



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

Askilled and Ethical Society

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 4**

First Published 2017

Revised 2024

All rights reserves. 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

LESSON ALLOCATION AT UPPER PRIMARY .....	iv
NATIONAL GOALS OF EDUCATION .....	v
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION .....	vii
GENERAL LEARNING OUTCOMES .....	viii
ESSENCE STATEMENT: .....	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
1.0 QUR'AN .....	1
2.0 HADITH .....	3
3.0 PILLARS OF IMAN.....	8
4.0 DEVOTIONAL ACTS .....	13
4.0 DEVOTIONAL ACTS .....	14
5.0 AKHLAQ (MORAL VALUES).....	18
6.0 MUAMALAAT .....	25
7.0 HISTORY OF ISLAM.....	29
APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES .....	33

## LESSON ALLOCATION AT UPPER PRIMARY

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

## 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.

## **GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

By the end of the Primary Education, 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

## GRADE FOUR

### GENERAL LEARNING OUTCOMES

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

- i) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- j) Demonstrate mastery of number concepts to solve problems in day to day life
- k) Demonstrate social skills, moral and religious values for positive contribution to society
- l) Develop one's interests and talents for personal fulfilment
- m) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- n) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- o) Acquire digital literacy skills for learning and enjoyment.
- p) Appreciate the country's rich, 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 in knowledge, skills and attitude drawn from seven broad areas namely Qur'an, Hadith/Sunnah, 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 career paths as scholars of Islamic studies, judicial officials (*Kadhis*), 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).



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Read, recite and memorise the selected *surahs* to enhance interaction with the Qur'an as a primary source of guidance.
2. Deduce lessons from selected *surahs* and apply them in daily life.
3. Appreciate and emulate the practices of the Prophet as a role model.
4. Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
5. Demonstrate interest in and positive attitude towards performance of acts of (*Ibadah* worship).
6. Acquire Islamic values to grow as a responsible and ethical citizen
7. Apply Islamic teachings to guide individuals to make positive contribution to social and economic developments in the society.
8. Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 QUR'AN	<b>1.1 Selected Surahs</b> (i) Al-Fatiha (ii) An-Naas (iii) Al-Falaq (iv) Al-Ikhlās (v) Al-Masad (vi) An-Nasr (vii) Al-Kafirun  (21 Lessons)	By the end of the Sub strand, the learner should be able to: a) read and memorise the selected surah for spiritual nourishment b) explain the basic meaning of the selected surah to enhance positive character formation, c) deduce the lessons learnt from the selected surah for spiritual nourishment, d) apply the teachings of the selected surah in his/her daily life, e) appreciate the importance of the selected <i>surahs</i> by adhering to their teachings.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to the teacher/resource person or from a digital device recitation of the selected <i>Surahs</i></li> <li>• discuss the basic meaning of the selected <i>surahs</i> in pairs/groups and write in their notebook</li> <li>• listen to recorded translation of the selected <i>surahs</i> from a digital device,</li> <li>• discuss the lessons learnt from the selected <i>surahs</i> in pairs or small groups and present in class</li> <li>• sort verses of the selected <i>surahs</i> with their corresponding meaning using digital devices/flash cards match individually/groups</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we recite suratul -Fatiha in every <i>swalah</i>?</li> <li>2. Which <i>surahs</i> do Muslims recite before going to bed?</li> <li>3. What lessons do we learn from the selected <i>surahs</i>?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skills of listening and team work are enhanced as learners discuss the meaning of basic meaning and lessons of the selected surah through group discussion</li> <li>• Digital literacy: the skill of connecting using digital technology is enhanced through use of digital devices to listen, match and sort the selected surah</li> <li>• Creativity and imagination the skill of making connection is enhanced as learners match and sort using flash cards/digital devices</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: hard work is enhanced as learners sort verses of the selected surahs with their meaning</li> <li>• Unity: cooperation is enhanced as learners work together in groups</li> </ul>				

**PCIs:**

Citizenship: Social cohesion as learners discuss the lessons learnt from the selected *surahs* in pairs or small groups

**Links to Other Subjects:**

English: reading skills as learners discuss the basic meaning in English of the selected *surahs*.

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read and memorise the selected <i>surahs</i>	Read and memorise all the selected <i>surahs</i> and teaches others	Read and memorise all the selected <i>surahs</i> correctly	Reads and memorise some selected <i>surahs</i> .	Read and memorise the selected <i>surahs</i> some <i>Surah</i> with assistance.
Ability to explain, deduce and apply the lessons learnt from the selected <i>surahs</i>	Deduces and applies the lessons learnt from the selected <i>surahs</i> correctly and confidently	Deduces and apply the lessons learnt from the selected <i>surahs</i> correctly	Deduces and applies the lessons learnt from some of the selected <i>surahs</i>	Deduce and applies the lessons learnt from the selected <i>surahs</i> with difficulties.

.Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	<b>2.1 Hadith of Prophet Muhammad (S.A.W.) a model of good character</b>  <b>(3 Lessons)</b>	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 practicing his character traits in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the hadith: <i>“I have been sent for the purpose of perfecting good morals.”</i> (Narrated by Al-Hakim),</li> <li>• discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character (trustworthy, truthful, kind, and generous) in pairs or small groups and present in class,</li> <li>• role play character traits of the Prophet,</li> <li>• watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher.</li> </ul>	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?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of listening and team work is enhanced as learners watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher and discussing ways in which Prophet Muhammad (S.A.W.) is a model of good character</li> <li>• 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.)</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: patience is enhanced as learners listen attentively to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher.</li> <li>• Responsibility: hard work as learners role play character traits of the Prophet Muhammad (S.A.W.)</li> </ul>				
<b>PCIs:</b> <b>Citizenship:</b> Social cohesion role plays character traits of the Prophet,				
<b>Links to Other Subjects:</b> Creative Arts: role play character traits of the Prophet				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HADITH	<b>2.2 Hadith on Etiquette of Eating</b>  <b>(3 Lessons)</b>	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 while taking meals, c) appreciate the etiquette of eating in accordance with the teachings of the Prophet to earn rewards from Allah (S.W.T.).	The learner is guided to: <ul style="list-style-type: none"> <li>• read the hadith: “...<i>Mention the name of Allah, eat with your right, and eat what is directly in front of you.</i>” (Narrated by Al-Bukhari),</li> <li>• demonstrate the etiquettes on eating Individually/in small groups,</li> <li>• role play manners of eating,</li> <li>• to watch a video clip on good manners of eating.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you do before eating?</li> <li>2. What is the benefit of saying <i>Bismillah</i> while eating?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination the skill enhanced as learners of networking is role play manners of eating</li> <li>• Learning to learn: the skill of sharing learnt knowledge is enhanced as learners demonstrate the etiquettes on eating Individually/in small groups</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect patience for others learners while demonstrating etiquettes of eating together;</li> <li>• Responsibility accountability as learners role play manners of eating.</li> </ul>				
<b>PCIs:</b> <ul style="list-style-type: none"> <li>• Self-esteem as learners demonstrate the etiquettes on eating Individually/in small groups</li> </ul>				
<b>links to Other Subjects:</b> <ul style="list-style-type: none"> <li>• Agriculture and Nutrition as learners demonstrate the etiquettes on eating Individually/in small groups</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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) practice brushing teeth as an act of <i>ibadah</i> , d) appreciate the importance of brushing teeth so as to earn rewards from Allah (S.W.T.).	The learner is guided to: <ul style="list-style-type: none"> <li>• read the hadith: “<i>Brushing of teeth is a means of purification of mouths and pleasing Allah.</i>” (Narrated by Ibn Majah),</li> <li>• individually demonstrate how to brush his/her teeth,</li> <li>• discuss the importance of brushing their teeth regularly in small groups,</li> <li>• recite/sing song/<i>qasida</i>/poem on brushing teeth.</li> </ul>	<ol style="list-style-type: none"> <li>1. When do you brush your teeth?</li> <li>2. Why do you brush your teeth?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration the skill of team work is enhanced through discuss the importance of brushing their teeth regularly in small group</li> <li>• Learning to learn the skill of working collaboratively through discussing the importance of brushing their teeth regularly in small groups.</li> <li>• Self-efficacy as they individually demonstrate how to brush their teeth and recite/sing song/<i>qasida</i>/poem on brushing teeth.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility self-drive enhanced as learners individually demonstrate how to brush his/her teeth</li> <li>• Respect enhanced as learners respect each other view as they discuss importance of brushing teeth</li> </ul>				
<p><b>PCIs:</b> Personal hygiene as learners brushes their teeth.</p>				
<p><b>Links to Other Subjects:</b> Agriculture and Nutrition by maintaining oral hygiene</p>				

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	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: <ul style="list-style-type: none"> <li>• read the hadith: “<i>Teach your children swimming, archery and horse riding.</i>” (Narrated by Muslim),</li> <li>• discuss the importance of physical fitness and values derived from participating in games and sports (e.g. teamwork, sharing, humility, fair-play, discipline, and leadership skills) in small groups,</li> <li>• discuss the types of games and sports permissible in Islam in pairs/small groups,</li> <li>• discuss the Islamic etiquettes to be observed during games and sports activities (dressing mode, observing times for swalah) in pairs,</li> <li>• demonstrate the Islamic etiquette to be observed during games.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one be of physical fitness?</li> <li>2. What Islamic rules should a Muslim observe while participating in games and sports activities?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of team work is enhanced through discuss the importance of physical fitness <i>and</i> values derived from participating in games and sports</li> <li>• Learning to learn: the skill of sharing learnt knowledge is enhanced discuss the Islamic etiquettes to be observed during games and sports activities.</li> <li>• Citizenship: the skill of social skills is enhanced as learners discuss the Islamic etiquettes to be observed during games and sports activities</li> </ul>				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: acceptance is enhanced as learners respect each other opinion during discussion</li> <li>• Responsibility: self-drive is enhanced as learners demonstrate etiquette to be observed during games</li> </ul>
<p><b>PCIs:</b></p> <p>Learner support programmes through participating in games and sports;</p>
<p><b>Links to Other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Creative Arts: as they participate in various games and sports activities</li> <li>• Agriculture and Nutrition by avoiding lifestyle diseases through exercises and promoting good health.</li> </ul>

### Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read on the selected hadith	Correctly and confidently reads hadith on selected hadith	Correctly reads hadith on selected hadith	Reads selected hadith with a few errors.	Reads selected hadith with major errors.
Ability to deduce and apply the selected Hadith in day-to-day life	Consistently deduces and applies the selected Hadith in day-to-day life and encourages others to apply them	Deduces and apply the selected Hadith in day-to-day life	Deduces and applies some of the selected Hadith in day-to-day life	Deduces but does not apply the selected Hadith in day-to-day life



Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 PILLARS OF IMAN</b>	<p style="text-align: center;"><b>1.1 Attributes of Allah (S.W.T)</b></p> <p style="text-align: center;"><b>Al-Rahman, Al-Rahim, Al-Malik, Al-Salaam, Al- Samiu and Al- Basir</b></p> <p style="text-align: center;"><b>(4 Lessons)</b></p>	<p>By the end of the Sub-strand, the learner should be able to:</p> <p>a) mention the Attributes of Allah (S.W.T.) with their corresponding meaning to strengthen the belief in Allah,</p> <p>b) apply the Attributes of Allah (S.W.T.) while making <i>dua</i> (supplication),</p> <p>c) appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to the Attributes of Allah from a digital device,</li> <li>• sing <i>qasida</i> on the Attributes of Allah,</li> <li>• identify Attributes of Allah and their corresponding meaning (Al-Rahman, AL-Rahim, Al-Malik, AL-Salaam, AL-Samiu and Al-Basir),</li> <li>• match and sort the attributes of Allah (S.W.T.) and their meaning,</li> <li>• discuss the unique Attributes of Allah (S.W.T.) in pairs or small groups,</li> <li>• demonstrate reciting duas using the mentioned Attributes of Allah (S.W.T.) individually or in pairs.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the favours of Allah (S.W.T.) to mankind?</li> <li>2. What are the Attributes of Allah (S.W.T.)?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Digital literacy: the skill of interacting with digital technology is enhanced as learners listen to the Attributes of Allah from a digital device</li> <li>• Self-efficacy: the skill of self-awareness and planning skill is enhanced as learners sing <i>qasida</i> on the Attributes of Allah</li> <li>• 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.</li> </ul>				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love sharing is enhanced as learners sing <i>qasida</i> on the Attributes of Allah</li> <li>• Unity cooperation is enhanced as learners work collaboratively while discussing the unique Attributes of Allah (S.W.T.) in pairs or small groups</li> <li>• Responsibility is enhanced as learners demonstrate reciting duas using the mentioned Attributes of Allah (S.W.T.) individually or in pairs</li> </ul>
<p><b>PCIs:</b> Self-esteem as learners recite duas that mention the Attributes of Allah (S.W.T.).</p>
<p><b>Links to Other Subjects:</b> Language: Arabic and English as learners acquire new vocabularies as they discuss the Attributes of Allah (S.W.T.) and their meaning.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>3.0 PILLARS OF IMAN</b></p>	<p><b>3.2 Belief in Angels</b> <b>Jibril, Raqib and Atid,</b> <b>Mikail, Israil and Israfil</b> <b>(4 Lessons)</b></p>	<p>By the end of the Sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>mention names of the angels and their duties as a Pillar of <i>Iman</i>,</li> <li>assess the significance of belief in angels in the life of a Muslim,</li> <li>appreciate angels as Allah's creation as a Pillar of <i>Iman</i>.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• name the angels of Allah, (<i>Jibril, Raqib and Atid, Mikail, Israil and Israfil</i>),</li> <li>• match and sort the names of angels and their corresponding duties using flashcards/pocket boards,</li> <li>• find names of angels from a crossword puzzle in pairs or small groups,</li> <li>• search and sing <i>qasida</i> on angels and their duties from a digital device,</li> <li>• brainstorm on the significance of angels in their lives in pairs or small groups and write the points in their note book.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the duties of angels?</li> <li>2. Why did Allah (S.W.T.) create angels?</li> </ol>

**Core Competencies to be developed:**

- Communication and collaboration: the skill of speaking and writing are enhanced as learners discuss the significance of angels in their lives in pairs or small groups and be guided by the teacher write their points in their note book
- 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 skills is enhanced as learners sing *qasida* on angels and their duties from a digital device
- Learning to learn: the skill of learning independently is enhanced as learners *match* and sort the names of angels and their corresponding duties using flashcards/pocket boards
- Digital literacy: the skill of interacting with digital technology is enhanced as learners search for *qasida* on angels and their duties from the internet using 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 opinions as they discuss significance of angels in their lives

**PCI's:**

Self-awareness as learners will be cautious in carrying out his duties.

**Links to Other Subjects:**

English: reading skills as learners acquire new vocabularies as they discuss the names of angels and their duties.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 PILLARS OF IMAN</b>	<b>3.3 Prophets mentioned in the Qur'an.  Virtues of the Prophets</b>	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,	The learner is guided to: <ul style="list-style-type: none"> <li>• identify fellow learners named after prophets,</li> <li>• name the prophets of Allah in the Qur'an (Q.4:163-165, 6:84-86, 21: 85-88) and write in their notebook,</li> <li>• describe the virtues (patience, honesty,</li> </ul>	1. What virtues do we learn from these prophets?

	<p><b>(patience, honesty, truthfulness, generosity and obedience)</b></p> <p><b>(6 Lessons)</b></p>	<p>c) apply the virtues of the prophets of Allah in their daily life,</p> <p>d) acknowledge the belief in the prophets of Allah as a Pillar of <i>Iman</i>.</p>	<p>truthfulness, generosity and obedience) of the prophets in pairs or small groups and write the points in their note book,</p> <ul style="list-style-type: none"> <li>• dramatise/roleplay how they can apply the virtues of the prophets in their daily life,</li> <li>• search online for a <i>Qasida</i> on the 25 prophets and sing in class.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of speaking and writing is enhanced as learners name the prophets of Allah and writing them in their note book</li> <li>• Creativity and imagination: the skill of enhanced as learners dramatise/roleplay how they can apply the prophets of Allah in the Quran the virtues of the prophets in their daily life.</li> <li>• 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</li> <li>• Digital literacy: the skill of interacting with digital technology as learners search online for a <i>Qasida</i> on the 25 prophets and sing in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social justice equity enhanced as learners dramatise/roleplay how they can apply the virtues of the prophets in their daily life.</li> <li>• Responsibility self-drive enhanced as learners search online for a <i>Qasida</i> on the 25 prophets and sing in class</li> </ul>				
<p><b>PCIs:</b> Self-esteem as learners name prophets mentioned in the Qur'an</p>				
<p><b>Links to Other Subjects:</b></p>				

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify and use the attributes of Allah in supplication	Identifies and use the attributes of Allah in supplication and encourages others to	Identifies and use the attributes of Allah in supplication	Identifies and use the attributes of Allah in supplication	Identifies and use the attributes of Allah in supplication
Ability to assess significance of specific pillar of Iman	Assesses significance of specific pillar of Iman	Assesses significance of specific pillar of Iman	Assesses significance of specific pillars of Iman but with few omissions	Assesses significance of specific pillar of Iman but with significant omissions
Ability to apply the virtues of the Prophets in day-to-day life	Applies the virtues of the Prophets in day-to-day life	Applies the virtues of the Prophets in day-to-day life	Applies the virtues of the Prophets in day-to-day life but omits a few	Applies the virtues of the Prophets in day-to-day life but omits a significant number

