



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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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, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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



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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

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

Therefore, the Grade 7 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 provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers 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 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework* (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 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 roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani 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 7 and preparation of learners for Grade 8.



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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

ii) Promote the social, economic, technological, and industrial needs for national development.

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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



- iii) Promote individual development and self-fulfillment**
Education should provide opportunities for the fullest development of individual talents and personalities. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children grow into self-disciplined, self-reliant, and integrated citizens.
- v) Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability, or geographical environment.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.
- viii. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy, and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, and spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation, and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Islamic Religious Education in Junior Secondary aims at equipping learners with Islamic knowledge, skills, and values. This is to enable them make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings. The strands in this learning area are; Qur'an, Hadith (Teachings of the Prophet (S.A.W)), Pillars of *Iman* (Faith), Devotional Acts, Akhlaq (Moral teachings), Muamalat (Social Relations), and Islamic Heritage and Civilisation. The competencies acquired in this learning area give the learner a solid foundation for further studies and career paths such as Law, Banking and Finance, Education and Chaplaincy, among others. The learning area will enable the learner to be a responsible steward who can make meaningful contributions to society and live a balanced life, which is at peace with Allah (S.W.T.). Learners will build an inner personality, become respectful to the rights of others, and conscious of the need to secure a glorified life in the Hereafter.



Sources of Islamic Knowledge are majorly the Qur'an and Hadith, in addition to Vygotsky's Social Cultural Development Theory, which acknowledges that teaching and learning are highly social activities and the interactions with instructional materials and others (teachers, peers, resource persons and community), influence the cognitive and affective developments of learners and therefore relevant in the teaching of IRE.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Appreciate the Qur'an as the primary source of guidance.
2. Deduce lessons from the selected Surah and Hadith, and apply them in daily life.
3. Appreciate the teachings from the selected Surah and Hadith and apply them in daily life.
4. Emulate the practices of the Prophet as the best role model.
5. Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
6. Demonstrate interest and positive attitude towards performance of acts of Ibadah (worship) appropriately.
7. Acquire Islamic values that will enable them to grow as responsible and ethical citizens.
8. Appreciate Islamic history as a basis for culture and civilization, for peaceful co-existence.



STRAND 1.0: QUR'AN

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Qur'an	1.1 Ulumul Qur'an (7 Lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the rationale for the revelation of the Qur'an as a guide to mankind b) describe the stages of the revelation of the Qur'an as a sign of mercy to mankind c) describe the incident of the first revelation of the Qur'an at cave Hira to show the importance of seeking knowledge d) explain the reasons for the revelation of the Qur'an in portions for ease of its implementation e) assess the importance of the Qur'an in the day-to-day life of a Muslim as divine guidance for humanity	Learner is guided to: <ul style="list-style-type: none"> research online/ on available reference materials on the rationale for the revelation of the Qur'an and make a class presentation. discuss in groups the stages of the revelation of the Qur'an and be guided by the teacher to make notes search and watch videos on the first incident at cave Hira, and narrate individually in class research on the reasons for the revelation of the Qur'an in portions and make class presentation 	<ol style="list-style-type: none"> Why was the Qur'an revealed to mankind? How does the Qur'an guide mankind? How did Muslims benefit from the revelation of the Qur'an in portions?



		f) apply the teachings of the Quran in daily life to earn Allah’s blessings g) value the Qur’an as a book of guidance to mankind.	<ul style="list-style-type: none"> discuss in pairs on the importance of the Qur’an and be guided by the teacher to make notes. 	
Core -Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration enhanced: the learners listen and respect other members’ opinions as they discuss the stages of the revelation of the Qur’an in groups. Self-efficacy- effective communication skills enhanced: the learners communicate with clarity when individually narrating the first incident at cave Hira in class. Digital literacy is promoted through interaction with digital technology: the learners search and watch videos on the incident of the first revelation at cave Hira. Learning to learn the skill of sharing learnt knowledge is enhanced: the learners make class presentations on the rationale for the revelation of the Qur’an. 				
Values: <ul style="list-style-type: none"> Respect through interaction and respecting others’ opinions: the learners discuss in groups the stages of the revelation of the Qur’an. Unity enhanced: the learners discuss in pairs the importance of the Quran. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Social Cohesion enhanced: the learners navigate through group dynamics when discussing in groups the stages of the revelation of the Qur’an 				
Link to other subjects: <ul style="list-style-type: none"> Computer Science: the learners interact with digital technology, search for, and watch videos on the incident of the first revelation at cave Hira. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the rationale for the revelation of the Qur'an.	Correctly and systematically discusses the rationale for the revelation of the Qur'an.	Correctly discusses the rationale for the revelation of the Qur'an.	Partially discusses the rationale for the revelation of the Qur'an.	Requires assistance in discussing the rationale for the revelation of the Qur'an.
Ability to describe the stages of the revelation of the Qur'an.	Correctly and comprehensively describes the stages of the revelation of the Qur'an.	Correctly describes the stages of the revelation of the Qur'an.	Correctly describes stages of the revelation of the Qur'an with assistance.	Has challenges in describing the stages of the revelation of the Qur'an.
Ability to describe the incident of the first revelation of the Qur'an at cave Hira.	Correctly and comprehensively describes the incident of the first revelation of the Qur'an at cave Hira.	Correctly describes the incident of the first revelation of the Qur'an at cave Hira.	Describes the incident of the first revelation of the Qur'an at cave Hira with inconsistencies.	Requires assistance in describing the incident of the first revelation of the Qur'an at cave Hira.
Ability to explain the reasons for the revelation of the Qur'an in portions.	Correctly explains reasons for the revelation of the Qur'an in portions and teaches others.	Correctly explains reasons for the revelation of the Qur'an in portions.	Correctly explains reasons for the revelations of the Qur'an in portions with prompt.	Explains reasons for the revelations of the Qur'an in portions only with assistance.
Ability to discuss the importance of the Qur'an.	Comprehensively and correctly discusses the importance of the Qur'an.	Correctly discusses the importance of the Qur'an.	Partially discusses the importance of the Qur'an.	Can discuss the importance of the Qur'an only with assistance.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.2 Selected Chapters (Surah) (6 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) read surah Ad-Dhuha (Q.93) and surah Al-Balad (Q. 90:1-20) correctly for spiritual nourishment b) explain the meaning of surah Ad-Dhuha (Q.93) and surah Al-Balad (Q. 90:1-20) for better understanding c) discuss the lessons/teachings of surah Ad-Dhuha (Q.93) and surah Al-Balad (Q. 90:1-20) for application in daily life d) apply the teachings of surah Ad-Dhuha (Q.93) and surah Al-Balad (Q. 90:1-20) in their daily life to earn rewards from Allah e) appreciate the teachings of surah Ad-Dhuha (Q.93) and surah Al-Balad (Q. 90:1-20) as a guide in daily life. 	Learners are guided to: <ul style="list-style-type: none"> • read the selected surah • discuss in groups the meaning of the selected surah and make class presentations • research online/on available reference materials in pairs on the teachings/lessons from selected surah and make class presentations. • dramatise teachings/lessons from Surah Ad-Dhuha (treatment of orphans, needy, and bounties of Allah). 	<ol style="list-style-type: none"> 1. What lessons do Muslims learn from the selected surah? 2. How can a Muslim apply the teachings of the selected surah?



