



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 1

First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

TABLE OF CONTENTS.....	Error! Bookmark not defined.
NATIONAL GOALS OF EDUCATION	iv
LESSON ALLOCATION AT LOWER PRIMARY.....	vi
PRIMARY EDUCATION GENERAL LEARNING OUTCOMES	vii
ESSENCE STATEMENT.....	vii
SUBJECT GENERAL LEARNING OUTCOMES	viii
STRAND 1: IRE CURRICULUM DESIGN GRADES 1 - RATIONALISED.....	1
STRAND: 2.0 HADITH	5
STRAND: 3.0 PILLARS OF IMAN.....	8
STRAND: 4.0 DEVOTIONAL ACTS	11
STRAND:5.0 AKHLAQ (MORAL TEACHINGS)	16
STRAND: 6.0 SIIRAH (Life of Prophet S.A.W).....	22
STRAND: 7.0 ISLAMIC FESTIVALS	24
Community Service Learning CSL.....	28
APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES.....	31

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	Pastoral Instruction Programme	1
Total		31

PRIMARY EDUCATION GENERAL LEARNING OUTCOMES

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day-to-day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Kenya is a state where people subscribe to various religions. The National Goal of Education, No. 4, advocates for the Promotion of sound Morals and Religious values among learners. Religious Education is one of the ways of inculcating these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and attitudes that assist them grow up socially, emotionally and spiritually as balanced persons. The strands covered in this activity area are: Quran, Hadith, Devotional Acts, *Siirah* (Life of the Prophet) and Islamic Festivals. The teacher of Islamic Religious education is encouraged to use learner-centered approaches. This learning area helps the learner acquire values and skills that enables them to be responsible and ethical citizens who are at peace with Allah (SWT), self, others and the environment.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a. recite, read and write short selected Surahs (chapters) of the Qur'an.
- b. demonstrate love, appreciation and awareness of Allah (SWT) and His creation.
- c. demonstrate love and appreciation for the Prophet Muhammad (S.A.W).
- d. practise Islamic etiquettes for social relations.
- e. perform acts of worship correctly.
- f. apply creativity and critical thinking skills in problem solving
- g. use and conserve the immediate environment while observing Islamic teachings
- h. Co-exist harmoniously with people of other faiths and of different cultural backgrounds.
- i. Practice hygiene and observe nutrition and safety, guided by Islamic principles.

STRAND 1: IRE CURRICULUM DESIGN GRADES 1 - RATIONALISED

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
1.0 Quran	1.1 Arabic Alphabets (10 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the Arabic alphabets in three letter words in readiness for reading the Qur'an, b) listen actively to three letter words to enhance fluency in reading the Quran, c) read correctly three letter words with vowels in readiness for reading the Qur'an, d) appreciate the role of Arabic alphabets and vowels in the reading of the Qur'an.	The learner is guided to: <ul style="list-style-type: none"> ● Arabic alphabets in three-letter words from flash cards/charts/digital devices and read them. ● listen to three-letter words with vowels from a digital device/resource person/teacher/peer and imitate them, ● read three-letter words with <i>harakat</i> or vowels (<i>fat-hatain, dhumatain, kasratain</i> and <i>sukun</i>) from flash cards and correct one another, ● pick three letter words from a box and read them, ● pick alphabets with <i>harakat</i> (vowels), form three-letter words and read them, ● sort and group three letter words from a basket/box and pronounce them. 	Why should one learn Arabic alphabets?
<p>Core Competencies to be developed: Communication and collaboration; skills of listening and speaking enhanced as learners listen and imitate three-letter words with vowels.</p>				

Values: Values: unity, cooperation as learners cooperate with others while sorting and grouping three letter words from a basket/box and pronouncing them.

Pertinent and Contemporary Issues: Life skills, Effective communication as learners read and pronounce three-letter words with vowels correctly.