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.1 <i>Twahara</i> (Ritual Purity) Types of <i>Najasaat</i> (3 Lessons)</b>	By the end of the Sub strand, the learner should be able to: a) outline the types of <i>najasaat</i> (impurities) for physical and spiritual purification, b) demonstrate appropriate ways of cleaning <i>najasaat</i> (impurities) for purpose of purification, c) acknowledge ritual cleanliness as a condition for <i>ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>name the different types of <i>najasaat</i> (<i>mukhaffafah</i> or light, <i>mutawassitah</i> or medium, and <i>mughalladha</i> or heavy),</li> <li>discuss items used in the purification of <i>najasa</i> in pairs or small groups and present in class,</li> <li>demonstrate how to purify different <i>najasaat</i> individually/in pairs/in groups.</li> </ul>	<ol style="list-style-type: none"> <li>How do you purify <i>najasaat</i>?</li> <li>What items do you use in removing <i>najasaat</i>?</li> </ol>
	<b>Core Competencies to be developed:</b>			
	<ul style="list-style-type: none"> <li>Communication and collaboration the skill of teamwork is enhanced as learners discuss items used in the purification of <i>najasa</i> in pairs or small groups and present in class</li> <li>Critical thinking and problem solving: the skill of explanation is enhanced as learners discuss items used in the purification of <i>najasa</i> in pairs or small groups and present in class</li> <li>Learning to learn: the skill of sharing learnt knowledge as learners demonstrate how to purify different <i>najasaat</i> individually/in pairs/in groups</li> </ul>			
	<b>Values:</b>			
	<ul style="list-style-type: none"> <li>Responsibility: enhanced as learners demonstrate how to purify different <i>najasaat</i> individually/in pairs/in groups</li> </ul>			
<b>PCIs:</b>				
Health Issues: Personal hygiene through maintenance of ritual cleanliness.				
<b>Links to other Subjects:</b>				
Agriculture and Nutrition as learners observe and maintain cleanliness.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.1.2 Wudhu (Ablution)  (3 Lessons)</b>	By the end of the Sub strand, the learner should be able to: a) state the nullifiers of <i>wudhu</i> (Ablution) so as to maintain a state of ritual purity. b) assess the significance of <i>wudhu</i> in the life of a Muslim, c) value the need to be in a state of purity as a condition for <i>ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>• search for nullifiers of <i>wudhu</i> (Ablution) using digital devices/from resource books and write in their notebook,</li> <li>• discuss times recommended to be in a state of wudhu and present in class,</li> <li>• discuss the importance of maintaining <i>wudhu</i> in pairs or groups and be guided to write the points in their notebook.</li> </ul>	<ol style="list-style-type: none"> <li>1. What nullifies <i>wudhu</i>?</li> <li>2. Why is it important to be in a state of <i>wudhu</i>?</li> <li>3. When is it recommended to be in a state of <i>wudhu</i>?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of writing is enhanced as learners search for nullifiers of <i>wudhu</i> (Ablution) using digital devices/from resource books and write in their notebook</li> <li>• Self-efficacy: the skill of effective communication skills is enhanced as learners discuss times recommended to be in a state of wudhu and present in class</li> <li>• Digital literacy: the skill of interacting with digital technology as learners search for nullifiers of <i>wudhu</i> (Ablution) using digital devices</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity cooperation enhanced as learners discuss the importance of maintaining <i>wudhu</i> in pairs or groups</li> <li>• Responsibility Hard work enhanced as learners search for nullifiers of <i>wudhu</i> (Ablution) using digital devices/from resource books and write in their notebook</li> </ul>				
<b>PCIs:</b> Personal hygiene as learners perform wudhu				

**Links to Other Subjects:**

Agriculture and Nutrition as learners observe and maintain ritual purity.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.2 Conditions for <i>Swalah</i></b>  <b>(3 Lessons)</b>	By the end of the Sub strand, the learner should be able to: a) state the conditions for <i>Swalah</i> as a requirement for its validity, b) demonstrate the observable conditions for <i>swalah</i> in day-to-day life, c) acknowledge the need for observing the condition for <i>swalah</i> for its validity.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention the nine conditions for <i>swalah</i> and be guide to write them in their notebook,</li> <li>• discuss the conditions for <i>Swalah</i> in pairs or groups and present in class,,demonstrate some of the conditions for <i>swalah</i> such as <i>wudhu</i>, appropriate dress code individually,</li> <li>• demonstrate appropriate use of digital devices/direction of the sun in identifying direction of <i>Qibla</i> individually/in pair/groups,</li> <li>• discuss how to determine times for <i>swalah</i> in pairs /groups and present in class.</li> </ul>	How would you identify time for <i>swalah</i> and direction of <i>Qibla</i>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: the skill of interacting with digital technology is <i>enhanced as</i> demonstrate appropriate use of digital devices in identifying direction of <i>Qibla</i></li> <li>• 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 <i>Qibla</i> individually/in pair/groups</li> </ul>				



<ul style="list-style-type: none"> <li>Self-efficacy: the skill of effective communication skills is enhanced as learners demonstrate some of the conditions for <i>swalah</i> such as <i>wudhu</i>, appropriate dress code individually</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Responsibility accountability enhanced as learners demonstrate some of the conditions for <i>swalah</i> such as <i>wudhu</i>, appropriate dress code individually</li> <li>Unity cooperation is enhanced as learners work together discuss the conditions for <i>swalah</i> in pairs or groups and present in class</li> <li>Respect patience enhanced as learners respect each other opinion as the discuss how to determine times for <i>swalah</i> in pairs /groups and present in class</li> </ul>
<p><b>PCIs:</b></p> <p>Health issues: Personal hygiene as a requirement for <i>swalah</i>;  Life skill: Self-esteem through the performance of <i>swalah</i> appropriately.</p>
<p><b>Links to Other Subjects:</b></p> <p>Social Studies as learners learn on finding directions on the compass</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.3 Pillars of <i>Swalah</i></b>  <b>(4 Lessons)</b>	By the end of the Sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) explain the pillars of <i>swalah</i> as a requirement for its validity,</li> <li>b) apply the pillars of <i>swalah</i> correctly in daily prayers,</li> <li>c) appreciate the need for observing the pillars of <i>swalah</i> by emulating the Sunnah of the Prophet (S.A.W.).</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the pillars of <i>swalah</i> in pairs/groups and write them in their notebook,</li> <li>• role play the pillars of <i>swalah</i> individually/in pairs/in groups,</li> <li>• watch a video clip of pillars of <i>swalah</i> on digital device,</li> <li>• demonstrate the pillars of <i>swalah</i> individually/in pairs/in groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you recite when praying?</li> <li>2. Which postures are performed in prayers?</li> </ol>