Core -Competencies to be developed:

- Digital literacy enhanced: the learners interact with digital technology when researching online on the teachings/lessons from the selected surah
- Citizenship- Social and civic skills enhanced: the learners dramatise teachings/lessons from the selected surah (treatment of orphans, respect for parents and humility)
- Learning to learn-Sharing learnt knowledge is developed: the learners make class presentations on teachings/lessons from the selected surah.

Values:

- Social justice enhanced: the learners dramatize the teachings/lessons from the selected surah (treatment of orphans.
- Respect enhanced: the learners dramatize showing respect and humility to the parents.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learners dramatise the lessons from the selected surah (treatment of orphans, respect for parents, and humility).

Link to other subjects:

- Performing Arts: the learners dramatise teachings/lessons from the surah Ad-Dhuha (treatment of orphans, the needy, and appreciating bounties of Allah).



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain the meaning of surah Ad-Dhuha and surah Al-Balad.	Correctly explains in depth the meaning of verses of Surah Ad-Dhuha and surah Al-Balad.	Correctly explains the meaning of verses of Surah Ad-Dhuha and surah Al-Balad.	Partly explains the meaning of verses of Surah Ad-Dhuha and surah Al-Balad.	Requires assistance into explaining the meaning of the verses of Surah Ad-Dhuha and surah Al-Balad.
Ability to discuss lessons/teachings of surah Ad-Dhuha and verses of surah Al-Balad.	Correctly and exhaustively discusses the lessons/teachings from the selected surah Ad-Dhuha and surah Al-Balad.	Correctly discusses the lessons/teachings from surah Ad-Dhuha and surah Al-Balad.	Partly discusses the lessons/teachings from the surah Ad-Dhuha and surah Al-Balad.	Needs assistance in discussing the lessons/teachings from the surah Ad-Dhuha and surah Al-Balad.



STRAND 2.0: HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Ulumul Hadith (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain the meaning of Hadith for better understanding describe the forms of Hadith for a better understanding of the science of Hadith (Qaul, Fiil, Taqrir, Sifat) state the components of Hadith for a better understanding of the science of Hadith explain the types of Hadith (Hadith, Qudsy, and Nabawy) as the second source of Sharia assess the importance of Hadith for spiritual nourishment emulate the life of the Prophet (s.a.w) to earn Allah's rewards and enhance the competency of self-efficacy acknowledge Hadith as a primary source of Sharia. 	Learner is guided to: <ul style="list-style-type: none"> search online/on available reference materials on the meaning of Hadith discuss in groups the components of Hadith and present in class. research on forms of Hadith and types of Hadith (Nabawy and Qudsy) and make class presentations discuss in groups the differences between Hadith Qudsy and Nabawy and share in class research on available reference materials on the importance of Hadith and be guided by the teacher to make notes identify and use available networks to access and share information within the lesson. Role-play the sifat of the Prophet (s.a.w). 	Why is Hadith important in the life of a Muslim?



Core Competencies to be developed:

- Critical thinking and problem solving: the learners research the importance of Hadith and apply the teachings in solving societal problems
- Creativity and imagination: the learners make observations and ask questions during class presentations on forms and types of Hadith.
- Self-efficacy - when learners acquire self-awareness and planning skills: the learners role-play the sifat of the Prophet (s.a.w);

Values:

- Integrity through discussions on the components of Hadith.

Pertinent and Contemporary Issues (PCIs):

- Good governance through role-playing the sifat of the Prophet (s.a.w).

Link to other subjects:

- Performing arts: The learner's roles play the sifat of the Prophet (s.a.w.).



