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

# **PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

## **ISLAMIC RELIGIOUS EDUCATION**

### **GRADE 6**

First Published 2017

Revised 2024

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## **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.



**HON. EZEKIEL Ombaki MACHOGU, CBS**  
**CABINET SECRETARY,**  
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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 21<sup>st</sup> 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

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons per week</b>
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
<b>Total</b>		<b>35</b>

## **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 nurturing and providing an enabling environment for the learner to grow spiritually and morally. This learning area provides desired Islamic knowledge, skills, attitudes and values drawn from seven broad areas namely Qur'an, *Hadith/Sunnah*, Pillars of *Iman* (Faith), Devotional Acts, *Muamalaat* (Social relations), *Akhlaq* (Moral values) and History of Islam. It prepares the learner to grow as a responsible citizen who is 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 (*Qadhis*), 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).



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) Recite, read and write 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 daily life.
- c) Appreciate and emulate the practices of the Prophet (S.A.W.) as the best 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 in social and economic development 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)	12
2	Hadith	2.1 Hadith on purity of Actions	03
		2.2 Hadith on Dressing	03
		2.3 Hadith on Planting	03
		2.4 Hadith on Responsible capabilities and resources	03
3	Pillars of Iman	3.1 Stories of prophets ( Ibrahim and Yusuf ( A.S.)	08
		3.2.Taqwa (God consciousness)	02
		3.3 Tawakul( Reliance on Allah)	02
4	Devotional Acts	4.1 Twaharah (Purity)	06
		4.2 Zakat	03
		4.3 <i>Saum</i>	04
		4.4 Hajj	03
5	Akhlaq (Moral Teachings)	5.1 Virtues, work as a form ibadah	02
		5.2 Adalah, Justice	02
		5.3 Prohibitions in Islam, Intoxicants	03
		5.4 <i>Israf</i> ,extravagance	02
		5.5 <i>Dua</i> (supplication when traveling)	02

6	Muamalat (Social Relations)	6.1 Fair treatment of workers	03
		6.2 Relationship with people of other faiths	03
		6.3 Corruption	04
7	History of Islam	7.1 Battle of Badr and Uhud	04
		7.2 Treaty of <i>Hudaybiya</i>	03
		7.3 Conquest of Makkah	07
		7.4 Farewell Pilgrimage	03
<b>Total Number of Lessons</b>			<b>90</b>

## 1.0 QUR'AN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<p><b>1.1 Selected Surah</b></p> <ul style="list-style-type: none"> <li>• Al-Humaza</li> <li>• Al-Asr</li> <li>• At-Takathur</li> <li>• Al-Qariah</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 the selected <i>surahs</i> for use in devotional activities,</li> <li>b) recite the selected surah for use in <i>ibaadah</i>,</li> <li>c) explain the basic meaning of the selected <i>surah</i> to enhance positive character formation,</li> <li>d) discuss the lessons learnt from the selected <i>surah</i> for spiritual nourishment,</li> <li>e) apply the teachings of the selected <i>surah</i> in their daily life,</li> <li>f) appreciate the importance of the selected <i>surah</i> by adhering to their teachings.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to verses of the selected <i>surah</i> from a teacher/resource person/digital device and repeat afterwards,</li> <li>• read and recite the selected <i>surah</i> with the aid of digital devices/<i>mus'haf</i>/chart,</li> <li>• discuss the basic meaning of the selected <i>surah</i> and make notes,</li> <li>• match and sort the verses of the selected <i>surah</i> with their corresponding meaning using flash cards,</li> <li>• brainstorm on the lessons learnt from the selected <i>surah</i> and present in class,</li> <li>• dramatise the teachings of the selected <i>surah</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the effects of backbiting?</li> <li>2. How can Muslims use time well?</li> <li>3. How can Muslims prepare for the Day of Judgement?</li> </ol>

**Core Competencies to be developed:**

- Citizenship: Information and communication skills attained as learners discuss the basic meaning of the selected *surah* and make notes.
- Digital Literacy: interacting with digital devices enhanced when reading/memorising the selected *surah*.
- Communication and Collaboration: listening, speaking, writing and teamwork skills attained through group discussions and brainstorming on the lessons learnt from the selected *surah*.

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

Life Skills: effective communication enhanced as learners discuss the basic meaning of the selected *surah* and brainstorm on the lessons learnt.

**Values:**

Unity: cooperation is attained when discussing the basic meaning of the selected *surah* and brainstorm on the lessons learnt.

**Link to other Learning Areas:** English- Learners acquire new vocabularies as they learn the meaning of the *surah*.

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read and recite the selected <i>surah</i>	Reads and recites all the selected <i>surah</i> correctly and coherently	Reads and recites the selected <i>surah</i> correctly	Reads and recites the selected <i>surah</i> with minor mix-ups	Reads and recites the selected <i>surah</i> with major mix-ups
Ability to explain the basic meaning and lessons learnt from the selected <i>surah</i>	Explains the basic meaning and lessons from all the selected <i>surah</i> correctly and cites relevant examples	Explains the basic meaning and lessons from all the selected <i>surah</i> correctly.	Explains the basic meaning and lessons from the selected <i>surah</i> but omits minor details	Explains the basic meaning and lessons from the selected <i>surah</i> but omits major details

## 2.0 HADITHI

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	<b>2.1 Hadith on Purity of Actions</b>  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the selected Hadith on purity of actions for moral guidance, c) apply the lessons learnt from the selected Hadith in day-to-day life, c) uphold the lessons learnt from the Hadith on purity of actions for sincerity in deeds, d) appreciate purity of actions to gain rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the Hadith on purity of action:  <i>“Allah does not look at your appearance or wealth, but rather He looks at your heart and actions.”</i>  <i>(Muslim),</i></li> <li>• discuss the lessons learnt from the Hadith on purity of actions and make a summary,</li> <li>• brainstorm on the relevance of purity of actions in today’s society and share the findings on a chart,</li> <li>• dramatise situations depicting purity of actions.</li> </ul>	1. Why is appearance and wealth not important in the eyes of Allah? 2. What does Allah look for when rewarding His servants?

**Core Competencies to be developed:**

- Citizenship: Information and communication skill is attained as learners brainstorm on the relevance of purity of actions in today's society and share the findings on a chart.
- Communication and Collaboration: listening, speaking, writing and teamwork skills attained as learners read and discuss the lessons learnt from the Hadith on purity of actions.
- Learning to Learn: the skill of sharing learnt knowledge developed as learners brainstorm on the relevance of purity of actions in today's society and share the findings on a chart.

**Values:**

- Integrity: honesty and accountability enhanced as learners brainstorm on the relevance of purity of actions.
- Responsibility: accountability enhanced as learners dramatise situations depicting purity of actions.

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

Life skills: effective communication enhanced as learners make presentations in class



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Hadith on dressing  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on Islamic dressing for moral uprightness, b) describe the male and female dress code as per the Sunnah of the Prophet (S.A.W.), c) practise Islamic manner of dressing as an act of ibadah, d) embrace the lessons learnt from the Hadith on Islamic dressing, e) appreciate the Islamic dressing to avoid the wrath of Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the Hadith on dressing: <i>“The Messenger of Allah (S.A.W.) cursed the man who wears women’s clothing and the woman who wears men’s clothing.” (Abu-Daud),</i></li> <li>• classify clothes and accessories according to gender (<i>trousers, skirts, blouses, shirts, shorts, necklaces, earrings, bangles, hair dressing</i>) using digital devices/pocket boards/charts,</li> <li>• discuss the male and female dress code as per the Sunnah of the Prophet (S.A.W.) and make class presentation,</li> <li>• draw and colour different clothes and accessories and display,</li> </ul>	1. Why should the male and female dress differently? 2. What is the purpose of dressing?

