selected Hadith in the life of a Muslim and make notes • role play the character of good friends • create social media groups with friends where they can share information to influence each other positively • dramatize the importance of having good intention. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship- ethical digital citizenship skills are enhanced: the learners create social media groups with friends and share information to influence each other positively • Self-efficacy- effective communication skills are enhanced: the learners create social media groups to share information • Communication and collaboration-teamwork is enhanced: the learners dramatize the importance of having good intention 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility - enhanced through role playing the character of good friends. 				



Pertinent and Contemporary Issues (PCIs):

- Integrity- enhanced through discussion on lessons derived from the hadith on good intentions.

Link to other subjects:

- Life Skills Education: the learner's role play the character of good friends.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to discuss the lessons of the selected Hadith	Confidently and correctly discusses the lessons of the selected Hadith	Correctly discusses the lessons of the selected Hadith	Partially discusses lessons of the selected Hadith	Discusses lessons of the selected Hadith only with assistance
Ability to explain the relevance of the selected Hadith in the life of a Muslim	Confidently and correctly explains the relevance of the selected Hadith in the life of a Muslim	Correctly explains the relevance of the selected Hadith in the life of a Muslim	Explains the relevance of the selected Hadith in the life of a Muslim with only assistance	Has difficulties explaining the relevance of the selected Hadith in the life of a Muslim



STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.1 Significance of Tawheed (1 lesson)	By the end of the sub-strand, the learner should be able to: a) discuss the effects of Tawheed in the life of a Muslim to strengthen Iman b) explain the significance of Tawheed for spiritual nourishment c) appreciate Tawheed in daily life	Learner is guided to: <ul style="list-style-type: none"> • research on the effects of Tawheed in the life of a Muslim and make class presentations • search online /from available books on the effects of Tawheed on a Muslim and share in class • discuss in groups the significance of Tawheed and make notes 	<ol style="list-style-type: none"> 1. Why do Muslims believe in Tawheed? 2. How is Tawheed manifested in a Muslim?
<p>Core - Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the significance of Tawheed. • Critical thinking and problem solving since the learners acquire the skill of reflection when researching on the effects of Tawheed in the life of a Muslim • Digital Literacy: the learners interact with digital devices when searching and downloading materials on the effects of Tawheed on a Muslim 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity enhanced: the learners discuss in groups the significance of Tawheed. 				



Pertinent and Contemporary Issues (PCIs):

- Social cohesion – enhanced: the learners discuss in groups the significance of Tawheed.

Link to other subjects:

- Life Skills Education: the learners gain the skills of self-assertiveness

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to discuss the effects of Tawheed in the life of a Muslim	Correctly discusses the effects of Tawheed comprehensively	Correctly discusses the effects of Tawheed	Discusses some effects of Tawheed	Discusses the effects of Tawheed with only assistance
Ability to explain the Significance of Tawheed	Correctly explains the significance of Tawheed comprehensively	Correctly explains the significance of Tawheed	Explains some significance of Tawheed	Explains the significance of Tawheed with assistance



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 Shirk (4 lessons)	By the end of the sub-strand the learner should be able to: a) describe different types of shirk so as to avoid associating Allah with other beings b) describe different ways through which shirk is manifested for sincerity in worship c) explain the effects of shirk so as to safeguard one's Iman d) perform acts that are devoid of shirk in daily life e) recognise the belief in One God as a foundation of Iman	Learner is guided to: <ul style="list-style-type: none"> use digital devices/from books to search for different types of shirk and make notes demonstrate in groups manifestation of shirk through skits and enhance the competence of learning to learn discuss in pairs the effects of shirk and make class presentation 	<ol style="list-style-type: none"> Why should a Muslim avoid shirk? How can a Muslim avoid shirk?
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy- the skill of self-awareness is enhanced: the learners demonstrate manifestation of shirk through skits Learning to learn- the skill of working collaboratively is enhanced when learners demonstrate in groups manifestation of shirk through skits Digital Literacy- the learners interact with digital devices when searching for different types of shirk 				
<p>Values:</p> <ul style="list-style-type: none"> Unity is enhanced: the learners discuss the effects of shirk. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Social Cohesion enhanced: the learners discuss the effects of shirk. 				



