

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A skilled and Ethical Society

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 5**

First Published 2017

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**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>

DRAFT

## 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

## **ESSENCE STATEMENT**

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

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) Recite, read and memorise the selected surah to enhance interaction with the Qur'an as a primary source of guidance.
- b) Deduce lessons from the selected surah and apply them in their daily life.
- c) Appreciate and emulate the practices of the Prophet (S.A.W.) as the a role model.
- d) Develop awareness and appreciation of Pillars of *Iman* as the foundation of Islam.
- e) Demonstrate interest in and positive attitude towards performance of acts of *Ibadah*(worship) appropriately.
- f) Acquire Islamic values to grow as a responsible and ethical citizen.
- g) Apply Islamic teachings to guide individuals to make positive contribution to social and economaic developments in the society
- h) Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 QUR'AN	<b>1.1 Selected Surah:</b> <ul style="list-style-type: none"> <li>- <i>Al-Kauthar</i></li> <li>- <i>Al-Maun</i></li> <li>- <i>Al-Quraysh</i></li> <li>- <i>Al-Fil</i></li> </ul> (16 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read and memorise the selected surahs for spiritual nourishment,</li> <li>b) outline the basic meaning of the selected surahs,</li> <li>c) deduce lessons from the selected surah ,</li> <li>d) appreciate the Qur'an as the first source of guidance.</li> </ol>	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen to the teacher/resource person/digital device on the recitation of the selected <i>surah</i>,</li> <li>• recite the selected surahs after the teacher/peer/or the digital devices,</li> <li>• read the selected surahs from a digital device/mus-haf/charts,</li> <li>• practice pronunciation through listening to digital devices,</li> <li>• recite the selected surahs severally to enhance memorization,</li> <li>• listen to the basic meaning of the selected surahs from digital devices and make anecdotal notes,</li> <li>• discuss the different ways of applying the teachings and lessons learnt from the selected <i>surahs</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to recite the Qur'an?</li> <li>2. What lessons do we learn from the selected <i>surah</i>?</li> </ol>
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: is enhance through contributing to group decision making while discussing on ways of applying the teachings of the selected surah</li> <li>• Critical thinking and problem solving: is enhanced through application of the teachings drawn from the selected surah.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: hard work is inculcated as learners recite selected surah severally to enhance memorization</li> </ul>				
<b>PCIs:</b> <ul style="list-style-type: none"> <li>• Self-esteem: as learners discuss the different ways of applying the teachings and lessons learnt from the selected <i>surahs</i></li> </ul>				
<b>Links to other subjects:</b>				

### Assessment Rubrics

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to read, memorise and give basic meaning of the verses of the selected Surah.	Learner correctly recites, memorises and explains the meaning of all the verses of the selected Surah and put in practice	Learner correctly recites, memorises and explains the meaning of all the verses of the selected Surah.	Learner correctly recites, memorises and explains the meaning of some verses of the selected Surah.	Learner correctly recites, memorises and explains the meaning of a few verses of the selected Surah.
Ability to deduce lessons from the selected Surah.	Learner explains lessons from the verses of all the selected Surah and applies them in life.	Learner explains lessons from the verses of all the selected Surah.	Learner explains lessons from some verses of the selected Surah	Learner can explain lessons from a few verses of some selected Surah.

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	2.1 Hadith on good Behaviour ( 3 Lessons )	By the end of the sub strand, the learner should be able to: a) identify examples of good behaviour from the selected Hadith for character building, b) discuss the significance of the selected Hadith in shaping the character of a Muslim, c) appreciate the teachings of the Hadith by applying them in day to day life.	<b>The learner is guided to:</b> Read the following Hadith on good behaviour: <ul style="list-style-type: none"> <li>• read from chart/digital devices the Hadith on good behaviour:</li> <li>• “Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out. And behave well towards other people.” (Al-Tirmidhi).</li> <li>• identify good behaviour mentioned in the Hadith and present in plenary ,</li> <li>• discuss the teachings and relevance of the Hadith in their daily life,</li> <li>• role play acts showing good behaviour mentioned in the Hadith.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should one behave well?</li> <li>2. What actions show that you fear Allah?</li> </ol>
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• <i>Communication and collaboration</i> :through group discussion on the teachings and relevance of the Hadith on good behaviour</li> <li>• <i>Learning to learn</i>: by extending the teachings to new situations.</li> </ul>				
<b>Values:</b> Respect acceptance and appreciating diverse opinions through group discussion on the teachings and relevance of the Hadith in their daily life.				
<b>PCIs:</b> <ul style="list-style-type: none"> <li>• skills of knowing and living with others</li> <li>• Self-esteem skills of knowing and living with self.</li> <li>• Social cohesion by treating others well.</li> </ul>				
<b>Links to other subjects:</b> Languages- Arabic, English as they read and explain the meaning of the Hadith				

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	2.2 Hadith on Greetings (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the importance of Islamic greetings in the life of a Muslim, b) practise Islamic greetings to promote love and unity in the society, c) appreciate the use of Islamic greetings in bringing harmony in the society.	<b>The learner is guided to:</b> read the following Hadith on greetings: <i>".... Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves." (Muslim)</i> <ul style="list-style-type: none"> <li>• Watch/listen to Islamic greetings from digital devices,</li> <li>• demonstrate Islamic greetings in pairs,</li> <li>• discuss the importance of Islamic greetings in the life of a Muslim and make summary notes,</li> <li>• search online and sing Qasida on Islamic greetings,</li> <li>• practise Islamic greetings to promote love and unity as learners come to class/school.</li> </ul>	Why should a Muslim use Islamic greetings?
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: through group discussion on the importance of Islamic greetings</li> <li>• Digital literacy: as learners search online to access qasida to watch/ listen and sing on Islamic greetings.</li> </ul>				
<b>Values:</b> Love is enhance as they demonstrate Islamic greetings in pairs friendship is developed				
<b>PCIs:</b> social cohesion through the practise of Islamic greetings to promote love and unity as learners come to class/school.				
<b>Links to other subjects:</b> Creative as learners listen and sing Qasida on Islamic greetings				

