

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION (DTE) PRE-PRIMARY AND PRIMARY

ISLAMIC RELIGIOUS EDUCATION CURRICULUM DESIGN

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

- 1. Child Development and Psychology
- 2. Curriculum Studies
- 3. Educational Resources
- 4. ICT Integration in Education
- 5. Educational Assessment

- 6. Research Skills
- 7. Inclusive Education
- 8. Educational Leadership and Management
- 9. Sociological and Philosophical Foundations of Education
- 10. Historical and Comparative Foundations of Education
- 11. Micro Teaching
- 12. Practicum

Integrated Content and Pedagogy Learning areas

- 1. English
- 2. Kiswahili
- 3. Mathematics
- 4. Science and Technology
- 5. Agriculture
- 6. Home Science
- 7. Religious Education: CRE/IRE/HRE
- 8. Social Studies
- 9. Physical and Health Education
- 10. Art and Craft
- 11. Music
- 12. Indigenous Language
- 13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus** (-) Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro	TE RM	TER M 9	TOTAL FOR
)	Teaching - Subject	8		PROGRAMME
									Practicals			
_	FESSIONAL LEARNING											PROFESSIONAL
ARE							· ·					PROFESSIONAL
1.	Child Development and	10	10	10	10	10	10	60				LEARNING
	Psychology											AREAS
2.	Curriculum Studies	30	20	20	20			90				(420 Hours)
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and	10	10	10	10	10	10	30				
0.	Management				10	10	10	30				
9.	Sociological and				10	10	10	30				
	Philosophical Foundations											
	of Education											
10.	Historical and Comparative				10	10	10	30		1		
	Foundations of Education											
11.	Micro Teaching	30						30		1		
SUB	TOTAL	120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	420Hrs		1		

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

	TENT + PEDAGOGY (S			1,121,1		11000	1 (862)	<u> </u>				
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum	Practicum	
2	Kiswahili	20	20	20	20	20	20	120	20			CONTENT&
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	PEDAGOGY
4	Science and Technology	20	20	20	20	20	20	120	30			(SUBJECTS) (1680 Hrs)
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			+
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			PRACTICUM (600Hrs)
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30 Hrs	30 Um	30 Hrs	120	20			
TOT	TOTAL	350 Hrs	270 Hrs	270 Hrs 350	290 Hrs 350	310 Hrs 350	310 Hrs 350	1686Hrs 2100	300	300	300	3000 HRS
101	AL	330	220	330	330	330	330	4100	200	300	200	SOUU IIKS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

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

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

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

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

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

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

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

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P)

By the end of the course the teacher trainee should be able to:

- 1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
- 2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
- 3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
- 4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
- 5. Employ ICT skills in the learning process to enhance digital literacy
- 6. Employ appropriate assessment approaches to promote effective learning
- 7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
- 8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
- 9. Create innovative and effective solutions to challenges in the learning process.
- 10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

Islamic Religious Education aims at equipping diploma teacher trainees with Islamic knowledge, skills, attitudes and values to effectively teach at primary school. It prepares the teacher trainee to acquire the necessary professional competences guided by Prophetic principles, models and pedagogies synthesised with contemporary approaches for quality teaching and learning. The trainee is expected to acquire competencies that will enable the teaching and learning of Islamic Religious Education to be interesting, inquiry-based and learner centred. The *Qur'an* and *Sunnah* of the Prophet (s.a.w) form the basis of the values that underpin the teaching of Islamic Religious Education. Vygotsky's Social Cultural Theory which acknowledges that teaching and

learning are highly social activities and that interaction with teachers, peers and instructional materials influence the cognitive and affective developments of learners and therefore is relevant in the teaching of Islamic Religious Education. The trainees are expected in their professional conduct to be at peace with Allah, self, other members of society and the environment. The subject also forms the foundation for further education for the teacher trainee.

SUBJECT LEARNING OUTCOMES

By the end of the course, the teacher trainee should be able to:

- a) acquire relevant knowledge, skills, values and attitudes to facilitate teaching and learning of Islamic Religious Education (IRE) in primary schools
- b) apply professional competencies guided by Prophetic principles and contemporary pedagogical approaches for quality teaching and learning of Islamic Religious Education
- c) demonstrate moral and spiritual values based on the teachings of the Qur'an and Sunnah in day-to-day life
- d) demonstrate professionalism and build sound relationships with the stakeholders within the school and the community
- e) utilize the Qur'an, Hadith and other relevant learning resources for effective facilitation of Islamic Religious Education in primary schools
- f) acquire basic research skills and carry out action research to address educational and societal challenges
- g) appreciate the contribution of Islamic culture to world civilisation and heritage
- h) use appropriate assessment methods and tools to evaluate acquisition of competencies in Islamic Religious Education
- i) apply principles of inclusivity to cater for diverse interests of learners while teaching Islamic Religious Education
- j) apply Information Communication Technology to enhance the learning of Islamic Religious Education
- k) mainstream Pertinent and Contemporary Issues in the society while teaching Islamic Religious Education.

STRAND 1.0 OVERVIEW OF ISLAMIC RELIGIOUS EDUCATION

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
				Question(s)
1.0 Overview of Islamic Religious Education	1.1 Interpretation of Islamic Religious Education curriculum (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse the correlation between National Goals of Education, Level Learning Outcomes, Subject Learning Outcomes and Specific Learning Outcome in Teacher Education curriculum, b) evaluate the relevance of the Essence Statement in the study of IRE, c) describe the link between Learning Outcomes and Learning Experiences in IRE d) appreciate the contribution of the IRE curriculum	 Teacher trainee to: discuss the correlation between National Goals of Education, level learning outcomes, general learning outcomes and specific learning outcome and make class presentation, Illustrate using charts/flashcard/PowerPoint National Goals of Education, Level Learning Outcomes, Subject Learning Outcomes, Subject Learning Outcomes and Specific Learning Outcomes in Diploma Teacher Education curriculum design, brainstorm on the relevance of the Essence Statement in the teaching of IRE in groups and present using flipcharts/Power 	Question(s) Why is it important to teach IRE in schools?
		design in realisation of the	point,illustrate the linkage between	

National Goals of	the Learning Outcomes and the
Education.	Learning Experiences in IRE in
	groups and make class
	presentation
	 match National Goals of
	Education with general
	outcomes and specific learning
	outcomes of IREusing
	charts/PowerPoint.

- Critical thinking and problem solving: teacher trainees brainstorms on the Essence Statement to determine its relevance in the study of IRE
- Citizenship and Leadership: as trainee discuss the correlation between National Goals of Education, level learning outcomes, general learning outcomes and specific learning outcome
- Communication and collaboration: as trainees Illustrate using charts/flashcard/PowerPoint National Goals of Education, Level Learning Outcomes, Subject Learning Outcomes and Specific Learning Outcomes in Diploma Teacher Education curriculum design

Values:

- Unity is enhanced as trainees brainstorm on the relevance of the Essence Statement in the teaching of IRE in groups
- Responsibility as trainees illustrate the linkage between the Learning Outcomes and the Learning Experiences in IRE in groups and make class presentation

Level	Exceeds expectations	Meets expectations	Approaches	Below expectations
Indicator			expectations	
Ability to examine	Examines correlation	Examines	Examines correlation	Examines correlation
correlation between	between subject	correlation between	between subject	between subject
subject learning	learning outcomes of	subject learning	learning outcomes of	learning outcomes of
outcomes of IRE	IRE and National	outcomes of IRE	IRE and National	IRE and National Goals
and National Goals	Goals of Education,	and National Goals	Goals of Education,	of Education, specific
of Education,	specific learning	of Education,	specific learning	learning outcomes and
specific learning	outcomes and	specific learning	outcomes and learning	learning experiences
outcomes and	learning experiences	outcomes and	experiences omitting	omitting significant
learning	correctly and cites of	learning experiences	few details	details
experiences	examples	correctly		
Ability to critique	Critiques the essence	Critiques the	Critiques the essence	Critiques the essence
the essence	statement to	essence statement	statement to determine	statement to determine
statement	determine its	to determine its	its relevance in the	its relevance in the
	relevance in the	relevance in the	study of IRE but omits	study of IRE but omit
	study of IRE	study of IRE	few details	significant details
	correctly and			
	convincingly			

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Overview of Islamic Religious Education	1.2 Historical development of Islamic Religious Education 3 Hours	By the end of the sub strand, the teacher trainee should be able to; a) analyse the historical development of teaching IRE in Kenya, b) describe the methods used in teaching of IRE in precolonial, colonial and post-colonial periods in Kenya, c) demonstrate methods used in teaching IRE in precolonial, colonial and post-colonial periods, d) examine the challenges facing the teaching and learning of IRE in primary schools in Kenya, e) propose possible solutions to the challenges facing the teaching and learning of IRE in primary schools in Kenya,	 Teacher trainee to; discuss historical development of IRE during pre-colonial, colonial and post-colonial eras and make presentation in groups and present in class, research online/from other sources on the methods used in teaching IRE during pre-colonial, colonial and post-colonial periods and make short notes, role play the methods used in teaching of IRE in pre-colonial, colonial and post-colonial periods, debate on the methods used in teaching IRE in pre-colonial, colonial and post-colonial periods, prepare a research project on the challenges facing the teaching of IRE in primary 	 How has the teaching of Islamic Education developed over time in Kenya? Why is it important to teach Islamic Education in Kenya?

f) appreciate the contribution	schools and make class
of Islamic education to	presentation,
Kenya's cultural heritage.	brainstorm on the possible
	solutions to address the
	challenges facing the teaching
	of IRE in primary schools in
	kenya groups and share on
	social media platform.

- Citizenship and leadership: teacher trainees discuss the possible solutions to address the challenges facing teaching of IRE in groups
- Learning to learn and reflective practice: teacher trainees research online/from other sources on the methods used in teaching IRE during pre-colonial, colonial and post-colonial periods and make short notes
- Critical Thinking and Problem Solving: teacher trainees brainstorm on the possible solutions to address the challenges facing teaching of IRE in groups and share on social media platform.
- Digital literacy skills: teacher trainees research online on the methods used in teaching Islamic Education during precolonial, colonial and post-colonial periods

Values:

- Responsibility: teacher trainees research on the challenges facing the teaching of IRE and make class presentation
- Unity: teacher trainees role play the methods used in teaching of IRE in pre-colonial, colonial and post-colonial periods
- Respect: teacher trainees respect each other's opinions during class presentation, brainstorming and discussions

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	-	-		•
Ability to analyse	Analyses the historical	Analyses the	Analyses the historical	Analyses the historical
the historical	development of teaching	historical	development of teaching	development of teaching
development of	IRE in Kenya distinctively	development of	IRE in Kenya with a few	IRE in Kenya with
teaching IRE in		teaching IRE in	mix-ups	major mix-ups
Kenya		Kenya		
Ability to	Describes and	Describes and	Describes and	Describes and
describe and	demonstrates the methods	demonstrates the	demonstrates the methods	demonstrates the
demonstrates the	used in teaching IRE in	methods used in	used in teaching IRE in	methods used in
methods used in	pre-colonial, colonial and	teaching IRE in	pre-colonial, colonial and	teaching IRE in pre-
teaching IRE in	post-colonial periods in	pre-colonial,	post-colonial periods in	colonial, colonial and
pre-colonial,	Kenya clearly and cites	colonial and post-	Kenya with a few unclear	post-colonial periods in
colonial and post-	examples	colonial periods in	details	Kenya with a lot of
colonial periods		Kenya		errors
in Kenya				
Ability to	Examines the challenges	Examines the	Examines the challenges	Examines the challenges
examine the	facing the teaching and	challenges facing	facing the teaching and	facing the teaching and
challenges facing	learning of IRE in primary	the teaching and	learning of IRE in	learning of IRE in
the teaching and	schools in Kenya	learning of IRE in	primary schools in Kenya	primary schools in
learning of IRE	distinctively	primary schools in	with a few unclear details	Kenya in an
in primary		Kenya		unsubstantiated way
schools in Kenya				

Ability to	Proposes logical possible	Proposes reasonable	Proposes somewhat	Proposes illogical
propose possible	solutions to address the	possible solutions	reasonable possible	possible solutions to
solutions to	challenges facing the	to address the	solutions to address the	address the challenges
address the	teaching and learning of	challenges facing	challenges facing the	facing the teaching and
challenges facing	IRE in Kenya	the teaching and	teaching and learning of	learning of IRE in
the teaching and		learning of IRE in	IRE in Kenya	Kenya
learning of IRE		Kenya.		
in primary				
schools in Kenya.				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Overview of Islamic Religious Education	1.3 Prophet Muhammad (s.a.w) as a teacher (1hour)	By the end of the sub strand, the teachertrainee should be able to: a) describe the methods used by Prophet Muhammad (s.a.w) to disseminate knowledge, b) apply methods used by Prophet Muhammad (s.a.w) to teach, c) analyse the character of Prophet Muhammad (s.a.w.) as a model teacher, d) appreciate Prophet Muhammad (s.a.w)as a role model in the teaching profession.	Teacher Trainee to: discuss the methods usedby Prophet Muhammad (s.a.w) in teaching and present in class, Model a lesson on the methods used by Prophet Muhammad (s.a.w.) to disseminate knowledge, Brainstorm on the relevance of the methods by Prophet Muhammad (s.a.w) in today's teaching.	1. Why is Prophet Muhammad (s.a.w) considered a model teacher? 2. How did Prophet Muhammad disseminate knowledge?

- Pedagogy Content Knowledge- as trainee model a lesson on the methods used by Prophet Muhammad(s.a.w.) to disseminate knowledge
- Communication and collaboration as trainee discuss the methods used by Prophet Muhammad (s.a.w) in teaching and present in class

Values:

Responsibility is enhanced as trainees Model a lesson on the methods used by Prophet Muhammad (s.a.w.) to disseminate knowledge

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations		
Indicator						
Ability to describe	Describes the methods	Describes the	Describes the methods used by	Describes the		
the methods used	used by Prophet	methods used by	Prophet Muhammad (s.a.w) to	methods used by		
by Prophet	Muhammad (s.a.w) to	Prophet	disseminate knowledge while	Prophet Muhammad		
Muhammad (s.a.w)	disseminate knowledge	Muhammad (s.a.w)	leaving out a few details	(s.a.w) to disseminate		
to disseminate	Comprehensively	to disseminate		knowledge but leaves		
knowledge		knowledge.		out many details		
Ability to apply the	Applies the pedagogy	Applies the	Applies the pedagogy used by	Applies the pedagogy		
pedagogy used by	used by Prophet	pedagogy used by	Prophet Muhammad (s.a.w) in	used by Prophet		
Prophet	Muhammad (s.a.w) in	Prophet	teaching and learning of IRE	Muhammad (s.a.w)		
Muhammad (s.a.w)	teaching and learning	Muhammad (s.a.w)	with a few errors	in teaching and		
in teaching and	of IRE correctly and	in teaching and		learning of IRE with		
learning of IRE	confidently	learning of IRE		significant errors		
Ability to analyse	Analyses the character	Analyses the	Analyses the character of	Analyses the		
the character of	of Prophet Muhammad	character of	Prophet Muhammad (s.a.w) as	character of Prophet		
Prophet	(s.a.w) as a model	Prophet	a model teacher with a few	Muhammad (s.a.w)		
Muhammad (s.a.w)	teacher and gives	Muhammad (s.a.w)	unclear details	as a model teacher		
as a model teacher	supporting details	as a model teacher		with many unclear		
				details		

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry Question(s)
1.0 Overview	1.4 The	By the end of the sub strand,	Teacher trainee to:	Why should an IRE
of Islamic	role of IRE	the teacher trainee should be	 discuss the role of an IRE 	teacher uphold
Religious	teacher	able to:	teacher inknowledge	professional ethics?
Education	(1 hour)	a) analyse the role of an IRE	dissemination and present in	
		teacherin disseminating the	class,	
		curriculum,	Brainstorm on qualities of an	
		b) demonstrate professional ethics	effective IRE teacher,	
		in the teaching of IRE,	• Role play the character of a	
		c) uphold professional ethics in	modelteacher.	
		the teaching of IRE.		