Link to other subjects:

- Performing Arts: the learners demonstrate manifestation of shirk through skit.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe types of shirk	Confidently and correctly and describes the different types of shirk	Correctly describes the different types of shirk	Correctly describes types of shirk with assistance.	Requires help in describing the different types of shirk
Ability to describe different ways through which shirk is manifested	Comprehensively describes the different ways through which shirk is manifested and cites evidence from the Qur'an	Correctly describes the different ways through which shirk is manifested	Describes the ways through which shirk is manifested with prompt	Requires assistance in describing the ways through which shirk is manifested
Ability to explain the effects of shirk	Accurately explains the effects of shirk	Correctly explains the effects of shirk	Partially explains effects of shirk	Requires assistance in explaining the effects of shirk



STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Swalah (5 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) describe how congregational prayers and sunnah prayers are performed to earn rewards. (<i>Tahajud, Tahiyatul Masjid and Dhuha</i>)</p> <p>b) describe how prayers on special occasions are performed to earn Allah’s blessing (<i>Swalatul Janaza, Musafir, Kusuf and Khusuf</i>)</p> <p>c) perform congregational prayers, sunnah prayers and prayers on special occasions to earn Allah’s rewards</p> <p>d) discuss the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions to earn rewards from Allah</p> <p>e) appreciate the performance of</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> search and watch video clips/ other sources on how congregational prayers, Sunnah prayers and prayers on special occasions are performed and be guided by the teacher to make notes demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions discuss in groups the significance of congregational prayers, Sunnah prayers and prayers on special occasions and make class presentations. 	<ol style="list-style-type: none"> Why should Muslims perform congregational prayers? Why are Sunnah prayers important? Why should Muslims observe the prayers of the eclipses?



		congregational prayers, sunnah prayers and prayers on special occasions as a way of fulfilling Allah’s command.		
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn- the skill of working collaboratively is enhanced: the learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions. • Creativity and imagination- networking skills are enhanced: the learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions. • Digital Literacy- the skill of connecting to and using internet while searching video clips on congregational prayers, Sunnah prayers and prayers on special occasions • Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the significance of congregational prayers, Sunnah prayers and prayers on special occasions. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility enhanced: the learners discuss in groups the significance of congregational prayers, Sunnah prayers and prayers on special occasions and make class presentations • Unity enhanced: the learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion- enhanced: the learners research in pairs on the significance of performing congregational prayers, Sunnah prayers and prayers on special occasions and present on charts/PowerPoint. • Disaster Risk Reduction: the learners discuss the significance of prayers on special occasions (Swalatul Musafir and Kusuf and Khusuf) and make class presentations. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies: the learners, research on the significance of performing prayers on special occasions (Swalatul Kusuf and Khusuf). 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe how congregational prayers, sunnah prayers and prayers on special occasions are performed	Confidently and correctly describes how congregational prayers, sunnah prayers and prayers on special occasions are performed	Correctly describes how congregational prayers, sunnah prayers and prayers on special occasions are performed	Describes how congregational prayers, sunnah prayers and prayers on special occasions are performed with inconsistencies	Requires guidance in describing how congregational prayers, sunnah prayers and prayers on special occasions are performed
Ability to perform congregational prayers, sunnah prayers and prayers on special occasions	Correctly performs all steps of congregational prayers	Correctly performs congregational prayers	Partially performs steps of congregational prayers	Has challenges performing congregational prayers
Ability to discuss the importance of performing congregational prayers Sunnah prayers and prayers on special occasions	Confidently and correctly discusses the importance of performing congregational prayers, Sunnah prayers and prayers on special occasions	Correctly discusses the importance of performing congregational prayers, Sunnah prayers and prayers on special occasions	Discusses the importance of performing congregational prayers, Sunnah prayers and prayers on special occasions partially	Requires assistance in discussing the importance of performing congregational prayers, Sunnah prayers and prayers on special occasions



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Zakat (3 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> describe Zakat Maal and Zakatul Fitr as an obligation on Muslims differentiate between Zakatul maal and Zakatul fitr as acts of ibadah identify items exempted from Zakat to fulfil the conditions for Zakat payment appreciate payment of zakat as a religious obligation. 	Learner is guided to: <ul style="list-style-type: none"> discuss in groups the different types of zakat and be guided by the teacher to make notes search for the differences between Zakatul maal and Zakatul fitr and present on charts/posters/powerpoint research in groups on items exempted from Zakat and make class presentation. 	<ol style="list-style-type: none"> Why is it important to pay Zakatul maal/Zakatu l fitr? Why are Muslims exempted from paying Zakat on certain items?
<p>Core - Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship - Social and civic skills are enhanced as learners discuss in groups the different types of Zakat and make notes. Digital literacy - The skill of creating using appropriate ICT tools is enhanced as learners search for information on items exempted from Zakat and make class presentations using power point Communication and collaboration - the skill of teamwork is enhanced as learners discuss in groups different types of Zakat. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect enhanced: the learners respect each other's opinion while discussing the different types of Zakat and make 				



notes.

