KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 4

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

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

Thank you.

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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		**35**

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:
a) Use verbal and or non-verbal cues to convey information in varied contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life.
c) Use appropriate social skills, moral and religious values to positively impact the society.
d) Develop individual talents and interests for self-efficacy.
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Devise innovative strategies for environmental conservation and sustainability.
g) Apply digital literacy skills for learning and enjoyment.
h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

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

SUMMARY OF STRANDS AND SUB STRANDS

No	Strand	Sub-Strands	Number of Lessons
1.0	Qur'an	**1.1 Selected Surahs** 2 *Al-Fatiha* 3 *An-Naas* 4 *Al-Falaq* 5 *Al-Ikhlas* 6 *Al-Masad* 7 *An-Nasr* 8 *Al-Kafirun*	**21**
2.0	**Hadith**	**Selected Hadith**	
		2.1 Hadith on Prophet Muhammad as model of character	**03**
		2.2 Hadith on etiquette of eating	**03**
		2.3 Hadith on brushing teeth	**03**
		2.4 Hadith on physical fitness	**03**
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		3.2 Belief in angels	**04**
		3.3 Prophets in the Quran	**06**
4.0	**Devotional Acts**	4.1 *Twahara*(ritual purity)	**03**
		4.2 *Wudh*u (Ablution)	**03**
		4.3 Condition for swalah	**03**
		4.4 Pillars for swalah	**04**
5.0	**Akhlaq** (Moral Values)	5.1.1 Virtues in Islam (kindness to Allah)s creatures	**02**

		5.1.2 Islamic manners of dressing	**03**
		5.1.3 Positive use of media	**03**
		5.2.1 Prohibition in Islam (evils of begging)	**02**
		5.3.1 Dua (supplication)	**02**
6.0	**Muamalat** (Social Relations)	6.1 Obligation of parents to children	**03**
		6.2 Obligation of children to parents	**02**
		6.3 Children's obligation to other family members	**03**
7	**Islamic Heritage and Civilisation**	7.1 Call to prophet hood	**03**
		7.2 Earliest coverts to Islam	**04**
		7.3 Prophets (S.A.W) journey *Taif*	**03**
	TOTAL		**90**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	**1.1 Selected Surahs** • *Al-Fatiha* • *An-Naas* • *Al-Falaq* • *Al-Ikhlas* • *Al-Masad* • *An-Nasr* • *Al-Kafirun* (21 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the selected surah for spiritual nourishment, b) recite the selected surah for use in devotional activities, c) explain the basic meaning of the selected surah to enhance positive character formation, d) apply the teachings of the selected surah in his/her daily life, e) appreciate the importance of the selected *surahs* by adhering to their teachings.	The learner is guided to: • listen to the teacher/resource person or from a digital device recitation of the selected *surahs,* • discuss the basic meaning of the selected *surahs*, in groups, and write in their notebook, • listen to recorded translation of the selected *surahs* from a digital device, • sort verses of the selected *surahs* with their corresponding meaning using digital devices/flash cards/ match individually/groups.	1. Why do we recite suratul - Fatiha in every *swalah*? 2. Which *surahs* do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surahs*?

Core Competencies to be developed:

- Communication and collaboration**:** the skills of listening and teamwork are enhanced as learners discuss the basic meaning and lessons of the selected surah through group discussion.
- Digital literacy: the skill of connecting using digital technology is enhanced through use of digital devices to listen to recorded translation of the selected *surah*s.
- Creativity and imagination: the skill of making connection is enhanced as learners sort verses of the selected *surah*s with their corresponding meaning.

Values:
• Responsibility: enhanced as learners sort verses of the selected *surah*s with their corresponding meaning using digital devices/flash cards/ match individually/groups • Unity: cooperation is enhanced as learners work together in groups.
Pertinent and Contemporary Issues (PCIs):
Citizenship: Social cohesion as learners discuss the lessons learnt from the selected *surah*s, in pairs or small groups.
Links to other Learning Areas*:*
As learners read selected surahs and relate reading skills in English and Kiswahili.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read and recite seven selected *surah*s.	Reads and recites seven selected *surah*s correctly, applying rules of reading.	Reads and recites seven selected *surah*s correctly	Reads and recites four to six of the selected *surah*s	Reads and recites less than four of the selected *surah*s
Ability to explain the basic meaning of the selected *surah*s.	Explains the basic meaning of the selected *surah*s correctly and provides relevant examples.	Explains the basic meaning of the selected *surah*'s correctly.	Explains the basic meaning of the selected *surah*s but leaves out few details	Has challenges explaining the basic meaning of the selected *surah*s

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.1 Hadith of Prophet Muhammad (S.A.W.) as a model of good character.** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the selected hadith on the character of the Prophet as a role model, b) analyse ways in which Prophet Muhammad (S.A.W.) is a model of good character, c) emulate the character of the Prophet in his/her daily life, d) value the Prophet as a role model by practising his character traits in daily life.	The learner is guided to: • read the hadith: *"I have been sent for the purpose of perfecting good morals."* (Narrated by Al-Hakim), • discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character (*trustworthy, truthful, kind, and generous*) and present in class, • role-play character traits of the Prophet, • watch/listen to the story that portrays the character of Prophet Muhammad (S.A.W.) from a digital device/teacher.	1. What are the character traits of a good child? 2. What were the character traits of Prophet Muhammad (S.A.W.) as a youth?

