



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 7

First Published in 2023

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

- i) **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.
- ii) **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

 - a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.
 - b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.
 - c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

- iii) Promote individual development and self-fulfilment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral /Religious Instructional Program	1
Total		40 + 1

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Islamic Religious Education in Junior Secondary aims at equipping the learners with Islamic knowledge, skills and values. This is to enable them to make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings. The strands in this learning area are; Qur'an, Hadith (Teachings of the Prophet (S.A.W.)), Pillars of *Iman* (Faith), Devotional Acts, Akhlaq (Moral teachings), Muamalat (Social Relations) and Islamic Heritage and Civilisation. The competencies acquired in this learning area give the learner a solid foundation for further studies and career paths such as Law, Banking and Finance, Education and Chaplaincy among others. The learning area will enable the learner to be a responsible steward who can make meaningful contributions to society and live a balanced life, which is at peace with Allah (S.W.T.), inner personality, respectful to the rights of others and conscious of the need to secure a glorified life in the Hereafter.

Sources of Islamic Knowledge are majorly the Qur'an and Hadith, in addition to Vygotsky's Social Cultural Development Theory which acknowledges that teaching and learning are highly social activities and the interactions with instructional

materials and others (teachers, peers, resource persons and community), influence the cognitive and affective developments of learners and therefore relevant in the teaching of IRE.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:

1. Appreciate the Qur'an as the primary source of guidance.
2. Deduce lessons from the selected Surah and Hadith, and apply them in daily life.
3. Appreciate the teachings from the selected Surah and Hadith and apply them in daily life.
4. Emulate the practices of the Prophet as the best role model.
5. Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
6. Demonstrate interest and positive attitude towards performance of acts of Ibadah (worship) appropriately.
7. Acquire Islamic values that will enable them to grow as responsible and ethical citizens.
8. Apply Islamic teachings to guide individuals to make positive contributions in social, political and economic development in the society
9. Appreciate Islamic history as a basis for culture and civilization, for peaceful co-existence.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Qur'an	1.1 Ulumul Qur'an (8 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss the rationale for the revelation of the Qur'an as a guide to mankind, b) describe the stages of revelation of the Qur'an as a sign of mercy to mankind, c) describe the incident of the first revelation of the Qur'an at cave Hira to show the importance of seeking knowledge, d) explain the reasons for the revelation of the Qur'an in portions for ease of its implementation, e) assess the importance of the Qur'an in day-to-day life of a Muslim as a divine guidance for humanity, f) value the Qur'an as a book of guidance to mankind. 	The learner is guided to: <ul style="list-style-type: none"> • research online/ on available reference materials on the rationale for the revelation of the Qur'an and make a class presentation, • discuss the stages of the revelation of the Qur'an in groups and make notes, • search and watch videos on the first incident at cave Hira and narrate individually in class, • research on the reasons for the revelation of the Qur'an in portions and make class presentation, • discuss on the importance of the Qur'an in pairs and make notes. 	<ol style="list-style-type: none"> 1. Why was the Qur'an revealed to mankind? 2. How does the Qur'an guide mankind? 3. How did Muslims benefit from the revelation of the Qur'an in portions?

Core Competencies to be developed:

- Communication and collaboration: Listening and speaking skills as the learners listen and discuss in groups, the stages of the revelation of the Qur'an.
- Self-efficacy: effective communication skills as learners communicate with clarity when individually narrating the first incident at cave Hira in class
- Digital Literacy: skills of interacting with digital technology as the learners search and watch videos on the incident of the first revelation at cave Hira
- Learning to learn: the skill of developing relationships as learners share the learnt knowledge through class presentation on the rationale for the revelation of the Qur'an

Values:

- Respect: open mindedness as learners interact and respect each other's opinion in groups during discussion on the stages of the revelation of the Qur'an
- Unity: cooperation as learners discuss in pairs the importance of the Quran.