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the forms of Hadith.	Correctly and comprehensively describes the forms of Hadith.	Correctly describes the forms of Hadith.	Correctly describes some forms of Hadith.	Requires assistance in describing the forms of Hadith.
Ability to explain types of Hadith	Correctly and exhaustively explains types of Hadith accurately.	Correctly explains types of Hadith.	Partially explains types of Hadith.	Needs assistance in explaining types of Hadith.
Ability to state the components of Hadith.	Correctly and comprehensively states the components of Hadith.	Correctly states the components of Hadith.	Partially states the components of Hadith.	Requires assistance in stating the components of Hadith.
Ability to discuss the significance of Hadith.	Correctly and consistently discusses the significance of Hadith.	Correctly discusses the significance of Hadith.	Correctly discusses the significance of Hadith but leaves out some details.	Discusses the significance of Hadith but leaves out many details.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Selected Hadith (5 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> discuss the lessons learnt from the selected Hadith for character building explain the relevance of the selected Hadith in the life of a Muslim practise the teachings from the selected hadith in daily life appreciate Hadith as the second source of law and spiritual guidance. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> discuss lessons derived from the selected Hadith and make class presentations <p>Hadith on intention: Umar bin Khattab (R.A) reported that, "I heard the Prophet (s.a.w.) say, actions are judged by intentions and everyone will get what was intended. So the one whose hijrah was to Allah and His Messenger, then his hijrah was to Allah and His Messenger. The one whose hijrah was for the world to gain from it, or a woman to marry, then his hijrah was to what he made hijrah for." (Bukhari and Muslim)</p> <p>Hadith on the choice of friends: "A good and a bad companion are like the bearer of musk and the one who pumps out filth, respectively. As for the bearer of musk, he will either give you a share, you will smell perfumed air, or</p>	<ol style="list-style-type: none"> What are the benefits of having a good intention? Who is a good friend? Why is it important to choose good friends?



			<p>you will purchase something from him since the one who pumps out filth will either burn your clothes or rather smell something filthy from him.” (Bukhari and Muslim)</p> <ul style="list-style-type: none"> • discuss the relevance of the selected Hadith in the life of a Muslim and make notes • role-play the character of good friends • create social media groups with friends where they can share information to influence each other positively • dramatise the importance of having a good intention. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship- ethical digital citizenship skills are enhanced: the learners create social media groups with friends and share information to influence each other positively. • Self-efficacy- effective communication skills are enhanced: the learners create social media groups to share information. • Communication and collaboration-teamwork is enhanced: the learners dramatise the importance of having good intention. 				



Values:				
<ul style="list-style-type: none"> Responsibility - enhanced through role-playing the character of good friends. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Integrity - enhanced through discussion on lessons derived from the hadith on good intentions. 				
Link to other subjects:				
<ul style="list-style-type: none"> Life Skills Education: the learner's role-play the character of good friends. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to discuss the lessons of the selected Hadith.	Comprehensively and correctly discusses the lessons of the selected Hadith.	Correctly discusses the lessons of the selected Hadith.	Partially discusses lessons of the selected Hadith.	Discusses lessons of the selected Hadith only with assistance.
Ability to explain the relevance of the selected Hadith in the life of a Muslim.	Comprehensively and correctly explains the relevance of the selected Hadith in the life of a Muslim.	Correctly explains the relevance of the selected Hadith in the life of a Muslim.	Explains the relevance of the selected Hadith in the life of a Muslim but leaves out some details.	Needs guidance to explain the relevance of the selected Hadith in the life of a Muslim.



STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.1 Significance of Tawheed (3 lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the effects of Tawheed in the life of a Muslim b) explain the significance of Tawheed for spiritual nourishment c) appreciate Tawheed in daily life.	Learner is guided to: <ul style="list-style-type: none"> • research the effects of Tawheed in the life of a Muslim and make class presentations • role-play the effects of Tawheed in the society • search online /from available books on the effects of Tawheed on a Muslim and share in class • discuss in groups the significance of Tawheed and make notes. 	<ol style="list-style-type: none"> 1. Why do Muslims believe in Tawheed? 2. How is Tawheed manifested in a Muslim?
<p>Core - Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the significance of Tawheed. • Critical thinking and problem solving since the learners acquire the skill of reflection when researching on the effects of Tawheed in the life of a Muslim • Digital Literacy: the learners interact with digital devices when searching and downloading materials on the effects of Tawheed on a Muslim 				



Values:				
<ul style="list-style-type: none"> Unity enhanced: the learners discuss in groups the significance of Tawheed. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Social cohesion – enhanced: the learners discuss Tawheed’s significance in groups. 				
Link to other subjects:				
<ul style="list-style-type: none"> Life Skills Education: the learners gain the skills of self-assertiveness. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to discuss the effects of Tawheed in the life of a Muslim.	Correctly discusses the effects of Tawheed comprehensively.	Correctly discusses the effects of Tawheed.	Discusses some effects of Tawheed.	Discusses the effects of Tawheed with only assistance.
Ability to explain the significance of Tawheed.	Correctly explains the significance of Tawheed comprehensively.	Correctly explains the significance of Tawheed.	Explains some significance of Tawheed.	Explains the significance of Tawheed with assistance.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 Shirk (6 lessons)	By the end of the sub-strand the learner should be able to: a) describe different types of shirk to avoid associating Allah with other beings b) describe different ways through which shirk is manifested for sincerity in worship c) explain the effects of shirk to safeguard one's Iman d) perform acts that are devoid of shirk in daily life e) recognise the belief in One God as a foundation of Iman	Learner is guided to: • use digital devices/available reference books to search for different types of shirk and make notes • demonstrate in groups manifestation of shirk through skits and enhance the competence of learning to learn • discuss in pairs the effects of shirk and make a class presentation.	1. Why should a Muslim avoid shirk? 2. How can a Muslim avoid shirk?
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy - the skill of self-awareness is enhanced: the learners demonstrate the manifestation of shirk through skits. • Learning to learn - the skill of working collaboratively is enhanced when learners demonstrate manifestation of shirk through skits, in groups. • Digital Literacy - the learners interact with digital devices when searching for different types of shirk. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced: the learners discuss the effects of shirk. 				