Link to other Learning Activity Areas: - Reading and listening skills as in language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
1.0	<p>1.2 Selected Surah 1.2.1 Al-Fatiha (reading, reciting, memorization and using) Suggested Time (8 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> read Surah Al-Fatiha correctly in readiness for <i>swalah</i>, recite Surah Al-Fatiha in <i>swalah</i>, memorise Surah Al-Fatiha in readiness for <i>swalah</i>, appreciate the recitation of the Qur'an for spiritual nourishment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to verses of the selected <i>surah</i> Al-Fatiha from a teacher/resource person/digital device and repeat, complete verses of Surah Al-Fatiha using words from flash cards, sort and arrange the verses of Surah Al-Fatiha from pocket boards and read them aloud, turn-take to read Surah Al-Fatiha and correct one another. 	<p>Why do Muslims recite <i>Surah</i> Al-Fatiha?</p>

Core Competencies to be developed:

Communication and collaboration, Sorting- as learners sort and arrange the verses of Surah Al-Fatiha

Values:

Unity, cooperation enhanced as learners collaboratively turn-take to read the verses of Surah Al-Fatiha and correct one another

Pertinent and Contemporary Issues: Life skills- effective communication as learners express themselves effectively when reciting/reading Surah Al-Fatiha.

Link to other Learning Activity Areas: learners read/recite/memorise Surah Al-Fatiha -related to Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
1.0	<p>1.2 Selected Surah 1.2.2 An-Naas (reading, reciting memorization and use)</p> <p>(8 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) read Surah An-Naas correctly in readiness for <i>swalah</i>,</p> <p>b) recite Surah An-Naas in <i>swalah</i>,</p> <p>c) memorise Surah An-Naas in readiness for <i>swalah</i>,</p> <p>d) appreciate the recitation of the Qur'an for spiritual nourishment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to verses of Surah An-Naas from a teacher/resource person/digital device and repeat, ● complete verses of Surah An-Naas using words from flash cards, ● sort and arrange the verses of Surah An-Naas from pocket boards and read them aloud, ● turn-take to read Surah An-Naas and correct one another. 	<p>Why do Muslims recite <i>Surah An-Naas</i>?</p>

Core Competencies to be developed:

Communication and collaboration, Sorting- as learners sort and arrange the verses of Surah An-Naas

Values: Unity, cooperation enhanced as learners collaboratively turn-take to read the verses of Surah An-Naas and correct one another

Pertinent and Contemporary Issues:

Life skills- effective communication as learners express themselves effectively when reciting/reading Surah An-Naas.

Link to other Learning Activity Areas: Learners read/recite/memorise Surah An-Naas- related to Language Activity.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognize and write the Arabic alphabets in three letter words	Recognizes and writes the Arabic alphabets in three letter words with vowels and explains to others correctly.	Recognizes and writes the Arabic alphabets in three letter words with vowels correctly.	Recognizes and writes most Arabic alphabets in three letter words with vowels	Recognizes and writes few Arabic alphabets in three letter words with vowels
Ability to read, recite and memorise the selected surahs (Surah Al-Fatiha and Surah An-Naas)	Reads, recite and memorise all the verses of the selected surahs correctly with clear articulations	Reads, recite and memorise all the verses of the selected surahs correctly.	Reads, recite and memorise some of the verses of the selected surahs correctly.	Reads, recite and memorise a few verses of the selected surahs correctly.