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: the skill of sharing learnt knowledge is enhanced as learners discuss the pillars of <i>swalah</i> in pairs/groups and be guided to write them in their notebook</li> <li>• Communication and collaboration: the skill of writing and speaking is enhanced as learners discuss the pillars of <i>swalah</i> in pairs/groups and be guided to write them in their notebook</li> <li>• Creativity and imagination: the skill of networking is enhanced as learners role play the pillars of <i>swalah</i> individually/in pairs/in groups</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility accountability enhanced as learners role play the pillars of <i>swalah</i> individually/in pairs/in groups</li> <li>• Unity cooperation enhanced as learners demonstrates the pillars of <i>swalah</i> in pairs/groups</li> </ul>
<p><b>PCI's:</b>  <b>Health issues:</b> Postures of <i>swalah</i> prevent lifestyles diseases which promotes good health.</p>
<p><b>Links to Other Subjects:</b> Creative Arts as learners observe the pillars of <i>swalah</i> which is part of exercise</p>

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform <i>Swalah</i> while adhering to all its rules	Performs <i>Swalah</i> while adhering to all its rules consistently and correctly	Performs <i>Swalah</i> while adhering to all its rules correctly	Performs <i>Swalah</i> while adhering to all its rules with few mix-ups	Performs <i>Swalah</i> while adhering to all its rules with major mix-ups

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0</b> <b>AKHLAQ</b> <b>(MORAL</b> <b>VALUES)</b>	<b>5.1 Virtues:</b> <b>Kindness to Allah’s</b> <b>Creatures</b> <b>(3 Lessons)</b>	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 <i>ibadah</i> , c) appreciate Allah’s creatures by showing kindness to them.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention creatures of Allah (S.W.T.) in their environment,</li> <li>• discuss the significance of being kind to Allah’s creatures in pairs/groups and write the points in their note book,</li> <li>• watch on digital devices/charts/photos appropriate ways of caring for Allah’s creatures (animals/insects/plants/fish),</li> <li>• dramatise ways of showing kindness to Allah’s creatures.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are some of Allah’s creatures in your environment?</li> <li>2. Why should you be kind to Allah’s creatures?</li> <li>3. How can you show kindness to Allah’s creatures?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: the skill of working collaboratively is enhanced as learners discuss the significance of being kind to Allah’s creatures in pairs/groups</li> <li>• Digital literacy: interacting with digital technology is enhanced as learners watch digital devices on appropriate ways of caring to Allah’s creatures</li> <li>• 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 and guided to write the points in their note book</li> <li>• Creativity and imagination: the skill of networking is enhanced as learners dramatize ways of showing kindness to Allah’s creatures.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Social justice: responsibility enhanced as learners dramatize ways of showing kindness to Allah’s creatures</li> <li>• Responsibility: accountability enhanced as learners watch on digital devices/charts/photos appropriate ways of caring for Allah’s creatures</li> <li>• Respect: patience enhanced as learners respect each other view when discussing the significance of being kind to Allah’s creatures in pairs/groups</li> </ul>				

<p><b>PCI's:</b>  <b>Socio-economic issues:</b> Animal welfare education dramatize ways of showing kindness to Allah's creatures.</p>
<p><b>Links to Other Subjects:</b>  Agriculture and Nutrition as learners care for animals</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>5.0</b>  <b>AKHLAQ</b>  <b>(MORAL</b>  <b>VALUES)</b></p>	<p><b>5.2 Islamic Manners of Dressing</b>  <b>(3 Lessons)</b></p>	<p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>describe appropriate Islamic code of dressing as per the teachings of Islam,</li> <li>assess the significance of Islamic code of dressing to enhance character formation,</li> <li>observe Islamic manners of dressing as an act of <i>ibadah</i>,</li> <li>appreciate Islamic code of dressing as a means of earning rewards from Allah.</li> </ol>	<p>The Learner is guided to:</p> <ul style="list-style-type: none"> <li>identify features of the Islamic code of dressing,</li> <li>watch video clip on a digital device/observe charts/photos of different Islamic attires,</li> <li>discuss the significance of the Islamic code of dress in pairs or in groups and presents in class,</li> <li>model an ideal Islamic dress in class.</li> </ul>	<ol style="list-style-type: none"> <li>How should a Muslim dress?</li> <li>What is the importance of the Islamic code of dress?</li> <li>What are some of the dressing trends that should be avoided by a Muslim?</li> </ol>

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Digital literacy: the skill of interacting with digital technology is enhanced as learners watches video clip on a digital device on different Islamic attires</li> <li>Communication and collaboration: the skill of listening and speaking is enhanced as learners discuss the significance of the Islamic code of dress in pairs or in groups and presents in class</li> <li>Creativity and imagination: the skill of making observations is enhanced as learners model Islamic dress in class.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Respect is enhanced as learners respect each other's opinions during group discussion</li> </ul>