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>2.0 Hadith</b>	<b>2.3 Hadith on Knowledge.</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) read the Hadith as a source of reference in seeking knowledge, b) explain the importance of seeking knowledge for the benefit of this world and the Hereafter, c) appreciate the teachings of the Hadith by working hard in school.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• Read from a chart/digital devices the Hadith on knowledge:</li> <li>• <i>“Seeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).</i></li> <li>• Search online the importance of seeking knowledge and present it in class,</li> <li>• discuss ways of improving academic performance in school,</li> <li>• role play acts on the importance of seeking knowledge in the Muslim society.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to seek knowledge in Islam?</li> <li>2. What challenges may hinder one from acquiring education?</li> </ol>
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving: as learner proactively discuss on ways of improving academic performance in their school</li> <li>• Digital literacy: as learners search online for information on the importance of seeking knowledge to accomplish the task</li> </ul>				
<b>Values:</b> Responsibility as learner engages in assigned roles and duties while role playing on acts importance of seeking knowledge as a Muslim.				
<b>PCIs:</b> Citizenship: Human rights and responsibility as learner role play acts on the importance of seeking knowledge as Muslim				
<b>Links to other subjects:</b> Languages as they acquire reading skills through reading the Hadith.				

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Hadith	2.4 Hadith on Responsible living  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) outline five issues that mankind should account for according to the Hadith, b) describe the lessons learnt from the Hadith , c) appreciate the teachings of the Hadith by living responsibly.	<b>The learners are guided to:</b> <ul style="list-style-type: none"> <li>Read from a chart/digital device the Hadith on responsible living: <i>“The son of Adam will not be dismissed from Allah on the Day of Resurrection until he is questioned about five issues: his life and how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted on his knowledge.”</i> (Al-Tirmithi)</li> <li>outline the five issues that mankind must account for on the Day of Resurrection,</li> <li>describe the lessons learnt from the Hadith and do class presentations,</li> <li>dramatize ways of living responsibly,</li> <li>role play ways of earning lawful income and spending.</li> </ul>	1. How can the youth live responsibly?  2. How can knowledge be used to benefit others?
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Communication and collaboration: through group discussion on the five issues that mankind must account for on the Day of Resurrection,</li> <li>Critical thinking and problem solving: through dramatization of ways of living responsibly</li> </ul>				
<b>Values:</b> Unity as learners strive to achieve common goal in dramatizing ways of living responsibly				
<b>PCIs:</b> Financial literacy: as learners role play ways of earning lawful income and spending wealth.				

**Links to other subjects:** Social Studies ethical ways of generation income

**Assessment Rubrics**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read and explain the teachings of the Hadith	Learner correctly reads and explains the teachings of the Hadith of the Prophet (S.A.W) and assists other learners in reading the Hadith.	Learner correctly reads and explains the teachings of all the selected Hadith of the Prophet (S.A.W).	Learner correctly reads and explains the teachings of some selected Hadith of the Prophet (S.A.W).	Learner correctly reads and explains the teachings of a few selected Hadith of the Prophet (S.A.W).
Ability to deduce lessons from the Hadith and apply the Hadith in daily life	Learner deduces lessons from all the Hadith of the Prophet (S.A.W) and applies their teachings in daily life as well as encouraging others to do the same.	Learner deduces lessons from all the Hadith of the Prophet (S.A.W) and applies their teachings in daily life	Learner deduces lessons from some of the Hadith of the Prophet (S.A.W) and applies their teachings in daily life.	Learner deduces lessons from a few of the Hadith of the Prophet (S.A.W) and applies their teachings in daily life.

Strands	Sub- strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Allah</b> <b>3.1.1 Attributes of Allah:</b> <ul style="list-style-type: none"> <li>- <i>Al- Ghaffaar</i> (The Forgiver)</li> <li>- <i>Al-Alim</i> (The All Knowing)</li> <li>- <i>Al-Hafeedh</i> (The Protector)</li> <li>- <i>Al-Hakam</i> (The Judge)</li> <li>- <i>Al-Hayu</i> (The Ever Living)</li> <li>- <i>Al-Waahid</i> (The One)</li> </ul> <p>(6 Lessons )</p>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the attributes of Allah and their corresponding meaning,</li> <li>b) explain the importance of the attributes of Allah,</li> <li>c) use the attributes of Allah while making <i>dua</i> (supplication),</li> <li>d) appreciate the unique attributes of Allah as part of Islamic faith.</li> </ol>	<b>The learner guided to:</b> <ul style="list-style-type: none"> <li>• listen to the recitation of the attributes of Allah from a digital device,</li> <li>• match the attributes of Allah with corresponding meaning using flash cards,</li> <li>• discuss the importance of the attributes of Allah and make notes,</li> <li>• use the attributes of Allah while making <i>dua</i>,</li> <li>• sing qasida on the attributes of Allah,</li> <li>• match the Atributes with meaning using flash cards.</li> </ul>	<ol style="list-style-type: none"> <li>1. What lessons are learnt from the attributes of Allah?</li> <li>2. Why should one use the attributes of Allah while making <i>dua</i> (supplications)?</li> </ol>
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination: as learner <i>match</i> the attributes of Allah with corresponding meaning using flash cards.</li> </ul>				
<b>Values:</b> Love as learners work in groups, share materials and information.				
<b>PCIs:</b> Self-esteem when matching the attributes of Allah with their meaning.				
<b>Links to other subjects:</b> <i>Creative –as learner sing qasida using attributes of Allah</i>				



