



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

SUBJECT

ISLAMIC RELIGIOUS EDUCATION

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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

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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on Nurturing every Learner's potential.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. we assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self- disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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

- 1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- 2) communicate effectively in diverse contexts,
- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.



ISLAMIC RELIGIOUS EDUCATION

ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Recite, read and write the selected surah to enhance interaction with the Qur'an as a primary source of guidance.
2. Deduce lessons from the selected surah and apply them in daily life.
3. Appreciate and emulate the practices of the Prophet (s.a.w) as the best role model.
4. Develop awareness and appreciation of Pillars of *Iman* as the foundation of Islam.
5. Demonstrate interest in and positive attitude towards performance of acts of *Ibadah*(worship) appropriately.
6. Acquire Islamic values to grow as a responsible and ethical citizen.
7. Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Qur'an	1.1 Selected Surah: (16 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> read and memorize the selected <i>surah</i> for use in devotional activities. explain the basic meaning of the selected <i>surah</i> to enhance positive character formation. discuss the lessons learnt from the selected <i>surah</i> for spiritual nourishment. apply the teachings of the selected <i>surah</i> in their daily life. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> read and memorize the selected <i>surah</i> with the aid of digital devices/<i>mus'haf</i>/chart. <ul style="list-style-type: none"> - <i>Al-Humaza</i> - <i>Al-Asr</i> - <i>At-Takathur</i> - <i>Al-Qariah</i> discuss the basic meaning of the selected <i>surah</i> and make notes match and sort the verses of the selected <i>surah</i> with their corresponding meaning using flash cards 	<ol style="list-style-type: none"> What are the effects of backbiting? How can Muslims use time well? How can Muslims prepare for the Day of judgement?

		e. appreciate the importance of the selected <i>surah</i> by adhering to their teachings.	<ul style="list-style-type: none"> brainstorm on the lessons learnt from the selected <i>surah</i> and present in class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship is enhanced through exhibiting the teachings of the selected surah daily life and demonstrating how the selected <i>surah</i> enhances positive character formation Digital Literacy enhanced through manipulation of digital devices when listening to the selected surah and getting the meaning/lessons Communication and Collaboration enhanced through group discussions and class presentation Self-Efficacy achieved through class presentation 				
<p>PCIs:</p> <ul style="list-style-type: none"> Social Cohesion as they discuss the teachings of <i>Surah Al-Humaza</i> 		<p>Values:</p> <ul style="list-style-type: none"> Responsibility responsible use of time as taught in <i>surah Al-Asr</i> 		
<p>Links to other subjects: Languages – Arabic and English-Learners acquire new vocabularies as they learn the meaning of the Surah.</p>		<p>Suggested community Service-Learning Activities:</p> <p>Learners explain the meaning and lessons of the selected surah to siblings, parents/guardians and friends.</p>		

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Reading of the selected <i>surah</i>	Learner correctly recite the selected <i>surah</i> with confidence and ease	Learner correctly recites the selected <i>surah</i>	Learner correctly recites some selected <i>surah</i>	Learner can recite selected <i>surah</i> with assistance
Meaning and lessons learnt from the selected <i>surah</i>	Learner correctly explain the meaning, and discusses the lessons from the selected <i>surah</i> with confidence and ease	Learner explains the meaning, and discusses the lessons from the selected <i>surah</i>	Learner explains the meaning and discusses the lessons from some of the selected <i>surah</i>	Learner can explain the meaning, and discuss the lessons from the selected <i>surah</i> with assistance

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	<p data-bbox="434 229 601 301">2.1 Selected Hadith</p> <p data-bbox="434 337 601 448">2.2 Hadith on Purity of Actions:</p> <p data-bbox="434 552 592 585">(3 Lessons)</p>	<p data-bbox="653 229 934 341">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="653 377 953 529">a. read the selected hadith on purity of actions for moral guidance.</p> <p data-bbox="653 565 978 717">b. uphold lessons learnt from the hadith on purity of actions for sincerity in deeds.</p> <p data-bbox="653 753 967 865">c. apply the lessons learnt from the hadith in day-to day life.</p> <p data-bbox="653 901 963 1013">d. appreciate purity of actions to gain rewards from Allah.</p>	<p data-bbox="995 229 1386 301">Individually/in pairs/in small groups, learners are guided to:</p> <ul data-bbox="1014 337 1424 1163" style="list-style-type: none"> <li data-bbox="1014 337 1424 637">• read the hadith on purity of action: <i>“Allah does not look at your appearance or wealth, but rather He looks at your heart and actions. (Muslim).”</i> <li data-bbox="1014 673 1424 825">• discuss lessons learnt from the hadith on purity of actions and make summary notes <li data-bbox="1014 861 1424 1053">• brainstorm on the relevance of purity of actions in today’s society and share the findings on a chart. <li data-bbox="1014 1089 1424 1163">• Dramatise situations depicting purity of actions 	<ol data-bbox="1437 229 1702 610" style="list-style-type: none"> <li data-bbox="1437 229 1702 422">1. Why is appearance and wealth not important in the eyes of Allah? <li data-bbox="1437 458 1702 610">2. What does Allah look for when rewarding servant?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Citizenship is enhanced through upholding hadith on purity of actions for sincerity in deeds and in applying the lessons learnt from the hadith in day-today life. • Communication and collaboration through group discussion • Digital literacy, through use of digital devices • Critical thinking and problem solving as they discuss the relevance of Hadith in today’s society. 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners make presentation in class • Positive Discipline as learners appreciate the importance of sincerity of actions 	<p>Values:</p> <ul style="list-style-type: none"> • Integrity as learners learn that all actions must be done with sincerity and pure intentions • Responsibility as learners apply the teachings of the <i>Hadith</i> in their daily life
<p>Links to other subjects:</p> <p>CRE has similar content related to sincerity of actions</p>	<p>Suggested community Service Learning Activities:</p> <p>Learner to write on the significance of purity of actions</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Hadith on Purity of Actions	Learner correctly recites the Hadith and explains the lessons learnt from the hadith with ease.	Learner correctly reads and explains the lessons learnt from the hadith	Learner reads and explains some of the lessons learnt from the hadith with little assistance	Learner has difficulty in reading and explaining the lessons learnt from the hadith

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	2.4 Hadith on dressing (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> read the selected hadith on Islamic dressing to inculcate moral uprightness. describe the male and female dress code as per the Sunnah of the prophet. embrace lessons learnt from the hadith on Islamic dressing practise Islamic manner of dressing as an act of <i>ibadah</i>. appreciate the Islamic dressing to avoid the wrath of Allah. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> read the hadith on dressing: <i>“The Messenger of Allah cursed the man who wears women’s clothing and the woman who wears men’s clothing.” (Abu-Daud).</i> classify clothes and accessories according gender (trousers, skirts, blouse, shirts, shorts, neckless, earrings, bangles, hair dressing etc) using digital devices/ Pocket Boards/Charts. discuss lessons learnt from the hadith on Islamic dressing and make class presentations search for reasons why the prophet prohibited gender- 	<ol style="list-style-type: none"> Why should male and female dress differently? What is the purpose of dressing ?

