KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

RIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 5

FOREWORD

The Government of Kenya (GoK) 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, National Curriculum Policy 2018, 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 Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *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 producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed 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. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		**35**

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:
   a) Use verbal and or non-verbal cues to convey information in varied contexts.
   b) Demonstrate mastery of number concepts to solve problems in day to day life.
   c) Use appropriate social skills, moral and religious values to positively impact the society.
   d) Develop individual talents and interests for self-efficacy.
   e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
   f) Devise innovative strategies for environmental conservation and sustainability.
   g) Apply digital literacy skills for learning and enjoyment.
   h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Islamic Religious Education aims at fulfilling the constitutional requirement of providing an enabling environment for learners to grow spiritually and morally. This learning area provides competencies, skills, attitudes and knowledge drawn from seven broad areas namely Qur'an, Hadith, Pillars of *Iman* (Faith), Devotional Acts, *Muamalaat* (Social relations), *Akhlaq* (Moral values) and History of Islam. It prepares learners to grow as responsible citizens who are at peace with Allah (S.W.T), self, others and the environment. Learners interested in this learning area may aspire to be scholars of Islamic studies, judicial officials (*Qadhi*s), and spiritual leaders. The Qur'an and the Sunnah (practices of Prophet Muhammad (S.A.W) form one of the key frameworks in facilitating learning in this area, in addition to the Vygotsky's Social Cultural Theory which finds parallels with the Prophetic concept of *fitra* (Pure state of being). Observe Islamic etiquette

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Primary Education, the learner should be able to:

a) Recite, read and memorise the selected surah to enhance interaction with the Qur'an as a primary source of guidance.

b) Deduce lessons from the selected surah and apply them in their daily life.

c) Appreciate and emulate the practices of the Prophet (S.AW.) as the a role model.

d) Develop awareness and appreciation of Pillars of *Iman* as the foundation of Islam.

e) Demonstrate interest in and positive attitude towards performance of acts of *Ibadah*(worship) appropriately.

f) Acquire Islamic values to grow as a responsible and ethical citizen.

g) Apply Islamic teachings to guide individuals to make positive contribution to social and economaic develelopments in the society

h) Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence

SUMMARY OF STRANDS AND SUB STRANDS

No	Strands	Sub-Strands	Number of Lessons
1	Qur'an	1.1 Selected Chapters (Surah)	16
2	Hadith	2.1 Hadith on good Behaviour	03
		2.2 Hadith on Greetings	03
		2.3 Hadith on Knowledge	03
		2.4 Hadith on Gratitude	03
3	Pillars of Iman	3.1 Belief in Allah	05
		3.2 Belief in angels	03
		3.3.1 Belief in Prophets	03
		3.3.2 Miracles of Prophets	06
4	Devotional Acts	4.1 Nullifiers of *Swalah*	02
		4.2 Sunnah (Optional) Prayers	02
		4.2.1 *Taraweh* and *Witr*	02
		4.3 *Swadaqah* (Charity)	03
		4.4 Saum	04
		4.4.1 Nullifiers of *Saum* (fasting)	02
5	Akhlaq (Moral Teachings)	5.1 Virtues, Generosity	02
		5.2 Effects of social media	03
		5.3 Prohibitions in Islam Evils of Gambling	02
		5.4 Dua (Supplication) Dua on Increase in Knowledge	02

6	Muamalat (Social Relations)	6.1 Etiquette of Islamic Wedding Celebrations	03
		6.2 Rights of Neighbours	03
		6.3 Islamic Rules on Buying and Selling	03
7	History of Islam	7.1 Al-Isra wal Miraj	03
		7.2 Pledges of Aqabah	03
		7.3 *Hijra* to Madina	03
		7.4 Constitution of Madina	03
Total Number of Lessons			**90**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	**1.1 Selected** *Surah:* ● *Al-Kauthar* ● *Al-Maun* ● *Al-Quraysh* ● *Al-Fil* (16 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the selected surahs for spiritual nourishment, b) recite the selected surahs for devotional activities, c) outline the basic meaning of the selected surahs, d) deduce lessons from the selected surah, e) appreciate the Qur'an as the first source of guidance.	The learner is guided to: ● listen to the teacher/resource person/digital device on the recitation of the selected *surah,* ● recite the selected surahs after the teacher/peer/or from a digital devices, ● read the selected surahs from a digital device/mus-haf/charts, ● practise pronunciation through listening to digital devices, ● recite the selected surahs severally to enhance memorisation, ● listen to the basic meaning of the selected surahs from digital devices and make notes, ● discuss the different ways of applying the teachings and lessons learnt from the selected *surahs*.	1. Why is it important to recite the Qur'an? 2. What lessons do we learn from the selected *surahs*?

Core Competencies to be developed*:*
- Communication and collaboration**:** the skill of listening is enhanced through contributing to group discussion on ways of applying the teachings of the selected surahs.
- Digital literacy: the skill of interacting with technology as learners listen to the basic meaning of the selected surahs from digital devices and write notes

Values:
Responsibility: is inculcated as learners recite selected surahs, individually, several times to enhance memorisation.

Pertinent and Contemporary Issues (PCIs):
Self-esteem: as learners discuss the different ways of applying the teachings and lessons learnt from the selected surahs.

Links to other Learning Areas*:*
English: As learners relate the reading skills used in English and Arabic to read the surah.

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read, recite and give basic meaning of the verses of the selected surah.	Reads, recites and explains the meaning of all the verses of the selected surah and put in practice.	Reads, recites and explains the meaning of all the verses of the selected surah.	Reads, recites, and explains the meaning of the verses of the selected surah with minor challenges	Reads, recites and explains the meaning of a few verses of the selected surah with major challenges.
Ability to deduce lessons from the selected surah.	Deduces lessons from the selected surah and applies them in life.	Deduces lessons from the selected surahs.	Deduces lessons from the selected Surah but omits minor details	Deduces lessons from the selected surah but omits major details

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.1 Hadith on good Behaviour** (3 Lessons)	By the end of the sub - strand, the learner should be able to: a) identify examples of good behaviour from the selected Hadith for character building, b) discuss the significance of the selected Hadith in shaping the character of a Muslim, c) apply good behaviour in day-to-day life d) appreciate the teachings of the Hadith by applying them in day-to-day life.	The learner is guided to: • read from chart/digital devices the Hadith on good behaviour: *"Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out. And behave well towards other people." (Al-Tirmidhi)*, • identify good behaviour mentioned in the Hadith and present in plenary, • discuss the teachings and relevance of the Hadith in their daily life, • role-play acts showing good behaviour mentioned in the Hadith.	1. Why should one behave well? 2. What actions show that you fear Allah?