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 Pillars of Iman</b>	<b>3.2 Belief in angels</b> <b>3.2.1 Characteristics of angels</b>  (3 Lessons )	By the end of the sub strand, the learner should be able to: a) state the characteristics of angels to strengthen their <i>iman</i> , b) explain the significance of the belief in angels in the life of a Muslim, c) obey Allah’s commands by emulating angels, d) differentiate between angels and human beings to appreciate Allah’s creation, e) appreciate the belief in angels as a pillar of <i>iman</i> .	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• search for information on the characteristics of angels from digital devices/books/resource persons and present in class,</li> <li>• brainstorm on the significance of belief in angels and make notes,</li> <li>• role play different situations that depict obedience to Allah’s commands (obeying parents, teachers, elders, school rules),</li> <li>• read a verse from the Qur’an on the obedience of angels on Allah’s commands (Q66: 6).</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the significance of believing in angels?</li> <li>2. How can Muslims show obedience to Allah?</li> </ol>
<b>Core competences to be developed:</b>				
<b>Communication and collaboration:</b> through group discussion on the significance of belief in angels				
<b>Creativity and imagination:</b> as learners role play different situations that depict obedience to Allah’s commands				
<b>Values: Responsibility</b> as learners take roles play different situations that depict obedience to Allah’s commands				
<b>PCIs:</b> Positive discipline as learners obey the commands of Allah				
<b>Links to other subjects:</b> As the learner role play different situations that depict obedience to Allah’s commands (obeying parents, teachers, elders, school rules)is able to social institutions in Social studies				

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 Pillars of Iman</b>	<b>3.3 Belief in Prophets</b> <b>3.3.1 Qualities of Prophets</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the qualities of Prophets for character formation, b) apply values learnt from the qualities of Prophets in their daily lives, c) appreciate belief in Allah’s Prophets by emulating the qualities of Prophets.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>search for information on the qualities of Prophets from digital, devices/books/resource persons and display in class,</li> <li>narrate a story of any Prophet that shows these qualities,</li> <li>role play situations that demonstrate values learnt from the qualities of the Prophets e.g.(honesty, obedience ,patience),</li> <li>discuss how the qualities of the Prophets learnt can be applied in school situation.</li> </ul>	<ol style="list-style-type: none"> <li>How can qualities of the Prophets be applied in daily life?</li> <li>Why are Prophets regarded as role models?</li> </ol>
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Self-efficacy: through narrating the stories of the Prophets and emulating them</li> <li>Creativity and imagination: through role play situations that demonstrate values learnt from the qualities of the Prophets</li> </ul>				
<b>Values:</b> Integrity as learners emulate and role play situations that demonstrate values learnt from the qualities of the Prophets				
<b>PCIs:</b> Self-esteem learners emulate and role play situations that demonstrate values learnt from the qualities of the Prophets				
<b>Links to other subjects:</b> as the learner role play rsituations that demonstrate values learnt from the qualities of the Prophets e.g.(honesty, obedience ,patience) is able relate to values in social studies				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 Pillars of Iman</b>	<b>3.3.2 Miracles of Prophets</b> <ul style="list-style-type: none"> <li>- Nuh (A.S)</li> <li>- Musa (A.S)</li> <li>- Issa (A.S.)</li> </ul> (6Lessons)	By the end of the sub strand, the learner should be able to: a) identify the miracles performed by the selected Prophets to strengthen their <i>iman</i> (faith), b) discuss lessons learnt from the miracles of the selected Prophets, c) appreciate the miracles of the selected Prophets to build their reliance on Allah.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes.</li> <li>• deduce lessons from the miracles of the selected Prophets and present in class,</li> <li>• Match the name of the Prophets with miracles performed using flash cards,</li> <li>• draw, colour and display items related to the miracles of the selected Prophet.</li> </ul>	1. What is a miracle? 2. Why did Prophets perform miracles?
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: through deduce lessons from the miracles of the selected Prophets and present in class</li> <li>• Creativity and imagination: through draw, colour and display items related to the miracles of the selected Prophet</li> </ul>				
<b>Values:</b> Respect as learners work together and share materials during class activities				
<b>PCIs:</b> -Self-esteem through narration of the miracles				
<b>Links to other subjects:</b> Creative Arts as they draw and colour different items.				

### Assessment Rubrics

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to outline attributes of Allah with their corresponding meaning	Learner outlines all the six attributes of Allah with their corresponding meaning with ease	Learner outlines all the six attributes of Allah with their corresponding meaning.	Learner outlines five attributes of Allah with their corresponding meaning.	Learner outlines less than less than three attributes of Allah and struggles to give their corresponding meaning.
Ability to mention the pillars of Iman, explain significance of the belief in the specific pillars.	Learner mentions all the six pillars of Iman and explains the significance of belief in the pillars ease	Learner mentions all the six pillars of Iman and explains the significance of belief in the pillars.	Learner mentions all the pillars of Iman and explains the significance of belief in five of the pillars.	Learner mentions some pillars of Iman and does not explain the significance of belief in the pillars.

