



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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

**ISLAMIC RELIGIOUS EDUCATION
CURRICULUM DESIGN**

2024

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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).

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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 Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR PROGRAMME
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
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 Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	420Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	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 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
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			
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	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

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)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) analyse the correlation between National Goals of Education, Level Learning Outcomes, Subject Learning Outcomes and Specific Learning Outcome in Teacher Education curriculum,</p> <p>b) evaluate the relevance of the Essence Statement in the study of IRE,</p> <p>c) describe the link between Learning Outcomes and Learning Experiences in IRE</p> <p>d) appreciate the contribution of the IRE curriculum design in realisation of the</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • 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 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 point, • illustrate the linkage between 	<p>Why is it important to teach IRE in schools?</p>

		National Goals of Education.	<p>the Learning Outcomes and the Learning Experiences in IRE in groups and make class presentation</p> <ul style="list-style-type: none"> • match National Goals of Education with general outcomes and specific learning outcomes of IRE using charts/PowerPoint. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: teacher trainees brainstorm 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 				
<p>Values:</p> <ul style="list-style-type: none"> • 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 				

Suggested Formative Assessment Rubrics

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

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	<p>By the end of the sub strand, the teacher trainee should be able to;</p> <ol style="list-style-type: none"> analyse the historical development of teaching IRE in Kenya, describe the methods used in teaching of IRE in pre-colonial, colonial and post-colonial periods in Kenya, demonstrate methods used in teaching IRE in pre-colonial, colonial and post-colonial periods, examine the challenges facing the teaching and learning of IRE in primary schools in Kenya, propose possible solutions to the challenges facing the teaching and learning of IRE in primary schools in Kenya, 	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 of Islamic education to Kenya's cultural heritage.	schools and make class presentation, <ul style="list-style-type: none"> 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. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> 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 pre-colonial, colonial and post-colonial periods 				
<p>Values:</p> <ul style="list-style-type: none"> 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 				

Suggested Formative Assessment Rubrics

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

<p>Ability to propose possible solutions to address the challenges facing the teaching and learning of IRE in primary schools in Kenya.</p>	<p>Proposes logical possible solutions to address the challenges facing the teaching and learning of IRE in Kenya</p>	<p>Proposes reasonable possible solutions to address the challenges facing the teaching and learning of IRE in Kenya.</p>	<p>Proposes somewhat reasonable possible solutions to address the challenges facing the teaching and learning of IRE in Kenya</p>	<p>Proposes illogical possible solutions to address the challenges facing the teaching and learning of IRE in Kenya</p>
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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: <ul style="list-style-type: none"> • discuss the methods used by 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?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values: Responsibility is enhanced as trainees Model a lesson on the methods used by Prophet Muhammad (s.a.w.) to disseminate knowledge</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the methods used by Prophet Muhammad (s.a.w) to disseminate knowledge	Describes the methods used by Prophet Muhammad (s.a.w) to disseminate knowledge Comprehensively	Describes the methods used by Prophet Muhammad (s.a.w) to disseminate knowledge.	Describes the methods used by Prophet Muhammad (s.a.w) to disseminate knowledge while leaving out a few details	Describes the methods used by Prophet Muhammad (s.a.w) to disseminate knowledge but leaves out many details
Ability to apply the pedagogy used by Prophet Muhammad (s.a.w) in teaching and learning of IRE	Applies the pedagogy used by Prophet Muhammad (s.a.w) in teaching and learning of IRE correctly and confidently	Applies the pedagogy used by Prophet Muhammad (s.a.w) in teaching and learning of IRE	Applies the pedagogy used by Prophet Muhammad (s.a.w) in teaching and learning of IRE with a few errors	Applies the pedagogy used by Prophet Muhammad (s.a.w) in teaching and learning of IRE with significant errors
Ability to analyse the character of Prophet Muhammad (s.a.w) as a model teacher	Analyses the character of Prophet Muhammad (s.a.w) as a model teacher and gives supporting details	Analyses the character of Prophet Muhammad (s.a.w) as a model teacher	Analyses the character of Prophet Muhammad (s.a.w) as a model teacher with a few unclear details	Analyses the character of Prophet Muhammad (s.a.w) 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 of Islamic Religious Education	1.4 The role of IRE teacher (1 hour)	By the end of the sub strand, the teacher trainee should be able to: a) analyse the role of an IRE teacher in disseminating the curriculum, b) demonstrate professional ethics in the teaching of IRE, c) uphold professional ethics in the teaching of IRE .	Teacher trainee to: <ul style="list-style-type: none"> • discuss the role of an IRE teacher in knowledge dissemination and present in class, • Brainstorm on qualities of an effective IRE teacher, • Role play the character of a model teacher. 	Why should an IRE teacher uphold professional ethics?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values:</p> <ul style="list-style-type: none"> • 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 				

Suggested Formative Assessment Rubrics

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

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Overview of Islamic Religious Education	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 d) suggest ways in which values can be integrated in the PPI sessions e) appreciate the role of Pastoral Programme Instruction in schools.	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 embedded in PPI sessions at school,	Why is PPI important in schools?
Core Competencies to be developed: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to assess the importance of Programme of Pastoral Instruction	Assesses the importance of Programme of Pastoral Instruction comprehensively and correctly	Assesses the importance of Programme of Pastoral Instruction	Assesses the importance of Programme of Pastoral Instruction to a large extent	Assesses the importance of Programme of Pastoral Instruction to some extent
Ability to examine challenges facing implementation of PPI and suggesting solutions	Examines the challenges facing implementation of PPI and suggest possible solutions comprehensively and accurately	Examines the challenges facing implementation of PPI and suggest possible solutions	Examines the challenges facing implementation of PPI and suggest some possible Solutions but omits minor details	Examines the challenges facing implementation of PPI and suggest possible solutions but omits 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 Qur'an (4 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) examine the need for revelation of the <i>Qur'an</i> to mankind.</p> <p>b) explain the stages of the revelation of <i>Qur'an</i>,</p> <p>c) justify the revelation of the <i>Qur'an</i> in portions with evidence from the <i>Qur'an</i> and <i>Sunnah</i></p> <p>d) differentiate between Makkan and Madani <i>surah</i> for better understanding of the <i>Qur'an</i>.</p> <p>e) value the <i>Qur'an</i> as a source of guidance to humankind.</p>	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • discuss why the <i>Quran</i> was revealed to humankind and present in class. • research online on how the <i>Qur'an</i> was revealed to Prophet Muhammad (s.a.w) and make class presentations. • brainstorm on the rationale for the revelation of the <i>Qur'an</i> in portions and share in class • analyse the features of Makkan and Madani <i>surah</i> and classify them using charts/powerpoint, • search online/reference materials on the differences between Makkan and Madinan <i>surah</i> and present on charts/powerpoint. 	<p>1. Why did mankind need revelation?</p> <p>2. Why was the <i>Qur'an</i> not revealed all at once?</p>