Core Competencies to be developed*:*
- Communication and collaboration: the skill of listening and teamwork is enhanced as learners discuss the teachings and relevance of the Hadith in their daily life.
- Learning to learn**:** the skill of sharing learnt knowledge is enhanced as learners identify good behaviour mentioned in the Hadith.

Values: Respect: acceptance and appreciating diverse opinions through group discussion on the teachings and relevance of the Hadith in their daily life.

Pertinent and Contemporary Issues (PCIs):
- Skills of knowing and living with others
- Self-esteem: skills of knowing and living with self.
- Social cohesion: by treating others well.

Links to other Learning Areas*:*
Languages: Arabic and English as they read and explain the meaning of the Hadith.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.2 Hadith on Greetings** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) assess the importance of Islamic greetings in the life of a Muslim, b) practise Islamic greetings to promote love and unity in the society, c) appreciate the use of Islamic greetings in bringing harmony in the society.	The learner is guided to: • read the following Hadith on greetings**:** *".... Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves." (Muslim)* • watch/listen to Islamic greetings from digital devices, • demonstrate Islamic greetings, in pairs, • discuss the importance of Islamic greetings in the life of a Muslim and make summary notes, • search online and sing Qasida on Islamic greetings, • practise Islamic greetings to promote love and unity as learners come to class/school.	Why should a Muslim use Islamic greeting?

Core Competencies to be developed:
• Communication and collaboration: the skill of teamwork is enhanced through group discussion on the importance of Islamic greetings. • Digital literacy: the skill of interacting with digital technology as learners search online to access Qasida on Islamic greetings.
Values:
Love is enhanced as they demonstrate Islamic greetings, in pairs, and friendship is developed.
PCIs:
Social cohesion through the practice of Islamic greetings to promote love and unity as learners come to class/school.
Links to other Learning Areas:
Creative Arts as learners listen and sing Qasida on Islamic greetings.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on Knowledge (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith as a source of reference in seeking knowledge, b) assess the importance of seeking knowledge for the benefit of this world and the Hereafter, c) appreciate the teachings of the Hadith by working hard in school.	The learner is guided to: • read from a chart/digital devices the Hadith on knowledge: *"Seeking knowledge is obligatory upon every Muslim." (Al-Tirmidhi),* • search online the importance of seeking knowledge and present it in class, • discuss ways of improving academic performance in school, • role-play acts on the importance of seeking knowledge in the Muslim society.	1. Why is it important to seek knowledge in Islam? 2. What challenges may hinder one from acquiring education?

Core Competencies to be developed:
- Critical thinking and problem solving: the skill of interpretation and inference as learners proactively discuss ways of improving academic performance in their school.
- Digital literacy: the skill of interacting with digital literacy as leaners search online for information on the importance of seeking knowledge to accomplish the task.
- Creativity and imagination: the skill of networking as learners role-play acts on the importance of seeking knowledge in the Muslim society.

Values:
Responsibility as learner engages in assigned roles and duties while role-playing acts on the importance of seeking knowledge as a Muslim.
Pertinent and Contemporary Issues (PCIs):
Citizenship**:** Human rights as learners role-play acts on the importance of seeking knowledge as a Muslim.
Links to other Learning Areas:
Social Studies, which has aspects of rights to education

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	2.4 Hadith on Gratitude (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on gratitude for character formation, b) practise gratitude in day-to-day life, c) appreciate the teachings of the Hadith by exercising gratitude.	The learners are guided to: • read from a chart/digital device the Hadith on gratitude: *"Whoever is never thankful to people is never thankful to Allah." (Al-Tirmithi),* • discuss the lessons learnt from the Hadith and make class presentations, • dramatise ways that show gratitude.	Why should one be grateful to other people?

Core Competencies to be developed:
• Communication and collaboration: the skills of listening, speaking and teamwork as learners discuss the lessons learnt from the Hadith and make class presentations.
• Creativity and Imagination: skill of networking as learners dramatise ways that show gratitude.

Values:
Unity as learners work together to dramatise ways that show gratitude.

Pertinent and Contemporary Issues (PCIs):
Life skills education as learners dramatise ways that show gratitude.

Links to other Learning Areas:
Social Studies as learners read the Hadith and find there is some aspect of gratitude in life skills.

Suggested Assessment Rubric

Indicators ╲ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read and explain the teachings of the Hadith of the Prophet (S.A.W)	Reads and explains the teachings of the Hadith of the Prophet (S.A.W) comprehensively	Reads and explains the teachings of the Hadith of the Prophet (S.A.W)	Reads and explains the teachings of the Hadith of the Prophet (S.A.W). with minor challenges	Reads and explains the teachings of the Hadith of the Prophet (S.A.W) with major challenges.
Ability to deduce lessons from the selected Hadiths of the Prophet (S.A.W) and apply the Hadith in daily life	Deduces lessons from the selected Hadiths of the Prophet (S.A.W) and applies their teachings in daily life and encourages others to do the same	Deduces lessons from the selected Hadiths of the Prophet (S.A.W) and applies their teachings in daily life.	Deduces lessons from the selected Hadith of the Prophet (S.A.W) and applies their teachings in daily life with few omissions	Deduces lessons from the selected Hadith of the Prophet (S.A.W) and applies their teachings in daily life with many omissions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.1 Belief in Allah** **3.1.1** Attributes of Allah**:** • *Al- Ghaffaar* (The Forgiver) • *Al-Alim* (The All Knowing) • *Al-Hafeedh* (The Protector) • *Al-Hakam* (The Judge) • *Al-Hayu* (The Ever Living) • *Al-Waahid* (The One) (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the attributes of Allah and their corresponding meaning, b) assess the importance of the attributes of Allah, c) use the attributes of Allah while making *dua* (supplication), d) appreciate the unique attributes of Allah as part of Islamic faith.	The learner guided to: • listen to the recitation of the attributes of Allah from a digital device, • match the attributes of Allah with corresponding meaning using flash cards, • discuss the importance of the attributes of Allah and make notes, • use the attributes of Allah while making *dua,* • sing qasida on the attributes of Allah.	1. What lessons are learnt from the attributes of Allah? 2. Why should one use the attributes of Allah while making *dua* (supplications)?