			<ul style="list-style-type: none"> <li>• search for the reasons why the Prophet (S.A.W.) prohibited gender-mixed dressing and write a short essay,</li> <li>• model appropriate dress for different gender.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: making connections as learners model, draw and colour different clothes and accessories.</li> <li>• Communication and Collaboration: listening, speaking, writing and teamwork skills attained as learners discuss the male and female dress code as per the Sunnah of the Prophet (S.A.W.) and make class presentation.</li> <li>• Digital Literacy: Interacting with digital technology skill attained as learners classify clothes and accessories according to gender (trousers, skirts, blouses, shirts, shorts, necklaces, earrings, bangles, hair dressing etc) using digital devices.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: Islamic etiquette enhanced as the learners respect each other's views during group discussion.</li> <li>• Responsibility: model appropriate dress for different gender.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Life skills: Human Sexuality aspects realised as learners dress as per the Islamic teachings for different genders.</p>				
<p><b>Link to other Learning Areas:</b> Agriculture: covers content on dressing for different occasions and decency.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on planting  (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on planting of trees and crops for environmental consciousness, b) assess the importance of planting trees and crops as an act of <i>ibadah</i> , c) plant trees and crops for food sustainability to earn rewards from Allah, d) appreciate the value of planting trees and crops for the benefit of Allah’s creatures.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the Hadith on planting trees and crops: <i>“If a Muslim plants a tree or sows a field and men, animals and birds eat from it, all of it is charity from him.”</i> (Muslim),</li> <li>• research on the significance of planting trees and crops and present the findings in class,</li> <li>• collect pictures of fruit-bearing plants and crops and display in class,</li> <li>• plant trees and crops in the school compound and care for them.</li> </ul>	1. What are the dangers of cutting down trees? 2. What are the benefits of growing trees and crops?

**Core Competencies to be developed:**

- Critical thinking and problems solving: researching skill attained as learners research on the significance of planting trees and crops.
- Creativity and Imagination: the skill of making connections is enhanced as learners collect and display pictures of fruit-bearing trees.

**Values:**

Responsibility: Accountability achieved as learners plant and take care of trees and crops.

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

Socio Economic and environmental issues: Environmental education attained as learners plant and take care of trees.

**Link to other Learning Areas:**

Agriculture: it contains similar content on planting trees and crops.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	<p data-bbox="388 275 649 412"><b>2.4 Hadith on responsible use of human capabilities and resources</b></p> <p data-bbox="388 456 537 484">(3 Lessons)</p>	<p data-bbox="716 275 1045 371">By the end of the sub-strand, the learner should be able to:</p> <p data-bbox="716 385 1064 927">a) read the Hadith on responsible use of human capabilities and resources for character building,  b) assess the significance of using Allah (S.W.T.)’s bounties for the benefit in this life and the Hereafter,  c) use the bounties of Allah (S.W.T.) responsibly in day-to-day-life,  d) appreciate the bounties of Allah (S.W.T.) by acting responsibly to get His pleasure.</p>	<p data-bbox="1091 275 1402 303">The learner is guided to:</p> <ul data-bbox="1110 316 1489 1114" style="list-style-type: none"> <li data-bbox="1110 316 1489 817">• read the Hadith:  <i>“Take advantage of five matters before five other matters: your youth before you become old; and your health, before you fall sick; and your wealth, before you become poor; and your free time before you become busy; and your life, before your death.”</i>  (Ahmad),</li> <li data-bbox="1110 831 1489 968">• discuss the significance of using Allah (S.W.T.)’s bounties and make summary notes,</li> <li data-bbox="1110 982 1489 1114">• brainstorm on how to use the bounties of Allah (S.W.T.) responsibly and make presentations in</li> </ul>	<ol data-bbox="1518 275 1818 666" style="list-style-type: none"> <li data-bbox="1518 275 1818 371">1. What bounties has Allah (S.W.T.) given to mankind?</li> <li data-bbox="1518 385 1818 481">2. How should a Muslim use time wisely?</li> <li data-bbox="1518 495 1818 591">3. What activities may cause harm to people’s health?</li> <li data-bbox="1518 605 1818 666">4. How do you spend your pocket money?</li> </ol>

			<p>class (<i>youthfulness, health, wealth, time, life</i>),</p> <ul style="list-style-type: none"> <li>• role-play proper usage of Allah (S.W.T.)’s bounties mentioned in the Hadith.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: the skill of networking is heightened as learners role-play proper usage of Allah (S.W.T.)’s bounties mentioned in the Hadith.</li> <li>• Communication and Collaboration: the skill of listening, speaking and writing as learners discuss the significance of using Allah (S.W.T.)’s bounties and make summary notes.</li> </ul>				
<p><b>Values:</b>  Responsibility: Accountability is boosted as learners observe the teachings of the Hadith on responsible living.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Life skills: Effective communication is enhanced as learners discuss the significance of using Allah (S.W.T.)’s bounties and make summary notes.</p>				
<p><b>Link to other Learning Areas:</b>  The concept of time and resource management can be related to Social Studies.</p>				

**Suggested Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read the selected Hadith	Reads all the selected Hadith correctly and coherently	Reads all the selected Hadith correctly	Reads the selected Hadith with a few mix-ups	Reads the selected Hadith with many mix-ups
Ability to deduce lessons from the selected Hadith	Deduces lessons from the selected Hadith correctly and elaborately	Deduces lessons from the selected Hadith correctly	Deduces lessons from the selected Hadith, omitting minor details	Deduces lessons from the selected Hadith, omitting major details
Ability to examine the relevance of the selected Hadith and assess their importance	Examines the relevance of the selected Hadith and assesses their importance correctly and comprehensively	Examines the relevance of the selected Hadith and assesses their importance correctly	Examines the relevance of the selected Hadith and assesses their importance, leaving out minor details	Examines the relevance of the selected Hadith and assesses their importance, leaving out major details

### 3.0 PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1 Stories of Prophets:</b> <ul style="list-style-type: none"> <li>• Prophet Ibrahim (A.S.)</li> <li>• Prophet Yusuf (A.S.)</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) narrate the stories of the selected prophets to build their faith,</li> <li>b) explain the lessons learnt from the stories of the prophets for character development,</li> <li>c) emulate the character of the prophets in day-to-day life,</li> <li>d) appreciate the selected prophets as role models.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen/watch the stories of the selected prophets (Ibrahim (A.S.) breaking idols, saved by Allah (S.W.T.) from fire and attempt to sacrifice Ismail, Prophet Yusuf (A.S.)-Allah (S.W.T.) saved him from the well, temptation/imprisonment, famine and leadership using digital devices,</li> <li>• brainstorm on how the selected prophets demonstrated their steadfastness in faith in Allah (S.W.T.),</li> <li>• deduce lessons from the stories of the selected prophets and make short notes,</li> </ul>	<ol style="list-style-type: none"> <li>1. How did the selected prophets demonstrate <i>Iman</i> in Allah (S.W.T.)?</li> <li>2. What virtues are derived from prophets Ibrahim (A.S.) and Musa (A.S.)’s stories?</li> </ol>