Core Competencies to be developed:

- Learning to Learn and Reflective Practice- as trainee brainstorm 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 Makkan and 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

Suggested Formative Assessment Rubric

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

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Qur'an	2.2 Handling the <i>Qur'an</i> (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.	Teacher Trainee to: <ul style="list-style-type: none"> • watch video clips on appropriate manners of handling the <i>Qur'an</i>. • discuss appropriate manners of handling the <i>Qur'an</i>, and present in class • show appropriate ways of handling the <i>Qur'an</i>. • discuss the importance of Quran in the life of a muslim • develop a checklist to assess the handling of the Qur'an during recitation. 	How should Muslims show respect to the <i>Qur'an</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 handling the <i>Qur'an</i> • Communication and collaboration as trainee discuss appropriate manners of handling the <i>Qur'an</i>, and present in Class • Digital literacy as trainee watch video clips on appropriate manners of handling the <i>Qur'an</i>. 				
<p>Values: Responsibility -as trainee develop a checklist to assess the handling of the Qur'an during recitation</p>				

Suggested Formative Assessment Rubrics

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

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	Teacher Trainee: <ul style="list-style-type: none"> • 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.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • 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 <i>surah</i> .				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. 0 Qur'an	2.4 Selected Surah <i>Al-Fatiha, An-Naas, Al-Falaq, Al-Ikhlās, Al-Masad, An-Nasr, Al-Kafirun</i> (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 in-depth understanding c) analyse the lessons of the selected <i>surah</i> for application in day to day life d) develop learning experiences on the sub strand selected <i>surah</i> e) appreciate the teachings of the selected <i>surah</i> in daily life.	Teacher Trainee: <ul style="list-style-type: none"> • Listen to recitation of the <i>Qur'an</i> from a digital 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> and make class presentations. • Formulate learning experiences to teach selected <i>surah</i> 	What lessons do we learn from the selected <i>surah</i> ?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy skills -as they use digital devices to identify verses of the selected <i>surah</i> with their corresponding meaning • Self- Efficacy -as trainee Individually, read the selected <i>surah</i> • Pedagogical content knowledge as trainees Formulate learning experiences to teach selected <i>surah</i> 				
Values: <ul style="list-style-type: none"> • 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 <i>surah</i> with their corresponding meaning 				

- Responsibility as trainee formulate learning experiences to teach selected surah

Suggested Formative Assessment Rubrics

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

STRAND 3.0 HADITH

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Hadith	3.1. <i>Ulumul Hadith</i> (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explain the forms of <i>Hadith</i> for spiritual guidance b) describe the components of <i>Hadith</i> for ease of interpretation. c) distinguish between <i>Hadith Qudsi</i> and <i>Hadith Nabawi</i> for better understanding d) classify <i>Hadith</i> based on authenticity for application in daily life e) select the core competencies to be developed while teaching <i>Ulumul Hadith</i> f) value <i>Hadith</i> as a source of guidance.	Teacher trainee to: • discuss forms of <i>Hadith (Qaul, fiil, Taqrir)</i> and make class presentations. • discuss the components of <i>Hadith (Isnad, Matn rawii)</i> and cites examples present • Brainstorm the differences between <i>Hadith Qudsi</i> and <i>Hadith Nabawi</i> . • Using digital devices search for the the features of various classes of <i>Hadith (Sahih, Hassan, Dhaif)</i> and present in class using powerpoint/charts • formulate learning experiences that could lead to the development of core competencies while teaching <i>Ulumul Hadith</i> .	How can Muslims verify the authenticity of <i>Hadith</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as trainee discuss forms of <i>Hadith (Qaul, fiil, Taqrir)</i> 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

Suggested Formative Assessment Rubrics

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

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to select the core competencies to be developed while teaching <i>Ulumul Hadith</i>	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>	Selects the core competencies to be developed while teaching <i>Ulumul Hadith</i> with 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 trainees should be able to: <ol style="list-style-type: none"> derive lessons from the selected <i>Hadith</i> for character building analyse the relevance of the selected <i>Hadith</i> in the life of a Muslim practise the etiquette learnt from the selected <i>Hadith</i> in daily life develop assessment tools to assess the learning outcomes on selected <i>Hadith</i>, appreciate <i>Hadith</i> as a second source of guidance for a Muslim. 	Teacher Trainee to: <ul style="list-style-type: none"> Discuss lessons derived from the selected <i>Hadith</i>. <i>Hadith on obedience:</i> “<i>There is no obedience to a created being if it amounts to disobedience to Allah Almighty.</i>” (Al-Bukhari). <i>Hadith on Ihsan:</i> “<i>It is that you should worship Allah as though you see Him, for though you cannot see Him yet He sees you.</i>” (Muslim) <i>Hadith on love for others:</i> “<i>None of you will believe until you love for your brother what you love for yourself.</i>” (Bukhari and Muslim) <i>Hadith on reliance on Allah</i> <i>Hadith on Taqwa</i> <i>Hadith on manners of eating</i> Discuss the relevance of the selected <i>Hadith</i> in the life of a Muslim and present in class 	<ol style="list-style-type: none"> What is the benefit of believing in <i>Ihsan</i>? How can Muslims show obedience to Allah? How can Muslims show love to one another?

			<ul style="list-style-type: none"> • 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. 	
<p>Core Competencies to be Developed: Creativity and innovation as trainee dramatize ways of showing love to one another, reliance on Allah and manners of eating</p> <ul style="list-style-type: none"> • 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 <i>Ihsan</i>, obedience and love for others and make class 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect enhanced as trainee tolerate each other views while discussing • Responsibility enhanced as trainees assumes roles in roleplaying and dramatising 				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Hadith	3.2.1 Selected Hadith	<p>By the end of the sub strand, the trainee should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • Discuss lessons derived from the following selected <i>Hadith</i>. <ul style="list-style-type: none"> - <i>Hadith on cleanliness:</i> <i>“Islam is clean. Therefore, clean yourselves. Verily only the clean people will enter Paradise.”</i> - <i>Hadith on oral hygiene:</i> <i>“Brushing of teeth is a means of purification of mouths and pleasing Allah.” (Ibn Majah).</i> - <i>Hadith on eating:</i> <i>“O young boy, say Bismillah, eat with your right hand and eat from what is directly in front of you.” (Bukhari and Muslim)</i> - <i>Hadith on physical fitness:</i> <i>“A strong (physically fit) believer is better and more beloved to Allah than the weak believer.”</i> • Explain the relevance of the selected <i>Hadith</i> in the life of 	<ol style="list-style-type: none"> 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?

