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# SENIOR SCHOOL CURRICULUM DESIGN

**GRADE 10**

# ISLAMIC RELIGIOUS EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT  
2024

**DRAFT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*Nurturing Every Learner's Potential*

**SENIOR SECONDARY SCHOOL CURRICULUM DESIGN**

**GRADE 10**

**ISLAMIC RELIGIOUS EDUCATION**

**JUNE, 2024**

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## **NATIONAL GOALS OF EDUCATION**

### **Education in Kenya should:**

#### **1. Foster nationalism and patriotism and promote national unity.**

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

#### **2. Promote the social, economic, technological and industrial needs for national development.**

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

##### **a) Social Needs**

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

##### **b) Economic Needs**

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

##### **c) Technological and Industrial Needs**

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

#### **3. Promote individual development and self-fulfilment**

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

**4. Promote sound moral and religious values.**

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

**5. Promote social equality and responsibility.**

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

**6. Promote respect for and development of Kenya's rich and varied cultures.**

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

**7. Promote international consciousness and foster positive attitudes towards other nations.**

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

**8. Promote positive attitudes towards good health and environmental protection.**

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

## **LEARNING OUTCOMES FOR SENIOR SCHOOL**

By the end of senior school, the learner should be able to:

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day to day life,
6. apply and promote health care strategies in day to day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

## THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

**Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC)** that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.



## PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education  <i><b>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</b></i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

## **LESSON DISTRIBUTION AT SENIOR SCHOOL**

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

## **ESSENCE STATEMENT**

Islamic Religious Education (IRE) learning area aims at equipping learners with knowledge, skills, attitudes and moral values that enable them to perform their role as vicegerents of Allah (S.W.T.) responsibly. This will be achieved through a learner centred approach. Learners exposed to IRE will make a positive contribution to themselves, the community and be successful in this world and in the Hereafter. The Strands in this learning area are Study of the Qur'an and Hadith, Fiqh and *Muamalat* (Jurisprudence and Social Relationships), *Akhlaq* (Moral Teachings) and Islamic History and Civilization. Learners are prepared to grow as ethical citizens who are at peace with Allah (S.W.T), selves, others and the environment as envisioned in the National Goals of Education. Learners interested in this learning area may aspire for career paths as educationists, scholars in Islamic Studies, judicial officers, chaplains, and spiritual leaders among others. 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.

## **GENERAL LEARNING OUTCOMES**

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

1. develop understanding and apply the teachings of the Qur'an and Hadith for guidance,
2. uphold Islamic beliefs and practices, perform devotional acts to fulfil Allah (S.W.T.)'s commandments for holistic human growth and sustainable use of resources,
3. develop positive inter-personal relationships guided by Islamic ethos for a harmonious society,
4. practise Islamic virtues and morals for an upright society and appreciate religious diversity for tolerance and social cohesion,
5. demonstrate understanding and application of Islamic law in maintenance of peace and social order in the society,
6. apply Islamic teachings to guide individuals to make positive contribution to social, political and economic developments in the society,

7. demonstrate appreciation of the contribution of Islamic culture to world civilisation and heritage and the role of technology in facilitating learning of Islamic Religious Education.

### SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub-Strands	Suggested Number of Lessons
<b>1.0 Study of the Quran and Hadith</b>	1.1 Compilation and standardisation of the Qur'an	6
	1.2 Diacriticalisation of the Qur'an	3
	1.3 Types of verses	8
	1.4 <i>Asbabu al-nuzuul</i> (reasons for revelation)	5
	1.5 Selected verses Surah al-Furqan (Q. 25:61-77)	11
	1.6 <i>Ulum al- Hadith :Isnad Matn</i>	5
	1.7 Selected Hadith	12
<b>2.0 Fiqh and Muamalat</b>	2.1 Prayers on special occasions	8
	2.2 Funeral Rites: <i>ghusul, kafan, swalah dafan</i>	8
	2.3 Administration of <i>Zakat</i>	10
	2.4 Types of divorce	7
	2.5 Care for widows	4
	2.6 Governance in Islam: shura, accountability justice Participation	10
	2.7 Labour Relations in Islam	5
	2.8 Ethics of <i>Da'wa</i> (propagation)	7
<b>3.0 Akhlaq (Moral)</b>	3.1 Foods and drinks: Carrion, Blood, Pork, animals dedicated to other than Allah (S.W.T.)	10

<b>Strand</b>	<b>Sub-Strands</b>	<b>Suggested Number of Lessons</b>
<b>Teachings)</b>	3.2 Virtues: Islamic clothing and adornment	5
	3.3 Virtues: manners of walking	5
	3.4 Virtues: honesty	5
	3.5 Prohibitions in Islam	8
<b>4.0 Islamic History and Civilisation</b>	4.1 Muslim Dynasties: Rise of the Umayyad Dynasty Selected Umayyad Caliphs: <i>Muawiya ibn Abu Sufyan Abdulmalik ibn Marwan Umar ibn Abdulaziz</i> . Achievements and Decline	12
	4.2 Islam in Tanzania and Uganda	18
	4.3 Muslim scholars	8
<b>Total Number of Lessons</b>		<b>180</b>

**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context

## STRAND 1.0: STUDY OF THE QURAN AND HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.1 Compilation and standardisation of the Qur'an</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>analyse the circumstances that led to compilation of the Qur'an during the reign of caliph Abubakar (R.A.)</li> <li>examine the circumstances that led to standardisation of the Qur'an during the reign of caliph Uthman (R.A.)</li> <li>describe the process of compilation of the Qur'an during the reigns of caliphs Abubakar (R.A.) and Uthman (R.A.),</li> <li>explain the significance of compilation and standardisation of the Qur'an as ways of preserving it,</li> <li>apply the qualities of the compilers of the Qur'an in daily life,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>research online or from available reference materials on the circumstances of compilation and standardisation of the Qur'an during the reigns of caliphs Abubakar (R.A.) and Uthman (R.A.) and present in class</li> <li>discuss on the process of compilation and standardisation of the Qur'an during the reigns of caliphs Abubakar (R.A.) and Uthman (R.A.) in groups and present in class</li> <li>brainstorm in groups on the significance of compiling the Qur'an and write notes</li> <li>demonstrate the qualities of the compilers of the Qur'an (trustworthiness, record</li> </ul>	What are the benefits of compilation of the Qur'an?

		f) appreciate the process of compilation and standardisation of the Qur'an as a means of preserving Islamic heritage.	keeping, team work, integrity, leadership).	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The skills of connecting using digital technology and interacting with digital technology are enhanced as learners research online on the circumstances of compilation of the Qur'an during the reigns of caliphs Abubakar (R.A.) and Uthman (R.A.) and present in class.</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and team work are developed as learners work in pairs or small groups as they brainstorm on the significance of compilation of the Qur'an and make notes.</li> <li>• Learning to learn: The skill of sharing learnt knowledge as learners' research online or from available resources on the circumstances of compilation of the Qur'an during the reigns of caliphs Abubakar (R.A.) and Uthman (R.A.) and present in class.</li> <li>• Creativity and imagination: The skill of networking is enhanced as learners demonstrate the qualities of the compilers of the Qur'an.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: Accountability is enhanced as learners demonstrate the qualities of the compilers of the Qur'an.</li> <li>• Respect: Etiquette is enhanced as learners respect each other's opinion as they brainstorm in groups on the significance of compiling the Qur'an and write notes.</li> <li>• Unity: Cooperation is enhanced as learners work in pairs or groups as they discuss the significance of compilation of the Qur'an.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Life Skills: Assertiveness as they demonstrate the qualities of the compilers of the Qur'an.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.4 Diacriticalisation of the Qur'an</b>  (3 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>examine the circumstances that led to diacriticalisation of the Qur'an for correct recitation,</li> <li>assess the significance of diacriticalisation of the Qur'an for ease of reading,</li> <li>read the Qur'an with correct articulation,</li> <li>acknowledge the process of diacriticalisation of the Qur'an as a way of perfecting recitation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>research online or from available reference materials the circumstances that led to diacriticalisation of the Qur'an (vowelling marks – <i>tashkil</i> and diacritical marks- <i>i'jam</i>) and present in class</li> <li>brainstorm on the significance of diacriticalisation of the Qur'an, prepare a chart and present in class</li> <li>prepare a chart with Qur'an verses with diacritical marks and corresponding verses without and display in class</li> <li>read Qur'an verses with diacritical marks and corresponding verses without them.</li> </ul>	Why is diacriticalisation of the Qur'an important?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: The skills of listening, speaking and writing are enhanced as learners brainstorm on the significance of diacriticalisation of the Qur'an and prepare charts.</li> </ul>				

- Learning to Learn: The skill of sharing learnt knowledge is enhanced as learners research online or from available reference materials the circumstances that led to diacriticalisation of the Qur'an.
- Digital literacy: The skills of interacting with digital technology and connecting with technology are enhanced as learners research online or from available reference materials the circumstances that led to diacriticalisation of the Qur'an.

**Values:**

- Respect: Open mindedness is enhanced as learners respect each other's opinion while brainstorming in groups on the significance of diacriticalisation of the Qur'an, prepare a chart and present in class.
- Unity: Cooperation is attained as learners work together to prepare a chart with Quranic verses, with diacritical marks and corresponding verses without.
- Responsibility: Accountability is realised as learners brainstorm on the significance of diacriticalisation of the Qur'an, prepare charts and present in class.

