



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**ISLAMIC RELIGIOUS EDUCATION**

**GRADE 7**

First Published in 2022

Revised 2024

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

**ISBN: 978-9914-43-926-7**

Published and printed by Kenya the Institute of Curriculum Development

## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of the Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, suggested Suggested Key Inquiry Question(s), core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



**HON. EZEKIEL Ombaki MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner's potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to Grade 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



**DR. BELIO KIPSANG', CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR 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 and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated 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 revised Grade 7 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 7 and the preparation of learners for transition to Grade 8.



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

## TABLE OF CONTENTS

FOREWORD .....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT .....	v
NATIONAL GOALS OF EDUCATION .....	vii
LESSON ALLOCATION.....	ix
LEARNING OUTCOMES FOR MIDDLE SCHOOL .....	x
SUBJECT GENERAL LEARNING OUTCOMES.....	xi
SUMMARY OF STRANDS AND SUB-STRANDS.....	xii
STRAND 1.0: QURAN .....	1
STRAND 2.0: HADITH .....	6
STRAND 3.0: PILLARS OF IMAN.....	11
SUGGESTED ASSESSMENT RUBRIC .....	15
STRAND 4.0: DEVOTIONAL ACTS .....	16
STRAND 5.0: AKHLAQ.....	22
STRAND 6.0: MUAMALAT .....	29
STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION .....	38
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT .....	41
APPENDIX 2: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES .....	43

## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

### 1. **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.

### 2. **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.

### 3. **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.

**4. 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.

**5. Promote social equity 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.

**6. 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.

**7. 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.

**8) 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.



## LESSON ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Religious Education (CRE/IRE/HRE)	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instructional Programme	1*
	<b>Total</b>	<b>40+1*</b>

## **LEARNING OUTCOMES FOR MIDDLE SCHOOL**

By the end of Junior 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, and 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 School aims at equipping the learners with Islamic knowledge, skills, and values. This empowers them to make sound decisions and navigate challenges effectively according to Islamic principles and teachings. The strands in this learning area are; Qur'an, Hadith (Teachings of the Prophet (S.A.W.)), Pillars of *Iman* (Faith), Devotional Acts, Akhlaq (Moral teachings), Muamalat (Social Relations) and Islamic Heritage and Civilisation. The competencies gained in this learning area provide a solid foundation for further studies and careers in Law, Banking and Finance, Education and chaplaincy among others. IRE fosters responsible stewardship, enabling learners to make meaningful contributions to society and live balanced lives. This includes living in peace with Allah, maintaining inner harmony, respecting the rights of others, and striving for a fulfilling afterlife.

Sources of Islamic Knowledge primarily include the Qur'an and Hadith. Additionally, Vygotsky's Social Cultural Development Theory informs IRE instruction. This theory recognises that teaching and learning are highly social activities and the interactions with instructional materials and others (teachers, peers, resource persons and community), influence the cognitive and affective developments of learners and therefore relevant in the learning of IRE.

### **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 practises 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. apply Islamic teachings to guide individuals to make positive contributions in social, political and economic development in the society
9. appreciate Islamic history as a basis for culture and civilisation, for peaceful co-existence.

## SUMMARY OF STRANDS AND SUB-STRANDS

No	Strands	Sub-Strands	Suggested Number of Lessons
1	Qur'an	1.1 Ulumul Qur'an	08
		1.2 Selected Chapters (Surah)	12
2	Hadith	2.1 <i>Ulum al-Hadith</i>	08
		2.2 Selected Hadith	08
3	Pillars of Iman	3.1 Significance of Tawheed	04
		3.2 Shirk	08
4	Devotional Acts	4.1 Swalah	10
		4.2 Zakat	05
		4.3 Saum	05
5	Akhlq (Moral Teachings)	5.1 Dimensions of Morality in Islam	04
		5.2 Virtues in Islam	05
		5.3 Prohibitions in Islam	08
6	Muamalat (Social Relations)	6.1 Marriage	06
		6.2 Trade and Finance in Islam	08
		6.3 Contemporary issues	08
7	Islamic Heritage and Civilisation	7.1 Reforms introduced by Prophet Muhammad (S.A.W.)	13
<b>Total Number of Lessons</b>			<b>120</b>

**Note:** The suggested number of lessons per sub-strand may be less or more depending on the context.

## STRAND 1.0: QURAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	<b>1.1 Ulumul Qur'an</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) state the reasons for the revelation of the Qur'an as a guide to mankind,</li> <li>b) describe the stages of the revelation of the Qur'an as a sign of mercy to mankind,</li> <li>c) narrate the incident of the first revelation of the Qur'an at Cave Hira to show the importance of seeking knowledge,</li> <li>d) explain the reasons for the revelation of the Qur'an in portions for ease of its implementation,</li> <li>e) assess the importance of the Qur'an in the day-to-day life of a Muslim as a divine guidance for humanity,</li> <li>f) value the Qur'an as a book of guidance to mankind.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• research online/ from available reference materials on the rationale for the revelation of the Qur'an and make a class presentation,</li> <li>• discuss the stages of the revelation of the Qur'an and make notes,</li> <li>• search and watch videos on the first incident at Cave Hira and narrate individually in class,</li> <li>• research on the reasons for the revelation of the Qur'an in portions and make a class presentation,</li> <li>• discuss the importance of the Qur'an and make notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why was the Qur'an revealed to mankind?</li> <li>2. How does the Qur'an guide mankind?</li> <li>3. How did Muslims benefit from the revelation of the Qur'an in portions?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: listening and speaking skills as the learners listen and discuss in groups, the stages of the revelation of the Qur'an.
- Self-efficacy: effective communication skills as learners communicate with clarity when individually narrating the first incident at Cave Hira in class.
- Digital Literacy: skills of interacting with digital technology as the learners search and watch videos on the incident of the first revelation at Cave Hira.
- Learning to Learn: the skill of developing relationships as learners share the learnt knowledge through a class presentation on the rationale for the revelation of the Qur'an.