			<p>aMuslim.</p> <ul style="list-style-type: none"> • 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/<i>nashid</i>/ poems on cleanliness and physical fitness and make class presentation. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • 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/<i>nashid</i>/ poems on cleanliness and physical fitness and make class presentation 				
<p>Values: Responsibility -as trainee compose songs/<i>nashid</i>/ poems on cleanliness and physical fitness and make class presentations</p>				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Hadith	3.2.2 Selected <i>Hadith</i>	By the end of the sub strand, the trainee should be able to: a) assess the benefits of seeking knowledge as a means of fulfilling Allah’s obligation b) evaluate the importance of honesty in the life of a Muslim, c) propose ways of mainstreaming the Pertinent and contemporary issues in selected Hadith, d) practise the teachings of the selected <i>Hadith</i> to fulfil the <i>sunnah</i> of the Prophet (s.a.w) e) uphold the importance of knowledge and honesty in day to day life.	Teacher Trainee to: <ul style="list-style-type: none"> • Discus groups in lessons derived from the selected <i>Hadith</i>. • <i>Hadith on knowledge:</i> “<i>Seeking knowledge is an obligation on every Muslim.</i>” (Ahmed) • <i>Hadith on honesty:</i> “<i>The signs of a hypocrite are three: when he speaks, he lies, when he makes a covenant, he betrays it, and when he is entrusted, he betrays the trust.</i>” (Bukhari and Muslim) • discuss the benefits of seeking knowledge. • undertake a project on ways of eradicating dishonesty during examinations and in public offices. • research ways of promoting education among the Muslims and make class presentations. • dramatise/role play the 	<ol style="list-style-type: none"> 1. Why is it important for Muslims to seek knowledge? 2. How can Muslims eradicate dishonesty in society? 3. How can a Muslim create awareness on the importance of knowledge?

			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,	
Core Competencies to be Developed: <ul style="list-style-type: none"> • 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 • Critical 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 and in public offices.				

Suggested Formative Assessment Rubrics

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

STRAND 4.0 PILLARS OF IMAN

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars of Iman	4.1 Belief in Allah (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) assess the relevance of <i>Tawheed</i> in the life of a Muslim b) derive the teachings from the selected attribute attributes of Allah c) describe the different types of <i>shirk</i> to avoid engaging in them d) examine the effects of <i>shirk</i> in the society e) develop learning resources to facilitate learning on the belief of Allah f) appreciate the attributes of Allah as part of Iman.	Teacher trainee to: <ul style="list-style-type: none"> • discuss the relevance of <i>Tawheed</i> in the life of a Muslim. • use digital devices to download selected attributes of Allah, discuss their teachings and make class presentations; (<i>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</i>). • recite the selected attributes and their meaning in class. • research on types of <i>shirk</i>, its effect and make write up. • dramatise through skits the manifestation of <i>shirk</i>. • develop learning resources to facilitate learning on the belief of Allah 	1. Why do Muslims believe in <i>Tawheed</i> ? 2. How can Muslims avoid <i>shirk</i> ?

Core Competencies to be developed:

- 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

Suggested Formative Assessment Rubrics

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

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

DRAFT

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars of Iman	4.2 Belief in Angels (1 hour)	By the end of the sub strand, the teachertrainee should be able to: a) describe the characteristics of Angels as an integral part of <i>Iman</i> (faith) b) evaluate the significance of believing in Angels as a pillar of <i>Iman</i> . c) practise obedience to Allah by emulating the angels in life d) develop an assessment rubric to assess learning of IRE e) appreciate the role of Angels as a way of fulfilling Allah's commandment	Teacher trainee to: • Discuss the characteristics of Angels and make class presentations, • search online/from reference materials on Angels and their duties, prepare charts and make class presentations. • Brainstorm on the significance of believing in Angels, • Develop an assessment rubric to assess primary school learners on belief in angels.	1. What lessons can a Muslim learn from the duties of Angels? 2. How does the belief in Angels affect a Muslim?
Core Competencies to be developed <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Responsibility- as trainee develop an assessment rubric to assess primary school learners on belief in angels 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
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)	<p>By the end of the sub strand the teachertrainee should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the characteristics of prophets of Allah and deduce lessons, • discuss and do a write up on why prophets were sent to humankind • 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 	<ol style="list-style-type: none"> 1. What lessons can a Muslim learn from the stories of prophets? 2. Why is it important for a Muslim to believe in prophets of Allah?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • 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

Suggested Formative Assessment Rubrics

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

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to propose teaching methods that can be used to facilitate learning of belief in Allah's Prophets	Convincingly proposes teaching methods that can be used to facilitate learning of belief in Allah's Prophets	Proposes teaching methods that can be used to facilitate learning of belief in Allah's Prophets	Proposes teaching methods that can be used to facilitate learning of belief in Allah's Prophets with a few irrelevant ones	Proposes teaching methods that can be used to facilitate learning of belief in Allah's Prophets with 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'sblessings d) develop a written assessment tool forassessing learning e) appreciate the belief in angels as a way of nurturing piety.	Teacher trainee to: • discuss the characteristics of revealed books and present in class, • research online onthe significance of believing in Allah's books and present using powerpoint, • Construct a written test on theBelief in Allah's books using the blooms taxonomy.	Why is it important for Muslims to believe Allah's books?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Learning to Learn and Reflective Practice -as trainee research online onthe significance of believing in Allah's books and present using powerpoint • Assessment Competency- as trainee Construct a written test on theBelief in Allah's books using the blooms taxonomy 				
<p>Values: Responsibility –as trainees research online onthe significance of believing in Allah's books and present using powerpoint</p>				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars of Iman	4.4 Belief in the Last Day (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> 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 piety. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the signs of the 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 outcome on the belief in the last day 	<ol style="list-style-type: none"> 1. Why is it important for Muslims to believe in the Last Day? 2. Why should Muslims practise righteous deeds?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • 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