			<p>mixed dressing and write a short essay.</p> <ul style="list-style-type: none"> • model appropriate dress for different gender • draw and colour different clothes and accessories and display. 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Creativity and Innovation as learners model, draw and colour different clothes and accessories. • Communication and collaboration through group discussion • Citizenship as the learner adopts moral uprightness on Islamic dressing as guided by hadith • Digital literacy through manipulation of digital devices during class 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Human Sexuality as learners dress as per the Islamic teachings for different genders. • Positive Discipline as learners observe Islamic manner of dressing 			<p>Values:</p> <ul style="list-style-type: none"> • Respect for self as they dress appropriately • Responsibility as they observe Islamic manner of dressing as per teachings of the Hadith. 	
<p>Links to other subjects:</p> <p>Home science as it covers content on dressing for different occasions and decency</p>			<p>Suggested community Service Learning Activities:</p> <p>Learners to draw different types of clothes for different genders and share with the community members</p>	

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Hadith on dressing	Learner correctly describes the male and female dress and identifies the lessons learnt and recites the hadith confidently	Learner reads the hadith correctly, describes between the male and female dress and identifies the lessons learnt from the hadith	Learner reads the hadith correctly, describes the male and female dress and identifies some lessons learnt from the hadith	Learner reads the hadith, describes the male and female dress and identifies the lessons learnt from the hadith with assistance

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	2.5 Hadith on planting (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> read the selected hadith on planting of trees and crops for environmental consciousness. discuss the importance of planting trees and crops as an act of <i>ibadah</i>. plant trees and crops for food sustainability and earn rewards from Allah. appreciate the value of planting trees and crops for the benefit of Allah’s creatures. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> read the hadith on planting trees and crops: <p style="text-align: center;"><i>“If a Muslim plant a tree or sows a field and men, animals and birds eat from it, all of it is charity from him.”</i> (Muslim)</p> research on significance of planting trees and crops and present the findings plant trees and crops in the school compound and care for them collect pictures of fruit bearing plants and crops and display in class. 	<ol style="list-style-type: none"> What are the dangers of cutting down trees? What are the benefits of growing trees and crops?

Core competences to be developed:	
<ul style="list-style-type: none"> • Critical thinking and problem solving through research on significance of planting trees and crops • Creativity and Innovation enhanced through collection and display of fruit bearing trees 	
PCIs:	Values:
<ul style="list-style-type: none"> • Environmental education as learners plant and take care of trees 	<ul style="list-style-type: none"> • Responsibility as learners plant and take care of trees and crops.
Links to other subjects:	Suggested community Service Learning Activities:
Agriculture-as it contains similar content	Learners participate in National/County tree planting exercise Learners plant trees and crops at home.

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Hadith on planting trees and crops	Learner correctly discusses the importance of planting trees and recites Hadith with confidence	Learner correctly reads the hadith and discusses the importance of planting trees	Learner is able to read the hadith and discuss some importance of planting trees	Learner requires assistance to read the hadith and discuss the importance of planting trees

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	<p data-bbox="439 243 635 475">2.6 Hadith on responsible use of Human capabilities and resources</p> <p data-bbox="439 709 601 747">(3 Lessons)</p>	<p data-bbox="658 243 940 354">By the end of the sub strand, the learner should be able to:</p> <ol data-bbox="672 391 972 1190" style="list-style-type: none"> <li data-bbox="672 391 972 623">read the selected hadith on responsible use of human capabilities and resources for character building. <li data-bbox="672 659 972 852">explain the significance of using Allah’s bounties for the benefit in life and the hereafter. <li data-bbox="672 888 972 1040">use the bounties from Allah responsibly in day-to day-life. <li data-bbox="672 1076 972 1190">appreciate the bounties from Allah by acting 	<p data-bbox="1003 243 1397 314">Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li data-bbox="1016 350 1410 852"> <p data-bbox="1016 350 1271 381">• read the hadith:</p> <p data-bbox="1062 417 1410 852"><i>“Take advantage of five matters before five other matters: your youth before you become old; and your health, before you fall sick; and your wealth, before you become poor; and your free time before you become busy; and your life, before your death.”</i> (Ahmad)</p> <li data-bbox="1016 888 1397 999">• discuss the significance of using Allah’s bounties and make summary notes <li data-bbox="1016 1036 1397 1190">• brainstorm on how to use the bounties of Allah responsibly and make presentations in class 	<ol style="list-style-type: none"> <li data-bbox="1437 243 1686 354">1. What bounties has Allah given to mankind? <li data-bbox="1437 391 1702 502">2. How should a Muslim use time wisely? <li data-bbox="1437 538 1696 690">3. What activities may cause harm to people’s health? <li data-bbox="1437 727 1677 838">4. How do you spend your pocket money?

		responsibly to get the pleasure of Allah.	(youthfulness, health, wealth, time, life). <ul style="list-style-type: none"> • role play proper usage of Allah bounties mentioned in the Hadith. 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy enhanced through search of information and class presentation • Creativity and Innovation through role play on proper usage of Allah’s bounties 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Analytical thinking skills as learners prepare and make presentations • Self- Esteem as learners make presentations in class • Positive Disciple as learners live responsibly 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners observe the teachings of Hadith on responsible living 	
<p>Links to other subjects:</p> <p>Home Science- covers similar content</p>			<p>Suggested community Service Learning Activities:</p> <p>Learners to sensitise the youth in the community on the need for responsible and living positive use of energy towards the good of the society</p>	

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Hadith on responsible use of Human capabilities and resources	Learner correctly explains the lessons learnt and recites the <i>Hadith</i>	Learner correctly explains the lessons learnt from the hadith	Learner explains some lessons learnt from the hadith	Learner has difficulty in explaining lessons learnt from the hadith

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>3.0 Pillars of Iman</p>	<p>3.1 Importance of Pillars of Iman (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the six pillars of <i>Iman</i> to strengthen their spiritual development. explain the importance of the pillars of <i>Iman</i> in shaping their character. appreciate the pillars of <i>Iman</i> as the foundation of Islamic faith. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> Listen/sing <i>qasida</i> on the Pillars of <i>Iman</i> from digital devices arrange Pillars of <i>Iman</i> in sequence using flash cards. search online/books/resource on the significance of the Pillars of <i>Iman</i> and present in class search verses from the Qur'an and hadith on Pillars of <i>Iman</i> and make a portfolio 	<ol style="list-style-type: none"> How do the Pillars of <i>Iman</i> affect the lives of Muslims? Why are the Pillars of <i>Iman</i> important?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners listen and sing <i>qasida</i> on Pillars of Iman Creativity and Innovation as learners create a portfolio on the verses from the Qur'an on pillars of Iman 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners sing the <i>qasida</i> during the lesson • Social Cohesion as they discuss revealed books for different denominations/faith groups 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners observe the pillars of <i>Iman</i> • Respect as learners appreciate diversity in faith
<p>Links to other subjects:</p> <p>Music as they sing the <i>qasida</i></p>	<p>Suggested community Service Learning Activities:</p> <p>Learners to make posters on Pillars of <i>Iman</i> and share with community members</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Importance of Pillars of <i>Iman</i>	Learner confidently and accurately identifies the pillars of <i>Iman</i> and explains their importance.	Learner accurately identifies the of pillars of <i>Iman</i> and explains their importance	Learner can identify some pillars of <i>Iman</i> and explain their importance when prompted	Learner has difficulty in identifying the pillars of <i>Iman</i> and explaining their importance