- Citizenship and leadership competency- through emulating the character of the Prophet (s.a.w) as a model teacher
- Self-efficacy- through role playing the character of a model teacher

Values:

- Unity- enhanced through group discussion
- Responsibility- is enhanced as trainee emulate the character of Prophet Muhammad (s.a.w) as a model teacher for effective learning

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		_
Ability to	Describes the role of	Describes the role of	Describes the role of an IRE	Describes the role of an
describe the role	an IRE teacher in	an IRE teacher in	teacher in dissemination of	IRE teacher in
of an IRE teacher	dissemination of	dissemination of	knowledge with a few	dissemination of
in dissemination	knowledge and gives	knowledge	details omitted	knowledge with many
of knowledge	relevant examples			details omitted
Ability to	Demonstrates	Demonstrates	Demonstrates professional	Demonstrates
demonstrate	professional ethics in	professional ethics in	ethics in the teaching of IRE	professional ethics in
professional	the teaching of IRE	the teaching of IRE	but omits few ethics	the teaching of IRE but
ethics in the	accurately			omits major ethics
teaching of IRE	-			, and the second

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key
1.0 Overview of Islamic Religious Education	Sub Strands 1.5 Programme of Pastoral Instruction (PPI)I (2 hour)	By the end of the sub strand, the teacher trainee should be able to: a) assess the importance of Programme of Pastoral Instruction in character formation, b) examine the challenges facing the implementation of PPI in schools c) propose possible solutions to the challenges facing the implementation of PPI in schools	Experiences Teacher trainee to: discuss the importance of PPI in school and present in class, research on the challenges facing PPI in schools and propose possible solutions, debate on which values should be	Suggested Key Inquiry Question(s) Why is PPI important in schools?
		d) suggest ways in which values can be integrated in the PPI sessions	embedded in PPI sessions at school,	
		e) appreciate the role of Pastoral Programme Instruction in schools.		

- Learning to learn and Reflective as trainees debate on which values should be embedded in PPI sessions at school
- Citizenship and leadership as trainees research on the challenges facing PPI in schools and propose possible solutions

Values:

- Respect -as trainee adopt the values of tolerance and respect during debating on which values should be embedded in PPI sessions at school
- Patriotism as trainee research on the challenges facing PPI in schools and propose possible solutions

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		_
Ability to assess the	Assesses the importance	Assesses the	Assesses the importance of	Assesses the
importance of	of Programme of Pastoral	importance of	Programme of Pastoral	importance of
Programme of	Instruction	Programme of	Instruction to a large extent	Programme of
Pastoral Instruction	comprehensively and	Pastoral Instruction		Pastoral Instruction to
	correctly			some extent
Ability to examine	Examines the	Examines the	Examines the challenges	Examines the
challenges facing	challenges facing	challenges facing	facing implementation of	challenges facing
implementation of	implementation of	implementation of	PPI and suggest some	implementation of
PPI and suggesting	PPI and suggest	PPI and suggest	possible	PPIand suggest
solutions	possible solutions	possible solutions	Solutions but omits minor	possible
	comprehensively and		details	solutions but omits
	accurately			significant details

STRAND 2.0 QUR'AN

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Qur'an	2.1 Ulumul	By the end of the sub	Teacher Trainee to:	1.Why did mankind
_	Qur'an	strand, the teacher trainee	• discuss why the <i>Quran</i> was	needrevelation?
		should be able to:	revealed to humankind and	2.Why was the
	(4 hours)	a) examine the need for	present in class.	Qur'an not
		revelation of the Qur'an to	• research online on how the	revealed all at
		mankind.	Qur'an was revealed to	once?
		b) explain the stages of the	Prophet Muhammad (s.a.w)	
		revelation of Qur'an,	and make class presentations.	
		c) justify the revelation of the	• brainstrom on the rationale for	
		Qur'anin portions with	the revelation of the <i>Qur'an</i> in	
		evidence from the Qur'an	portions and share in class	
		and Sunnah	 analyse the features of 	
		d) differentiate between	Makkanand Madani surah and	
		Makkan and Madani surah	classify them using	
		for better understanding of	charts/powerpoint,	
		the Qur'an.	 search online/reference 	
		e) value the Qur'an as a	materials on the differences	
		source of guidance to	between Makkan and	
		humankind.	Madinan surah and present on	
			charts/powerpoint.	

- Learning to Learn and Reflective Practice- as trainee brainstrom on the rationale for the revelation of the *Qur'an* in portions and share in class
- Self-efficacy- as the trainee analyse the features of Makkanand Madani surah and classify them using charts/powerpoint
- Digital literacy as trainees search online/reference materials on the differences between Makkan and Madinan surah and present on charts/powerpoint

Values:

- Unity -as the trainee work in groups while brainstorming and discussing in groups
- Responsibility as trainee search online/reference materials on the differences between Makkan and Madinan surah and present on charts/powerpoint

Level	Exceeds expectations	Meets expectations	Approaches Expectations	Below expectations
Indicator				
Ability to	Examines the need for	Examines the need for	Examines the need for	Examines the need for
examine the	revelation and explains	revelation and explains	revelation and explains the	revelation and explains the
need for	the stages of revelation	the stages of revelation	stages of revelation of the	stages of revelation of the
revelation and	of the Qur'an	of the Qur'an	Qur'an with a few mix-ups	Qur'an with major mix-ups
explain the	exhaustively and cites			
stages of	examples			
revelation of				
the Qur'an				

Level	Exceeds expectations	Meets expectations	Approaches Expectations	Below expectations
Indicator				
Ability to	Justifies the revelation	Justifies the revelation	Justifies the revelation of the	Justifies the revelation of
justify the	of the Qur'an in	of the <i>Qur'an</i> in	Qur'an in portions and	the <i>Qur'an</i> in portions and
revelation of	portions and	portions and	differentiates between Makkan	differentiates between
the Qur'an	differentiates between	differentiates between	and Madani Surah but leaves	Makkan and Madani <i>Surah</i>
in portions	Makkan and Madani	Makkan and Madani	out few details	but leaves out significant
and	Surah	Surah		details
differentiate	comprehensively			
between				
Makkan and				
Madani				
surah				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
				Question(s)
2.0 Qur'an	2.2 Handling the Qur'an (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) describe the appropriate manners of handling the <i>Qur'an</i> with respect, b)demonstrate appropriate ways of handling the <i>Qur'an</i> c) assess the significance of Quran in the life of a Muslim d)develop a checklist to assess handling the Qur'an, e) appreciate the <i>Qur'an</i> as a divine message.		
			assess the handling of the	
			Qur'an during recitation.	

- Assessment Competency as trainee develop a checklist to assess the handling of the Qur'an during recitation
- Self-efficacy as trainee demonstrate appropriate ways of harding the Qur'an
- Communication and collaboration as trainee discuss appropriate manners of handling the *Qur'an*, and present in Class
- Digital literacy as trainee watch video clips on appropriate manners of handling the *Qur'an*.

Values:

Responsibility -as trainee develop a checklist to assess the handling of the Qur'an during recitation

Level	Exceeds expectations	Meets expectations	Approaches	Below expectations
Indicator	_	_	Expectations	_
Ability to describe	Describes and	Describes and	Describes and	Describes and
and demonstrates	demonstrates	demonstrates	demonstrates appropriate	demonstrates appropriate
appropriate	appropriate manners	appropriate manners	manners of handling the	manners of handling the
manners of	of handling the Qur'an	of handling the Qur'an	Qur'an with a few mix-	Qur'an with major mix-
handling the	coherently		ups	ups
Qur'an				
Ability to assess	Assesses the	Assesses the	Assesses the	Assesses the
the significance of	significance of	significance of	significance of Quran	significance of Quran
Quran in the life of	Quran in the life of	Quran in the life of	in the life of a	in the life of a Muslim
a Muslim	a Muslim	a Muslim	Muslim	but leaves out significant
	Comprehensively and		but leaves out few details	details
	cites examples			
Ability to develop	Develops a	Develops a checklist	Develops a checklist to	Develops a checklist to
a checklist to	checklist to assess	to assess handling the	assess handling the	assess handling the Qur'an
assess handling the	handling the	Qur'an	Qur'an with a few errors	with significant errors
Qur'an	Qur'an correctly			
	and innovatively			

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. 0 Qur'an	2.3 Arabic alphabet and vowels (9 hours)	By the end of the sub strand, the teacher trainee should be able to: a) Write and articulate the letters and sounds of the Arabic alphabet b) Write Arabic vowels for accurate reading of the Qur'an, c) model a lesson on the correct articulation of Arabic sounds d) Appreciate the role of Arabic vowels for ease of reading of the Qur'an	 Identify and pronounce the sounds of Arabic alphabet through flash cards, cut-outs, models and digital devices Compose a song on Arabic alphabets, record and share on social media Practice the correct orientation of reading and writing the Arabic alphabet (right to left Search for digital educational materials on Arabic alphabet and make class presentations. Search online/reference materials on short and long vowels and present in class Place the vowels (fatha,kasra,dhuma and sukun) on the alphabets and practice pronouncing them. Peer teach on the correct articulation and pronunciation of the Arabic alphabet with 	How can young children learn to read and write the Arabic alphabet?

		vowels.	
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- Digital literacy skills –as trainee Search for digital educational materials on Arabic alphabet and make class presentations.
- Pedagogical content knowledge -as trainee Peer teach on the correct articulation and pronunciation of the Arabic alphabet with vowels

Values:

Respect, unity and social justice- for other members of the society through the teachings of the selected *surah*.

Level	Exceeds	Meets expectations	Approaches Expectations	Below expectations
Indicator	expectations			
Ability to	Writes, articulates the	Writes, articulates the	Writes, articulates the letters,	Writes, articulates the
Write,	letters, sounds and	letters, sounds and	sounds and vowels of the	letters, sounds and vowels
articulate the	vowels of the Arabic	vowels of the Arabic	Arabic alphabet with a few	of the Arabic alphabet with
letters, sounds	alphabet correctly	alphabet correctly	mix-ups	major mix-ups
and vowels of				
the Arabic				
alphabet,				
Ability to model	Models a lesson	Models a lesson on	Models a lesson on the	Models a lesson on the
a lesson on the	on the correct	the correct articulation	correct articulation of Arabic	correct articulation of
correct	articulation of	of Arabic sounds	sounds but misses a few	Arabic sounds but misses
articulation of	Arabic sounds		aspects	many aspects
Arabic sounds	creatively			

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	2.4 Selected Surah Al-Fatiha,An- Naas,Al- Falaq,Al- Ikhlas,Al- Masad,An- Nasr,Al- Kafirun (9 hours)	By the end of the sub strand, the teacher trainee should be able to: a) read the selected <i>surah</i> correctly for spiritual nourishment. b) explain the meaning of the selected <i>surah</i> for an indepthunderstanding c) analyse the lessons of the selected <i>surah</i> for applicationin day to day life life d) develop learning experiences on the sub strand selected surah e) appreciate the teachings of the selected <i>surah</i> in daily life.	 Teacher Trainee: Listen to recitation of the <i>Qur'an</i> from adigital device. Individually, read the selected <i>surah</i> Search online/from a translated copy of the Qur'an verses of the selected <i>surah</i> with their corresponding meaning and note them down Discuss the meaning of selected <i>surah</i> andmake class presentations. Formulate learning experiences to teach selected surah 	What lessons do we learn from the selected surah?

- Digital literacy skills -as they use digital devices to identify verses of the selected *surah* with their corresponding meaning
- Self- Efficacy -as trainee Individually, read the selected *surah*
- Pedagogical content knowledge as trainees Formulate learning experiences to teach selected surah

Values:

- Respect teacher trainees respect each other's opinions in discussion groups
- Integrity as trainee search online/from a translated copy of the Qur'an verses of the selected *surah* with their corresponding meaning

• Responsibility as trainee formulate learning experiences to teach selected surah

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_			
Ability to read,	Reads, explains the	Reads, explains the	Reads, explains the meaning	Reads, explains the
explain meaning	meaning and analyses	meaning and analyses	and analyses lessons from the	meaning and analyses
and analyse	lessons from the selected	lessons from the selected	selected surah with a few	lessons from the
lessons from the	surah correctly	surah	mix-ups	selected surah with
selected surah				major mix-ups
Ability to	Develops learning	Develops learning	Develops learning	Develops learning
develop	experiences on the sub	experiences on the sub	experiences on the sub strand	experiences on the sub
learning	strand selected surah	strand selected surah	selected surah but misses a	strand selected surah
experiences on	innovatively		few aspects	but misses many
the sub strand				aspects
selected surah				

STRAND 3.0 HADITH

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Hadith	3.1. Ulumul	By the end of the sub strand, the	Teacher trainee to:	How can Muslims
	Hadith	teachertrainee should be able to:	• discuss forms of <i>Hadith</i> (<i>Qaul</i> ,	verify the
	(2 hours)	a) explain the forms of	fiil, Taqrir) and make class	authenticity of
		Hadith forspiritual	presentations.	Hadith?
		guidance	• discuss the components of <i>Hadith</i>	
		b) describe the components	(Isnad, Matn rawii) and cites	
		of Hadith for ease of	examples present	
		interpretation.	Brainstorm the differences	
		c) distinguish between <i>Hadith</i>	between Hadith Qudsi and Hadith	
		Qudsi and Hadith Nabawi for	Nabawi.	
		better understanding	 Using digital devices search for 	
		d) classify <i>Hadith</i> based on	the the features of various	
		authenticity for application	classes of <i>Hadith</i> (Sahih,	
		in daily life	Hassan, Dhaif) and present in	
		e) select the core	class using powerpoint/charts	
		competencies to be	formulate learning	
		developed while teaching	experiences that could lead	
		Ulumul Hadith Hadith	to the development of core	
		f) value <i>Hadith</i> as a source of	competencies while teaching	
		guidance.	UlumulHadith.	