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Nullifiers of <i>Swalah</i></b> ( 2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the nullifiers of <i>swalah</i> to safeguard its validity, b) perform <i>Swalah</i> correctly to earn thawab from Allah, c) differentiate between nullifiers of <i>swalah</i> and wudhu to perfect <i>ibadah</i> , d) appreciate performance of <i>swalah</i> by avoiding its nullifiers.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>brainstorm on the nullifiers of <i>swalah</i> and present in class,</li> <li>role play some of the observable nullifiers of <i>swalah</i> (e.g. walking, eating, drinking, jumping e.tc.),</li> <li>match and sort the nullifiers of <i>swalah</i> and <i>wudhu</i> using <i>flash cards</i>,</li> <li>demonstrate the correct performance of <i>swalah</i>.</li> </ul>	Why should one safeguard <i>swalah</i> ?
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Creativity and imagination: is enhanced while roleplaying the nullifiers of <i>swalah</i> in class</li> </ul>				
Some of				
<b>Values:</b> Responsibility as each takes duties and roles during role playing some of the observable nullifiers of <i>swalah</i> .				
<b>PCIs:</b> Health- personal hygiene as learners maintain cleanliness for prayers				
<b>Links to other subjects:</b>				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Sunnah (Optional) Prayers:</b> <b>4.2.1 <i>Qabliyah</i> and <i>Ba'diyah</i></b> ( 3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the significance of performing <i>sunnah</i> prayers in the life of a Muslim,	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>discuss <i>sunnah</i> prayers performed before and after <i>fardh</i> prayers and display in class using charts,</li> </ul>	Why should a Muslim perform <i>Qabliyah</i> and <i>ba'diyah</i> ?

		b) perform <i>Qabliyah</i> and <i>Ba'diyah</i> prayers to earn rewards from Allah, c) appreciate the performance of <i>Qabliyah</i> and <i>Ba'diyah</i> to emulate the sunnah of the Prophet (S.A.W.).	<ul style="list-style-type: none"> <li>match/fill gaps using digital devices/charts/pocket boards the number of raakat for <i>Qabliyah</i> and <i>ba'diyah</i> for each fardh prayer,</li> <li>brainstorm on the importance of observing <i>qabliyah</i> and <i>ba'diyah</i> and write notes,</li> <li>perform <i>Qabliyah</i> and <i>ba'diyah</i> prayers.</li> </ul>	
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy: through matching/filling in gaps by using digital devices,</li> <li>Communication and collaboration: through group discussion on sunnah prayers performed before and after fardh prayers while writing them on a chart</li> </ul>				
<b>Values:</b> Unity as learners discuss <i>sunnah</i> prayers performed before and after <i>fardh</i> prayers and display in class using charts				
<b>PCIs:</b> Life skills –Tolerance during discussion and respecting others opinion in group work				
<b>Links to other subjects:</b> as the learner counts the number of <i>Qabliyah</i> and <i>ba'diyah</i> in each of the fardh prayers and their total in a day and relate the concept of addition				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
4.0 Devotional Acts	4.2.2 <i>Taraweh and Witr</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the significance of performing <i>Taraweh and witr</i> prayers in the life of a Muslim, b) Perform <i>swalatul Taraweh</i> and <i>Witr</i> for spiritual nourishment, c) Appreciate the performance of <i>Taraweh</i> and <i>witr</i> prayers to earn thawab,	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>watch a video on the performance of <i>swalatul Taraweh</i> and <i>witr</i> through digital devices and discuss the procedure of performing the prayer,</li> <li>Demonstrate/role play <i>swalatul Taraweh</i> and <i>witr</i> in class,</li> <li>discuss the importance of performing <i>swalatul Taraweh</i> and <i>witr</i> and present in class,</li> </ul>	What is the significance of praying <i>swalatul Taraweh</i> and <i>witr</i> ?

		d) develop a habit of performing <i>Taraweh and witr prayers</i> to earn blessing of Allah.	<ul style="list-style-type: none"> <li>Keep personal logs for a week on how they perform Taraweh/witr prayers.</li> </ul>	
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: through group discussion on the importance of performing swalatul taraweh and witr,</li> <li>Creativity and imagination : while role playing swalatul Taraweh and witr in class</li> </ul>				
<b>Values:</b> Responsibility as learners take roles to demonstrate swalatul Taraweh and witr in class				
<b>PCIs:</b> Self-esteem when demonstrate swalatul Taraweh and witr in class				
<b>Links to other subjects:</b> As the learner demonstrate swalatul Taraweh and witr is able to relate to concept of even and odd number				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 Devotional Acts</b>	<b>4.3 Swadaqah (Charity)</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify forms of swadaqah for character development, b) demonstrate different acts of <i>swadaqah</i> to earn rewards, c) explain the benefits of practising acts of swadaqah in the society, d) appreciate the different forms of <i>swadaqah</i> in their daily life.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• get pictures from digital devices/print media on forms of swadaqah and display them in class</li> <li>• discuss the different forms of <i>swadaqah</i> in pairs/group as per the teachings of the Prophet (s.a.w) (e.g. feeding an animal, removing an obstacle from the path, sharing with others etc.),</li> <li>• participate in charitable activities (clean up exercise, visit to children’s home, tree planting...),</li> <li>• discuss the benefits of giving charity in pairs/group and do class presentation.</li> </ul>	<ol style="list-style-type: none"> <li>1. What acts of swadaqah do Muslims perform?</li> <li>2. What are the benefits of practising <i>swadaqah</i>?</li> </ol>
<b>Core competences to be developed:</b>				
<b>Communication and collaboration:</b> through group discussion on the benefits of giving charity in pairs/group and making class presentation, <b>Creativity and imagination:</b> as they get pictures from digital devices/print media on forms of swadaqah and display them in class				
<b>Values:</b> Responsibility is enhanced as learner get pictures from digital devices/print media on forms of swadaqah and display them in class				
<ul style="list-style-type: none"> <li>• <b>PCIs:</b> Empathy as learner participate in charitable activities (clean up exercise, visit to children’s home, tree planting...)</li> </ul>				
<b>Links to other subjects:</b> Creative Arts as learner get pictures from digital devices/print media on forms of swadaqah and display them in class				