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>3.0 Pillars of Iman</p>	<p>3.2 <i>Taqwa</i> (God Consciousness) (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the qualities of a pious person (<i>Muttaqiin</i>) for character building. explain the significance of <i>taqwa</i> in the life of a Muslim. demonstrate consciousness of Allah in day-to-day life as a mark of true belief. appreciate virtue of <i>taqwa</i> as a precondition for success in life and in the Hereafter. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> read verses Qur'an from digital device /mus'haf and list down qualities of <i>mutaqqiin</i> (Q. 2: 2-5, 3:133-135) match and sort the qualities of a pious person using flash cards search online/mus'haf/ resource person verse on <i>taqwaa</i> and draw the significance from (Q. 2:4 3: 76, 7:96, 9:119, 19:72,) keep a weekly log/diary on activities that demonstrate <i>taqwaa</i> 	<ol style="list-style-type: none"> What actions lead to piety? Why is <i>taqwa</i> important in the life of a Muslim?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy through sorting and matching of qualities of a pious person • Self-Efficacy as learners search for verses from the Qur'an on <i>taqwa</i> and make presentation • Critical thinking as learners draw significance of <i>taqwa</i> from the verses of the Qur'an 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Analytical Thinking Skills as learners draw significance of <i>taqwa</i> from the verses of the Qur'an • Self-management skills as a pious person guards against wrong doing • Positive Discipline as learners learn on how to guard against wrong doing 	<p>Values:</p> <ul style="list-style-type: none"> • Love <i>taqwa</i> leads to love for Allah • Integrity as learners maintain their fidelity to Allah by doing what is right
<p>Links to other subjects: Religious Education Subjects-cover content on God consciousness</p>	<p>Suggested community Service Learning Activities: Learners to write an article on qualities of a pious person and share with the peers</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Qualities of a pious person	Learner identifies the qualities of a pious person using relevant verses from the Qur'an	Learner identifies the qualities of a pious person	Learner identifies some qualities of a pious person	Learner has difficulty identifying qualities related to a pious person
Significance of <i>taqwa</i>	Learner explains the significance of <i>taqwa</i> using relevant verses from the <i>Qur'an</i>	Learner explains the significance of <i>taqwa</i>	Learner explains the significance of <i>taqwa</i> with some inconsistencies	Learner has difficulties in explaining the significance of <i>taqwa</i>

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
3.0 Pillars of Iman	3.3 Tawakkul (Reliance on Allah) (2 lessons)	By the end of the sub strand, the learner should be able to: a. identify the qualities of a <i>mutawakkil</i> as a basis for character building. b. discuss the significance of <i>tawakul</i> in the life of a Muslim. c. practice <i>tawakul</i> in day-to-day life as a way of strengthening belief/reliance on in Allah. d. appreciate virtue of <i>tawakkul</i> as a condition for success in life and in the Hereafter.	Individually/in pairs/in small groups, learners are guided to: <ul style="list-style-type: none"> • brainstorm and identify the qualities of a <i>Mutawakkil</i> and display them on the notice board ((Q.3:160, Q5:23, Q65:3) • sort the qualities of a <i>Mutawakkil</i> using a digital device/Pocket Board/Flash cards • discuss the significance of <i>Tawakul</i> in the life of a Muslim and make summary notes • discuss ways in which Muslims can practice <i>tawakkul</i> in daily life. 	1. How can a Muslim show reliance on Allah? 2. Why is <i>tawakkul</i> important to Muslim?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy through sorting and matching of qualities of a <i>Mutawakkil</i> • Learning to Learn as they sort and search information on qualities of a <i>Mutawakkil</i> 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Analytical Skills as they sort and think of the powers of Allah • Social Awareness Skills as they discuss on qualities of a <i>Mutawakkil</i> 	<p>Values:</p> <ul style="list-style-type: none"> • Love for Allah as learners rely on Allah • Responsibility as learners are engaged to practice <i>tawakkul</i>
<p>Links to other subjects:</p> <p>Religious Education Subjects as they contain content on reliance on God</p>	<p>Suggested community Service Learning Activities:</p> <p>Learners encourage family members to rely on Allah at all times</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Qualities of a <i>Mutawakkil</i>	Learner correctly identifies the qualities of a <i>Mutawakkil</i> using relevant verses from the Qur'an	Learner correctly identifies the qualities of a <i>Mutawakkil</i>	Learner correctly identifies some qualities of a <i>Mutawakkil</i>	Learner identifies qualities of a <i>Mutawakkil</i> with assistance

Significance of <i>Tawakkul</i>	Learner explains the significance of <i>tawakkul</i> using relevant verses from the Qur'an	Learner explains the significance of <i>tawakkul</i>	Learner explains the significance of <i>tawakkul</i> with some inconsistencies	Learner has difficulty explaining the significance of <i>tawakkul</i>
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Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
3.0 Pillars of Iman	3.4 Tawbah (Repentance) (2 lessons)	By the end of the sub strand, the learner should be able to: a. identify the conditions of <i>tawbah</i> as a basis for forgiveness from Allah b. discuss the significance of <i>tawbah</i> in the life of a Muslim. c. practise actions that lead to <i>tawbah</i> as a way of purifying one's soul from sins. d. appreciate virtues of <i>tawbah</i> as a condition for success in life and in the Hereafter.	Individually/in pairs/in small groups, learners are guided to: <ul style="list-style-type: none"> • brainstorm on the conditions for tawbah and display them on a chart • discuss the significance of <i>tawbah</i> (Q25:70, Q39:53) make class presentation. • dramatize ways of seeking forgiveness and repentance from Allah • search hadith on tawbah and draw lessons from them 	1. Why should a Muslim seek repentance from Allah? 2. How should Muslims seek repentance from Allah?

Core competences to be developed:	
<ul style="list-style-type: none"> • Digital literacy enhanced as learners search for Hadith on <i>Tawbah</i> • Communication and collaboration through group discussion and presentation • Creativity and Innovation as learners dramatise ways of seeking forgiveness from Allah 	
PCIs:	Values:
Positive discipline as learners learn to seek forgiveness for their mistakes	<ul style="list-style-type: none"> • Responsibility as learners take responsibility of their actions and seek forgiveness from Allah.
Links to other subjects:	Suggested community Service Learning Activities:
Religious Education Subjects as similar content is taught	Learners to make fliers on conditions for <i>tawbah</i> and distribute in the community

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Conditions for Tawbah and significance of Tawbah	Learner correctly identifies conditions for tawbah and explains the significance of Tawbah with examples	Learner correctly identifies conditions for tawbah and explains the significance of Tawbah.	Learner identifies some conditions for tawbah and explains the significance of Tawbah	Learner requires assistance to identify conditions for tawbah and explain significance of Tawbah

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
3.0 Pillars of Iman	3.5 Stories of Prophets: <ul style="list-style-type: none"> • Prophet Ibrahim (A.S.) • Prophet Yusuf (A.S.) (9 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a. narrate the stories of the selected prophets for faith building. b. explain the lessons learnt from the stories of the prophets for character development. c. emulate the character of the prophets in day-to-day life. d. appreciate the selected prophets as role models. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> • listen/watch using digital devices stories of the selected prophets (Ibrahim Breaking idols, saved by Allah from fire and attempt to sacrifice Ismail, Prophet Yusuf – Allah saved him from the well, temptation/imprisonment, famine and leadership). • brainstorm how the selected prophets demonstrated their faith in Allah. • deduce lessons from the stories of the selected prophets and make short notes • discuss the relevance of the stories of the selected 	<ol style="list-style-type: none"> 1. How did the selected prophets demonstrate <i>Iman</i> in Allah? 2. What virtues are derived from prophet Ibrahim and Musa’s stories?

			prophets in the society and present on a chart.	
Core competences to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration/Self-Efficacy as learners narrate the stories of the prophets • Critical thinking and problem solving as learners analyse lessons derived from the stories of the prophets • Learning to learn as learners emulate the character of the prophets 				
PCIs:			Values:	
<ul style="list-style-type: none"> • Positive discipline as learners gain lessons from the stories of the prophets • Mentorship and peer education as learners gain new insights from the prophets unwavering devotion in serving Allah 			<ul style="list-style-type: none"> • Integrity, Responsibility, Love as learners emulate the values exhibited by the prophets 	
Links to other subjects: CRE- Stories of the prophets is taught (Abraham and Joseph)			Suggested community Service Learning Activities: Learners share the lessons from the stories of the prophets with peers at assembly	