**Pertinent and Contemporary Issues:**

Life skills: Self-esteem as learners work together to prepare a chart with Quranic verses, with diacritical marks and corresponding verses.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.5 Types of verses</b> (8 lessons)	<p><b>By the end the sub-strand, the learner should be able to:</b></p> <p>a) outline the characteristics of <i>muhkamat</i> and <i>mutashabihat</i>, and <i>al-‘am</i> and <i>al-khaas</i>, verses for correct interpretation of the Qur’an,</p> <p>b) explain the significance of <i>muhkamat</i> and <i>mutashabihat</i>, <i>al-‘am</i> and <i>al-khaas</i>, for correct interpretation of the Qur’an,</p> <p>c) categorise verses that are <i>muhkamat</i> and <i>mutashabihat</i>, <i>al-‘am</i> and <i>al-khaas</i>, for ease of interpretation,</p> <p>d) appreciate the types of verses for better understanding of the Qur’an.</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>research online or from available reference materials on the characteristics of <i>muhkamat</i> and <i>mutashabihat</i>, <i>al-‘am</i> and <i>al-khaas</i> verses and make notes</li> <li>discuss the significance of <i>muhkamat</i> and <i>mutashabihat</i>, <i>al-‘am</i> and <i>al-khaas</i> verses in small groups and make class presentations</li> <li>tabulate at least three <i>muhkamat</i> and <i>mutashabihat</i>, <i>al-‘am</i> and <i>al-khaas</i> verses and display in class.</li> </ul>	<p>Why is it important to have the knowledge of the different types of verses?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li><b>Digital Literacy:</b> The skills of connecting using digital technology and interacting with digital technology are enhanced as learners research online or from available reference materials on the characteristics of <i>muhkamat</i> and <i>mutashabihat</i>, <i>al-‘am</i> and <i>al-khaas</i> verses .</li> <li><b>Critical Thinking and Problem Solving:</b> The skill of researching is enhanced as learners research online or from available reference materials on the characteristics of <i>muhkamat</i> and <i>mutashabihat</i> verses.</li> </ul>				

- **Communication and Collaboration:** The skills of listening, speaking, writing and team work are enhanced as learners discuss the significance of *muhkamat* and *mutashabihat*, *al-'am* and *al-khaas* verses.
- **Learning to Learn:** The skill of working collaboratively is enhanced as learners prepare a table to distinguish between *muhkamat* and *mutashabihat*, *al-'am* and *al-khaas* verses.

**Values:**

- **Responsibility:** Accountability is enhanced as learners take turns when making class presentations on the significance of *muhkamat* and *mutashabihat*, *al-'am* and *al-khaas*, verses.
- **Respect:** Etiquette is enhanced as learners respect each other's opinion as they discuss the significance of *muhkamat* and *mutashabihat*, *al-'am* and *al-khaas*, verses in small groups and make class presentations.

**Pertinent and Contemporary Issues:**

**Life Skills:** The skill of analytical thinking is enhanced as learners distinguish types of verses

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.6 <i>Asbabu al-nuzuul</i> (reasons for revelation)</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe the kinds of <i>asbaabu al- nuzuul</i> for easy application of the <i>Qur'an</i>,</li> <li>assess the benefits of <i>asbaabu al- nuzuul</i> for easy understanding of the <i>Qur'an</i>,</li> <li>appreciate the role of <i>Asbaabu al- nuzuul</i> in the interpretation the <i>Qur'an</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>discuss the kinds of <i>asbaabu al-nuzuul</i> (revelation in response to an event or a general situation, revelation in response to a particular question that has been asked by someone and revelation for other reasons, known or not known to us) and make notes,</li> <li>search online or from available reference materials on the benefits <i>asbaabu al- nuzuul</i> and present in class,</li> <li>watch an audio-visual material of a resource person talking on kinds of <i>asbaabu al- nuzuul</i>.</li> </ul>	Why is the knowledge of <i>asbaabu al-nuzuul</i> important to a Muslim?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li><b>Digital Literacy:</b> The skills of interacting with technology and connecting using digital technology are enhanced as learners search online or from available reference materials on the benefits <i>asbaabu al- nuzuul</i>.</li> <li><b>Communication and Collaboration:</b> The skills of listening, speaking, writing and team work are enhanced as learners discuss in small groups the benefits of <i>asbaabu al- nuzuul</i> and make notes.</li> <li><b>Learning to Learn:</b> The skill of organising own learning is enhanced as learners make a presentation on the benefits of <i>asbaabu al- nuzuul</i>.</li> </ul>				

**Values:**

- Responsibility: Accountability is enhanced as learners search online or from available reference materials on the benefits *asbaabu al- nuzuul* and present in class.
- Respect: Etiquette is enhanced as learners respect each other's opinion as they discuss the kinds of *asbaabu al- nuzuul*.

**Pertinent and Contemporary Issues:**

Parental Empowerment and Engagement: Resource mobilisation and utilization are enhanced as learners listen to a resource person giving a talk on kinds of *asbaabu al- nuzuul*.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.5 Selected verses</b> <i>Surah al-Furqan</i> (Q. 25:61-77)  (11 lessons)	By the end the sub-strand, the learner should be able to: a) explain the meaning of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) for better understanding, b) describe the qualities of the servants of Allah (S.W.T.) as mentioned in <i>Surah al-Furqan</i> (Q. 25: 61-77), c) examine the teachings of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) for character building, d) apply the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) in their day-to-day lives, e) acknowledge the role of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) for character formation.	The learner is guided to: <ul style="list-style-type: none"> <li>● use a translated text of the Quran to extract the meaning of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) and make notes,</li> <li>● listen to /watch an audio-visual clip from a digital device on the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) and their corresponding meaning and make notes,</li> <li>● discuss the qualities of the servants of Allah as mentioned in <i>Surah al-Furqan</i> (Q. 25:61-77) in small groups and present in class,</li> <li>● listen to a resource person on the teachings of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) and make notes,</li> <li>● dramatise the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) (humility in walking, moderation in spending, modesty in speech, non-beneficial confrontation, bearing false witness,</li> </ul>	<ol style="list-style-type: none"> <li>1. What lessons do Muslims learn from the selected verses?</li> <li>2. How can a Muslim exemplify the qualities mentioned in the selected verses?</li> </ol>

			sexual morality) and make summary notes.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with technology and connecting using digital technology are enhanced as learners search online for the meaning of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77).</li> <li>• Creativity and Imagination: The skill of networking is enhanced as learners dramatise the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) (humility in walking, moderation in spending, modesty in speech, non-beneficial confrontation, bearing false witness).</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and teamwork are enhanced as learners brainstorm on the teachings of the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) in small groups and present in class.</li> <li>• Learning to Learn: The skill of working collaboratively is enhanced as learners dramatise the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) (humility in walking, moderate in spending, modesty in speech, non-beneficial confrontation, bearing false witness).</li> <li>• Citizenship: Social and civic skills are enhanced as the learners dramatise the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) (humility in walking, moderation in spending, modesty in speech, non-beneficial confrontation, bearing false witness).</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Respect: Etiquette enhanced as learners tolerate each other's opinions while discussing in small groups the qualities of the servants of Allah (S.W.T.) as mentioned in <i>Surah al-Furqan</i> (Q. 25:61-77) and present in class.</li> <li>• Peace: Responsibility is realised as learners dramatise the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) (humility in walking, moderate in spending, modesty in speech, non-beneficial confrontation, bearing false witness).</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Life skills: Self-management skills is realised as learners dramatise the lessons learnt from the selected verses in <i>Surah al-Furqan</i> (Q. 25:61-77) (humility in walking, moderation in spending, modesty in speech, non-beneficial confrontation, bearing false witness, sexual morality).				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.7 Ulum al-Hadith Isnad Matn</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the qualities of a <i>Muhaddith</i> for reliability. b) describe the criteria used to determine the authenticity of hadith based on <i>isnad</i> and <i>matn</i> . c) appreciate the classification of Hadith for proper application in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the qualities of a <i>Muhaddith</i> and present in class</li> <li>• search online or from available reference materials on criteria used to determine the authenticity of hadith based on <i>isnad</i> and <i>matn</i> and make notes</li> <li>• prepare a chart on the criteria used to determine the authenticity of hadith</li> </ul>	What test are applied to determine the authenticity of hadith?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The skills of listening, speaking, writing and teamwork is enhanced brainstorm on the qualities of a <i>Muhaddith</i> and present in class.</li> <li>• Digital literacy: The skills of connecting using technology and interacting with technology enhanced as learners search online on criteria used to determine the authenticity of hadith.</li> </ul>				
<p><b>Values:</b> Unity: Cooperation enhanced as learners brainstorm on the qualities of a <i>Muhaddith</i> and present in class.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills: The skill of assertiveness enhanced as learners prepare a chart on the criteria used to determine the authenticity of hadith.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Study of the Quran and Hadith</b>	<b>1.7 Selected Hadith</b>  (12 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the teachings of the selected Hadith (environment, kinship, brotherhood) for character building, b) examine ways in which Muslims can apply the lessons learnt from the selected Hadith (environment, kinship, brotherhood) in day-to-day life, c) appreciate the role of the selected Hadith in character formation.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the selected Hadith,</li> </ul> <p><b>Hadith on environment</b>            Abu Said al- Khudri (R.A.) reported that the Prophet (S.A.W.) said, <i>“The world is sweet and green and verily Allah (S.W.) is going to install you as vicegerents in it in order to see how you act..”</i> (Muslim)</p> <p><b>Hadith on kinship</b>            Anas Ibn Malik (R.A.) said, I heard Allah (S.W.)'s Messenger (S.A.W.) saying, <i>“Whoever would like his provision in this world to be increased and his life span to be extended let him uphold the ties of kinship.”</i> (Bukhari and Muslim)</p> <p><b>Hadith on brotherhood</b>            An-Nu'man ibn Bashir reported that the Prophet (S.A.W.) said, <i>“The parable of the believers in their affection, mercy, and compassion for each other is that of a body. When any limb aches, the whole</i></p>	<ol style="list-style-type: none"> <li>1. How can one conserve the environment?</li> <li>2. Why is it important to maintain ties of kinship?</li> <li>3. How can Muslims uphold brotherhood?</li> </ol>