Core Competencies to be developed: • Communication and collaboration: the skill of listening and teamwork is enhanced as learners watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher and discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character. • Digital literacy: the skill of connecting using digital technology is enhanced through use of digital devices to listen to the story of Prophet Muhammad (S.A.W).
Values: • Respect: is enhanced as learners listen attentively to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher. • Responsibility: as learners role-play character traits of the Prophet Muhammad (S.A.W.).
Pertinent and Contemporary Issues (PCIs): Social cohesion: as learners role-play character traits of the Prophet,
Links to other Learning Areas*: Creative Arts, as learner shows creativity as they role-play character traits of the Prophet.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.2 Hadith on Etiquette of Eating** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the selected hadith on appropriate manners of eating, b) demonstrate the etiquette of eating to uphold the sunnah of the Prophet (S.A.W.) c) appreciate the etiquette of eating in accordance with the teachings of the Prophet (S.A.W.).	The learner is guided to: • read the hadith: *"…Mention the name of Allah, eat with your right, and eat what is directly in front of you." (Narrated by Al-Bukhari),* • demonstrate the etiquette of eating individually/in small groups, • role-play manners of eating, • watch a video clip on good manners of eating.	1. What do you do before eating? 2. What is the benefit of saying *Bismillah* while eating?

Core Competencies to be developed:
- Creativity and imagination: the skill of making connection is enhanced as learners role-play manners of eating.
- Learning to learn: the skill of sharing learnt knowledge is enhanced as learners demonstrate the etiquette of eating with peers.

Values:
- Respect, for other learners while demonstrating etiquette of eating together.
- Responsibility, accountability as learners role-play manners of eating.

Pertinent and Contemporary Issues (PCIs):
Self-esteem as learners collaborate with peers to demonstrate the etiquette of eating.

**Link to other Learning Areas*:*
Agriculture as learner*s* demonstrate the etiquette of eating individually/in small groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.3 Hadith on brushing teeth** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the selected hadith on brushing teeth for the promotion of oral hygiene, b) assess the importance of brushing teeth as per the tradition of the Prophet (S.AW), c) practise brushing teeth as an act of *ibadah,* d) appreciate the importance of brushing teeth to earn rewards from Allah (S.W.T.).	The learner is guided to: • read the hadith: *"Brushing of teeth is a means of purification of mouths and pleasing Allah." (Narrated by Ibn Majah),* • individually demonstrate how to brush his/her teeth, • discuss the importance of brushing their teeth regularly • recite/sing song/*qasida*/poem on brushing teeth.	1. When do you brush your teeth? 2. Why do you brush your teeth?

Core Competencies to be developed:
- Communication and collaboration: the skill of teamwork is enhanced through discussing the importance of brushing their teeth regularly.
- Learning to learn: the skill of working collaboratively through discussing the importance of brushing their teeth regularly in small groups.
- Self-efficacy: as learners individually demonstrate how to brush their teeth and recite/sing song/*qasida*/poem on brushing teeth.

Values:
- Responsibility: self-drive enhanced as learners individually demonstrate how to brush his/her teeth.
- Respect: enhanced as learners respect each other's view as they discuss the importance of brushing teeth.

Pertinent and Contemporary Issues (PCIs):
Personal hygiene as learners brush their teeth.

Links to other Learning Areas*:
Agriculture by maintaining oral hygiene.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	2.4 Hadith on Fitness (3 Lessons)	By the end of the sub -strand, the learner should be able to: a) read the selected hadith on physical fitness to promote healthy living, b) assess the importance of physical fitness in the life of a Muslim, c) participate in games and sports while observing Islamic values, d) value the importance of physical fitness as means of being dearer to Allah (S.W.T).	The learner is guided to: • read the hadith: *"Teach your children swimming, archery and horse riding."* (Narrated by Muslim), • discuss the importance of physical fitness and values derived from participating in games and sports (such as *teamwork, sharing, humility, fair-play, discipline, and leadership skills*), • discuss the types of games and sports permissible in Islam, • discuss the Islamic etiquette to be observed during games and sports activities (*dressing mode, observing times for swalah*), • demonstrate the Islamic etiquette to be observed during games.	1. Why should one be physically fit? 2. What Islamic rules should a Muslim observe while participating in games and sports activities?

Core Competencies to be developed:
- Communication and collaboration: the skill of teamwork is enhanced through discussing the importance of physical fitness and values derived from participating in games and sports.
- Learning to learn: the skill of sharing learnt knowledge is enhanced as learners discuss the Islamic etiquette to be observed during games and sports activities.

•	Citizenship: the skill of social skills is enhanced as learners discuss the Islamic etiquette to be observed during games and sports activities.

Values:
- Respect: acceptance is enhanced as learners respect each other opinion during discussion.
- Responsibility: self-drive is enhanced as learners demonstrate etiquette to be observed during games.

Pertinent and Contemporary Issues (PCIs):
Learner support programmes through participating in games and sports;

Links to other Learning Areas:
- Creative Arts: as they participate in various games and sports activities
- Agriculture: by avoiding lifestyle diseases through exercises and promoting good health.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read the selected hadith	Reads the selected hadith correctly and confidently.	Reads the selected hadith correctly.	Reads the selected hadith with a few errors.	Reads the selected hadith with many errors.
Ability to deduce the teachings from the selected hadith	Deduces the teachings from the selected hadith correctly and comprehensively	Deduces the teachings from the selected hadith	Deduces the teachings from the selected hadith with few omissions	Deduces the teachings from the selected hadith with many omissions

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.1 Attributes of Allah (S.W.T)** • *Ar-Rahman,* • *Ar-Rahim,* • *Al-Malik,* • *As-Salaam,* • *Al-Samiu* • *Al- Basir* (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) mention the attributes of Allah (S.W.T.) with their corresponding meaning to strengthen the belief in Allah, b) apply the attributes of Allah (S.W.T.) while making *dua,* c) appreciate the unique attributes of Allah (S.W.T.) as part of Islamic faith.	The learner is guided to: • listen to the attributes of Allah from a digital device, • sing *qasida* on the attributes of Allah, • identify attributes of Allah and their corresponding meaning (*Ar-Rahman, Ar-Rahim, Al-Malik, AL-Salaam, AL-Samiu and Al- Basir*), • match and sort the attributes of Allah (S.W.T.) and their meaning, • demonstrate reciting dua using the mentioned attributes of Allah (S.W.T.) individually or in pairs.	1. What are the favours of Allah (S.W.T.) to mankind? 2. What are the attributes of Allah (S.W.T.)?