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Stories of Prophets	Learner narrates the stories of prophets Ibrahim and Yusuf with confidence and coherence	Learner narrates the stories of prophets Ibrahim and Yusuf with coherence	Learner narrates the stories of prophets Ibrahim and Yusuf with some inconsistencies	Learner has to be assisted in narrating the stories of prophets Ibrahim and Yusuf
Lessons from the stories of prophets Ibrahim and Yusuf	Learner explains the lessons from the stories of prophets Ibrahim and Yusuf by using examples	Learner explains the lessons from the stories of prophets Ibrahim and Yusuf	Learner explains some lessons from the stories of prophets Ibrahim and Yusuf	gives lessons Learner has difficulty narrating the stories of prophets Ibrahim and Yusuf

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
4.0 Devotional acts	<p>4.1 Twahara (Purity)</p> <p>4.1.1 Hadath</p> <p>4.1.2 Optional Ghusl (6 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. outline the types of Hadath for ritual purity (Twahara)</p> <p>b. differentiate between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> to promote personal hygiene</p> <p>c. demonstrate ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> to maintain ritual purity.</p> <p>d. explain reasons for performance for <i>tayyamum</i> as pre-condition for</p>	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> • Identify types of Hadath • discuss the differences between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present in tabular form • identify items to be used in the purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present on a chart. • sort and match types of <i>hadath</i> and methods of purification (wudhu, <i>tayyamum</i>, <i>ghusl</i>) Using digital devices/Flashcards/Pocket Board/Charts • discuss situations when <i>tayyamum</i> is performed. 	<p>1. Why should Muslims maintain ritual purity?</p> <p>2. When can a Muslims take bath?</p>

		<p>Swalah.</p> <p>e. identify situations for performance of sunnah ghusl.</p> <p>f. Appreciate maintenance of ritual purity as a condition for <i>Ibadah</i>.</p>	<ul style="list-style-type: none"> • brainstorm on situations when optional ghusl is performed and make summary notes • demonstrate steps of performing tayammum • research on the steps of the performance of ghusl and make notes 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy through sorting and matching using digital devices • Communication and collaboration through group discussion and presentation 				
<p>PCIs:</p> <p>Personal hygiene as learners maintain high levels of purity as required by Islam</p>		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners observe hygiene as a pre-requisite for <i>ibaadah</i> 		
<p>Links to other subjects:</p> <p>Home science – personal hygiene is covered in the subject</p>		<p>Suggested community Service Learning Activities:</p> <p>Learners share with the peers on the importance of <i>tahara</i></p>		

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Ways of purification	Learner correctly describes ways of purification in <i>hadath Asghar</i> and <i>akbar</i> and gives examples.	Learner correctly describes ways of purification in <i>hadath Asghar</i> and <i>akbar</i>	Learner describes ways of purification in <i>hadath Asghar</i> and <i>akbar</i> with some inconsistencies	Learner has difficulties in describing ways of purification in <i>hadath Asghar</i> and <i>akbar</i>
Performance of tayammum and ghusl	Learner confidently and correctly demonstrates how tayammum and ghusl are performed	Learner correctly demonstrates how tayammum and ghusl are performed	Learner demonstrates how tayammum and ghusl are performed but misses some steps	Learner requires assistance in demonstrating how tayammum and ghusl are performed

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>4.0 Devotional acts</p>	<p>4.2 Zakat:</p> <p>4.2.1 Items liable for Zakat</p> <p>4.2.2 Recipients of Zakat</p> <p>4.2.3 Differences between Zakat and sadaqa</p> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. identify the items liable for <i>zakat</i> payment for spiritual growth.</p> <p>b. describe the eight recipients of <i>zakat</i> as mentioned in the Qur'an</p> <p>c. differentiate between zakat and sadaqa to inculcate the spirit of giving</p> <p>d. appreciate the need to pay zakat and sadaqa to develop empathy</p>	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> • collect pictures of items/ commodities liable for zakat and display/mount on charts • use digital devices/ Qur'an to search for recipient of Zakat and make notes (Q9:60) • use flashcards/Pocket Board/Charts to show the differences between zakat and sadaqa 	<p>Why should a Muslim pay <i>zakat</i>?</p>

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination as learners collect and mount pictures of items liable for zakat on a chart for display • Critical thinking and problem solving as learners discuss differences between zakat and sadaqa. 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Financial literacy as they discuss zakat and sadaqa 	<p>Values:</p> <ul style="list-style-type: none"> • Love in caring for the poor members of the society • Responsibility in the payment of zakat to the recipient • Unity created by the being empathetic towards the less fortunate members of the society
<p>Links to other subjects:</p> <p>Mathematics as payment of zakat involves some calculations based on the <i>nisab</i> and rate.</p>	<p>Suggested community Service Learning Activities:</p> <p>Learners to make posters on the recipient of zakat and items liable for zakat and share with the community members</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Items liable for Zakat	Learner correctly identifies items liable for zakat and cites evidence from the Hadith	Learner correctly identifies Items liable for Zakat	Learner identifies some Items liable for Zakat	Learner has difficulties in identifying Items liable for Zakat
Recipient of Zakat	Learner correctly identifies recipient of zakat and cites evidence from the Qur'an	Learner correctly identifies recipient of Zakat	Learner identifies some recipient of Zakat	Learner has difficulty identifying recipient of Zakat
Difference between Zakat and sadaqa	Learner correctly differentiates between Zakat and sadaqa and gives examples	Learner correctly differentiates between Zakat and sadaqa	Learner differentiates between Zakat and sadaqa with inaccuracies	Learner requires assistance in differentiating Zakat and sadaqa

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
4.0 Devotional acts	<p data-bbox="436 228 635 302">4.3 Saum (Fasting)</p> <p data-bbox="436 336 635 450">4.3.1 People exempted from fasting</p> <p data-bbox="436 483 635 598">4.3.2 Fidyā (Compensation)</p> <p data-bbox="436 631 635 665">(4 Lessons)</p>	<p data-bbox="654 228 982 342">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="654 376 982 530">a. state the categories of people who are exempted from obligatory fast.</p> <p data-bbox="654 564 982 840">b. explain the reasons for <i>fidya</i> (compensation) by people exempted from fasting during the month of <i>Ramadhan</i>.</p> <p data-bbox="654 873 982 987">c. describe different ways of compensating for missed fasts</p> <p data-bbox="654 1021 982 1176">d. state the wisdom behind the exemption of some people from fasting.</p>	<p data-bbox="1001 228 1416 302">Individually/in pairs/in small groups, learners are guided to:</p> <ul data-bbox="1020 336 1416 1028" style="list-style-type: none"> <li data-bbox="1020 336 1416 571">• identify the categories of people exempted from fasting as mentioned in the Qur'an and list them in their note books (Q2:184-185). <li data-bbox="1020 604 1416 840">• use digital devices/flash cards to search and match the categories of people exempted from fasting with the corresponding ways of compensation. <li data-bbox="1020 873 1416 1028">• discuss the reasons why Allah exempted some people from fasting and make presentations 	<p data-bbox="1435 228 1702 342">Why are some people exempted from fasting?</p>

		e. appreciate Allah’s mercy to Muslims for exemption of fasting with valid reasons		
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration through group discussion and class presentations • Creativity and innovation through sorting and matching using of flash cards 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Social awareness skills as learners think on the categories of people exempted from fasting 		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners feel hunger while fasting as experienced by the poor and learn to help 		
<p>Links to other subjects:</p> <p>Home science as learners discuss health benefits of fasting</p>		<p>Suggested community Service Learning Activities:</p> <p>Learners visit an orphanage/children’s home during the month of Ramadhan and make donations.</p>		