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Pillars of Iman	4.5. Belief in <i>Qadar</i> (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) assess the significance of believing in <i>Qadar</i> (Allah’s power) b) analyse situations in which the virtue of <i>tawakkul</i> manifest in the society c) evaluate the importance of exercising <i>tawakul</i> in the life of a muslim d) exercise <i>tawakul</i> in their daily life to earn Allah’s blessings e) develop a sample record of work for the sub strand belief in <i>Qadar</i> f) appreciate the belief in <i>Qadar</i> to strengthen faith.	Teacher trainee to: • discuss the significance of believing in Allah’s power. • role play situations that require Muslims to exercise <i>tawakul</i> . • discuss the importance of exercising <i>tawakul</i> and make class presentations. • prepare a sample Record of Work on a chart for the sub strand belief in <i>Qadar</i> .	1. Why should Muslims believe in <i>Qadar</i> ? 2. How can Muslims exercise <i>tawakul</i> in their daily lives?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self- Efficacy as trainee role play situations that require Muslims to exercise <i>tawakul</i>. • Pedagogical Content Knowledge as trainee prepare a sample Record of Work on a chart for the sub strand belief in <i>Qadar</i>. • Communication and collaboration as trainees discuss the significance of believing in Allah’s power 				
<p>Values: Responsibility-as trainee prepare a sample Record of Work on a chart for the sub strand belief in <i>Qadar</i>.</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to assess the significance of believing in Qadar and exercising <i>Tawakul</i>	Assesses the significance of believing in Qadar and exercising <i>Tawakul</i> comprehensively and cites examples	Assesses the significance of believing in Qadar and exercising <i>Tawakul</i>	Assesses the significance of believing in Qadar and exercising <i>Tawakul</i> with minor errors	Assesses the significance of believing in Qadar and exercising <i>Tawakul</i> with major errors
Ability develop a sample record of work for the sub strand belief in <i>Qadar</i>	Creatively develops a sample record of work for the sub strand belief in <i>Qadar</i>	Develops a sample record of work for the sub strand belief in <i>Qadar</i>	Develops a sample record of work for the sub strand belief in <i>Qadar</i> with little guidance	Develops a sample record of work for the sub strand belief in <i>Qadar</i> 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 <i>Shahada</i> in the life of a Muslim b) develop a lesson plan on <i>Shahada</i> to acquire professional knowledge c) propose ways of mainstreaming values in the strand pillars of Islam d) Value <i>Shahada</i> as a fundamental principle of Islam.	Teacher Trainee to: <ul style="list-style-type: none"> • Identify the parts of <i>Shahada</i> using flashcard flashcards. • Listen/watch the recitation of <i>Shahada</i> from a digital device and recite individually in class. • Discuss the significance of <i>Shahada</i> 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 <i>Shahada</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility -as trainee prepare a lesson plan on pillars of Islam • Unity -as trainees work together in discussion groups 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
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 <i>Shahada</i> in the life of a Muslim leaving out major details
Ability develop a lesson plan on <i>Shahada</i>	Systematically prepares a lesson plan on <i>Shahada</i>	Prepares prepares a lesson plan on <i>Shahada</i>	Prepares a lesson plan on <i>Shahada</i> 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 <i>Swalah</i> (3 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) illustrate ways of cleaning different types of <i>Najasat</i> for ritual purification b) demonstrate the steps of performing <i>Wudhu, Tayammum and Ghusul</i> for ritual purification c) outline the nullifiers of <i>Wudhu</i> to maintain <i>Twahara</i> d) evaluate the importance of <i>Twahara</i> as a prerequisite for performance of <i>ibadah</i> e) develop one-week IRE scheme of work on the sub-strand <i>swalah</i>, f) appreciate <i>Twahara</i> as a way of earning Allah's blessings. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • Research ways of cleaning different types of <i>Najasat</i> and make presentations on charts /Power Point. • Demonstrate how <i>Wudhu, Tayammum and Ghusul</i> are performed • Discuss ways through which <i>Wudhu</i> is nullified and make class presentations. • Research on the importance of <i>Twahara</i> and make a write up, • Prepare a one-week scheme of work for sub strand <i>swalah</i>. 	Why do Muslims observe <i>Twahara</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogy content knowledge- as trainee prepare a one-week scheme of work for sub strand <i>swalah</i> • Learning to learn and reflective practice -as trainee Research on the different types of <i>Najasat</i> and how they are cleaned and 				

<ul style="list-style-type: none"> make presentations on charts Self-efficacy as trainee demonstrate how <i>Wudhu, Tayammum and Ghusul</i> are performed
<p>Values Responsibility as trainee prepare a one-week scheme of work for sub strand swalah</p>

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.2. 2 <i>Swalah</i> (2 hours)	By the end of the sub strand, the teachertrainee should be able to: a) state the conditions of <i>Swalah</i> for its fulfillment b) outline the pillars of <i>Swalah</i> for its validity c) describe the nullifiers of <i>Swalah</i> as a pillar of Islam, d) assess the importance of <i>Swalah</i> in the life of a Muslim, e) perform <i>Swalah</i> correctly to earn Allah's blessings f) design an observation schedule to assess sub strand, <i>swalah</i> g) appreciate <i>Swalah</i> as a pillar of Islam.	Teacher Trainee to: • brainstorm on the conditions for <i>Swalah</i> and make a write up • demonstrate the steps in the performance of <i>Swalah</i> . • Search online/available reference materials on acts that nullify <i>Swalah</i> . • Discuss the importance of <i>Swalah</i> and make class presentations. • Prepare an observation schedule to assess steps in the performance of <i>Swalah</i> .	Why is it important for a Muslim to observe <i>Swalah</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practice -as trainee Search online/available reference materials on acts that nullify <i>Swalah</i> • Assessment competency as trainee prepare an observation schedule to assess the performance of wudhu 				
<p>Values: Responsibility as trainee Prepare an observation schedule to assess steps in the performance of <i>Swalah</i></p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Ability to state the conditions and pillars of Swalah	States the conditions and pillars of Swalah accurately	States the conditions and pillars of Swalah	States the conditions and pillars of Swalah with a few mix-up	States the conditions and pillars of Swalah major mix-up
Ability to describe the nullifiers of <i>Swalah</i> and assess the importance of <i>Swalah</i>	Describes the nullifiers of <i>Swalah</i> and assesses the importance of <i>Swalah</i> comprehensively	Describes the nullifiers of <i>Swalah</i> and assesses the importance of <i>Swalah</i>	Describes the nullifiers of <i>Swalah</i> and assesses the importance of <i>Swalah</i> with minor errors	Describes the nullifiers of <i>Swalah</i> and assesses the importance of <i>Swalah</i> with significant errors
Ability to develop an observation Schedule	Creatively and accurately develops a detailed observation schedule	Develops an observation schedule to assess learning	Develops an observation schedule to with some details missing	Develops an observation schedule with major details 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 <i>Zakat</i> as a pillar of Islam b) analyse items liable for <i>Zakat</i> as a component of faith in Islam c) mention the recipients of <i>Zakat</i> as listed in the <i>Qur'an</i> d) differentiate between <i>Zakat</i> and <i>Sadaqa</i> as a form of welfare e) differentiate between <i>Zakat</i> and Tax to understand the position of each of them in Islam. f) assess the importance of <i>Zakat</i> in the community, g) value the role of <i>Zakat</i> in alleviating poverty in the society.	Teacher trainee to: • Brainstorm on the conditions for <i>Zakat</i> . • Search on items of <i>Zakat</i> and their <i>nisab</i> and display using powerpoint/charts, • Individually identify recipients of <i>Zakat</i> from the <i>Quran</i> . • Discuss the difference between <i>Zakat</i> and <i>Sadaqa</i> , <i>Zakat</i> and Tax and make class presentations. • Research on the benefits of <i>Zakat</i> and make class presentation.	1. How do Muslims benefit from <i>Zakat</i> ? 2. Why should a Muslim pay tax? 3. What is the importance of <i>Sadaqa</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship and leadership as trainees discuss the difference between <i>Zakat</i> and <i>Sadaqa</i>, <i>Zakat</i> and Tax and make class presentations • Communication and collaboration as trainee research on the benefits of <i>Zakat</i> 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