Core Competencies to be developed*:*

- Creativity and imagination: the skill of networking is enhanced as learners match the attributes of Allah with corresponding meaning using flash cards.
- Communication and collaboration: the skill of listening, speaking and teamwork as learners discuss the importance of the attributes of Allah and make notes.

Values:

Love as learners work in groups, share materials and information.

Pertinent and Contemporary Issues (PCIs):

Self-esteem when matching the attributes of Allah with their meaning.

Links to other Learning Areas:

Creative Arts as learners sing qasida using attributes of Allah.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.2 Belief in Angels** *3.2.1 Characteristics of angels* (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) state the characteristics of angels to strengthen their *iman*, b) assess the significance of the belief in angels in the life of a Muslim, c) differentiate between angels and human beings to appreciate Allah's creation, d) appreciate the belief in angels as a pillar of *iman*.	The learner is guided to: • search for information on the characteristics of angels from digital devices/books/resource persons and present in class, • brainstorm on the significance of belief in angels and make notes, • Role-play different situations that depict obedience to Allah's commands (*obeying parents, teachers, elders, school rules*), • read a verse from the Qur'an on the obedience of angels on Allah's commands (Q66: 6).	1. What is the significance of believing in angels? 2. How can Muslims show obedience to Allah?

Core Competencies to be developed*:*
- Communication and collaboration*:* the skills of listening, speaking, writing and teamwork developed as learners brainstorm on the significance of belief in angels and make notes.
- Creativity and imagination*:* the skill of networking as learners role-play different situations that depict obedience to Allah's commands.

Values:
 Responsibility as learners role-play different situations that depict obedience to Allah's commands.

Pertinent and Contemporary Issues (PCIs):
 Positive discipline as learners obeys the commands of Allah.

Links to other Learning Areas:
Social Studies as the learner role-play different situations that depict obedience to Allah's commands (obeying parents, teachers, elders, school rules).

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.3 Belief in Prophets** 3.3.1 Qualities of Prophets (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) explain the qualities of prophets for character formation, b) apply values learnt from the qualities of prophets in their daily lives, c) appreciate belief in Allah's prophets by emulating the qualities of prophets.	The learner is guided to: • search for information on the qualities of prophets from digital, devices/books/resource persons and display in class, • narrate a story of any prophet that shows these qualities, • role-play situations that demonstrate values learnt from the qualities of the prophets (e.g. *honesty, obedience, patience*), • discuss how the qualities of the prophets learnt can be applied in school situation.	1. How can qualities of the prophets be applied in daily life? 2. Why are prophets regarded as role models?

Core Competencies to be developed*:*
• Self-efficacy: the skill of effective communication is developed as learners narrate a story of any prophet that shows these qualities.
• Creativity and imagination: the skill of networking is developed as learners role-play situations that demonstrate values learnt from the qualities of the prophets.

Values:
Integrity as leaners emulate and role-play situations that demonstrate values learnt from the qualities of the prophets.

Pertinent and Contemporary Issues (PCIs):
Self-esteem: learners emulate and role-play situations that demonstrate values learnt from the qualities of the prophets.

Links to other Learning Areas:
Social Studies as learners role-play situations that demonstrate values learnt from the qualities of the Prophets (e.g. honesty, obedience, patience) and are able to relate to the values in Life Skills.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.3.2 Miracles of Prophets** • Nuh (A.S) • Musa (A.S) • Issa (A.S.) (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the miracles performed by the selected prophets to strengthen their *iman* (faith), b) explain the lessons learnt from the miracles of the selected prophets, c) appreciate the miracles of the selected prophets to build their reliance on Allah.	The learner is guided to: • match/listen to stories of the miracles of the selected prophets from digital devices and make notes. • deduce lessons from the miracles of the selected prophets and present in class, • match the name of the prophets with miracles performed using flash cards, • draw, colour and display items related to the miracles of the selected prophet.	1. What is a miracle? 2. Why did prophets perform miracles?

Core Competencies to be developed*:*
- Critical thinking and problem solving**:** the skill of creativity as learners match the name of the prophets with miracles performed using flash cards.
- Creativity and imagination**:** the skill of experimenting as learners draw, colour and display items related to the miracles of the selected prophet.

Values:
Respect as learners work together and share materials during class activities.

Pertinent and Contemporary Issues (PCIs):
Self-esteem through narration of the miracles performed by the prophets.

Links to other Learning Areas*:*
Creative Arts as they draw and colour different items.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline attributes of Allah with their corresponding meaning	Outlines all the six attributes of Allah with their corresponding meaning comprehensively.	Outlines all the six attributes of Allah with their corresponding meaning.	Outlines four to five attributes of Allah with their corresponding meaning.	Outlines less than three attributes of Allah and struggles to give their corresponding meaning.
Ability to mention the pillars of Iman, explain significance of the belief in the angels	Mentions all the six pillars of Iman and explains the significance of belief in angels exhaustively.	Mentions all the six pillars of Iman and explains the significance of belief in angels.	Mentions all the pillars of Iman but has minor challenges when explaining the significance of belief in the angels.	Mentions the pillars of Iman and has challenges explaining the significance of belief in angels.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.1 Nullifiers of *Swalah*** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the nullifiers of *swalah* to safeguard its validity, b) perform *swalah* correctly to earn *thawab* from Allah, c) differentiate between nullifiers of *swalah* and *wudhu* to perfect *ibadah,* d) appreciate performance of *swalah* by avoiding its nullifiers.	The learner is guided to: • brainstorm on the nullifiers of *swalah* and present in class, • role-play some of the observable nullifiers of *swalah* (e.g. *walking, eating, drinking, jumping*), • match and sort the nullifiers of *swalah* and *wudhu* using flash cards, • demonstrate the correct performance of *swalah*.	Why should one safeguard *swalah*?