STRAND: 2.0 HADITH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Hadith on obedience to parents (5 Lessons)	By the end of the sub- strand the learner should be able to: a) recite the Hadith on obedience to parents as a basis for moral development, b) practise the Hadith on obedience to parents in day-to-day life, c) appreciate the Hadith on obedience to parents to earn rewards from Allah (SWT).	The learner is guided to: <ul style="list-style-type: none"> ● recite the Hadith on obedience to parents individually; ‘Allah (SWT)’s pleasure is in parents’ pleasure and Allah (SWT) anger is in parents’ anger,’’ ● pick flashcards to complete the Hadith on obedience to parents, ● roleplay situations depicting obedience to parents, ● story tell instances where obedience is practised in their daily life. 	How do you show obedience to parents/teachers?
Core Competencies to be developed: Learning to learn; Self-discipline as learners work collaboratively while roleplaying situations depicting obedience to parents				
Values: Responsibility, accountability is enhanced as learners engage in assigned roles as they roleplay and story tell situations/instances where obedience is practised				
Pertinent and Contemporary Issues: Life skills tolerance enhanced as learners roleplay situations depicting obedience to parents				
Link to other Learning Activity Areas: as they learn about the family in Environmental Activities				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Hadith on cleanliness (5 Lessons)	By the end of the sub-strand the learner should be able to: a) recite the Hadith on cleanliness as a basis for moral development, b) Apply the teachings of the Hadith on cleanliness in day-to-day life, c) appreciate the Hadith on cleanliness to earn rewards from Allah (SWT).	The learner is guided to: <ul style="list-style-type: none"> ● read after the teacher the Hadith on cleanliness displayed on a chart, ● recite the Hadith on cleanliness: ‘Cleanliness is part of faith...’ and correct each other, ● sing songs on the importance of cleanliness and personal hygiene, ● engage cleaning activities such as cleaning the school compound, washing hands etc. 	<ol style="list-style-type: none"> 1. How do you uphold cleanliness? 2. Why should a Muslim maintain cleanliness?
Core Competencies to be developed: Learning to learn; learn independently as learners work on their own while cleaning the classroom				
Values: Responsibility, accountability is enhanced as learners engage in cleaning activities.				
Pertinent and Contemporary Issues: Health promotion issues, preventive health as learners engage in cleaning activities				
Link to Other Learning Activity Areas: Hygiene and Nutrition Activity when they engage in cleaning tasks.				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the selected Hadiths on obedience to parents and on cleanliness	Recites the selected Hadiths on obedience to parents and on cleanliness correctly and gives a teaching from each hadith.	Recites the selected Hadiths on obedience to parents and on cleanliness correctly	Recites the selected Hadiths on obedience to parents and on cleanliness with a few challenges	Recites the selected Hadiths on obedience and on cleanliness with many challenges
Ability to explain ways of showing obedience to parents as per the teachings of the Hadith	explain ways of showing obedience to parents as per the teachings of the Hadith with clarity	explain ways of showing obedience to parents as per the teachings of the Hadith	explain ways of showing obedience to parents as per the teachings of the Hadith with a few challenges	explain ways of showing obedience to parents as per the teachings of the Hadith with many challenges

STRAND: 3.0 PILLARS OF IMAN

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<p>3.0 Pillars of Iman</p>	<p>3.1 Belief in Allah (SWT).</p> <p>Attributes of Allah (SWT) (Al-Khaaliq, Al-Razaaq)</p> <p>(7 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) mention the attributes of Allah (SWT) that describes Him as the Creator and the Provider to strengthen their <i>Iman</i>,</p> <p>b) use the selected attributes of Allah (SWT) in day-to-day life,</p> <p>c) appreciate the bounties Created and Provided by Allah (SWT).</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to the teacher/resource person/peer/digital device mentioning the attributes of Allah (SWT), (<i>Al-Khaaliq, Al-Razaaq</i>) and repeat after him/her ● sort and match the attributes of Allah (SWT) with their corresponding meaning using flashcards individually or in pairs, ● observe the creation of Allah (SWT) outside the classroom and mention their names, ● model/draw/paint/colour the creation of Allah (SWT) observed outside the classroom, ● watch pictures/videos of Allah (SWT)'s creation and mention their names, ● sing and listen to <i>qasida</i> with the attributes of Allah (SWT) as Creator and Provider. 	<p>How do you benefit from Allah (SWT)'s creation?</p>
<p>Core Competencies to be developed: Creativity and imagination; Discovering fresh things, as learners observe in their immediate environment and model/draw/paint/colour Allah (SWT)'s creation.</p>				
<p>Values: Unity, cooperation as learners display team spirit while listen to and sing <i>qasida</i> with the attributes of Allah (SWT) in groups</p>				
<p>Pertinent and Contemporary Issues: Life skills, developmental perspective as the learners model/draw/paint/colour Allah (SWT)'s creation</p>				
<p>Link to Other Learning Activity Areas: Creative Arts as learners model/draw/paint/colour</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 Belief in Angels (Raqib and Atid) (8 Lessons)	By the end of the sub- strand the learner should be able to: a) name the angels of Allah (SWT) responsible for recording of deeds to strengthen <i>Iman</i> , b) mention the duties performed by angels Raqib and Atid for spiritual nourishment, c) appreciate the duties performed by angels Raqib and Atid as a Pillar of <i>iman</i> .	The learner is guide to: <ul style="list-style-type: none"> ● listen to and sing <i>qasida</i> on the angels Raqib and Atid. ● pick names of the selected angels from a pocket board and read the names aloud. ● play games depicting good and bad deeds and differentiating them such as '<i>nyama nyama nyama</i>'. ● Match and sort the duties of the selected angels using flush cards 	<ol style="list-style-type: none"> 1. What are the duties of angels? 2. What are the benefits of doing good deeds?
Core Competencies to be developed:				