Core Competencies to be developed:
- Communication and collaboration: the skill of teamwork is enhanced as learners discuss the unique attributes of Allah (S.W.T.), in pairs or small groups.
- Digital literacy: the skill of interacting with digital technology is enhanced as learners listen to the attributes of Allah from a digital device.
- Self-efficacy: the skill of self-awareness and planning is enhanced as learners sing *qasida* on the attributes of Allah.
- Creativity and Imagination: the skill of making connection is enhanced as learners sort and match different attributes of Allah (S.W.T.) and their corresponding meaning.

Values:
• Love is enhanced as learners sing *qasida* on the attributes of Allah.
• Unity: cooperation is enhanced as learners work collaboratively while discussing the unique attributes of Allah (S.W.T.).
• Responsibility is enhanced as learners demonstrate how the *duas* are recited using the mentioned attributes of Allah (S.W.T.) individually or in pairs.
Pertinent and Contemporary Issues (PCIs):
Self-esteem as learners recite *duas* that mention the attributes of Allah (S.W.T.).
Link to other Learning Areas:
English as learners acquire new vocabularies as they discuss the attributes of Allah (S.W.T.) and their meaning.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.2 Belief in Angels** • *Jibril,* • *Mikail* • *Raqib and Atid,* • *Malakul Maut (Izrail)* • *Israfil* (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) mention the names of the selected angels to strengthen their faith, b) explain the duties of the selected angels as a pillar of *Iman,* c) appreciate angels as Allah's creation as a Pillar of *Iman.*	The learner is guided to: • name the angels of Allah, *(Jibril, Mikail,Raqib* and *Atid, Izrail* and *Israfil*), • match and sort the names of angels and their corresponding duties using flash cards/pocket boards, • find names of angels from a crossword puzzle, in pairs or small groups, • search and sing *qasida* on angels and their duties from a digital device, • brainstorm on the duties of angels in their lives, in pairs or small groups, and write the points in their notebook.	1. What are the duties of angels? 2. Why did Allah (S.W.T.) create angels?

Core Competencies to be developed:
- Communication and collaboration: the skills of speaking and writing are enhanced as learners discuss the significance of angels in their lives, in pairs or small groups, and write their points in their notebooks.
- Critical thinking and problem solving: the skill of interpretation and inference is enhanced as learners find names of angels from a crossword puzzle, in pairs or small groups.
- Self–efficacy: the skill of effective communication is enhanced as learners sing *qasida* on angels and their duties from a digital device.

Values:
- Responsibility: self-drive as learners search and sing *qasida* on angels and their duties from a digital device.
- Respect: open-mindedness as learners respect each other's opinions as they discuss the significance of angels in their lives.

Pertinent and Contemporary Issues (PCIs):
Self-awareness as learners will be cautious in carrying out his duties.

Link to other Learning Areas*:*
English: reading skills as learners acquire new vocabularies while discussing the names of angels and their duties.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.3 Prophets mentioned in the Qur'an** *Virtues of the Prophets (patience, honesty, truthfulness, generosity and obedience)* (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) mention the twenty-five prophets of Allah (S.W.T.) in the Qur'an, b) analyse the virtues of the prophets of Allah for character formation, c) apply the virtues of the prophets of Allah in their daily life, d) acknowledge the belief in the prophets of Allah as a Pillar of *Iman*.	The learner is guided to: • identify fellow learners named after prophets, • name the prophets of Allah in the Qur'an (*Q.4:163-165, 6:84-86, 21: 85-88*) and write in their notebook, • describe the virtues (*patience, honesty, truthfulness, generosity and obedience*) of the prophets in pairs or small groups, and write the points in their notebook, • dramatise/role-play how they can apply the virtues of the prophets in their daily life,	What virtues do we learn from these prophets?

Core Competencies to be developed

- Communication and collaboration: the skills of speaking and writing are enhanced as learners name the prophets of Allah and write them in their notebook.
- Creativity and imagination: the skill is enhanced as learners dramatise/role-play how they can apply the virtues of the prophets of Allah in their daily life.
- Citizenship: social and civic skills are enhanced as learners discuss the virtues (patience, honesty, truthfulness, generosity and obedience) of the prophets, in pairs or small groups.

Values:

Social justice equity enhanced as learners dramatise/role-play how they can apply the virtues of the prophets in their daily life.

Pertinent and Contemporary Issues (PCIs):

Self-esteem as learners name prophets mentioned in the Qur'an.

Link to other learning areas*:*

Social Studies: as learners discuss the virtues exhibited by the prophets of Allah S.W.T., which is related to good governance.

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and use the attributes of Allah in supplication	Identifies and uses the attributes of Allah in supplication consistently	Identifies and uses the attributes of Allah in supplication	Identifies and uses attributes of Allah in supplication when prompted	Has challenges identifying and using attributes of Allah in supplication even when prompted
Ability to apply the virtues of the prophets in day-to-day life	Applies the virtues of the prophets in day-to-day life consistently	Applies the virtues of the prophets in day-to-day life	Applies some of the virtues of the prophets in day-to-day life	Has challenges applying virtues of the prophets in day-to-day life even when prompted

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.1 Twahara (Ritual Purity)** *Types of Najasaat* (3 Lessons)	By the end of the sub- strand, the learner should be able to: a) outline the types of *najasaat* (impurities) for physical and spiritual purification, b) demonstrate appropriate ways of cleaning *najasaat* (impurities) for the purpose of purification, c) acknowledge ritual cleanliness as a condition for *ibadah*.	The learner is guided to: • name the different types of *najasaat* (*mukhaffafah* or light, *mutawassitah* or medium, and *mughalladha* or heavy), • discuss items used in the purification of *najasa* and present in class, • demonstrate how to purify different *najasaat* individually/in pairs/in groups.	1. How do you purify *najasaat*? 2. What items do you use in removing *najasaat*?