**Values:**

- Respect: open-mindedness as learners respect each other's opinion in groups during discussion on the stages of the revelation of the Qur'an.
- Unity: cooperation as learners discuss in pairs the importance of the Quran.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: Social Cohesion as learners navigate through group dynamics when discussing in groups the stages of the revelation of the Qur'an.

**Link to other Subjects:**

Pre-technical Studies: the learner can apply the skills of interacting with digital technology during the search for, and watching videos on the incident of the first revelation at Cave Hira.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<b>1.2 Selected Chapters (Surah)</b> <ul style="list-style-type: none"> <li>• Surah Ad-Dhuha (Q.93:1-11)</li> <li>• Surah Al-Balad (Q. 90:1-20)</li> </ul> <p>(12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) read surah Ad-Dhuha (Q.93:1-11) and surah Al-Balad (Q. 90:1-20) correctly for spiritual nourishment,</li> <li>b) explain the meaning of surah Ad-Dhuha (Q.93:1-11) and surah Al-Balad (Q. 90:1-20) for better understanding,</li> <li>c) deduce the lessons of surah Ad-Dhuha (Q.93: 1-11) and surah Al-Balad (Q. 90:1-20) for application in daily life,</li> <li>d) apply the teachings of surah Ad-Dhuha (Q.93: 1-11) and surah Al-Balad (Q. 90:1-20) in their daily life to earn rewards from Allah,</li> <li>e) appreciate the teachings of surah Ad-Dhuha (Q.93: 1-11) and surah Al-Balad (Q. 90:1-20) as a guide in daily life.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read the selected surah,</li> <li>• discuss the meaning of the selected surah and make class presentations,</li> <li>• research on the teachings/lessons from selected surah online/on available reference materials in pairs and make class presentations,</li> <li>• dramatise teachings/lessons from Surah Ad-Dhuha (treatment of orphans, needy and bounties of Allah).</li> </ul>	<ol style="list-style-type: none"> <li>1. What lessons do Muslims learn from the selected surah?</li> <li>2. How can a Muslim apply the teachings of the selected surah?</li> </ol>

**Core Competencies to be developed:**

- Digital Literacy: the learner interacts with digital technology when researching online the teachings/lessons from the selected surah
- Citizenship: social and civic skills as learners dramatise teachings/lessons from the selected surah (treatment of orphans, respect for parents and humility)
- Learning to Learn: the learners develop relationships as they share learnt knowledge during class presentations on teachings/lessons from the selected surah.

**Values:**

- Social Justice: the learners cooperate during dramatization on the teachings/lessons from the selected surah (treatment of orphans).
- Respect: as the learners dramatise the ways of showing respect and humility to the parents.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: social cohesion is promoted as the learners dramatise the teachings lessons from the selected surah (treatment of orphans, respect for parents and humility).

**Link to other Subjects:**

Creative Arts and Sports: the learners apply the skills in creative arts when dramatizing teachings/lessons from the surah Ad-Dhuha (treatment of orphans and needy, appreciating the bounties of Allah).



### SUGGESTED ASSESSMENT RUBRIC

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to examine the revelation of the Holy Qur'an to Prophet Muhammad (S.A.W.).	Examines the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) correctly and comprehensively.	Examines the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) correctly.	Examines the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) partially.	Examines the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) with assistance.
Ability to read and explain the meaning, teachings, and lessons of surah Ad-Dhuha and surah Al-Balad.	Reads and explains the meaning, teachings, and lessons of verses of Surah Ad-Dhuha and surah Al-Balad correctly and comprehensively.	Reads and explains the meaning, teachings, and lessons of verses of Surah Ad-Dhuha and surah Al-Balad correctly.	Reads and explains the meaning, teachings, and lessons of verses of Surah Ad-Dhuha and surah Al-Balad with few mix-ups.	Reads and explains the meaning, teachings, and lessons of verses of Surah Ad-Dhuha and surah Al-Balad with major mix-ups.

## STRAND 2.0: HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.1 Ulumul Hadith</b> <ul style="list-style-type: none"> <li>• <i>forms of Hadith</i></li> <li>• <i>components of Hadith</i></li> <li>• <i>types of Hadith</i></li> <li>• <i>importance of Hadith</i></li> </ul> <p>(8 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain the meaning of hadith for better understanding,</li> <li>b) describe the forms of Hadith for a better understanding of the science of Hadith (<i>Qaul, Fiil, Taqrir, Sifat</i>),</li> <li>c) state the components of Hadith for a better understanding of the science of Hadith,</li> <li>d) explain the types of Hadith (Hadith Qudsy and Nabawy) as the second source of Sharia,</li> <li>e) assess the importance of Hadith for spiritual nourishment,</li> <li>f) emulate the life of the Prophet (S.A.W.) to earn Allah’s rewards and enhance the competency of self-efficacy,</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search online/on available reference materials on the meaning of hadith,</li> <li>• discuss the components of Hadith and present in class,</li> <li>• research on forms of Hadith and prepare a chart for display,</li> <li>• research on types of Hadith (Nabawy and Qudsy) and make a class presentation,</li> <li>• discuss the differences between Hadith Qudsy and Nabawy and share in class</li> <li>• research on the importance of hadith from available reference materials and make notes,</li> <li>• identify and use available networks to access and share information on the <i>sifat</i> of the Prophet (S.A.W.).</li> </ul>	<p>Why is Hadith important in the life of a Muslim?</p>