			<ul style="list-style-type: none"> <li>• discuss relevance of the stories of the selected prophets and present on a chart.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: listening, speaking, writing and teamwork skills enhanced as learners discuss the relevance of the stories of the selected prophets in society and present on a chart.</li> <li>• Critical thinking and problem solving: Interpretation and inference skills attained as learners analyse lessons derived from the stories of the prophets (A.S.).</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity achieved as learners deduce lessons from the stories of prophets (A.S.).</li> <li>• Responsibility attained as learners discuss and make presentations on chart.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Life Skills: responsibility as learners discuss the relevance of the stories of the selected prophets in society and present on a chart.</p>				
<p><b>Links to other Learning Areas:</b>  Social Studies has some aspects of values an individual should have which are the same as those of the prophets in Islam.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 <i>Taqwa</i> (God Consciousness) (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the qualities of a pious person ( <i>Muttaqiin</i> ) for character building, b) assess the significance of <i>taqwa</i> in the life of a Muslim, c) demonstrate consciousness of Allah (S.W.T.) as a mark of true belief, d) appreciate the virtue of <i>taqwa</i> as a pre-condition for success in this life and the Hereafter.	The learner is guided to: <ul style="list-style-type: none"> <li>• read verses (Q. 2: 2-5, 3:133-135) from the Qur'an/digital devices /<i>mus'haf</i> and list down the qualities of <i>mutaqa'in</i>,</li> <li>• match and sort the qualities of a pious person using flash cards,</li> <li>• search online/from a <i>mus'haf</i>/ verse (Q.2:43: 76, 7:96, 9:119, 19:72,) on <i>taqwa</i> and draw their significance,</li> <li>• keep a weekly log/diary on the activities that demonstrate <i>taqwa</i>.</li> </ul>	1. What actions lead to piety? 2. Why is <i>taqwa</i> important in the life of a Muslim?

**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology as learners search online verses (Q.2:43: 76, 7:96, 9:119, 19:72,) on *taqwa* and draw their significance.
- Critical thinking and problem solving: researching skills as learners draw the significance of *taqwa* from the given verses of the Qur'an

**Values:**

- Responsibility: accountability as learners demonstrate consciousness of Allah (S.W.T.).
- Integrity: accountability as learners maintain their fidelity to Allah (S.W.T.) by doing what is right.

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

Life Skills: responsibility as learners find information on the significance of *taqwa*.

**Links to other Learning Areas:**

Social Studies: has some aspect of integrity which is related to God consciousness.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.3 Tawakkul (Reliance on Allah)</b>  (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the qualities of a <i>mutawakkil</i> as a basis for character building, b) assess the significance of <i>tawakkul</i> in the life of a Muslim, c) practise <i>tawakkul</i> in day-to-day life, d) appreciate the virtue of <i>tawakkul</i> as a condition for success in this life and the Hereafter.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm and identify the qualities of a <i>mutawakkil</i> and display them on the notice board ((Q.3:160, Q5:23, Q65:3),</li> <li>• sort the qualities of a <i>mutawakkil</i> using a digital device/pocket board/flash cards,</li> <li>• discuss the significance of <i>tawakkul</i> in the life of a Muslim and make summary notes,</li> <li>• discuss ways in which Muslims can practise <i>tawakkul</i> in their daily life.</li> </ul>	1. How can a Muslim show reliance on Allah? 2. Why is <i>tawakkul</i> important to a Muslim?

**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology enhanced as learners sort and match the qualities of a *mutawakkil*.
- Learning to Learn: learners develop relationships as they sort and search information on the qualities of a *mutawakkil*.

**Values:**

Responsibility: Accountability achieved as learners practise *tawakkul*.

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

Life skills: effective communication as learners discuss the significance of *tawakkul* in the life of a Muslim and ways in which Muslims can practise *tawakkul* in their daily life.

**Links to other Learning Areas:**

Social Studies: has some aspect of integrity which is related to reliance on God.

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to narrate the stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draw lessons	Narrates the stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons correctly and exhaustively	Narrates the stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons correctly	Narrates the stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons but omits few details	Narrates the stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons but omits many details
Ability to identify the qualities of a pious person ( <i>muttaqiin</i> and <i>mutawakkil</i> ) and assess the significance of <i>taqwa</i> and <i>tawakkul</i>	Identifies the qualities of a pious person ( <i>muttaqiin</i> and <i>mutawakkil</i> ) and assesses the significance of <i>taqwa</i> and <i>tawakkul</i> correctly and comprehensively	Identifies the qualities of a pious person ( <i>muttaqiin</i> and <i>mutawakkil</i> ) and assesses the significance of <i>taqwa</i> and <i>tawakkul</i> correctly	Identifies the qualities of a pious person <i>muttaqiin</i> and <i>mutawakkil</i> ) and assesses the significance of <i>taqwa</i> and <i>tawakkul</i> with a few mix-ups	Identifies the qualities of a pious person ( <i>muttaqiin</i> and <i>mutawakkil</i> ) and assesses the significance of <i>taqwa</i> and <i>tawakkul</i> with many mix-ups

#### 4.0 DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Twahara (Purity)</b> <ul style="list-style-type: none"> <li>• <i>Hadath</i></li> <li>• Optional <i>Ghusl</i> (6 Lessons)</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the types of <i>Hadath</i> for ritual purity (<i>Twahara</i>),</li> <li>b) differentiate between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> to promote personal hygiene,</li> <li>c) explain the reasons for performance of <i>tayyamum</i> as a pre-condition for <i>swalah</i>,</li> <li>d) identify situations for the performance of <i>sunnah ghusl</i>,</li> <li>e) demonstrate ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> to maintain ritual purity,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the types of <i>Hadath</i>,</li> <li>• discuss the difference between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present in tabular form,</li> <li>• identify items to be used in the purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present on a chart,</li> <li>• sort and match the types of <i>Hadath</i> and methods of purification (<i>wudhu</i>, <i>tayyamum</i>, <i>ghusl</i>) using digital devices/flashcards/pocket boards/charts,</li> <li>• discuss situations when <i>tayyamum</i> is performed,</li> <li>• brainstorm on situations when optional <i>ghusl</i> is</li> </ul>	Why should Muslims maintain ritual purity?

		f) appreciate maintenance of ritual purity as a condition for <i>Ibadah</i> .	performed and make summary notes, <ul style="list-style-type: none"> <li>demonstrate the steps of performing <i>tayamum</i>.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>Digital Literacy: interacting with digital technology skill realised as learners sort and match the types of <i>Hadath</i> and methods of purification (<i>wudhu</i>, <i>tayyamum</i>, <i>ghusl</i>) using digital devices</li> <li>Communication and Collaboration: listening, speaking, writing and teamwork skills attained as learners discuss the difference between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present in a tabular form.</li> <li>Self-efficacy: enhanced as learners demonstrate the steps of performing <i>tayamum</i>.</li> </ul>				
<b>Values:</b>				
Responsibility: enhanced as learners demonstrate the steps of performing <i>tayamum</i> .				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Health issues: Personal hygiene as learners maintain high levels of purity as required by Islam.				
<b>Links to other Learning Areas:</b>				
Agriculture: personal hygiene is covered in this learning area.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Zakat:</b> (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the items liable for <i>zakaat</i> payment for spiritual growth, b) describe the eight recipients of <i>zakat</i> as mentioned in the Qur'an, c) differentiate between <i>zakaat</i> and <i>sadaqa</i> to inculcate the spirit of giving, c) appreciate the need to pay <i>zakat</i> and <i>sadaqa</i> to develop empathy.	The learner is guided to: <ul style="list-style-type: none"> <li>• collect pictures of items/commodities liable for <i>zakaat</i> and display/mount on charts,</li> <li>• use digital devices/ Qur'an to search for the recipients of <i>zakaat</i> and make notes (Q9:60),</li> <li>• use flash cards/pocket boards/charts to show the difference between <i>zakat</i> and <i>sadaqa</i>.</li> </ul>	Why should a Muslim pay <i>zakaat</i> ?