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Exemption from fasting and ways of compensation	Learner correctly explains reasons for exemption from fasting, describes ways of compensation and gives examples	Learner correctly explains the reasons for exemption from fasting and ways of compensation	Learner is able to explain some of the reasons for exemption from fasting and ways of compensation	Learner has difficulty explaining the reasons for exemption from fasting and ways of compensation

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
4.0 Devotional acts	<p>4.4 Hajj</p> <p>4.4.1 Conditions of Hajj</p> <p>4.4.2 Types of Hajj</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> outline the conditions of Hajj for validity of its performance describe different types of Hajj to fulfil the requirements for each explain the procedure of performing each type of Hajj for its validity appreciate <i>Hajj</i> as a pillar of Islam. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> search for conditions of Hajj and make notes watch video clips on the performance of <i>Hajj</i>, discuss the different types of Hajj and make class presentations search for verses on Hajj from Qur'an and Hadith and display on charts create a model Kaaba and simulate the performance of Hajj 	<ol style="list-style-type: none"> What are the prerequisite for the performance Hajj? What is the significance of Hajj?

Core competences to be developed:	
<ul style="list-style-type: none"> • Digital literacy as learners watch the performance of Hajj from a digital device • Creativity and innovation as learners model the Kaaba • Self-Efficacy as learners simulate the performance of Hajj 	
PCIs:	Values:
<ul style="list-style-type: none"> • Creative thinking as learners model the Kaaba/set up the sites for Hajj 	<ul style="list-style-type: none"> • Unity as people from different backgrounds meet to perform Hajj
Links to other subjects:	Suggested community Service Learning Activities:
Creative Arts as learners model the Kaaba	Learners model the Kaaba and the sites for Hajj for community learning purposes

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Conditions and Types of Hajj	Learner correctly identifies conditions for Hajj, describes the different types of Hajj and explains the sequence of its performance	Learner correctly identifies conditions for Hajj and describes the different types of Hajj	Learner identifies some conditions for Hajj and describes types of Hajj	Learner has difficulties in explaining conditions of Hajj and describing types of Hajj

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Akhlaq (Moral values)	5.1 Virtues: 5.1.1 Work as a form Ibadah (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> state the reasons why work is considered as <i>Ibadah</i> in Islam. explain the benefits of work in the development of the <i>Ummah</i>. describe different types of work as means to lawful earnings differentiate between halal and haram work appreciate the importance of work as a form <i>Ibadah</i>. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> discuss why work is considered <i>Ibadah</i> in Islam collect pictures of different occupations and display them in class watch video clips on different types of work and differentiate between permissible and non-permissible. identify ethics that should guide work in Islam brainstorm on the benefits of work and present in class dramatize different types of works as means of earning a living 	<ol style="list-style-type: none"> Why should a Muslim work? Why is work considered an act of <i>Ibadah</i>? What kind of work is prohibited in Islam?

			<ul style="list-style-type: none"> • Research on Islamic teachings on work from sunnah/Hadith and present in class 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Learning to learn as learners classify work different types into permissible and non-permissible • Creativity and imagination as they dramatise different types of work and collect pictures of different occupation 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Financial literacy and poverty eradication through discussion on benefits of work. 		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility of earning a living • Integrity as one strives for halal earnings. 		
<p>Links to other subjects:</p> <p>Mathematics as learners are taught on calculations on earnings</p> <p>Social Studies as learners are taught different types of work</p>		<p>Suggested community Service Learning Activities:</p> <p>Learners to create posters on <i>halal</i> earnings and share with the peers in the community</p>		

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Work as <i>Ibadah</i>	Learner confidently and correctly explains the importance of work as <i>Ibadah</i> .	Learner correctly explains the importance of work as <i>Ibadah</i> .	Learner correctly explains the importance of work as <i>Ibadah</i> with little assistance	Learner has difficulty explaining the importance of work as <i>Ibadah</i>

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Akhlaq (Moral values)	5.1.2 Adalah (Justice) (1 Lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the importance of <i>adalah</i> as a means of promoting fairness in the society. describe different instances where justice must be practiced to ensure fairness in the society practice justice and fairness in day-to-day life. appreciate the virtue of <i>adalah</i> as a way of earning rewards from Allah. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> discuss the importance of exercising justice and make class presentation read a story on justice and draw lessons on fairness. role play actions that depict justice search for verses in the <i>Qur'an</i> that advocate for fairness (Q. 4:135). make and present short skits thematising <i>adalah</i> in society. 	<ol style="list-style-type: none"> What are the benefits of observing <i>adalah</i> in the society? How can a pupil practice <i>adalah</i> in school?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy through the search for the meaning of <i>adalah</i> and related verses on <i>adalah</i> • Communication and collaboration through group discussion and presentation • Creativity and imagination as learners perform short skits thematising <i>adalah</i>, Citizenship as learners discuss good governance and the significance of upholding justice. 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Good governance as learners discuss the significance of upholding <i>adalah</i>. • Friendship formation through upholding fairness while solving disputes. 	<p>Values:</p> <ul style="list-style-type: none"> • Social justice and integrity by upholding fairness and practising justice
<p>Links to other subjects:</p> <p>Social studies as it covers human rights and justice</p>	<p>Suggested community Service Learning Activities:</p> <p>Learner to write an essay sensitising the community on the significance of upholding justice</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Significance of <i>Adalah</i> (Justice)	Learner correctly explains the importance of exercising <i>Adalah</i> (justice) and cites examples.	Learner correctly explains the importance of exercising <i>Adalah</i> (justice).	Learner explains the importance of exercising <i>Adalah</i> (justice) with little assistance	Learner has difficulty explaining the importance of exercising <i>Adalah</i> (justice).

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>5.0 Akhlaq (Moral values)</p>	<p>5.2 Vices: 5.2.1 Intoxicants (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a. identify types of intoxicants rampant in the society b. explain the effects of intoxicants on the society c. describe ways of curbing the use of intoxicants d. adhere to Islamic teachings on prohibition of intoxicants in day-to-day life. e. appreciate the prohibition of intoxicants for the wellbeing of the society. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> • research on the negative effects of intoxicants and make short notes • brainstorm on ways of curbing the use of intoxicant and make posters • story-tell/dramatize effects of intoxicants. • watch age-appropriate videos on the effects of intoxicants. • Make posters on the effects of intoxicants 	<ol style="list-style-type: none"> 1. Why does Islam prohibit the use of intoxicants? 2. What are the effects of intoxicants to the society?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as learners search for relevant verses/hadith and videos on effects of intoxicants • Communication and collaboration through story-telling and group discussion • Creativity and innovation through creation of posters, story-telling and dramatization 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Positive discipline as learners resist the use of intoxicants/peer pressure • Guidance services through discussion on effects • Alcohol and drug abuse prevention when discussing effects of intoxicants; Chronic diseases when discussing effects of intoxicants; Moral e 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners restrict themselves from engaging in intoxicants
<p>Links to other subjects:</p> <p>Science and technology as similar content is covered</p>	<p>Suggested community Service Learning Activities:</p> <p>Learners visit drug and substance rehabilitation centres to learn more on effects of intoxicants and sensitise the community on the dangers of intoxicants using posters</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Effects of intoxicants	Learner correctly explains the effects of intoxicants and teaches others.	Learner correctly explains the effects of intoxicants	Learner is able to explain some effects of intoxicants	Learner has difficulty explaining effects of intoxicants.
Ways of curbing use of intoxicants	Learner correctly explains different ways of curbing use of intoxicants and cites examples	Learner correctly explains different ways of curbing use of intoxicants	Learner explains some ways of curbing use of intoxicants	Learner can explain some ways of curbing use of intoxicants with assistance