		g) acknowledge Hadith as a primary source of Sharia.		
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Critical thinking and Problem-solving: the learners identify and use available networks to access and share information on the <i>sifat</i> of the Prophet (S.A.W.).</li> <li>• Creativity and Imagination: communication and self-expression as learners artistically prepare charts on forms of Hadith for display.</li> <li>• Digital Literacy: skills of digital citizenship as the learner observes safety precautions and practises when using digital devices.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: as learners cooperate to work as a team to prepare charts on forms of Hadith for display.</li> <li>• Respect: patience as they appreciate diverse opinions during discussions in groups.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Life Skills: effective communication skills as learners research and make class presentations.				
<b>Link to other Subjects:</b>				
English and Kiswahili: the learner can apply the listening, speaking, and writing skills in English and Kiswahili.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	<p data-bbox="382 308 542 371"><b>2.2 Selected Hadith</b></p> <ul data-bbox="382 422 562 600" style="list-style-type: none"> <li data-bbox="382 422 562 485">• <i>Hadith on intention</i></li> <li data-bbox="382 491 562 600">• <i>Hadith on the choice of friends</i></li> </ul> <p data-bbox="382 642 523 673">(8 lessons)</p>	<p data-bbox="608 308 929 408">By the end of the sub-strand, the learner should be able to:</p> <ol data-bbox="608 422 948 930" style="list-style-type: none"> <li data-bbox="608 422 948 559">a) deduce the lessons learnt from the selected Hadith for character building,</li> <li data-bbox="608 565 948 669">b) assess the relevance of the selected Hadith in the life of a Muslim,</li> <li data-bbox="608 675 948 779">c) practise the teachings from the selected hadith in daily life,</li> <li data-bbox="608 784 948 930">d) appreciate Hadith as the second source of Islamic law and spiritual guidance.</li> </ol>	<p data-bbox="981 308 1290 340">The learner is guided to:</p> <ul data-bbox="981 345 1329 377" style="list-style-type: none"> <li data-bbox="981 345 1329 377">• read the selected hadith</li> </ul> <p data-bbox="1025 382 1290 414">Hadith on intention:</p> <p data-bbox="981 419 1528 779"><i>Umar bin Khattab (R.A) reported that, "I heard the Prophet (S.A.W.) 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."</i> (Bukhari and Muslim)</p> <p data-bbox="981 825 1335 857">Hadith on choice of friends:</p> <p data-bbox="981 862 1528 1146"><i>Abu Musa (R.A.) narrated that the prophet (S.A.W.) said "The example of a good companion (who sits with you) in comparison with a bad one, is like that of the musk seller and the blacksmith's bellows (or furnace); from the first you would either buy musk or enjoy its good smell while the bellows would either</i></p>	<ol data-bbox="1574 308 1818 669" style="list-style-type: none"> <li data-bbox="1574 308 1818 450">1. What are the benefits of having good intention?</li> <li data-bbox="1574 455 1818 524">2. Who is a good friend?</li> <li data-bbox="1574 529 1818 669">3. Why is it important to choose good friends?</li> </ol>

			<p><i>burn your clothes or your house, or you get a bad nasty smell thereof.” (Bukhari and Muslim)</i></p> <ul style="list-style-type: none"> <li>• discuss lessons derived from the selected hadith and make a class presentation</li> <li>• discuss the relevance of the selected Hadith in the life of a Muslim and make notes,</li> <li>• role-play the qualities and importance of having good friends</li> <li>• create social groups with friends where they can share information to influence each other positively.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: active community life skills as learners become socially aware of the choice of friends to make.</li> <li>• Self-efficacy: knowing who I am as learners create social groups to share information.</li> <li>• Communication and Collaboration: teamwork when the learners observe the rules of engagement during role play on the qualities and importance of having good friends.</li> </ul>				
<p><b>Values:</b> Responsibility: accountability as learners choose friends when creating social groups.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Life Skills: taking responsibility for the choice of friends when creating social groups to share information.</p>				
<p><b>Link to other Subjects:</b> Social Studies: as learners role-play the qualities of good friends.</p>				

### SUGGESTED ASSESSMENT RUBRIC

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe aspects of hadith forms, types, components and significance.	Describes all aspects of Hadith correctly and comprehensively.	Describes all aspects of Hadith correctly.	Describes aspects of Hadith with a few mix-ups.	Describes aspects of Hadith with major mix-ups.
Ability to assess the relevance and deduce lessons of the selected Hadith.	Assesses the relevance and deduces lessons of the selected Hadith comprehensively and correctly.	Assesses the relevance and deduces lessons of the selected Hadith correctly.	Assesses the relevance and deduces lessons of the selected Hadith but omits a few details.	Assesses the relevance and deduces lessons of the selected Hadith but omits significant details.

### STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1 Significance of Tawhid</b>  (4 lessons)	By the end of the sub-strand, the learner should be able to: a) assess the significance of Tawhid for spiritual nourishment, b) demonstrate belief in Tawhid, c) appreciate Tawhid as the basis of the Islamic faith.	The learner is guided to: <ul style="list-style-type: none"> <li>• research on the significance of Tawhid in the life of a Muslim and make class presentations,</li> <li>• discuss the significance of Tawhid and make notes,</li> <li>• search online /from available books on the ways of showing belief in Tawhid and share in class,</li> <li>• discuss ways of showing belief in Tawhid in pairs or groups and make notes,</li> <li>• role-play ways of showing belief in Tawhid.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do Muslims believe in Tawhid?</li> <li>2. How is Tawhid manifested in a Muslim?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: skills of listening, speaking, writing and teamwork as learners listen, appreciate and respect the opinion of others when discussing the significance of Tawhid in groups and make notes.
- Critical thinking and Problem-solving since the learners acquire the skill of reflection when researching the ways of showing belief in Tawhid.
- Digital Literacy: skills of interacting with digital devices when searching and downloading materials on the ways of showing belief in Tawhid.