Critical Thinking and Problem Solving; Justify course and action taken as learners differentiate between good and bad deeds by playing games.
Values: Peace; love as learners display tolerance while playing games such as ‘ <i>nyama nyama nyama</i> ’, depicting good and bad deeds and differentiating them
Pertinent and Contemporary Issues: Life skills, responsibility as learners pick names of the selected angels from a pocket board and read the names aloud
Link to other Learning Activity Areas: Creative Arts Activities when playing games.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the attributes of Allah (SWT), <i>Al-Khaaliq</i> and <i>Al-Razaaq</i>	Names the attributes of Allah (SWT), <i>Al-Khaaliq</i> and <i>Al-Razaaq</i> with their meaning and use them in making duas.	Names the attributes of Allah (SWT), <i>Al-Khaaliq</i> and <i>Al-Razaaq</i> with their meaning.	Names the attributes of Allah (SWT), <i>Al-Khaaliq</i> and <i>Al-Razaaq</i>	Names one of the attributes of Allah (SWT), <i>Al-Khaaliq/Al-Razaaq</i> .
Ability to name the angels <i>Raqib</i> and <i>Atid</i> and their corresponding duties	Names more than two angels and describes their duties correctly	Names the two angels and describes their duties correctly	Names the two angels of Allah (SWT) correctly	Names one of the angels of Allah (SWT)

STRAND: 4.0 DEVOTIONAL ACTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Pillars of Islam Shahada Swalah Saum Zakat Hajj (5 Lessons)	By the end of the sub-strand the learner should be able to: a) name the five pillars of Islam to strengthen their faith, b) recite the five pillars of Islam in sequence. c) appreciate the five pillars of Islam as a foundation of Islam.	The learner is guided to: <ul style="list-style-type: none"> ● sing songs or poems on the pillars of Islam, ● arrange pillars of Islam using flash cards in their sequence, ● participate in a game involving the mentioning of the five pillars of Islam in sequence, ● take turns to recite the five pillars of Islam and correct one another, ● draw a house/tree with 5 pillars representing the five pillars of Islam, colour and display in class. 	1. What are the things that a Muslim should do to obey Allah? 2. How can you identify a true Muslim?
Core Competencies to be developed: Communication and collaboration- listen critically and demonstrate understanding by reciting the five pillars of Islam in sequence.				
Values: Unity, Cooperation enhanced as learners display teamspirit participate in a game involving the mentioning of the five pillars of Islam in sequence.				
Pertinent and Contemporary Issues: Life skills, developmental perspective as learners draws the five pillars of Islam using locally available materials and display				
Link to Other Learning Activity Areas. Creative Arts Activity as they draw and colour.				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the five pillars of Islam	Names the five pillars of Islam correctly with clear explanation of each pillar	Names the five pillars of Islam correctly	Names four pillars of Islam correctly	Names two pillars of Islam correctly
Ability to arrange the five pillars of Islam in sequence.	Arrange the five pillars of Islam correctly in their sequence with a clear explanation of each pillar.	Arranges the five pillars of Islam correctly and in sequence.	Arranges correctly four pillars of Islam in sequence.	Arranges correctly two pillars of Islam in sequence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Shahadah (5 Lessons)	By the end of the sub-strand the learner should be able to: a) recite the <i>Shahadah</i> as a pillar of Islam to strengthen their faith, b) demonstrate the occasions when the <i>Shahadah</i> is proclaimed in day-to-day life, c) appreciate the use of <i>Shahadah</i> in the life of a Muslim.	The learner is guided to: <ul style="list-style-type: none"> ● sing songs or poems on the <i>shahada</i> ● pick flashcards from a pocket board to from the <i>shahada</i> ● take-turns to recite the <i>Shahada</i> and correct one another, ● roleplay occasions when the <i>Shahada</i> is said (for example when converting to Islam, in the <i>tashahud</i>, in the <i>adhan</i>, at the onset of death) and share experiences. 	<ol style="list-style-type: none"> 1. When do we say the <i>shahada</i>? 2. Why do Muslims say the <i>Shahada</i>?
Core Competencies to be developed: Learning to learn; reflection on own as learners share experiences on occasions when <i>Shahada</i> is used				
Values: Unity, cooperation enhanced as learners collaboratively roleplay occasions when the <i>Shahada</i> is said.				
Pertinent and Contemporary Issues: Life skills, Effective communication as learners sing songs or poems on the <i>shahada</i>				
Link to Other Learning Activity Areas: Language Activities when reciting the <i>shahadah</i>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.3 Wudhu (steps and performance of wudhu) (5 Lessons)	By the end of the sub-strand the learner should be able to: a) name the steps of <i>wudhu</i> in preparation for <i>swalah</i> , b) perform <i>wudhu</i> systematically as a prerequisite for performance of prayers, c) appreciate <i>wudhu</i> as a purification requirement before performing <i>swalah</i> .	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip showing the correct steps in the performance of <i>wudhu</i> and describe what they have observed, • watch the teacher/resource person/peer demonstrating the steps of <i>wudhu</i> (<i>washing the hands, rinsing the mouth, rinsing the nostrils, washing the face, washing the two arms, wiping the head, wiping the ears, washing the feet</i>) and repeat, • pick flashcards with steps of <i>wudhu</i> and arrange them in sequence, • sing <i>qasida</i> on steps of <i>wudhu</i> with appropriate gesture/movement • demonstrate the performance of <i>wudhu</i> in the correct order, record themselves and share with friends using a digital device. 	1. What do you do before you pray? 2. Which body parts are washed during <i>wudhu</i> ?
Core Competencies to be developed: Digital literacy; connecting using technology as learners connect to the internet to watch video clips on steps of <i>wudhu</i> .				
Values: Unity; cooperation as learners cooperates with others when picking flashcards with steps of <i>wudhu</i> and arrange them in sequence.				