- Unity enhanced: the learners research in groups on items exempted from Zakat and make class presentations.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learners research in groups on items exempted from Zakat and make class presentation

Link to other subjects:

- Business Studies: the learners identify items exempted from Zakat.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the different types of Zakat	Confidently and correctly describes the types of Zakat	Correctly describes the types of Zakat	Describes the types of Zakat with some inconsistencies	Describe the types of Zakat with assistance
Ability to differentiate between Zakatul maal and Zakatul fitr	Correctly differentiates between Zakatul maal and Zakatul fitr with ease	Correctly differentiates between Zakatul maal and Zakatul fitr	Differentiates between Zakatul maal and Zakatul fitr with inconsistencies	Differentiate between Zakatul maal and Zakatul fitr with assistance
Ability to identify items exempted from Zakat	Correctly identifies items exempted from Zakat exhaustively	Correctly identifies items exempted from Zakat	Partially identifies items exempted from Zakat	Has challenges identifying items exempted from Zakat



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.3 Saum (3 lessons)	By the end of the sub-strand, the learner should be able to: a) describe types of Saum for ease of observance (<i>Fardh, Sunnah, Nadhir, Kafara, Qadha</i>) b) discuss the significance of Saum for spiritual growth c) observe saum to earn rewards from Allah d) appreciate the observance of Saum as a way of earning taqwa,	Learner is guided to: • discuss in groups the types of Saum ,make charts and present in class • research in groups on the significance of Saum and presents on powerpoint /charts • Compose a poem on Saum and make a class presentation.	1. Why do Muslims fast? 2. What are the significance of Saum in the life of a Muslim?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration-The skill of teamwork enhanced: the learners work in teams when discussing types of Saum. • Digital literacy enhanced: the learners interact with digital technology to research on the significance of Saum • Creativity and imagination- enhanced as learners network to compose a poem on Saum. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility enhanced through research on the significance of Saum. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Lifestyle diseases - Awareness is enhanced as learners research on the significance of Saum. 				



Link to other subjects:

- Health education and Home Science: the learners discuss in groups on the significance of Saum.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the types of Saum	Correctly and systematically describes types of saum	Correctly describes types of Saum	Correctly describes types of Saum when prompted	Correctly describes types of Saum with assistance
Ability to discuss the significance of Saum	Confidently and correctly discusses the significance of Saum	Correctly discusses the significance of Saum	Discusses the significance of Saum with inconsistencies	Has challenges in discussing the significance of Saum



STRAND 5.0: AKHLAQ (MORAL VALUES)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.1 Dimensions of morality in Islam (1 lesson)	By the end of the sub-strand, the learner should be able to: a) identify sources of morality in Islam as a guide to good behaviour b) explain the purpose of morality for promotion of uprightness in the society c) practise Islamic moral values in day to day life to earn rewards from Allah d) regard Islamic values as a form of ibadah.	Learner is guided to: <ul style="list-style-type: none"> research online/ from available books on sources of morality i.e. Quran and Sunnah and be guided by the teacher to make notes discuss in groups the purpose of morality and make presentation dramatize acts depicting good morals. 	<ol style="list-style-type: none"> Why should Muslims have good morals? What is the significance of observing Islamic morals?
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship, social and civic skills are enhanced: the learners discuss the purpose of morality Learning to learn - Sharing learnt knowledge skills enhanced: the learners discuss in groups the purpose of morality and make presentation Creativity and imagination- networking skills enhanced: the learners dramatize acts depicting good morals 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility enhanced: the learners dramatize acts depicting good morals Social justice enhanced: the learners discuss the purpose of morality. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Social cohesion: the learners discuss the purpose of morality. 				