Core Competencies to be developed:

- Communication and collaboration as trainee discuss forms of *Hadith* (Qaul, fiil, Taqrir) and make class presentations
- Digital literacy skills -as trainee use of digital devices Using digital devices search for the the features of various classes of

Hadith(Sahih, Hassan, Dhaif)

- Learning to learn and reflective practice as trainee Brainstorm the differences between Hadith Qudsi and Hadith Nabawi
- Pedagogical content knowledge as trainee formulate learning experiences that could lead to the development of core competencies while teaching *UlumulHadith*

Values:

Integrity is enhanced as trainee Uses digital devices to search for the features of various classes of *Hadith*(*Sahih*, *Hassan*, *Dhaif*) and present in class using powerpoint/charts

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Explains, describes the	Explains, describes the	Explains, describes the	Explains, describes
explain, describe	forms and components of	forms and components of	forms and components of	the forms and
the form and	Hadith correctly	Hadith	Hadith <i>surah</i> with a few	components of
component of			mix-ups	Hadith with major
Hadith				mix-ups
Ability to	Distinguishes between	Distinguishes between	Distinguishes between	Distinguishes
distinguish	Hadith Qudsi and	Hadith Qudsi and Hadith	Hadith Qudsi and Hadith	between Hadith
between Hadith	Hadith <i>Nabawi</i>	Nabawi	Nabawi leaving out few	Qudsi and Hadith
Qudsi and	comprehensively		details	Nabawi leaving out
Hadith Nabawi				significant details
Ability to	Classifies <i>Hadith</i> based	Classifies <i>Hadith</i> based	Classifies <i>Hadith</i> based on	Classifies <i>Hadith</i>
classify Hadith	on authenticity	on authenticity	authenticity with minor	based on authenticity
based on	accurately and cites		errors	with major errors
authenticity	examples			

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to select the core competencies to be developed while teaching Ulumul Hadith	Selects the core competencies to be developed while teaching <i>Ulumul Hadith</i> appropriately	Selects the core competencies to be developed while teaching <i>Ulumul Hadith</i> Hadith	Selects the core competencies to be developed while teaching <i>Ulumul Hadith with</i> few mix-ups	Selects the core competencies to be developed while teaching <i>Ulumul Hadith</i> with major mix-ups

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Hadith	3.2. Selected Hadith (9 hours)	By the end of the sub strand, the trainee should be able to: a) derive lessons from the selected b) Hadith for character building c) analyse the relevance of the selected d) Hadith in the life of a Muslim e) practise the etiquette learnt from the selected Hadith in daily life f) develop assessment tools to assess the learning outcomes on selected Hadith, g) appreciate Hadith as a second source of guidance for a Muslim.	Teacher Trainee to: Discuss lessons derived from the selected Hadith. Hadith on obedience: "There is no obedience to a created being if it amounts to disobedience to Allah Almighty." (Al-Bukhari). Hadith on Ihsan: "It is that you should worship Allah as though you see Him, forthough you cannot see Him yet He sees you." (Muslim) Hadith on love for others: "None of you will believe until you love for yourself." (Bukhari and Muslim) Hadith on reliance on Allah Hadith on Taqwa Hadith on manners of eating	Inquiry Question(s) 1. What is the benefit of believing in Ihsan? 2. How can Muslims show obedience to Allah? 3. How can Muslims showlove to one another?
			• Discuss the relevance of the selected <i>Hadith</i> in the life of a Muslim and present in class	

	• Role play the importance of	
	exercising the virtue of obedience.	
	dramatize ways of showing love to	
	one another, reliance on Allah and	
	manners of eating,	
	• Watch/record video clips on <i>Ihsan</i> ,	
	obedience and love for others and	
	make class presentation on the	
	teachings	
	• formulate suitable assessment tools	
	to assess the learning outcomes on	
	selected in groups, make charts and	
	display in class.	
\mathbf{C}	And the Lands and the Lands	

Creativity and innovation as trainee dramatize ways of showing love to one another, reliance on Allah and manners of eating

- Assessment competency as trainee formulate suitable assessment tools to assess the learning outcomes on selected in
- groups, make charts and display in class
- Digital literacy as trainee Watch/record video clips on *Ihsan*, obedience and love for others and make class

Values:

- Respect enhanced as trainee tolerate each other views while discussing
- Responsibility enhanced as trainees assumes roles in roleplaying and dramatising

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	-		_
Ability to derive	Derives lessons, analyses	Derives lessons, analyses	Derives lessons, analyses	Derives lessons,
lessons, analyse	relevance and practises	relevance and practises	relevance and practises the	analyses relevance
relevance and	the etiquette of the	the etiquette of the	etiquette of the selected	and practises the
practise the	selected Hadith correctly	selected Hadith	Hadith with a few mix-ups	etiquette of the
etiquette of the				selected Hadith with
selected Hadith				major mix-ups
Ability to	Develops assessment	Develops assessment	Develops assessment tools	Develops assessment
develop	tools to assess the	tools to assess the	to assess the learning	tools to assess the
assessment	learning outcomes on	learning outcomes on	outcomes on selected	learning outcomes on
tools to assess	selected Hadith	selected Hadith	Hadith with few errors	selected Hadith with
the learning	exhaustively			major errors
outcomes on				
selected Hadith				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Hadith	3.2.1 Selected Hadith	By the end of the sub strand, the trainee should be able to: a) evaluate the importance of selected hadith in the life of a muslim, b) apply the teachings of the selected <i>Hadith</i> to fulfil the <i>sunnah</i> of the Prophet (s.a.w) c) formulate key inquiry questions on selected hadith, d) uphold the teachings of selected Hadiths for spiritual nourishment.	 Teacher Trainee to: Discuss lessons derived from the following selected Hadith. Hadith on cleanliness: "Islam is clean. Therefore, clean yourselves. Verily only the clean people will enter Paradise." Hadith on oral hygiene: "Brushing of teeth is a means of purification of mouths and pleasing Allah." (Ibn Majah). Hadith on eating: "O young boy, say Bismillah, eat with your right hand and eat from what is directly infront of you." (Bukhari and Muslim) Hadith on physical fitness: "A strong (physically fit) believer is better and more beloved to Allahthan the weak believer." Explain the relevance of the selected Hadith in the life of 	1.How can Muslims observe personal hygiene? 2.What are the benefits of observing personal hygiene? 3.What are the benefits of observing Islamic manners of eating? 4.Why should Muslims observe physical fitness?

	aMuslim.
	Role play the importance of
	observing cleanliness and
	physical fitness.
	Observe Islamic eating habits
	during meal times.
	Watch video clips on eating
	habits, cleanliness and physical
	fitness,
	prepare Key Inquiry
	Questions on selected
	hadith. and make
	presentation on the
	teachings.
	compose songs/nashid/
	poems oncleanliness and
	physical fitness and make
Core Competencies to be Developed:	class presentation.

- Digital literacy skills- as trainee watch and analyse video clips
- Pedagogy content knowledge- as trainee prepare Key Inquiry Questions on selected hadith
- Creativity and innovation as trainee compose songs/*nashid*/ poems oncleanliness and physical fitness and make class presentation

Values:

Responsibility -as trainee compose songs/nashid/ poems on cleanliness and physical fitness and make class presentations

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Evaluates the importance	Evaluates the importance	Evaluates the importance and	Evaluates the
evaluate the	and applies the teachings	and applies the teachings	applies the teachings of the	importance and
importance and	of the selected Hadith	of the selected Hadith	selected Hadith omitting few	applies the teachings
apply the	correctly		details	of the selected Hadith
teachings of the				omitting significant
selected Hadith				details
Ability to	Formulates key inquiry	Formulates key inquiry	Formulates key inquiry	Formulates key
formulate key	questions on selected	questions on selected	questions on selected hadith	inquiry questions on
inquiry	hadith appropriately	hadith	few that are vague	selected hadith many
questions on				that are vague
selected hadith				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry Question(s)
3.0 Hadith	3.2.2	By the end of the sub strand, the	Teacher Trainee to:	1. Why is it
	Selected	trainee should be able to:	 Discus groups in lessons 	importantfor
	Hadith	a) assess the benefits of seeking	derived from the selected	Muslims to seek
		knowledge as a means of	Hadith.	knowledge?
		fulfilling Allah's obligation	• Hadith on knowledge:	2. How can
		b) evaluate the importance of	"Seeking knowledge is an	Muslims
		honesty in the life of a Muslim,	obligation on everyMuslim."	eradicate
		c) propose ways of mainstreaming	(Ahmed)	dishonestyin
		the Pertinent and contemporary	• Hadith on honesty: "The signs of	society?
		issues in selected Hadith,	a hypocrite are three: when he	3. How can a
		d) practise the teachings of the	speaks, he lies, when he makes a	Muslim create
		selected <i>Hadith</i> to fulfil the	covenant, he betrays it, and when	awareness on the
		sunnah of the Prophet (s.a.w)	he is entrusted, he betrays the	importance of
		e) uphold the importance of	trust." (Bukhari and Muslim)	knowledge?
		knowledge and honesty in day to	 discuss the benefits of 	
		day life.	seekingknowledge.	
			 undertake a project on ways of 	
			eradicating dishonesty during	
			examinations adin public	
			offices.	
			 research ways of promoting 	
			education among the Muslims	
			and make class presentations.	
			dramatise/role play the	

importance of seeking knowledge, • discuss the aspect of Pertinent and contemporary issue that can be mainstreamed in the sub strand selected hadith in groups and
present using flip charts,

- Communication and collaboration- as learners discuss and make presentations in class.
- Citizenship and leadership competency- are enhanced as trainee undertake a project on ways of eradicating dishonesty in public offices
- Crirical thinking and problem solving as trainee research ways of promoting education among the Muslims and make class presentations

Values:

Patriotism is enhanced as trainee undertake a project on ways of eradicating dishonesty during examinations adin public offices.

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		
Ability to assess the	Assesses the benefits of	Assesses the benefits of	Assesses the benefits of	Assesses the benefits
benefits of seeking	seeking knowledge and	seeking knowledge and	seeking knowledge and	of seeking knowledge
knowledge and	exercising honesty	exercising honesty	exercising honesty omitting	and exercising honesty
exercising honesty	comprehensively and cites		few details	omitting significant
	examples			details
Ability to propose	Proposes ways of	Proposes ways of	Proposes ways of	Proposes ways of
ways of	mainstreaming the	mainstreaming the	mainstreaming the Pertinent	mainstreaming the
mainstreaming	Pertinent and	Pertinent and	and contemporary issues in	Pertinent and
the Pertinent and	contemporary issues in	contemporary issues in	selected Hadith with a few	contemporary issues in
contemporary	selected Hadith	selected Hadith	mix-ups	selected Hadith with
issues in selected	correctly			major mix-ups
Hadith				

STRAND 4.0 PILLARS OF IMAN

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars	4.1 Belief in	By the end of the sub strand,	Teacher trainee to:	1.Why do Muslims
of Iman	Allah	theteacher trainee should be able to:	• discuss the relevance of <i>Tawheed</i> in the life of a Muslim.	believe in Tawheed?
	(2 hours)	 a) assess the relevance of Tawheed in the life of a Muslim b) derive the teachings from the selected at the of Allah c) describe the different types of shirk to avoid engaging in them d) examine the effects of shirk in the society e) develop learning resources to facilitate learning on the belief of Allah f) appreciate the attributes of Allahas part of Iman. 	 use digital devices to download selected attributes of Allah, discuss their teachings and make class presentations; (Al-Khaliq,Ar-Razzaq, Ar-Rahman,Ar- Rahim,Al-Malik,As-Salaam,Al-Basir,As- Samiu,Al-Ghaffar,Al-Aliim,Al-Hafeedh,Al-Hakim,Al-Hayu and Al-Waahid). recite the selected attributes and their meaning in class. research on types of shirk, its effect and make write up. dramatise through skits the manifestation of shirk. develop learning resources to facilitate learning on the belief of Allah 	2.How can Muslims avoid <i>shirk</i> ?

- Digital Literacy -as trainee use digital devices to download selected attributes of Allah, discuss their teachings and make class presentation
- Communication- and Collaboration as trainee discuss the relevance of *Tawheed* in the life of a Muslim
- Pedagogical Content Knowledge as trainee develop learning resources to facilitate learning on the belief of Allah

Values:

- Responsibility is enhanced as trainee develop learning resources to facilitate learning on the belief of Allah
- Unity is enhanced as trainees work together in group discussion worship Allah alone

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				_
Ability to assess	Assesses the relevance of	Assesses the relevance	Assesses the relevance of	Assesses the
the relevance of	Tawheed and derive the	of <i>Tawheed</i> and	Tawheed and derive the	relevance of
Tawheed and	teachings from the	derive the teachings	teachings from the selected	Tawheed and
derive the	selected attributes of	from the selected	attributes of Allah	derive the teachings
teachings from	Allah	attributes of Allah	omitting few details	from the selected
the selected	comprehensively and cites			attributes of Allah
attributes of	examples			omitting significant
Allah				details
Ability to	Describes the different	Describes the different	Describes the different types of	Describes the
describe the	types of shirk and their	types of shirk and their	shirk and their effects in the	different types of
different types of	effects in the society	effects in the society	society but omits few details	shirk and their
shirk and their	correctly and			effects in the society
effects in the	comprehensively			but omits many
society				details

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability develop	Creatively develops	Develops learning	Develops some learning	Develops learning
learning	learning resources to	resources to facilitate	resources to facilitate	resources to
resources to	facilitate learning on the	learning on the belief	learning on the belief of	facilitate learning
facilitate	belief of Allah	of Allah	Allah	on the belief of
learning on the			with few mix ups	Allah
belief of Allah				with many mix ups

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry Question(s)
4.0	4.2 Belief in	By the end of the sub strand, the	Teacher trainee to:	1. What lessons can a
Pillars	Angels	teachertrainee should be able to:	 Discuss the characteristics of 	Muslim learn from the
ofIman	(1 hour)	a) describe the characteristics of	Angels andmake class	duties of Angels?
		Angels as an integral part of	presentations,	2. How does the belief in
		Iman (faith)	 search online/from reference 	Angels affect a
		b) evaluate the	materials on Angels and	Muslim?
		significance of believing in	their duties, prepare charts	
		Angels as a pillar of <i>Iman</i> .	and make class	
		c) practise obedience to	presentations.	
		Allah by emulating the angels	Brainstorm on the	
		in life	significance of believing in	
		d) develop an assessment	Angels,	
		rubric to assess learning of	 Develop an assessment rubric 	
		IRE	to assess pimay school learners	
			on belief in angels.	
		e) appreciate the role of		
		Angels as a way offulfilling		
		Allah's commandment		

- Communication and collaboration- as trainee brainstorm on the significance of believing in Angels.
- Assessment Competency- as trainee Develop an assessment rubric to assess primary school learners on belief in angels

Values:

• Responsibility- as trainee develop an assessment rubric to assess primary school learners on belief in angels

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		_
Ability to describe the characteristics of Angels and evaluate the significance of believing in Angels	Describes the characteristics of Angels and evaluate the significance of believing in Angels correctly	Describes the characteristics of Angels and evaluate the significance of believing in Angels	Describes the characteristics of Angels and evaluate the significance of believing in Angels with few errors	Describes the characteristics of Angels and evaluate the significance of believing in Angels with significant errors
Ability develop an assessment rubric to assess learning of IRE	Develops an assessment rubric to assess learning of IRE comprehensively	Develops learning resources to facilitate learning of IRE	Develops learning resources to facilitate learning of IRE leaving out few details	Develops learning resources to facilitate learning of IRE leaving out significant details

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars of Iman	4.3 Belief in Allah's Prophets (5 hours)	By the end of the sub strand the teachertrainee should be able to: a) describes the characteristics of prophets of Allah b) analyse the Miracles of prophets Nuh, Musa and Issa (a.s) as evidence of the powers of Allah c)deduce lessons from the stories of prophets Ibrahim and Yusuf d) examine the relevance of believing in Allah's prophets in Islam e)propose teaching methods that can be used to facilitate learning of belief in Allah's Prophets, f) appreciate the belief in Allah's prophets as a pillar of Iman.	 Teacher trainee to: brainstorm on the characteristics of prophets of Allah and deduce lessons, discuss and do a write up on why prophets were sent tohumankind research on the miracles of prophets Nuh, Musa and Issa and make class presentations. Watch videos depicting the stories of prophets Ibrahim and Yusuf and deduce lessons. discuss appropriate teaching method for facilitating learning belief in Allah's Prophets 	 What lessons can a Muslim learn from the stories of prophets? Why is it important for aMuslim to believe in prophets of Allah?