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Akhlaq (Moral values)	5.2.2 Israf (extravagance) (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify resources available in the community. explain ways of guarding against <i>israf</i> for effective resource management. explain the effects of <i>israf</i> in the society use available resources effectively as a way of promoting economic growth appreciate proper use of resources to get rewards from Allah. 	<p>Individually/in pairs/in small groups, learners are guided to</p> <ul style="list-style-type: none"> discuss resources that are often wasted e.g. food, water, money and presentation dramatize appropriate ways of using resources in accordance to Islamic teachings (e.g. serve food enough for self; not using excessive amounts of water while performing wudhu, turning off TV/, lights when not in use etc.). brainstorm on the effects of <i>israf</i> and make presentations make posters discouraging <i>israf</i> and pin them at strategic places e.g (turn off taps when not in use) 	<ol style="list-style-type: none"> Why is it important to avoid <i>israf</i>? How can people promote good use resource?

Core competences to be developed:	
<ul style="list-style-type: none"> • Critical thinking as learners come up with ways to guard against wastage of resources • Creativity and Innovation as learners make posters/signage discouraging wastage of resources 	
PCIs:	Values:
<ul style="list-style-type: none"> • Sustainable consumption as learners appreciate the need for proper resource management 	<ul style="list-style-type: none"> • Responsibility as learners abide by the teachings of Islam on <i>Israf</i>
Links to other subjects:	Suggested community Service Learning Activities:
Home science as wastage of resources is covered	Learners to prepare posters/signage discouraging israf in the society

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Ways of guarding against israf	Learner correctly describes appropriate ways of guarding against <i>israf</i> and gives examples	Learner correctly describes appropriate ways of guarding against <i>israf</i>	Learner describes some appropriate ways of guarding against <i>israf</i>	Learner describes ways of guarding against <i>israf</i> with assistance
Effects of israf	Learner correctly describes effects of <i>israf</i> and gives examples	Learner correctly describes effects of <i>israf</i>	Learner correctly describes some effects of <i>israf</i>	Learner has challenges in describing the effects of <i>israf</i>

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Akhlaq (Moral values)	5.3 Dua (Supplication when traveling) (2 Lessons)	By the end of the sub strand, the learner should be able to: a. recite the <i>dua</i> in day-to-day life to seek Allah’s protection while travelling. b. appreciate the importance of the <i>dua</i> in seeking protection from Allah.	Individually/in pairs/in small groups, learners are guided to: • read the <i>dua</i> : <i>“Glory to Him who has brought this (e.g. vehicle) under our control, though we were unable to control it (ourselves), and indeed, to our Lord we will surely return.” (Muslim).</i> • note the <i>dua</i> in the books and memorise for usage • role play traveling and recite the <i>dua</i> in class. • discuss the importance of reciting the <i>dua</i> when travelling and make notes and class presentation	1. Why is it important to recite a <i>dua</i> while travelling? 2. What safety precaution should one observe while travelling?

			<ul style="list-style-type: none"> • write the dua on charts and post them on the school's notice board 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners recite the <i>dua</i> • Creativity and innovation as learners write the <i>dua</i> on charts 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Effective communication as learners recite <i>dua</i> 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as learners learn the <i>dua</i> and recite whenever they are travelling. 	
<p>Links to other subjects:</p> <p>Arabic and English as the learner acquires new vocabularies</p>			<p>Suggested community Service Learning Activities:</p> <p>Learners make posters on the <i>dua</i> and share with the peers</p>	

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<i>Dua</i> when travelling	Learner confidently and correctly recites the <i>dua</i> .	Learner correctly recites the <i>dua</i> .	Learner recites <i>dua</i> with some inconsistencies	Learner has to be assisted in reciting the <i>dua</i>

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
6.0 Muamalaat (social relations)	6.1 Fair treatment of workers (4 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> state the rights of workers to promote conducive working environment. identify appropriate ways of treating workers for just working environment practice Islamic ethics while relating with workers. cite the Hadith of Prophet (s.a.w) on fair treatment of workers appreciate Islamic teachings on workers by treating them fairly. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> discuss the rights of workers and make notes discuss appropriate ways of treating workers and present on charts role play on fair treatment of workers. share personal experiences on how workers are treated in homes. brainstorm on ways of promoting fair treatment of workers research on the Hadith of the Prophet (s.a.w) on fair treatment of workers and make class presentations. 	<ol style="list-style-type: none"> Why should workers treated well? How can we treat workers fairly?

			<p>The Prophet (s.a.w) said,</p> <p><i>“Your brothers are your responsibility. Allah has made them under your hands. So whosoever has a brother under his hand, let him give him food as he eats and dress as he dresses. Do not give them work that will overburden them and if you give them such tasks, then provide assistance. “(Bukhari)</i></p>	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration through group discussion and presentation • Critical thinking and problem solving through discussion on ways of treating workers fairly. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Human Rights and Responsibilities as learners learn on the rights of workers 			<p>Values:</p> <ul style="list-style-type: none"> • Respect for the right of workers • Love as they observe fairness when dealing with workers at home. 	

<p>Links to other subjects:</p> <p>Social studies as Human rights is covered in the subject</p>	<p>Suggested community Service Learning Activities: Learners to sensitise family members on the rights of workers.</p>
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Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Rights of the workers and appropriate ways of treating workers	Learner correctly states the rights of workers, explains appropriate ways of treating them and cites Hadith	Learner correctly states the rights of workers and explains appropriate ways of treating them	Learner correctly states some rights of workers and explains appropriate ways of treating them	Learner has challenges stating the rights of workers and explaining appropriate ways of treating them

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

Core competences to be developed:	
<ul style="list-style-type: none"> • Communication and collaboration through group discussion and presentation • Creativity and imagination as they role play on ways of living peacefully with non-Muslims. 	
PCIs:	Values:
<ul style="list-style-type: none"> • Social cohesion as learners learn to co-exist with people of diverse faiths • Human Rights and Responsibilities as learners discuss the rights of people of other faiths 	<ul style="list-style-type: none"> • Respect for people of other faiths • Peace as people from diverse faiths co-exist
Links to other subjects:	Suggested community Service Learning Activities:
Social Studies and Religious education teach harmonious living	Learner sensitise community members on the importance of peaceful co-existence

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Relations between Muslims and people of other faiths	Learner correctly describes ways of living harmoniously with people of other faiths and gives examples	Learner correctly describes ways of living harmoniously with people of other faiths	Learner describes some ways of living harmoniously with people of other faiths	Learner requires assistance in describing ways of living harmoniously with people of other faiths

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>6.0 Muamalaat (social relations)</p>	<p>6.3 Corruption</p> <p>(4 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify forms of corruption to create awareness in the society explain the effects of corruption to inculcate the value of integrity describe ways of curbing corruption for fairness and accountability promote a corruption free society by observing Islamic ethics and <i>taqwa</i>. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> discuss forms of corruption in their environment (e.g. exam cheating, inflating bus fare, withholding shopping balance, election, deceiving parents on school levies among others.) and make brief presentation search for hadiths / Qur’anic verses on corruption and write the teachings. (Q. 2:11-12, 27, 30, 188) brainstorm on the effects of corruption and then display on charts. design posters on ways of curbing corruption. 	<ol style="list-style-type: none"> Why is corruption bad? What can you do to stop corruption? What are effects of corruption in our society?