Core Competencies to be developed*:*
• Communication and collaboration the skill of team work is enhanced as learners discuss items used in the purification of *najasa,* in pairs or small groups, and present in class
• Critical thinking and problem solving: the skill of explanation is enhanced as learners discuss items used in the purification of *najasa,* in pairs or small groups, and present in class
• Learning to learn: the skill of sharing learnt knowledge as learners demonstrate how to purify different *najasaat,* individually/in pairs/in groups
Values:
Responsibility: enhanced as learners demonstrate how to purify different *najasaat,* individually/in pairs/in groups
Pertinent and Contemporary Issues (PCIs):
Health Issues: Personal hygiene through maintenance of ritual cleanliness.
Link to other Learning Areas: Agriculture as learners observe and maintain cleanliness.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.1.2 Wudhu (Ablution)** **(3 Lessons)**	By the end of the sub-strand, the learner should be able to: a) state the nullifiers of *wudhu* (ablution) to maintain a state of ritual purity, b) assess the significance of *wudhu* in the life of a Muslim, c) value the need to be in a state of purity as a condition for *ibadah*.	The learner is guided to: • search for nullifiers of *wudhu* (ablution) using digital devices/from resource books and write in their notebook, • discuss times recommended to be in a state of *wudhu* and present in class, • discuss the importance of maintaining *wudhu* and be guided to write the points in their notebook.	1. What nullifies *wudhu*? 2. Why is it important to be in a state of *wudhu*? 3. When is it recommended to be in a state of *wudhu*?
Core Competencies to be developed*: • Communication and collaboration: the skill of writing is enhanced as learners search for nullifiers of *wudhu* (ablution) using digital devices/from resource books and write in their notebook. • Self-efficacy: the skill of effective communication is enhanced as learners discuss times recommended to be in a state of *wudhu* and present in class.				

Values:
- Unity: cooperation enhanced as learners discuss the importance of maintaining *wudhu,* in pairs or groups.
- Responsibility: hard work enhanced as learners search for nullifiers of *wudhu* (ablution) using digital devices/from resource books and write in their notebook.

Pertinent and Contemporary Issues (PCIs):
 Personal hygiene as learners perform *wudhu*.

Link to other learning areas*:*
Agriculture as learners observe and maintain ritual purity.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.1.3 Conditions for Swalah** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) state the conditions for *swalah* as a requirement for its validity, b) demonstrate the observable conditions for *swalah* in day-to-day life, c) acknowledge the need for observing the condition for *swalah* for its validity.	The learner is guided to: • mention the conditions for *swalah* and write them in their notebook, • discuss the conditions for *swalah* and present in class, • demonstrate some of the conditions for *swalah* such as *wudhu*, appropriate dress code, individually, • demonstrate appropriate use of digital devices/direction of the sun in identifying direction of *Qibla,* individually/in pairs/groups, • discuss how to determine times for *swalah* and present in class.	How would you identify time for *swalah* and direction of *Qibla*

Core Competencies to be developed*:*
• Digital literacy: the skill of interacting with digital technology is enhanced as learners demonstrate appropriate use of digital devices in identifying direction of *Qibla.*
• Critical thinking and problem solving: the skill of interpretation and inference is enhanced as learners demonstrate appropriate use of digital devices/direction of the sun in identifying direction of *Qibla,* individually/in pairs/groups
• Self-efficacy: the skill of effective communication is enhanced as learners demonstrate some of the conditions for *swalah* such as *wudhu*, appropriate dress code, individually.

Values:
• Responsibility: accountability enhanced as learners demonstrate some of the conditions for *swalah* such as *wudhu*, appropriate dress code, individually
• Unity: cooperation is enhanced as learners work together to discuss the conditions for s*walah,* in pairs or groups, and present in class
• Respect: enhanced as learners respect each other's opinion as they discuss how to determine times for *swalah,* in pairs /groups, and present in class
Pertinent and Contemporary Issues (PCIs):
Health issues: Personal hygiene as a requirement for *swalah*
Link to other learning areas*:*
Social Studies: as learners learn finding directions on the compass.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.3 Pillars of Swalah** (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the pillars of prayers for validity of *swalah*, b) apply the pillars of *swalah* correctly in daily prayers, c) appreciate the need for observing the pillars of *swalah* by emulating the Sunnah of the Prophet (S.A.W.).	The learner is guided to: • pick the pillars of *swalah* (*niyyah*, *qiyam*, *takbiratul ihram*, reciting *al-Fatiha*, *rukuu*, raising from *rukuu*, *sujud*, siting between the *sujud*, sitting while reciting the last *tashahhud*, *tashahhud*, prayers for Ibrahim, *taslim, tumaninah, tartib*) from a flash cards and arrange them in sequence, • discuss the pillars of *swalah* and write them in their notebook, • role-play the pillars of *swalah,* individually/in pairs/in groups, • watch a video clip of pillars of *swalah* on digital device, • demonstrate the pillars of *swalah,* individually/in pairs/in groups.	1. What do you recite when praying? 2. Which postures are performed in prayers?