**Values:**

Unity: the learners cooperate as they discuss in groups.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: Social cohesion as learners discuss in groups the significance of Tawhid.

**Link to other Subjects:**

The learners gain the skills of self-assertiveness an aspect of Social Studies.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.2 Shirk</b> <ul style="list-style-type: none"> <li>• Types of Shirk</li> <li>• Manifestations of Shirk</li> <li>• Effects of Shirk</li> </ul> (8 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) explain different types of shirk to avoid associating Allah with other beings,</li> <li>b) describe different ways through which shirk is manifested to protect one's Iman,</li> <li>c) examine the effects of shirk to safeguard one's Iman,</li> <li>d) practise acts that are devoid of shirk in daily life,</li> <li>e) recognise the belief in One God as the foundation of Iman.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• use digital devices/available reference books to search for different types of shirk and make notes,</li> <li>• demonstrate the manifestation of shirk through skits in groups,</li> <li>• discuss the effects of shirk in pairs and make a class presentation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should a Muslim avoid shirk?</li> <li>2. How can a Muslim avoid shirk?</li> </ol>

**Core Competencies to be developed:**

- Self-efficacy: the skill of self-awareness as the learners demonstrate the manifestation of shirk through skits
- Learning to Learn: the skill of working collaboratively when learners demonstrate in groups manifestation of shirk through skits
- Digital Literacy: the skill of interacting with digital devices as learners search for different types of shirk

**Values:**

Unity as learners cooperate during discussion on the effects of shirk.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: Social Cohesion as the learners discuss the effects of shirk in groups.

**Link to other subjects:**

Creative Arts and Sports: as learners demonstrate the manifestation of shirk through a skit, they apply performing skills acquired in Creative Arts and Sports.

### SUGGESTED ASSESSMENT RUBRIC

<b>Indicators</b> \ <b>Levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain the Significance and ways of showing belief in Tawheed.	Explains the significance of Tawheed comprehensively.	Explains the significance of Tawheed.	Explains the significance of Tawheed but leaves out a few details.	Explains the significance of Tawheed but leaves out significant details.
Ability to describe the types, manifestation and effects of <i>shirk</i> .	Describes the types, manifestation and effects of <i>shirk</i> correctly and in depth.	Describes the types, manifestation and effects of <i>shirk</i> correctly.	Describes the types, manifestation and effects of <i>shirk</i> with minor errors.	Describes the types, manifestation, and effects of <i>shirk</i> with major errors.

## STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Swalah</b> <ul style="list-style-type: none"> <li>• <i>congregational prayers</i></li> <li>• sunnah prayers (<i>Tahajud, Tahiyatul Masjid and Dhuha</i>)</li> <li>• prayers on special occasions (<i>Swalatul, Janaza, Musafir, Kusuf, and Khusuf</i>),</li> </ul> <p>(10 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe how congregational prayers and sunnah prayers are performed to earn rewards (<i>Tahajud, Tahiyatul Masjid and Dhuha</i>),</li> <li>b) describe the performance of prayers on special occasions to earn Allah (S.W.T.)’s blessing (<i>Swalatul Janaza, Musafir, Kusuf, and Khusuf</i>),</li> <li>c) perform congregational prayers, sunnah prayers and prayers on special occasions for spiritual nourishment,</li> <li>d) assess the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions to earn rewards from Allah</li> <li>e) appreciate the performance of</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search and watch video clips/ other resources on how congregational prayers, Sunnah prayers and prayers on special occasions are performed and be guided by the teacher to make notes,</li> <li>• demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions,</li> <li>• discuss the significance of congregational prayers, Sunnah prayers and prayers on</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should Muslims perform congregational prayers?</li> <li>2. Why are Sunnah prayers important?</li> </ol>

		congregational prayers, sunnah prayers and prayers on special occasions as a way of fulfilling Allah (S.W.T.)’s command.	special occasions in groups and make class presentations.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: the skill of working collaboratively is enhanced as the learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions.</li> <li>• Creativity and Imagination: networking skills are enhanced as learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions.</li> <li>• Digital Literacy: the skill of connecting using technology as learners use internet to search for video clips on congregational prayers, Sunnah prayers and prayers on special occasions</li> <li>• Communication and Collaboration: listening, speaking, writing and teamwork skills as 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.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: accountability as learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions.</li> <li>• Unity as learners cooperate to search and watch video clips/ other resources on how congregational prayers, Sunnah prayers and prayers on special occasions are performed in pairs or groups.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Good governance as learners selects a leader to demonstrate the performance of congregational prayers.</p>				
<p><b>Link to other subjects:</b>  Integrated Science and Social Studies: as learners discuss <i>Swalatul Kusuf</i> and <i>Khusuf</i> they relate to knowledge on eclipses in Integrated Science.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Zakat</b> <ul style="list-style-type: none"> <li>• <i>Zakatul Maal and Zakatul Fitr</i></li> </ul> (5 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) describe <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> as an obligation on a Muslim,</li> <li>b) differentiate between <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> as acts of <i>ibadah</i>,</li> <li>c) identify items exempted from <i>Zakat</i> payment,</li> <li>d) assess the significance of <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> to the society,</li> <li>e) appreciate the role of zakat in the development of a Muslim society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the different types of zakat and make notes guided by the teacher,</li> <li>• search for the differences between <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> and present on charts/posters/PowerPoint,</li> <li>• research on items exempted from <i>Zakat</i> in groups and make a class presentation,</li> <li>• brainstorm on the importance of <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> and make notes.</li> </ul>	Why is it important to pay <i>Zakat</i> ?