Link to other subjects

- Life skills: the learners research online sources and purpose of morality

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the sources of morality	Correctly and consistently identifies the sources of morality	Correctly identifies the sources of morality	Correctly identifies sources of morality with assistance	Has challenges identifying the sources of morality
Ability to explain the purpose of Islamic morality	Confidently and correctly explains the purpose of morality	Correctly explains the purpose of morality	Correctly explains the purposes of morality with inconsistencies	Requires assistance to explain the purpose of Islamic morality



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.2 Virtues in Islam (2 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain Islamic teachings on truthfulness and forgiveness for moral growth b) discuss the significance of upholding truthfulness and forgiveness for harmonious co-existence in the society c) practise truthfulness and forgiveness in day to day life to earn rewards from Allah d) appreciate Islamic virtues for a morally upright society 	Learner is guided to: <ul style="list-style-type: none"> • discuss the Islamic teachings on truthfulness and forgiveness and make class presentations • discuss in groups the significance of upholding truthfulness and make notes • research individually on the significance of forgiveness and make notes • record short videos as they dramatize acts depicting truthfulness and forgiveness in the society and share on social media platforms to enhance the competence of creativity and imagination 	<ol style="list-style-type: none"> 1. Why should a Muslim be truthful? 2. Why is it important for a Muslim to practise forgiveness ?

Core - Competencies to be developed:

- Creativity and imagination- The skill of making connections is enhanced: the learners record short videos as they



<p>dramatize acts depicting truthfulness and forgiveness in the society and share on social media platforms</p> <ul style="list-style-type: none"> • Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups Islamic teachings on truthfulness and forgiveness. • Digital literacy skills: the learners interact with digital technology as they record short videos and share on social media platforms
<p>Values:</p> <ul style="list-style-type: none"> • Integrity enhanced: the learners discuss in groups the significance of upholding truthfulness • Peace: the learners discuss the Islamic teachings on truthfulness and forgiveness.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Integrity enhanced as learners discuss in groups the significance of upholding truthfulness. • Social Cohesion enhanced as learners discuss the Islamic teachings on truthfulness and forgiveness.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Life Skills Education: the learners discuss the Islamic teachings on truthfulness and forgiveness.

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain Islamic teachings on truthfulness and forgiveness	Confidently and correctly explains Islamic teachings on truthfulness and forgiveness	Correctly explains the Islamic teachings on truthfulness and forgiveness	Correctly explains the Islamic teachings on truthfulness and forgiveness with prompt	Has challenges in explaining Islamic teachings on truthfulness and forgiveness



Ability to describe the significance of upholding truthfulness and forgiveness	Correctly and systematically describes the significance of truthfulness and forgiveness	Correctly describes the significance of truthfulness and forgiveness	Partially describes the significance of truthfulness and forgiveness	Correctly describes the significance of truthfulness and forgiveness with assistance
--	---	--	--	--

DRAFT



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.3 Prohibitions in Islam- Drug abuse (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe the effects of drug abuse for healthy living discuss the rationale behind prohibition of drugs as a way of fostering positive character formation. explain remedies for drug abuse for a healthy and morally upright society abstain from abusing drugs to earn Allah’s pleasure acknowledge the rationale for prohibition of drugs for the growth and development of the 	Learner is guided to: <ul style="list-style-type: none"> list down some types of drugs (bhang, heroin, cocaine, khat etc) discuss in groups the effects of drug abuse in the society and present on charts/PowerPoint search and watch video clips/search on available newspapers books, magazines, journals on the effects of drug abuse and deduce lessons use digital devices/ books to research the rationale behind the prohibition of drugs in Islam and make notes research on the possible remedies for drug abuse and make posters depict through skits the effects of drug abuse in the society research on the effects and remedies of drug abuse and develop portfolios 	<ol style="list-style-type: none"> What are the effects of drug abuse in the society? What are the possible remedies for drug abuse? What causes drug abuse?