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.4 <i>Saum</i> (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 <i>Saum</i> , 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 <i>Saum</i> important to a Muslim?
Core Competencies to be developed: <ul style="list-style-type: none"> • Assessment competency as trainee create a journal to track activities done during Ramadhan • Communication and collaboration as trainee brainstorm on the nullifiers of <i>Saum</i> and present in class 				
Values: Integrity as trainee discuss conditions of <i>Saum</i> and make a write up				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Devotional Acts	5.5 Hajj (2 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> State the conditions of <i>Hajj</i> in Islam, explain the types of <i>Hajj</i> in Islam to understand its performance, demonstrate the procedure of performing Hajj in Islam, differentiate between <i>Hajj</i> and <i>Umrah</i> as acts of <i>ibadah</i> evaluate the significance of <i>Hajj</i> as a tool for spiritual development develop learning resources to facilitate learning of Hajj, value <i>Hajj</i> as a symbol of unity and a pillar of Islam. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> Discuss conditions of <i>Hajj</i> and present in class, discuss the types of <i>Hajj</i> and present in class search online on the sequence of performing <i>Hajj</i> and present in class using a chart/powerpoint presentation. Explain the difference between <i>Hajj</i> and <i>Umrah</i> and make a write up Brainstorm on the significance of <i>Hajj</i> and present in class. undertake a project to develop relevant learning resources to facilitate learning of the sub strand Hajj 	<p>Why is <i>Hajj</i> important to a Muslim?</p>

Core Competencies to be developed:

- 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

Suggested Formative Assessment Rubric

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

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)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explain the meaning of the selected Islamic phrases,</p> <p>b) use Islamic phrases in appropriate contexts for spiritual development</p> <p>c) assess the significance of using Islamic phrases in daily life</p> <p>d) propose learning approaches to facilitate learning of Islamic phrases</p> <p>e) appreciate Islamic phrases as forms of <i>Ibadah</i>.</p>	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • Use digital devices to listen and pronounce Islamic phrases correctly: (<i>Bismillah, Alhamdulillah, Jazakallahu khayran, Mashallah, Insha'Allah, Subhanallah Hasbunallah waneemal wakil, Llahaula wala Quwwata illa billahi, Barakallah fik</i>) • Role play the use of the Islamic phrases in 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 	<p>What are the benefits of using Islamic phrases?</p>

			phrases and micro-teach using the suggested approach	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values: Love as trainee Role play the use of the Islamic phrases in relevant situations</p>				

Suggested Formative Assessment Rubrics

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

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Akhlaq (Moral Teachings)	6.2 Islamic Etiquete (4hours)	By the end of the sub strand, the teacher trainees should be able to: <i>a) Describe the Islamic manners of greetings, eating, sleeping, toileting, dressing, leaving and entering a house</i> <i>b) practise the selected Islamic manners in day-to-day life</i> <i>c) evaluate the significance of observing Islamic manners as a way of promoting positive change</i> <i>d) develop a lesson plan and model a lesson on Islamic manners for learners</i> <i>e) appreciate Islamic manners to earn rewards from Allah.</i>	Teacher Trainee to: <ul style="list-style-type: none"> • Discuss Islamic manners and 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 Islamic manners for Grade Three learners. 	Why is it important for Muslims to observe Islamic manners?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values:</p> <ul style="list-style-type: none"> • 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 class presentations on.

Suggested Formative Assessment Rubrics

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

Core Competencies to be developed:

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

Values:

Responsibility - through positive use of media

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Akhlaq (Moral Teachings)	6.4 Islamic Virtues (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) Describe the Islamic teachings on sabr, qanaa, adala and kindness</p> <p>b) assess the significance of upholding the selected virtues for moral and character formation.</p> <p>c) Justify why work is a form of Ibadah in Islam</p> <p>d) suggest teaching methods to be used to facilitate learning of virtues to learners,</p> <p>e) practise the selected virtues in day-to-day life</p> <p>f) appreciate Islamic virtues for the growth of a healthy and morally upright society.</p>	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • Research on the teachings of the selected virtues and make class presentation (<i>Sabr, Qanaa, Adala, hard work and Kindness</i>) make class presentations. • Discuss in groups the significance of upholding the selected virtues. • Propose teaching methods that can be used to facilitate learning of virtues to grade four, five and six ways and present in class, • Brainstorm why work is considered as a form of ibaadah in Islam and present in class 	<p>1. Why are virtues important in Islam?</p> <p>2. How do Muslims practise the virtues?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge as trainee propose teaching methods that can be used to facilitate learning of virtues to 				

<p>grade four, five and six ways and present in class,</p> <ul style="list-style-type: none"> • 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 considered as a form of ibaadah in Islam and present in class
<p>Values: Responsibility as trainee brainstorm why work is considered as a form of ibaadah in Islam and present in class</p>