			<p><b><i>body reacts with sleeplessness and fever.”</i></b> (Bukhari)</p> <ul style="list-style-type: none"> <li>• derive teachings and make class presentation,</li> <li>• brainstorm on the lessons derived from the selected Hadith in small groups and make notes,</li> <li>• compose a <i>qasida</i>/poem on the benefits of conserving the environment/ maintaining ties of kinship/ promoting brotherhood and sing/recite,</li> <li>• watch a video clip on ways of conserving the environment and make notes,</li> <li>• role play on how to care for the environment and make summary notes,</li> <li>• brainstorm on ways in which Muslims can promote brotherhood and make class presentation,</li> <li>• dramatise ways of promoting kinship and make summary notes.</li> </ul>	
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**Core Competencies to be developed:**

- Citizenship: The skill of social cultural sensitivity and awareness enhanced as learners dramatise ways of promoting kinship.
- Critical Thinking and Problem Solving: The skill of open-mindedness and creativity enhanced as learners brainstorm on ways in which Muslims can promote brotherhood and make class presentation.
- Communication and collaboration: The skills of listening, speaking, writing and teamwork are enhanced as learners discuss the lessons of the selected Hadith in small groups and make notes.
- Learning to learn: Sharing learnt knowledge as learners role play on how to care for the environment.
- Creativity and imagination: The skill of networking is enhanced as learners compose a *qasida*/poem on the benefits of conserving the environment/maintaining ties of kinship/promoting brotherhood and sing/recite.

**Values:**

- Patriotism: Enhanced as learners role play how to care for the environment.
- Love: Enhanced as learners brainstorm on ways in which Muslims can promote brotherhood
- Responsibility: Enhanced as learners assume roles while dramatising ways of promoting kinship

**Pertinent and Contemporary Issues:**

Social Economic and Environmental Issues: The skill of environmental conservation enhanced as learners role play ways of caring for the environment

<b>Suggested Assessment Rubric</b>				
<b>Levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicators</b>				
Ability to analyse the circumstances, process and significance of compilation, standardisation and diacriticalisation of the Quran	Analyses the circumstances, process and significance of compilation, standardisation and diacriticalisation of the Quran correctly and comprehensively	Analyses the circumstances, process and significance of compilation, standardisation and diacriticalisation of the Quran correctly	Analyses the circumstances, process and significance of compilation, standardisation and diacriticalisation of the Quran correctly but leaves out few details	Analyses the circumstances, process and significance of compilation, standardisation and diacriticalisation of the Quran correctly but leaves out major details
Ability to explain the characteristics and significance of <i>muhkamat</i> and <i>mutashabihat</i> , and <i>al-‘am</i> and <i>al-khaas</i> Qur’an	Explains the characteristics and significance of <i>muhkamat</i> and <i>mutashabihat</i> , and <i>al-‘am</i> and <i>al-khaas</i> Qur’an correctly and cites examples	Explains the characteristics and significance of <i>muhkamat</i> and <i>mutashabihat</i> , and <i>al-‘am</i> and <i>al-khaas</i> Qur’an correctly	Explains the characteristics and significance of <i>muhkamat</i> and <i>mutashabihat</i> , and <i>al-‘am</i> and <i>al-khaas</i> Qur’an correctly but with few omissions	Explains the characteristics and significance of <i>muhkamat</i> and <i>mutashabihat</i> , and <i>al-‘am</i> and <i>al-khaas</i> Qur’an correctly but with many omissions
Ability to describe kinds and benefits of <i>asbaabu al-nuzuul</i>	Describes kinds and benefits of <i>asbaabu al-nuzuul</i> accurately and cites examples	Describes kinds and benefits of <i>asbaabu al-nuzuul</i> accurately	Describes kinds and benefits of <i>asbaabu al-nuzuul</i> with few omissions	Describes kinds and benefits of <i>asbaabu al-nuzuul</i> with guidance
Ability to explain the meaning and	Explain the meaning and teachings Surah al-	Explain the meaning and teachings Surah	Explain the meaning and teachings Surah al-	Explains the meaning of the selected verses

<b>Suggested Assessment Rubric</b>				
<b>Levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicators</b>				
teachings Surah al-Furqan (Q. 25:61-77)	Furqan (Q. 25:61-77) correctly and concisely	al-Furqan (Q. 25:61-77) correctly	Furqan (Q. 25:61-77) correctly but with some inconsistency	in Surah al-Furqan (Q. 25:61-77) correctly but with difficulty
Ability to describe the qualities of a <i>muhadith</i> and criteria for determining authenticity of hadith	Describes the qualities of a <i>muhadith</i> and criteria for determining authenticity of hadith correctly and cites examples	Describes the qualities of a <i>muhadith</i> and criteria for determining authenticity of hadith correctly	Describes the qualities of a <i>muhadith</i> and criteria for determining authenticity of hadith fairly	Describes the qualities of a <i>muhadith</i> and criteria for determining authenticity of hadith fairly but with guidance
Ability to explain the teachings of the selected Hadith (environment, kinship, brotherhood)	Explains the teachings of the selected Hadith (environment, kinship, brotherhood) accurately and cites examples	Explains the teachings of the selected Hadith (environment, kinship, brotherhood) accurately	Explains the teachings of the selected Hadith (environment, kinship, brotherhood) accurately but leaves out few details	Explains the teachings of the selected Hadith (environment, kinship, brotherhood) accurately but leaves out many details

**STRAND: 2.0 FIQH AND MUAMALAT (JURISPRUDENCE AND SOCIAL RELATIONS)**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>2.0 Fiqh and Muamalat</b></p>	<p><b>2.1 Prayers on special occasions</b>  (8 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explain the conditions of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> for their validity,</p> <p>b) assess the significance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> for socio-spiritual development,</p> <p>c) describe the performance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> for spiritual nourishment,</p> <p>d) perform <i>swalatul Jum'a</i> and <i>swalatul Idd</i> to earn Allah (S.W.T.)'s rewards,</p> <p>e) appreciate <i>swalatul Jum'a</i> and <i>swalatul Idd</i> as</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● search online or on available reference materials for the conditions of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> and make notes,</li> <li>● brainstorm on the significance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> in groups and make class presentations,</li> <li>● search and watch video clips on the performance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> and make summary notes,</li> <li>● prepare a sample <i>khutba</i> for both <i>Jum'a</i> and <i>Idd</i> prayers and role play in class,</li> <li>● search online or on available reference materials the features of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> and simulate in class,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to perform <i>swalatul Jum'a</i> and <i>swalatul Idd</i>?</li> <li>2. How can a Muslim prepare for <i>swalatul Jum'a</i> and <i>swalatul Idd</i>?</li> </ol>

		important events in the Islamic calendar.	<ul style="list-style-type: none"> <li>● demonstrate the performance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> with consideration of <i>fardh</i> and <i>sunnah</i> acts,</li> <li>● create a video clip on the performance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> and share on social media.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: Sharing learnt knowledge enhanced as learners demonstrate the performance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> with consideration of <i>fardh</i> and <i>sunnah</i> acts</li> <li>● Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the significance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> in groups and make class presentations</li> <li>● Digital literacy: The skills of creating with digital technology and connecting with technology enhanced as learners create a video clip on the performance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> and share on social media</li> <li>● Self-efficacy: Effective communication skill enhanced as learners prepare a sample <i>khutba</i> for both <i>Jum'a</i> and <i>Idd</i> prayers and role play in class</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: Enhanced as learners brainstorm on the significance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> in groups and make class presentations</li> <li>● Respect: Enhanced as learners respect each other's views as they brainstorm on the significance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> in groups and make class presentations</li> <li>● Unity: Enhanced as learners brainstorm on the significance of <i>swalatul Jum'a</i> and <i>swalatul Idd</i> in groups and make class presentations</li> </ul>				

**Pertinent and Contemporary Issues:**

Life Skills: Self-esteem enhanced as learners create video clips on the performance of *swalatul Jum'a* and *swalatul Idd* and share on social media and creative thinking enhanced as learners prepare a sample *khutba* for both *Jum'a* and *Idd* prayers and role play in class

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Fiqh and Muamalat</b>	<b>2.2 Funeral Rites</b> <ul style="list-style-type: none"> <li>• <i>ghusul</i>,</li> <li>• <i>kafan</i>,</li> <li>• <i>swalah</i></li> <li>• <i>dafan</i></li> </ul> (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the funeral rites (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) of the deceased as a collective obligation of Muslims,</li> <li>b) assess the importance of funeral rites (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) as a communal obligation (<i>fardh Kifayah</i>),</li> <li>c) demonstrate the funeral rites (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) of the deceased,</li> <li>d) acknowledge funeral rites as a sign of respect for the deceased.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials the rites of the deceased (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) and make notes,</li> <li>• search online for a video clip on the funeral rites of the deceased (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) and make summary notes,</li> <li>• buzz on the importance of funeral rites (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) in groups and make class presentation,</li> <li>• observe a resource person demonstrate the funeral rites of the deceased (<i>ghusul</i>, <i>kafan</i>, <i>swalah</i> and <i>dafan</i>) and replicate,</li> <li>• simulate <i>ghusl</i>, cut and stitch the <i>kafan</i>, shroud a model and role play a funeral prayer,</li> <li>• model a grave using locally available materials and simulate <i>dafan</i>.</li> </ul>	What is the importance of performing funeral rites?