<ul style="list-style-type: none"> <li>Integrity is enhanced as learners model an ideal Islamic dress in class</li> </ul>
<b>PCIs:</b> Life skills: Assertiveness by dressing as per the Islamic code
<b>Links to Other Subjects:</b>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0</b> <b>AKHLAQ</b> <b>(MORAL</b> <b>VALUES)</b>	<b>5.3 Positive Usage of</b> <b>Media</b>  <b>(4 Lessons)</b>	By the end of the Sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify types of media in the environment so as to reinforce learning,</li> <li>explain the positive use of media for Islamic character formation,</li> <li>observe Islamic ethics while using media in day-to-day life,</li> <li>appreciate media as a gift from Allah (S.W.T.) by using them appropriately.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>identify different types of media in their environment print media, Internet media (laptops/desktops, videogames, PlayStation), broadcast (TV, Radio and movies) media, mobile phones</li> <li>watch video clips on positive use of media,</li> <li>listen to a resource person discussing the Islamic teachings governing the use of media,</li> <li>discuss the positive and negative uses of media in pairs/ groups and present in class.</li> </ul>	<ol style="list-style-type: none"> <li>What types of media do you use at home?</li> <li>How can you use media positively?</li> <li>How can you use media while observing Islamic teachings?</li> </ol>
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>Digital literacy: the skill of interacting with digital technology enhances as learners watch video clips on positive use of media</li> <li>Communication and collaboration: the skill of listening is enhanced as learners listen to a resource person discussing the Islamic teachings governing the use of media</li> </ul>				

<ul style="list-style-type: none"> <li>• Creativity and imagination: the skill of networking is enhanced as learners discuss the positive and negative uses of media in pairs/ groups.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility is enhanced as learners discuss the positive and negative uses of media in pairs/ groups and present in class</li> <li>• Integrity is enhanced as learners listen to a resource person discussing the Islamic teachings governing the use of media</li> </ul>
<p><b>PCIs:</b> Assertiveness in the proper use of the media.</p>
<p><b>Links to Other Subjects:</b> Science and technology as learners search, download and store information from the internet</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>AKHLAQ (MORAL VALUES)</b>	<p><b>5.4 Prohibitions in Islam</b></p> <p><b>Evils of Begging</b></p> <p><b>(3 Lessons)</b></p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) identify categories of people who deserve, assistance in the society.</p> <p>b) describe the evils of begging as a mean of fostering a work ethic,</p> <p>c) appreciate work as an act of <i>ibadah</i> and a means of eradicating poverty.</p>	<p>The Learner is guided to:</p> <ul style="list-style-type: none"> <li>• identify categories of people deserving support (i.e. debtors, those who loose property through disaster and destitute),</li> <li>• discuss evils of begging according to the teachings of Islam in pair/groups and present in class,</li> <li>• discuss ways of earning income/ generating income in pairs/groups present in class.</li> </ul>	<p>1. Why do people beg?</p> <p>2. Why is begging discouraged?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of listening and speaking as learners discuss evils of begging according to the teachings of Islam in pair/groups and present in class</li> </ul>				

<ul style="list-style-type: none"> <li>• Critical thinking and problem solving: the skill of researching skill as learners discuss ways of earning income/ generating income in pairs/groups present in class</li> </ul>
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility enhanced as learners discuss evils of begging according to the teachings of Islam in pair/groups and present in class.</li> <li>• Integrity is enhanced as learners discuss ways of earning income/ generating income in pairs/groups present in class</li> </ul>
<b>PCIs:</b> Life skills: Self-awareness to avoid begging without justification;
<b>Links to Other Subjects:</b> Social Studies as learners are encouraged to work and contribute to nation building.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
AKHLAQ (MORAL VALUES)	<b>5.3 Dua (Supplication) for Leaving and Entering the House</b>  (2 Lessons)	By the end of the Sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recite the <i>dua</i> for leaving and entering the house to seek Allah’s protection,</li> <li>use the <i>dua</i> in his/her day-to-day life,</li> <li>acknowledge the importance of using <i>dua</i> to get protection from Allah (S.W.T.).</li> </ol>	The Learner is guided to: <ul style="list-style-type: none"> <li>recite from a digital device/chart/reference material the <i>dua</i>: dua for leaving the house “<i>in the name of Allah I have placed my trust in Allah; there is no might and no power except by Allah</i>”</li> <li>dua for entering the house “<i>In the name of Allah we enter, in the name of Allah</i>”</li> </ul>	<ol style="list-style-type: none"> <li>What do you recite when you leave home for school?</li> <li>What do you recite when entering home from school?</li> <li>Why do you recite the dua when leaving and entering the house?</li> </ol>

			<p><i>we leave, and upon our lord we depend”.</i></p> <ul style="list-style-type: none"> <li>• practice reciting the <i>dua</i> in pairs/groups,</li> <li>• role play/dramatise reading the <i>dua</i> on leaving and entering the house.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of speaking and team work as learners practice reciting the <i>dua</i> in pairs/groups</li> <li>• Creativity and imagination: the skill of making observations as learners role play the <i>dua</i> on leaving and entering the house.</li> </ul>				
<p><b>Values:</b> Responsibility enhanced as learners role play the <i>dua</i> on leaving and entering the house.</p>				
<p><b>PCIs:</b> Self-esteem as learners recite the <i>dua</i>.</p>				
<p><b>Links to Other Subjects:</b> Language activities – Arabic, English as learners acquire new vocabularies in making supplication</p>				



## Assessment Rubric

<b>Levels</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to uphold Islamic virtues	Demonstrates acquisition of Islamic virtues and encourages others to do the same	Demonstrates acquisition of Islamic virtues correctly	Demonstrates acquisition of Islamic virtues with few omissions	Demonstrates acquisition of Islamic virtues with significant omissions
Ability to avoid prohibitions prescribed by Islam	Avoid the prohibitions prescribed by Islam and discourages others from indulging in them	Avoid all the prohibitions prescribed by Islam	Avoid some prohibitions prescribed by Islam	Avoid few prohibitions prescribed by Islam