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Practicing the virtues and their significance	Creatively and correctly practices the teachings and examines the significance of the selected virtues with ease	correctly practices the teachings and examines significance of the selected virtues	practices some of the teachings and examines significance of the selected virtues	requires assistance in practicing the teachings and examining significance of the selected virtues
Exploring work as ibadah and suggesting ways of promoting values	Confidently explores work as a form of Ibadah for a Muslim and suggests ways of promoting the selected virtues in learners	Explores work as a form of Ibadah for a Muslim and suggests ways of promoting the selected virtues in learners	Explores work as a form of Ibadah for a Muslim and suggests few ways of promoting the selected virtues in learners	Has difficulties in exploring work as a form of Ibadah for a Muslim and suggesting ways of promoting the 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 vices.	Teacher Trainee to: <ul style="list-style-type: none"> • 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 vices on the community • suggest ways of eradicating the vices and make a write up. 	Why are vices prohibited in Islam?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 (<i>Israf, Begging, drug abuse, Gambling, Sexual perversion, Zina, Rape and Homosexuality</i>) 				
<p>Values: Responsibility as trainee by not indulging in the vices 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>)</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
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 for their 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 (Moral Teachings)	6.6 Dua (Supplication) (2hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) recite the selected <i>dua</i> to seek Allah’s protection</p> <p>b) analyse the significance of <i>dua</i> in the life of a Muslim,</p> <p>c) use the <i>dua</i> in day-to-day life</p> <p>d) formulate learning experiences to facilitate learning <i>dua</i></p> <p>e) prepare oral questions to assess sub strand <i>dua</i>,</p> <p>f) appreciate the importance of using <i>dua</i> to get blessings from Allah (s.w.t).</p>	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • Recite from a digital device/chart <ul style="list-style-type: none"> - dua when leaving and entering the house: - <i>“In the Name of Allah, we enter, in the Name of Allah we leave, and upon our Lord we depend”.</i> - dua when travelling: - <i>“Glory to Him who has brought this (e.g. vehicle) under our control, though we were unable to control it (ourselves), and indeed, to our Lord we will surely return.” (Muslim).</i> - Dua on increase in knowledge: - <i>“Oh, Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge.”</i> • Practise reciting the <i>dua</i> on the appropriate occasions 	<ol style="list-style-type: none"> 1. Why do Muslims recite <i>dua</i>? 2. Why are learning experiences important in the learning process?

			<ul style="list-style-type: none"> • Discuss the importance of using <i>Dua</i> • Formulate three learning experiences to facilitate learning on <i>dua</i> to grade four learners, • Prepare an oral test on the selected <i>dua</i> 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Assessment competency - as trainee prepare an oral test on recitation of the selected <i>dua</i>. • Pedagogical content knowledge as trainee formulate three learning experiences to facilitate learning on <i>dua tor</i> grade four learners 				
Values: Responsibility as trainee formulate three learning experiences to facilitate learning on <i>dua tor</i> grade four learners,				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Reciting and importance of <i>Dua</i>	consistently and correctly recites the <i>dua</i> , explains their importance and uses them in daily 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 Experiences	consistently and correctly formulates relevant	correctly formulates relevant learning	formulates relevant learning experiences with assistance	has difficulty formulating relevant

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

STRAND 7.0 QUR'AN

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
7.0 Qur'an	7.1 Selected Surah (9 hours) <i>(Al-Kauthar, Al-Ma'un, Al-Qureish, AlHuma zah, Al-Asr, At-Takathur Al-Qari'ah Al-Fiil)</i>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> read the selected <i>surah</i> correctly for spiritual nourishment. explain the meaning of the selected <i>surah</i> deduce lessons of the selected <i>surah</i>, develop a rating scale to assess sub strand selected <i>surah</i> appreciate the teachings of the Qur'an in daily life. 	Teacher Trainee to: <ul style="list-style-type: none"> Listen to recitation of the <i>Qur'an</i> from a digital device/resource person. Recite the selected <i>surah</i> with correct articulation. Discuss the meaning of the selected <i>surah</i> and make class presentations. Use digital devices to identify verses of the selected <i>surah</i> with their corresponding meaning. Discuss lessons of selected <i>Surah</i> 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>. 	What lessons can Muslims derive from the selected <i>surah</i> ?

Core Competencies to be Developed:

- 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 correct articulation

Suggested Formative Assessment Rubrics

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

STRAND 8.0 HADITH

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Hadith	8.1 Selected Hadith (9 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) deduce lesson from the selected hadith for character building,</p> <p>b) assess the effects of planting trees for environmental conservation</p> <p>c) suggest ways in which Muslims can use bounties of Allah responsibly</p> <p>d) organise a non-formal activity on selected Hadith</p> <p>e) practise the teachings of the selected <i>Hadith</i> in day-to-day life</p> <p>f) appreciate the role of <i>Hadith</i> in the life of a Muslim.</p>	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • Discuss lessons derived from the selected <i>Hadith</i> Hadith on good behaviour: <i>“Fear Allah wherever 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)</i> • Hadith on responsible living: <i>“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)</i> • Hadith on purity of action <i>“Allah does not look at your appearance or wealth, but rather He looks at your heart and</i> 	<ol style="list-style-type: none"> 1. What are the effects of good behaviour and purity of action? 2. What are the benefits of planting trees? 3. How can Muslims use the bounties of Allah responsibly? 4. How can Muslims live responsibly?

			<p>actions. (Muslim).</p> <ul style="list-style-type: none"> • Hadith on planting (trees): “If a Muslim plants a tree or sows a field and men, animals and birds eat from it, all of it is charity from him.” (Muslim) <p>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)</p> <ul style="list-style-type: none"> • 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 	
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			<ul style="list-style-type: none"> plan and undertake a non-formal activity on selected hadith and present in the Muslim Society meeting 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> 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 				
<p>Values:</p> <p>Responsibility as trainee plan and undertake a non-formal activity on selected hadith and present in the Muslim Society meeting</p> <ul style="list-style-type: none"> Patriotism as trainee Dramatise/role play ways of using Allah’s bounties responsibly 				

Suggested Formative Assessment Rubrics

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

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

STRAND 9.0 MUAMALAT (SOCIAL RELATIONS)

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.1 Obligations of family members (2 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) analyse the obligations of parents to their children b) examine on the obligations of children to their parents as an act of <i>Ibadah</i> c) explain the obligations of other family members as an act of <i>Ibadah</i> d) uphold obligations to members of the family as a religious duty e) appreciate family as a basic unit of the society 	Teacher Trainee to: <ul style="list-style-type: none"> • Research on the obligations of parents to their children and make class presentations • Search and list children's rights on chart/power point • Brainstorm on the responsibilities of children to their parents • Dramatise the different roles of parents, children and other family members 	<ol style="list-style-type: none"> 1. Why should parents take care of their children? 2. What obligations do other members have to the family? 3. Why is it important for family members to fulfil their obligations?

Core Competencies to be developed

- 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

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0. Muamalat (Social relations)	9.2. Rights of Neighbours (1hour)	By the end of the sub strand, the teacher trainee should be able to: a) mention categories of neighbours as per the teachings of Islam b) analyse the rights of neighbours as taught by the Prophet (s. a.w) c) appreciate neighbourliness as an act of <i>ibadah</i> .	Teacher Trainee to: • research on categories of neighbours and present in class. • Discuss the rights and obligations of different categories of neighbours. • dramatise on the rights of neighbours Islam.	How should Muslims treat their neighbours?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values: Peace as trainee dramatise on the rights of neighbours Islam</p>				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.3. Relationship with people of other faiths (1hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> 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 on relationship with non-Muslims d) design non-formal activities that enhance values that promote social cohesion e) appreciate the teachings of Islam on peaceful coexistence. 	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 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?