Core Competencies to be developed*:*
- Learning to Learn: the skill of sharing learnt knowledge is enhanced as learners discuss the pillars of *swalah,* in pairs/groups, and be guided to write them in their notebook.
- Communication and collaboration: the skill of writing and speaking is enhanced as learners discuss the pillars of *swalah,* in pairs/groups, and be guided to write them in their notebook
- Creativity and imagination: the skill of networking is enhanced as learners role-play the pillars of *swalah,* individually/in pairs/in groups

Values:
- Responsibility: accountability enhanced as learners role-play the pillars of *swalah,* individually/in pairs/in groups.
- Unity: cooperation enhanced as learners demonstrate the pillars of *swalah,* in pairs/groups.

Pertinent and Contemporary Issues (PCIs):
Health issues: Postures of *swalah* prevent lifestyles diseases, which promotes good health.

Link to other Learning Areas: Creative Arts as learners perform the pillars of *swalah,* which is part of exercise.

Suggested Assessment Rubric

Levels \\ Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform *swalah* while adhering to all its rules	Performs *swalah* while adhering to all its rules consistently	Performs *swalah* while adhering to all its rules	Performs *swalah* while adhering to all its rules with few mix-ups	Performs *Swalah* while adhering to all its rules with many mix-ups

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.1.1 Virtues: Kindness to Allah's Creatures** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) assess the significance of showing kindness to Allah's creatures in the environment, b) demonstrate ways of showing kindness to Allah's creatures as an act of *ibadah,* c) appreciate Allah's creatures by being kind to them.	The learner is guided to: • mention creatures of Allah (S.W.T.) in their environment, • identify domestic animals used for transportation, • discuss how the domestic animals can be used safely as a means of transport, • discuss the significance of being kind to Allah's creatures and write the points in their notebook, • watch on digital devices/charts/photos appropriate ways of caring for Allah's creatures (*animals/insects/plants/fish*), • dramatise ways of showing kindness to Allah's creatures.	1. What are some of Allah's creatures in your environment? 2. Why should you be kind to Allah's creatures? 3. How can you be kind to Allah's creatures?

Core Competencies to be developed*:*
• Learning to Learn: the skill of working collaboratively is enhanced as learners discuss the significance of being kind to Allah's creatures.
• Communication and collaboration: the skill of speaking and writing is enhanced as learners discuss the significance of being kind to Allah's creatures, in pairs/groups, write the points in their notebook.
• Creativity and imagination*:* the skill of networking is enhanced as learners dramatise ways of showing kindness to Allah's creatures.
Values:
• Social justice: responsibility enhanced as learners dramatise ways of showing kindness to Allah's creatures.
• Responsibility: accountability enhanced as learners watch on digital devices/charts/photos appropriate ways of caring for Allah's creatures
• Respect: enhanced as learners respect each other's view when discussing the significance of being kind to Allah's creatures, in pairs/groups
Pertinent and Contemporary Issues (PCIs):
Socio-economic issues: Animal welfare education as learners dramatise ways of showing kindness to Allah's creatures.
Link to other Learning Areas:
Agriculture as learners care for animals.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.1.2 Islamic Manners of Dressing** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe appropriate Islamic code of dressing as per the teachings of Islam, b) assess the significance of Islamic code of dressing to enhance character formation, c) observe Islamic manners of dressing as an act of *ibadah,* d) appreciate Islamic code of dressing as a means of earning rewards from Allah.	The learner is guided to: • identify features of the Islamic code of dressing, • watch video clip on a digital device/observe charts/photos of different Islamic attires, • discuss the significance of the Islamic code of dressing and presents in class, • model an ideal Islamic dress in class.	1. How should a Muslim dress? 2. What is the importance of the Islamic code of dress? 3. What are some of the dressing trends that should be avoided by a Muslim?

Core Competencies to be developed*:*
- Digital literacy: the skill of interacting with digital technology is enhanced as learners watch video clip on a digital device on different Islamic attires.
- Communication and collaboration: the skill of listening and speaking is enhanced as learners discuss the significance of the Islamic code of dressing and presents in class.
- Creativity and imagination: the skill of making observations is enhanced as learners model Islamic dress in class.

Values:
• Respect is enhanced as learners respect each other's opinions during group discussion.
• Responsibility is enhanced as learners model an ideal Islamic dress in class.

Pertinent and Contemporary Issues (PCIs):
Life skills: Assertiveness by dressing as per the Islamic code.
Links to other Learning Areas: Agriculture as learners observe ideal dressing.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.1.3 Positive Usage of Media** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify types of media that can be used to reinforce learning, b) explain the positive use of media for Islamic character formation, c) observe Islamic ethics while using media in day-to-day life, d) appreciate media as a gift from Allah (S.W.T.) by using them appropriately.	The learner is guided to: • identify different types of media, including print media, Internet media (such as laptops/desktops, videogames, PlayStation), broadcast media (TV, radio and movies), mobile phones, • watch video clips on positive use of media, • listen to a resource person discussing the Islamic teachings governing the use of media, • discuss the positive and negative uses of media and present in class.	1. What types of media do you use at home? 2. How can you use media positively? 3. How can you use media while observing Islamic teachings?

Core Competencies to be developed
- Digital literacy: the skill of interacting with digital technology enhanced as learners watch video clips on positive use of media.
- Communication: the skill of listening is enhanced as learners listen to a resource person discussing the Islamic teachings governing the use of media.
- Creativity and imagination: the skill of networking is enhanced as learner*s* take turns to discuss the positive and negative uses of media.