Pertinent and Contemporary Issues:

Socio-economic and environmental issues, financial literacy as learners use water sparingly when performing *wudhu*

Link to Other Learning Activity Areas: Environmental Activities as they wash body parts while performing *wudhu*.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Recite the <i>Shahadah</i>	Recites the <i>Shahadah</i> fluently	Recites the <i>Shahadah</i>	Recite the <i>Shahadah</i> with assistance from the teacher	Recite the <i>Shahadah</i> while omitting some words
Explain the occasions when the <i>Shahadah</i> is used	Demonstrates more than 4 occasions when the <i>Shahadah</i> is used	Demonstrates 4 occasions when the <i>Shahadah</i> is used	Demonstrates 3 occasions when the <i>Shahadah</i> is used	Demonstrates 2 occasions when the <i>Shahadah</i> is used
Performing <i>Wudhu</i> systematically	Performs <i>Wudhu</i> systematically and makes the dua after wudhu	Perform <i>Wudhu</i> systematically	Perform <i>Wudhu</i> systematically with a few mix ups of the steps	Perform <i>Wudhu</i> systematically but omits some steps

STRAND:5.0 AKHLAQ (MORAL TEACHINGS)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<p>5.0 AKHLAQ (Moral Teachings)</p>	<p>5.1 Relationship</p> <p>5.1.1 Love for Allah (SWT)'s bounties</p> <p>(4 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify five bounties of Allah (SWT) in the immediate environment to enhance love for Allah (SWT),</p> <p>b) utilise the bounties of Allah (SWT) appropriately to earn His blessings,</p> <p>c) appreciate the bounties of Allah (SWT) as a sign of love to mankind.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch video clips/pictures/paper cuttings showing bounties of Allah (SWT) (for example, plants, animals, self-body parts) and name them, ● play games involving touching and naming body parts as part of Allah (SWT)'s bounties (For example. 'head-shoulder') ● carry out simple activities using their hands, legs and eyes to appreciate the bounties of the body parts, ● listen/sing <i>qasida</i>/ recite poems on Allah (SWT)'s favours, ● draw and colour, trees, animals as part of creation of Allah (SWT) from the immediate environment, ● cut, mount pictures of plants and animals; and display in class. 	<ol style="list-style-type: none"> 1. Which bounties of Allah (SWT) are in your immediate environment? 2. How do you take care of Allah (SWT)'s creation?
<p>Core Competencies to be developed: Self efficacy; Identify who they are as learners touch and name body parts as bounties of Allah.</p>				

Values: Responsibility; accountability as learners carry out simple activities using their hands, legs and eyes to reflect on the bounties of their body parts

Pertinent and Contemporary Issues: Life Skills; self-awareness as learners name and carry out simple activities using their body parts.