- Communication and collaboration as trainee discuss and do a write up on why prophets were sent to humankind
- Creativity and innovation as trainee discuss appropriate teaching method for facilitating learning belief in Allah's Prophets

• Pedagogical content knowledge- as trainee discuss appropriate teaching method for facilitating learning belief in Allah's Prophets.

Values:

- Respect -as trainee teacher trainees respect each other's opinion during discussion
- Unity: teacher trainees work in groups during discussion

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Describes the	Describes the	Describes the characteristics	Describes the
describe the	characteristics of	characteristics of	of Prophets and analyses the	characteristics of
characteristics of	Prophets and analyses	Prophets and analyses the	miracles of Prophets	Prophets and analyses
Prophets and	the miracles of Prophets	miracles of Prophets	Nuh, Musa and Issa (a.s)	the miracles of
analyses the	Nuh, Musa and Issa (a.s)	Nuh,Musa and Issa (a.s)	with few mix-ups	Prophets Nuh, Musa
miracles of	comprehensively and			and Issa (a.s) with
Prophets	cites examples			major mix-ups
Nuh, Musa and				
Issa (a.s)				
Ability deduce	Deduces lessons from	Deduces lessons from	Deduces lessons from	Deduces lessons from
lessons from	stories of Prophets and	stories of Prophets and	stories of Prophets and	stories of Prophets and
stories of Prophets	examines the relevance	examines the relevance	examines the relevance of	examines the
and examines the	of believing in Allah's	of believing in Allah's	believing in Allah's	relevance of believing
relevance of	Prophets accurately	Prophets	Prophets leaving out few	in Allah's Prophets
believing in			details	leaving out significant
Allah's Prophets				details

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to propose	Convincingly proposes	Proposes teaching	Proposes teaching methods	Proposes teaching
teaching methods	teaching methods that	methods that can be used	that can be used to facilitate	methods that can be
that can be used to	can be used to facilitate	to facilitate learning of	learning of belief in Allah's	used to facilitate
facilitate learning	learning of belief in	belief in Allah's Prophets	Prophets with a few	learning of belief in
of belief in Allah's	Allah's Prophets		irrelevant ones	Allah's Prophets with
Prophets				many irrelevant ones

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars of Iman	4.4 Belief Allah's Books (1 hour)	By the end of the sub strand, the teachertrainee should be able to: a) examine the characteristics of revealed books b) assess the significance of believing inthe Allah's Books as a pillar of <i>Iman</i> c) practise righteous deeds to earn Allah's blessings d) develop a written assessment tool for assessing learning e) appreciate the belief in angels as away of nurturing piety.	Teacher trainee to: • discuss the characteristics of revealed books and present in class, • research online on the significance of believing in Allah's books and present using powerpoint, • Construct a written test on the Belief in Allah's books using the blooms taxonomy.	Why is it important for Muslims to believe Allah's books?

- Learning to Learn and Reflective Practice -as trainee research online on the significance of believing in Allah's books and present using powerpoint
- Assessment Competency- as trainee Construct a written test on the Belief in Allah's books using the blooms taxonomy

Values:

Responsibility –as trainees research online on the significance of believing in Allah's books and present using powerpoint

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		_
Ability to examine	Examines the	Examines the	Examines the	Examines the
the characteristics	characteristics of	characteristics of	characteristics of revealed	characteristics of
of revealed books	revealed books and	revealed books and	books and assesses the	revealed books and
and assess the	assesses the significance	assesses the significance	significance of believing in	assesses the
significance of	of believing in Allah's	of believing in Allah's	Allah's books	significance of
believing in	books	books	with few mix-ups	believing in Allah's
Allah's books	comprehensively and			books
	cites examples			with major mix-ups
Ability develop a	Creatively develops a	Develops a written	Develops a written	Develops a written
written	written assessment tool	assessment tool for	assessment tool for	assessment tool for
assessment tool	for assessing learning	assessing learning	assessing learning	assessing learning
forassessing			with little guidance	with significant
learning				guidance

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry Question(s)
4.0 Pillars	4.4 Belief in	By the end of the sub strand, the	Teacher trainee to:	1. Why is it important
of Iman	the Last Day	teachertrainee should be able to:	• brainstorm on the signs of the	for Muslims to
	(1 hour)	 a) describe the events of the Day of Judgement b) assess the significance of believing in the Last Day as a pillar of <i>Iman</i> c) practise righteous deeds to earn Allah's blessings d) develop learning experiences that would lead to the attainment of the learning outcome on belief in the last day e) appreciate the belief in the Last Day as a way of nurturing 	 day of Judgement and present in class, use digital devices to research on the events of the Day of Judgement in the order of occurrence and present on charts/powerpoint. discuss the significance of believing in the Last Day and make class presentations. construct relevant learning experiences leading to the attainment of the learning 	believe in the Last Day? 2.Why should Muslims practise righteous deeds?
		piety.	outcome on the belief in the last day	

- Creativity and innovation -as trainee construct relevant learning experiences leading to the attainment of the learning outcome on the belief in the last day
- Communication and collaboration as trainee discuss the significance of believing in the Last Day and make class presentations

Values:

- Integrity as trainee use digital devices to research on the events of the Day of Judgement in the order of occurrence and present on charts/ powerpoint.
- Responsibility as trainee construct relevant learning experiences leading to the attainment of the learning outcome on the belief in the last day

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_			
Ability to describe	Describes the events and	Describes the events and	Describes the events and the	Describes the events
the events and the	the significance of the of	the significance of the of	significance of the of the	and the significance
significance of the	the Day of Judgement	the Day of Judgement	Day of Judgement with few	of the of the Day of
of the Day of	correctly		mix-ups	Judgement with
Judgement				major mix-ups
Ability develop	Develops learning	Develops learning	Develops learning	Develops learning
learning	experiences that would	experiences that would	experiences that would lead	experiences that
experiences that	lead to the attainment of	lead to the attainment of	to the attainment of the	would lead to the
would lead to the	the learning outcome on	the learning outcome on	learning outcome on belief	attainment of the
attainment of the	belief in the last Day	belief in the last Day	in the last Day with few	learning outcome on
learning outcome	creatively		errors	belief in the last Day
on belief in the last				with major errors
Day				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key Inquiry
			Experiences	Question(s)
4.0 Pillars	4.5. Belief	By the end of the sub strand, the teacher	Teacher trainee to:	1. Why should
of Iman	in <i>Qadar</i>	trainee should be able to:	• discuss the	Muslims believein
	(2 hours)	a) assess the significance of believing in	significance of	Qadar?
		Qadar (Allah's power)	believing in Allah's	2. How can Muslims
		b) analyse situations in which the virtue	power.	exercise tawakul in
		of tawakkul manifest in the society	 role play situations that 	their daily lives?
		c) evaluate the importance of	require Muslims to	
		exercising tawakul in the life of	exercise <i>tawakul</i> .	
		a muslim	 discuss the importance 	
		d) exercise tawakul in their daily life to	of exercising tawakul	
		earn Allah's blessings	and make class	
		e) develop a sample record of work for	presentations.	
		the sub strand belief in <i>Qadar</i>	prepare a sample	
		f) appreciate the belief in <i>Qadar</i> to	Record of Work on a	
		strengthen faith.	chart for the sub strand	
			belief in <i>Qadar</i> .	

- Self-Efficacy as trainee role play situations that require Muslims to exercise tawakul.
- Pedagogical Content Knowledge as trainee prepare a sample Record of Work on a chart for the sub strand belief in *Qadar*.
- Communication and collaboration as trainees discuss the significance of believing in Allah's power

Values:

Responsibility-as trainee prepare a sample Record of Work on a chart for the sub strand belief in *Qadar*.

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	•	•		•
Ability to assess	Assesses the significance	Assesses the significance	Assesses the significance of	Assesses the
the significance of	of believing in Qadar and	of believing in Qadar and	believing in Qadar and	significance of
believing in Qadar	exercising <i>Tawakul</i>	exercising <i>Tawakul</i>	exercising Tawakul with	believing in Qadar
and exercising	comprehensively and cites		minor errors	and exercising
Tawakul	examples			Tawakul with major
	_			errors
Ability develop	Creatively develops a	Develops a sample	Develops a sample record	Develops a sample
a sample record	sample record of work	record of work for the	of work for the sub strand	record of work for
of work for the	for the sub strand	sub strand belief in	belief in <i>Qadar</i>	the sub strand
sub strand	belief in <i>Qadar</i>	Qadar	with little guidance	belief in <i>Qadar</i>
belief in Qadar				with significant
				guidance

STRAND 5.0 DEVOTIONAL ACTS

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Outcomes	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.1 Pillars of Islam (1 hours)	By the end of the sub strand, the teacher trainee should be able to: a) assess the significance of Shahada in the life of a Muslim b) develop a lesson plan on Shahada to acquire professional knowledge c) propose ways of mainstreaming values in the strand pillars of Islam d) Value Shahada as a fundamental principle of Islam.	 Teacher Trainee to: Identify the parts of Shahada using flashcard flashcards. Listen/watch the recitation of Shahada from a digital device and recite individually in class. Discuss the significance of Shahada in the life of a Muslim and make class presentations. Prepare a lesson plan on pillars of Islam. design and mainstream values in the strand of pillars of Islam 	Why do Muslims believe in Shahada?

Core Competencies to be developed:

- Pedagogy content knowledge -as trainee Prepare a lesson plan on pillars of Islam
- Creativity and innovation -as trainee design and mainstream values in the strand of pillars of Islam

Values:

- Responsibility -as trainee prepare a lesson plan on pillars of Islam
- Unity -as trainees work together in discussion groups

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		
Ability assess the significance of <i>Shahada</i> in the life of a Muslim	Assesses the significance of <i>Shahada</i> in the life of a Muslim correctly	Assesses the significance of <i>Shahada</i> in the life of a Muslim	Assesses the significance of <i>Shahada</i> in the life of a Muslim leaving out few details	Assesses the significance of Shahada in the life of a Muslim leaving out major details
Ability develop a lesson plan on Shahad\	Systematically prepares a lesson plan on <i>Shahada</i>	Prepares prepares a lesson plan on <i>Shahada</i>	Prepares a lesson plan on Shahada but omits few steps	Prepares a lesson plan on <i>Shahada</i> but omits many steps
Ability to propose ways of mainstreaming values in the strand pillars of Islam	Creatively proposes ways of mainstreaming values in the strand pillars of Islam	Proposes ways of mainstreaming values in the strand pillars of Islam	Proposes ways of mainstreaming values in the strand pillars of Islam with few errors	Proposes ways of mainstreaming values in the strand pillars of Islam with minor errors

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.2.1 Swalah (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) illustrate ways of cleaning different types of <i>Najasat</i> for ritual purification b) demonstrate the steps of performing <i>Wudhu</i> , <i>Tayammum and Ghusul for</i> ritual purification c) outline the nullifiers of <i>Wudhu</i> tomaintain <i>Twahara</i> d) evaluate the importance of <i>Twahara</i> as a prerequisite forperformance of <i>ibadah</i> e) develop one-week IRE scheme of work on the sub-strand swalah, f) appreciate <i>Twahara</i> as a way ofearning Allah's blessings.	 Research ways of cleaning different types of Najasat and make presentations on charts /Power Point. Demonstrate how Wudhu, Tayammum and Ghusul are performed Discuss ways through which Wudhu is nullified and make class presentations. Research on the importance of Twahara and make a write up, Prepare a one-week scheme of workfor sub strand swalah. 	Why do Muslims observe Twahara?

- Pedagogy content knowledge- as trainee prepare a one-week scheme of work for sub strand swalah
- Learning to learn and reflective practice -as trainee Research on the different types of Najasat and how they are cleaned and

make presentations on charts

• Self-efficacy as trainee demonstrate how Wudhu, Tayammum and Ghusul are performed

Values

Responsibility as trainee prepare a one-week scheme of workfor sub strand swalah

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Demonstrates ways of	Demonstrates ways	Demonstrates ways of	Demonstrates ways of
demonstrate ways of	cleaning Najasat and	of cleaning Najasat	cleaning Najasat and	cleaning Najasat and
cleaning Najasat and	performing	and performing	performing Wudhu, Tayamum	performing
performing	Wudhu, Tayamum and	Wudhu,Tayamum	and Ghusul omitting few	Wudhu,Tayamum and
Wudhu, Tayamum	Ghusul consistently and	and Ghusul	steps	Ghusul omitting major
and Ghusul	correctly			steps
Ability to outline	Outlines nullifiers of	Outlines nullifiers of	Outlines nullifiers of	Outlines nullifiers of
nullifiers of wudhu	wudhu and evaluates	wudhu and evaluates	wudhu and evaluates the	wudhu and evaluates
and evaluate the	the importance	the importance	importance Twahara with a	the importance Twahara
importance Twahara	Twahara correctly	Twahara	few mix-ups	with many mix-ups
Ability to develop	Develops one-week	Develops one-week	Develops one-week IRE	Develops one-week IRE
one-week IRE	IRE scheme of work	IRE scheme of work on	scheme of work on the sub-	scheme of work on the
scheme of work on	on the sub-strand	the sub-strand swalah	strand swalah but omits few	sub-strand swalah but
the sub-strand	swalah		details	omits significant details
swalah	comprehensively			

Strand Sub Stra	nds Specific Learning Outcomes	Suggested Learning	Suggested Key
		Experiences	Inquiry Question(s)
5.0 Devotional Acts 5.2. 2 Sv (2 hours	alah By the end of the sub strand, the		•

- Learning to learn and reflective practice -as trainee Search online/available reference materials on acts that nullify *Swalah*
- Assessment competency as trainee prepare an observation schedule to assess the performance of wudhu

Values:

Responsibility as trainee Prepare an observation schedule to assess steps in the performance of Swalah

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	-	_		_
Ability to state the	States the conditions	States the conditions	States the conditions and	States the conditions and
conditions and	and pillars of Swalah	and pillars of Swalah	pillars of Swalah with a few	pillars of Swalah major mix-
pillars of Swalah	accurately		mix-up	up
Ability to describe	Describes the	Describes the	Describes the nullifiers of	Describes the
the nullifiers of	nullifiers of Swalah	nullifiers of Swalah	Swalah and assesses the	nullifiers of Swalah
Swalah and assess	and assesses the	and assesses the	importance of Swalah with	and assesses the
the importance of	importance of Swalah	importance of Swalah	minor errors	importance of Swalah
Swalah	comprehensively			with significant errors
Ability to	Creatively and	Develops an	Develops an observation	Develops an
develop an	accurately develops a	observation	schedule to with some	observation schedule
observation	detailed observation	schedule to assess	details missing	with major details
Schedule	schedule	learning		missing
				_