Pertinent and Contemporary Issues (PCIs):

- Social Cohesion enhanced: the learners discuss the effects of shirk.

Link to other subjects:

- Performing Arts: the learners demonstrate the manifestation of shirk through skit.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe types of shirk.	Correctly and describes in depth the different types of shirk.	Correctly describes the different types of shirk.	Correctly describes types of shirk with assistance.	Requires help in describing the different types of shirk.
Ability to describe different ways through which shirk is manifested.	Comprehensively describes the different ways through which shirk is manifested and cites evidence from the Qur'an.	Correctly describes the different ways through which shirk is manifested.	Describes the ways through which shirk is manifested with prompt.	Requires assistance in describing the ways through which shirk is manifested.
Ability to explain the effects of shirk.	Accurately explains the effects of shirk.	Correctly explains the effects of shirk.	Partially explains the effects of shirk.	Requires assistance in explaining the effects of shirk.



STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Swalah (8 lessons)	By the end of the sub-strand the learner should be able to: a) describe how congregational prayers and sunnah prayers are performed to earn rewards. (<i>Tahajud, Tahiyatul Masjid, and Dhuha</i>) b) describe the performance of prayers on special occasions to earn Allah’s blessing (<i>Swalatul Janaza, Musafir, Kusuf, and Khusuf</i>) c) perform congregational prayers, sunnah prayers, and prayers on special occasions to earn Allah’s rewards d) assess the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions to earn rewards from Allah e) appreciate the performance of congregational prayers, sunnah prayers, and prayers on special occasions to fulfil Allah’s command.	Learner is guided to: <ul style="list-style-type: none"> • search and watch video clips/ other sources on how congregational prayers, Sunnah prayers, and prayers on special occasions are performed and be guided by the teacher to make notes • demonstrate the performance of congregational prayers, Sunnah prayers, and prayers on special occasions • discuss in groups the significance of congregational prayers, Sunnah prayers, and prayers on special occasions and make class presentations. 	<ol style="list-style-type: none"> 1. Why should Muslims perform congregational prayers? 2. Why are Sunnah prayers important? 3. Why should Muslims observe the prayers of the eclipses?



Core-Competencies to be developed:

- Learning to learn - the skill of working collaboratively is enhanced: the learners demonstrate the performance of congregational prayers, Sunnah prayers, and prayers on special occasions.
- Creativity and imagination - networking skills are enhanced: the learners demonstrate the performance of congregational prayers, Sunnah prayers, and prayers on special occasions.
- Digital Literacy- the skill of connecting to and using the internet while searching video clips on congregational prayers, Sunnah prayers, and prayers on special occasions
- Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the significance of congregational prayers, Sunnah prayers, and prayers on special occasions.

Values:

- Responsibility enhanced: the learners discuss in groups the significance of congregational prayers, Sunnah prayers, and prayers on special occasions and make class presentations
- Unity enhanced: the learners demonstrate the performance of congregational prayers, Sunnah prayers, and prayers on special occasions

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion- enhanced: the learners research in pairs on the significance of performing congregational prayers, Sunnah prayers, and prayers on special occasions and present on charts/PowerPoint.
- Disaster Risk Reduction: the learners discuss the significance of prayers on special occasions (Swalatul Musafir and Kusuf and Khusuf) and make class presentations.

Link to other subjects:

- Social Studies: the learners, research on the significance of performing prayers on special occasions (Swalatul Kusuf and Khusuf).



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe how congregational prayers, Sunnah prayers, and prayers on special occasions are performed.	Correctly and vividly describes how congregational prayers, Sunnah prayers, and prayers on special occasions are performed	Correctly describes how congregational prayers, Sunnah prayers, and prayers on special occasions are performed.	Correctly describes how congregational prayers, Sunnah prayers, and prayers on special occasions are performed but leaves out some details.	Requires guidance in describing how congregational prayers, Sunnah prayers, and prayers on special occasions are performed.
Ability to perform congregational prayers, Sunnah prayers, and prayers on special occasions.	Correctly performs all steps of congregational prayers.	Correctly performs congregational prayers.	Partially performs steps of congregational prayers.	Needs guidance in performing congregational prayers.
Ability to discuss the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions.	Correctly discusses and gives compelling evidence on the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions	Correctly discusses the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions	Discusses the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions partially.	Requires assistance in discussing the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Zakat (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe Zakat ul Maal and Zakat ul Fitr as an obligation on a Muslim b) differentiate between Zakat ul maal and Zakat ul Fitr as acts of ibadah c) identify items exempted from Zakat payment d) explain the importance of Zakat ul maal and Zakat ul Fitr to the society e) appreciate payment of Zakat as a religious obligation.	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the different types of Zakat and make notes guided by the teacher • search for the differences between Zakat ul maal and Zakat ul fitr and present on charts/posters/powerpoint • research on items exempted from Zakat and make presentations, in groups • brainstorm the importance of Zaka ul maal and Zakat ul Fitr and make notes. 	<ol style="list-style-type: none"> 1. Why is it important to pay Zakat ul maal/Zakat ul fitr? 2. Why are Muslims exempted from paying Zakat on certain items?
<p>Core - Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship - Social and civic skills are enhanced as learners discuss the different types of Zakat in groups, and make notes. • Digital literacy - The skill of creating using appropriate ICT tools is enhanced as learners search for information on items exempted from Zakat and make class presentations using PowerPoint. • Communication and collaboration - the skill of teamwork is enhanced as learners discuss in groups the different types of Zakat in groups. 				