**Core Competencies to be developed:**

- Learning to Learn: The skill of seeking advice, information and support enhanced as learners observe a resource person demonstrate funeral rites of the deceased (*ghusul, kafan, swalah* and *dafan*) and replicate.
- Critical Thinking and Problem Solving: The skill of active listening and communication enhanced as learners observe a resource person demonstrate the funeral rites of the deceased (*ghusul, kafan, swalah* and *dafan*) and replicate.
- Digital Literacy: The skill of interacting with digital technology and connecting with technology enhanced as learners search online for a video clip on funeral rites of the deceased (*ghusul, kafan, swalah* and *dafan*) and make summary notes.
- Creativity and Imagination: The skill of networking enhanced as learners simulate *ghusl*, cut and stitch the *kafan*, shroud a model and role play a funeral prayer.

**Values:**

Responsibility: Accountability enhanced as learners watch a video clip on the funeral rites of the deceased (*ghusul, kafan, swalah* and *dafan*) and make class presentation.

**Pertinent and Contemporary Issues:**

Life Skills: Critical thinking enhanced as learners demonstrate the funeral rites of the deceased (*ghusul, kafan, swalah* and *dafan*) and modelling a grave using locally available materials and simulate *dafan*.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Fiqh and Muamalat</b>	<b>2.3 Administration of Zakat</b>  (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) assess the collection and distribution of <i>zakat</i> in Kenya,</li> <li>b) examine the challenges in the administration of <i>zakat</i> in Kenya,</li> <li>c) explain the significance of <i>zakat</i> for socio-economic growth,</li> <li>d) calculate the amount of <i>zakat</i> payable on various items using the <i>nisab</i> and rate</li> <li>e) appreciate the importance of collection and distribution of <i>zakat</i> for economic development.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials on the collection and distribution of <i>zakat</i> in Kenya and make notes,</li> <li>• brainstorm on the challenges in the administration of <i>zakat</i> in Kenya in groups and present in class,</li> <li>• discuss the measures that can be put in place to address the challenges of <i>zakat</i> collection and distribution in groups and present in class,</li> <li>• listen to a resource person giving a talk on the significance of <i>zakat</i> for socio-economic growth and make notes,</li> <li>• calculate the amount of <i>zakat</i> payable on various</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do Muslims pay <i>zakat</i>?</li> <li>2. What are the challenges encountered in the administration of <i>zakat</i>?</li> </ol>

			items using the <i>nisab</i> and rate in groups, make charts and display.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: The skill of working collaboratively enhanced as learners brainstorm on the challenges in the administration of <i>zakat</i> in Kenya in groups and present in class.</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners calculate the amount of <i>zakat</i> on various items using the <i>nisab</i> and rate in groups, make charts and display.</li> <li>• Critical Thinking and Problem Solving: Interpretation and inference enhanced as learners discuss the measures that can be put in place to address the challenges of <i>zakat</i> collection and distribution in groups and present in class.</li> <li>• Digital literacy: Interacting with digital technology and connecting with technology enhanced as learners search online on the collection and distribution of <i>zakat</i> in Kenya and make notes.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: Accountability is realised enhanced as learners brainstorm on the challenges in the administration of <i>zakat</i> in Kenya in groups and present in class.</li> <li>• Respect: Etiquette enhanced as learners brainstorm on the challenges in the administration of <i>zakat</i> in Kenya in groups and present in class.</li> <li>• Unity: Cooperation enhanced as learners brainstorm on the challenges in the administration of <i>zakat</i> in Kenya in groups and present in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Life Skills: Self-esteem enhanced as learners calculate the amount of <i>zakat</i> on various items using the <i>nisab</i> and rate in groups, make charts and display.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Fiqh and Muamalat</b>	<b>2.4 Types of Divorce</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>explain the types of divorce (<i>li'an, mubarat, faskh nikah</i>) as a means of peaceful conflict resolution in marriage,</li> <li>examine the causes of <i>li'an, mubarat, faskh nikah</i> as a way of minimising the rate of divorce in the society,</li> <li>propose possible solutions to minimise <i>li'an, mubarat, faskh nikah</i> for the stability of marriage</li> <li>acknowledge divorce as a means of promoting harmony in the society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>search online or on available reference materials for the types of divorce (<i>li'an, mubarat, faskh nikah</i>) and make notes,</li> <li>search and watch video clips on a talk on the types of divorce (<i>li'an, mubarat, faskh nikah</i>) and write an essay,</li> <li>discuss the differences between <i>li'an, mubarat and faskh nikah</i>, make charts and present in class,</li> <li>brainstorm on the causes of <i>li'an, mubarat, faskh nikah</i> in groups and present in class,</li> <li>debate on the possible solutions to minimise <i>li'an, mubarat, faskh nikah</i> in groups and present in class,</li> <li>listen to a resource person give a talk on the causes of <i>li'an, mubarat, faskh nikah</i> and make summary notes.</li> </ul>	How can divorce rates be reduced in the society?

**Core Competencies to be developed:**

- Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online the types of divorce (*li'an, mubarat, faskh nikah*).
- Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the causes of *li'an, mubarat, faskh nikah* in groups and present in class.
- Learning to learn: The skill of seeking advice enhanced as learners listen to a resource person give a talk on the causes of *li'an, mubarat, faskh nikah* and make summary notes.
- Creativity and Imagination: The skill of networking enhanced as learners debate on the possible solutions to minimise *li'an, mubarat, faskh nikah* in groups and present in class.

**Values:**

- Responsibility: Enhanced as learners brainstorm on the causes of *li'an, mubarat, faskh nikah* in groups and present in class.
- Respect: Enhanced as learners respect each other's opinion as they brainstorm on the causes of *li'an, mubarat, faskh nikah* in groups and present in class.
- Unity: Enhanced as learners brainstorm on the causes of *li'an, mubarat, faskh nikah* in groups and present in class.

**Pertinent and Contemporary Issues:**

- Resource mobilisation and utilisation: Enhanced as learners listen to a resource person give a talk on the causes of *li'an, mubarat, faskh nikah* and make summary notes.
- Life skills: Self-esteem enhanced as learners brainstorm on the causes of *li'an, mubarat, faskh nikah* in groups and present in class as well as debating on the possible solutions to minimise *li'an, mubarat, faskh nikah* in groups and present in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Fiqh and Muamalat</b>	<b>2.5 Care for widows</b>  (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the Islamic teachings on the care for widows to safeguard their dignity, b) examine challenges facing widows in the society, c) propose solutions to alleviate the challenges faced by widows in the society d) appreciate the Islamic teachings on the treatment of widows.	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials for the Islamic teachings on treatment of widows and make notes,</li> <li>• listen to resource person giving a talk on Islamic teachings on the treatment of widow and discuss the challenges facing widows in the society and make short notes,</li> <li>• discuss the challenges facing widows in the society and present in class.</li> </ul>	Why is it important to care for widows?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online search online or on available reference materials for the Islamic teachings on treatment of widows</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners discuss the challenges facing widows in the society and present in class</li> <li>• Learning to learn: The skill of seeking advice enhanced as learners listen to resource person giving a talk on Islamic teachings on the treatment of widow and discuss the challenges facing widows in the society and make summary notes</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: Accountability enhanced as learners search online or on available reference materials for the Islamic teachings on treatment of widows.</li> <li>• Respect: Etiquette enhanced as learners listen to the resource person during presentation.</li> </ul>				

- Unity: Cooperation enhanced as learners discuss the challenges facing widows in the society.

**Pertinent and Contemporary Issues:**

Gender equity and inclusion: Enhanced as learners listen to a resource person give a talk listen to resource person giving a talk on Islamic teachings on the treatment of widow.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Fiqh and Muamalat</b>	<b>2.6 Governance in Islam Leadership in Islam</b>  (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the features of governance in Islam (<i>shura</i>, accountability, justice and participation)</li> <li>b) describe the qualities of a leader according to Islamic teachings,</li> <li>c) assess the significance of leadership in Islam in promoting good governance,</li> <li>d) apply the principles of good leadership in day-to-day life,</li> <li>e) value good leadership in the community.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss distinctive features of governance in Islam (<i>shura</i>, accountability, justice and participation) and present in class,</li> <li>• search online or on available reference materials for the qualities of a leader and make notes,</li> <li>• search online or on available reference materials for the significance of leadership in Islam and make class presentation,</li> <li>• dramatise the qualities of a good leader seeking Muslim Society/ Students Council leader’s position in school by applying the principles of good governance,</li> <li>• listen to a resource person give a talk on the significance of good leadership,</li> <li>• prepare charts on the qualities of a good leader and display.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the qualities of a good leader?</li> <li>2. Why is good leadership important in the society?</li> </ol>



**Core Competencies to be developed:**

- Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online for the qualities of a leader and make notes.
- Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners search online or on available reference materials the significance of leadership in Islam and make class presentation.
- Self-efficacy: Effective communication skills enhanced as learners dramatise the qualities of a good leader seeking position by applying the principles of good governance.
- Citizenship: Social and civic skills enhanced as learners dramatise the qualities of a good leader seeking position by applying the principles of good governance.
- Creativity and imagination: The skill of networking enhanced as learners dramatise the qualities of a good leader seeking position by applying the principles of good governance.