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0</b> <b>MUAMALAAT</b>	<b>6.1 Obligations of Parents to children</b>  <b>(3 Lessons)</b>	By the end of the Sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>state the obligations of parents to their children,</li> <li>assess the importance of parents fulfilling their obligations towards their children,</li> <li>demonstrate ways in which parents can fulfil their obligations to their children,</li> <li>cherish love and care given to them by their parents.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm parents' obligations towards their children in pairs/ small groups and write the points in their notebook,</li> <li>discuss the importance of parents fulfilling their obligations towards their children in pairs/ groups and present in class,</li> <li>role play the obligations of parents to their children,</li> <li>watch/listen anashid from digital devices on the roles of parents to their children.</li> </ul>	<ol style="list-style-type: none"> <li>What are some of the thing's parents do for their children?</li> <li>why is it important for parents to fulfil their obligation towards their children?</li> </ol>
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>Communication and collaboration: the skill of writing and team work as learners discuss parents' obligations towards their children in pairs/ small groups and write the points in their notebook</li> <li>Digital literacy: the skill of interacting with technology as learners watch/listen anashid from digital devices on the roles of parents to their children watch role of parents to their children;</li> <li>Critical thinking and problem solving is enhanced as learners discuss the importance of parents fulfilling their obligations towards their children in pairs/ groups and present in class</li> <li>Self-efficacy: the skill of personal skill is enhanced as learners role play obligations of parents towards their children.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Social justice enhanced as learners discuss the importance of parents fulfilling their obligations towards their children in pairs/ groups and present in class</li> <li>Responsibility enhanced as learners role play the obligations of parents to their children</li> </ul>				

**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.

**Links to Other Subjects:**

Social studies as learners discuss on the rights and responsibilities of citizens

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 MUAMALAAAT</b>	<b>6.2 Obligations of Children to Parents (3 Lessons)</b>	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 on how to obey and respect parents, d) appreciate their parents by respecting and obeying them.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the duties of children to their parents in pair/groups and present in class,</li> <li>• discuss the importance of obeying and respecting their parents (Q 17:23-24) and write the points in their notebook,</li> <li>• dramatise children's obligations to their parents,</li> <li>• listen to <i>qasidas</i>/anashid (e.g. <i>Ummi</i>) on importance of respecting and obeying parents from a digital device.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you show obedience and respect to your parents?</li> <li>2. Why should children be dutiful towards their parent?</li> </ol>

**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 pair/groups and present in class
- Citizenship: the skill of social cultural sensitivity is enhanced and awareness 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 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 *qasidas/anashid* (e.g. *Ummi*) on importance of respecting and obeying parents from a digital device

**PCIs:**

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

**Links to Other Subjects:**

Social studies as learners fulfil their duties and responsibility towards parents and others members in the society.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 MUAMALAAAT</b>	<b>6.3 Children’s Obligations to Other Family Members (3 Lessons)</b>	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 <i>ibadah</i> (worship), b) assess the significance of fulfilling obligations to other family members, c) appreciate maintaining bond with other family members.	The learner is guided to: <ul style="list-style-type: none"> <li>• prepare chart with names of extended family members and hang strategically,</li> <li>• discuss children’s obligations to other family members (e.g. Respect, visiting, attending ceremonies, helping and caring for them etc.) in pairs/groups and write the point in their notebook,</li> <li>• brainstorm the significance of fulfilling obligations to other family members in pairs/groups,</li> <li>• dramatise their obligations to other family members.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who are the other family members?</li> <li>2. How do you develop good relationship with other family members?</li> <li>3. What is the significance of strengthening your relationship with other family members?</li> </ol>
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• 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 etc.) in pairs/groups and write the point in their notebook</li> </ul>				

<ul style="list-style-type: none"> <li>• Critical thinking and problem: the skill of evaluation and decision-making skill solving enhanced as learners discuss the significance of fulfilling obligations to other family members in pairs/groups</li> <li>• Creativity and imagination: the skill of networking enhanced as learners as dramatise their obligations to other family members</li> <li>• Learn to learn: the skill of sharing learnt knowledge enhanced as learners prepare chart with names of extended family members and hang strategically</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect acceptance enhanced as learners respect each other opinions while discussing in groups</li> <li>• Responsibility accountability prepare chart with names of extended family members and hang strategically</li> <li>• Love enhanced as learners share responsibilities while dramatising their obligations to other family members</li> </ul>
<p><b>PCIs:</b> Social cohesion as learners relates well with family and other members of the society;</p>
<p><b>Links to Other Subjects:</b> Social studies as learners fulfil their duties towards family and other members of the society.</p>

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to uphold obligations to family members	Uphold obligations to family members and encourages others to do the same	Uphold all obligations to family members	Uphold obligations to family members but leaves out a few details	Upholds obligations to family members but leaves out significant details

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 HISTORY OF ISLAM</b>	<b>7.1 Earliest converts in Islam.</b> <b>Khadija (R.A.)</b> <b>Ali (R.A.) and</b> <b>Abubakar (R.A.)</b> <b>(4 Lessons)</b>	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: <ul style="list-style-type: none"> <li>• mention the earliest converts in Islam (Khadija (R.a.) Ali (R.A.) and Abubakar (R.A.) in pair/groups and write them in their note book,</li> <li>• 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,</li> <li>• 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 etc.),</li> <li>• listen to a story on Khadija (R.A), Ali (R.A.) and Abubakar (R.A.) from a resource person/digital device.</li> </ul>	What role did earliest converts play in the Prophet’s mission?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• 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 pair/groups and write the points in their note book</li> <li>• 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 etc.).</li> <li>•</li> </ul>
<p><b>Values:</b> 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).</p>
<p><b>PCIs:</b> Citizenship: Nationalism by volunteering in Islamic activities in the community</p>
<p><b>Links to Other Subjects:</b> Social Studies as learners learn on personalities and their role in the country or different community development</p>

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 HISTORY OF ISLAM</b>	<b>7.2 Call to Prophethood</b>  (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,	The learner is guided to: <ul style="list-style-type: none"> <li>• watch audio-visual clip/listen to a story from a digital device/resource person on prophet's experience at cave Hira,</li> <li>• read from reference material story on call to prophethood and narrates to others in class,</li> </ul>	What are the teachings of the first five verses revealed to Prophet (S.A.W)?