		d. appreciate the teachings of Islam against corruption by upholding Islamic morals.	<ul style="list-style-type: none"> • role-play acts depicting forms of corruption and ways of eradicating them. 	
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration through group discussion and presentation • Critical thinking and problem solving as learners seek ways of curbing corruption • Citizenship as learners discuss upholding integrity • Creativity and imagination as learners role play on forms of corruption and designing of posters 				
PCIs: <ul style="list-style-type: none"> • Good governance as learners practice integrity 		Values: <ul style="list-style-type: none"> • Integrity as learners embrace a corruption free society 		
Links to other subjects: Social studies as similar content on corruption is covered		Suggested community Service Learning Activities: Learner to design posters on the effects of corruption and share them with the community members		

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Effects of corruption and ways of curbing corruption	Learner correctly describes ways of curbing corruption, its effects and gives examples	Learner correctly describes ways of curbing corruption and its effects	Learner can describe some ways of curbing corruption and its effects	Learner requires assistance in describing ways of curbing corruption and its effects

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
7.0 History of Islam	7.1 Battles of Badr and Uhud (4 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the reasons that led to the Battles of Badr and Uhud to appreciate Islamic heritage narrate the events of the battles of Badr and Uhud for spiritual nourishment. explain the lessons learnt from the battles of Badr and Uhud to strengthen their <i>Iman</i>. apply the lessons learnt from the battles of Badr and Uhud in day to day life 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> search for reasons that led to the Battles of Badr and Uhud and make notes watch video clips/listen to narrations on the Battles of Badr and Uhud and draw lessons (e.g. Praying to Allah for help in times of difficulties, True victory comes from Allah (Q. 3:123-128), value of knowledge through freeing of captives, fair treatment of captives) brainstorm on the lessons learnt from the battles of <i>Badr</i> and <i>Uhud</i> and do class presentations. 	How relevant are lessons from the battles of <i>Badr</i> and <i>Uhud</i> in today's society?

		e. appreciate reliance on Allah in overcoming challenges in day-to-day life.		
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as learners watch videos/listen to narrations on Battles of Badr and Uhud • Communication and collaboration through group discussion and presentation • Critical thinking and problem solving through application of lessons to contemporary situations • Citizenship as learners discuss human rights and fair treatment of captives 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Human Rights and responsibility through lessons learnt on fair treatment of captives • Social Cohesion as learners learn the importance of peaceful co-existence 			<p>Values:</p> <ul style="list-style-type: none"> • Unity and Social justice as they discuss lessons learnt from <i>Badr and Uhud</i>. 	
<p>Links to other subjects:</p> <p>Social Studies as it covers content on spread of Islam</p>			<p>Suggested community Service Learning Activities:</p> <p>Learners to narrate the events of the Battles of Badr and Uhud and lessons learnt to their peers</p>	

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Battles of <i>Badr</i> and Uhud	Learner consistently and correctly narrates the events of the battles of Badr and Uhud and describes lessons learnt.	Learner correctly narrates the events of the battles of Badr and Uhud and describes lessons learnt.	Learner is able to narrate some events of the battles of Badr and Uhud and describes lessons learnt.	Learner requires assistance in narrating the events of the battles of Badr and Uhud and describing lessons learnt.

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
7.0 History of Islam	7.2 Treaty of Hudaibiya (4 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> state the terms of the treaty of <i>Hudaibiya</i> as part of Islamic History. describe the lessons learnt from the Treaty of <i>Hudaibiya</i> as a way of nurturing peaceful conflict resolution mechanisms. adopt peaceful conflict resolution methods in day-to-day life. appreciate the Treaty of <i>Hudaibiya</i> as a guide to peaceful coexistence. 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> watch videos on treaty of <i>Hudaibiya</i> and write down the terms of the treaty. brainstorm on the lessons learnt from the treaty of <i>Hudaibiya</i> and present in class. dramatize acts depicting peaceful ways of resolving conflicts, drawing lessons from what they have learnt from the Treaty of <i>Hudaibiya</i>. make posters on the terms of the treaty of <i>Hudaibiya</i> 	<ol style="list-style-type: none"> Why is it important to resolve conflict through peaceful means? How can Muslims apply the lessons learnt from the treaty of <i>Hudaibiya</i>?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as learners watch videos on the treaty of <i>Hudaibiya</i> • Critical Thinking and Problem Solving as learners draw lessons from the treaty of <i>Hudaibiya</i> for application in life • Learner to Learn as learners acquire knowledge on peaceful conflict resolution mechanism 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Social Cohesion as the treaty led to peaceful co-existence • Conflict Resolution and Negotiation as the treaty was a means of resolving the conflict between Muslims and the <i>Qureish</i> 	<p>Values:</p> <ul style="list-style-type: none"> • Peace as the treaty led peaceful co-existence between members of different communities
<p>Links to other subjects:</p> <p>Social Studies and Life Skills as conflict resolution mechanisms is covered</p>	<p>Suggested community Service Learning Activities:</p> <p>Learner to make posters on peaceful conflict resolution mechanisms and share with members of the community</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Terms of the Treaty of <i>Hudaibiya</i> Lessons from Treaty of <i>Hudaibiya</i>	Learner correctly states the terms of the treaty of <i>Hudaibiya</i> , describes the lessons learnt and teaches others.	Learner correctly states the terms of the treaty of <i>Hudaibiya</i> and describes the lessons learnt	Learner correctly states some of the terms of the treaty of <i>Hudaibiya</i> and describes some lessons learnt	Learner has challenges stating the terms of the treaty of <i>Hudaibiya</i> and describing the lessons learnt

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
7.0 History of Islam	7.3 Conquest of Makkah (Fath-ul Makkah) (4 Lessons)	By the end of the sub strand, the learner should be able to: a. describe the events that led to the conquest of Makkah for spiritual nourishment. b. explain the lessons learnt from the conquest of Makkah for peaceful co-existence c. apply the lessons learnt from the conquest of Makkah in day to day life. d. Appreciate clemency as part of the Sunnah of the prophet (s.a.w.).	Individually/in pairs/in small groups, learners are guided to: • listen to a story /watch a video/film/on <i>fath-ul</i> Makkah and make a presentation on the events • discuss lessons learnt from the events of <i>fath-ul</i> Makkah and display on charts (e.g. forgiveness, purity of places of worship, love of one’s enemies as an effective <i>daawa</i> , Islam stands for peace). • dramatize acts depicting peaceful ways of resolving conflicts from the events of <i>fath-ul</i> Makkah.	1. What lessons do Muslims learn from the events of <i>fath-ul</i> Makkah? 2. Why should one forgive people who have wronged you?