		nation	<ul style="list-style-type: none"> • discuss ways of avoiding drug abuse and make class presentations • visit a rehabilitation centre to learn more on the effects and remedies for drug abuse • listen to a talk on drug abuse from a medical expert/NACADA official 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving research skills are developed when learners research on the possible remedies for drug abuse. • Learning to learn- The skill of seeking advice, information and support is developed as learners visit a rehabilitation centre to learn more on the effects and remedies for drug abuse. • Digital literacy skills: the learners interact with digital technology as they use digital devices to research the rationale behind the prohibition of drugs in Islam. • Communication and collaboration: the learners listen and appreciate a talk on drug abuse from a medical expert/NACADA official. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility - enhanced as learners discuss ways of avoiding drug abuse. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Alcohol and substance abuse: the learners watch video clips on the effects of drug abuse. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Health Education and Life Skills Education: the learners discuss the effects of drug abuse in the society. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the effects of drug abuse	Correctly and exhaustively describes the effects of drug abuse	Correctly describes the effects of drug abuse	Correctly describes effects of drug abuse with assistance	Has difficulty in describing the effects of drug abuse
Ability to discuss the rationale behind prohibition of drugs	Correctly discusses the rationale behind prohibition of drugs and cites evidence from the Qur'an and Hadith	Correctly discusses the rationale behind prohibition of drugs	Correctly discusses the rationale behind prohibition of drugs with inconsistencies	Has challenges in discussing the rationale behind prohibition of drugs
Ability to explain remedies for drug abuse	Confidently and correctly explains remedies for drug abuse	Correctly explains the remedies for drug abuse	Correctly explains remedies for drug abuse with prompt	Explains the remedies for drug abuse with assistance



STRAND 6.0: MUAMALAT (SOCIAL RELATIONSHIP)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.1 Marriage (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain the purpose of marriage as a means of fulfilling Allah’s obligations explain the conditions for marriage in Islam for a valid nikah describe the rights and responsibilities in marriage for observance of Allah’s commandments regard marriage as a way of validating the establishment of a family 	Learner is guided to: <ul style="list-style-type: none"> discuss in groups the purpose of marriage and share in class discuss in groups the conditions for marriage and make notes research on rights and responsibilities in marriage and make class presentations dramatise on rights and responsibilities in marriage. 	<ol style="list-style-type: none"> Why is marriage important in Islam? What are the rights of a husband/wife in Islam?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and imagination enhanced through sharing new ideas as learners dramatize and research on the rights and the responsibilities in marriage. Self-efficacy- enhanced as learners develop self-awareness when dramatizing rights and responsibilities in marriage. 				



<ul style="list-style-type: none"> • Learning to learn - The skill of sharing learnt knowledge is enhanced as learners discuss in groups the purpose of marriage and share in class
<p>Values:</p> <ul style="list-style-type: none"> • Love is enhanced: the learners dramatize the rights and the responsibilities in marriage. • Unity is enhanced: the learners discuss in groups the purpose of marriage and share in class. • Social justice is enhanced: the learners dramatize the rights and the responsibilities in marriage.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: the learners research on the rights and the responsibilities in marriage and make class presentations.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies: the learners research on the rights and the responsibilities.

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain the purpose of marriage	Correctly and comprehensively explains the purpose of marriage	Correctly explains the purpose of marriage	Partially explains the purpose of marriage	Explains the purpose of marriage with assistance
Ability to explain the conditions of marriage	Correctly explains the conditions of marriage accurately	Correctly explains the conditions of marriage	Correctly explains conditions of marriage with assistance	Has challenges in explaining the conditions of marriage



Ability to describe the rights and the responsibilities in marriage	Confidently and correctly describes the rights and the responsibilities in marriage	Correctly describes the rights and the responsibilities in marriage	Partially describes the rights and responsibilities in marriage	Describes the rights and the responsibilities in marriage with assistance
---	---	---	---	---

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.2 Trade and Finance in Islam (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the halal and haram sources of earning for legitimate livelihood b) describe the legitimate ways of spending income to earn Allah's Pleasure c) explain the importance of lawful earnings as an act of ibadah d) discuss the benefits of spending income in legitimate ways so as to earn rewards from Allah e) appreciate halal sources of earning and spending as a fulfilment of Allah's command	Learner is guided to: <ul style="list-style-type: none"> • use digital devices /Islamic books to search for halal and haram sources of earning and make class presentations • share in class on legitimate ways of spending income • discuss in groups the importance of lawful earnings and make notes • role play on the benefits of spending income in legitimate ways 	<ol style="list-style-type: none"> 1. How do Muslims spend their income? 2. Why should Muslims spend their income in a halal manner? 3. Why are some sources of earning considered haram in Islam?