**Core Competencies to be developed:**

- 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 with technology as learners use appropriate ICT tools to search for information on items exempted from Zakat and make class presentations using PowerPoint.
- Communication and Collaboration: the skill of teamwork is enhanced as learners discuss in groups different types of Zakat.

**Values:**

- Respect: open-mindedness as learner respects each other's opinions while discussing the different types of Zakat and make notes.
- Unity as learners cooperate in research 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:**

Pre-Technical Studies: as learners identify items exempted from Zakat and discuss the importance of zakat, they relate to business skills in Pre-technical Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	<b>4.3 Saum</b> <ul style="list-style-type: none"> <li>• types of Saum (<i>Fardh, Sunnah, Nadhir, Kafara, Qadha</i>),</li> </ul> (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe types of Saum for ease of observance</li> <li>b) assess the significance of Saum for spiritual growth,</li> <li>c) observe saum to earn rewards from Allah,</li> <li>d) appreciate the observance of Saum as a way of earning <i>taqwa</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the types of Saum, make charts, and present in class</li> <li>• research on the significance of Saum and present on PowerPoint /charts in groups</li> <li>• compose a poem on Saum and make a class presentation.</li> </ul>	What are the benefits of Saum in the life of a Muslim?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of listening, speaking, writing and teamwork as learners discuss types of Saum in pairs or groups.</li> <li>• Digital Literacy: the skill of interacting with digital technology as learners research on the significance of Saum.</li> <li>• Creativity and Imagination: as learners network to compose a poem on Saum.</li> </ul>				
<b>Values:</b> Responsibility: accountability through research on the significance of Saum.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Lifestyle diseases: awareness is enhanced as learners research on the significance of Saum.				
<b>Link to other subjects:</b> Integrated Science: as the learners discuss the significance of Saum in groups, they relate to knowledge of health education in Integrated Science.				



### SUGGESTED ASSESSMENT RUBRIC

<b>Level Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe, perform and assess the importance of congregational, sunnah prayers and prayers on special occasions.	Describes, performs and discusses giving compelling evidence on the importance of congregational, sunnah prayers and prayers on special occasions correctly and consistently.	Describes, performs and discusses the importance of congregational, sunnah prayers and prayers on special occasions correctly.	Describes, performs and discusses the importance of congregational, sunnah prayers and prayers on special occasions but leaves out some details.	Describe, performs and discusses the importance of congregational, sunnah prayers and prayers on special occasions but leaves out significant details
Ability to describe, differentiate the types and assess the significance of Zakat and Saum.	Describes, differentiates the types and discusses the significance of Zakat and Saum correctly and exhaustively.	Describes, differentiates the types, and discusses the significance of Zakat and Saum correctly.	Describes, differentiates the types and discusses the significance of Zakat and Saum with few mix-ups.	Describes, differentiates the types, and discusses the significance of Zakat and Saum with many mix-ups.

## STRAND 5.0: AKHLAQ

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Suggested Key Inquiry Question(s)(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1 Dimensions of Morality in Islam</b>  (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify sources of morality in Islam as a guide to good behaviour,</li> <li>b) explain the purpose of morality in promoting uprightness in the society,</li> <li>c) practise Islamic moral values in day-to-day life to earn rewards from Allah,</li> <li>d) regard Islamic values as a form of ibadah.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• research online/from available books on sources of morality i.e. Quran and Sunnah and make notes guided by the teacher,</li> <li>• discuss the purpose of morality and make a presentation,</li> <li>• role play acts depicting good morals.</li> </ul>	Why should Muslims have good morals?

**Core Competencies to be developed:**

- Citizenship: active community life skills as learner discusses the purpose of morality.
- Learning to Learn: the skill of developing relationships as learners share knowledge on the purpose of morality during the presentation.
- Creativity and Imagination: networking skills as learners dramatise acts depicting good morals.

**Values:**

- Peace: responsibility as learners discuss the purpose of morality in groups.
- Social Justice: as the learners cooperate during dramatization on acts depicting good morals.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion: as learners work in groups during discussion and dramatization.

**Link to other Subjects**

Social Studies: as learners research online sources and purpose of morality

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Virtues in Islam</b> <ul style="list-style-type: none"> <li>• <i>truthfulness</i></li> <li>• <i>forgiveness</i></li> </ul> <p>(5 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain Islamic teachings on truthfulness and forgiveness for moral growth,</li> <li>b) assess the significance of upholding truthfulness and forgiveness for harmonious co-existence in the society,</li> <li>c) exercise truthfulness and forgiveness in day-to-day life to earn rewards from Allah (S.W.T.),</li> <li>d) appreciate Islamic virtues for a morally upright society.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• discuss the Islamic teachings on truthfulness and forgiveness and make class presentations,</li> <li>• discuss the significance of upholding truthfulness and make notes,</li> <li>• research individually on the significance of forgiveness and make notes,</li> <li>• record short videos as they dramatise acts depicting truthfulness and forgiveness in society and share on social media platforms.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should a Muslim be truthful?</li> <li>2. Why is it important for a Muslim to exercise forgiveness?</li> </ol>

**Core Competencies to be developed:**

- Creativity and Imagination: the skill of making connections is enhanced as the learners record short videos as they dramatise acts depicting truthfulness and forgiveness in society and share on social media platforms
- 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.

**Values:**

- Integrity: enhanced as learners discuss in groups the significance of upholding truthfulness.
- Peace: learners discuss the Islamic teachings on truthfulness and forgiveness.

**Pertinent and Contemporary Issues (PCIs):**

- 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.