**Values:**

- Integrity: Honesty, discipline, transparency, fairness, accountability, consistency, reliability and humility are enhanced as learners dramatise the qualities of a good leader seeking position by applying the principles of good governance.
- Patriotism: Citizenship enhanced as learners dramatise the qualities of a good leader seeking position by applying the principles of good governance.

**Pertinent and Contemporary Issues:**

Life skill: Self-esteem enhanced as learners dramatise the qualities of a good leader seeking position by applying the principles of good governance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Fiqh and Muamalat</b>	<b>2.7 Labour Relations in Islam</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>explain the conditions for a valid labour contract according to Islam,</li> <li>examine the rights of employer and employee in Islam for conducive working environment,</li> <li>suggest mechanisms of resolving disputes between employer and employee in Islam,</li> <li>appreciate the importance of having good relationship between employer and employee.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>search online or on available reference materials on the conditions for a governing labour contract, make notes and present in class,</li> <li>carry out a project on the rights of employer and employee and make class presentation,</li> <li>listen to a resource person giving a talk on suggest mechanisms of resolving disputes between employer and employee in Islam and make notes,</li> <li>dramatise relationship between employer and employee,</li> <li>compose a spoken word on conditions for a valid labour contract according to Islam,</li> <li>design a model contract of employment and display in class.</li> </ul>	1. Why is it important to have good labour relations in work place?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li><b>Digital Literacy:</b> The skills of interacting with digital technology and connecting with technology enhanced as learners search online or on available reference materials on the conditions for a governing labour contract.</li> <li><b>Critical Thinking and Problem Solving:</b> The skills of evaluation and decision making enhanced as learners listen to a resource person giving a talk on suggest mechanisms of resolving disputes between employer and employee in Islam.</li> </ul>				

- Creativity and imagination: The skill of networking enhanced as learners dramatise relationship between employer and employee.
- Citizenship: active community skill enhanced as learners carry out a project on the rights of employer and employee.

**Values:**

- Responsibility: Accountability enhanced as learners carry out a project on the rights of employer and employee.
- Respect: Human dignity enhanced as learners carry out a project on the rights of employer and employee.
- Unity: cooperation, fairness and non-discrimination enhanced as learners work collaboratively dramatise relationship between employer and employee.

**Pertinent and Contemporary Issues:**

Citizenship education: Protection from inhuman treatment and punishment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Fiqh and Muamalat	2.8 Ethics of <i>Da'wa</i> (propagation)  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the etiquette of <i>da'wa</i> for peaceful, propagation of Islam b) explain the qualities of a <i>da'i</i> (propagator) for effective propagation of Islam, c) assess the significance of <i>da'wa</i> as an act of <i>ibaadah</i> , d) practise <i>da'wa</i> in day-to-day life to earn Allah (S.W.T.)'s rewards, e) appreciate <i>da'wa</i> as a way of reforming the society.	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials for the etiquette of <i>da'wa</i> and make notes,</li> <li>• discuss ways of conducting <i>da'wa</i> peacefully and present in class,</li> <li>• discuss effective ways of using media platforms in <i>da'wa</i> activities,</li> <li>• brainstorm on the qualities of a <i>da'i</i> and present on a chart,</li> <li>• role play the qualities of a <i>da'i</i>,</li> <li>• search online or on available reference materials the significance of <i>da'wa</i> and make summary notes,</li> <li>• dramatise <i>da'wa</i> activities in class/school setting, record and share on social media,</li> <li>• prepare short <i>da'wa</i> messages, record/take photos and share on social media.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can one carry out <i>da'wa</i> effectively?</li> <li>2. What are the benefits of <i>da'wa</i>?</li> <li>3. How can social media be used to conduct <i>da'wa</i>?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online for the etiquette of <i>da'wa</i>.</li> </ul>				

- **Communication and Collaboration:** The skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the qualities of a da'i and present on a chart as well as discussing ways of conducting da'wa peacefully and present in class.
- **Creativity and imagination:** The skill of networking enhanced as learners dramatise da'wa activities in class/school setting, record and share on social media.
- **Learning to learn:** The skill of sharing learnt knowledge enhanced as learners prepare short *da'wa* messages, record/take photos and share on social media.

**Values:**

- **Responsibility:** Accountability enhanced as learners brainstorm on the qualities of a da'i and present on a chart.
- **Respect:** Etiquette enhanced as learners respect each other's opinions as they brainstorm on the qualities of a da'i and present on a chart.
- **Unity:** Cooperation enhanced as learners dramatise *da'wa* activities in class/school setting, record and share on social media.

**Pertinent and Contemporary Issues:**

Life skills: The skill of self-esteem enhanced as learners dramatise *da'wa* activities in class/school setting, record and share on social media.

<b>Suggested Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe conditions for, performance of and perform <i>swalatul Jum'ah</i> and <i>swalatul Idd</i>	Correctly and systematically describes conditions for, performance of and perform <i>swalatul Jum'ah</i> and <i>swalatul Idd</i>	Correctly describes conditions for, performance of and perform <i>swalatul Jum'ah</i> and <i>swalatul Idd</i>	Correctly describes conditions for, performance of and perform <i>swalatul Jum'ah</i> and <i>swalatul Idd</i> leaving out minor details	Correctly describes conditions for, performance of and perform <i>swalatul Jum'ah</i> and <i>swalatul Idd</i> leaving out major details
Ability to describe and demonstrate the funeral rites ( <i>ghusul, kafan, swalah</i> and <i>dafan</i> )	Describes and demonstrates the four funeral rites ( <i>ghusul, kafan, swalah</i> and <i>dafan</i> ) correctly and systematically	Describes and demonstrates the four funeral rites ( <i>ghusul, kafan, swalah</i> and <i>dafan</i> ) correctly	Describes and demonstrates 2-3 funeral rites ( <i>ghusul, kafan, swalah</i> and <i>dafan</i> )	Describes and demonstrates 0-1 funeral rites ( <i>ghusul, kafan, swalah</i> and <i>dafan</i> )
Ability to describe the collection, calculation distribution and significance of <i>zakat</i>	Describes the collection, calculation distribution and significance of <i>zakat</i> correctly and comprehensively	Describes the collection, calculation distribution and significance of <i>zakat</i> correctly	Describes the collection, calculation distribution and significance of <i>zakat</i> but leaves out few details	Describes the collection, calculation distribution and significance of <i>zakat</i> but leaves out few details
Ability to explain the types, causes of divorce and propose	Explains the types, causes of divorce and propose possible to	Explains the types, causes of divorce and propose possible to	Explains the types, causes of divorce and propose possible to	Explains the types, causes of divorce and propose possible to

<b>Suggested Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
possible to minimise divorce	minimise divorce correctly and creatively	minimise divorce correctly	minimise divorce but omits few details	minimise divorce but omits many details
Ability to describe, features of good governance, qualities of a leader and significance of leadership	describes, features of good governance, qualities of a leader and significance of leadership correctly and comprehensively	describes, features of good governance, qualities of a leader and significance of leadership correctly	describes, features of good governance, qualities of a leader and significance of leadership with few omissions	describes, features of good governance, qualities of a leader and significance of leadership with major omissions
Ability to explain the etiquette of <i>da'wa</i> , qualities of <i>da'i</i> and significance of <i>da'wa</i>	explains the etiquette of <i>da'wa</i> , qualities of <i>da'i</i> and significance of <i>da'wa</i> correctly and cites examples	explains the etiquette of <i>da'wa</i> , qualities of <i>da'i</i> and significance of <i>da'wa</i> correctly	explain the etiquette of <i>da'wa</i> , qualities of <i>da'i</i> and significance of <i>da'wa</i> with minor omissions	explain the etiquette of <i>da'wa</i> , qualities of <i>da'i</i> and significance of <i>da'wa</i> with major omissions

### STRAND 3.0: AKHLAQ (MORAL TEACHINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Akhlaq</b>	<b>3.1 Foods and Drinks</b> <i>[Carrion Blood Pork animals dedicated to other than Allah (S.W.T.)]</i>  (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) examine the rationale for the prohibition of certain foods and drinks (carrion, blood, pork, animals dedicated to other than Allah (S.W.T.) for maintenance of good health,</li> <li>b) explain the benefits of adopting healthy eating habits as a way of preventing lifestyle diseases,</li> <li>c) describe the etiquette of slaughtering as a way of upholding the <i>sunnah</i>,</li> <li>d) adopt healthy eating habits in day-to-day life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the prohibited foods and drinks in their locality in groups and present in class,</li> <li>• brainstorm on the rationale for the prohibition of certain foods and drinks and make class presentation,</li> <li>• search online or on available reference materials the prohibited foods and drinks and make notes,</li> <li>• watch a video of a resource person giving a talk on the effects of prohibited foods and unhealthy eating habits and make notes,</li> <li>• discuss the benefits of good eating habits in groups and present in class,</li> <li>• collect pictures on prohibited foods and drinks, make charts and display,</li> <li>• search online and watch a video clip on the Islamic etiquette of</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should Muslims observe the etiquette of slaughtering animals?</li> <li>2. What are the benefits of eating healthy?</li> </ol>



			slaughtering and make class presentations, <ul style="list-style-type: none"> <li>● brainstorm on the measures to be adopted in promoting healthy eating habits and make charts and display.</li> </ul>	
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**Core Competencies to be developed:**

- Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online on the prohibited foods and drinks and make notes
- Critical Thinking and Problem Solving: The skill of explanation is enhanced as learners brainstorm on the measures to be adopted in promoting healthy eating habits and make charts
- Communication and Collaboration: The skills of listening, speaking, writing and teamwork are enhanced as learners discuss the benefits of good eating habits in groups and present in class
- Self-efficacy: Effective communication skill is enhanced as learners search online, watch a video clip on Islamic etiquette of slaughtering and make class presentations
- Learning to learn: The skill of seeking advice, information and support is enhanced as learners listen to a resource person giving a talk on the effects of prohibited foods and unhealthy eating habits and make notes

**Values:**

- Responsibility: Accountability enhanced as learners take part in the discussion on the benefits of good eating habits in groups and present in class
- Respect: Etiquette enhanced as learners respect each other's opinions during group discussion
- Unity: cooperation enhanced as learners brainstorm on measures to be adopted in promoting healthy eating habits and make charts
- Love: Compassion enhanced as learners work in groups without acrimony while searching online and watch a video clip on Islamic etiquette of slaughtering and make class presentations

**Pertinent and Contemporary Issues:**

- Health promotion issues: Non-communicable diseases and drug abuse prevention enhanced as learners discuss and adopt the benefits of healthy eating habits and brainstorm on the rationale for the prohibition of certain foods and drinks
- Life Skills: Animal welfare promoted as learners search online and watch a video clip on Islamic etiquette of slaughtering and make class presentations

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Akhlaq	<b>3.2 Virtues: Islamic clothing and adornment</b>  (5 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the rules and regulations governing clothing and adornment in Islam,</li> <li>b) assess the rationale for the Islamic code of dressing and adornment as a basis for safeguarding modesty,</li> <li>c) practise the Islamic code of dressing and adornment in day-to-day life,</li> <li>d) appreciate the Islamic code of dress as an act of <i>ibaadah</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials the rules and regulations governing clothing and adornment (tattooing, beautification surgery, wigs) in Islam and present in class,</li> <li>• distinguish between male and female code of dressing and adornment, make charts and display,</li> <li>• brainstorm on the purpose of clothing and adornment in Islam and make notes,</li> <li>• Search online or on available reference materials the rationale for the Islamic code of dressing and make class presentation,</li> <li>• model Islamic clothing and adornment take pictures and put in portfolio,</li> <li>• draw/cut out different types of Islamic dress and display.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should a Muslim observe the Islamic clothing and adornment?</li> <li>2. How can the Muslim youth promote Islamic identity through dress?</li> </ol>

**Core Competencies to be developed:**

- Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online or on available reference materials the rules and regulations governing dressing and adornment in Islam and present in class.
- Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners brainstorming on the purpose of dressing in Islam and make notes.
- Learning to learn: the skill of sharing learnt knowledge enhanced as learners model Islamic dress, take pictures and share on social media.
- Self-efficacy: Effective communication skill enhanced as learners search online or on available reference materials the rules and regulations governing dressing in Islam and present in class.

Creativity and imagination: The skill of making observations enhanced as learners draw different types of Islamic dress and display.

**Values:**

- Responsibility: Accountability enhanced as learners model Islamic dress, take pictures and share on social media.
- Respect: Etiquette enhanced as learners brainstorm on the purpose of dressing in Islam and make notes.

**Pertinent and Contemporary Issues:**

Human Sexuality: Male-female gender issues enhanced as learners search online or on available reference materials the rationale for the Islamic code of dress and make class presentation.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Akhlaq	<b>3.3 Virtues: manners of walking</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the Islamic manners of walking to uphold Islamic teachings, b) assess the significance of Islamic manners of walking to promote civility, c) practise the Islamic manners of walking in day-to-day life, d) recognise the Islamic manners of walking as part of Islamic ethics.	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials the Islamic manners of walking and make notes,</li> <li>• demonstrate the Islamic manners of walking, record a short video and share on social media,</li> <li>• dramatise the manners to be observed while walking and make a chart distinguishing the positive and negative aspects respectively,</li> <li>• brainstorm on the significance of Islamic manners of walking in groups and present in class.</li> </ul>	Why is it important to uphold the Islamic manners of walking?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online on the Islamic manners of walking and make notes.</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the significance of Islamic manners of walking in groups and present in class.</li> <li>• Learning to learn: the skill of working collaboratively enhanced as learners dramatise the manners to be observed while walking and make a chart distinguishing the positive and negative aspects respectively.</li> <li>• Creativity and imagination: The skill of networking enhanced as learners dramatise the manners to be observed while walking and make a chart distinguishing the positive and negative aspects respectively.</li> </ul>				

**Values:**

- Responsibility: Accountability enhanced as learners brainstorm on the significance of Islamic manners of walking in groups and present in class.
- Respect: Etiquette enhanced as learners respect each other's opinion during group discussions.
- Unity: Cooperation enhanced as learners brainstorm on the significance of Islamic manners of walking in groups and present in class.

**Pertinent and Contemporary Issues:**

Safety and security: Responsible road use enhanced as learners demonstrate the Islamic manners of walking

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Akhlaq	3.4 Virtues: honesty (5 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the Islamic teachings on honesty for character formation, b) describe ways in which honesty is manifested in the society (home, work, school, business), c) assess the significance of upholding honesty in shaping the society, d) practise honesty in day-to-day life, e) acknowledge the role of honesty in promoting an ethical society.	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials the Islamic teachings on honesty and make notes,</li> <li>• research on ways in which honesty is manifested (home, work, school, business) and make class presentation,</li> <li>• dramatise acts depicting honesty in society (home, work, school, business) and make summary notes,</li> <li>• discuss the significance of upholding honesty in groups, make charts and present in class,</li> <li>• Write a short essay on your personal encounter on honesty and present in class,</li> <li>• Role play acts depicting honesty, record and share on social media platforms.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can one uphold honesty in the society?</li> <li>2. Why should one uphold honesty?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy:</b> The skills of interacting with digital technology and connecting with technology enhanced as learners search online on the Islamic teachings on honesty and make notes.</li> <li>• <b>Communication and Collaboration:</b> The skills of listening, speaking, writing and teamwork enhanced as learners discuss on the significance of upholding honesty in groups and present on charts as well as writing a short essay on personal encounters on honesty and present in class.</li> </ul>				

- Learning to learn: The skill of carrying out research enhanced as learners research on ways in which honesty is manifested (home, work, school, business) and make class presentation.
- Creativity and imagination: The skill of networking enhanced as learners role play acts depicting honesty, record and share online.

**Values:**

- Responsibility: Accountability enhanced as learners discuss on the significance of upholding honesty in groups and present on charts.
- Respect: Etiquette enhanced as learners respect each other's opinion during group discussions.
- Integrity: Discipline enhanced as learners dramatise acts depicting honesty.
- Unity: Cooperation enhanced as learners discuss on the significance of upholding honesty in groups, make charts and display in class.

**Pertinent and Contemporary Issues:**

Life skills: Self-esteem enhanced as learners dramatise acts depicting honesty.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Akhlaq	3.5 Prohibitions in Islam (8 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the causes of <i>hasad</i> (envy) and <i>kibr</i> (pride) for self-management, b) examine the effects of <i>hasad</i> and <i>kibr</i> to promote precautionary morality, c) describe the measures of curbing <i>hasad</i> and <i>kibr</i> for a morally healthy society, d) appreciate the prohibition of <i>hasad</i> and <i>kibr</i> for harmonious coexistence.	The learner is guided to: <ul style="list-style-type: none"> <li>• research on the causes of <i>hasad</i> and <i>kibr</i> and make notes,</li> <li>• discuss the effects of <i>hasad</i> and <i>kibr</i> in the society in groups and present on charts/Power Points,</li> <li>• brainstorm on the possible measures of curbing <i>hasad</i> and <i>kibr</i> and present on charts,</li> <li>• compose and recite a poem on the dangers of <i>hasad</i> and <i>kibr</i> in groups,</li> <li>• act short skits on <i>hasad</i> and <i>kibr</i>, record and share on social media.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the causes of <i>hasad</i> and <i>kibr</i> in the society?</li> <li>2. Why is <i>hasad</i> and <i>kibr</i> prohibited in Islam?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners act short skits on <i>hasad</i> and <i>kibr</i>, record and share on social media.</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners discuss in groups the effects of <i>hasad</i> and <i>kibr</i> in the society and present on charts/Power Points.</li> <li>• Learning to learn: The skill of working collaboratively enhanced as learners brainstorm on the possible measures of curbing <i>hasad</i> and <i>kibr</i> and present on charts.</li> <li>• Creativity and imagination: The skill of networking enhanced as learners act short skits on <i>hasad</i> and <i>kibr</i>, record and share on social media as well as composing and reciting poems on the effects of <i>hasad</i> and <i>kibr</i> in groups.</li> </ul>				

**Values:**

- Responsibility: Resilience enhanced as learners brainstorm on the possible measures of curbing *hasad* and *kibr* and present on charts.
- Respect: Open-mindedness enhanced as learners brainstorm on the possible measures of curbing *hasad* and *kibr* and present on charts.
- Unity: Cooperation enhanced as learners brainstorm on the measures of curbing *hasad* and *kibr* and present on charts.

**Pertinent and Contemporary Issues:**

Life skills: Analytical thinking skill enhanced as learners brainstorm on the possible measures of curbing *hasad* and *kibr* and present on charts as well as compose and recite a poem on the dangers of *hasad* and *kibr* in groups.