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.3 Zakat (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) outline the conditions for Zakat as apillar of Islam b) analyse items liable for Zakat as acomponent of faith in Islam c) mention the recipients of Zakat as listed in the Qur'an d) differentiate between Zakat and Sadaqa as a form of welfare e) differentiate between Zakat and Tax to understand the position of each of them in Islam. f) assess the importance of Zakat in the community, g) value the role of Zakat in alleviating poverty in the society.	 Teacher trainee to: Brainstorm on the conditions for Zakat. Search on items of Zakat and their nisab and display using powerpoint/charts, Individually identify recipients of Zakat from the Quran. Discuss the difference between Zakat and Sadaqa, Zakat and Tax and make class presentations. Research on the benefits of 	1.How do Muslims benefit from <i>Zakat</i>?2.Why should a Muslim pay tax?3.What is the

- Citizenship and leadership as trainees discuss the difference between Zakat and Sadaqa, Zakat and Tax and make class presentations
- Communication and collaboration as trainee research on the benefits of *Zakat* and make class presentation is developed through discussion and class presentation

Values:

Patriotism is enhanced as trainee discuss the difference between Zakat and Sadaqa, Zakat and Tax and make class presentations

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to outline	Outlines conditions	Outlines conditions	Outlines conditions and	Outlines conditions and
conditions and	and naming recipient,	and naming recipient,	naming recipient, for zakat	naming recipient, for zakat
naming recipient,	for zakat correctly	for zakat	with few ommission	with significant ommission
for zakat				
Ability to analyse	Analyses itemsliable	Analyses items liable	Analyses itemsliable for	Analyses items liable for
items liable for	for zakat accurately	for zakat	zakat but omits few	zakat but omits many
zakat				
Ability to	Differentiates zakat,	Differentiates zakat,	Differentiates zakat,	Differentiates zakat,
differentiate	sadaqa Tax and	sadaqa Tax and	sadaqa Tax and assessing	sadaqa Tax and assessing
zakat, sadaqa Tax	assessing	assessing	importance of zakat with a	importance of zakat with
andassessing	importance of zakat	importance of zakat	few mix-ups	a few mix-ups with major
importance of	comprehensively			mix-ups
zakat				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.4 Saum (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) Describe the types of <i>saum</i> so as to understand the differences between them b) examine the conditions of fasting to be observed for its validity, c) explain the acts that nullifies <i>Saum</i> in Islam d) assess the significance of <i>Saum</i> as a pillar of Islam e) develop a journal for assessing the sub strand Saum, f) observe fasting to earn rewards from Allah g) appreciate <i>Saum</i> as a way of enhancing <i>taqwa</i> .	 Teacher Trainee to: discuss on the types of <i>saum</i> and make class presentation. Discuss conditions of <i>Saum</i> and make a write up, Brainstorm on the nullifiers of <i>Saum</i> and present in class, Discuss the significance of <i>Saum</i>. create a journal to track activities done during Ramadhan 	Why is Saum

- Assessment competency as trainee create a journal to track activities done during Ramadhan
- Communication and collaboration as trainee brainstorm on the nullifiers of Saum and present in class

Values:

Integrity as trainee discuss conditions of Saum and make a write up

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Explains conditions,	Explains conditions,	Explains conditions,	Explains conditions,
explain	nullifiers and	nullifiers and	nullifiers and importance of	nullifiers and
conditions,	importance of Saum	importance of Saum	Saum leaving out few details	importance of Saum
nullifiers and	correctly and teaches			leaving out many
importance of	others			details
Saum				
Ability to develop	Creatively develops a	Develops a journal for	Develops a journal for	Develops a journal for
a journal for	journal for assessing	assessing the sub strand	assessing the sub strand	assessing the sub
assessing the sub	the sub strand Saum	Saum	Saum with little guidance	strand Saum with little
strand Saum				guidance

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional	5.5 Hajj	By the end of the sub strand,	Teacher trainee to:	Why is <i>Hajj</i>
Acts	(2 hours)	the teachertrainee should be	• Discuss conditions of	important to a
		able to:	Hajj and present in class,	Muslim?
		a) State the conditions of <i>Hajj</i> in		
		Islam,	and present in class	
		b) explain the types of <i>Hajj</i> in	• search online on the	
		Islam to understand its	sequence of performing <i>Hajj</i>	
		performance,	and present in class using a	
		c) demonstrate the	chart/powerpoint	
		procedure of	presentation.	
		performing Hajj in	• Explain the difference	
		Islam,	between <i>Hajj</i> and <i>Umrah</i>	
		d) differentiate between Hajj	and make a write up	
		and <i>Umrah</i> as acts of <i>ibadah</i>	Brainstorm on the	
		e) evaluate the significance	significance of <i>Hajj</i> and	
		of <i>Hajj</i> as atool for	present in class.	
		spiritual development	• undertake a project to	
		f) develop learning resources to	develop relevant learning	
		facilitate learning of Hajj,	resources to facilitate	
		g) value <i>Hajj</i> as a symbol of	learning of the sub strand	
		unity and a pillar of Islam.	Hajj	

- Creativity and Innovation as trainee undertake a project to develop relevant learning resources to facilitate learning of the sub strand Hajj they undertake the project and develop portfolios
- Digital literacy skills as trainee search online on the sequence of performing *Hajj* and present in class using a chart/powerpoint
- Learning to learn and reflective practice as trainee Brainstorm on the significance of *Hajj* and present in class

Values:

Unity as trainee undertake a project to develop relevant learning resources to facilitate learning of the sub strand Hajj

Level	Exceeds expectations	Meets expectations	Approaches	Below expectations
Indicator			expectations	
Describing	consistently and	correctly describes	can describe some types	has difficulty describing
types of <i>Hajj</i>	correctly describes the	the types and rites	and rites of <i>Hajj</i> and	the types and rites of <i>Hajj</i>
	types and rites of <i>Hajj</i> ,	of <i>Hajj</i> and	explain its	and explaining its
	and explains its	explains its	significance	significance
	significance	significance		
Writing	Correctly writes	Writes conditions	Writes some conditions	Requires assistance in
conditions of Hajj	conditions of <i>Hajj</i> in	of <i>Hajj</i> in Islam,	of <i>Hajj</i> in Islam,	writing conditions of <i>Hajj</i>
and	Islam, demonstrates the	demonstrates the	demonstrates the	in Islam, demonstrating the
demonstrating	procedure of performing	procedure of	procedure of performing	procedure of performing
procedure.	Hajj in Islam and	performing Hajj in	Hajj in Islam and develop	Hajj in Islam and
Developing	develops a portfolio on	Islam and develops	a	developing a
portfolio	the activities of <i>Hajj</i>	a portfolio on the	portfolio on the	portfolio on the activities of
	with ease	activities of <i>Hajj</i>	activities of <i>Hajj</i>	Hajj

STRAND 6.0 AKHLAQ(MORAL TEACHINGS)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Akhlaq (Moral Teachings)	6.1 Islamic Phrases (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explain the meaning of the selected Islamic phrases, b) use Islamic phrases in appropriate contexts for spiritual development c) assess the significance of using Islamic phrases in daily life d) propose learning approaches to facilitate learning of Islamic phrases e) appreciate Islamic phrases as forms of <i>Ibadah</i> .	Teacher Trainee to: • Use digital devices to listen and pronounce Islamic phrases correctly: (Bismillah, Alhamdulillah, Jazakallahu khayran, Mashallah, Insha'Allah, Subhanallah Hasbunallah waneemal wakil, Llahaula wala Quwwata illa billahi, Barakallah fik) • Role play the use of the Islamic phrasesin relevant situations • Match and sort phrases and their corresponding meaning using flashcard /digital devices • Discuss the significance of using the Islamic phrases in daily life and make class presentation, • Suggest learning approaches to be used to facilitate learning of Islamic	What are the benefits of using Islamic phrases?

phrases and micro-teach using the suggested approach	
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- Self-Efficacy as trainee Role play the use of the Islamic phrases in relevant situations
- Pedagogical content knowledge as trainee Suggest learning approaches to be used to facilitate learning of Islamic phrases and micro-teach using the suggested approach
- Communication and collaboration as trainee Discuss the significance of using the Islamic phrases in daily life and make class presentation

Values:

Love as trainee Role play the use of the Islamic phrases in relevant situations

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Examining	Confidently and	correctly examines	examines the significance	has challenges examining
Islamicmoral	accuratelyexamines	the significance of	of upholding moral values	the significance of
values	the significance of	upholdingmoral	in society when prompted	upholding
	upholding moral	values in society		moral values in society
	values			
	in society			
Islamic phrases	consistently and	uses the Islamic	uses the Islamic phrases	has difficulty using the
	appropriately uses	phrases appropriately	appropriately when	Islamic phrases
	the Islamic phrases		guided	appropriately

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Suggesting	Confidently and	Correctly suggests	Suggests some ways of	Has difficulties in
waysof	correctly suggests	ways of promoting	promoting moral values	suggesting ways of
promoting	ways of promoting	moral values in	insociety and analyses	promoting moral values
morals.	moral values insociety	society and analyses	the significance of in	in society and analysing
Analysing	and analyses the	the significance of in	using Islamic phrases in	the significance of in
significance	significance of in	using Islamic phrases	daily life	using Islamic phrases in
of Islamic	using Islamic phrases	in daily life		daily life
phrases	in daily life			

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry Question(s)
6.0 Akhlaq	6.2 Islamic	By the end of the sub strand, the	Teacher Trainee to:	Why is it important
(Moral	Ettiquete	teacher trainee should be able to:	 Discuss Islamic manners and 	for Muslims to
Teachings)	(4hours)	 a) Describe the Islamic manners of greetings, eating, sleeping, toileting, dressing, leaving and entering a house b) practise the selected Islamic manners in day-to-day life c) evaluate the significance of observing Islamic manners as a way of promoting positive change d) develop a lesson plan and model a lesson on Islamic manners for learners 	their teachings and make class presentations on. Research on the significance of observing the selected Islamic manners and make a write up Role play the Islamic manners Prepare a lesson plan and model a lesson on	
		e) appreciate Islamic manners to earn rewards from Allah.	Islamic manners for Grade Three learners.	

- Pedagogical content knowledge as trainee Prepare a lesson plan and model a lesson on Islamic manners for Grade Three learners.
- Creativity and innovation as trainee role play the Islamic manners

Values:

• Responsibility as trainee prepare a lesson plan and model a lesson on Islamic manners for Grade Three learners.

• Unity as trainee discuss Islamic manners and their teachings and make classpresentations on.

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Upholding	confidently upholds the	upholds the	upholds the Islamic	has challenges to
and analysing	Islamic manners and	Islamic manners	manners and analyses	upholding the Islamic
Islamic	analyses their	and analyses their	some of their significance	manners and analysing
manners	significance	significance	when prompted	their significance
			by the teacher	
Applying	Correctly and consistently	Correctly applies the	Applies sometimes the	Has difficulties in
Islamic	applies the Islamic	Islamic manners as	Islamic manners as taught	applying the Islamic
manners	manners as taught by the	taught by the Prophet	bythe Prophet (s.a.w.)	manners as taught by
analysingthe	Prophet (s.a.w.) and	(s.a.w.) and analyses	and analyses the	the Prophet (s.a.w.)
significance	analyses the significance of	the significance of	significance of observing	and analysing the
	observing Islamic manners	observing Islamic	Islamic manners as a way	significance of
	as a wayof promoting	manners as a wayof	of promoting positive	observing Islamic
	positive change	promoting positive	change	manners as a way of
		change		promoting positive
				change
Developing	Correctly develops	Correctly develops a	Develops detailed a	Needs help in
lessonplan	detailed a lesson plan	lesson plan and	lesson plan and model a	developing detailed a
	and model a lesson on	model alesson on	lesson on Islamic	lesson plan and modela
	Islamic manners for	Islamic manners for	manners for learners with	lesson on Islamic
	learners	learners	little guidance	manners for learners

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Akhlaq (Moral Teachings)	6.3 Positive usage of media (1hour)	By the end of the sub strand, the teacher trainee should be able to: a) analyse modern types of media in society b) examine the benefits of using mediapositively in day-to-day life c) appreciate positive usage of media as a learning tool.	 Teacher Trainee to: Discuss the types of modern media. Analyse how media can be used to facilitate learning. Research on the benefits of using media positively and make presentations through charts/ Power Point. 	1. Why should a Muslim use the media positively? 2. How does media facilitate learning?

Learning to learn and reflective practice - is enhanced through research on benefits of using media positively

Values:

Responsibility - through positive use of media

Level	Exceeds expectations	Meet	Approaches	Below expectations
Indicator		s expectations	expectations	
Analysing and	confidently and correctly	correctly analyses	analyses some types of	has challenges in
examining	analyses types of modern	types of modern and	modern media and	analysing types of
benefits of	media and examine the	media examine the	examine the benefits of	modern media and
media	benefits of using media	benefits of using	using media positively	examining the benefits of
	positively in day-to-day	media positively in	in day-to-	using media positively in
	life	day-to-day life	day life	day-to-day life

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Akhlaq	6.4 Islamic	By the end of the sub	Teacher Trainee to:	1.Why are virtues
(Moral	Virtues	strand, the teachertrainee	• Research on the teachings of the	important in Islam?
Teachings)		should be able to:	selected virtues and make class	2.How do Muslims
	(1 hour)	a) Describe the Islamic	presentation (Sabr, Qanaa,	practise the
		teachings on sabr, qanaa,	Adala, hard work and Kindness)	virtues?
		adala and kindness	make class presentations.	
		b) assess the significance of	• Discuss in groups the	
		upholding the selected	significance of upholding the	
		virtues for moral and	selected virtues.	
		character formation.	 Propose teaching methods 	
		c) Justify why work is a	that can be used to facilitate	
		form of Ibadah in Islam	learning of virtues to grade	
		d) suggest teaching methods	four, five and six ways and	
		to be used to facilitate	present in class,	
		learning of virtues to	Brainstorm why work is	
		learners,	considered as a form of	
		e) practise the selected virtues	ibaadah in Islam and present	
		in day-to-daylife	in class	
		f) appreciate Islamic virtues		
		for the growth of a healthy		
		and morally upright society.		

• Pedagogical content knowledge as trainee propose teaching methods that can be used to facilitate learning of virtues to

grade four, five and six ways and present in class,

- Communication and collaboration as trainee discuss in groups the significance of upholding the selected virtues
- Learning to Learn and Reflective Practice as trainee Brainstorm why work is considers as a form of ibaadah in Islam and present in class

Values:

Responsibility as trainee brainstorm why work is considered as a form of ibaadah in Islam and present in class

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_			_
Practicing the	Creatively and correctly	correctly practices	practices some of the teachings	requires assistance
virtues and	practices the teachings	theteachings and	and examines significance of	in practicing the
their	and examines the	examines	the selected virtues	teachings and
significance	significance of the	significance		examining
	selected virtues with ease	of the selected virtues		significance
				of the selected virtues
Exploring work	Confidently explores	Explores work as a	Explores work as a form of	Has difficulties in
asibadah and	work as a form of Ibadah	form of Ibadah for a	Ibadah for a Muslim and	exploring work as a
suggesting ways	for a Muslim and	Muslim and suggests	suggests few ways of	form of Ibadah for a
of promoting	suggests ways of	ways of promoting	promoting the	Muslim and
values	promoting the selected	the	selected virtues inlearners	suggesting ways of
	virtues in learners	selected virtues in		promoting the
		learners		selected virtues in
				learners

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Akhlaq (Moral Teachings)	6.5 Prohibitions in Islam (2hours)	By the end of the sub strand, the teacher trainee should be able to: a) examine the effects of vices in the society b) analyse the rationale behind the prohibition of vices in Islam c) suggest ways of eradicating the vices for spiritual development d) appreciate the Islamic teachings on prohibition of	 discuss and make posters on the effects of the selected vices to the society (<i>Israf, Begging, drug abuse, Gambling, Sexual perversion, Zina, Rape and Homosexuality</i>) use digital devices/from reference materials to research on the rationale behind the prohibition of the vices and make presentation dramatise the effects of some of the 	Why are vices prohibited in Islam?
		vices.	vices on the communitysuggest ways of eradicating the vices and make a write up.	