Values:				
<ul style="list-style-type: none"> • Respect enhanced: the learners respect each other's opinions while discussing the different types of Zakat and make notes. • Unity enhanced: the learners research in groups on items exempted from Zakat and make class presentations. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Social cohesion: the learners research in groups on items exempted from Zakat and make class presentation 				
Link to other subjects:				
<ul style="list-style-type: none"> • Business Studies: the learners identify items exempted from Zakat. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the different types of Zakat.	Correctly and exhaustively describes the types of Zakat.	Correctly describes the types of Zakat.	Describes the types of Zakat with some inconsistencies	Describe the types of Zakat with assistance
Ability to differentiate between Zakat ul maal and Zakat ul Fitr.	Correctly differentiates between Zakat ul maal and Zakat ul Fitr with examples.	Correctly differentiates between Zakat ul maal and Zakat ul Fitr.	Differentiates between Zakat ul maal and Zakat ul fitr with inconsistencies.	Differentiate between Zakat ul maal and Zakat ul Fitr with assistance.
Ability to identify items exempted from Zakat.	Correctly identifies items exempted from Zakat exhaustively.	Correctly identifies items exempted from Zakat.	Partially Identifies items exempted from Zakat.	Requires assistance in identifying items exempted from Zakat.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.3 Saum (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe types of Saum for ease of observance (<i>Fardh, Sunnah, Nadhir, Kafara, Qadha</i>) b) assess the significance of Saum for spiritual growth c) observe Saum to earn rewards from Allah d) appreciate the observance of Saum as a way of earning taqwa,	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the types of Saum, make charts, and present in class • research on the significance of Saum and present on powerpoint /charts in groups • Compose a poem on Saum and make a class presentation. 	<ol style="list-style-type: none"> 1. Why do Muslims fast? 2. What is the significance of Saum in the life of a Muslim?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration - The skill of teamwork enhanced: the learners work in teams when discussing types of Saum. • Digital literacy enhanced: the learners interact with digital technology to research the significance of Saum. • Creativity and imagination - enhanced as learners network to compose a poem on Saum. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility enhanced through research on the significance of Saum. 				



Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Lifestyle diseases - Awareness is enhanced as learners research on the significance of Saum. 				
Link to other subjects:				
<ul style="list-style-type: none"> Health education and Home Science: the learners discuss in groups on the significance of Saum. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the types of Saum.	Correctly and systematically describes the types of Saum.	Correctly describes the types of Saum.	Correctly describes some types of Saum.	Correctly describes the types of Saum with assistance.
Ability to discuss the significance of Saum.	Correctly discusses in depth on the significance of Saum.	Correctly discusses the significance of Saum.	Correctly discusses the significance of Saum, but leaves out some details.	Requires assistance in discussing the significance of Saum.



STRAND 5.0: AKHLAQ (MORAL VALUES)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.1 Dimensions of morality in Islam (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify sources of morality in Islam as a guide to good behaviour b) explain the purpose of morality in promoting uprightnes in the society c) practise Islamic moral values in day-to-day life to earn rewards from Allah d) regard Islamic values as a form of ibadah.	Learner is guided to: <ul style="list-style-type: none"> research online/ from available books on sources of morality Quran and Sunnah, and make notes guided by the teacher discuss in groups the purpose of morality and make presentations dramatise acts depicting good morals. 	<ol style="list-style-type: none"> Why should Muslims have good morals? What is the significance of observing Islamic morals?
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship, social and civic skills are enhanced: the learners discuss the purpose of morality. Learning to learn - sharing learnt knowledge skills enhanced: the learners discuss in groups the purpose of morality and make presentations. Creativity and imagination - networking skills enhanced: the learners acts depicting good morals. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility enhanced: the learners dramatise acts depicting good morals. Social justice enhanced: the learners discuss the purpose of morality. 				



Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Social cohesion: the learners discuss the purpose of morality. 				
Link to other subjects				
<ul style="list-style-type: none"> • Life skills: the learners research online sources and the purpose of morality. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the sources of morality.	Correctly and consistently identifies the sources of morality.	Correctly identifies the sources of morality.	Correctly identifies some sources of morality.	Needs guidance in identifying the sources of morality.
Ability to explain the purpose of Islamic morality.	Confidently and correctly explains and cites examples on the purpose of morality.	Correctly explains the purpose of morality.	Partially explains the purposes of morality.	Requires assistance to explain the purpose of Islamic morality.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.2 Virtues in Islam (4 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) explain Islamic teachings on truthfulness and forgiveness for moral growth b) assess the significance of upholding truthfulness and forgiveness for harmonious co-existence in the society c) practise truthfulness and forgiveness in day-to-day life to earn rewards from Allah d) appreciate Islamic virtues for a morally upright society 	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the Islamic teachings on truthfulness and forgiveness and make class presentations • discuss in groups the significance of upholding truthfulness and make notes • research individually on the significance of forgiveness and make notes • record short videos as they dramatise acts depicting truthfulness and forgiveness in the society, and share them on social media platforms to enhance the competence of creativity and imagination. 	<ol style="list-style-type: none"> 1. Why should a Muslim be truthful? 2. Why is it important for a Muslim to practise forgiveness?



Core - Competencies to be developed:

- Creativity and imagination: The skill of making connections is enhanced as the learners record short videos as they dramatise acts depicting truthfulness and forgiveness in the society and share them on social media platforms
- Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups Islamic teachings on truthfulness and forgiveness.
- Digital literacy skills: the learners interact with digital technology as they record short videos and share them on social media platforms.

Values:

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

Pertinent and Contemporary Issues (PCIs):

- Integrity is enhanced as learners discuss in groups the significance of upholding truthfulness.
- Social cohesion is enhanced as learners discuss the Islamic teachings on truthfulness and forgiveness.