<b>Suggested Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to examine the rationale for the prohibition of certain foods and drinks, benefits of adopting healthy eating habits and etiquette of slaughtering	Examines the rationale for the prohibition of certain foods and drinks, benefits of adopting healthy eating habits and etiquette of slaughtering accurately and cites examples	Examines the rationale for the prohibition of certain foods and drinks, benefits of adopting healthy eating habits and etiquette of slaughtering accurately	Examines the rationale for the prohibition of certain foods and drinks, benefits of adopting healthy eating habits and etiquette of slaughtering but omits few details	Examines the rationale for the prohibition of certain foods and drinks, benefits of adopting healthy eating habits and etiquette of slaughtering but omits many details
Ability to explain rules on clothing and adornment and the rationale for Islamic code of dressing	Explains rules on clothing and adornment and the rationale for Islamic code of dressing correctly and comprehensively	Explains rules on clothing and adornment and the rationale for Islamic code of dressing correctly	Explains rules on clothing and adornment and the rationale for Islamic code of dressing with few omissions	Explains rules on clothing and adornment and the rationale for Islamic code of dressing with many omissions
Ability to examine manners and significance of walking according to Islamic teachings	Examines manners and significance of walking according to Islamic teachings correctly and comprehensively	Examines manners and significance of walking according to Islamic teachings correctly	Examines manners and significance of walking according to Islamic teachings correctly but omitting few details	Examines manners and significance of walking according to Islamic teachings correctly but omitting many details

<b>Suggested Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain Islamic teachings on honesty, it's significance and ways it is manifested	Explains Islamic teachings on honesty, it's significance and ways it is manifested accurately and cites examples	Explains Islamic teachings on honesty, it's significance and ways it is manifested accurately	Explains Islamic teachings on honesty, it's significance and ways it is manifested with little assistance	Explains Islamic teachings on honesty, it's significance and ways it is manifested with a lot of assistance
Ability to explain the causes and effects of <i>hasad</i> and <i>kibr</i> and suggest measures to curb them	Explains the causes and effects of <i>hasad</i> and <i>kibr</i> and suggest measures to curb them correctly and creatively	Explains the causes and effects of <i>hasad</i> and <i>kibr</i> and suggest measures to curb them correctly	Explains the causes and effects of <i>hasad</i> and <i>kibr</i> and suggest measures to curb them but omits few details	Explains the causes and effects of <i>hasad</i> and <i>kibr</i> and suggest measures to curb them but omits many details

## STRAND 4.0: ISLAMIC HISTORY AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Islamic History and Civilisation</b>	<b>4.1 Muslim Dynasties</b> <ul style="list-style-type: none"> <li>• Rise of the Umayyad Dynasty</li> <li>• Selected Umayyad Caliphs: <i>Muawiya ibn Abu Sufyan Abdulmalik ibn Marwan Umar ibn Abdulaziz</i></li> <li>• Achievements</li> <li>• Decline</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) explain the factors that led to the rise of the Umayyad Dynasty for correct understanding of Islamic history,</li> <li>b) assess the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan and, Umar ibn Abdulaziz</i> to the development of Islam,</li> <li>c) examine the achievements of the Umayyad Dynasty,</li> <li>d) describe factors that led to the decline of the Umayyad Dynasty,</li> <li>e) appreciate the role played by the Umayyad Dynasty in the development of Islamic heritage.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search online or from available reference materials on the factors that led to the spread to the rise of the Umayyad Dynasty and make notes,</li> <li>• search online or from available reference materials the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan, Umar ibn Abdulaziz</i> and make class/power point presentation,</li> <li>• brainstorm on the achievements of the Umayyad Dynasty and present in class,</li> <li>• search online for maps of the territorial rule of, draw on a chart a Umayyad Dynasty and display in class,</li> </ul>	<p>What are the achievements of Umayyad Dynasty?</p>

			<ul style="list-style-type: none"> <li>• discuss the factors that led to the decline of the Umayyad Dynasty in group and make notes.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online or from available reference materials the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan</i> and <i>Umar ibn Abdulaziz</i>. Communication and Collaboration: the skills of listening, speaking, writing and team work enhanced as learners discuss the factors that led to the decline of the in groups, a Umayyad Dynasty and make notes.</li> <li>• Learning to learn: The skill of carrying out research enhanced as learners search online or from available reference materials the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan</i> and <i>Umar ibn Abdulaziz</i> and make class/ power point presentations.</li> <li>• Citizenship: Social cultural sensitivity and awareness skill is enhanced as learners brainstorm on the achievements of the Umayyad Dynasty to the development of Islam.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: Cooperation enhanced as learners respect each other’s opinion during group discussion.</li> <li>• Responsibility: Self-drive is enhanced as learners search online or from available reference materials on the factors that led to the spread to the rise of the Umayyad Dynasty.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Citizenship Education: Cultural awareness skill is enhanced as learners brainstorm on the achievements of the Umayyad Dynasty to the development of Islam present in class.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Islamic History and Civilisation</b>	<b>4.2 Islam in Tanzania and Uganda</b>  (18 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the factors that led to the spread of Islam in Tanzania and Uganda up to the 19<sup>th</sup> century,</li> <li>b) assess the social, political and economic impacts of Islam in Tanzania and Uganda,</li> <li>c) examine the challenges facing Muslims in Tanzania and Uganda in the 21<sup>st</sup> century,</li> <li>d) propose possible solutions to the challenges facing Muslims in Tanzania and Uganda,</li> <li>e) appreciate the role of Islam in Africa as a heritage.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials the factors that led to the spread of Islam in Tanzania and Uganda up to the 19<sup>th</sup> century and make notes,</li> <li>• brainstorm on the social, political and economic impacts of Islam in Tanzania and Uganda and present in class,</li> <li>• research on the challenges facing Muslims Tanzania and Uganda in the 21<sup>st</sup> century and make summary notes,</li> <li>• discuss possible solutions to address the challenges facing Muslims in Africa (social, political and economic) in groups, make charts and display in class,</li> <li>• search online or on available reference materials for demographic maps in Tanzania, Uganda, on</li> </ul>	<ol style="list-style-type: none"> <li>1. What challenges are Muslims facing in East Africa?</li> <li>2. What are the possible solutions to the challenges Muslims face in East Africa?</li> </ol>

			Muslims, make summary notes and present in class.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online for the factors that led to the spread of Tanzania and Uganda up to the 19<sup>th</sup> century and make notes.</li> <li>• Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the social, political and economic impacts of Islam Tanzania and Uganda,) and present in class.</li> <li>• Learning to learn: The skill of carrying out research enhanced as learners research on the challenges facing the Muslims in Africa Tanzania and Ugandan the 21<sup>st</sup> century and make summary notes.</li> <li>• Citizenship: Global awareness skills as learners search online or on available reference materials for demographic maps in Tanzania and Uganda, on Muslims, make summary notes and present in class.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Responsibility: Accountability enhanced as learners contribute while brainstorming on the social, political and economic impacts of Islam Tanzania and Uganda and present in class.</li> <li>• Respect: Etiquette enhanced as learners respect each other’s opinions during group discussion as they brainstorm on the social, political and economic impacts of Islam Tanzania and Uganda and present in class.</li> <li>• Unity: Cooperation enhanced as learners discuss the solutions to address the challenges facing Muslims Tanzania and Uganda (social, political and economic) in groups, make charts and display in class.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Life skills: Assertiveness enhanced as learners brainstorm on the social, political and economic impacts of Islam in Africa Tanzania and Uganda and present in class.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Islamic History and Civilisation</b>	<b>4.3 Muslim scholars</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) examine the contributions of Sheikh Abdallah Saleh Al-Farsy (1912-1982) and Aisha Lemu (1940-2019) to the development of Islamic heritage,</li> <li>b) assess the lessons learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu (early life, educational background, contributions and achievements) for role modelling,</li> <li>c) apply the lessons learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in day-to-day life,</li> <li>d) acknowledge the role played by Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in reforming the society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• search online or on available reference materials the contributions of Sheikh Abdallah Saleh Al-Farsy (1912-1982) and Aisha Lemu (1940-2019) and make class presentations,</li> <li>• research on the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu (early life, educational background, contributions and achievements), make summary notes and present in class,</li> <li>• brainstorm on the lessons learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu and present in class,</li> <li>• discuss possible ways of emulating Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups, make notes and present in class.</li> </ul>	What lessons can Muslims learn from Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu?

**Core Competencies to be developed:**

- Digital Literacy: The skills of interacting with digital technology and connecting with technology enhanced as learners search online the contributions of Sheikh Abdallah Saleh Al-Farsy (1912-1982) and Aisha Lemu (1940-2019) and make class presentations.
- Communication and Collaboration: The skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the lessons learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups and present in class.
- Learning to learn: The skill of working collaboratively enhanced as learners discuss possible ways of emulating Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups and make charts.
- Self-efficacy: Effective communication skills enhanced as learners brainstorm on the lessons learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups and present in class.

**Values:**

- Responsibility: Accountability enhanced as learners discuss possible ways of emulating Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu and make charts.
- Unity: Cooperation enhanced as learners discuss the possible ways of emulating Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups and make charts.
- Respect: Enhanced as learners respect each other's opinion as they discuss possible ways of emulating Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups and make charts.

**Pertinent and Contemporary Issues:**

Life skills: Assertiveness enhanced as learners brainstorm on the lessons learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu in groups and present in class.