Core Competencies to be developed:

- 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

Suggested Formative Assessment Rubrics

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

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

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.4. Marriage (1hour)	By the end of the sub strand, the teacher trainee should be able to: a)state the conditions for marriagein 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.	Teacher Trainee to: <ul style="list-style-type: none"> • Brainstorm the conditions for marriage and make group reports • Discuss the etiquette of Islamic wedding celebrations and make classpresentations • Role play the etiquette to be observed during islamic weddingcelebrations • Discuss how marriages are conductedamong christians and hindus and document the differences • Design a questionnaire to assess the substrand marriage. 	<ol style="list-style-type: none"> 1.How is an Islamic wedding ceremony conducted? 2.Why should Muslimsobserve the Islamic etiquette during wedding celebrations?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 classpresentations 				

Values:

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

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.5. Corruption (3 hours)	<p>By the end of the sub strands, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) analyse the causes of corruption in society b) examine the effects of corruption on society c) suggest possible remedies to eradicate the corruption in the society d) explore on values that would safeguard one from engaging in corruption e) uphold the Islamic teachings to promote integrity. 	<p>Teacher Trainee to:</p> <ul style="list-style-type: none"> • Research on the causes and effects of corruption in society and present in 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). 	<ol style="list-style-type: none"> 1. What are the causes of corruption in society? 2. Why is corruption considered evil in Islam? 3. What are the remedies to corruption?

Core Competencies to be developed:

- Citizenship and leadership competency - is enhanced through acquisition of values and life skills as they research on effects 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 a prevention measure against corruption (integrity, social justice, peace, patriotism and responsibility).

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.6 Ethics of buying and selling (1hour)	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 and selling 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 and selling • 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 of buying and selling? 2. How can the principles of buying and selling be upheld in the society?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values: Integrity as trainee role play the ethics of buying and selling</p>				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.0 Muamalat (Social relations)	9.7 Justice to domestic servants (1hour)	By the end of the sub strand, the teacher trainee should be able to: a) describe ways of treating servants justly according to Islamic teachings b) observe Islamic teachings on relating well with domestic servants to emulate the Prophet (s.a.w) c) appreciate the Islamic teachings on relationship with servants.	Teacher trainee to: • Share experiences on treatment of and relationship with domestic servants. • Search for hadith on treatment of servants and present in class. • Discuss just ways of treating domestic servants. • role play fair treatment of servants/watch videos showing fair treatment of domestic servants.	1. How should Muslims handle domestic servants? 2. Why is it important for a Muslim to treat domestic servants well?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 fair treatment of domestic servants 				
<p>Values:</p> <ul style="list-style-type: none"> • 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 Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe and practice ways of treating servants justly	Describe and practices ways of treating servants justly correctly	Describe and practices ways of treating servants justly	Describe and practices ways of treating servants justly with minor errors	Describe and practices ways of treating servants justly with major errors
domestic servant	relating with domestic servants to emulate the Prophet (s.a.w)	with domestic servants to emulate the Prophet (s.a.w)	domestic servants to emulate the Prophet (s.a.w)	relating with domestic servants 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 Festivals and Ceremonies	11.1 <i>Jum'ah</i> (2 hours)	By the end of the sub strand, the teachertrainee should be able to: <ol style="list-style-type: none"> State the acts to be performed in preparation for <i>Jum'ah</i> prayers examine the distinctive features of <i>Jum'ah</i> prayer evaluate the importance of <i>Jum'ah</i> prayer for spiritual development develop learning outcomes on sub strand <i>Jum'ah</i> prayers perform <i>Swalatul Jum'ah</i> to earn rewards from Allah (SWT) appreciate <i>Jum'ah</i> as an important day for Muslims. 	Teacher Trainee to: <ul style="list-style-type: none"> brainstorm on the acts to be performed in preparation for <i>Jum'ah</i> prayers. discuss the distinctive features of <i>Swalatul Jum'ah</i> make class presentation demonstrate how <i>Jum'ah</i> prayer is performed. search online/from reference the importance of <i>Jum'ah</i> prayers and present on charts / powerpoint formulate learning outcomes on the sub strand <i>Jum'ah</i> prayers Prepare a micro-teaching lesson on preparation for <i>Jum'ah</i> prayers.	Why is <i>Jum'ah</i> considered an important day for Muslims?
Core Competencies to be developed: <ul style="list-style-type: none"> Pedagogical content knowledge as trainee Prepare a micro-teaching lesson on preparation for <i>Jum'ah</i> 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 Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to state prayer,examine distinctive acts to be performed before jumuah features and evaluate importance of <i>Jum 'ah</i> prayers	States prayer,examine distinctive acts to be performed before jumuah features and evaluate importance of <i>Jum 'ah</i> prayer correctly	States prayer,examine distinctive acts to be performed before jumuah features and evaluate importance of <i>Jum 'ah</i> prayer	States prayer,examine distinctive acts to be performed before jumuah features and evaluate importance of <i>Jum 'ah</i> prayer with few errors	States prayer,examine distinctive acts to be performed before jumuah features and evaluate importance of <i>Jum 'ah</i> prayer with major errors
<i>A bility to</i> develop learning outcomes for sub strand <i>Jum 'ah</i> prayer	Appropriately develops learning outcomes for grade two learners on preparation for <i>Jum 'ah</i> prayers	Develops learning outcomes for grade two learners on preparation for <i>Jum 'ah</i> prayers	Develops learning outcomes for grade two learners on preparation for <i>Jum 'ah</i> prayers omitting few details	Develops learning outcomes for grade two learners on preparation for <i>Jum 'ah</i> prayers omitting significant details