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 Devotional Acts</b>	<b>4.4 Saum( reasons, conditions, virtues)</b>  (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain the reasons for observing saum, b) outline the conditions for saum as a requirement for its validity, c) apply the virtues acquired from observing saum in day today life, d) appreciate observing saum as an act of <i>ibadah</i> .	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• Search using digital devices the reasons for observing saum and make notes,</li> <li>• discuss the conditions for saum in pairs/group and present in class,</li> <li>• brainstorm on the virtues learnt from saum (patience, honesty, self-control, empathy, generosity etc.) and display on charts.</li> </ul>	1. What virtues do Muslims learn from saum? 2. What is the significance of observing fast?
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: through group discussion on the conditions for saum and making class presentation</li> </ul>				
<b>Values:</b> Respect as is inculcated during group discussion through appreciating diverse opinions				
<b>PCIs:</b> Social cohesion through the application of the virtue of generosity				
<b>Links to other subjects:</b>				

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 Devotional Acts</b>	<b>4.4.3 Nullifiers of Saum (fasting)</b> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the nullifiers of saum to safeguard the validity of saum, b) practice saum as pillar of Islam , c) appreciate fasting as a means of gaining <i>taqwa</i> (piety).	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• discuss in pairs/group the nullifiers of saum and make oral presentation in class,</li> <li>• sort nullifiers of saum from of conditions on flash cards,</li> </ul>	1. Why should Muslims observe rules and regulation when fasting? 2. What virtues do Muslims learn from fasting?

<p><b>Core competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: through group discussion on the nullifiers of saum and making oral presentation in class</li> </ul>
<p><b>Values:</b> Respect is inculcated during group discussion as learners appreciating diverse opinions</p>
<p><b>PCIs:</b> Empathy as learners observe saum by thinking about the learners/people who don't have food.</p>
<p><b>Links to other subjects:</b></p>

**Assessment Rubrics**

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform of acts of <i>Ibadah</i>	Learner routinely, appropriately and promptly performs acts of <i>Ibada</i>	Learner regularly, appropriately and promptly performs the acts of <i>Ibada</i> .	Learner regularly, and promptly performs acts of <i>Ibada</i> with some inconsistencies in the performance.	Learner performs acts of <i>Ibada</i> without observing promptness and appropriateness.

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.1 Virtues</b> <b>5.1.1 Sabr (Patience)</b> ( 2 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the importance of exhibiting patience in their daily life, b) practise patience as a virtue for character formation, c) appreciate the virtue of patience as a means of earning rewards from Allah.	<b>The learners is guided to:</b> <ul style="list-style-type: none"> <li>• narrate short stories portraying patience,</li> <li>• watch/listen to a story on patience and deduce the teachings,</li> <li>• discuss in pairs/group the importance of observing patience,</li> <li>• participate in activities that involve practising patience e.g.turn taking during games, when queueing</li> <li>• role play activities that encourage/show patience.</li> </ul>	1. Why should a Muslim observe patience? 2. When should a Muslim practise patience?
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>• Creativity and imagination: as learners narrate short stories portraying patience</li> <li>• Communication and collaboration: through group discussion on the importance of observing patience.</li> </ul>				
<b>Values:</b> Respect by tolerance during group discussion on the importance of patience by appreciating diverse opinions				
<b>PCIs:</b> Tolerance during group discussion on the importance of patience by appreciating diverse opinions				
<b>Links to other subjects:</b>				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.2 Effects of Social Media</b> ( 2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the positive and negative effects of social media on the youth	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• debate on the positive and negative effects of social media</li> </ul>	1. How can one use social media positively? 2. How can social media enhance learning?

		b) outline ways of using social media to facilitate learning c) use social media responsibly to benefit self and others.	<ul style="list-style-type: none"> <li>• discuss in pairs/group how to use social media responsibly and present in class</li> <li>• demonstrate how to use social media to facilitate learning</li> </ul>	
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: through debate on the positive and negative effects of social media</li> <li>• Creativity and imagination: as learners demonstrate how to use social media to facilitate learning</li> </ul>				
<b>Values:</b> Responsibility as they learners take different roles in demonstrate how to use social media to facilitate learning				
<b>PCIs:</b> Self-esteem through positive use of social media.				
<b>Links to other subjects:</b> Science and technology as they cover content of social media.				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.3 Prohibitions in Islam (Vices)</b> <b>5.3.1 Evils of Gambling</b>  ( 2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the evils of gambling to promote responsible citizenship, b) state ways of discouraging gambling in the society, c) appreciate the prohibition of gambling by working hard for <i>halaal</i> (legal) earning.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• discuss in pairs/group the effects of gambling and present in class (loss of property, family break down),</li> <li>• role play the effects of gambling,</li> <li>• brainstorm on ways of discouraging gambling in the society and display on a chart .</li> </ul>	1. What are the effects of participating in gambling? 2. Why is gambling forbidden in Islam?
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: through group discussion on the effects of gambling and present in class</li> </ul>				

<ul style="list-style-type: none"> <li>• Creativity and problem solving: as learners brainstorm on ways of discouraging gambling in the society and display on a chart</li> </ul>
<b>Values:</b> Patriotism as learners brainstorm on ways of discouraging gambling in the society and display a chart on the same.
<b>PCIs:</b> Financial literacy as learners discuss the effects of gambling and present in class
<b>Links to other subjects:</b> social studies cover content on citizenship

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.4 Dua (Supplications)</b> <b>5.4.1 Dua On Increase In Knowledge</b>  ( 3 Lessons)	By the end of the sub strand, the learner should be able to: a) memorise the selected <i>dua</i> as a form of <i>ibadah</i> , b) apply the <i>dua</i> (supplication ) in day to day life, c) explain the importance of the <i>dua</i> to a person seeking knowledge, d) appreciate the act of supplication as a form of <i>Ibadah</i> (act of worship).	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen and recite the following <i>dua</i> from a digital device/teacher,</li> <li>• “<i>Oh Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge.</i>”</li> <li>• recite the <i>dua</i> every morning before start of class,</li> <li>• brainstorm on the importance of making <i>dua</i> and write notes.</li> </ul>	What is the importance of making <i>dua</i> always?
<ul style="list-style-type: none"> <li>• Core competences to be developed:</li> <li>• Communication and Collaboration: through brainstorming on the importance of making <i>dua</i></li> </ul>				
<b>Values:</b> Respect for others and appreciating diverse opinions during brainstorming on the importance of <i>dua</i>				
<b>PCIs:</b> Self-esteem through recite the <i>dua</i> every morning before start of class				