Core Competencies to be developed*:*
- Creativity and imagination*:* the skill of experimenting is enhanced as learners role-play some of the observable nullifiers of *swalah* (e.g. walking, eating, drinking, jumping),
- Self-efficacy: effective communication skills enhanced as learners demonstrate the correct performance of *swalah.*

Values: Responsibility as each takes duties and roles during role-playing some of the observable nullifiers of *swalah*.

Pertinent and Contemporary Issues (PCIs):
Health: personal hygiene as learners maintain cleanliness for prayers

Links to other Learning Areas*:*
Agriculture as learners observe and maintain cleanliness.

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry question(s)
4.0 Devotional Acts	**4.2 Sunnah (Optional) Prayers** *Qabliyah and Ba'diyah* (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) assess the significance of performing *sunnah* prayers in the life of a Muslim, b) perform *Qabliyah* and *Ba'diyah* prayers to earn rewards from Allah, c) appreciate the performance of *Qabliyah* and *Ba'diyah* to emulate the *sunnah* of the Prophet (S.A.W.).	The learner is guided to: • discuss *sunnah* prayers performed before and after *fardh* prayers and display in class using charts, • match/fill gaps using digital devices/charts/pocket boards the number of raakat for *Qabliyah* and *Ba'diyah* for each fardh prayer, • brainstorm on the importance of observing *Qabliyah* and *Ba'diyah* and write notes, • perform *Qabliyah* and *Ba'diyah* prayers.	Why should a Muslim perform *Qabliya* and *Ba'diyah?*

Core Competencies to be developed*:*
- Digital literacy**:** the skill of interacting with technology as learners match/fill gaps using digital devices
- Communication and collaboration**:** the skills of listening, speaking and teamwork enhanced as learners discuss *sunnah* prayers performed before and after *fardh* prayers while writing them on a chart.

Values:
Unity as learners discuss *sunnah* prayers performed before and after *fardh* prayers and display in class using charts.

Pertinent and Contemporary Issues (PCIs):
Life skills: tolerance during discussion and respecting others' opinions in group work.

Links to other Learning Areas*:*
Mathematics as the learner counts the number of *Qabliya* and *Ba'diyah* in each of the *fardh* prayers and their total in a day and relate the concept of addition.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Question(s)
4.0 Devotional Acts	**4.2.2** *Taraweeh* and *Witr* (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) assess the significance of performing *Taraweeh and witr* prayers in the life of a Muslim, b) perform *swalatul Taraweeh* and *witr* for spiritual nourishment, c) appreciate the performance of *Taraweeh* and *witr* prayers to earn *thawab*, d) develop a habit of performing *Taraweeh* and *witr* prayers to earn blessing of Allah.	The learner is guided to: • watch a video on the performance of *swalatul Taraweeh* and *witr through digital devices and discuss the procedure of performing the prayer*, • demonstrate/role-play *swalatul Taraweeh* and *witr* in class, • discuss the importance of performing *swalatul Taraweeh* and *witr* and present in class, • keep personal logs for a week on how they perform *Taraweeh/witr* prayers.	What is the significance of performing *swalatul Taraweeh* and *witr*?

Core Competencies to be developed*:*
- Communication and collaboration**:** the skills of listening, speaking and teamwork enhanced as learners discuss the importance of performing *swalatul Taraweeh* and *witr* and present in class,
- Self-efficacy: the skill of executing a task is enhanced as learners demonstrate/role-play *swalatul Taraweeh* and *witr* in class.

Values:
Responsibility as learners take roles to demonstrate *swalatul Taraweeh* and *witr* in class.

Pertinent and Contemporary Issues (PCIs):
Self-esteem when demonstrating swalatul *Taraweeh* and *witr* in class.

Links to other Learning Areas*:*
Learners able to relate to concept of even and odd number in mathematics as they demonstrate *swalatul Taraweeh* and *witr*.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.3** *Swadaqah* **(Charity)** (3Lessons)	By the end of the sub-strand, the learner should be able to: a) identify forms of *swadaqah* for character development, b) demonstrate different acts of *swadaqah* to earn rewards, c) assess the benefits of practising acts of *swadaqah* in society, d) appreciate the different forms of *swadaqah* in their daily life.	The learner is guided to: • get pictures from digital devices/print media on forms of *swadaqah* and display them in class, • discuss the different forms of *swadaqah,* in pairs/groups, as per the teachings of the Prophet (s.a.w) (such as *feeding an animal, removing an obstacle/harmful from the path/roads, sharing with others*), • participate in charitable activities (*clean-up exercise, visit to children's home, tree planting*), • discuss the benefits of giving charity and make class presentation.	1.What acts of *swadaqah* do Muslims perform? 2.What are the benefits of practising *swadaqah*?

Core Competencies to be developed*:*
- Communication and collaboration**:** the skills of listening, speaking and teamwork enhanced as learners discuss the benefits of giving charity and making class presentation.
- Leaning to learn**:** the skill of working collaboratively as learners participate in charitable activities (clean-up exercise, visit to children's home, tree planting).

Values:
Responsibility is enhanced as learners get pictures from digital devices/print media on forms of *swadaqah* and display them in class.