PCIs:

- Citizenship: Social Cohesion as learners navigate through group dynamics when discussing in groups the stages of the revelation of the Qur'an

Link to other subjects: The learner is able to apply the skills of interacting with digital technology during search for, and watching videos on the incident of the first revelation at cave Hira as in Pre-technical Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.2 Selected Chapters (Surah) (12 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> read surah Ad-Dhuha (Q.93:1-11) and surah Al-Balad (Q. 90:1-20) correctly for spiritual nourishment, explain the meaning of surah Ad-Dhuha (Q.93:1-11) and surah Al-Balad (Q. 90:1-20) for better understanding, discuss the teachings/lessons of surah Ad-Dhuha (Q.93: 1-11) and surah Al-Balad (Q. 90:1-20) for application in daily life, apply the teachings of surah Ad-Dhuha (Q.93: 1-11) and surah Al-Balad (Q. 90:1-20) in their daily life to earn rewards from Allah, appreciate the teachings of surah Ad-Dhuha (Q.93: 1-11) and surah Al-Balad (Q. 90:1-20) as a guide in daily life. 	The learner is guided to: <ul style="list-style-type: none"> read the selected surah, discuss the meaning of the selected surah in groups and make class presentations, research on the teachings/lessons from selected surah online/on available reference materials in pairs and make class presentations, dramatize teachings/lessons from Surah Ad-Dhuha (treatment of orphans, needy and bounties of Allah). 	<ol style="list-style-type: none"> What lessons do Muslims learn from the selected surah? How can a Muslim apply the teachings of the selected surah?

Core Competencies to be developed:

- Digital literacy: The learner interacts with digital technology when researching online on the teachings/lessons from the selected surah
- Citizenship: Social and civic skills as learners dramatize teachings/lessons from the selected surah (treatment of orphans, respect for parents and humility)
- Learning to learn: The learners develop relationships as they share learnt knowledge during class presentations on teachings/lessons from the selected surah.

Values:

- Social justice: The learners cooperate during dramatization on the teachings/lessons from the selected surah (treatment of orphans).
- Respect: As the learners dramatize the ways of showing respect and humility to the parents.

PCIs:

- Citizenship: Social cohesion is promoted as the learners dramatize the teachings lessons from the selected surah (treatment of orphans, respect for parents and humility).

Link to other subjects: The learners apply the skills in creative arts when dramatizing teachings/lessons from the surah Ad-Dhuha (treatment of orphans needy appreciating bounties of Allah).

Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to discuss the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.)	Discusses the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) correctly and comprehensively.	Discusses the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) correctly.	Discusses the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) partially.	Discusses the revelation of the Holy Qur'an to prophet Muhammad (S.A.W.) with assistance.
Ability to read and explain the meaning, teachings and lessons of surah Ad-Dhuha and surah Al-Balad	Reads and explains the meaning, teachings and lessons of verses of Surah Ad-Dhuha and surah Al-Balad correctly and in depth.	Reads and explains the meaning, teachings and lessons of verses of Surah Ad-Dhuha and surah Al-Balad correctly	Reads and explains the meaning, teachings and lessons of verses of Surah Ad-Dhuha and surah Al-Balad partly.	Reads and explains the meaning, teachings and lessons of verses of Surah Ad-Dhuha and surah Al-Balad with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Ulumul Hadith (8 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the meaning of hadith for better understanding, describe the forms of Hadith for better understanding of science of Hadith (<i>Qaul, Fiil, Taqrir, Sifat</i>), state the components of Hadith for better understanding of science of Hadith, explain the types of Hadith (Hadith Qudsy and Nabawy) as the second source of Sharia, assess the importance of Hadith for spiritual nourishment, emulate the life of the Prophet (S.A.W.) to earn Allah’s rewards and enhance the competency of self-efficacy, acknowledge Hadith as a primary source of Sharia. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> search online/on available reference materials on the meaning of hadith, Discuss on the components of Hadith in groups and present in class, research on forms of Hadith and prepare a chart for display in groups, Research on types of Hadith (Nabawy and Qudsy) and make class presentation, discuss the differences between Hadith Qudsy and Nabawy in groups and share in class research on the importance of hadith from available reference materials and make notes, identify and use available networks to access and share information on the <i>sifat</i> of the Prophet (S.A.W.). 	<ol style="list-style-type: none"> Why is Hadith important in the life of a Muslim?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: the learners identify and use available networks to access and share information on the *sifat* of the Prophet (S.A.W.).
- Creativity and imagination: Communication and self-expression as learners artistically prepare charts on forms of Hadith for display
- Digital literacy: skills of digital Citizenship as the learner observe safety precautions and practices when using digital devices