Link to other subjects:

- Life Skills Education: the learners discuss the Islamic teachings on truthfulness and forgiveness.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain Islamic teachings on truthfulness and forgiveness.	Correctly and cites examples in explaining Islamic teachings on truthfulness and forgiveness.	Correctly explains the Islamic teachings on truthfulness and forgiveness.	Correctly explains the Islamic teachings on truthfulness and forgiveness but leaves out some details.	Needs assistance in explaining Islamic teachings on truthfulness and forgiveness.
Ability to describe the significance of upholding truthfulness and forgiveness.	Correctly and systematically describes the significance of truthfulness and forgiveness.	Correctly describes the significance of truthfulness and forgiveness.	Partially describes the significance of truthfulness and forgiveness.	Correctly describes the significance of truthfulness and forgiveness with assistance.



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



			<ul style="list-style-type: none"> • research on the effects and remedies of drug abuse and develop portfolios • discuss ways of avoiding drug abuse and make class presentations • visit a rehabilitation centre to learn more on the effects and remedies for drug abuse • listen to a talk on drug abuse from a medical expert/NACADA official. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving research skills are developed when learners research on the possible remedies for drug abuse. • Learning to learn - The skill of seeking advice, information and support is developed as learners visit a rehabilitation centre to learn more on the effects and remedies for drug abuse. • Digital literacy skills: the learners interact with digital technology as they use digital devices to research the rationale behind the prohibition of drugs in Islam. • Communication and collaboration: the learners listen and appreciate a talk on drug abuse from a medical expert/NACADA official. 				



Values:				
<ul style="list-style-type: none"> Responsibility - is enhanced as learners discuss ways of avoiding drug abuse. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Alcohol and substance abuse: the learners watch video clips on the effects of drug abuse. 				
Link to other subjects:				
<ul style="list-style-type: none"> Health Education and Life Skills Education: the learners discuss the effects of drug abuse in the society. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the effects of drug abuse.	Correctly and exhaustively describes the effects of drug abuse.	Correctly describes the effects of drug abuse.	Correctly describes the effects of drug abuse but leaves out some details.	Requires guidance in describing the effects of drug abuse.
Ability to discuss the rationale behind the prohibition of drugs.	Correctly discusses the rationale behind the prohibition of drugs and cites evidence from the Qur'an and Hadith	Correctly discusses the rationale behind the prohibition of drugs.	Partly discusses the rationale behind the prohibition of drugs.	Needs assistance in discussing the rationale behind the prohibition of drugs.
Ability to explain remedies for drug abuse.	Correctly and vividly explains remedies for drug abuse.	Correctly explains the remedies for drug abuse.	Correctly explains some remedies for drug.	Explains the remedies for drug abuse with assistance.



STRAND 6.0: MUAMALAT (SOCIAL RELATIONSHIP)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>6.0 Muamalat (Social Relationship)</p>	<p>6.1 Marriage (5 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explain the purpose of marriage as a means of fulfilling Allah’s obligations</p> <p>b) state the conditions for a valid marriage in Islam</p> <p>c) describe the rights and responsibilities in marriage for observance of Allah’s commandments</p> <p>d) regard marriage as a way of validating the establishment of a family</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • discuss in groups the purpose of marriage and share in class • discuss in groups the conditions for marriage and make notes • research on the rights and responsibilities of a husband and wife in marriage and make class presentations • dramatise on rights and responsibilities in marriage. 	<ol style="list-style-type: none"> 1. Why is marriage important in Islam? 2. What are the rights of a husband/wife in Islam?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination is enhanced through sharing new ideas as learners dramatise and research on the rights and responsibilities of marriage. • Self-efficacy- enhanced as learners develop self-awareness when dramatising rights and responsibilities in marriage. • Learning to learn - The skill of sharing learnt knowledge is enhanced as learners discuss in groups the purpose of marriage and share in class 				



Values:				
<ul style="list-style-type: none"> • Love is enhanced as learners dramatise the rights and responsibilities in marriage. • Unity is enhanced: the learners discuss in groups the purpose of marriage and share in class. • Social justice is enhanced: the learners dramatise the rights and the responsibilities in marriage. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Social Cohesion: the learners research on the rights and responsibilities in marriage and make class presentations. 				
Link to other subjects:				
<ul style="list-style-type: none"> • Social Studies: the learners research on the rights and the responsibilities. 				
Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain the purpose of marriage.	Correctly and comprehensively explains the purpose of marriage.	Correctly explains the purpose of marriage.	Partially explains the purpose of marriage.	Explains the purpose of marriage with assistance.
Ability to explain the conditions of marriage.	Correctly explains the conditions of marriage accurately.	Correctly explains the conditions of marriage.	Correctly explains conditions of marriage with assistance.	Has challenges in explaining the conditions of marriage.
Ability to describe the rights and the responsibilities in marriage.	Confidently and correctly describes the rights and the responsibilities in marriage.	Correctly describes the rights and the responsibilities in marriage.	Partially describes the rights and responsibilities in marriage.	Describes the rights and the responsibilities in marriage with assistance.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.2 Trade and Finance in Islam (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify the halal and haram sources of earning for legitimate livelihood describe the legitimate ways of spending income to earn Allah’s Pleasure analyse the effects of spending income in <i>haram</i> ways in the life of a Muslim explain the importance of lawful earnings as an act of ibadah apply the knowledge of halal way of earning in daily life discuss the benefits of spending income in legitimate ways to earn rewards from Allah appreciate halal sources of earning and spending as a fulfilment of Allah’s command 	Learner is guided to: <ul style="list-style-type: none"> use digital devices /Islamic books to search for halal and haram sources of earning and make class presentations discuss in groups and share in class on legitimate ways of spending income in groups, brainstorm the effects of spending income in haram and present in class discuss in groups the importance of lawful earnings and make notes role-play on the benefits of spending income in legitimate ways search and watch video clips on legitimate ways of spending and make notes. 	<ol style="list-style-type: none"> How do Muslims spend their income? Why should Muslims spend their income in a halal manner? Why are some sources of earning considered haram in Islam?