Values:
• Responsibility is enhanced as learners discuss the positive and negative uses of media, in pairs/ groups, and present in class.
• Integrity is enhanced as learners listen to a resource person discussing the Islamic teachings governing the use of media.
Pertinent and Contemporary Issues (PCIs):
Assertiveness in the proper use of the media.
Link to other Learning Areas:
Science and Technology: as learners search, download and store information from the internet.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.2.1 Prohibitions in Islam:** *Evils of Begging* (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify categories of people who deserve assistance in society, b) describe the evils of begging as a means of fostering hard work, c) appreciate work as a means of eradicating poverty.	The learner is guided to: • identify categories of people deserving support (*debtors, those who lose property through disaster and destitute*), • discuss evils of begging according to the teachings of Islam and present in class, • discuss ways of earning income/ generating income and present in class.	1. Why do people beg? 2. Why is begging discouraged?

Core Competencies to be developed*:*
- Communication and collaboration: the skill of listening and speaking as learners discuss evils of begging according to the teachings of Islam and present in class.
- Critical thinking and problem solving: the skill of researching as learners discuss ways of earning income/ generating income and present in class

Values:
- Responsibility enhanced as learners take turns to discuss evils of begging according to the teachings of Islam and present in class.
- Integrity is enhanced as learners discuss ways of earning income/ generating income and present in class

Pertinent and Contemporary Issues (PCIs):
Life skills: Self-awareness to avoid begging without justification;

Link to other Learning Areas*:*
Social Studies as learners are encouraged to work and contribute to nation building.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.3.1***Dua* **(Supplication)** *Dua for Leaving and Entering the House* (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) recite the *dua* for leaving and entering the house to seek Allah's protection, b) use the *dua* in his/her day-to-day life, c) acknowledge the importance of using *dua* to get protection from Allah (S.W.T.).	The learner is guided to: • recite from a digital device/chart/reference material the *dua* for leaving the house *"in the name of Allah I have placed my trust in Allah; there is no might and no power except by Allah"* dua for entering the house *"In the name of Allah we enter, in the name of Allah we leave, and upon our lord we depend"*, • practise reciting the *dua, i*n pairs/groups, • role-play/dramatise reading the *dua* on leaving and entering the house.	1. What do you recite when you leave home for school? 2. Why do you recite the *dua* when leaving and entering the house?

Core Competencies to be developed:
- Communication and collaboration: the skill of speaking and teamwork as learners practise reciting the *dua,* in pairs/groups
- Creativity and imagination: the skill of making observations as learners role-play the *dua* on leaving and entering the house.

Values:
Responsibility enhanced as learners role-play the *dua* on leaving and entering the house.

Pertinent and Contemporary Issues (PCIs):
Self-esteem as learners recite the dua

Link to other learning areas*:*
English as learners acquire new vocabularies in making supplication

Suggested Assessment Rubric.

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to assess the significance of kindness to Allah's creatures and Islamic code of dressing and uphold positive use of media	Assesses the significance of kindness to Allah's creatures and Islamic code of dressing comprehensively and upholds positive use of media consistently	Assesses the significance of kindness to Allah's creatures and Islamic code of dressing and upholds positive use of media	Assesses the significance of kindness to Allah's creatures and Islamic code of dressing and upholds positive use of media with few omissions	Has challenges assessing the significance of kindness to Allah's creatures and Islamic code of dressing and upholding positive use of media even when prompted
Ability to describe the evils of begging	Describes the evils of begging correctly and cites examples	Describes the evils of begging correctly	Describes the evils of begging but leaves out few details	Has challenges describing the evils of begging even with guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalaat (Social Relations)	**6.1 Obligations of Parents to Children** (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) state the obligations of parents to their children, b) assess the importance of parents fulfilling their obligations towards their children, c) demonstrate ways in which parents can fulfil their obligations to their children, d) cherish love and care given to them by their parents.	The learner is guided to: • brainstorm parents' obligations towards their children, in pairs/ small groups, and write the points in their notebook, • discuss the importance of parents fulfilling their obligations towards their children and present in class, • role-play the obligations of parents to their children, • watch/listen *anashid* from digital devices on the roles of parents to their children.	1. What are some of the things parents do for their children? 2. Why is it important for parents to fulfil their obligation towards their children?

Core Competencies to be developed:
- Communication and collaboration: the skill of writing and teamwork as learners discuss parents' obligations towards their children, in pairs/ small groups, and write the points in their notebook.
- Digital literacy: the skill of interacting with technology as learners watch/listen *anashid* from digital devices on the roles of parents to their children.
- Critical thinking and problem solving is enhanced as learners discuss the importance of parents fulfilling their obligations towards their children and present in class.
- Self-efficacy: the skill of personal skill is enhanced as learners role-play obligations of parents towards their children.

Values:
- Social justice enhanced as learners discuss the importance of parents fulfilling their obligations towards their children in and present in class
- Responsibility enhanced as learners role-play the obligations of parents to their children

Pertinent and Contemporary Issues (PCIs):
- Citizenship: Child's right to get education, shelter, and medical care.
- Socio-economic issues: Care and protection from parents to enhance safety and security of the children.

Link to other Learning Areas*:*
Social Studies: as learners discuss the rights and responsibilities of citizens.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalaat (Social Relations)	**6.2 Obligations of Children to Parents** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline obligations of children to their parents, b) assess the importance of obeying and respecting parents as a religious obligation, c) demonstrate ways to obey and respect parents, d) appreciate their parents by respecting and obeying them.	The learner is guided to: • discuss the duties of children to their parents and present in class, • discuss the importance of obeying and respecting their parents (Q 17:23-24) and write the points in their notebook, • dramatise children's obligations to their parents, • listen to *qasidas*/*anashid* (such as *Ummy*) on the importance of respecting and obeying parents from a digital device.	1. How do you show obedience and respect to your parents? 2. Why should children be dutiful towards their parent?

Core Competencies to be developed*:*
- Learning to learn: the skill of working collaboratively is enhanced as learners describe the duties of children to their parents, in groups, and present in class.
- Citizenship: the skill of social and cultural sensitivity and awareness is enhanced as learners dramatise children's obligations to their parents.
- Creativity and imagination: the skill of networking is enhanced as learners dramatise children's obligations to their parents.