Values:

- Unity as learners cooperate to work as a team to prepare charts on forms of Hadith for display
- Respect: patience as they appreciate diverse opinions during discussions in groups

PCIs:

- Life Skills: Effective Communication skills as learners research and make class presentations

Link to Other Subjects:

- The learner is able to apply the listening, speaking and writing skills in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	<p data-bbox="382 275 498 371">2.2 Selected Hadith</p> <ul data-bbox="382 422 568 632" style="list-style-type: none"> <li data-bbox="382 422 556 481">• Hadith on intention <li data-bbox="382 495 568 632">• Hadith on choice of friends (8 lessons) 	<p data-bbox="600 275 884 371">By the end of the Sub Strand, the learner should be able to:</p> <ol data-bbox="600 385 915 961" style="list-style-type: none"> <li data-bbox="600 385 896 522">a) discuss the lessons learnt from the selected Hadith for character building, <li data-bbox="600 536 915 673">b) explain the relevance of the selected Hadith in the life of a Muslim, <li data-bbox="600 687 896 824">c) practise the teachings from the selected hadith in daily life, <li data-bbox="600 838 915 961">d) appreciate Hadith as the second source of Islamic law and spiritual guidance. 	<p data-bbox="942 275 1257 303">The learner is guided to:</p> <ul data-bbox="942 316 1302 344" style="list-style-type: none"> <li data-bbox="942 316 1302 344">• Read the selected hadith <p data-bbox="942 385 1199 412">Hadith on intention:</p> <p data-bbox="942 426 1514 776"><i>Umar bin Khattab (R.A) reported that, "I heard the Prophet (S.A.W.) say, actions are judged by intentions and everyone will get what was intended. So, the one whose hijrah was to Allah and His Messenger, then his hijrah was to Allah and His Messenger. The one whose hijrah was for the world to gain from it, or a woman to marry, then his hijrah was to what he made hijrah for."</i> (Bukhari and Muslim)</p> <p data-bbox="942 824 1302 852">Hadith on choice of friends:</p> <p data-bbox="942 865 1514 1146">Abu Musa (R.A.) narrated that the prophet (S.A.W.) said <i>"The example of a good companion (who sits with you) in comparison with a bad one, is like that of the musk seller and the blacksmith's bellows (or furnace); from the first you would either buy musk or enjoy its good smell while the bellows would either</i></p>	<ol data-bbox="1551 275 1785 632" style="list-style-type: none"> <li data-bbox="1551 275 1765 412">1. What are the benefits of having good intention? <li data-bbox="1551 426 1785 481">2. Who is a good friend? <li data-bbox="1551 495 1765 632">3. Why is it important to choose good friends?

			<p><i>burn your clothes or your house, or you get a bad nasty smell thereof.” (Bukhari and Muslim)</i></p> <ul style="list-style-type: none"> • discuss lessons derived from the selected hadith in pairs or groups and make class presentation • discuss the relevance of the selected Hadith in the life of a Muslim and make notes, • role play the qualities and importance of having good friends • create social groups with friends where they can share information to influence each other positively. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Active Community Life Skills as learners become socially aware on the choice of friends to make. • Self-efficacy: knowing who I am as learners create social groups to share information • Communication and collaboration: Teamwork when the learners observe the rules of engagement during role play on the qualities and importance of having good friends 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Accountability as learners make choice of friends when creating social groups. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Life Skills: Taking responsibility for choice of friends when creating social groups to share information. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies: the learners role play the qualities of good friends. 				

Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe aspects of hadith (forms, types, components and significance)	Describes all aspects of Hadith correctly and comprehensively.	Describes all aspects of Hadith correctly	Describes most aspects of Hadith correctly	Describes few aspects of Hadith correctly
Ability to discuss the relevance and lessons of the selected Hadith	Discusses the relevance and lessons of the selected Hadith comprehensively and correctly	Discusses the relevance and lessons of the selected Hadith correctly	Discusses the relevance and lessons of the selected Hadith partially	Discusses the relevance and lessons of the selected Hadith assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.1 Significance of Tawheed (4 lesson)	By the end of the Sub Strand, the learner should be able to: a) explain the significance of Tawheed for spiritual nourishment, b) Apply ways of showing belief in Tawhid, c) appreciate Tawheed as the basis of Islamic faith.	The learner is guided to: <ul style="list-style-type: none"> • research on the significance of Tawheed in the life of a Muslim and make class presentations, • discuss the significance of Tawheed in groups and make notes, • search online /from available books on the ways of showing belief in Tawheed and share in class, • Discuss ways of showing belief in Tawheed in pairs or groups and make notes, • role play ways of showing belief in Tawheed. 	<ol style="list-style-type: none"> 1. Why do Muslims believe in Tawheed? 2. How is Tawheed manifested in a Muslim?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Skills of listening, speaking, writing and team work as learners listen, appreciate and respect the opinion of others when discussing the significance of Tawheed in groups and make notes. • Critical thinking and problem solving since the learners acquire the skill of reflection when researching on the ways of showing belief in Tawheed. • Digital Literacy: Skills of interacting with digital devices when searching and downloading materials on the ways of showing belief in Tawheed 				

Values:

- Unity: the learners cooperate as they discuss in groups.

PCIs:

- Citizenship: Social cohesion as learners discuss in groups the significance of Tawheed.

Link to Other Subjects:

- The learners gain the skills of self-assertiveness an aspect in Social Studies

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 Shirk (8 lessons)	By the end of the Sub Strand the learner should be able to: a) describe different types of shirk to avoid associating Allah with other beings, b) describe different ways through which shirk is manifested to protect one's Iman, c) explain the effects of shirk to safeguard one's Iman d) perform acts that are devoid of shirk in daily life, e) recognise the belief in One God as the foundation of Iman.	The learner is guided to: <ul style="list-style-type: none"> • use digital devices/available reference books to search for different types of shirk and make notes, • demonstrate manifestation of shirk through skits in groups, • discuss the effects of shirk in pairs and make class presentation. 	<ol style="list-style-type: none"> 1. Why should a Muslim avoid shirk? 2. How can a Muslim avoid shirk?
<p>(Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of self-awareness as the learners demonstrate manifestation of shirk through skits • Learning to learn: the skill of working collaboratively when learners demonstrate in groups manifestation of shirk through skits • Digital Literacy: the skill of interacting with digital devices as learners search for different types of shirk 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity as learners cooperate during discussion on the effects of shirk. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Citizenship: Social Cohesion as the learners discuss the effects of shirk in groups. 				
<p>Link to other subjects: As learners demonstrate manifestation of shirk through skit, they apply performing skills acquired in Creative Arts and Sports.</p>				

Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to explain the Significance and ways of showing belief in Tawheed	Correctly explains the significance of Tawheed comprehensively	Correctly explains the significance of Tawheed	Explains some significance of Tawheed	Explains the significance of Tawheed with assistance
Ability to describe types, manifestation and effects of <i>shirk</i>	Describes types, manifestation and effects of <i>shirk</i> correctly and in depth.	Describes types, manifestation and effects of <i>shirk</i> correctly.	Describes types, manifestation and effects of <i>shirk</i> partially.	Describes types, manifestation and effects of <i>shirk</i> with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Swalah (10 lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) describe how congregational prayers and sunnah prayers are performed to earn rewards. (<i>Tahajud, Tahiyatul Masjid and Dhuha</i>), b) describe the performance of prayers on special occasions to earn Allah (S.W.T.)’s blessing (<i>Swalatul Janaza, Musafir, Kusuf and Khusuf</i>), c) perform congregational prayers, sunnah prayers and prayers on special occasions for spiritual nourishment, d) assess the importance of performing congregational prayers, Sunnah prayers, and prayers on special occasions to earn rewards from Allah e) appreciate the performance of congregational prayers, sunnah 	The learner is guided to: <ul style="list-style-type: none"> • search and watch video clips/ other resources on how congregational prayers, Sunnah prayers and prayers on special occasions are performed in pairs or groups and be guided by the teacher to make notes, • demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions, • discuss significance of congregational prayers, Sunnah prayers and prayers on special occasions in groups and make class presentations. 	<ol style="list-style-type: none"> 1. Why should Muslims perform congregational prayers? 2. Why are Sunnah prayers important?