**Links to other subjects:** As the learner recite the dua(supplication) is able to relate to the skills of reading skills in English and Kiswahil

**Assessment Rubrics**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to apply moral values in day today life	Learner demonstrates acquisition of Islamic values and shows In-depth understanding of how moral values are applied in daily life.	Learner demonstrates acquisition of Islamic values and applies moral values in daily life.	Learner demonstrates acquisition of Islamic values and requires guidance in applying moral values in daily life.	Learner demonstrates acquisition of Islamic values and does not apply moral values in daily life.

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>6.0 Muamalat (Social Relations)</b>	<b>6.1 Etiquette of Islamic Wedding Celebrations</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the etiquette to be observed during Islamic wedding celebrations, b) outline unislamic activities that take place during wedding celebrations, c) appreciate Islamic wedding celebrations as part of Islamic heritage.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>brainstorm on a wedding celebration they have attended and note down what they observed/experienced,</li> <li>watch an Islamic wedding celebration from a digital device and the etiquette observed,</li> <li>sort the Islamic and unislamic activities performed during wedding celebrations using flash cards,</li> <li>role play the etiquette to be observed during the celebration e.g. (appropriate dressing, gender separation, avoiding Israaf and music)</li> </ul>	What are the Islamic etiquette that guides wedding celebrations?
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Communication and Collaboration: as learners brainstorm on a wedding celebration they have attended and note down what they observed/experienced</li> <li>Critical thinking and problem solving: is enhanced as learners role play the etiquette to be observed during the celebration</li> </ul>				
<b>Values:</b> Respect as learners brainstorm on a wedding celebration they have attended and note down what they observed/experienced				
<b>PCIs:</b> Responsibility as learners role play the etiquette to be observed during the celebration and engages in assigned roles and duties				
<b>Links to other subjects:</b> The learner is able to relate to social organizations in Social Studies				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>6.0 Muamalat (Social Relations)</b>	<b>6.2 Rights of Neighbours ( 2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline the rights of neighbours for harmonious living, b) demonstrate the awareness of the rights of neighbours as an act of ibadah, c) appreciate the rights of neighbours as an obligatory act upon a Muslim.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>search the rights of neighbours in Islam using digital devices/print media and make notes,</li> <li>Discuss in pairs/group the significance of treating neighbours well and display on a chart,</li> <li>dramatize the right way of treating neighbours,</li> <li>search for Hadith on the rights of neighbours and deduce lessons from it using digital devices/ books/resource persons.</li> </ul>	<ol style="list-style-type: none"> <li>How should Muslims relate with neighbours?</li> <li>What are the significance of upholding good neighbourhood?</li> </ol>
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Digital literacy: through searching for the rights of neighbours,</li> <li>Critical thinking and problem solving: through dramatize the right way of treating neighbours</li> </ul>				
<b>Values:</b> Love –caring for others as they dramatize the correct way of treating neighbours				
<b>PCIs:</b> Inter personal relations as they role-play/watch/ discuss in groups the rights of neighbours				
<b>Links to other subjects:</b> Social studies cover content on human rights				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>6.0 Muamalat</b>	<b>6.3 Islamic Rules on Buying and Selling</b>	By the end of the sub strand, the learner should be able to:	<b>The learner is guided to:</b>	<ol style="list-style-type: none"> <li>What should Muslims avoid</li> </ol>



<b>( Social Relations)</b>	(2 Lessons)	a) outline the Islamic rules on buying and selling to promote a healthy business society, b) state the benefits of observing the Islamic rules on buying and selling, c) appreciate Islamic etiquette on the rules and regulations of buying and selling to earn rewards from Allah (Q83: 1-6).	<ul style="list-style-type: none"> <li>• discuss in pairs/group Islamic rules on buying and selling and make oral presentation,</li> <li>• discuss in pairs/groups the benefits of observing Islamic rules and regulations,</li> <li>• search Hadith on buying and selling and write notes on lessons learnt using digital devices/books/resource persons,</li> <li>• role play the Islamic rules and regulations on buying and selling</li> <li>• name commodities that they have bought from the market,</li> <li>• undertake a project of creating a shop corner by collecting items, write a price list and a list of Islamic rules to be observed.</li> </ul>	while buying and selling? 2. What are Islamic teachings on buying and selling?
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination: through undertake a project of creating a shop corner by collecting items, write a price list and a list of Islamic rules to be observed.</li> </ul>				
<b>Values:</b> Responsibility as undertake a project of creating a shop corner by collecting items, write a price list and a list of Islamic rules to be observed				
<b>PCIs:</b> Financial literacy as they practise buying and selling and create a shop corner				
<b>Links to other subjects:</b> Mathematics covers related content.				