Link to other Learning Activity Areas: Creative Arts Activities as learners draw and colour

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.1.2 Love for parents (5 Lessons)	By the end of the sub-strand the learner should be able to: a) state five ways of show love to their parents/guardians, b) demonstrate ways of showing love to parents/guardians in day-to-day life, c) appreciate love accorded to parents/guardians in their day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> ● listen to short stories on love to parents and mention the ways described in the stories, ● roleplay ways of showing love to parents/guardians (for example, children greeting their parents, giving gifts to them, helping with small errands at home; responding to their call, obeying them etc), ● make paper cutouts with different ways of treating parents and mount them on a charts, ● sort from a box/basket paper cutouts with different ways of treating parents, isolating good from bad ways, ● sing <i>qasidas</i> and songs on love for parents, ● keep a journal record on ways they have shown love to their parents/guardians. 	<ol style="list-style-type: none"> 1. How do we treat our parents? 2. How do you show love to your parents?
Core Competencies to be developed: Critical Thinking and Problem Solving; as learners justify proper ways of showing love to parents from the stories.				
Values: Responsibility, accountability as learners engage in assigned roles and duties while roleplaying ways of showing love to parents/guardians.				

Pertinent and Contemporary Issues:

Life Skills; making choices as learners choose various options to show love to parents.

Link to Other Learning Activity Areas: Environmental Activities when learning care for members of the family.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2 Care for the Environment-home (5 Lessons)	By the end of the sub-strand the learner should be able to: a) outline ways of maintaining cleanliness in the home for healthy living, b) practice cleanliness of home compound to facilitate healthy living, c) appreciate the importance of maintaining a clean home environment as an act of <i>ibadah</i>	The learner is guided to: <ul style="list-style-type: none"> ● mention the items used for cleaning the home environment and draw them, ● clean their home compound, record themselves using digital devices and present in class, ● improvise simple cleaning items and display them in the classroom, ● sing qasidas on the importance of cleanliness. 	<ol style="list-style-type: none"> 1. How can we keep our compound clean? 2. Why should we keep our school compound clean? 3. What items do we use to clean the home?
Core Competencies to be developed: Creativity and Imagination; adopt and change one's ideas in response to feedback as learners improvise items used for cleaning.				
Values: Responsibility; hard work as learners care for own property and those of others while cleaning their home environment				
Pertinent and Contemporary Issues: Life Skills; Effective communication as learners draw the items used in cleaning the home environment.				
Link to Other Learning Activity Areas: Hygiene and Nutrition				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read the <i>dua</i> before entering and leaving the toilet with the requisite manners of toileting	Reads the <i>dua</i> before entering and leaving the toilet accurately, gives meaning of the <i>duas</i> and explains the requisite manners of toileting.	Reads the <i>dua</i> before entering and leaving the toilet accurately and explains the requisite manners of toileting	Reads the <i>dua</i> before entering and leaving the toilet and explains the requisite manners of toileting with minor challenges	Reads the <i>dua</i> before entering and leaving the toilet and explains the requisite manners of toileting with support from the teacher
Ability to mention situations when the Islamic phrases (<i>JazakAllah (SWT)</i> , <i>Ma shaa Allah (SWT)</i> , <i>In shaa Allah (SWT)</i>) are used	Mentions three situations when the Islamic phrases are used and briefly explains them	Mentions three situations when the Islamic phrases are used.	Mentions two of the three situations when the Islamic phrases are used.	Mentions one of the three situations when the Islamic phrases are used.
Ability to identify the bounties of Allah (SWT) in the immediate environment.	Identifies bounties of Allah (SWT) in the immediate environment (plants, animals and body parts) with their uses	Identifies bounties of Allah (SWT) in the immediate environment (plants, animals and body parts)	Identifies some of the bounties of Allah (SWT) in the immediate environment (plants, animals and body parts)	Identifies a few of the bounties of Allah (SWT) in the immediate environment (plants, animals and body parts)
Ability to explain ways of showing love to parents.	Explains more than five ways of showing love to parents shown in an updated journal.	Explains five ways of showing love to parents shown in a journal.	Explains four ways of showing love to parents shown in a journal.	Explains two ways of showing love to parents in a journal.