**Core Competencies to be developed:**

- Creativity and Imagination: experimenting skill is enhanced as learners collect pictures of items/commodities liable for *zakaat* and display/mount on charts.
- Learning to Learn: research skill enhanced as learners search for the recipients of *zakaat* and make notes

**Values:**

- Love: compassion as caring for the poor members of society is inculcated.
- Responsibility: accountability attained when searching for recipients of *zakaat*.
- Unity: cooperation attained through use of flash cards/pocket boards/charts to show the difference between *zakaat* and *sadaqa*, in pairs or groups

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

Socio Economic Issues: Financial literacy as they discuss *zakaat* and *sadaqa*.

**Link to other Learning Areas:**

Mathematics: The concept of payment of *zakaat* involves some calculations of *nisab* and rate which can be related.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.3 Saum (Fasting)</b> (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) state the categories of people who are exempted from obligatory fast, b) explain the reasons for <i>fidya</i> (compensation) by people exempted from fasting during the month of <i>Ramadhan</i> , c) describe different ways of compensating for missed fasts, e) appreciate Allah (S.W.T.)’s mercy to Muslims for exemption of fasting with valid reasons.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the categories of people exempted from fasting as mentioned in the Qur’an and list them in their note books (Q2:184-185),</li> <li>• use digital devices/flash cards to search and match the categories of people exempted from fasting with the corresponding ways of compensation,</li> <li>• discuss different ways of compensating for missed fasts and make notes,</li> <li>• discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make presentations.</li> </ul>	Why are some people exempted from fasting?

**Core Competencies to be developed:**

- Communication and Collaboration: listening, speaking, writing and teamwork skills are enhanced as learners discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make class presentations
- Creativity and Imagination: Communication and self-expression attained as learners discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make presentations

**Values:**

Responsibility: there is accountability as learners identify the categories of people exempted from fasting as mentioned in the Qur'an and list them in their note books

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

Life skills: effective communication attained as learners discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make presentations

**Links to other subjects:**

Agriculture: in aspects of intermittent fasting.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.4 Hajj</b> (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the conditions of Hajj for validity of its performance, b) explain different types of Hajj to fulfil the requirements for each, c) describe the procedure of performing each type of Hajj for its validity, d) appreciate <i>Hajj</i> as a pillar of Islam.	The learner is guided to: <ul style="list-style-type: none"> <li>• search for the conditions of Hajj and make notes,</li> <li>• discuss the different types of Hajj and present on a chart,</li> <li>• search and watch video clips on the performance of Hajj,</li> <li>• search for verses on Hajj from the Qur'an and Hadith and display on charts,</li> <li>• create a model Kaaba and simulate the performance of Hajj.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the prerequisites for the performance of Hajj?</li> <li>2. What is the significance of Hajj?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: interacting with digital technology is attained as learners search and watch the performance of Hajj from a digital device.</li> <li>• Creativity and Imagination: experimenting skill is enhanced as learners model the Kaaba.</li> </ul>				
<p><b>Values:</b> Unity: there is cooperation as the learners create a model Kaaba and simulate the performance of Hajj.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Life skills: cooperation and unity as learners create a model Kaaba and simulate the performance of Hajj.</p>				
<p><b>Link to other Learning Areas:</b> Social Studies has aspects of visiting religious places/shrines as part of social organisation of different communities.</p>				

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to outline the types of <i>hadath</i> and demonstrate ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i>	Outlines the types of <i>hadath</i> and demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> correctly and gives examples	Outlines the types of <i>hadath</i> and demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> correctly	Outlines the types of <i>hadath</i> and demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> with minor inconsistencies	Outlines the types of <i>hadath</i> and demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> with major inconsistencies
Ability to identify the items liable for <i>zakaat</i> payment and the eight recipients of <i>zakat</i>	Identifies the items liable for <i>zakaat</i> payment and the eight recipients of <i>zakaat</i> and cites evidence from the Hadith	Identifies the items liable for <i>zakaat</i> payment and the eight recipients of <i>zakat</i> correctly	Identifies the items liable for <i>zakaat</i> payment and 4-6 recipients	Identifies the items liable for <i>zakaat</i> payment and less than 4 recipients
Ability to differentiate between <i>zakaat</i> and <i>sadaqa</i>	Differentiates between <i>zakaat</i> and <i>sadaqa</i> correctly and gives examples	Differentiates between <i>zakaat</i> and <i>sadaqa</i> correctly	Differentiates between <i>zakaat</i> and <i>sadaqa</i> with minor errors	Differentiates between <i>zakaat</i> from <i>sadaqa</i> with major errors

Ability to explain the reasons for <i>fidya</i> (compensation) and different ways of compensating for missed fast by people exempted from fasting during the month of <i>Ramadhan</i>	Explains the reasons for <i>fidya</i> (compensation) and different ways of compensating for missed fast by people exempted from fasting during the month of <i>Ramadhan</i> correctly and comprehensively	Explains the reasons for <i>fidya</i> (compensation) and different ways of compensating for missed fast by people exempted from fasting during the month of <i>Ramadhan</i> correctly	Explains the reasons for <i>fidya</i> (compensation) and different ways of compensating for missed fast by people exempted from fasting during the month of <i>Ramadhan</i> with a few mix-ups	Explains the reasons for <i>fidya</i> (compensation) and different ways of compensating for missed fast by people exempted from fasting during the month of <i>Ramadhan</i> with many mix-ups
Ability to identify the conditions for Hajj, explain the different types of Hajj and describe the procedure for performing it	Identifies the conditions for Hajj, explains the different types of Hajj and describes the procedure for performing it correctly and comprehensively	Identifies the conditions for Hajj, explains the different types of Hajj and describes the procedure for performing it correctly	Identifies the conditions for Hajj, explains the different types of Hajj and describes the procedure for performing it but leaves out a few details	Identifies the conditions for Hajj, explains the different types of Hajj and describes the procedure for performing it but leaves out many details

## 5.0 AKHALAQ

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1 Virtues:</b> <ul style="list-style-type: none"> <li>• Work as a form <i>Ibadah</i></li> </ul> (2 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 why work is considered as <i>Ibadah</i> in Islam,</li> <li>b) explain the benefits of work in the development of the <i>Ummah</i>,</li> <li>c) describe different types of work as means to lawful earnings,</li> <li>d) differentiate between <i>halal</i> and <i>haram</i> work,</li> <li>e) appreciate the importance of work as a form of <i>Ibadah</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss why work is considered <i>Ibadah</i> in Islam,</li> <li>• brainstorm on the benefits of work and present in class,</li> <li>• collect pictures of different occupations and display them in class,</li> <li>• search and watch video clips on different types of work and differentiate between permissible and non-permissible,</li> <li>• identify ethics that should guide work in Islam,</li> <li>• dramatise different types of works as means of earning a living.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should a Muslim work?</li> <li>2. Why is work considered an act of <i>Ibadah</i>?</li> <li>3. What kind of work is prohibited in Islam?</li> </ol>



**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology heightened as learners search and watch video clips on different types of work.
- Learning to Learn: relationships are developed as learners search and watch video clips on different types of work and differentiate between permissible and non-permissible.
- Creativity and Imagination: originality attained as learners dramatise different types of work and collect pictures of different occupation

**Values:**

Responsibility: there is accountability as learners collect pictures of different occupations and display them in class.