			<ul style="list-style-type: none"> search and watch video clips on legitimate ways of spending and make notes. 	
Core-Competencies to be developed: <ul style="list-style-type: none"> Learning to learn enhanced: the learners share in class on legitimate ways of spending income. Digital literacy skills: the learners interact with digital devices when searching for information on legitimate sources of earning and make class presentations. Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups importance of lawful earnings. 				
Values: <ul style="list-style-type: none"> Integrity enhanced through discussions on the importance of lawful earnings. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Integrity enhanced: the learners role play on the benefits of spending income in legitimate ways. 				
Link to other subjects: <ul style="list-style-type: none"> Business Studies: the learners use digital devices to search for halal and haram sources of earning. 				

Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the halal and haram sources of earning	Correctly identifies halal and haram sources of earning systematically	Correctly identifies halal and haram sources of earning	Identifies halal and haram sources of earning with prompt	Has difficulty in identifying halal and haram sources of earning



Ability to describe the legitimate ways of spending income	Correctly describes the legitimate ways of spending income and gives examples	Correctly describes the legitimate ways of spending income	Partially describes legitimate ways of spending income	Identifies legitimate ways of spending income but cannot describe them with assistance
Ability to explain the importance of lawful earnings	Correctly explains the importance of earning and spending income in legitimate ways and teaches others	Correctly explains the importance of earning and spending income in legitimate ways	Can explain the importance of earning and spending income in legitimate ways with assistance	Hardly explains the importance of earning and spending income in legitimate ways
Ability to discuss the benefits of spending income in legitimate ways	Confidently and correctly discusses the benefits of spending income in legitimate ways	Correctly discusses the benefits of spending income in legitimate ways	Correctly discusses benefits of spending income in legitimate ways with assistance	Has challenges discusses the benefits of spending income in legitimate ways



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.3 Contemporary issues (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the rights of women in Islam for gender parity b) describe the modes of transmission of HIV and AIDS and COVID- 19 to avoid transmission c) explain the possible remedies for the spread of HIV and AIDS and COVID- 19 for healthy living d) honour the rights of women as a fulfilment of the teachings of the Prophet (s.a.w).	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the rights of women and present in class • Using digital devices/ books, journals, newspapers search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID- 19 and present on charts/ PowerPoint • search and watch video clips on modes of transmission and remedies for the spread of HIV and AIDS, COVID- 19, and make notes. 	<ol style="list-style-type: none"> 1. How should women be treated in Islam? 2. What are the possible remedies for the spread of HIV and AIDS and COVID-19?
<p>Core - Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: the learners they create with digital devices use digital technology effectively to search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID- 19 and present on charts/ PowerPoint. • Communication and collaboration - Team work is enhanced as learners interact, recognise the value of team members' ideas and suggest improvements when discussing the rights of women. 				



- Citizenship- social cultural sensitivity and awareness is enhanced through discussions on the rights of women.
- Learning to learn - Carrying out research and the skills of creating with digital devices are enhanced: the learners use digital technology effectively to search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID- 19 and present on charts/ PowerPoint.

Values:

- Social justice - enhanced through discussion on the rights of women.
- Responsibility - enhanced through researching the modes of transmission and remedies for the spread of HIV and AIDS and COVID-19.

Pertinent and Contemporary Issues (PCIs):

- Health related issues are enhanced: the learners search for information on modes of transmission and remedies for the spread of HIV and AIDS and COVID- 19.

Link to other subjects

- Health Education: the learners search for information on the modes of transmission and remedies for the spread of HIV and AIDS and COVID- 19.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the rights of women in Islam	Correctly identifies the rights of women and explains them	Correctly identifies the rights of women	Correctly identifies rights of women with assistance	Has difficulty in identifying the rights of women
Ability to describe the modes of transmission of HIV and AIDS and COVID- 19	Correctly and concisely describes the modes of transmission of HIV and AIDS and COVID-19	Correctly describes the modes of transmission of HIV and AIDS and COVID-19	Partially describes modes of transmission of HIV and AIDS and COVID-19	Describes the modes of transmission of HIV and AIDS and COVID-19 with assistance



Ability to explain the possible remedies for the spread of HIV and AIDS and COVID-19	Correctly and exhaustively describes the possible remedies for the spread of HIV and AIDS and COVID-19	Correctly describes the possible remedies for the spread of HIV and AIDS and COVID-19	Correctly describes possible remedies for the spread of HIV and AIDS and COVID-19 when prompted	Has challenges describing possible remedies for the spread of HIV and AIDS and COVID-19
--	--	---	---	---