Ability to state ways of maintaining cleanliness in the home.	States more than three ways of maintaining cleanliness in the home	States three ways of maintaining cleanliness in the home.	States two ways of maintaining cleanliness in the home.	States one way of maintaining cleanliness in the home.
---	--	---	---	--

DRAFT

STRAND: 6.0 SIIRAH (Life of Prophet S.A.W)

Strand	Sub Strand	Specific Learning	Suggested Learning experiences	Key Inquiry
--------	------------	-------------------	--------------------------------	-------------

		Outcomes		Question(s)
6.0 Siirah (Life of Prophet S.A.W)	6.1 Birth of Prophet Muhammad (S.A.W) (6 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the name given to the Prophet (S.A.W) at birth, b) narrate the event of the birth of the Prophet (S.A.W), c) appreciate the birthplace of the Prophet as the holy city of Muslims	The learner is guided to: <ul style="list-style-type: none"> ● pick out the name of the Prophet (S.A.W) from a set of flash cards containing other names, ● listen to the story about the events of the <i>Amul-fil</i> (Year of the Elephant) from a video clip/teacher and narrate the events of <i>Amul-fil</i> ● are guided to name the date, month and year of birth of the Prophet (SAW) ● draw and colour the Kaaba, elephant and birds ● sing <i>qasida</i> on the birth of the Prophet (S.A.W) 	What events took place during the birth of the Prophet (S.A.W)
Core Competencies to be developed: Learning to Learn-develop relationship as they carry out activities with peers				
Values: Unity -cooperation-enhanced as learners collaborate with others while singing <i>qasida</i> on the birth of the Prophet (S.A.W)				
Pertinent and Contemporary Issues: Life Skills –Effective communication-as they draw and colour the Kaaba.				
Link to other Learning Activity Areas: as they learn about people and events in Environmental Activities				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention the name of the Prophet (S.A.W), his parents, date and place of birth.	Mentions the name of the Prophet, his parents, date, month and place of birth	Mentions the name of the Prophet ,date month and place of birth.	Mentions the name of the Prophet and month of birth,	Mentions the names of the prophet
Ability to narrate the event of the birth of the prophet	Narrates the events of the <i>Amul fiil</i> logically	Narrates the events of the <i>Amul fiil</i>	Narrates some of the events of the <i>Amul fiil</i>	Narrates the events of the <i>Amul fiil</i> with difficulty

STRAND: 7.0 ISLAMIC FESTIVALS

Strand	Sub	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry
---------------	------------	-----------------------------------	---------------------------------------	--------------------

	Strand			Question(s)
7.0 Islamic Festivals	7.1 Eid ul-Fitr (2 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the Islamic month on which <i>Eid ul-Fitr</i> falls as part of the history of Islam, b) mention the activities carried out during <i>Eid ul-Fitr</i> festival in the Islamic calendar, c) appreciate <i>Eid ul-Fitr</i> celebrations as an important festival among Muslims.	The learner is guided to: <ul style="list-style-type: none"> • watch video clips on the celebration of <i>Eid ul-Fitr</i> and mention the date, month and activities observed, • listen to the activities undertaken during the <i>Eid ul-Fitr</i> from a resource person/teacher and narrate the activities that take place before and during the Eid festival, • role play the activities that take place during the Eid celebrations (for example, taking bath, wearing clean clothes, attending the Eid prayer, reciting the <i>takbir</i>, feasting, exchange of gifts etc). 	1. How do you prepare for <i>Eid</i> celebrations? 2. Why do Muslims celebrate <i>Eid ul-Fitr</i> ?
Core Competencies to be developed: Citizenship- active community life skills -as learners narrate the activities that take place before and during Eid celebrations.				
Values: Responsibility – Accountability enhanced as learners roleplay the activities that take place during the Eid celebrations				
Pertinent and Contemporary Issues: Social Economic & Environmental Issues-Financial Literacy- role play the activities that take place during the Eid celebration				
Link to Other Learning Activity Areas: concept on celebration of national holidays such as Mashujaa day in Environmental Activities.				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)

7.0 Islamic Festivals	7.1 Eid ul-Adha (2 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify the Islamic month on which the <i>Eid ul-Adha</i> falls as part of the history of Islam, mention the activities carried out during the <i>Eid ul-Adha</i> festival in the Islamic calendar, appreciate <i>Eid ul-Adha</i> celebrations as an important festival among Muslims. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch video clips on the celebration of <i>Eid ul-Adha</i> and mention the date, month and activities observed, listen to the activities undertaken during the <i>Eid ul-Adha</i> from a resource person/teacher and narrate the activities that take place before and during the Eid festival, role play the activities that take place during the Eid celebrations (for example, taking bath, wearing clean clothes, attending the Eid prayer, reciting the <i>takbir</i>, slaughtering, feasting, exchange of gifts etc). 	<ol style="list-style-type: none"> How do you prepare for Eid celebrations? Why do Muslims celebrate Eid ul-Adha?
------------------------------	------------------------------------	--	--	---

Core Competencies to be developed:

Citizenship-People and Public events in community-as learner narrate the activities that takes place before and during Eid celebrations.