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

Socio-economic issues: Financial literacy through discussion on the benefits of work.

**Link to other Learning Areas:**

Social Studies as learners are taught different types of work/professions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1. Virtues</b> <ul style="list-style-type: none"> <li>• <i>Adalah</i> (Justice) (2 Lesson)</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) assess the importance of <i>adalah</i> as a means of promoting fairness in the society,</li> <li>b) describe different instances where justice must be practised to ensure fairness in the society,</li> <li>c) practise justice and fairness in day-to-day life,</li> <li>d) appreciate the virtue of <i>adalah</i> as a way of earning rewards from Allah.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the importance of exercising justice and make class presentation,</li> <li>• search for verses in the <i>Qur'an</i> that advocate for fairness (Q. 4:135),</li> <li>• read a story on justice and draw lessons on fairness,</li> <li>• role-play actions that depict justice,</li> <li>• make and present short skits thematising <i>adalah</i> in society.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the benefits of observing <i>adalah</i> in the society?</li> <li>2. How can a pupil practise <i>adalah</i> in school?</li> </ol>

**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology skill achieved through the search for the meaning of *adalah* and related verses on *adalah*.
- Communication and Collaboration: listening, speaking, writing and teamwork skills attained through group discussion and presentation.
- Creativity and Imagination: the skill of networking enhanced as learners perform short skits thematising *adalah*.

**Values:**

Social justice: there is equity as learners discuss the importance of exercising justice and make class presentation.

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

Citizenship: Good governance enhanced as learners discuss the significance of upholding *adalah*.

**Link to other Learning Areas:**

Social studies: covers aspects of human rights and justice.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Prohibitions in Islam</b> <ul style="list-style-type: none"> <li>• Intoxicants (3 Lessons)</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the types of intoxicants rampant in the society,</li> <li>b) explain the effects of intoxicants on the society,</li> <li>c) describe ways of curbing the use of intoxicants,</li> <li>d) adhere to Islamic teachings on prohibition of intoxicants in day-to-day life,</li> <li>e) appreciate the prohibition of intoxicants for the wellbeing of the society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss and list intoxicants rampant in the community,</li> <li>• research on the negative effects of intoxicants and make short notes,</li> <li>• search and watch age-appropriate videos on the effects of intoxicants,</li> <li>• make posters on the effects of intoxicants,</li> <li>• story-tell/dramatise effects of intoxicants,</li> <li>• brainstorm on ways of curbing the use of intoxicants and make posters.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why does Islam prohibit the use of intoxicants?</li> <li>2. What are the effects of intoxicants on the society?</li> </ol>

**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology is attained as learners search for videos on the effects of intoxicants.
- Communication and Collaboration: listening, speaking, writing and teamwork skills enhanced as learners discuss and list the intoxicants rampant in the community
- Creativity and Imagination: the skill of making connections is developed through creation of posters, story-telling and dramatisation.

**Values:**

Respect: enhanced as learners respect each other's views while engaging in group discussion

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

Health issues: Alcohol and substance abuse avoidance heightened as learners discuss the effects of intoxicants and brainstorm on ways of curbing use.

**Link to other Learning Areas:**

Science and Technology: content on the effects intoxicants (drug and substance abuse) is covered

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Prohibitions in Islam</b> <ul style="list-style-type: none"> <li>• <i>israf</i> (extravagance)</li> </ul> <p>(2 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 resources available in the community,</li> <li>b) explain ways of guarding against <i>israf</i> for effective resource management,</li> <li>c) explain the effects of <i>israf</i> in the society,</li> <li>d) use available resources effectively as a way of promoting economic growth,</li> <li>e) appreciate proper use of resources to get rewards from Allah.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• discuss resources that are often wasted e.g. <i>food, water, money</i> and present,</li> <li>• dramatise appropriate ways of using resources in accordance with Islamic teachings (e.g. <i>serve food enough for self; not using excessive amounts of water while performing wudhu, turning off TV/lights when not in use</i>),</li> <li>• make posters/signage discouraging <i>israf</i> and pin them at strategic places e.g (<i>turn off taps when not in use</i>),</li> <li>• brainstorm on the effects of <i>israf</i> and make presentations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to avoid <i>israf</i>?</li> <li>2. How can people promote good use of resources?</li> </ol>

**Core Competencies to be developed:**

- Critical thinking and problem solving: there is interpretation and inference as learners come up with ways of guarding against wastage of resources.
- Creativity and Imagination: the skill of networking is enhanced as learners make posters/signage discouraging wastage of resources, in groups.

**Values:**

Responsibility: there is accountability as learners make posters/signage discouraging *israf* and pin them at strategic places.

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

Socio-economic issues: environmental and climate change education heightened as learners dramatise appropriate ways of using resources.

**Link to other Learning Areas:**

Agriculture: wastage of resources is covered

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.3 <i>Dua</i> (Supplication when travelling) (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) recite the <i>dua</i> for travelling to seek Allah (S.W.T.)’s protection, b) recite the <i>dua</i> in day-to-day life while travelling, c) appreciate the importance of the <i>dua</i> for travelling in seeking protection from Allah (S.W.T.).	The learner is guided to: <ul style="list-style-type: none"> <li>• read the <i>dua</i>:  <i>“Glory to Him who has brought this (e.g. vehicle) under our control, though we were unable to control it (ourselves), and indeed, to our Lord we will surely return.” (Muslim),</i></li> <li>• note the <i>dua</i> in the books and memorise,</li> <li>• role-play travelling and recite the <i>dua</i> in class,</li> <li>• discuss safe practices a passenger should observe while in a vehicle (such as <i>boarding through door, be seated when the vehicle is in motion and avoid distracting the driver</i>),</li> <li>• discuss the importance of reciting the <i>dua</i> when travelling and make notes and class presentation,</li> <li>• write the <i>dua</i> on charts and post them on the school’s notice board.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to recite a <i>dua</i> while travelling?</li> <li>2. What safety precautions should one observe while travelling?</li> </ol>



**Core Competencies to be developed:**

- Communication and Collaboration: listening, speaking, writing and teamwork skills developed as learners recite the *dua* for travelling and note it in their books.
- Creativity and Imagination: there is originality as learners write the *dua* for travelling on charts.

**Values:**

Responsibility: accountability is achieved as learners discuss the importance of reciting the *dua* when travelling and make notes and class presentation.

**PCIs:**

Life skills: there is effective communication as learners make classroom presentations.