<b>Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain factors that led to the rise and the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan and, Umar ibn Abdulaziz</i> to the development of Islam.	Explains factors that led to the rise and the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan and, Umar ibn Abdulaziz</i> to the development of Islam correctly with relevant examples	Explains factors that led to the rise and the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan and, Umar ibn Abdulaziz</i> to the development of Islam correctly	Explains factors that led to the rise and the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan and, Umar ibn Abdulaziz</i> to the development of Islam leaving out few details	Explains factors that led to the rise and the contributions of <i>Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan and, Umar ibn Abdulaziz</i> to the development of Islam leaving out many details
Ability to examine the achievements of and the factors that led to the decline of the Umayyad	Examines the achievements of and the factors that led to the decline of the Umayyad Dynasty correctly and comprehensively	Examines the achievements of and the factors that led to the decline of the Umayyad Dynasty correctly	Examines the achievements of and the factors that led to the decline of the Umayyad Dynasty with some minor mistakes	Examines the achievements of and the factors that led to the decline of the Umayyad Dynasty with major mistakes

<b>Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the factors that led to the spread of Islam and assess the social, political and economic impact in Tanzania and Uganda	Explains the factors that led to the spread of Islam and assess the social, political and economic impact in Tanzania and Uganda correctly and comprehensively	Explain the factors that led to the spread of Islam and assess the social, political and economic impact in Tanzania and Uganda correctly	Explain the factors that led to the spread of Islam and assess the social, political and economic impact in Tanzania and Uganda but omits few details	Explain the factors that led to the spread of Islam and assess the social, political and economic impact in Tanzania and Uganda but omits many details
Ability to examine the challenges facing Muslims in Tanzania and Uganda, and propose possible solutions	Examines the challenges facing Muslims in Tanzania and Uganda, and propose possible solutions accurately with relevant illustrations	Examines the challenges facing Muslims in Tanzania and Uganda, and propose possible solutions accurately	Examines the challenges facing Muslims in Tanzania and Uganda, and propose possible solutions with little support	Examines the challenges facing Muslims in Tanzania and Uganda, and propose possible solutions with significant support
Ability to examine the contributions of Sheikh Abdallah Saleh Al-Farsy and	Examines the contributions of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu	Examines the contributions of Sheikh Abdallah Saleh Al-Farsy and	Examines the contributions of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu and deduce lessons learnt	Examines the contributions of Sheikh Abdallah Saleh Al-Farsy and Aisha Lemu

<b>Assessment Rubric</b>				
<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Aisha Lemu and deduce lessons learnt from their biographies	and deduce lessons learnt from their biographies correctly and comprehensively	Aisha Lemu and deduce lessons learnt from their biographies correctly	from their biographies with little assistance	and deduce lessons learnt from their biographies with significant assistance

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
<b>Study of the Quran and Hadith</b>	<ul style="list-style-type: none"> <li>• Compilation and standardisation of the Qur'an</li> <li>• Diacriticalisation of the Qur'an</li> <li>• Types of verses</li> <li>• <i>Asbaabu an-nuzuul</i> (reasons for revelation)</li> <li>• Selected verses Surah al-Furqan (Q. 25:61-77)</li> <li>• <i>Ulum al- Hadith Isnad and Matn</i></li> <li>• Selected Hadith</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment, oral assessment, observation, portfolio</li> <li>• Written assessment, oral assessment, observation, portfolio</li> <li>• Written assessment, oral assessment, portfolio</li> <li>• Written assessment oral tests,</li> </ul>	<ul style="list-style-type: none"> <li>• The Qur'an, charts, course books, digital devices, reference materials, resource persons/online sources</li> <li>• The Qur'an, charts, course books, digital devices, reference materials/online sources</li> <li>• Books of Hadith, course books, charts, digital devices, reference materials/online sources Books on Hadith, course books, digital devices, reference materials/online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a resource person to discuss methods of preserving manuscripts</li> <li>• Develop ways of preserving the Qur'an e.g., <i>lawh</i>, paper plates, Apps, Qur'anic murals etc.</li> <li>• Prepare posters on the benefits of <i>tajweed</i> and display in strategic places</li> <li>• Organise Qur'an recitation competition in school</li> <li>• Organise sessions where peers teach each other the Quran in school</li> <li>• Learners share information on the teachings/lessons from the selected verses during AGMs, clubs and societies meetings, assembly etc.</li> <li>• Share with their peers on categories of Hadith during Muslim societies meetings</li> </ul>

				<p>Share with peers on the importance of care for the environment using the Hadith on environment during Environment Day</p> <ul style="list-style-type: none"> <li>• Plant and care for trees in school</li> <li>• Organise clean-up activities on the environment</li> <li>• Beautify the school environment using recycled materials such as plastic bottles, tires etc.</li> <li>• Dramatise on brotherhood on AGM Day and during Muslim societies meetings</li> <li>• Write an essay on the importance of upholding kinship and share on the school magazine, social media, notice board, talking walls etc.</li> <li>• Organise Inter House/Inter Class activities to promote brotherhood</li> </ul>
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				<ul style="list-style-type: none"> <li>• Organise school-based families to promote brotherhood/mentorship</li> <li>• Display a Hadith on environment and brotherhood on a signage in school</li> </ul>
<b>Fiqh and Muamalat</b>	<ul style="list-style-type: none"> <li>• Prayers on special occasion</li> <li>• Idd and Jum'a</li> <li>• Funeral rites</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment, oral assessment, observation, portfolio</li> <li>• written assessment, oral assessment, observation, portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Quran, charts, course books, digital devices, reference materials/online sources</li> <li>• Quran, charts, a resource person, white piece of cloth/newspapers/flip chart papers (kafan), needle, thread, jerry can, water, incense, soap, gloves, scissors, dolls, cotton wool, carton boxes/clay (for modelling the grave/bier), course books, digital devices, reference</li> </ul>	<ul style="list-style-type: none"> <li>• Write essays on the significance of swalatul-Jum'a and swalatul Idd and share on social media</li> <li>• Visit a nearby mosque and perform swalatul-Jum'a and swalatul Idd</li> <li>• Demonstrate funeral rites to their peers during the clubs and Muslim societies meetings</li> <li>• Compose a spoken word/qasida/poem on funeral rites and recite on AGMs, Talent Day and Muslim societies meetings</li> <li>• Perform swalatul janazah in the event of bereavement</li> </ul>



			materials/online sources	
	Ethics of <i>da'wa</i>	<ul style="list-style-type: none"> <li>• Written assessment oral assessments, observation, portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Quran, books of Hadith, books of fiqh, course books, digital devices, reference materials/online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the ethics of <i>da'wa</i> during Muslim societies meetings</li> <li>• Write an essay on the ethics of <i>da'wa</i> and display on notice boards</li> </ul>
<b>Akhlaq</b>	Prohibited foods and drinks (carrion, blood, pork, animals dedicated to other than Allah (S.W.T.)) Virtues Prohibitions in Islam	<ul style="list-style-type: none"> <li>• Written assessment and oral assessment, portfolio assessment, observation</li> </ul>	<ul style="list-style-type: none"> <li>• Qur'an, books on Hadith, course books, digital devices, reference materials/online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay on animals whose consumption has been prohibited and display on the notice board</li> <li>• Invite a resource person to give a talk on healthy eating habits during assembly, clubs and societies meetings etc.</li> <li>• Give a talk on the importance of practising healthy eating habits during the assembly, clubs and societies meetings etc.</li> <li>• Learners volunteer to slaughter animals when the need arises</li> </ul>

				<ul style="list-style-type: none"> <li>• Visit a nearby abattoir (slaughterhouse) and learn the etiquette of slaughtering</li> </ul>
		<ul style="list-style-type: none"> <li>• Written assessment and oral assessments, observation, portfolio</li> <li>• Written assessment and oral assessments, observation, portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Quran, books of Hadith, course books, digital devices, reference materials/online sources</li> <li>• Quran, books of Hadith, course books, digital devices, reference materials/online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Model Islamic mode of dress during Talent Show</li> <li>• Write an essay on the rationale for upholding Islamic mode of dress and display on the notice board</li> <li>• Dramatise manners of walking during Talent Day and Muslim societies meetings</li> <li>• Dramatise on the dangers of kibr and hasad during inter house drama competitions/Parents Day etc.</li> </ul>
	Care for orphans	<ul style="list-style-type: none"> <li>• Written assessment oral assessments, observation, portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Quran, books of Hadith, books of fiqh, course books, digital devices, reference materials/online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Organise donations and hand over to the club patrons for orphans to be given during the clubs and Muslim societies meetings</li> </ul>
<b>Islamic History</b>	Islam in East Africa	<ul style="list-style-type: none"> <li>• Written assessment and oral assessment,</li> </ul>	<ul style="list-style-type: none"> <li>• Qur'an, books of Hadith, books of History of Islam,</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay on the impact of Islam in Tanzania and Uganda and share on the school</li> </ul>

<b>and Civilisation</b>		portfolio assessment, observation	course books, digital devices, reference materials/online sources	magazine/ display on notice boards
	Muslim Scholars	<ul style="list-style-type: none"> <li>• Written assessment and oral assessment, portfolio assessment, observation</li> </ul>	<ul style="list-style-type: none"> <li>• Qur'an, books of Hadith, books of History of Islam, course books, digital devices, reference materials/online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Organise donations from the Islamic society kitty and assist the less fortunate in school</li> <li>• Collect articles written by the scholars and display on notice boards/society/school library</li> </ul>



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