Pertinent and Contemporary Issues (PCIs):
Empathy as learners participate in charitable activities (clean up exercise, visit to children's home, tree planting)

Links to other Learning Areas*:*
Creative Arts as learners get pictures from digital devices/print media on forms of *swadaqah* and display them in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.4 Saum** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) outline the conditions for *saum* as a requirement for its validity, b) apply the virtues acquired from observing *saum* in day-to-day life, c) appreciate observing s*aum* as an act of *ibadah.*	The learner is guided to: • discuss the conditions for *saum* and present in class, • brainstorm on the virtues learnt from *saum* (*patience, honesty, self-control, empathy, generosity*) and display on charts.	1. What virtues do Muslims learn from fasting? 2. What is the significance of fasting?

Core Competencies to be developed*:*
Communication and collaboration**:** the skills of speaking, listening, writing and teamwork as learners brainstorm on the virtues learnt from *saum* (patience, honesty, self-control, empathy, generosity etc.) and display on charts.

Values:
 Respect is inculcated during group discussion through appreciating diverse opinions.

Pertinent and Contemporary Issues (PCIs):
 Social cohesion through the application of the virtue of generosity.

Links to other Learning Areas*:*
Agriculture as learners discuss the benefits of fasting.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.4.1 Nullifiers of *Saum* (fasting)** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the nullifiers of *saum* to safeguard the validity of *saum,* b) practise *saum* as a pillar of Islam, c) appreciate fasting as a means of gaining *taqwa (*piety*).*	The learner is guided to: • discuss the nullifiers of *saum* and make presentation in class, • sort nullifiers of *saum* from conditions of *saum* on flash cards, • brainstorm on rules and regulations of *saum* and make class presentation.	1. Why should Muslims observe rules and regulation when fasting? 2. What virtues do Muslims learn from fasting?

Core Competencies to be developed*:*
- Critical thinking and problem solving: the skill of creativity as learners sort nullifiers of *saum* from conditions of *saum* on flash cards.
- Communication and collaboration: the skills of listening, speaking and teamwork enhanced as learners discuss the nullifiers of *saum* and make presentation in class.

Values:
 Respect is inculcated during group discussion as learners appreciate diverse opinions.

Pertinent and Contemporary Issues (PCIs):
Empathy as leaners observe *saum* by thinking about the learners/people who don't have food.

Links to other Learning Areas*:* Languages: Arabic and English as learners acquire new vocabularies as they discuss the nullifiers of *saum*.

Suggested Assessment Rubric

Indicators \ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform *qabliyah*, *baadiya*, *witr* and *taraweeh*	Performs *qabliyah*, *baadiya*, *witr* and t*araweeh* consistently	Performs *qabliyah*, *baadiya*, *witr* and *taraweeh*	Performs *qabliyah*, *baadiya*, *witr* and *taraweeh* with a few mix-ups	Performs *qabliyah*, *baadiya*, *witr* and *taraweeh* with many mix-ups
Ability to state conditions of *saum* and nullifiers of *swalah* and *saum*	States conditions of *saum* and nullifiers of *swalah* and *saum* comprehensively	States conditions of *saum* and nullifiers of *swalah* and *saum*	States conditions of *saum* and nullifiers of *swalah* and *saum* but leaves out few details	States conditions of *saum* and nullifiers of *swalah* and *saum* but leaves out many details

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.1 Virtues** *Generosity* (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) assess the importance of practising generosity in the life of a Muslim, b) practise generosity as a virtue for character formation, c) appreciate the virtue of generosity as a means of earning rewards from Allah.	The learner is guided to**:** • narrate short stories portraying generosity, • watch/listen to a story on generosity and deduce the teachings, • discuss the importance of observing generosity, and present in class, • participate in activities that involve practising generosity, • role-play activities that encourage generosity.	1. Why should a Muslim practise generosity? 2. When should a Muslim practise generosity?

Core Competencies to be developed*:*
- Citizenship**:** enhanced as learners participate in activities that involve practising generosity.
- Self-efficacy**:** skill of sharing learnt knowledge is enhanced as learners narrate short stories portraying generosity.
- Creativity and innovation: the skill of networking is enhanced as learners role-play activities that encourage generosity.

Values:
Rresponsibility as learners participate in activities that involve practising generosity.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: as learners participate in activities that involve practising generosity

Links to other Learning Areas*:*
Creative Arts as learners role-play activities that encourage generosity.

Strands	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.2 Effects of Social Media** (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the positive and negative effects of social media on the youth, b) describe ways of using social media to facilitate learning, c) use social media responsibly to benefit self and others.	The learner is guided to: • debate on the positive and negative effects of social media, • discuss how to use social media responsibly and present in class, • demonstrate how to use social media to facilitate learning using a digital device.	1. How can one use social media positively? 2. How can social media enhance learning?

Core Competencies to be developed:
- Communication and collaboration: the skill of listening and speaking enhanced as learners debate on the positive and negative effects of social media.
- Digital literacy**:** the skill of interacting with technology as learners demonstrate how to use social media to facilitate learning.

Values:
Responsibility as the learners take different roles to demonstrate how to use social media to facilitate learning.

Pertinent and Contemporary Issues (PCIs):
Self-esteem through positive use of social media.

Links to other Learning Areas: Science and Technology as they cover content on social media.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.3 Prohibitions in Islam** *Evils of Gambling* (2 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the evils of gambling to promote responsible citizenship, b) describe ways of discouraging gambling in society, c) appreciate the prohibition of gambling by working hard for *halaal* (legal) earning.	The learner is guided to: • discuss the effects of gambling and present in class (*loss of property, family breakdown*), • role-play the effects of gambling, • brainstorm on ways of discouraging gambling in society and display on a chart.	1. What are the effects of participating in gambling? 2. Why is gambling forbidden in Islam?

Core Competencies to be developed:
- Communication and collaboration: the skills of listening, speaking, writing and teamwork as learners discuss the effects of gambling and present in class (loss of property, family breakdown).
- Critical thinking and problem solving**:** the skill of decision making is enhanced as learners brainstorm on ways of discouraging gambling in society and display on a chart.

Values:
Patriotism as learners brainstorm on ways of discouraging gambling in society and display a chart on the same.