**Suggested Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to assess the significance of <i>Adalah</i> and use the <i>dua</i> for travelling	Assesses the significance of <i>Adalah</i> and uses the <i>dua</i> for travelling correctly and consistently.	Assesses the significance of <i>Adalah</i> and uses the <i>dua</i> for travelling correctly	Assesses the significance of <i>Adalah</i> and uses the <i>dua</i> for travelling omitting minor details	Assesses the significance of <i>Adalah</i> and uses the <i>dua</i> for travelling omitting major details
Ability to explain ways of guarding against <i>israf</i> and explain the effects of <i>israf</i>	Explains ways of guarding against <i>israf</i> and explains the effects of <i>israf</i> correctly and comprehensively	Explains ways of guarding against <i>israf</i> and explains the effects of <i>israf</i> correctly	Explains ways of guarding against <i>israf</i> and explains the effects of <i>israf</i> with minor errors	Explains ways of guarding against <i>israf</i> and explains the effects of <i>israf</i> with major errors

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Muamalaat (Social Relations)</b>	<b>6.1 Fair Treatment of Workers</b>  (3 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) state the rights of workers to promote a conducive working environment,</li> <li>b) describe ways of treating workers fairly,</li> <li>c) practise Islamic ethics while relating with workers,</li> <li>d) appreciate Islamic teachings on workers by treating them fairly.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the rights of workers and make notes,</li> <li>• discuss appropriate ways of treating workers and present on charts,</li> <li>• role-play fair treatment of workers,</li> <li>• share personal experiences on how workers are treated in homes,</li> <li>• brainstorm on ways of promoting fair treatment of workers,</li> <li>• discuss the Hadith of the Prophet (S.A.W) on fair treatment of workers and make class presentations                The Prophet (S.A.W) said,  <i>“Your brothers are your responsibility. Allah has made them under your hands. So, whosoever has a brother under his hand, let him give him food as he eats and dress as he dresses. Do not give them work that will overburden them and if you give them such tasks, then provide assistance.”</i>                (Bukhari).</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should workers be treated well?</li> <li>2. How can we treat workers fairly?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: listening, speaking, writing and teamwork skills are developed through group discussion and presentation
- Learning to Learn: sharing knowledge skill enhanced as learners share personal experiences on how workers are treated in homes.

**Values:**

- Respect: Human dignity enhanced through respect for the rights of workers.
- Love: caring enhanced as learners share experiences on how workers are treated at home.

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

Citizenship: sensitisation on rights and responsibilities as learners learn the rights of workers

**Link to other Learning Areas:**

Social Studies: Human rights concepts are covered in the subject.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Muamalaat (Social Relations)</b>	<b>6.2 Relations with people of other faiths</b> (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the rights of non-Muslims for harmonious living, b) describe ways of promoting good relations with people of other faiths for peaceful co-existence, c) demonstrate ways of living harmoniously with people of other faiths in day-to-day life, d) appreciate living with people of other faiths harmoniously.	The learner is guided to: <ul style="list-style-type: none"> <li>• research on the rights of non-Muslims from available reference materials and make class presentation,</li> <li>• discuss ways of living peacefully with non-Muslims and display on a chart (Q., 2:256, 8:61, 60:8, 109:6),</li> <li>• role- play ways of living harmoniously with people of other faiths.</li> </ul>	1. How should Muslims relate with people of other faiths? 2. What are the rights of the people of other faiths?

**Core Competencies to be developed:**

- Communication and Collaboration: listening, speaking, writing and teamwork skills heightened through group discussions and presentation
- Creativity and Imagination: networking attained as they role-play ways of living peacefully with non-Muslims.

**Values:**

- Respect: there is open-mindedness as learners make presentations on the rights of non-Muslims.
- Peace: compassion developed in learners as they discuss ways of living peacefully with non-Muslims.

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

Citizenship: Social cohesion and human rights enhanced as learners learn to co-exist with people of diverse faiths.

**Link to other Learning Areas:**

Social Studies: it has some aspects of harmonious living.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Muamalaat (Social Relations)</b>	<b>6.3 Corruption</b>  (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify forms of corruption to create awareness in the society, b) explain the effects of corruption to inculcate the value of integrity, c) describe ways of curbing corruption for fairness and accountability, d) promote a corruption-free society by observing Islamic ethics and <i>taqwa</i> , e) appreciate the teachings of Islam against corruption by upholding Islamic morals.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss forms of corruption in their environment (such as, <i>exam cheating, inflating bus fare, withholding shopping balance, election, deceiving parents on school levies</i>) and make brief presentation,</li> <li>• search for Hadiths/Qur’anic verses on corruption and write the teachings (Q. 2:11-12, 27, 30, 188),</li> <li>• brainstorm on the effects of corruption and display on charts,</li> <li>• design posters on ways of curbing corruption,</li> </ul>	<ol style="list-style-type: none"> <li>1) Why is corruption prohibited in Islam?</li> <li>2) What can you do to stop corruption?</li> <li>3) What are the effects of corruption in our society?</li> </ol>

			<ul style="list-style-type: none"> <li>• role-play acts depicting forms of corruption and ways of eradicating them.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: listening, speaking, writing and teamwork skills attained through group discussions and presentation.</li> <li>• Critical thinking and problem solving: researching skill developed as learners search for Hadiths /Qur’anic verses on corruption and write the teachings</li> <li>• Citizenship as learners discuss upholding integrity</li> <li>• Creativity and Imagination: there is networking as learners role-play the forms of corruption and design posters.</li> </ul>				
<p><b>Values:</b> Integrity: Transparency and accountability as learners discuss the effects of corruption and ways of curbing it.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Citizenship: Good governance enhanced as learners search for Hadiths /Qur’anic verses on corruption and write the teachings.</p>				
<p><b>Links to other Learning:</b> Content on corruption is covered in Social Studies.</p>				

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to state the rights of workers and appropriate ways of treating them	States the rights of workers and explains appropriate ways of treating them correctly and comprehensively	States the rights of workers and explains appropriate ways of treating them correctly	States the rights of workers and explains appropriate ways of treating them but leaves out a few details	States the rights of workers and explains appropriate ways of treating them but leaves out many details
Ability to identify the rights and describe ways of relating with people of other faiths	Identifies the rights and describes ways of relating with people of other faiths correctly and gives examples	Identifies the rights and describes ways of relating with people of other faiths correctly	Identifies the rights and describes ways of relating with people of other faiths with a few mix-ups	Identifies the rights and describes ways of relating with people of other faiths with many mix-ups
Ability to describe ways of curbing corruption and its effects	Describes ways of curbing corruption and its effects correctly and comprehensively	Describes ways of curbing corruption and its effects correctly	Describes ways of curbing corruption and its effects but leaves out minor details	Describes ways of curbing corruption and its effects but leaves out significant details