DRAFT



STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation (4 Lessons)	7.1 Reforms introduced By Prophet Muhammad (s.a.w)	By the end of the sub-strand, the learner should be able to: a) describe the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w) as an agent of change b) uphold the socio-religious, political and economic reforms for spiritual nourishment c) treasure the reforms introduced by Prophet Muhammad (s.a.w) for a morally upright society	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w) and make class presentation • search online for video clips/from available Islamic books on the Jahiliyya period, watch/read and make a comparative analysis between Jahiliyya and post Jahiliyya periods and make notes • dramatise acts depicting Jahiliyya period and the reforms introduced by Prophet Muhammad (s.a.w). 	1. What are the benefits of the reforms introduced by Prophet Muhammad (s.a.w)? 2. What lessons do Muslims learn from the reforms introduced by Prophet Muhammad (s.a.w)?



Core-Competencies to be developed:

- Citizenship: the learners acquire social cultural sensitivity and awareness skills as they discuss the reforms introduced by Prophet Muhammad (saw).
- Digital literacy skills are enhanced: the learners interact with digital devices when searching for video clips on the Jahiliyya period.
- Critical thinking and problem solving: the learners acquire the skill of interpretation and inference as they make a comparative analysis between Jahiliyya and post Jahiliyya periods.
- Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w)

Values:

- Social Justice enhanced through discussions on the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.).

Pertinent and Contemporary Issues (PCIs):

- Good governance enhanced through discussions on socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)
- Ethnic and racial relations are enhanced through discussions on the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)

Link to other subjects:

- Performing Arts: the learners dramatise the acts depicting Jahiliyya period and the reforms introduced by Prophet Muhammad (s.a.w.)
- Computer Science: the learners search online for video clips on the Jahiliyya period.
- Social Studies: the learners discuss in groups the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly and comprehensively describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.) with prompt	Describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.) with assistance



COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is based on the Strand Akhlaq and Sub Strand Drug Abuse. It seeks to link theory and practice and extend learning beyond classroom in offering solutions to problems affecting the community. For purposes of this project, it is suggested that learners undertake the project in groups.

1. Meaningful Learning Experience Created
Problem-Solving- Identifying and solving problems in the community (Drug and Substance Abuse)
2. Integration of Learning and Community Service
Meetings with community members to discuss the possible solutions to the problem of drug and substance abuse

Strand	Sub-Strand	Project Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Akhlaq (4 weeks)	8.1 Drugs and Substance Abuse among the Youth	By the end of the project, the learner should be able to: a) analyse the problem of drug and substance abuse among the youth in the community in order to offer solutions b) map out strategies of implementation and approaches of the project c) engage community members in discussing the possible remedies to drug abuse	In groups the learners: <ul style="list-style-type: none"> • brainstorm the prevalence of drug and substance abuse among the youth in the community • develop project implementation plan • discuss ways in which the problem of drug and substance abuse can be tackled • create posters and charts and share them on social media 	1. Why is drug and substance abuse prohibited in Islam? 2. What are the possible remedies to drug abuse?



		d) create posters and charts to sensitise the community e) evaluate the project to determine its success and challenges	platforms or place them in strategic places in the community • document lessons learnt in undertaking the project	
Key component of CSL developed Identifying and solving problems in the community (Drug and Substance Abuse)				
Core-Competencies to be developed: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: the learners interpret and inference are enhanced as learners brainstorm in groups the prevalence of drug and substance abuse among the youth in the community. • Digital Literacy skills: the learners interact with the digital devices are enhanced as learners create posters and charts and share them on social media platforms. • Creativity and Innovation- The skills of networking are enhanced: the learners discuss ways in which the problem of drug and substance abuse can be tackled. 				
Values: <ul style="list-style-type: none"> • Responsibility: the learners create posters, charts and shares them on social media platforms or place them in strategic places in the community. • Unity: the learners discuss ways in which the problem of drug and substance abuse can be tackled. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Social Cohesion: the learners discuss ways in which the problem of drug and substance abuse can be tackled 				
Link to other subjects: <ul style="list-style-type: none"> • Life Skills Studies: the learners brainstorm in groups the prevalence of drug and substance abuse among the youth in the community. • Integrated Science: the learners discuss the ways in which the problem of drug and substance abuse can be tackled. 				