### Assessment Rubrics

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate awareness of different relationships and application of Islamic teachings in interactions with others	Effectively and correctly demonstrates an awareness of different relationships and interactions and accurately applies the teachings of Islam in his/her interactions with others to promote harmonious relationships.	Correctly demonstrate an awareness of different relationships and interactions and applies the teachings of Islam in his/her interactions with others to promote harmonious relationships.	Has some understanding on the different relationships and interactions and attempts to apply the teachings of Islam in his/her interactions with others to promote harmonious relationships.	Has some understanding on the different relationships and interactions and fails to apply the teachings of Islam in his/her interactions with others to promote harmonious relationships.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Digital literacy: the skill of interacting with digital technology as learners watch audio-visual clip on <i>al-Isra wal Miraj</i> from a digital device</li> <li>Communication and collaboration: the skill of listening speaking and writing as learners discuss the importance of <i>al-Isra wal Miraj</i> in pairs or in groups and write the points in their notebook</li> <li>Self efficacy: the skill of effective communication skills enhanced as learners read from reference material on the events of <i>al-Isra wal Miraj</i> individually and narrates it in class</li> </ul>				
<b>Values:</b> Responsibility enhanced as learners discuss the major gift given to prophet (S.A.W) during <i>al-Isra wal Miraj</i> journey in pairs/groups and present in class				
<b>PCIs:</b> Self-esteem as learners narrate the Prophet's miraculous journey to heaven.				
<b>Links to other subjects:</b> Social studies a learners discuss the means of transport used by the Prophet during the event.				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 History of Islam</b>	<b>7.1 Pledges of Aqabah (Events that Led, Terms of Aqabah)</b> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) state the events that led to the signing of the pledges of Aqabah b) identify the terms of the pledges of Aqabah c) appreciate the pledges of Aqabah as a base for the migration of muslims in madina	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• watch a video on the pledges of Aqaba from a digital device and write the terms</li> <li>• discuss in group the events that led to the signing of the pledges of Aqabah</li> <li>• role play and present in class (e.g the Prophet (S.A.W) meeting delegates from Yathrib, preaching by Mus'ab bin Umayr in Madina, signing the pledges...)</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is the pledges of Aqabah important in the History of Islam?</li> <li>2. How did Muslims benefit from the pledges of Aqabah?</li> </ol>
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: through discussions in group on the events that led to the signing of the pledges of Aqabah</li> <li>• Creativity and imagination: as they learners role play role play and present in class (e.g the Prophet (S.A.W) meeting delegates from Yathrib, preaching by Mus'ab bin Umayr in Madina, signing the pledges...)</li> </ul>				
<b>Values:</b> Unity-cooperation: as learners strive to achieve common goals by role play and present in class (e.g the Prophet (S.A.W) meeting delegates from Yathrib, preaching by Mus'ab bin Umayr in Madina, signing the pledges...)				
<b>PCIs:</b> Conflict resolution and negotiation as they discuss in group the events that led to the signing of the pledges of Aqabah				
<b>Links to other subjects:</b> social studies as of signing agreement is covered.				

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 History of Islam</b>	<b>7.3 Hijra to Madina</b> (3Lessons)	By the end of the sub strand, the learner should be able to: a) narrate the events on the Prophet's migration to Madina, b) assess the significance of the Prophet (S.S.W)'s journey to Madina, c) appreciate the Prophet (S.A.W.)'s journey to Madina as milestone in islamic History.	<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 migration to Madina from a digital device/teacher,</li> <li>in group braistorm reasons for Prophets migration to Madina,</li> <li>discuss the major events that took place during the Prophet (S.A.W.)'s migration to Madina e.g.(the Prophet (S.A.W) leaving Ali in his house ,departure with Abubakar, at cave <i>Thaur</i>, the incident of <i>Suraqah</i>,reception in Madina),</li> <li>sing a Qasida of welcoming the Prophet (S.A.W) i.e <i>Talaal Badru 'alaynaa</i>,</li> <li>discuss the significance of Hijra and make short note e.g. end of persecution, unity of the Ummah, beginning of the Islamic calendar).</li> </ul>	<ol style="list-style-type: none"> <li>Why did the Prophet (S.A.W.) migrate to Madina?</li> <li>Why is <i>Hijra</i> important to Muslims?</li> </ol>
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Communication and collaboration: as learners discuss the major events that took place during the Prophet (S.A.W.)'s migration to Madina e.g.(the Prophet (S.A.W) leaving Ali in his house ,departure with Abubakar, at cave <i>Thaur</i>, the incident of <i>Suraqah</i>,reception in Madina).</li> </ul>				
<b>Values:</b> Patriotism-citizenship discuss the significance of Hijra and make short note e.g. end of persecution, unity of the Ummah, beginning of the Islamic calendar).				
<b>PCIs:</b> Leadership as they discuss the prophet in leadership in Madina which united people				
<b>Links to other subjects:</b> as learner discuss the migration from makkah to Madina,the learner is able to relate to movement of people in Social studies				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 History of Islam</b>	<b>7.4 Constitution of Madina ( Terms of Madina Constitution)</b> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the terms of Madina constitution, b) explain the importance of Madina constitution to the people of Madina, c) explain the role played by the <i>Ansar</i> in the settlement of Muhajirun in Madina, d) develop a desire to maintain Islamic brotherhood as per the teachings of Islam.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>brainstorm on the terms of Madina constitution ,</li> <li>discuss in pairs/group the importance of Madina constitution to the people of Madina,</li> <li>listen/watch a story on how united the <i>Muhajirun</i> and the <i>Ansar were from a digital device/teacher</i>,</li> <li>discuss the role played by the <i>Ansar in settling the Muhajirun</i> (e.g. shared their wealth assisted them in integration and settlement),</li> <li>discuss the lessons learnt from the spirit of brotherhood established by the Prophet (S.A.W) (Muslims must be united, assist one another).</li> </ul>	<ol style="list-style-type: none"> <li>why the was Madina constitution importance to the people of Madina?</li> <li>What role did the <i>Ansar</i> play in the settlement of the Muhajirun?</li> </ol>
<b>Core competences to be developed:</b>				
<ul style="list-style-type: none"> <li>Communication and collaboration: through discussion <i>on</i> the lessons learnt from the spirit of brotherhood established by the Prophet (s.a.w) (Muslims must be united, assist one another)</li> </ul>				
<b>Values:</b> Peace, love and unity as the learners discuss the importance of Madina constitution to the people of Madina in conflict resolution				
<b>PCIs:</b> Good governance as they discuss the importance of Madina constitution to the people of Madina				
<b>Links to other subjects:</b> <i>social studies in teaching cohesion</i>				

**ASSESSMENT RUBRICS**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to narrate events in Islamic History and applying lessons from Islamic Historical events in life	Learner narrates all the events in Islamic History and Applies lessons from Islamic historical events in life with a clear sequence.	Learner narrates all the events in Islamic History and Applies lessons from Islamic historical events in life.	Learner narrates some events in Islamic History and Applies some lessons from Islamic historical events in life.	Learner requires assistance in narrating events in Islamic History and has difficulties applying lessons from Islamic historical events in life.