Core-Competencies to be developed:

- Learning to learn enhanced: the learners share legitimate ways of spending income in class.
- Digital literacy skills: the learners interact with digital devices when searching for information on legitimate sources of earning and make class presentations.
- Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing the importance of lawful earnings in groups.

Values:

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

Pertinent and Contemporary Issues (PCIs):

- Integrity is enhanced: the learners the benefits of spending income in legitimate ways.

Link to other subjects:

- Business Studies: the learners use digital devices to search for halal and haram sources of earning.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the halal and haram sources of earning.	Correctly identifies halal and haram sources of earning systematically.	Correctly identifies halal and haram sources of earning.	Identifies halal and haram sources of earning with prompt.	Needs guidance in identifying halal and haram sources of earning.



Ability to describe the legitimate ways of spending income.	Correctly describes the legitimate ways of spending income and gives examples.	Correctly describes the legitimate ways of spending income.	Partially describes legitimate ways of spending income.	Identifies legitimate ways of spending income but cannot describe them with assistance.
Ability to analyse the effects of spending income in haram in the life of a Muslim.	Correctly and comprehensively analyse the effects of spending income in haram in the life of a Muslim.	Correctly analyse the effects of spending income in haram in the life of a Muslim.	Partially analyse the effects of spending income in haram in the life of a Muslim.	Needs guidance in analyse the effects of spending income in haram in the life of a Muslim.
Ability to explain the importance of lawful earnings.	Correctly explains the importance of earning and spending income in legitimate ways and teaches others.	Correctly explains the importance of earning and spending income in legitimate ways.	Can explain the importance of earning and spending income in legitimate ways with assistance.	Needs assistance in explaining the importance of earning and spending income in legitimate ways.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.3 Contemporary issues (6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the rights of women in Islam for gender parity b) describe the modes of transmission of HIV and AIDS and COVID-19 to avoid transmission c) explain the possible remedies for the spread of HIV and AIDS and COVID-19 for healthy living d) honour women's rights as a fulfilment of the teachings of the Prophet (s.a.w).	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the rights of women and present in class • using digital devices/ books, journals, newspapers search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19 and present on charts/ PowerPoint • search and watch video clips on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19, and make notes. 	<ol style="list-style-type: none"> 1. How should women be treated in Islam? 2. What are the possible remedies for the spread of HIV and AIDS and COVID-19?



Core - Competencies to be developed:

- Digital literacy skills: the learners they create with digital devices use digital technology effectively to search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19 and present on charts/ PowerPoint.
- Communication and collaboration - Teamwork is enhanced as learners interact, recognise the value of team members' ideas, and suggest improvements when discussing women's rights.
- Citizenship - social cultural sensitivity and awareness is enhanced through discussions on women's rights.
- Learning to learn - Carrying out research and the skills of creating with digital devices are enhanced: the learners use digital technology effectively to search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19 and present on charts/ PowerPoint.

Values:

- Social justice - enhanced through discussion on the rights of women.
- Responsibility - enhanced through researching the modes of transmission and remedies for the spread of HIV and AIDS and COVID-19.

Pertinent and Contemporary Issues (PCIs):

- Health-related issues are enhanced: the learners search for information on modes of transmission and remedies for the spread of HIV and AIDS and COVID-19.

Link to other subjects

- Health Education: the learners search for information on the modes of transmission and remedies for the spread of HIV and AIDS and COVID-19.



Assessment Rubric				
Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the rights of women in Islam.	Correctly identifies the rights of women and explains them.	Correctly identifies the rights of women.	Correctly identifies some rights of women.	Requires assistance in identifying the rights of women.
Ability to describe the modes of transmission of HIV and AIDS and COVID-19.	Correctly and concisely describes the modes of transmission of HIV and AIDS and COVID-19.	Correctly describes the modes of transmission of HIV and AIDS and COVID-19.	Partially describes modes of transmission of HIV and AIDS and COVID-19.	Describes the modes of transmission of HIV and AIDS and COVID-19 with assistance
Ability to explain the possible remedies for the spread of HIV and AIDS and COVID-19.	Correctly and exhaustively describes the possible remedies for the spread of HIV and AIDS and COVID-19.	Correctly describes the possible remedies for the spread of HIV and AIDS and COVID-19.	Correctly describes possible remedies for the spread of HIV and AIDS and COVID-19 when prompted.	Needs guidance in describing possible remedies for the spread of HIV and AIDS and COVID-19.



STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	7.1 Reforms introduced by Prophet Muhammad (s.a.w) (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) as an agent of change b) assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w) to the world civilisation c) apply lessons learnt from the reforms introduced by Prophet Muhammad (s.a.w) d) treasure the reforms introduced by Prophet Muhammad (s.a.w) for a morally upright society	Learner is guided to: <ul style="list-style-type: none"> • discuss in groups the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) and make class presentation • search online for video clips/on available reference materials on the Jahiliyya period, watch/read and make a comparative analysis between Jahiliyya and post Jahiliyya periods and make notes • discuss in groups the importance of socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w) and make class presentation • brainstorm on lessons learnt from the reforms introduced 	<ol style="list-style-type: none"> 1. What are the benefits of the reforms introduced by Prophet Muhammad (s.a.w)? 2. What lessons do Muslims learn from the reforms introduced by Prophet Muhammad (s.a.w)?



			by Prophet Muhammad (s.a.w) <ul style="list-style-type: none"> dramatise acts depicting Jahiliyya period and the reforms introduced by Prophet Muhammad (s.a.w). 	
Core-Competencies to be developed: <ul style="list-style-type: none"> Citizenship: the learners acquire social cultural sensitivity and awareness skills as they discuss the reforms introduced by Prophet Muhammad (saw). Digital literacy skills are enhanced: the learners interact with digital devices when searching for video clips on the Jahiliyya period. Critical thinking and problem solving: the learners acquire the skill of interpretation and inference as they make a comparative analysis between Jahiliyya and post Jahiliyya periods. Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) 				
Values: <ul style="list-style-type: none"> Social Justice enhanced through discussions on the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w). 				