- Critical thinking and problem solving as trainee suggest ways of eradicating the vices and make a write up.
- Creativity and Innovation as trainee discuss and make posters on the effects of the selected vices to the society (*Israf, Begging, drug abuse, Gambling, Sexual perversion, Zina, Rape and Homosexuality*)

Values:

Responsibility as trainee by not indulging in the vices make posters on the effects of the selected vices to the society (*Israf, Begging, drug abuse, Gambling, Sexual perversion, Zina, Rape and Homosexuality*)

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Examining vices prohibited in Islam	Confidently and correctly examines some vices prohibited in Islam	Correctly examines some vices prohibited in Islam	Examines some vices prohibited in Islam with some guidance	Requires assistance in examining some vices prohibited in Islam
Assessing and suggesting ways of eradicating the vices	confidently assess the effects of vices, the rationale for their prohibition and suggest ways of eradicating the vices.	assesses the effects of vices, the rationale for their prohibition and suggest ways of eradicating the vices.	assesses the effects of vices, the rationale fortheir prohibition and suggest ways of eradicating the vices with little assistance	has difficulties in assessing the effects of vices, the rationale for their prohibition and suggesting ways of eradicating the vices.

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry Question(s)
6.0 Akhlaq	6.6 Dua	By the end of the sub strand,	Teacher Trainee to:	1. Why do Muslims
(Moral	(Supplication)	the teacher trainee should be	 Recite from a digital device/chart 	recite
Teachings)		able to:	 dua when leaving and 	dua?
	(2hours)	a) recite the selected <i>dua</i> to	entering the house:	2. Why are
		seek Allah's protection	- "In the Name of	learning
		b) analyse the significance of	Allah, we enter, in	experiences
		dua in the life of a Muslim,	the Name of Allah	important in
		c) use the <i>dua</i> in day-to-day life	we leave, and upon	the learning
		d) formulate learning	our Lord we	process?
		experiences to facilitate	depend".	
		learning dua	- dua when travelling:	
		e) prepare oral questions to	- "Glory to Him who has brought	
		assess sub strand dua,	this (e.g. vehicle) under our	
		f) appreciate the importance	control, though we were unable	
		of using dua to get	to control it (ourselves), and	
		blessings from Allah	indeed, to our Lord we will	
		(s.w.t).	surelyreturn." (Muslim).	
			- Dua on increase in knowledge:	
			"Oh, Allah make what you	
			teachme beneficial, teach me	
			what is beneficial, and	
			increase me in knowledge."	
			• Practise reciting the <i>dua</i> on the	
			appropriate occasions	

Discuss the importance of using
Dua
 Formulate three learning
experiences to facilitate learning
on dua to grade four learners,
 Prepare an oral test on thes
elected dua

- Assessment competency as trainee prepare an oral test on recitation of the selected dua.
- Pedagogical content knowledge as trainee formulate three learning experiences to facilitate learning on *dua to*r grade four learners

Values:

Responsibility as trainee formulate three learning experiences to facilitate learning on dua tor grade four learners,

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Reciting and importance of <i>Dua</i>	consistently and correctly recites the <i>dua</i> , explains their importance and uses them indaily activities	Correctly recites the <i>dua</i> and explains their importance.	Recites the <i>dua</i> , and explains their importance when prompted	Has challenges in reciting the <i>dua</i> and explaining their importance.
Learning	consistently and	correctly	formulates relevant	has difficulty
Experiences	correctly	formulates	learning experiences	formulating
	formulates relevant	relevant learning	with assistance	relevant

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
	learning	experiences		learning experiences
	experiences and assists			
	others			
Preparing oral	Correctly prepares	Correctly prepares	Prepares some oral	Has difficulties in
Questions	oral questions to	oral questions to	questions to guide	preparing oral
	guide learning on dua	guide learning on	learning on <i>dua</i>	questions to guide
	with ease	dua		learning on dua

STRAND 7.0 QUR'AN

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
7.0.0	7.1 Selected	By the end of the sub strand,	Teacher Trainee to:	What lessons can
7.0 Qur'an	Surah	the teacher trainee should be	• Listen to recitation of the	Muslims derive
	(9 hours)	able to:	Qur'an from adigital	from the selected
	(Al-Kauthar,Al-	a) read the selected <i>surah</i>	device/resource person.	surah?
	Ma'un,Al-	correctly for spiritual	• Recite the selected <i>surah</i>	Suruii.
	Qureish,AlHuma	nourishment.	with correctarticulation.	
	zah,Al-Asr, At-	b) explain the meaning of the	• Discuss the meaning of the	
	Takathur	selected <i>surah</i>	selected	
	Al-Qari'ah Al-Fiil)	c) deduce lessons of the	• surah and make class	
	Ai-Quit un Ai-rui)	selected surah,	presentations.	
		d) develop a rating scale to	 Use digital devices to 	
		assess sub strand selected	identify verses of the	
			selected <i>surah</i> with their	
		surah		
		e) appreciate the teachings of	corresponding meaning.	
		theQur'an in daily life.	• Discuss lessons of selected	
			• Surah and present in class.	
			Demonstrate the methods	
			used in teaching Qur'an	
			to primary learners.	
			• Develop a rating scale to assess	
			the selected <i>surah</i> .	

- Digital literacy skills is enhanced through listening to the *Qur'an* recitation on a digital device
- Assessment Competency as trainee develop a rating scale to assess the selected *surah*.
- Learning to learn and reflective practice as trainee discuss lessons of selected Surah and present in class

Values:

Responsibility as trainee recite the selected *surah* with correctarticulation

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to recite,	Recites, explains the	Recites, explains the	Recites, explains the	Recites, explains the
explain the	meaning and deduces	meaning and deduces	meaning and deduces	meaning and deduces
meaning and	lessons from the	lessons from the	lessons from the selected	lessons from the
deduce lessons	selected surah with	selected surah	surah withminor errors	selected surah with
from the selected	ease			major errors
surah				
Ability to	Develops a rating scale	Develops a rating scale	Develops a rating scale to	Develops a rating
develop a rating	toassess sub strand	to assess sub strand	assess sub strand selected	scale toassess sub
scale toassess	selected surah rating	selected surah rating	surah rating scale with little	strand selected surah
sub strand	scale creatively and	scale	guidance	rating scale with
selected surah	correctly			significant guidance
rating scale				_

STRAND 8.0 HADITH

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences		ggested Key Juiry Question(s)
8.0 Hadith	8.1 Selected Hadith (9 hours)	By the end of the sub strand, the teacher trainee should be able to: a) deduce lesson from the selected hadith for character building, b) assess the effects of planting trees for environmental conservation c) suggest ways in which Muslims can use bounties of Allah responsibly d) organise a non-formal activity on selected Hadith e) practise the teachings of the selected Hadith in day-to-day life f) appreciate the role of Hadith in the life of a Muslim.	Teacher Trainee to: • Discuss lessons derived from the selected Hadith Hadith on good behaviour: "Fear Allahwherever you are and follow up a bad deed with a good deed and it will wipe it out. And behave well towards other people." (Al-Tirmidhi) • Hadith on responsible living: "The son of Adam will not pass away from Allah until he is asked about five things: how he lived his life, and how he utilised his youth, with what means did he earn his wealth, how did he spend his wealth, and what did he do with his knowledge." (Muslim) • Hadith on purity of action "Allah does not look at your appearance or wealth, but rather He looks at your heart and	1. 2. 3. 4.	What are the effects of good behaviour and purity of action? What are the benefits of planting trees? How can Muslims use the bounties of Allah responsibly? How can Muslims live responsibly?

actions. (Muslim).
• <i>Hadith</i> on planting (trees): "If a
Muslimplants a tree or sows a
field and men, animals and birds
eat from it, all of it is charity
from him." (Muslim)
Hadith on responsible use of
Allah's bounties: "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." (Ahmad)
Discuss the benefits of good
behaviour, sincerity of action
and responsible living and
present in class
Dramatise/role play ways of
using Allah's bounties
responsibly
Discuss the benefits of
planting trees

plan and undertake a non- formal activity on selected hadith and present in the
Muslim Society meeting

- Creativity and innovation as trainee role play ways of using Allah's bounties
- Communication and collaboration as trainee discuss the benefits of good behaviour, sincerity of action and responsible living and present in class
- Pedagogical content knowledge as trainee plan and undertake a non-formal activity on selected hadith and present in the Muslim Society meeting

Values:

Responsibility as trainee plan and undertake a non-formal activity on selected hadith and present in the Muslim Society meeting

• Patriotism as trainee Dramatise/role play ways of using Allah's bounties responsibly

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Deduces lessons from	Deduces lessons	Deduces some lessons from the	deduces lessons from
deduce lessons	the selected <i>Hadith</i>	from the	selected <i>Hadith</i> but omits few	the selected <i>Hadith</i>
from Selected	comprehensively	selected <i>Hadith</i>	details	but omits major
Hadith				details

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Correctly assesses	Correctly assesses	Assesses some the effects of	Assesses the effects of
assess effects of	the effects of	the effects of	planting trees for	planting trees for
planting trees	planting trees for	planting trees for	environmental conservation	environmental
and suggests	environmental	environmental	and suggests ways in which	conservation
ways of using	conservation and	conservation	Muslims can use bounties of	and suggesting ways
bounties of	confidently suggests	and suggests ways	Allah responsibly but omits	in which Muslims can
Allah	waysin which	in which Muslims	few details	usebounties of Allah
	Muslims can use	can usebounties of		responsibly but omits
	bounties of Allah	Allah responsibly		significant details
	responsibly			

STRAND 9.0 MUAMALAT (SOCIAL RELATIONS)

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry
				Question(s)
9.0 Muamalat	9.1	By the end of the sub	Teacher Trainee to:	1. Why should parents
(Social	Obligations	strand, the teachertrainee	• Research on the	take care of their
relations)	of family	should be able to:	obligations of parents to	children?
	members (2	a) analyse the obligations of	their children and make	2. What obligations do
	hours)	parents to theirchildren	class presentations	other members have to
		b) examine on the obligations	• Search and list children's	the family?
		of children to their parents	rights on chart/power point	3. Why is it important for
		as an act of <i>Ibadah</i>	• Brainstorm on the	family members to
		c) explain the obligations of	responsibilities of	fulfil their obligations?
		other family members as	children to their parents	
		an act of <i>Ibadah</i>	• Dramatise the different	
		d) uphold obligations to	roles of parents, children	
		members of the family as a	and other family members	
		religious duty		
		e) appreciate family as a		
		basic unit of the society		

- Citizenship and leadership competency is enhanced through discussion on responsibility of different family members
- Communication and collaboration as learners Brainstorm on the responsibilities of children to their parents

Values:

• Responsibility - through fulfilment of obligations of family members

ASSOCIATION TO THE PROPERTY OF						
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations		
Indicator						
Ability to analyse	Analyses obligations of	Analyses	Analyses obligations of	Analyses obligations		
obligations of	parents, children and	obligations of	parents, children and	of parents, children and		
parents, children	family members	parents, children	family members leaving	family members		
and family	correctly	and family	out few details	leaving out significant		
members		members		details		

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry Question(s)
9.0. Muamalat	9.2. Rights of	By the end of the sub strand,	Teacher Trainee to:	How should
(Social	Neighbours	theteacher trainee should be	• research on categories of	Muslimstreat their
relations)	(1hour)	able to:	neighbours and present in	neighbours?
		a) mention categories of	class.	
		neighbours asper the	Discuss the rights and	
		teachings of Islam	obligations of different	
		b) analyse the rights of	categories of neighbours.	
		neighbours as taught by the	• dramatise on the rights of	
		Prophet (s. a.w)	neighbours Islam.	
		c) appreciate neighbourliness		
		as anact of <i>ibadah</i> .		

- Communication and Collaboration as trainee Discuss the rights and obligations of different categories of neighbours
- Creativity and innovation as the Trainee dramatise on the rights of neighbours in Islam

Values:

Peace as trainee dramatise on the rights of neighbours Islam

Level	Exceeds expectations	Meets expectations	Approaches Expectations	Below expectations
Indicator	_	_		_
Writing categories	consistently and	Correctly writes all	writes some categories	requires assistancein
and analysing their	accurately writes all	categories of	ofneighbours and	writing all
rights of	categories of neighbours	neighboursand	analyses their rights	categories of
neighbours	and analyses their rights	analyses their rights		neighbours and
				analysing their
				rights

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
9.0 Muamalat (Social relations)	9.3. Relationship with people of other faiths (1hour)	By the end of the sub strand, the teacher trainee should be able to: a) analyse how the Prophet (s.a.w)coexisted peacefully with non- Muslims b) suggest ways in which Muslims should relate with people of other faiths c) observe the Islamic teachings onrelationship with non- Muslims d) design non-formal activities that enhance values that promote social cohesion e) appreciate the teachings of Islam on peaceful coexistence.	 Teacher Trainee to: discuss on how Muslims should relate with people of other faiths and share in class Narrate on how the Prophet (s.a.w) related with non-Muslims in Madina Brainstorm on ways how Muslims can create good relationship with people of other faiths Role play how Muslims should relate with people of other faith Discuss on the values that would enhance healthy social relations and present in class. Watch video clips on good relationship with people of other faiths and deduce teachings create non-formal activities that can be undertaken when teaching the sub-strand relationship with people of other faiths. 	Question(s) 1. How can Muslims of today create harmonious relationship with people of other faiths? 2. Why is it important for people of different faiths to establish good relationship?