**CSL at Upper Primary (grade 4-6)**

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

### Steps in carrying out the integrated CSL activity

#### 1) Preparation

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

#### 2) Implementation 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. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

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

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

#### **Assessment of the CSL Activity**

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



## APPENDIX

Strand	Sub strand	Suggested Methods of Assessment	Suggested Resources	Non- formal activities
<b>Qur'an</b>	<b>Selected Surah:</b> - <i>Al-Kauthar</i> - <i>Al-Maun</i> - <i>Al-Quraysh</i> - <i>Al-Fil</i>	Portfolio, written assessment, oral assessment and observation schedule	Digital devices, Mus-haf, charts, course books and resource person	Learners recite the selected surah during assembly, Pastoral Programme Instructions (PPI), during prayers and in clubs.
<b>Hadith</b>	<b>Selected Hadith</b>	written assessment, oral assessment, observation schedule and portfolio Written assessment oral tests,	Charts & course books, digital devices, resource persons	Learners learn more Hadith on good behaviour from madrasa/masjid, give a talk on knowledge during assembly
<b>Pillars of Iman</b>	Attributes of Allah	Written assessment, oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Write the attributes of Allah (S.W.T.) on a plaque and sell on Open Days
	Belief in angels (characteristics)	Oral assessment and observation schedule, written assessments, portfolio, Journals	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Attending Friday sermon
	Belief in prophets (Qualities)	Written assessment, oral assessment, portfolio assessment, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Write essays on the prophets and display them on the notice boards, school magazine, digital platforms
	Miracles performed by Prophets	Written assessment, oral assessment,	Digital devices, charts, course books, resource persons, course books and Mus-haf, flashcards	clubs and meetings, -Learners observe the virtues learnt from the qualities of the

				Prophets after class, games, sports and participate in good leadership in school -Narrates stories of prophets during free time to other learners
<b>Devotional Acts</b>	Nullifiers Swalah	Oral assessment and observation schedule, written assessments	Charts, course books, resource person, flash cards, digital devices, resource persons, personal logs.	-Learners perform valid swalah with their peers/schoolmates/school community during prayer time. -Participate in cleaning the compound, sharing things with their schoolmates
	Optional prayers	Oral assessment, observation schedule	Quran, charts, course books, digital devices, reference materials/online sources	Write essays on the significance of <i>optional prayers, Taraweh, witr</i> and share on social media Visit a nearby mosque and perform <i>baadiya and qabliya</i>
	Swadaqah	Oral assessment, observation schedule, written assessment	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Write an essay on the importance of <i>swadaqa</i>
	Saum (fasting)	Written assessment, oral assessment	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Invite a resource person during the society meeting to give a talk on saum, attending mosque during iftar

	Nullifiers of Saum	Written assessment, oral assessment	Charts, course books, Digital devices,	Discussing nullifiers during PPI, attending lectures at the mosque
<b>Akhlaq (Moral Values)</b>		Oral assessment, observation schedule	Charts, course books, Digital devices,	-Learners can debate on the evils of gambling -Learners to recite the dua at the assembly -Dramatize the virtue of patience in school -Learners to visit computer laboratory in school during their own free time so as to manipulate the digital devices
	Virtues Sabr (patience)	Oral questions, observation schedule, written assessment	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Write an essay on the importance of <i>sabr</i> and present during AGMs, Talent Day and Muslim societies meetings
	Effect of social media	Hadith, course books, digital devices, reference materials/online sources	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, resource person	Write an essay on the effects of social media on the youth and share on the school magazine, social media, notice board, talking walls
	Prohibition in Islam (gambling)	Written assessment and oral assessment, portfolio assessment, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Write an essay on some vices that has been prohibited and display on the notice board Dramatise on the dangers of <i>gambling</i> during inter house drama competitions/Parents Day

	Dua (supplication)	Written assessment and oral assessment, portfolio assessment, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	-reciting dua during prayers and others occasions
<b>Muamalat ( Social relations)</b>	Etiquette of Islamic wedding	Oral questions, observation schedule, written assessment, project work,	Digital devices, realia, shop items.	-Learners dramatize an Islamic wedding during clubs/games -
	Right of neighbours	Written assessment oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources	Dramatize the rights of neighbours in school
	Islamic rules on buying and selling	Written assessment and oral assessments, observation, portfolio	Apply the Islamic Ethics while buying within the school compound -Apply the Islamic Ethics while buying within the school compound	Apply the Islamic Ethics while buying within the school compound -Apply the Islamic Ethics while buying within the school compound

<b>History of Islam</b>	Al- Isra wal miraj	Oral questions, observation schedule, project	Story books on the sirah, course books and digital devices, Islamic calendar/charts,map	-Learners narrate the story of the Prophet (S.A.W)'s journey to their schoolmates during their free time
	Hjra to Madina	Written assessment and oral assessments, observation, portfolio	Story books on the sirah, course books and digital devices,Islamic calendar/charts	Learners narrate the story of the Prophet (S.A.W)'s journey to their schoolmates during their free time
	Madina constitution	Written assessment and oral assessments, observation, portfolio	Story books on the sirah, course books and digital devices, Islamic calendar/charts/maps	Learners narrate the story of the Prophet (S.A.W)'s journey to their schoolmates