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Islamic Festivals and Ceremonies	10.2 Eid (1hour)	By the end of the sub-strand, the teacher trainee should be able to: a) describes the manners of celebrating <i>Eid</i> in Islam b) Practise Islamic manners of celebrating Eid festival c) develop a model lesson for Primary learners on Eid d) Appreciate <i>Eid</i> celebrations as an integral part of Islamic culture.	Teacher trainee to: • narrate how <i>Eid is celebrated</i> in different communities. • watch a video clip depicting <i>Eid</i> celebrations. • describe the proper manners of celebrating <i>Eid</i> . • dramatise the correct ways of celebrating <i>Eid</i> . • prepare and present micro teaching lesson on manners of celebrating <i>idd</i>	How do Muslims celebrate <i>Eid</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogy Content Knowledge – as trainee prepare and present micro teaching lesson on manners of celebrating <i>idd</i> • Creativity and innovation as trainee ramatise the correct ways of celebrating <i>Eid</i> • Digital literacy as trainee watch a video clip depicting <i>Eid</i> celebrations 				
<p>Values: Love and Unity as trainee Dramatise the correct ways of celebrating <i>Eid</i></p>				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.0 Islamic Festivals and Ceremonies	10.3. <i>Aqiqah</i> (1hour)	By the end of the sub strand, the teacher trainee should be able to: a) examine how the ritual of <i>Aqiqah</i> is performed as an Islamic religious practice b) justify the rationale for the <i>Aqiqah</i> ritual in Islam c) value <i>Aqiqah</i> 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 <i>aqiqah</i> . and present in class • discuss the rationale for the <i>aqiqah</i> ritual • compare the naming ritual in different communities. • role play on the activities of <i>aqiqah</i> and make a recording and share on social media	1. Why is it important to perform <i>Aqiqah</i> ? 2. What rites are performed for new born children in other communities?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration as trainee Discuss the activities carried out during <i>aqiqah</i>. and present in class • Digital Literacy Skill -as trainee Role play on the activities of <i>aqiqah</i> and make a 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 				
<p>Values: Responsibility as trainee role play on the activities of <i>aqiqah</i> and make a recording and share on social media</p>				

Suggested Formative Assessment Rubrics

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

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STRAND 11.0 HISTORY OF ISLAM

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History of Islam	12.1. Other world religions (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) examine the basic teachings of the selected world religions b) compare and contrast the teachings of other religions with Islamic teachings c) justify the learning of other world religions in IRE d) appreciate other religions for peaceful co-existence.	Teacher Trainee to: <ul style="list-style-type: none"> • research using digital devices on other world religions such as Hinduism, Judaism, Christianity and their teachings, and make class presentations. • visit places of worship of other religions to learn about their teachings and compare with Islam. • search on differences and similarities of world religions and present findings in class. • brainstorm on the importance of learning about other world religions. 	Why is it important for Muslims to learn about other religions?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History of Islam	11.2 the Period of ignorance (Jahiliya period) (2hours)	By the end of the sub strand the teachertrainee should be able to: a)analyse the social, political, religious and economic conditions of Jahiliya period, b)propose teaching methods that can be used to facilitate learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.), c)appreciate the reforms introduced by Prophet Muhammad (s.a.w) as a basis ofIslamic heritage.	Teacher Trainee to: •search online/reference material on conditions of during the Jahiliya period, •Discuss the religious conditions during the Jahiliya period and makeclass presentations. •Watch a video on the conditions during the Jahiliya period •discuss appropriate teaching method for facilitating learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.) and model a lesson using the proposed methods.	How were the people during the Jahiliya period affected social, economic and political conditions?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values: Social justice as trainee discuss the reforms introduced by Prophet Muhammad (saw).</p>				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse the social, political, religious and economic conditions of Jahiliya period	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 propose teaching methods that can be used to facilitate learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Appropriately proposes teaching methods that can be used to facilitate learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Proposes teaching methods that can be used to facilitate learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Proposes teaching methods that can be used to facilitate learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.) with a few mix-ups	Proposes teaching methods that can be used to facilitate learning the social, political and economic reforms introduced by Prophet Muhammad (s.a.w.) with many mix-ups

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History of Islam	11.3. Early Life of Prophet Muhammad (s.a.w) (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse the early life of Prophet Muhammad (s.a.w) as a role model to Muslims b) examine the events of <i>Ba'ath</i> (prophethood) as part of the reforms in Arabia. c) explain the effects of persecution in Makkah on Muslims 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.	Teacher Trainee to: <ul style="list-style-type: none"> • Search for information on the early life of Prophet Muhammad (s.a.w), call to prophethood and make class presentations. • Watch clips/ film on persecution of Muslims in Makkah and discuss its effects to Muslims, • Discuss impact of Prophet journey to Taif on the development of Islam • Brainstorm the significance of isra wal miiraj to the history of islam. 	1. What challenges did Muslims face during the formative years of Islam? 2. What lessons can Muslims learn from the events of the formative years of Islam?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practice as trainee search for information on the early life 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

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History of Islam	11.4 <i>Hijrah</i> to Madina (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) assess the importance of <i>Hijrah</i> to Madina as the foundation of development of Islam b) state the terms of Constitution Madina to the Islamic state of Madina. c) model lesson on <i>Hijra</i> to Madina d) appreciate the <i>Hijrah</i> to Madina as key to the establishment of Muslim <i>Ummah</i>	Teacher Trainee to: • Watch film on <i>Hijrah</i> to Madina • Search online/from available reference on the terms of constitution Madina and make class presentation, • Discuss the importance of Madina constitution • Conduct a micro-teaching lesson on <i>Hijra</i> to Madina	Why is <i>Hijra</i> considered a turning point in the history of Islam?
Core Competencies to be developed: <ul style="list-style-type: none"> • Pedagogical content knowledge - as the Trainee conduct a micro-teaching lesson on <i>Hijra</i> 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				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
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 <i>Hijra</i> 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 of Islam	11.5 Battles (3hours)	By the end of the sub strand, the teacher trainee should be able to: a) narrate the events of the battles of Badr, Uhud, khandaq and Hunayn b) examine the effects of the battles on the development of Islam c) appreciate the efforts made by early Muslims in the establishment of the Muslim <i>Ummah</i> .	Teacher Trainee to: • Research on the events of the battles Badr, Uhud, khandaq and Hunayn and make a write up, • Display a chart showing the causes of the early battles in Islam. • Watch a clip of early battles using a digital device and deduce lessons. • Discuss the effects of the early battles in the history of Islam and make class presentation.	1. What were the causes of the early battles in the History of Islam? 2. What lessons can Muslims derive from the battles?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 the early battles in the history of Islam and make class presentation 				
<p>Values:</p> <p>Responsibility as trainee discuss the effects of the early battles in the history of Islam and make class presentation.</p>				

Suggested Formative Assessment Rubrics

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

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.0 History of Islam	11.6 Treaty of Hudaibiyya (3 hours)	By the end of the sub strand, the teacher trainee should be able to: a) state the terms of the treaty of Hudaibiyya b) examine the effects of the Treaty of Hudaibiya in promoting peaceful co-existence, c) Appreciate the Prophet as a great leader of the Muslim <i>Ummah</i> .	Teacher trainee to: • design a chart on the terms of the treaty of Hudaibiya and display in class. discuss the effects of the Treaty of Hudaibiyya and make class presentation.	What was the impact of treaty of Hudaibiyyah to the development of islam?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • 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				

Suggested Formative Assessment Rubrics

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

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

Suggested Formative Assessment Rubrics

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

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?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • 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 				
<p>Values: Responsibility as trainee prepare a sample assessment rubric for the strand History of Islam and present in class</p>				

Suggested Formative Assessment Rubrics

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