**Link to other subjects:**

Social Studies: the learners discuss the Islamic teachings on truthfulness and forgiveness.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.3 Prohibitions in Islam</b> <ul style="list-style-type: none"> <li>• Drug abuse</li> </ul> <p>(8 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the effects of drug abuse for healthy living,</li> <li>b) examine the rationale behind the prohibition of drugs as a way of fostering positive character formation,</li> <li>c) explain remedies for drug abuse for a healthy and morally upright society,</li> <li>d) abstain from abusing drugs to earn Allah’s pleasure,</li> <li>e) acknowledge the rationale for the prohibition of drugs for the growth and development of the nation.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• list down some types of drugs bhang, heroin, cocaine, khat etc),</li> <li>• discuss the effects of drug abuse in the society and present on charts/PowerPoint,</li> <li>• search and watch video clips/search on available newspapers, books, magazines, and journals on the effects of drug abuse and deduce lessons,</li> <li>• use digital devices/ available Islamic books to research the rationale behind the prohibition, of drugs in Islam and make notes</li> <li>• research on the possible remedies for drug abuse and make posters,</li> <li>• depict through skits the effects of drug abuse in the society,</li> <li>• research on the effects and remedies of drug abuse and develop portfolios,</li> </ul>	<ol style="list-style-type: none"> <li>1. What causes drug abuse?</li> <li>2. What are the effects of drug abuse in the society?</li> <li>3. What are the possible remedies for drug abuse?</li> </ol>

			<ul style="list-style-type: none"> <li>• discuss ways of avoiding drug abuse and make class presentations,</li> <li>• visit a rehabilitation centre to learn more about the effects and remedies for drug abuse,</li> <li>• listen to a talk on drug abuse from a medical expert/NACADA official.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and Problem-solving research skills are developed when learners research on the possible remedies for drug abuse.</li> <li>• Learning to Learn: the skill of seeking advice, information, and support is developed as learners visit a rehabilitation centre to learn more about the effects and remedies for drug abuse.</li> <li>• 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.</li> <li>• Communication and Collaboration: the learners listen and appreciate a talk on drug abuse from a medical expert/NACADA official.</li> </ul>				
<p><b>Values:</b> Responsibility: enhanced as learners discuss ways of avoiding drug abuse.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Alcohol and substance abuse: the learners watch video clips on the effects of drug abuse.</p>				
<p><b>Link to other Subjects:</b> Integrated Science: the learners discuss the effects of drug abuse in society.</p>				

### SUGGESTED ASSESSMENT RUBRIC

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify the sources and explain the purpose of Islamic morality.	Identifies the sources and explains the purpose of Islamic morality correctly and cites examples.	Identifies the sources and explains the purpose of Islamic morality correctly.	Identifies the sources and explains the purpose of Islamic morality with a few errors.	Identifies the sources and explains the purpose of Islamic morality with significant errors.
Ability to explain Islamic teachings and the significance of upholding truthfulness and forgiveness.	Explains Islamic teachings and the significance of upholding truthfulness and forgiveness correctly citing examples.	Explains Islamic teachings and the significance of upholding truthfulness and forgiveness correctly.	Explains Islamic teachings and the significance of upholding truthfulness and forgiveness but leaves out a few details.	Explains Islamic teachings and the significance of upholding truthfulness and forgiveness but leaves out significant details.
Ability to examine the rationale behind prohibition, effects, and remedies for drug abuse.	Examines the rationale behind prohibition, effects, and remedies for drug abuse correctly and comprehensively.	Examines the rationale behind prohibition, effects, and remedies for drug abuse.	Examines the rationale behind prohibition, effects, and remedies for drug abuse with a few mix-ups.	Examines the rationale behind prohibition, effects, and remedies for drug abuse with major mix-ups.



**STRAND 6.0: MUAMALAT**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>6.0 Muamalat (Social Relationship)</b>	<b>6.1 Marriage</b> <ul style="list-style-type: none"> <li>• <i>Purpose of marriage</i></li> <li>• <i>Conditions for marriage</i></li> <li>• <i>Rights and responsibilities of husband and wife</i></li> </ul> (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the purpose of marriage as a means of fulfilling one’s faith,</li> <li>b) state the conditions for a valid marriage in Islam,</li> <li>c) describe the rights and responsibilities in marriage for observance of Allah (S.W.T.)’s commandments,</li> <li>d) regard marriage as a way of validating the establishment of a family.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the purpose of marriage and share in class,</li> <li>• discuss the conditions for marriage and make notes,</li> <li>• research on rights and responsibilities of a husband and wife in marriage and make class presentations</li> <li>• dramatise rights and responsibilities in marriage.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is marriage important in Islam?</li> <li>2. What are the rights of a husband/wife in Islam?</li> </ol>

**Core Competencies to be developed:**

- Creativity and Imagination: as learners share new ideas during dramatization and research on the rights and responsibilities in marriage.
- Self-efficacy: self-awareness as learners develops skills when dramatizing rights and responsibilities in marriage.
- Learning to Learn: the skill of developing relationships by sharing learnt knowledge during a discussion on the purpose of marriage in groups.

**Values:**

- Love: Caring as learners dramatise the rights and responsibilities in marriage.
- Unity: fairness in sharing available resources during group activities in class such as dramatization.
- Social Justice: cooperation as learners dramatise the rights and responsibilities in marriage.

**Pertinent and Contemporary Issues (PCIs):**

Life Skills: effective communication as the learners research on the rights and the responsibilities in marriage and make class presentations.