Pertinent and Contemporary Issues (PCIs):
 Financial literacy as learners discuss the effects of gambling and present in class.

Links to other Learning Areas:
The concept of resource management in Social Studies.

Strands	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.5** *Dua* **(Supplications)** *Dua On Increase In Knowledge* (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) recite the selected *dua* to attain beneficial knowledge, b) assess the importance of the dua of seeking knowledge, c) apply the dua in day-to-day life, d) appreciate the act of supplication as a form of *Ibadah* (act of worship).	The learner is guided to: • listen and recite the following *dua* from a digital device/teacher, *"Oh Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge"*, • recite the *dua* every morning before start of class, • brainstorm on the importance of reciting *dua* and write notes.	What is the importance of reciting *dua* always?

Core Competencies to be developed*:*
Communication**:** the skills of listening, speaking and teamwork enhanced as learners brainstorm on the importance of making *dua*.

Values:
 Respect for others by appreciating diverse opinions during brainstorming on the importance of *dua*.

Pertinent and Contemporary Issues (PCIs):
 Self-esteem through reciting of the *dua* every morning before start of class.

Links to other Learning Areas*:*
Learners are able to relate to reading skills in English and Kiswahili as they recite the *dua* (supplication).

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise generosity and use social media positively	Practises generosity and uses social media positively consistently	Practises generosity and uses social media positively	Practises generosity and uses social media positively sometimes	Has challenges practising generosity and using social media positively even when prompted
Ability to describe the evils of gambling	Describes the evils of gambling correctly and cites examples	Describe the evils of gambling correctly	Describes the evils of gambling but leaves out minor details	Describes the evils of gambling but leaves out major details

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.1 Etiquette of Islamic Wedding Celebrations** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the etiquette to be observed during Islamic wedding celebrations, b) outline unislamic activities that take place during wedding celebrations, c) appreciate Islamic wedding celebrations as part of Islamic heritage.	The learner is guided to: • brainstorm on a wedding celebration they have attended and note down what they observed/experienced, • watch an Islamic wedding celebration from a digital device and the etiquette observed, • sort the Islamic and unislamic activities performed during wedding celebrations using flash cards, • role-play the etiquette to be observed during the wedding celebration (such as *appropriate dressing, gender separation, avoiding Israaf and music*)	What is the Islamic etiquette that guides wedding celebrations?

Core Competencies to be developed*:*
- Communication and Collaboration**:** as learners brainstorm on a wedding celebration they have attended and note down what they observed/experienced.   - Creativity and imagination**:** the skill of networking is enhanced as learners role-play the etiquette to be observed during the celebration.
Values:
Respect as learners brainstorm on a wedding celebration they have attended and note down what they observed/experienced.
Pertinent and Contemporary Issues (PCIs):
Responsibility as leaners role play the etiquette to be observed during the celebration and engages in assigned roles and duties.
Links to other Learning Areas:
Social Studies: as they brainstorm on the experiences they have encountered during wedding celebrations, which is a concept in Social Studies

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.2 Rights of Neighbours** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the rights of neighbours for harmonious living, b) uphold the rights of neighbours as an act of *ibadah*, c) appreciate the rights of neighbours as an obligatory act upon a Muslim.	**The learner is guided to:** • search the rights of neighbours in Islam using digital devices/print media and make notes, • discuss the significance of treating neighbours well and display on a chart, • dramatise the right way of treating neighbours, • search for Hadith on the rights of neighbours and deduce lessons from it using digital devices/ books/resource persons.	1. How should Muslims relate with neighbours? 2. What is the significance of upholding good neighbourliness?

Core Competencies to be developed*:*
- Communication and collaboration: the skills of listening, speaking and teamwork enhanced as learners discuss the significance of treating neighbours well and display on a chart.
- Creativity and imagination: the skill of networking is enhanced as learners dramatise the right way of treating neighbours.

Values:
Love: caring for others as they dramatise the correct way of treating neighbours.

Pertinent and Contemporary Issues (PCIs):
Interpersonal relations as they role-play/watch/ discuss, in groups, the rights of neighbours.

Links to other Learning Areas:
Social Studies as learners search for the rights of neighbours.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.3 Islamic Rules on Buying and Selling** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the Islamic rules on buying and selling to promote a healthy business society, b) state the benefits of observing the Islamic rules on buying and selling, c) appreciate Islamic etiquette on the rules and regulations of buying and selling to earn rewards from Allah (Q83: 1-6).	The learner is guided to: • discuss Islamic rules on buying and selling and make oral presentation, • discuss the benefits of observing Islamic rules and regulations on buying and selling, • search Hadith on buying and selling and write notes on lessons learnt using digital devices/books/resource persons, • role-play the Islamic rules and regulations on buying and selling, • name commodities that they have bought from the market, • undertake a project of creating a shop corner by collecting items, write a price list and a list of Islamic rules to be observed.	1. What should Muslims avoid while buying and selling? 2. What are Islamic teachings on buying and selling?

Core Competencies to be developed:
• Creativity and imagination**: the skill of networking is enhanced as learners undertake a project of creating a shop corner by collecting items, write a price list and a list of Islamic rules to be observed.
• Communication and collaboration: the skills of listening, speaking and teamwork discuss the benefits of observing Islamic rules and regulations on buying and selling.

Values:
Responsibility as learners undertake a project of creating a shop corner by collecting items, writing a price list and a list of Islamic rules to be observed.

Pertinent and Contemporary Issues (PCIs):
Financial literacy as they practise buying and selling and create a shop corner.

Links to other Learning Areas: Mathematics as they create a shop corner and indulge in buying and selling.

Suggested Assessment Rubric.