## 7.0 History of Islam

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 History of Islam	7.1 The Battles of Badr and Uhud (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify the reasons that led to the battles of Badr and Uhud to appreciate Islamic heritage,</p> <p>a) narrate the events of the battles of Badr and Uhud for spiritual nourishment,</p> <p>b) explain the effects of the battles of Badr and Uhud to strengthen their <i>Iman</i>,</p> <p>c) appreciate reliance on Allah (S.W.T.) in overcoming challenges in day-to-day life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search for the reasons that led to the battles of Badr and Uhud and make notes,</li> <li>• watch video clips/listen to narrations on the battles of Badr and Uhud and draw lessons (such as, <i>praying to Allah (S.W.T.) for help in times of difficulties, true victory comes from Allah (S.W.T.) (Q. 3:123-128), the importance of knowledge, fair treatment of captives</i>),</li> <li>• brainstorm on the effects of the battles of Badr and Uhud and make class presentations.</li> </ul>	<p>What lessons can Muslims learn from the battles of Badr and Uhud?</p>

**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology enhanced as learners watch videos/listen to narrations on the battles of Badr and Uhud.
- Communication and Collaboration: listening, speaking, writing and teamwork skills attained through group discussion and presentation.
- Critical thinking and problem solving: explanation skill developed as learners search for the reasons that led to the battles of Badr and Uhud and make notes.
- Citizenship: Social and civic skills heightened as learners brainstorm on the lessons learnt from the battles of Badr and Uhud and make class presentations

**Values:**

- Unity: Cooperation as learners work in groups during brainstorming sessions.
- Social justice: Equity as they discuss the lessons learnt from the battles of Badr and Uhud.

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

Citizenship: Human rights and responsibility through lessons learnt on fair treatment of captives.

**Links to other Learning Areas:**

Social Studies as learners study the content on the effects of conflicts and conflict resolution.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 History of Islam	7.2 The Treaty of Hudaibiya (3 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) state the terms of the treaty of Hudaibiya as part of Islamic History,</p> <p>b) adopt peaceful conflict resolution methods in day-to-day life,</p> <p>c) appreciate the treaty of Hudaibiya as a guide to peaceful coexistence.</p>	<p>Individually/in pairs/in groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>• search from reference materials on the treaty of Hudaibiya and write the terms of the treaty,</li> <li>• dramatise acts depicting peaceful ways of resolving conflicts, drawing lessons from what they have learnt from the treaty of Hudaibiya,</li> <li>• make posters on the terms of the treaty of Hudaibiya.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to resolve conflicts through peaceful means?</li> <li>2. How can Muslims apply the lessons learnt from the treaty of Hudaibiya?</li> </ol>

**Core Competencies to be developed:**

- Digital Literacy: interacting with digital technology achieved as learners search and watch videos on the treaty of Hudaibiya.
- Critical thinking and problem solving: Researching skill developed as learners draw lessons from the treaty of Hudaibiya for application in life.
- Learning to Learn: learners develop relationships as they dramatise acts depicting peaceful ways of resolving conflicts.

**Values:**

Peace: care and compassion as learners dramatise acts depicting peaceful ways of resolving conflicts.

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

Citizenship: Social cohesion as the treaty led to peaceful co-existence.

**Link to other subjects:**

Social Studies: conflict resolution mechanisms are covered.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7. History of Islam</b>	<b>7.3 The Conquest of Makkah (<i>Fat-hul Makkah</i>)</b> <ul style="list-style-type: none"> <li>• The Battle of Hunayn (7 Lessons)</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the events that led to the conquest of Makkah for spiritual nourishment,</li> <li>b) deduce lessons from the conquest of Makkah for peaceful co-existence,</li> <li>c) state the reasons that led to the battle of Hunayn,</li> <li>d) explain the effects of the battle of Hunayn to strengthen their <i>Iman</i>,</li> <li>e) apply the lessons from the conquest of Makkah in day-to-day life,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a story /watch a video/film on <i>fat-hul Makkah</i> and make a presentation on the events,</li> <li>• discuss the lessons learnt from the events of <i>fat-hul Makkah</i> and display on charts (e.g. <i>forgiveness, purity of places of worship, love of one's enemies as an effective daawa, Islam stands for peace</i>),</li> <li>• discuss the reasons that led to the battle of Hunayn and make class presentation,</li> <li>• discuss the effects of the battle of Hunayn and write notes,</li> <li>• dramatise acts depicting peaceful ways of</li> </ul>	<ol style="list-style-type: none"> <li>1. What lessons do Muslims learn from the events of <i>fat-hul Makkah</i>?</li> <li>2. Why should one forgive people who have wronged them?</li> </ol>

		f) appreciate clemency as part of the Sunnah of the prophet (S.A.W.).	resolving conflicts from the events of <i>fat-hul Makkah</i> .	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital Literacy: interacting with digital technology enhanced as learners search/watch videos on victory over Makkah.</li> <li>• Communication and Collaboration: listening, speaking, writing and teamwork skills achieved through group discussions, presentations and listening to narrations on <i>fat-hul Makkah</i>.</li> <li>• Critical thinking and problem solving: explanation skills enhanced as learners discuss the lessons learnt from the conquest of Makkah and their relevance in today's life.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Peace: compassion and care as learners discuss lessons learnt from the events of <i>fat-hul Makkah</i>.</li> <li>• Respect: acceptance as learners discuss lessons learnt from the events of <i>fat-hul Makkah</i>.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Citizenship: Social cohesion attained as learners discuss lessons learnt from the events of <i>fat-hul Makkah</i> ,				
<b>Link to other Learning Areas:</b>				
Conflict resolutions mechanisms are covered in Social Studies Educations.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7. History of Islam</b>	<b>7.4 Farewell Pilgrimage (Hijjatul Wid'a)</b> <ul style="list-style-type: none"> <li>• farewell Sermon (3 Lessons)</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) state the teachings contained in Prophet Muhammad (S.A.W.)'s farewell sermon for spiritual nourishment,</li> <li>b) deduce lessons from Prophet Muhammad (S.A.W.)'s farewell sermon as a basis for character formation,</li> <li>c) apply the lessons learnt from the prophet (S.A.W.)'s farewell sermon in day-to-day life,</li> <li>d) appreciate the Prophet (S.A.W.)'s farewell speech as a guide to mankind.</li> </ol>	The learner guided to: <ul style="list-style-type: none"> <li>• read the farewell sermon, deduce the teachings and make presentations in class,</li> <li>• identify key themes from the speech and make notes,</li> <li>• brainstorm on the lessons learnt from Prophet Muhammad (S.A.W.)'s farewell sermon and make notes (such as, <i>sanctity of life and property, equality of human beings, Muslim brotherhood, not hurting one another, observing the pillars of Islam</i>),</li> <li>• role-play acts depicting the teachings of the Prophet (S.A.W.)'s farewell sermon.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the main themes in <i>Hijjatul Wid'a</i>?</li> <li>2. How can Muslims apply the lessons from the farewell sermon in today's world?</li> </ol>

**Core Competencies to be developed:**

- Citizenship: Social and civic skills heightened as learners identify key themes from the speech and make notes.
- Communication and Collaboration: listening, speaking, writing and teamwork skills enhanced as learners brainstorm on the lessons learnt from Prophet Muhammad (S.A.W.)’s farewell sermon and make notes.
- Creativity and Imagination: networking is enhanced as learners role-play acts depicting the lessons from the farewell sermon.

**Values:**

Respect: acceptance as learners identify key themes from the speech and make notes.

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

Citizenship: Good governance and human rights as learners identify key themes from the farewell sermon.

**Link to other Learning Areas:**

Social Studies: aspects of human rights mentioned during the farewell address are covered in these subjects.



### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the reasons that led to the battles of Badr, Uhud and Hunayn and their effects	Identifies the reasons that led to the battles of Badr, Uhud and Hunayn and their effects correctly and comprehensively	Identifies the reasons that led to the battles of Badr, Uhud and Hunayn and their effects correctly	Identifies the reasons that led to the battles of Badr, Uhud and Hunayn and their effects with a few mix-ups	Identifies the reasons that led to the battles of Badr, Uhud and Hunayn and their effects with many mix-ups
Ability to state the terms of Hudaibiya and deduce lessons from the conquest of Makka	States the terms of Hudaibiya and deduces lessons from the conquest of Makka correctly and comprehensively	States the terms of Hudaibiya and deduces lessons from the conquest of Makka correctly	States the terms of Hudaibiya and deduces lessons from the conquest of Makka but leaves out a few details	States the terms of Hudaibiya and deduces lessons from the conquest of Makka but leaves out many details
Ability to explain and deduce lessons from Prophet Muhammad (S.A.W.)'s farewell sermon	Explains and deduces lessons from Prophet Muhammad (S.A.W.)'s farewell sermon correctly and comprehensively	Explains and deduces lessons from Prophet Muhammad (S.A.W.)'s farewell sermon correctly	Explains and deduces lessons from Prophet Muhammad (S.A.W.)'s farewell sermon with minor omissions	Explains and deduces lessons from Prophet Muhammad (S.A.W.)'s farewell sermon with major omissions

## CSL

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

#### 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

- Assigning 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 emphasise 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: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>1.0 Qur'an</b>	<b>1.1 Selected Surah</b>	Portfolio, oral assessment, checklist.	Mus'haf/Qur'an, digital devices, pocket board, charts, course books, and resource person.	- Recite the surah and discuss the meaning of the selected surah during free time, PPI and clubs
<b>2.0 Hadith</b>	<b>2.1 Hadith on Purity of Actions</b>	Portfolio, oral assessment, checklists, journals, observation schedule,	Digital devices, charts, course books, resource person, clothes, earrings, necklace, coloured pencils/paints, water colours. seeds,jembe /hoe, shovels, watering can, water	-Explain the teachings of the Hadith to the peers during the club's meeting
	<b>2.2 Hadith on Dressing</b>			-Learners model appropriate Islamic dressing during parents day meeting
	<b>2.3 Hadith on Planting</b>			- Learners participate in fashion show competition in the school.
	<b>2.4 Hadith on responsible use of Himan Capabilities and Resources</b>			-Learners participate in tree planting activities in school; planting of crops on the school garden
				-Learners discuss the need to use Allah's bounties in a beneficial manner during clubs and school assembly.

<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Prophets (Qualities of Prophets)</b>	Portfolio, oral assessment, observation schedule, journals, anecdotal notes	Digital devices, charts, course books, <i>Mushaf</i> /Qur'an, pocket board, resource person (e.g. Imam/Madrasa teacher), Islamic Kids Stories - Prophet Ibrahim, Prophet Yusuf	<ul style="list-style-type: none"> <li>- Learners prepare presentations on qualities of prophets and give a talk during clubs, parents day or during school assembly</li> <li>- Learners share the significance of Pillars of Iman with others during school assembly</li> <li>- Discuss qualities of <i>Muttaqiin</i> and the significance of being pious during clubs</li> <li>- Give talk on qualities of a <i>Mutawakkil</i> and on the significance of relying on Allah.</li> <li>- Learner narrates the stories of Prophet Ibrahim and Prophet Yusuf during parents meeting and prize giving days.</li> </ul>
	<b>3.2 Stories of Prophets</b>			
	<b>3.3 Taqwa (God Consciousness)</b>			
	<b>3.4 Tawakkul (Reliance on Allah)</b>			
<b>4.0 Devotional Acts</b>	<b>4.1 Twahara</b>	Portfolio, oral assessment, observation schedule,	Soap, water, sand, toilet paper, charts, course books, cloth, paint, digital devices,	-During guidance and counselling sessions in school, learners discuss how to purify themselves

	<b>4.2 Zakaat</b>	journal, anecdotal notes, portfolio	Mus'haf/Qur'an, charts, photos of people and their occupation/events (farmer, athlete etc.)	while in state of major <i>Hadith</i> -Learners discuss <i>zakaat</i> and tax during parents' meeting/prize giving day. - Learners give a talk on people exempted from fasting during school assembly and clubs in the month of Ramadhan.
	<b>4.3 Saum</b>			
	<b>4.4 Hajj</b>			
<b>5.0 Akhlaq</b>	<b>5.1 Virtues</b>	Journals, anecdotal notes, portfolio, oral assessment, observation.	Digital devices, course books, charts, photos of people in different occupations, Mus'haf/Qur'an, age-appropriate videos on effects of intoxicants, resource person, (such as, a successfully rehabilitated drug addict), digital devices on <i>dua</i> when travelling	-Learners perform light duties in the school environment like picking rubbish, cleaning classrooms and dormitories. -Learners demonstrate quality of <i>adalah</i> while solving disputes in school. -Learners attend guidance and counselling sessions on drug and substance abuse in school. -Learners who use school transport to recite the <i>dua</i> when boarding the bus and during field trips.
	<b>5.2 Prohibitions in Islam- Intoxicants</b>			

	<b>5.3 Dua (supplication when travelling)</b>	Portfolio, oral assessment, observation.	Digital devices on <i>dua</i> when travelling, Mus'haf/Qur'an/Hadith books, pictures of vehicles, road signs	Learners who use school transport to recite the <i>dua</i> when boarding the bus and during field trips. Learners discuss safe practices a passenger should observe while travelling (such as boarding through door, be seated when the vehicle is in motion and avoid distracting the driver), during PPI lesson. Design/draw pictures of safe practices to be observed by a passenger and display at strategic places within the school compound.
<b>6.0 Muamalat</b>	<b>6.1 Fair Treatment of Workers</b>	Journals, oral questions, observation schedule, portfolio.	Charts, Mus'haf/ Qur'an, course books, resource person (Anti-corruption official), digital devices, talking walls	-Learners treat non-teaching/support staff fairly in school. - Learners initiate interfaith dialogue within the school and hold prayer sessions alternating amongst the various faiths
	<b>6.2 Relations with people of other Faiths</b>			

	<b>6.3 Corruption</b>	.		<p>represented within the school at the assembly/before the start of examination.</p> <p>-During drama and music festivals, learners develop items thematising evils of corruption.</p> <p>-Learners develop posters and talking walls on corruption.</p> <p>-Learners discuss effects of corruption during Integrity Club meetings.</p>
<b>7.0 History of Islam</b>	<b>7.1 Battles of Badr and Uhud</b>	Oral questions, observation schedule, portfolio, checklist	Course books, digital devices, printed map showing the location of Badr in Saudi Arabia, resource person	<p>-Learners story-tell on the History of Prophet Muhammad during Clubs meetings.</p> <p>- Learners participate in Peace Club activities.</p> <p>-Learners discuss peaceful means of conflict resolutions in Peace club's meetings. Learners give a talk on Prophet's Farewell Pilgrimage in the school assembly</p>
	<b>7.2 Treaty of Hudaibiyya</b>			
	<b>7.3 Conquest of Makkah</b> <i>(Fath-ul Makkah)</i>			
	<b>7.4 Farewell Pilgrimage</b> <i>(Hijatul Wid'a)</i>			