**Link to other subjects:**

Social Studies: as the learner discusses the purpose of marriage and relates to types of marriage in Social Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Muamalat</b> (Social Relationship)	<b>6.2 Trade and Finance in Islam</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the halal and haram sources of earning for legitimate livelihood,</li> <li>b) describe the legitimate ways of spending income to earn Allah (S.W.T.)’s Pleasure,</li> <li>c) analyse the effects of spending income in <i>haram</i> ways in the life of a Muslim,</li> <li>d) explain the importance of lawful earnings as an act of ibadah</li> <li>e) assess the benefits of spending income in legitimate ways to earn rewards from Allah (S.W.T.),</li> <li>f) apply the knowledge of the halal way of earning in daily life,</li> <li>g) appreciate halal sources of earning and spending as a fulfilment of Allah (S.W.T.)’s command.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• use digital devices or Islamic books to search for halal and haram sources of earning and make class presentations,</li> <li>• discuss legitimate ways of spending income and share in class</li> <li>• brainstorm the effects of spending income in haram and present in class,</li> <li>• discuss the importance of lawful earnings and make notes,</li> <li>• role play on the benefits of spending income in legitimate ways,</li> <li>• search and watch video clips on legitimate ways of spending and make notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do Muslims spend their income?</li> <li>2. Why should Muslims spend their income in a halal manner?</li> <li>3. Why are some sources of earning considered haram in Islam?</li> </ol>

**Core Competencies to be developed:**

- Learning to Learn: enhanced as 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 making class presentations.
- Communication and Collaboration: the learners listen, appreciate and respect the opinions of others when discussing in groups the importance of lawful earnings.

**Values:**

Integrity: enhanced through discussions on the importance of lawful earnings.

**Pertinent and Contemporary Issues (PCIs):**

Integrity: enhanced as learners role play on the benefits of spending income in legitimate ways.

**Link to other subjects:**

Pre-Technical Studies: as learners use digital devices to search for halal and haram sources of earning.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Muamalat (Social Relationship)</b>	<b>6.3 Contemporary issues</b> <ul style="list-style-type: none"> <li>• <i>Rights of Women in Islam</i></li> <li>• <i>HIV and AIDS</i></li> <li>• <i>COVID-19</i></li> <li>• <i>Child Road Safety</i></li> </ul> <p>(8 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the rights of women in Islam for gender parity,</li> <li>b) describe the modes of transmission of HIV/ and AIDS and COVID-19 to avoid transmission,</li> <li>c) illustrate safe behaviors while using the road for safe road use,</li> <li>d) explain the possible remedies for the spread of HIV/ and AIDS and COVID-19 for healthy living,</li> <li>e) honour the rights of women as a fulfilment of the teachings of the Prophet (S.A.W.).</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• discuss the rights of women in groups and present in class,</li> <li>• using digital devices/ books, journals, and newspapers search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19 and present on charts/ PowerPoint,</li> <li>• dramatise safe behaviors road users should observe while on the road,</li> <li>• discuss the risky behaviors road users indulge in while using the roads (such as playing along the road speeding, distracted driving, use of headphones, ear pods, and other entertainment gadgets that distract pedestrian</li> </ul>	<ol style="list-style-type: none"> <li>1. How should women be treated in Islam?</li> <li>2. What are the possible remedies for the spread of HIV and AIDS and COVID-19?</li> <li>3. Why is it important to observe road safety?</li> </ol>

			<p>concentration) and present in class,</p> <ul style="list-style-type: none"> <li>• brainstorm/search for possible remedies for maintaining road safety for road users (such as speaking out and reporting on risky behaviours to parents, teachers or the police, advising peers on the appropriate use of roads) and make a class presentation</li> <li>• search and watch video clips on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19, and make notes.</li> </ul>	
--	--	--	--	--

**Core Competencies to be developed:**

- **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:** teamwork is enhanced as learners interact, recognise the value of team members' ideas and suggest improvements when discussing the rights of women and risky behaviors road users indulge in while using the roads.
- **Citizenship:** social cultural sensitivity and awareness is enhanced through discussions on the rights of women and brainstorming/search for possible remedies for maintaining road safety for road users.

- Learning to Learn: carrying out research and the skills of creating with digital devices are enhanced as 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**

Integrated Science the learners search for information on the modes of transmission and remedies for the spread of HIV/ and AIDS and COVID-19.

### SUGGESTED ASSESSMENT RUBRIC

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to explain the purpose, conditions of marriage, and rights and responsibilities in marriage.	Explains the purpose, conditions of marriage, and rights and responsibilities in marriage correctly and comprehensively.	Explains the purpose, conditions of marriage, and rights and responsibilities in marriage correctly.	Explains the purpose, conditions of marriage rights and responsibilities in marriage with a few mix-ups.	Explains the purpose, conditions of marriage rights and responsibilities in marriage with major mix-ups.
Ability to identify the halal and haram sources of earning, spending and its effects.	Identifies the halal and haram sources of earning, spending and its effects comprehensively citing examples.	Identifies the halal and haram sources of earning, spending and its effects correctly.	Identifies the halal and haram sources of earning, spending and its effects but leaves out few details.	Identifies the halal and haram sources of earning, spending and its effects but leaves out significant details
Ability to identify the rights of women in Islam	Identifies the rights of women correctly	Correctly identifies the rights of women	Correctly identifies the rights of women with a few mix-up.	Identifies the rights of women with many mix-ups.