- Communication and collaboration -through storytelling and role playing of positive relationship
- Citizenship and educational leadership competency through collaboration with peers in creating an environment of peaceful co-existence

Values:

- Peace as trainee create non-formal activities that can be undertaken when teaching the sub-strand relationship with people of other faiths
- Patriotism as trainee discuss on the values that would enhance healthy social relations and present in class

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to Analyse	confidently analyses	Correctly analyses how	analyses how the	has challenges in
and suggest how	how the Prophet	the Prophet (s.a.w)	Prophet (s.a.w)	analysinghow the
to coexist with	(s.a.w) coexisted	coexisted peacefully	coexisted peacefully	Prophet (s.a.w)
people of other	peacefully with non-	with non-Muslims and	with non-Muslims and	coexisted peacefully
faiths	Muslims and suggest	suggest ways in which	suggest ways in which	with non-Muslims and
	ways in which	Muslims should relate	Muslims should relate	suggesting ways in
	Muslims should relate	with people of other	with people of other	which Muslims should
	with people of other	faiths	faiths with little	relate with people of
	faiths		guidance	other faiths

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Consistently and	Correctly observes the	Observes some the	Requires assistance in
observe Islamic	correctly observes the	Islamic teachings on	Islamic teachings on	observing the Islamic
teachings on	Islamic teachings on	relationship with non-	relationship with non-	teachings on
relations non-	relationship with non-	Muslims and	Muslims and designs	relationship with non-
Muslims and	Muslims and designs	designs non-formal	non-formal	Muslims and designs
non- formal	non-formal activities	activities that enhance	activities that enhance	non-formal activities
activities to	that enhance values	values that promote	values that promote	that enhance values
enhance values	that promote social	social cohesion	social cohesion	that promote social
	cohesion			cohesion

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	•
				Inquiry Question(s)
9.0 Muamalat	9.4. Marriage	By the end of the sub strand,	Teacher Trainee to:	1.How is an Islamic
(Social		the teacher trainee should be	 Brainstorm the conditions for 	wedding
relations)	(1hour)	able to: a)state the conditions for marriage in Islam b) demonstrate etiquette to be observed during Islamic wedding c)develop an assessment questionnaire to assess sub strand marriage in Islam d) Appreciate marriage as a way of fulfilling Allah's obligations.	marriage and make group reports Discuss the etiquette of Islamic wedding celebrations and make class presentations Role play the etiquette to be observed during islamic wedding celebrations Discuss how marriages are conducted among christians and hindus and document the differences Design a questionnaire to assess the substrand marriage.	ceremony conducted? 2. Why should Muslims observe the Islamic etiquette during wedding celebrations?

- Self-efficacy as trainee role play the etiquette of Islamic wedding celebrations
- Assessment competency as trainee design a questionnaire to assess the substrand marriage
- Learning to learn and reflective practice as trainee discuss the etiquette of Islamic wedding celebrations and make class presentations

Values:

Responsibility - as trainee discuss conditions and etiquette of Islamic wedding celebrations that should be observed

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to state	Correctly states the	Correctly states s the	states the conditions for	states the conditions
conditions for	conditions for	conditions for	marriage in Islam some	formarriage in Islam
Islamic	marriage in Islam	marriagein Islam	with some assistance	with challenges
marriage	with ease			
Ability to	consistently	correctly demonstrates	demonstrates some etiquette	demonstrates etiquette
Demonstrating	demonstratesetiquette	etiquette to be observed	to be observed during	to be observed during
etiquette to be	to be observed during	during Islamic wedding	Islamic wedding	Islamic wedding
observed in	Islamic wedding	celebrations	celebrations	celebrations
Islamic wedding	celebrations with ease			when guided
Ability to	Creatively develops	Accurately develops	develops questionnaire to	develops
Develop	questionnaire to assess	questionnaire to	assess learning on	questionnaire to
questionnaire	learning on marriage	assess learning on	marriage in Islam with	assess learning on
	in Islam	marriage in Islam	littleprompt	marriage in Islam
				with littleprompt

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.5. Corruption (3 hours)	By the end of the sub strands, the teacher trainee should be able to: a) analyse the causes of corruption in society b) examine the effects of corruptionon society c) suggest possible remedies to eradicate the corruption in the society d) explore on values that would safe guard one from engaging in corruption e) uphold the Islamic teachings to promote integrity.	 Teacher Trainee to: Research on the causes and effects of corruption in society and presentin plenary. Dramatise the effects of corruption and make a recording for resource. Discuss on possible remedies to corruption and make a write up. Benchmark online and compare with countries that have zero tolerance to corruption and make class presentations. compose slogans/ poem/song on importance of upholding values as a prevention measure against corruption (integrity, social justice, peace, patriotism and responsibility). 	 What are the causes of corruption in society? Why is corruption considered evil in Islam? What are the remedies to corruption?

- Citizenship and leadership competency is enhanced through acquisition of values and life skills as they research oneffects of corruption to the society.
- Critical thinking and problem solving as trainee Benchmark online and compare with countries that have zero tolerance to corruption and make class presentations

Values:

- Integrity as they to benchmark and compare with countries that have zero tolerance to corruption
- Social Justice as trainee compose slogans/ poem/song on importance of upholding values as aprevention measure against corruption (integrity, social justice, peace, patriotism and responsibility).

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to analyse	Analyses causes, effects	Analyses causes,	Analyses causes, effects	Analyses causes,
causes, effects and	and suggests possible	effects and	and suggests possible	effects and suggesting
suggests remedies	remedies to corruption	suggests possible	remedies to corruption	possible remedies to
to corruption	correctly	remedies to	leaving out few details	corruption leaving out
		corruption		significant details
Ability to explore	Correctly explores	Explores values that	Explores some values	Explores values that
values that would	values that would	would safe guard one	that would safe guard	wouldsafe guard one
safe guard from	safeguard one from	from engaging in	one from engaging in	from engaging in
corruption	engaging in corruption	corruption	corruption with minor	corruption with major
			errors	errors

Strand Su	ub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Muamalat (Social sel relations)	6 Ethics of uying and elling	By the end of the sub strand, the teacher trainee should be able to: a) examine the Islamic principles observed in buying and selling b) practise the ethics of buying andselling to fulfil Islamic teachings c) appreciate the Islamic teachings on buying and selling for spiritual growth.	Teacher trainee to: • brainstorm on Islamic principles of buying and selling • role play the ethics of buying andselling • Discuss the effects of upholding Islamic ethics in buying and selling(Q: 2:275-276, 279-) (Q: 83:1-4)	1. Why is it important to uphold ethics ofbuying and selling? 2. How can the principles of buying and selling be upheldin the society?

- Pedagogical content knowledge as trainee conduct a micro-teaching lesson on buying and selling
- Creativity and innovation as trainee role play the ethics of buying and selling

Values:

Integrity as trainee role play the ethics of buying and selling

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator		_		
Examining	confidently and	correctly examines	examines some of the	examines the Islamic
Islamic	correctly examines the	the Islamic principles	Islamic principles to be	principles to be
principles of	Islamic principlesto be	to be observed when	observed when buying	observed when buying
buying and	observed when buying	buying and selling	andselling	and selling when
selling	and selling			assisted
	Consistently practises	Consistently practises	Consistently practises	Requires assistance
	the ethics of buying nd	the ethics of buying	somethe ethics of buying	in practising the
	selling to fulfil Islamic	and selling to fulfil	and selling to fulfil	ethics ofbuying and
	teachings and prepares a	Islamic teachings and	Islamic teachings and	selling to fulfil
	detailed model lesson on	prepares a model	prepares a model lesson	Islamic teachings and
	ethics of buying and	lesson on ethics of	on ethics of buying and	preparing a model
	selling	buying and selling	selling	lesson on ethics of
				buying and selling

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat	9.7 Justice	By the end of the sub strand,	Teacher trainee to:	1.How should Muslims
(Social	to domestic	theteacher trainee should be	• Share experiences on treatment	handle domestic
relations)	servants	able to:	of and relationship with	servants?
		a) describe ways of treating	domestic servants.	2. Why is it important
	(1hour)	servants justly according to	Search for hadith on treatment	for a Muslim to treat
		Islamic teachings	of servants and present in class.	domestic servants
		b)observe Islamic teachings on relating well with domestic servants to emulate the Prophet (s.a.w)	 Discuss just ways of treating domestic servants. role play fair treatment of servants/watch videos showing 	well?
		c)appreciate the Islamic teachings on relationship with servants.	fairtreatment of domestic servants.	

- Communication and collaboration as they share experiences on handling of domestic servants
- Creativity and innovation as trainee role play fair treatment of servants/watch videos showing fairtreatment of domestic servants

Values:

- Social Justice as trainee discuss just ways of treating domestic servants
- Patriotism as trainee role play fair treatment of servants/watch videos showing fair treatment of domestic servants.

Suggested Assessment Rubrics

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Describe and practices	Describe and practices	Describe and practices ways	Describe and practices
describe and	ways of treating servants	ways of treating	of treating servants justly with	ways of treating servants
practice ways of	justly correcty	servants justly	minor errors	justly with major errors
treating servants				
justly				
domestic	relating with domestic	with domestic	domestic servants to	relating with
servant	servants to emulate the	servants to emulate	emulate the Prophet (s.a.w)	domestic servants
	Prophet (s.a.w)	the Prophet(s.a.w)		to emulate the
				Prophet (s.a.w)

STRAND 10.0 ISLAMIC FESTIVALS AND CEREMONIES

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Islamic	11.1 <i>Jum'ah</i>	By the end of the sub strand, the	Teacher Trainee to:	Why is Jum'ah
Festivals and		teachertrainee should be able to:	• brainstorm on the acts to be	considered an
Ceremonies	(2 hours)	a) State the acts to be	performed in preparation for	important day
Ceremonies		performed in	Jum'ah prayers.	for Muslims?
		preparation for <i>Jum'ah</i>	• discuss the distinctive features	
		prayers	of	
		b) examine the distinctive	Swalatul Jum'ah make class	
		features of <i>Jum'ah</i> prayer	presentation	
		c) evaluate the importance of	• demonstrate how <i>Jum'ah</i>	
		Jum'ah prayer for spiritual	prayer is performed.	
		development	• search online/from reference	
		d) develop learning outcomes	the importance of Jum'ah	
		on sub strand Jum'ah	prayers and present on charts	
		prayers	/ powerpoint	
		e) perform Swalatul Jum'ah	• formulate learning outcomes	
		to earn rewards from	on the sub strand Jum'ah	
		Allah (SWT)	prayers	
		f) appreciate <i>Jum'ah</i> as an	Prepare a micro-teaching lesson	
		important day	on preparation for Jum'ah	
		for Muslims.	prayers.	

• Pedagogical content knowledge as trainee Prepare a micro-teaching lesson on preparation for *Jum'ah* prayers

- Self -efficacy as trainee demonstrate how *Jum'ah* prayer is performed
- Communication and collaboration as trainee Discuss the distinctive features of *Swalatul Jum'ah* make class presentation

Values:

Unity as trainee demonstrate how Jum'ah prayer is performed

Suggested Assessment Rubrics

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to state	States prayer, examine	States prayer, examine	States prayer, examine	States prayer, examine
prayer,examine	distinctive acts to be	distinctive acts to be	distinctive acts to be	distinctive acts to be
distinctive acts	performed before	performed before jumuah	performed before jumuah	performed before
to be performed	jumuah features and	features and evaluate	features and evaluate	jumuah features and
before jumuah	evaluate importance	importance of <i>Jum'ah</i>	importance of <i>Jum'ah</i> prayer	evaluate importance of
features and	of Jum'ah prayer	prayer	with few errors	Jum'ah prayer with
evaluate	correcty			major errors
importance of				
Jum'ah prayers				
A bility to	Appropriately	Develops learning	Develops learning outcomes	Develops learning
develop learning	develops learning	outcomes for grade two	for grade two learners on	outcomes for grade two
outcomes for sub	outcomes for grade	learners on preparation for	preparation for <i>Jum'ah</i>	learners on preparation
strand Jum'ah	two learners on	Jum'ah prayers	prayers omitting few details	for <i>Jum'ah</i> prayers
prayer	preparation for			omitting significant
	Jum'ah prayers			details

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry Question(s)
10.0 Islamic	10.2 <i>Eid</i>	By the end of the sub-strand, the	Teacher trainee to:	How do Muslims
Festivals and		teacher trainee should be able to:	• narrate how Eid is celebrated	celebrate Eid?
Ceremonies	(1hour)	a) describes the manners of	in different communities.	
		celebrating <i>Eid</i> in Islam	• watch a video clip depicting <i>Eid</i>	
		b) Practise Islamic	celebrations.	
		manners of celebrating	• describe the proper	
		Eid festival	manners of celebrating	
		c) develop a model lesson for	Eid.	
		Primarylearners on Eid	 dramatise the correct 	
		d) Appreciate <i>Eid</i> celebrations	ways of celebrating	
		as an integral part of Islamic	Eid.	
		culture.	• prepare and present micro	
			teaching lesson on manners of	
			celebrating idd	

- Pedagogy Content Knowledge as trainee prepare and present micro teaching lesson on manners of celebrating idd
- Creativity and innovation as trainee ramatise the correct ways of celebrating Eid
- Digital literacy as trainee watch a video clip depicting *Eid* celebrations

Values:

Love and Unity as trainee Dramatise the correct ways of celebrating Eid

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator		_		_
Ability to	Describes the Islamic	Describes the Islamic	Describes the Islamic manners of	Describes the Islamic
describe Islamic	manners of	manners of	celebrating <i>Eid</i> with a few mix-up	manners of celebrating
Manners of	celebrating <i>Eid</i>	celebrating <i>Eid</i>		Eid with major mix-up
celebrating Eid	creatively and			
	accurately			
Ability to	Practises Islamic	Practises Islamic	Practises Islamic manners of	Practises Islamic manners
Practise Islamic	manners of	manners of	celebrating Eidfestival and	of celebrating Eidfestival
mannersand	celebrating Eid	celebrating Eid	develops a model lesson for	and develops a model
develop model	festival and	festival and develops	Primary learners on Eid leaving	lesson for Primary
lesson	develops a model	a model lesson for	out few details	learners on Eid leaving
	lesson forPrimary	Primary learners on		out major details
	learners on Eid	Eid		
	correctly			

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Islamic Festivals and Ceremonies	10.3. Aqiqah (1hour)	By the end of the sub strand, the teacher trainee should be able to: a) examine how the ritual of Aqiqah is performed as an Islamic religious practice b) justify the rationale for the Aqiqah ritual in Islam c) value Aqiqah as an Islamic rite for a child.	 Teacher Trainee to: research and make a write up on ritual performed on a new born child in different communities. discuss the activities carried out during aqiqah. and present in class discuss the rationale for the aqiqah ritual compare the naming ritual in different communities. role play on the activities of aqiqah and make a recording and share on social media 	 Why is it important toperform <i>Aqiqah</i>? What rites are performed for new born children in othercommunities?

- Communication and collaboration as trainee Discuss the activities carried out during aqiqah. and present in class
- Digital Literacy Skill -as trainee Role play on the activities of aqiqah and mkea recording and share on social media
- Learning to learn and reflective practices as trainee Research and make a write up on ritual performed on a new born child in different communities

Values:

Responsibility as trainee role play on the activities of aqiqah and make a recording and share on social media

	T TIBBEBBINETIC TRUBITES	I		I
Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Examines how the ritual	Examines how the ritual	Examines how the ritual of	Examines how the
	1 4 4 4	of Aqiqah is performed	Aqiqah is performed and	ritual of Aqiqah is
ritual of Aqiqah is	and justifies its rationale	and justifies its rationale	justifies its rationale in Islam	performed and justifies
performed and	in Islam comprehensively	in Islam	with minor errors	its rationale in Islam
justifies its	and correctly			with major errors
rationale in Islam				

STRAND 11.0 HISTORY OF ISLAM

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry Question(s)
11.0 History	12.1. Other	By the end of the sub	Teacher Trainee to:	Why is it important
of Islam	world religions	strand, the teacher trainee	 research using digital devices on 	for Muslims to learn
		should be able to:	other world religions such as	about other
	(3 hours)	a) examine the basic	Hinduism, Judaism, Christianity	religions?
		teachings of the	and their teachings, and make	
		selected world	class presentations.	
		religions	 visit places of worship of other 	
		b) compare and contrast the	religions to learn about their	
		teachings of other	teachings and compare with	
		religions with Islamic	Islam.	
		teachings	 search on differences and 	
		c) justify the learning of	similarities of world religions	
		other world religions in	and present findings in class.	
		IRE	• brainstorm on the importance of	
		d) appreciate other	learning about other world	
		religions forpeaceful	religions.	
		co-existence.		