Pertinent and Contemporary Issues (PCIs):

- Good governance enhanced through discussions on socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.)
- Ethnic and racial relations are enhanced through discussions on the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.)

Link to other subjects:

- Performing Arts: the learners dramatise the acts depicting Jahiliyya period and the reforms introduced by Prophet Muhammad (s.a.w.)
- Computer Science: the learners search online for video clips on the Jahiliyya period.
- Social Studies: the learners discuss in groups the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.)

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly and comprehensively describes the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly describes the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly describes the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.) with prompt	Describes the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w.) with assistance



<p>Ability to assess the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) to the world civilisation</p>	<p>Correctly and comprehensively assess the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) to the world civilisation</p>	<p>Correctly assess the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) to the world civilisation</p>	<p>Requires guidance in assessing the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) to the world civilisation</p>	<p>Assess the importance of the socio-religious, political, and economic reforms introduced by Prophet Muhammad (s.a.w) to the world civilisation with assistance</p>
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COMMUNITY SERVICE LEARNING

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
- iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.



Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solutions to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on issues/pertinent and contemporary issues in their school that need attention ● choose a PCI that needs immediate attention and explain why ● discuss possible solutions to the identified issue ● propose the most appropriate solution to the problem ● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● develop tools for collecting the information/data ● identify resources they need for the activity ● collect the information/data using various means ● develop various reporting documents on their findings 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging



		<ul style="list-style-type: none"> ● use the developed tools to report on their findings ● implement project ● collect feedback from peers and the school community regarding the CSL activity ● share the report on activity through various media to peers and the school community ● discuss the strengths and weaknesses of the implemented project and lessons learnt ● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community. 	
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Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.



Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



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

Strand	Sub-strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
QUR'AN	Ulumul Qur'an	Written and oral assessment, Observation, Portfolio.	The Qur'an, charts, Course Books, digital devices.	Learners share with peers the importance of the Qur'an at assembly and during club/societies meetings
	Selected Surah/Verses	Written and oral assessment, Observation, Portfolio.	The Qur'an, charts, Course Books, digital devices	Learners share information on the teachings/lessons from the selected verses (treatment of orphans, care for the needy, and humility in societies/club meetings. Dramatise on care for the needy in society during Parent/AGM Day. Write an essay on how the society can care for the orphans and share in the school magazine.



HADITH	Ulumul Hadith	Written and Oral assessment, portfolio.	Books of Hadith, Course Books, Charts, Digital devices.	Share with their peers on the importance of Hadith during Muslim society meetings.
	Selected Hadith	Written and oral tests,	Books on Hadith, Course Books, digital devices.	Writing on qualities of a good friend and pin on the school notice boards. Write on the qualities of a good friend on a plaque and sell on Open Days/IRE symposium day.
PILLARS OF IMAN	Shirk	Written and Oral assessments, portfolio, and observation	The Qur'an, Books on Hadith, Course Books, Digital Devices	Share with peers in society meetings on the effects of shirk. Dramatise how they can avoid acts of shirk in day-to-day life during IRE symposium day.
	Significance of <i>Tawheed</i>	Written and oral assessment, portfolio assessment, observation.	The Qur'an, Books on Hadith, Course Books, Digital Devices.	Share with peers during IRE symposium day on the significance of Tawheed.



DEVOTIONAL ACTS	Prayers on Special Occasion Congregational Prayers	written, oral assessment, observation, portfolio	Quran, Charts, models, Course books, digital devices.	Write essays on the significance of congregational prayers and share on social media.
	Zakat	written, oral assessment, observation, portfolio	Quran, Charts, Course books, digital devices.	Write an essay on the differences between <i>Zakatul maal</i> and <i>fitr</i> and present during Muslim societies meetings/ share in school magazine.
	Saum	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Write an essay on the health benefits of fasting and share on school magazine/present it at assembly.
AKHLAQ (Moral values)	Morality in Islam	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Give a talk on the importance of upholding morality at assembly.
	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices	Dramatise/role-play acts depicting truthfulness and forgiveness during inter-house/interclass drama. festival competitions.



	Prohibitions in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices.	Make posters on the effects and measures of curbing drug abuse and display in school. Dramatise the causes/ effects/measures of curbing the use of drugs during parents day/inter-house/inter-class drama festival competition.
MUAMALAT (Social Relationship)	Marriage	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Write articles on the importance of marriage and share in the school magazine.
	Trade and Finance	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Share with peers the knowledge on the legitimate ways of earning and spending in clubs and societies meetings.
	Contemporary issues	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices, Newspapers	Share on the rights of women in Islam, and possible remedies for the spread of HIV and AIDS and COVID-19 at assembly/Muslim society meetings.



ISLAMIC HERITAGE AND CIVILISATION	Reforms Initiated by Prophet Muhammad (S.A.W.)	Written and oral assessment, portfolio assessment, observation	Qur'an, Books of Hadith, Books of History of Islam, Course Books, Digital devices	Share with peers on the reforms initiated by Prophet Muhammad (S.A.W.) with peers in society meetings.
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