<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy as learners search/watch videos on victory over Makkah • Communication and collaboration through group discussion, presentation listening to narration on <i>fath-ul Makkah</i> • Critical thinking and problem solving as learners discuss lessons learnt from the conquest of Makkah and their relevance in today’s life 	
<p>PCIs:</p> <ul style="list-style-type: none"> • Social Cohesion as Makkah was conquered without bloodshed leading to peaceful co-existence among diverse communities • Conflict Resolution and Negotiation as <i>fath-ul Makkah</i> was a means of resolving a long-standing conflict between the Muslims and the <i>Qureish</i> 	<p>Values:</p> <ul style="list-style-type: none"> • Peace as Makkah was conquered without bloodshed. • Respect for diversity as <i>fath-ul Makkah</i> led to different people living peacefully in Makkah
<p>Links to other subjects:</p> <p>Social Studies as conflict resolutions mechanisms are covered in the subject</p>	<p>Suggested community Service Learning Activities:</p> <p>Learners form Peace Club to advocate peaceful co-existence in the community</p>

Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Conquest of Makkah and the lessons learnt	Learner consistently and accurately describes the events of the conquest of Makkah and the lessons learnt.	Learner accurately describes the events of the conquest of Makkah and the lessons learnt.	Learner describes the events of the conquest of Makkah and the lessons learnt with little assistance.	Learner has challenges in describing the events of the conquest of Makkah and the lessons learnt.

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>7.0 History of Islam</p>	<p>7.4 Farewell Pilgrimage (Hijatul Wid'a)</p> <ul style="list-style-type: none"> • Farewell Sermon (3 Lessons) 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a. state the teachings contained in Prophet Muhammad's farewell sermon for spiritual nourishment. b. Identify key themes from the Prophet's farewell speech as a guide to the Muslim <i>Ummah</i> c. discuss the lessons Muslims learn from Prophet Muhammad's farewell sermon as a basis 	<p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> • read the farewell sermon, deduce the teachings and make presentations in class. • identify key themes from the speech and make notes • brainstorm on the lessons learnt from Prophet Muhammad's farewell sermon and make notes (e.g. sanctity of life and property, equality of human beings, Muslim brotherhood, not hurting one another, observing the pillars of Islam). • role play acts depicting the teachings of the Prophet's farewell sermon. 	<ol style="list-style-type: none"> 1. What are the main themes in <i>Hijatul Wid'a</i>? 2. How can Muslims apply the lessons from the farewell sermon in today's world?

		<p>for character formation.</p> <p>d. apply the lessons learnt from the prophet's farewell sermon in day-to-day life.</p> <p>e. appreciate the Prophet's farewell speech as a guide to Mankind.</p>		
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Citizenship as learners discuss human rights and discrimination of people • Communication and collaboration through group discussion and presentation • Critical thinking and problem solving as learners draw lessons from the speech for application in life • Creativity and innovation as learners role play acts depicting the lessons from the farewell sermon 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Good governance as the speech talked against discrimination and encouraged freeing of slaves • Social cohesion as the Prophet (s.a.w) encouraged unity of purpose and banned bloodshed • Human Rights and Responsibilities as the speech covered the rights of women, men and slaves 	<p>Values:</p> <ul style="list-style-type: none"> • Respect as the speech emphasised on the respect for women, sanctity of life and respect for property
<p>Links to other subjects:</p> <p>Social Studies and Life Skills as Human Rights is covered in the subjects</p>	<p>Suggested community Service Learning Activities:</p> <p>Learners to discuss the lessons from the farewell speech with the peers during clubs ‘meeting</p>

Suggested Formative Suggested Formative Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Lessons from the Prophet’s Farewell Sermon	Learner correctly discusses the lessons of the Prophet’s Farewell Sermon and explains its relevance in today’s life	Learner correctly discusses the lessons of the Prophet’s Farewell Sermon	Learner correctly discusses some lessons of the Prophet’s Farewell Sermon	Learner requires assistance in discussing the lessons of the Prophet’s Farewell Sermon

APPENDIX

Strand	Suggested Methods of Assessment	Suggested Resources	Non- formal activities
Qur'an	Portfolio, Oral Assessment, Checklist	Mus'haf/Qur'an, Digital devices, Pocket Board, Charts, Course books, and Resource person.	Recite the surah and discuss the meaning of the selected surah during free time, PPI and clubs
Hadith	Portfolio, Oral Assessment, Check lists, Journals, Observation schedule,	Digital devices, Charts, Course books & resource person, Clothes, earrings, necklace, coloured pencils/paints, water colours. seeds, Jembe/Hoe, Shovels, Watering can, water	<ul style="list-style-type: none"> • Explain the teachings of the Hadith to the peers during the club's meeting • Learners model appropriate Islamic dressing during parent day meeting; Learners participate in fashion show competition in the school. Participating in tree planting activities in school; Planting of crops on the school garden • Learners discuss on the need to use Allah's bounties in a beneficial manner during clubs and school assembly.

<p>Pillars of Iman</p>	<p>Portfolio, Oral Assessment, observation schedule, Journals, Anecdotal notes,</p>	<p>Digital devices, Charts and Course books, Mushaf/Qur'an, Pocket board, Resource person (e.g. Imam/Madrasa teacher), Islamic Kids Stories - Prophet Ibrahim, Prophet Yusuf,</p>	<ul style="list-style-type: none"> • Learners share the significance of Pillars of Iman with others during school assembly • Discuss on qualities of Muttaqiin and on the significance of being pious during clubs • Give talk on qualities of a Mutawakkil and on the significance of relying on Allah. • Learner narrates on the stories of Prophet Ibrahim and Prophet Yusuf during parent meeting and prize giving days.
<p>Devotional Acts</p>	<p>Portfolio, Oral Assessment, Observation schedule, Journal, Anecdotal notes, Portfolio,</p>	<p>Soap, water, sand, toilet paper, Charts, Course books, cloth, paint, Digital devices, Mus'haf/ Qur'an, Chart, Photos of people and their occupation/events (farmer, athlete etc.),</p>	<ul style="list-style-type: none"> • During guidance and counselling sessions in school, -Learners discuss how to purify themselves while in state of major hadath • Learners discuss zakat and tax during parents' meeting/prize giving • Learners give a talk on people exempted from fasting during school assembly and clubs in the month of Ramadhan

Akhlaq (Moral Values)	Journals, Anecdotal notes, Portfolio, Oral Assessment, Observation.	Digital devices, Course books, Chart. Photos of people in different occupations. Mus'haf/ Qur'an, age-appropriate videos on effects of intoxicants, Resource person, (e.g a successfully rehabilitated drug addict) Digital devices on dua when travelling	<ul style="list-style-type: none"> • Learners perform light duties in the school environment like picking rubbish, cleaning classrooms and dormitories. • Learners demonstrate quality of adalah while solving disputes in school • Learners attend guidance and counselling sessions on drug and substance abuse in school • Learners who use school transport to recite the dua when boarding the bus and during field trips.
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<p>Muamalat (Social relations)</p>	<p>Journals, Oral questions, Observation schedule, Portfolio.</p>	<p>Charts, Mus'haf/Qur'an, Resource persons, Course books, Resource person (Anti-corruption official), Digital Devices, talking walls</p>	<ul style="list-style-type: none"> • Learners treat non-teaching/support staff fairly in school. • Learners initiate interfaith dialogue within the school and hold prayer sessions alternating amongst the various faiths represented within the school at the assembly/before the start of examination • During Drama and Music festivals, learners develop items thematising evils of corruption; Learners develop posters and talking walls on corruption; Learners discuss effects of corruption during Integrity Club meetings.
<p>History of Islam</p>	<p>Oral questions, Observation schedule, Portfolio, Checklist,</p>	<p>Course books, Digital Devices, Printed map showing the location of Badr in Saudi Arabia, resource person</p>	<ul style="list-style-type: none"> • Learners story tell on the History of Prophet Muhammad during Clubs meetings. • Learners participate in Peace Club activities. • Learners discuss peaceful means of conflict resolutions in Peace club's meetings. • Learners give a talk on Prophet's Farewell Pilgrimage in the school assembly