Core Competencies to be developed:

- Citizenship and leadership as trainee visit places of worship of other religions to learn about their teachings and compare with Islam
- Learning to learn and reflective practice as trainee research using digital devices on other world religions such as Hinduism, Judaism, Christianity and their teachings, and make class presentations

Values:

Respect and Peace as trainee brainstorm on the importance of learning about other world religions

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	Execus Expectations	Wiccis expectations	Approaches expectations	below expectations
Ability to	Examines the basic	Examines the basic	Examines the basic	Examines the basic
Examines the	teachings of other religions	teachings of other	teachings of other religions	teachings of other
basic teachings of	and compare and contrast	religions and compare	and compare and contrast	religions and compare
other religions	the teachings of other	and contrast the	the teachings of other	and contrast the
and compare and	religions accurately	teachings of other	religions with a few mix-ups	teachings of other
contrast the		religions		religions with major
teachings of other				mix-ups
religions				
Ability to justify	Justifies the learning of	Justifies the learning of	Justifies the learning of	Justifies the learning of
the learning of	other world religions in	other world religions in	other world religions in IRE	other world religions in
other world	IRE (s.a.w.) correctly and	IRE (s.a.w.)	(s.a.w.) but leaves out few	IRE (s.a.w.) but leaves
religions in IRE	convincingly		details	out major details
(s.a.w.)				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
				Question(s)
11.0 History	11.2 the	By the end of the sub strand	Teacher Trainee to:	How were the people
of Islam	Period of	the teachertrainee should be	• search online/reference	during the Jahiliya
	ignorance	able to:	material on conditions of	period affected social,
	(Jahiliya	a) analyse the social, political,	during the Jahiliya period,	economic and political
	period)	religious and economic	• Discuss the religious conditions	conditions?
		conditions of Jahiliya period,	during the Jahiliya period and	
	(2hours)	b)propose teaching methods	make class presentations.	
		that can be used to facilitate	• Watch a video on the conditions	
		learning the social, political	during the Jahiliya period	
		and economic reforms	 discuss appropriate teaching 	
		introduced by Prophet	method for facilitating learning	
		Muhammad (s.a.w.),	the social, political and	
		c)appreciate the reforms	economic reforms introduced	
		introduced by Prophet	by Prophet Muhammad (s.a.w.)	
		Muhammad (s.a.w) as a	and model a lesson using the	
		basis of Islamic heritage.	proposed methods.	

- Digital Literacy as trainee watch video clips on conditions during the Jahiliya period
- Learning to Learn and Reflective as trainee research on the conditions during the Jahiliya period Arabia

Values:

Social justice as trainee discuss the reforms introduced by Prophet Muhammad (saw).

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	•	•		•
Ability to	Assesses the	Assesses the importance	Assesses the importance of	Assesses the importance
analyse the	importance of Hijra and the terms of	of Hijra and the terms of constitution of Madina	Hijra and the terms of constitution of Madina with	of Hijra and the terms of constitution of Madina
social, political,	constitution of	constitution of Madina	minor errors	with major errors
religious and	Madina accurately		innoi citors	with major cirors
economic	widding decaratery			
conditions of				
Jahiliya period				
Ability to	Appropriately proposes	Proposes teaching	Proposes teaching methods	Proposes teaching
propose	teaching methods that	methods that can be used	that can be used to facilitate	methods that can be used
teaching	can be used to facilitate	to facilitate learning the	learning the social, political	to facilitate learning the
methods that	learning the social,	social, political and	and economic reforms	social, political and
can be used to	political and economic	economic reforms	introduced by Prophet	economic reforms
facilitate	reforms introduced by	introduced by Prophet	Muhammad (s.a.w.) with a	introduced by Prophet
learning the	Prophet Muhammad	Muhammad (s.a.w.)	few mix-ups	Muhammad (s.a.w.) with
social, political	(s.a.w.)			many mix-ups
and economic				
reforms				
introduced by				
Prophet Muhammad				
(s.a.w.)				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History	11.3. Early	By the end of the sub strand,	Teacher Trainee to:	1.What challenges did
of Islam	Life of	the teachertrainee should be	• Search for information on the	Muslims face during
	Prophet	able to:	earlylife of Prophet Muhammad	the formative years of
	Muhammad	a)analyse the early life of	(s.a.w), call to prophethood and	Islam?
	(s.a.w)	Prophet Muhammad	make class presentations.	2.What lessons can
		(s.a.w) as a role model to	• Watch clips/ film on persecution	Muslims learn from the
	(3 hours)	Muslims	of Muslims in Makkah and	events of the formative
		b) examine the events of	discuss its effects to Muslims,	years of Islam?
		Ba'ath (prophethood) as	Discuss impact of Prophet	
		part of the reforms in	journey to Taif on the	
		Arabia.	development of Islam	
		c)explain the effects of	Brainstorm the significance of	
		persecution in Makkah	isra wal miiraj to the history of	
		on Muslims	islam.	
		d) examine the impact of		
		Prophet's journey to Taif		
		e)appreciate the contribution		
		of the Prophet and the early		
		Muslims to the		
		development of Islam.		

• Learning to learn and reflective practice as trainee search for information on the earlylife of Prophet Muhammad (s.a.w), call to prophethood and make class presentations

- Digital literacy as trainee Watch clips/ film on persecution of Muslims in Makkah
- Communication and collaboration as trainee discuss impact of Prophet journey to Taif on the development of Islam

Values:

Social justice as trainee discuss impact of *Hijra* to Abyssinia and journey to Taif on the development of Islam

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to analyse	Analyses early life of	Analyses early life of	Analyses early life of Prophet	
early life of	Prophet Muhammad	Prophet Muhammad and	Muhammad and examine the	Prophet Muhammad and
Prophet	and examine the events	examine the events of	events of Baath but omits few	examine the events of
Muhammad and	of Baath correctly and	Baath	details	Baath but omit significant
examine the events	comprehensively			details
of Baath				
Ability to explain	Explains the effects of	Explains the effects of	Explains the effects of	Explains the effects of
the effects of	persecution on muslims	persecution on muslims	persecution on muslims and	persecution on muslims
persecution on	and examines the	and examines the impact	examines the impact of	and examines the impact
muslims and	impact of prophet's	of prophet's journey to	prophet's journey to Taif with	of prophet's journey to
examine the	journey to Taif	Taif	minor errors	Taif with major errors
impact of	accurately			
prophet's journey				
to Taif				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History	11.4 Hijrah	By the end of the sub strand, the	Teacher Trainee to:	Why is <i>Hijra</i>
of Islam	toMadina	teachertrainee should be able to:	• Watch film on <i>Hijrah</i> to	considered a turning
	(3 hours)	a) assess the importance of	Madina	point in the history
		Hijrah to Madina as the	Search online/from	of Islam?
		foundation of development of	available reference on the	
		Islam	terms of constitution	
		b) state the terms of Constitution	Madina and make class	
		Madina to the Islamic state of	presentation,	
		Madina. • Discuss the importance of		
		c) model lesson on <i>Hijra</i> to Madina Madina constitution		
		d)appreciate the Hijrah to Madina as	Conduct a micro-teaching	
		key to the establishment of Muslim	lesson on <i>Hijra</i> to Madina	
		Ummah		

- Pedagogical content knowledge as the Trainee conduct a micro-teaching lesson on *Hijra* to Madina
- Communication and collaboration as trainee discuss the importance of Madina constitution and make class presentation

Values:

Respect as trainee respect each other opinion while discussing the importance of Madina constitution and make class presentation

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	-	_		-
Ability to assess the importance of Hijra and the terms of constitution of Madina	Assesses the importance of Hijra and the terms of constitution of Madina accurately	Assesses the importance of Hijra and the terms of constitution of Madina	Assesses the importance of Hijra and the terms of constitution of Madina with minor errors	Assesses the importance of Hijra and the terms of constitution of Madina with major errors
Ability to model lesson on <i>Hijra</i> to Madina	Creatively models a lesson on <i>Hijra</i> to Madina	Models a lesson on Hijra to Madina	Models a lesson on <i>Hijra</i> to Madina with little support	Models a lesson on <i>Hijra</i> to Madina with significant support

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History	11.5 Battles	By the end of the sub	Teacher Trainee to:	1. What were the causes of
of Islam		strand, the teachertrainee	• Research on the events of the	the early battles in the
011010111	(3hours)	should be able to:	battles Badr, Uhud, khandaq and	History of Islam?
		a) narrate the events of the	Hunayn and make a write up,	2. What lessons can Muslims
		battles of Badr, Uhud,	 Display a chart showing the 	derive from the battles?
		khandaq and Hunayn	causes of the early battles in	
		b) examine the effects of the	Islam.	
		battles on thedevelopment	 Watch a clip of early battles 	
		of Islam	using adigital device and	
		c) appreciate the efforts	deduce lessons.	
		made by early Muslims	• Discuss the effects of the early	
		in the establishment	battles in the history of Islam	
		the Muslim <i>Ummah</i> .	and make class presentation.	

- Learning to learn and Reflective Practice as trainee research on the events of the battles Badr, Uhud, khandaq and Hunayn and make a write up,
- Communication and collaboration as trainee discuss in groups the effects of theearly battles in the history of Islamand make class presentation

Values:

Responsibility as trainee discuss the effects of the early battles in the history of Islamand make class presentation.

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator		_		_
Ability to	Narrates the events and			
narrate the	examines the effects of	examines the effects of the	examines the effects of the	examines the effects of the
events and	the battle of Badr,	battle of Badr, Uhud,	battle of Badr, Uhud,	battle of Badr, Uhud,
examine the	Uhud, Khandaq and	Khandaq and Hunayn	Khandaq and Hunayn with	Khandaq and Hunayn with
effects of the	Hunayn		a few mix-up	major mix-up
battle of Badr,	comprehensively			
Uhud,				
Khandaq and				
Hunayn				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning	Suggested Key Inquiry
			Experiences	Question(s)
11.0	11.6 Treaty	By the end of the sub strand, the	Teacher trainee to:	What was the impact of
History of	of	teacher trainee should be able to:	 design a chart on the 	treaty of Hudaibiyyah to
Islam	Hudaibiyya	a) state the terms of the treaty of	terms of the treatyof	the development of islam?
		Hudaibiyya	Hudaibiya and display in	_
	(3 hours)	b) examine the effects of the Treaty	class.	
		of Hudaibiya in promoting	discuss the effects of the	
	peaceful co-existence,		Treaty of Hudaibiyya and	
		c) Appreciate the Prophet as a great	make class presentation.	
		leader of the Muslim <i>Ummah</i> .		

- Self- Efficacy- as trainee discuss the effects of the Treaty of Hudaibiyya and make class presentation
- Creativity and innovation as trainee Design a chart on the terms of the treaty of Hudaibiya and display in class

Values:

Responsibility as trainee Discuss the effects of the Treaty of Hudaibiyya and make class presentation

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator		_		_
Ability to state	States the terms and	States the terms and	States the terms and	States the terms and examines
the terms and	examines the effects of	examines the effects of the	examines the effects of the	the effects of the Treaty of
examine the	the Treaty of	Treaty of Hudaibiya	Treaty of Hudaibiya but	Hudaibiya but leaves out
effects of the	Hudaibiya		leaves out few details	significant details
Treaty of	comprehensively			
Hudaibiya				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0	11.7 The	By the end of the sub strand,	Teacher trainee to:	What is the
Historyof	Conquest of	the teacher trainee should be	• brainstorm in the factors that led to	significance of
Islam	Makkah	able to:	the conquest of Makkah,	the city of
	(Fat'hul	a) describe the events that	• discuss the significance of the	Makkah to
	Makkah)	led to the conquest of	conquest of Makkah and make	Muslims?
		Makkah,	class presentation.	
	(3 hours)	b) assess the significance of	Watch a video clip on conquest of	
		the conquest of Makkah	Makkah, deduce lessons and present	
		to Islam,	in class,	
		c) develop a sample record	• prepare a sample record of work	
		of work on the strand	covered for the strand History of	
		History of Islam,	Islam and present in class.	
		d) appreciate the role of the		
		Prophet in establishing		
		monotheism.		

Communication and collaboration as trainees Discuss the significance of the conquest of Makkah and make class presentation Pedagogical content and knowledge as trainees Prepare a sample record of work covered for the strand History of Islam

Values:

Responsibility as trainee Prepare a sample record of work covered for the strand History of Islam and present in class.

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to	Describes the events	Describes the events that	Describes the events that	Describes the events that led
describe the	that led to the	led to the conquest of	led to the conquest of	to the conquest of Makkah
events that led	conquest of Makkah	Makkah	Makkah but leaves out few	but leaves out significant
to the conquest	comprehensively		details	details
of Makkah				
Ability to	Assesses the	Assesses the significance	Assesses the significance	Assesses the significance of
assess the	significance of the	of the conquest of	of the conquest of Makkah	the conquest of Makkah with
significance of	conquest of Makkah	Makkah	with a few mix-up	major mix-up
the conquest of	accurately			
Makkah				
Ability to	Skillfully develops	Develops a sample	Develops a sample	Develops a sample
develop a	a sample Record of	Record of Work for	Record of Work for the	Record of Work for the
sample record	Work for the strand	the strand History of	strand History of Islam	strand History of Islam
of work for the	History of Islam	Islam	with a little guidance	with significant guidance
strand History	and explains to others			
of Islam				

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History of Islam	11.8 The farewell Pilgrimage (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse the themes of the Prophet's farewell sermon, b) examine the lessons of the farewell sermon to Muslims, c) apply the themes of Prophet farewell address in day to day life, d) appreciate the teachings of the Prophet's farewell address in day to day life.	Teacher trainee to: • search online/from reference materials on the prophet's farewell speech, • brainstorm on the themes of the farewell speech and make class presentation. Watch a video clip on lessons Muslims can learn from farewell address deduce lessons and present in class, • discuss on how muslims can apply the themes of farewell sermon in their daily lives and present in class.	What is the significance of the city of Makkah to Muslims?

- Digital literacy as trainees search online/from reference materials on the prophet's farewell speech
- Critical thinking and problem solving as trainees discuss on how muslims can apply the themes of farewell sermon in their daily lives and present in class

Values:

Responsibility as trainee prepare a sample assessment rubric for the strand History of Islam and present in class

Level	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	_	_		_
Ability to	Analyses the themes	Analyses the themes and	Analyses the themes and	Analyses the themes and
analyse the	and lessons of the	lessons of the Prophet	lessons of the Prophet	lessons of the Prophet
themes and the	Prophet farewell	farewell address	farewell address but leaves	farewell address but leaves
lessons of the	address		out few details	out significant details
Prophet	comprehensively			_
farewell				
address				
Ability to apply	Applies the themes of	Applies the themes of	Applies the themes of	Applies the themes of
the themes of	Prophet farewell	Prophet farewell address	Prophet farewell address	Prophet farewell
Prophet	address consistently		with few omissions	address with major
farewell				omissions
address				