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate awareness of different relationships and application of Islamic teachings in interactions with others.	Demonstrates awareness of different relationships and interactions and consistently applies the teachings of Islam in his/her interactions with others.	Demonstrates awareness of different relationships and applies the teachings of Islam in his/her interactions with others.	Demonstrates awareness of different relationships and applies the teachings of Islam in his/her interactions with others but leaves out few details.	Has challenges demonstrating awareness of different relationships and applying the teachings of Islam in his/her interactions with others but leaves out many details.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 History of Islam	**7.1 Al-Isra wal Miraj (3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the Prophet's Night Journey to Heaven for spiritual nourishment. b) assess the significance of *al-Isra wal Miraj* in the life of a Muslim. c) appreciate *al-Isra wal Miraj* as an important event in the history of Islam.	The learner is guided to: • watch a video on *al-Isra wal Miraj* from a digital device, • discuss the events of *al-Isra wal Miraj*, • discuss the importance of *al-Isra wal Miraj*, • discuss the major gift given to Prophet (S.A.W) during *al-Isra wal Miraj* journey.	What lessons do you learn from the Prophet's journey?

Core Competencies to be developed:

- Digital literacy: the skill of interacting with digital technology as learners watch audio-visual clip on *al-Isra wal Miraj* from a digital device.
- Communication and collaboration*:* the skill of listening, speaking and writing as learners discuss the importance of *al-Isra wal Miraj,* in pairs or in groups, and write the points in their notebook.
- Self-efficacy*:* the skill of effective communication is enhanced as learners read from reference material on the events of *al-Isra wal Miraj,* individually, and narrates it in class.

Values:

Responsibility enhanced as learners discuss the major gift given to Prophet (S.A.W) during al-*Isra wal Miraj* journey, in pairs/groups, and present in class

Pertinent and Contemporary Issues (PCIs):

Self-esteem as learners narrates the Prophet's miraculous journey to heaven.

Links to other Learning Areas*:* Social Studies as learners discuss the means of transport used by the Prophet during the event.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 History of Islam	**7.2 Pledges of Aqabah** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the events that led to the signing of the pledges of Aqabah, b) state the terms of the pledges of Aqabah, c) appreciate the pledges of Aqabah as a base for the migration of Muslims in Madina.	The learner is guided to: • discuss the events that led to the signing of the pledges of Aqabah and present in class, • watch a video on the pledges of Aqaba from a digital device and write the terms, • search for the terms of the pledges of Aqabah from books/digital device and note them down in their books.	How did Muslims benefit from the pledges of Aqabah?

Core Competencies to be developed*:*
Communication and collaboration: through discussions, in groups, on the events that led to the signing of the pledges of Aqabah.

Values:
Responsibility enhanced as learners take turns to discuss the events that led to the signing of the pledges of Aqabah.

Pertinent and Contemporary Issues (PCIs):
 Conflict resolution and negotiation as they discuss, in groups, the events that led to the signing of the pledges of Aqabah.

Links to other Learning Areas*:*
The concept of signing agreements is covered and is related to Social Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 History of Islam	7.3 *Hijra* to **Madina** (3Lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the events on the Prophet's migration to Madina, b) assess the significance of the Prophet (S.A.W)'s journey to Madina, c) appreciate the Prophet (S.A.W.)'s journey to Madina as a milestone in Islamic History.	The learner is guided to: • listen/watch a story on the Prophet (S.A.W.)'s migration to Madina from a digital device/teacher, • braistorm reasons for Prophet's migration to Madina and write notes, • discuss the major events that took place during the Prophet (S.A.W.)'s migration to Madina (e.g. *the Prophet (S.A.W) leaving Ali in his house, departure with Abubakar, at cave Thaur, the incident of Suraqah, reception in Madina*), • sing a Qasida of welcoming the Prophet (S.A.W) i.e *Talaal Badru 'alaynaa*, • discuss the significance of Hijra and make short note (such as *end of persecution, unity of the Ummah, beginning of the Islamic calendar*) and present in class	1. Why did the Prophet (S.A.W.) migrate to Madina? 2. Why is *Hijra* important to Muslims?

Core Competencies to be developed:
• Communication and collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners discuss the major events that took place during the Prophet (S.A.W.)'s migration to Madina (e.g the Prophet (S.A.W) leaving Ali in his house, departure with Abubakar, at cave *Thaur,* the incident of *Suraqah,* reception in Madina). • Creativity and imagination: the skill of networking is enhanced as learners sing a Qasida of welcoming the Prophet (S.A.W) i.e *Talaal Badru 'alaynaa*.
Values:
Patriotism: citizenship as learners discuss the significance of Hijra and make short notes (e.g. end of persecution, unity of the Ummah, beginning of the Islamic calendar).
Pertinent and Contemporary Issues (PCIs):
Leadership as they discuss the role played by Prophet Muhammad in Madina.
Links to other Learning Areas:
As learners discuss the migration from Makkah to Madina, they are able to relate to movement of people in Social Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 History of Islam	**7.5 Constitution of Madina** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the terms of Madina constitution, b) assess the importance of Madina constitution to the history of Islam, c) describe the role played by the *Ansar* in the settlement of Muhajirun in Madina, d) develop a desire to maintain Islamic brotherhood as per the teachings of Islam.	The learner is guided to: • brainstorm on the terms of Madina constitution, and present on a manilla paper, • discuss the importance of Madina constitution to the people of Madina and in the history of Islam and present in class, • listen/watch a story on how united the *Muhajirun* and the *Ansar* were from a digital device/resource person, • discuss the role played by the *Ansar* in settling the *Muhajirun* (such as *shared their wealth, assisted them in integration and settlemen*t), and write notes, • discuss the lessons learnt from the spirit of brotherhood established by the Prophet (S.A.W) (*Muslims must be united, assist one another*) and present in class.	1. Why is the Madina constitution important to history of Islam? 2. What role did the Ansar play in the settlement of the Muhajirun?

Core Competencies to be developed*:*
- Communication and collaboration**:** the skill of listening, speaking, writing and teamwork developed as learners discuss the importance of Madina constitution to the people of Madina and in the history of Islam.
- Learning to learn: the skill of sharing learnt knowledge is enhanced as learners discuss the lessons learnt from the spirit of brotherhood established by the Prophet (S.A.W) (Muslims must be united, assist one another) and present in class.

Values:
Peace, love and unity as the learners discuss the importance of Madina constitution to the people of Madina in conflict resolution.