		c) acknowledge the role of Prophet (S.A.W) as a messenger of Allah (W.W.T) by emulating his practices.	<ul style="list-style-type: none"> <li>• recite the first five verses of <i>Suratul-Alaq</i> individually/in groups,</li> <li>• discuss the significance from the first five verses of <i>Suratul-Alaq</i> in pairs/groups and write the points in their note book.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the skill of writing and teamwork is enhanced as learners discuss the teachings from the first five verses of <i>Suratul-Alaq</i> in pairs/groups and write the points in their note book</li> <li>• 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</li> <li>• 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.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect open mindedness enhanced as learners respect each other opinions <i>while</i> discuss the teachings from the first five verses of <i>Suratul-Alaq</i> in pairs/groups</li> <li>• Responsibility accountability enhanced as learners recite the first five verses of <i>Suratul-Alaq</i> individually/in groups</li> </ul>				
<p><b>PCIs:</b> Empathy as learners learn how the Prophet (S.A.W) received divine guidance</p>				
<p><b>Links to Other Subjects</b> Social Studies as learners discuss the spread of Islam in East Africa</p>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7. HISTORY OF ISLAM</b>	<b>7.3 Prophet (S.A.W.)’s journey to Taif. (3 Lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) narrate the story of the Prophet (s.a.w)’s journey to <i>Taif</i>,</li> <li>b) demonstrate the virtues exhibited by the Prophet (S.A.W) in his journey to <i>Taif</i>,</li> <li>c) appreciate the virtues demonstrated by the Prophet (S.A.W) while in <i>Taif</i>.</li> </ol>	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen/watch a story on the Prophet (s.a.w)’s journey to <i>Taif</i> from a digital device/resource person and retell individually in class,</li> <li>• identify the virtues learnt from the Prophet (s.a.w)’s journey to <i>Taif</i> and display them on a chart,</li> <li>• brainstorm on the situations that require exhibition of the following virtues: (patience, tolerance and perseverance) pairs/groups and present in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. What lessons can Muslims learn from the Prophet (s.a.w)’s journey to Taif?</li> <li>2. How did the Prophet (s.a.w) treat the people of Taif?</li> </ol>
<b>Core competencies to be developed:</b> <b>Communication and collaboration:</b> as they brainstorm on the situations that require exhibition of the following virtues (patience, tolerance and perseverance)				
<b>Values:</b> Responsibility: hard work brainstorm on the situations that require exhibition of the following virtues: (patience, tolerance and perseverance)				
<b>PCIs:</b> Life skills:tolerance learners will be able understand as they brainstorm on the hardship encounter by the during the Taif journey				
<b>Links to other subjects:</b> English as learners retell on the Prophet’s journey to Taif in class				

## Assessment Rubric

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

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

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>Qur'an</b>	Selected verses	Written assessment, oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices, reference materials/online sources Charts, Flash Cards	<ul style="list-style-type: none"> <li>Learners share information on the teachings/lessons from the selected verses during AGMs, clubs and, assembly etc.</li> </ul>
<b>Hadith</b>	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	<ul style="list-style-type: none"> <li>Giving a talk on the meaning of the hadith during assembly and P.P.I.</li> <li>Health official/Imam invited to give a talk on importance of oral hygiene</li> <li>During lunch, break or where school meal programmes are available, learners practice the competencies while eating.</li> </ul>

				<ul style="list-style-type: none"> <li>• Participate in ballgames and athletics competition</li> <li>• Organise Inter House/Inter Class activities to sporting activities</li> </ul>
<b>Pillars of Iman</b>	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	<ul style="list-style-type: none"> <li>• Making supplication during clubs, meetings and P.P.I</li> <li>• Give a talk on the duties of angels and the significance of belief in Allah's angels during club meetings.</li> <li>• Prepare a chart on the names and duties of Angels and hang strategically</li> </ul>
	Prophets	Written assessment, oral assessment, portfolio assessment, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources Charts, Flash Cards	<ul style="list-style-type: none"> <li>• Write virtues of Prophets and display them on the notice boards, school magazine, digital platforms</li> <li>• Perform a skit on the virtues of the Prophets (patience, honesty, truthfulness, generosity and obedience) during Open Days/ music and drama festivals</li> <li>• Learners practise the virtues of the prophets after class, in games and during club time</li> </ul>

<p><b>Devotional Acts</b></p>	<p>Twahara (Ritual Purity) Types of Najasaat</p> <p>Wudhu Ablution) conditions and pillars of Islam and</p>	<p>written assessment, oral assessment, observation, and observation schedule, checklist</p>	<p>Quran, charts, course books, digital devices, reference materials/online sources Charts, Flash Cards Soap, water, sand, toilet paper cloth, paint, praying mat Clock, Compass, water,</p>	<ul style="list-style-type: none"> <li>• Learners to attend madrasa to enhance their knowledge on purification.</li> <li>• Learners to clean the Ablution area and prayer room</li> <li>• Learners to pray at school, masjid and home while observing the conditions for swalah</li> <li>• Learners guide others in performing the pillars of swalah appropriately in the school prayer room.</li> </ul>
<p><b>Akhlaq</b></p>	<p>Virtues: Kindness to Allah’s Creatures, Islamic Manners of Dressing, Positive Usage of Media and Prohibitions in Islam Evils of Begging</p>	<p>Written assessment and oral assessment, portfolio assessment, observation, observation schedule</p>	<p>Qur’an, books on Hadith, course books, digital devices, reference materials/online sources Charts, Flash Cards</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Learners give a talk on positive use of media as per Islamic teachings during school assembly/PPI.</li> <li>• Learners Dramatise on the evil of begging during club meetings</li> </ul>

<b>Muamalat</b>	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 <i>fiqh</i> , course books, digital devices, reference materials/online sources Charts, Flash Cards	<ul style="list-style-type: none"> <li>• Learners dramatize obligations of parents during clubs/game</li> <li>• Learners dramatize the obligations of children towards parents during clubs/PPI; Learners obey and respect their teachers.</li> <li>• Learners dramatize their obligations to other family members during clubs/PPI.</li> </ul>
<b>History of Islam</b>	Earliest converts in Islam, Call to Prophethood and prophet's journey to Taif	Written assessment and oral assessment, portfolio assessment, 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