Values:
- Respect enhanced as learners respect each other's opinion while discussing the importance of obeying and respecting their parents.
- Responsibility enhanced as learners dramatise children's obligations to their parents.
- Love enhanced as learners listen to *qasida*s/*anashid* (e.g. *Ummy*) on the importance of respecting and obeying parents from a digital device.

Pertinent and Contemporary Issues (PCIs):

Responsibility by relating well with parents and other members of the society.

Link to other Learning Areas*:*

Social Studies: as learners fulfil their duties and responsibility towards parents and other members of the society.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalaat	**6.3 Children's Obligations to Other Family Members** (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline obligations of children to other family members as an act of *ibadah,* b) assess the significance of fulfilling obligations to other family members, c) appreciate maintaining bond with other family members.	The learner is guided to: • prepare chart with names of extended family members and hang strategically, • discuss children's obligations to other family members (such as *respect, visiting, attending ceremonies, helping and caring for them*), in pairs/groups, and write the point in their notebook, • brainstorm the significance of fulfilling obligations to other family members, • dramatise their obligations to other family members.	1. Who are the other family members? 2. How do you develop good relationship with other family members? 3. What is the significance of strengthening your relationship with other family members?

Core Competencies to be developed*:*
- Communication and collaboration: the skill of listening, speaking and writing enhanced as learners discuss children's obligations to other family members (e.g. respect, visiting, attending ceremonies, helping and caring for them), in pairs/groups, and write the points in their notebook
- Critical thinking and problem solving: the skill of evaluation and decision making is enhanced as learners discuss the significance of fulfilling obligations to other family members, in pairs/groups.

• Creativity and imagination: the skill of networking enhanced as learners dramatise their obligations to other family members.	
• Learn to learn: the skill of sharing learnt knowledge enhanced as learners prepare chart with names of extended family members and hang strategically.	

Values:
- Respect: acceptance enhanced as learners respect each other's opinions while discussing, in groups.
- Responsibility: accountability as learners prepare chart with names of extended family members and hang strategically.

Pertinent and Contemporary Issues (PCIs):
Social cohesion as learners relate well with family and other members of the society.

Link to other learning areas:
Social Studies as learners fulfil their duties towards family and other members of the society.

Suggested Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to uphold obligations to family members	Upholds obligations to family members and encourages others to do the same.	Upholds obligations to family members.	Upholds obligations to family member	Has difficulty upholding obligations to family members with major mix up

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 History of Islam	**7.1 Call to Prophethood** (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the Prophet's incidence at cave Hira with Angel Jibril (A.S.), b) assess the significance of the first five verses revealed to Prophet (S.A.W) in relation to seeking knowledge, c) acknowledge the role of Prophet (S.A.W) as a messenger of Allah by emulating his *Sunnah*.	The learner is guided to: • watch audio-visual clip/listen to a story from a digital device/resource person on Prophet's experience at cave Hira, • read from reference material story on call to prophethood and narrates to others in class, • recite the first five verses of *Suratul-Alaq*, individually/in groups, • discuss the significance of the first five verses of *Suratul-Alaq* and write the points in their notebook.	What are the teachings of the first five verses revealed to Prophet (S.A.W)?

Core Competencies to be developed*:*
- Communication and collaboration: the skill of writing and teamwork is enhanced as learners discuss the teachings from the first five verses of *Suratul-Alaq,* in pairs/groups, and write the points in their notebook.
- Learning to learn: the skill of sharing learnt knowledge is enhanced as learners read from reference material story on call to prophethood and narrates to others in class.
- Digital literacy: the skill of interacting with digital technology is enhanced as learners watch audio-visual clip/listen to a story from a digital device/resource person on Prophet's experience at cave Hira.

Values:
- Respect: open mindedness enhanced as learners respect each other's opinions while discussing the teachings from the first five verses of *Suratul-Alaq*.
- Responsibility: accountability enhanced as learners recite the first five verses of *Suratul-Alaq,* individually/in groups.

Pertinent and Contemporary Issues (PCIs):
Empathy as learners learn how the Prophet (S.A.W) received divine guidance.

Link to other Learning Areas: The concept of reading first five verses of *Surah-Alaq* can be related to skills in English.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 History of Islam	**7.2 Earliest Converts in Islam** • *Khadija (R.A.)* • *Ali (R.A.)* • *Abubakar (R.A.)* (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the earliest converts to Islam, b) explain the role played by the earliest converts to Islam, c) appreciate the role played by earliest converts to the development of Islam.	The learner is guided to: • mention the earliest converts in Islam (*Khadija (R.a.) Ali (R.A.) and Abubakar (R.A.*), in pairs/groups, and write them in their notebook, • read from reference material/course books on the story of (Khadija (R.a.) Ali (R.A.) and Abubakar (R.A.) and write the role they played in the Prophet's mission, • listen to a resource person discussing the role played by earliest converts. (e.g. First person to accept Islam, moral and material support, and lives), • listen to a story on Khadija (R.A), Ali (R.A.) and Abubakar (R.A.) from a resource person/digital device.	What role did the earliest converts play in the Prophet's mission?