Values: Responsibility –

Accountability enhanced as learners roleplay the activities that take place during the Eid celebrations

Pertinent and Contemporary Issues:

Social Economic & Environmental Issues-Financial Literacy- role play the activities that take place during the Eid celebration

Link to other Learning Activity Areas: as they learn national celebrations in Environmental Activities.

Assessment Rubric

Level	Exceeds	Meets Expectations	Approaches	Below Expectations
-------	---------	--------------------	------------	--------------------

Indicator	Expectations		Expectations	
Ability to identify the Islamic months on which <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> falls	Names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> correctly and the dates they fall	Names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> fall correctly.	Names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> fall with prompt	Names correctly the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> fall with assistance
Ability to mention activities carried out during <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> festivals	Mentions the activities carried out during <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> festivals correctly and gives a brief explanation of each activity.	Mentions the activities carried out during <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> festivals correctly	Mentions some of the activities carried out during <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> festivals	Mentions the activities carried out during <i>Eid ul-Fitr</i> and <i>Eid ul-Adha</i> festivals with difficulties

Community Service Learning CSL

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 Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. 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

- Determine the activity for the learners
- 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

2) Implementation of CSL Activity

- Assigning 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. The 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 developed and values nurtured. 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, rating scale or any other appropriate assessment tool.

DRAFT

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	Arabic Alphabets	Oral questions, portfolio, and observation	Flash cards, charts, The Qur'an/Juzuu, pocket boards and digital devices, resource persons/online sources	Invite a resource person to guide on writing of Arabic alphabets attending madrasa after school to learn the Arabic alphabets.
	Selected Surahs	Oral questions, observation	Flash cards, Cds, Juzuu	Participate in Qur'an recitation competition, attend madrasa after school to learn Qur'an.
Hadith	Selected Hadiths	Oral questions, portfolio, and observation	Charts, hadith book.	Learners to discuss with parents and other siblings the meaning/teachings of the Hadith
Pillars of Iman	1 Belief in Allah (Al-Khaaliq, Al-Razaaq))	Oral questions, portfolio, and observation	plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in school and community as a means of taking care of Allah's creation.

	Belief in Angels (Raqib and Atid)	Oral questions, portfolio, and observation	plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in school and community as a means of taking care of Allah's creation
Devotional Acts	<i>1 Pillars of Islam Shahada wudhu</i>	Oral questions, portfolio, and observation	Flash cards, chart	<i>attend the madrasa after school to learn Shahada.</i>
AKHLAQ (Moral Teachings)	<i>1 Islamic etiquette 5.1.1 Manners of toileting Dua for entering and leaving the toilet</i>	Oral questions and observation	: charts, pictures, audio visual materials, utensils,	: Practise Islamic eating manners during meals at home with siblings.
	<i>2 Islamic phrases (jazakallah, Masha Allah, In shaa Allah)</i>	Oral questions and observation	charts, computer, projector, flashcards	Use Islamic phrases appropriately at their free time.
Akhlaq	Relationship 5.3.1 Love for Allah's bounties	Oral questions, portfolio and observation	Animals, Trees, colours, crayons, tape recorder	Planting and taking care of trees in the school compound.
	2 Love for parents	Oral questions and observation	charts, colours, empty boxes	Participate in activities and simple tasks assigned to them by parents
	Care for the Environment- home	Oral questions Portfolio and observation	water, brooms, dustbins, rake	Collect litter in the school Compound

6.0 SIIRAH (Life of Prophet	1 Birth of Prophet Muhammad (S.A.W)	Oral questions, portfolio, and observation	Flash cards	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members.
7.0 FESTIVALS	7.1 Eids (Eid-ul-Fitr and Eid-ul-Adh'ha) months	Oral questions Portfolio and observation	Colour, crayons, manila papers,brooms,water	Participating in congregational <i>Jum'ah</i> prayers