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to analyse the problem of drug and substance abuse among the youth in the community	Correctly analyses the problem of drug and substance abuse among the youth in the community with ease	Correctly analyses the problem of drug and substance abuse among the youth in the community	Analyses problems of drug and substance abuse among the youth in the community when prompted	Analyses the problem of drug and substance abuse among the youth in the community with assistance
Ability to map out strategies of implementation and approaches of the project	Creatively maps out the strategies of implementation and approaches of the project	Correctly maps out the strategies of implementation and approaches of the project	Can maps out strategies of implementation and approaches of the project with assistance	Has challenges to map out the strategies of implementation and approaches of the project
Ability to engage community members in discussing the possible remedies to drug abuse	Robustly and enthusiastically engages community members in discussing possible remedies to drug abuse	Engages community members in discussing the possible remedies to drug abuse	Partly engages community members in discussing the possible remedies to drug abuse	Needs help to engage community members in discussing possible remedies to drug abuse
Ability to create charts and posters	Creatively creates charts and posters with clear messages	Correctly creates charts and posters	Creates charts and posters with unclear messages	Creates charts and posters with assistance



Ability to evaluate the efficacy of the project	Evaluates the efficacy of the project, documents the lessons and shares them	Evaluates the efficacy of the project and documents the lessons	Evaluates the efficacy of the project and documents lessons with help	Has difficulty evaluating the efficacy of the project and documenting lessons
---	--	---	---	---

DRAFT



APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
QUR'AN	Ulumul Qur'an	Written and oral assessment, Observation, Portfolio	The Qur'an, charts, Course Books, digital devices	learners share with peers on the importance of the Qur'an at assembly and during club/societies meetings
	Selected Surah/Verses	Written and oral assessment, Observation, Portfolio	The Qur'an, charts, Course Books, digital devices	Learners share information on the teachings/lessons from the selected verses (treatment of orphans, respect for parents and humility)
HADITH	Ulumul Hadith	Written and Oral assessment, portfolio	Books of Hadith, Course Books, Charts, Digital devices	Share with their peers on importance of Hadith during clubs and societies' meetings
	Selected Hadith	Written and oral tests,	Books on Hadith, Course Books, digital devices	Writing on qualities of a good friend and pin on the school notice boards



PILLARS OF IMAN	Shirk	Written and Oral assessments, portfolio and observation	The Qur'an, Books on Hadith, Course Books, Digital Devices	Share with peers at assembly on the effects of shirk
	Significance of <i>Tawheed</i>	Written and oral assessment, portfolio assessment, observation	The Qur'an, Books on Hadith, Course Books, Digital Devices	Share with peers at assembly on the significance of Tawheed
DEVOTIONAL ACTS	Prayers on Special Occasion Congregational Prayers	written, oral assessment, observation, portfolio	Quran, Charts, models, Course books, digital devices	Write essays on the significance of congregational prayers and share on social media
	Zakat	written, oral assessment, observation, portfolio	Quran, Charts, Course books, digital devices	demonstrate the performance Hajj to other learners during club/ societies meetings
	Saum	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Learners to prepare charts on the legal acts in Islam and display them in school



AKHLAQ (Moral values)	Morality in Islam	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Give a talk on the importance of upholding morality in Islam.
	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices	Dramatise/role play acts depicting modesty, humility and trustworthiness during inter-house/interclass drama competitions.
	Prohibitions in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices.	Make posters on the effects and measures of curbing Zina and display in school
MUAMALAT (Social Relationship)	Marriage	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Write articles on importance of marriage and share in the school magazine
	Trade and Finance	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Share with peers the knowledge on the legitimate ways of earning and spending in clubs and societies meetings



	Contemporary issues	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices, Newspapers	Share on the rights of women in Islam, possible remedies for the spread of HIV and AIDS and Covid 19 at assembly
ISLAMIC HERITAGE AND CIVILISATION	Reforms Initiated by Prophet Muhammad (S.A.W.)	Written and oral assessment, portfolio assessment, observation	Qur'an, Books of Hadith, Books of History of Islam, Course Books, Digital devices	Share with peers on the reforms initiated by Prophet Muhammad (pbuh) with other pupils at assembly