Pertinent and Contemporary Issues (PCIs):
Good governance as they discuss the importance of Madina constitution to the people of Madina.

Links to other Learning Areas*:*
 Social Studies in relation to the concept of social cohesion and constitution making.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to narrate events and apply lessons from Islamic Historical events in life	Narrates events in Islamic History and applies lessons from Islamic historical events in life comprehensively.	Narrates events and applies lessons from Islamic historical events in life.	Narrates events in Islamic History and applies lessons from Islamic historical events in life with minor challenges.	Narrate events in Islamic History and has difficulties in applying lessons from Islamic historical events in life.

APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

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1) **Preparation**
   - Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
   - Identify resources required for the activity (locally available materials)
   - Stagger the activities across the term (set dates and time for the activities)
   - Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
   - Identify and develop assessment tools

2) **Implementation of the CSL Activity:**
- Assign roles to learners.
    - Ensure every learner actively participates in the activity
    - Observe learners as they carry out the CSL activity and record feedback**.**
    - Use an appropriate assessment tool to   assess both the process and the product (assess learner's work from the beginning to the end product)
    - Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**
Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:
- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually.** The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX II: SUGGESTED METHODS OF ASSESSMENT, RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Methods of Assessment	Suggested Learning Resources	Suggested Non-formal Activities
Qur'an	Selected Surah: - *Al-Kauthar* - *Al-Maun* - *Al-Quraysh* - *Al-Fil*	Portfolio, written assessment, oral assessment and observation schedule	Digital devices, Mus-haf, charts, course books and resource person	Learners recite the selected surah during assembly, Pastoral Programme Instructions (PPI), during prayers and in clubs.
Hadith	Selected Hadith	written assessment, oral assessment, observation schedule, and portfolio	Charts, course books, digital devices, resource persons	Learners learn more Hadith on good behaviour from madrasa/masjid, give a talk on knowledge during assembly
Pillars of Iman	Attributes of Allah	Written assessment, oral assessment, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Write the attributes of Allah (S.W.T.) on a plaque and sell on Open Days
	Belief in angels (characteristics)	Oral assessment and observation schedule, written assessments, portfolio, Journal*s*	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Attending Friday sermon

	Belief in prophets (qualities)	Written assessment, oral assessment, portfolio assessment, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Write essays on the prophets and display them on the notice boards, school magazine, digital platforms
	Miracles performed by Prophets	Written assessment, oral assessment	Digital devices, charts, course books, resource persons, Mus-haf, flashcards	-Clubs and meetings, -Learners observe the virtues learnt from the qualities of the Prophets after class, games, sports and participate in good leadership in school -Narrates stories of prophets during free time to other learners
Devotional Acts	Nullifiers Swalah	Oral assessment, observation schedule, written assessments	Charts, course books, resource person, flash cards, digital devices, resource persons, personal logs	-Learners perform valid swalah with their peers/schoolmates/school community during prayer time. -Participate in cleaning the compound, sharing things with their schoolmates

	Optional prayers	Oral assessment, observation schedule	Quran, charts, course books, digital devices, reference materials/online sources	Write essays on the significance of *optional prayers, Taraweh,witr*and share on social media Visit a nearby mosque and perform *baadiya and Qabliya*
	Swadaqah (Charity)	Oral assessment, observation schedule, written assessment	Qur'an, books on Hadith, course books, digital devices, reference materials and pictures	-Write an essay on the importance of *swadaqah* -Leaaners discuss the different forms of *swadaqah* during PPI (such as feeding an animal, removing an obstacle/harmful from the path/roads).
	Saum (fasting)	Written assessment, oral assessment	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Invite a resource person during the society meeting to give a talk on saum, attending mosque during iftar
	Nullifiers of Saum	Written assessment, oral assessment	Charts, course books, Digital devices	Discussing nullifiers during PPI, attending lectures at the mosque

Akhlaq (Moral Values)		Oral assessment, observation schedule	Charts, course books, digital devices	-Learners can debate on the evils of gambling -Learners to recite the dua at the assembly -Dramatise the virtue of patience in school -Learners to visit computer laboratory in school during their free time so as to manipulate the digital devices
	Virtues (generosity)	Oral questions, observation schedule, written assessment	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Write an essay on the importance of generosity and present during AGMs, Talent Day and PPI
	Effect of social media	Hadith, course books, digital devices, reference materials/online sources	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Write an essay on the effects of social media on the youth and share on the school magazine, social media, notice board, talking walls

	Prohibition in Islam (gambling)	Written assessment, oral assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Write an essay on some vices that have been prohibited and display on the notice board Dramatise the dangers of *gambling* during inter house drama competitions/Parents Day
	Dua (supplication)	Written assessment, oral assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	-Recite dua during prayers and other occasions
Muamalat (Social relations)	Etiquette of Islamic wedding	Oral questions, observation schedule, written assessment, project work	Digital devices, realia, shop items	-Learners dramatise an Islamic wedding during clubs/games
	Right of neighbours	Written assessment, oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources	Dramatise the rights of neighbours in school
	Islamic rules on buying and selling	Written assessment, oral assessments, observation, portfolio	Digital devices, realia, shop items	Apply the Islamic ethics while buying within the school compound

History of Islam	Al- Isra wal miraj, Pledges of Aqabah	Oral questions, observation schedule, project	Story books on the siirah, course books and digital devices, Islamic calendar/charts, map	-Learners narrate the story of the Prophet (S.A.W)'s journey and pledges of Aqabah to their schoolmates during PPI
	Hijra to Madina	Written assessment, oral assessments, observation, portfolio	Story books on the siirah, course books and digital devices, Islamic calendar/charts	Learners narrate the story of the Prophet (S.A.W)'s journey to their schoolmates during their free time
	Madina constitution	Written assessment, oral assessments, observation, portfolio	Story books on the siirah, course books and digital devices, Islamic calendar/charts/maps	Learners narrate the story of the Prophet (S.A.W)'s journey to their schoolmates