<p>Ability to describe the modes of transmission of HIV and AIDS and COVID-19 and explain the possible remedies for the spread of HIV and AIDS and COVID-19 safe behaviors while using the road.</p>	<p>Describes the modes of transmission of HIV and AIDS and COVID-19 and explains the possible remedies for the spread of HIV and AIDS and COVID-19 and safe behaviors while using the road comprehensively and cites examples.</p>	<p>Describes the modes of transmission of HIV and AIDS and COVID-19 and explains the possible remedies for the spread of HIV and AIDS and COVID-19 and safe behaviors while using the road.</p>	<p>Describes the modes of transmission of HIV and AIDS and COVID-19 and explains the possible remedies for the spread of HIV and AIDS and COVID-19 and safe behaviors while using the road but omits a few details.</p>	<p>Describes the modes of transmission of HIV and AIDS and COVID-19 and explains the possible remedies for the spread of HIV and AIDS and COVID-19 and safe behaviors while using the road but omits major details.</p>
--	--	---	---	---

## STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.0 Islamic Heritage and Civilisation</b>	<b>7.1 Reforms introduced by Prophet Muhammad (S.A.W.)</b>  (13 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the socio-religious, political, and economic reforms introduced by Prophet Muhammad (S.A.W.) as an agent of change,</li> <li>b) assess the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation,</li> <li>c) apply lessons learnt from the reforms introduced by Prophet Muhammad (S.A.W.),</li> <li>d) treasure the reforms introduced by Prophet Muhammad (S.A.W.) for a morally upright society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search online for video clips/available reference materials on the <i>Jahiliyya</i> period,</li> <li>• discuss the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) and make a class presentation,</li> <li>• watch/read and make a comparative analysis between <i>Jahiliyya</i> and post<i>Jahiliyya</i> periods and make notes,</li> <li>• discuss the importance of socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) and make a class presentation,</li> <li>• brainstorm on lessons learnt from the reforms introduced by Prophet Muhammad (S.A.W.),</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the benefits of the reforms introduced by Prophet Muhammad (S.A.W.)?</li> <li>2. What lessons do Muslims learn from the reforms introduced by Prophet Muhammad (S.A.W.)?</li> </ol>

			<ul style="list-style-type: none"> <li>dramatise acts depicting <i>Jahiliyya</i> period and the reforms introduced by Prophet Muhammad (S.A.W.).</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Citizenship: the learners acquire socio-cultural sensitivity and awareness skills as they discuss the reforms introduced by Prophet Muhammad (saw).</li> <li>Digital Literacy Skills: enhanced as learners interact with digital devices when searching for video clips on the <i>Jahiliyya</i> period.</li> <li>Critical thinking and Problem-solving: the learners acquire the skill of interpretation and inference as they make a comparative analysis between <i>Jahiliyya</i> and post-<i>Jahiliyya</i> periods.</li> <li>Communication and Collaboration: the learners listen, appreciate and respect the opinions of others when discussing in groups the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.)</li> </ul>				
<p><b>Values:</b></p> <p>Social Justice: enhanced through discussions on the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.).</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>Good governance enhanced through discussions on socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.).</li> <li>Ethnic and racial relations are enhanced through discussions on the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.).</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>Creative Arts and Sports: the learners dramatise the acts depicting <i>Jahiliyya</i> period and the reforms introduced by Prophet Muhammad (s.a.w.).</li> <li>Social Studies: the learners discuss in groups the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.).</li> </ul>				

### SUGGESTED ASSESSMENT RUBRIC

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.).	Describes 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.).	Describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.) but leaves out a few details.	Describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.) but leaves out significant details.
Ability to assess the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (S.A.W.).	Assesses the importance of socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) comprehensively.	Assesses the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.).	Assesses the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (S.A.W.) with a few mix-ups.	Assesses the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (S.A.W.) with a major mix-up.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING PROJECT

### Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service, enabling learners to reflect on, experience, and learn from the community. The CSL activity is hosted as a strand within Social Studies. The Social Studies teacher will be responsible for coordinating teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to carry out the integrated CSL class activity. Learners will undertake one common integrated class CSL activity following a 6-step milestone approach that is:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.

Milestone 5	<p><b>Showcasing /Exhibition and Report Writing</b>  Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback  Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p><b>Reflection</b>  Learners review all project work to learn from the challenges faced.  They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen the learning of the academic concepts.</p>

**Assessment of CSL integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and the end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on three components namely: skills from various learning areas applied in carrying out the activity, core competencies developed, and values nurtured.

**APPENDIX 2: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>Qur'an</b>	Ulumul Qur'an	Written and oral assessment, Observation, Portfolio	The Qur'an, charts, Course Books, digital devices	Learners share with peers the importance of the Qur'an at assembly and during club/society 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, care for the needy and humility in societies/club meetings Dramatise care for the needy in society during Parent/AGM Day. Write an essay on how society can care for orphans and share in the school magazine
<b>Hadith</b>	Ulumul Hadith	Written and oral assessment, portfolio	Books of Hadith, Course Books, Charts, Digital devices	Share with their peers on importance of Hadith during Muslim society 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 Write on the qualities of a good friend on a plaque and sell on Open Days/IRE symposium day

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>Pillars Of Iman</b>	Shirk	Written and Oral assessments, portfolio and observation	The Qur'an, Books on Hadith, Course Books, Digital Devices	Share with peers in society meetings on the effects of shirk Dramatise on how they can avoid acts of shirk in day-to-day life during IRE symposium day.
	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 during IRE symposium day on the significance of Tawheed.
<b>Devotional Acts</b>	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	Write an essay on the differences between <i>zakatul maal</i> and <i>fitr</i> and present during Muslim societies meetings/ share on school magazine
	Saum	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Write an essay on the health benefits of fasting and share on the school magazine/present it at the assembly



<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>AKHLAQ</b> (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 at assembly.
	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices	Dramatise/role-play acts depicting truthfulness and forgiveness during inter-house/interclass drama festival 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 drug abuse and display in school Dramatise the causes/ effects/measures of curbing the use of drugs during Parents' Day/inter-house/inter-class drama festival competition
<b>Muamalat</b> (Social Relationship)	Marriage	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Write articles on the 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

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
	Contemporary issues	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of <i>fiqh</i> , Course books, Digital devices, Newspapers	Share on the rights of women in Islam and possible remedies for the spread of HIV and AIDS and COVID-19 at assembly/Muslim society meetings
<b>Islamic Heritage and Civilisation</b>	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 (S.A.W.) with peers in society meetings