Core Competencies to be developed*:*
• Communication and collaboration: the skill of listening, speaking and writing as learners identify the qualities that led Khadija (R.A) to propose to marry the Prophet *(*e.g. trustworthy, honesty, hardworking*)*, in pairs/groups, and write the points in their notebook
• Learning to learn: the skill of sharing learnt knowledge as learners listen to a resource person discussing the role of Khadija in the life of Prophet Muhammad (S.A.W). (e.g. First person to accept Islam, moral support, all his children were born by Khadija apart from Ibrahim, her wealth support).
Values: Respect: etiquette enhanced as learners listen attentively to a resource person discussing the role of Khadija in the life of Prophet Muhammad (S.A.W).
Pertinent and Contemporary Issues (PCIs): Citizenship: Nationalism by volunteering in Islamic activities in the community.
Link to other Learning Areas*:* Social Studies as learners learn on personalities and their role in the country or different community development.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7. History of Islam	7.3 Prophet (S.A.W.)'s Journey to Taif (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of the Prophet (S.A.W)'s journey to *Taif*, b) demonstrate the virtues exhibited by the Prophet (S.A.W) in his journey to *Taif*, c) appreciate the virtues demonstrated by the Prophet (S.A.W) while in *Taif*.	The learner is guided to: • listen/watch a story on the Prophet (S.A.W)'s journey to *Taif* from a digital device/ resource person and retell, individually, in class, • identify the virtues learnt from the Prophet (S.A.W)'s journey to *Taif* and display them on a chart, • brainstorm on the situations that require exhibition of the following virtues: (*patience, tolerance and perseverance*) and present in class.	1. What lessons can Muslims learn from the Prophet (S.A.W)'s journey toTaif? 2. How did the Prophet (S.A.W) treat the people of Taif?

Core competencies to be developed*:*
Communication and collaboration**:** as they brainstorm on the situations that require exhibition of the following virtues (patience, tolerance and perseverance).

Values:
Responsibility: hard work as learners brainstorm on the situations that require exhibition of the following virtues: (patience, tolerance and perseverance)

Pertinent and Contemporary Issues (PCIs):
Life skills: tolerance as learners brainstorm and understand the hardship encounter by the prophet during the journey to Taif

Link to other Learning Areas*:*
English as learners retell on the story of the Prophet's journey to Taif in class.

Suggested Assessment Rubric

Levels / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the events of Prophet's mission in Makkah	Describe the events of Prophet's mission in Makkah sequentially	Describe the events of Prophet's mission in Makkah	Describes the events of Prophet's mission in Makkah but leaves out few details	Has challenges describing the events of the Prophet's mission in Makkah but leaves out major details

APPENDIX II: CSL at Upper Primary (grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) **Preparation**
   ● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
   ● Identify resources required for the activity (locally available materials)
   ● Stagger the activities across the term (set dates and time for the activities)
   ● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
   ● Identify and develop assessment tools

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2) Implementation of the CSL Activity:
- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback**.**
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity
Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:
- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually.** The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	Selected verses	Written assessment, oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices, reference materials/online sources, charts, flash cards	• Learners share information on the teachings/lessons from the selected verses during AGMs, clubs and, assembly, etc.
Hadith	Selected Hadith	Written assessment, oral tests	Books on Hadith, course books, digital devices, reference materials/online sources, charts, flash cards, tooth brushes/siwak, toothpaste, salt, water	• Giving a talk on the meaning of the hadith during assembly and P.P.I. • Health official/Imam invited to give a talk on importance of oral hygiene • During lunch, break or where school meal programmes are available, learners practise the competencies while eating. • Participate in ballgames and athletics competition • Organise Inter House/Inter Class activities to sporting activities

Pillars of Iman	Attributes of Allah (S.W.T.)	Written assessment, oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, charts, flash cards	• Making supplication during clubs, meetings and P.P.I • Give a talk on the duties of angels and the significance of belief in Allah's angels during club meetings • Prepare a chart on the names and duties of angels and hang strategically
	Prophets	Written assessment, oral assessment, portfolio, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, charts, flash cards	• Write virtues of prophets and display them on the notice boards, school magazine, digital platforms • Perform a skit on the virtues of the prophets (patience, honesty, truthfulness, generosity and obedience) during Open Days/ music and drama festivals • Learners practise the virtues of the prophets after class, in games and during club time
Devotional Acts	Twahara (Ritual Purity), Types of Najasaat, Wudhu (Ablution) conditions and Pillars of Swalah	Written assessment, oral assessment, observation, and observation schedule, checklist	Quran, charts, course books, digital devices, reference materials/online sources, charts, flash cards, soap, water, sand, toilet paper,	• Learners to attend madrasa to enhance their knowledge on purification. • Learners to clean the Ablution area and prayer room • Learners to pray at school, masjid and home while observing the conditions for *swalah*

			cloth, paint, praying mat, clock, compass, water	• Learners guide others in performing the pillars of *swalah* appropriately in the school prayer room.
Akhlaq	Virtues: Kindness to Allah's Creatures, Islamic Manners of Dressing, Positive Usage of Media and Prohibitions in Islam, Evils of Begging	Written assessment and oral assessment, portfolio, observation schedule	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, charts, flash cards	• Learners care for Allah's creatures in the environment and learn more on how to care for Allah's creatures through educational tours (botanical gardens, animal orphanages, marine parks/fish farms). • Learners give a talk on positive use of media as per Islamic teachings during school assembly/PPI. • Learners Dramatise on the evil of begging during club meetings
Muamalat	Obligations of Parents to Children, Obligations of Children to Parents and Children's Obligations to Other Family Members	Written assessment and oral assessments, observation, portfolio, resource person	Quran, books of Hadith, books of *fiqh*, course books, digital devices, reference materials/online sources, charts, flash cards	• Learners dramatise obligations of parents during clubs/game • Learners dramatise the obligations of children towards parents during clubs/PPI; Learners obey and respect their teachers. • Learners dramatise their obligations to other family members during clubs/PPI.

History of Islam	Earliest converts in Islam, Call to Prophethood and Prophet's journey to Taif	Written assessment and oral assessment, portfolio, observation	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, reference materials/online sources, charts, flash cards	Write an essay on the impact of Islam in Tanzania/Uganda/Egypt/Nigeria and share on the school magazine/ display on notice boards