		prayers and prayers on special occasions as a way of fulfilling Allah (S.W.T.)’s command.	
Core Competencies to be developed:			
<ul style="list-style-type: none"> • Learning to learn: the skill of working collaboratively is enhanced as the learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions. • Creativity and imagination: networking skills are enhanced as learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions. • Digital Literacy: the skill of connecting using technology as learners use internet to search for video clips on congregational prayers, Sunnah prayers and prayers on special occasions • Communication and collaboration: Listening, speaking, writing and teamwork skills as the learners listen, appreciate and respect the opinion of others when discussing in groups the significance of congregational prayers, Sunnah prayers and prayers on special occasions. 			
Values:			
<ul style="list-style-type: none"> • Responsibility: accountability as learners demonstrate the performance of congregational prayers, Sunnah prayers and prayers on special occasions • Unity as learners cooperate to search and watch video clips/ other resources on how congregational prayers, Sunnah prayers and prayers on special occasions are performed in pairs or groups 			
PCIs:			
<ul style="list-style-type: none"> • Good governance as learners select a leader in demonstrating the performance of congregational prayers. 			
Link to other subjects:			
<ul style="list-style-type: none"> • As the learners discuss about <i>Swalatul Kusuf</i> and <i>Khusuf</i> they relate to knowledge on eclipses in Integrated Science 			

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Zakat (5 lessons)	By the end of the Sub Strand the learner should be able to: a) describe <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> as an obligation on a Muslim, b) differentiate between <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> as acts of <i>ibadah</i> , c) identify items exempted from <i>Zakat</i> payment, d) explain the importance of <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> to the society, e) appreciate the role of zakat in the development of a Muslim society.	The learner is guided to: • brainstorm the importance discuss the different types of zakat in groups and make notes guided by the teacher, • search for the differences between <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> and present on • charts/posters/PowerPoint, • research on items exempted from Zakat in groups and make class presentation, • of <i>Zakatul Maal</i> and <i>Zakatul Fitr</i> and make notes.	1. Why is it important to pay <i>Zakat</i> ?

Core Competencies to be developed:

- Citizenship: Social and civic skills are enhanced as learners discuss in groups the different types of Zakat and make notes.
- Digital literacy: The skill of creating with technology as learners use appropriate ICT tools to search for information on items exempted from Zakat and make class presentations using power point
- Communication and Collaboration: the skill of teamwork is enhanced as learners discuss in groups different types of Zakat.

Values:

- Respect: Open mindedness as learners respect each other's opinion while discussing the different types of Zakat and make notes.
- Unity as learners cooperate in research on items exempted from Zakat and make class presentations.

PCIs:

- Social cohesion: the learners research in groups on items exempted from Zakat and make class presentation

Link to other subjects:

- As learners identify items exempted from Zakat and discuss the importance of zakat they relate to business skills in Pre-technical Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.3 Saum (5 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe types of Saum for ease of observance (<i>Fardh, Sunnah, Nadhir, Kafara, Qadha</i>), b) assess the significance of Saum for spiritual growth, c) observe saum to earn rewards from Allah, d) appreciate the observance of Saum as a way of earning <i>taqwa</i> .	The learner is guided to: • discuss the types of Saum, make charts in groups and present in class • research on the significance of Saum and presents on PowerPoint /charts in groups • Compose a poem on Saum and make a class presentation.	1. What are the benefits of Saum in the life of a Muslim?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: The skill of listening, speaking, writing and teamwork as learners discuss types of Saum in pairs or groups. • Digital literacy: the skill of interacting with digital technology as learners research on the significance of Saum • Creativity and imagination: as learners network to compose a poem on Saum. 				
Values: <ul style="list-style-type: none"> • Responsibility: Accountability through research on the significance of Saum. 				
PCIs: <ul style="list-style-type: none"> • Lifestyle diseases - Awareness is enhanced as learners research on the significance of Saum. 				
Link to other subjects: <ul style="list-style-type: none"> • As the learners discuss on the significance of Saum in groups, they relate to knowledge on health education in Integrated Science. 				

Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Indicators				
Ability to describe, perform and discuss the importance of congregational prayers, sunnah prayers and prayers on special occasions.	Describes, performs and discusses giving compelling evidence on the importance of congregational prayers, sunnah prayers and prayers on special occasions correctly.	Describes, performs and discusses the importance of congregational prayers, sunnah prayers and prayers on special occasions correctly.	Describes, performs and discusses the importance of congregational prayers, sunnah prayers and prayers on special occasions but leaves out some details.	Describe, performs and discusses the importance of congregational prayers, sunnah prayers and prayers on special occasions with assistance.
Ability to describe, differentiate the types and discuss the significance of Zakat and Saum	Describes, differentiates the types and discusses the significance of Zakat and Saum correctly and exhaustively	Describes, differentiates the types and discusses the significance of Zakat and Saum correctly	Describes, differentiates the types and discusses the significance of Zakat and Saum with some inconsistencies	Describes, differentiates the types and discusses the significance of Zakat and Saum with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.1 Dimensions of morality in Islam (4 lesson)	By the end of the Sub Strand, the learner should be able to: a) identify sources of morality in Islam as a guide to good behaviour, b) explain the purpose of morality in promoting uprightness in the society, c) practise Islamic moral values in day-to-day life to earn rewards from Allah, d) regard Islamic values as a form of ibadah.	The learner is guided to: <ul style="list-style-type: none"> • research online/from available books on sources of morality i.e. Quran and Sunnah and make notes guided by the teacher, • discuss the purpose of morality in groups and make presentation, • role play acts depicting good morals. 	Why should Muslims have good morals?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Active Community Life Skills as learner discuss the purpose of morality • Learning to learn: Skill of developing relationships as learners share knowledge on purpose of morality during presentation • Creativity and imagination: networking skills as learners dramatize acts depicting good morals 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: Responsibility as learners discuss the purpose of morality in groups. • Social Justice: As the learners cooperate during dramatization on acts depicting good morals. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Social cohesion: As learners work in groups during discussion and dramatization. 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Life skills: the learners research online sources and purpose of morality 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.2 Virtues in Islam (5 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) explain Islamic teachings on truthfulness and forgiveness for moral growth, b) assess the significance of upholding truthfulness and forgiveness for harmonious co-existence in the society, c) practise truthfulness and forgiveness in day-to-day life to earn rewards from Allah (S.W.T.), d) appreciate Islamic virtues for a morally upright society. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the Islamic teachings on truthfulness and forgiveness in groups and make class presentations, • discuss the significance of upholding truthfulness in groups and make notes, • research individually on the significance of forgiveness and make notes, • record short videos as they dramatize acts depicting truthfulness and forgiveness in the society and share on social media platforms. 	<ol style="list-style-type: none"> 1. Why should a Muslim be truthful? 2. Why is it important for a Muslim to exercise forgiveness?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The skill of making connections is enhanced as the learners record short videos as they dramatize acts depicting truthfulness and forgiveness in the society and share on social media platforms • Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups Islamic teachings on truthfulness and forgiveness. • Digital literacy skills: the learners interact with digital technology as they record short videos and share on social media platforms 				

Values:

- Integrity enhanced: the learners discuss in groups the significance of upholding truthfulness
- Peace: the learners discuss the Islamic teachings on truthfulness and forgiveness.

PCIs:

- Integrity enhanced as learners discuss in groups the significance of upholding truthfulness.
- Social Cohesion enhanced as learners discuss the Islamic teachings on truthfulness and forgiveness.

Link to other subjects:

- Life Skills Education: the learners discuss the Islamic teachings on truthfulness and forgiveness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral values)	5.3 Prohibitions in Islam Drug abuse (8 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> describe the effects of drug abuse for healthy living, examine the rationale behind prohibition of drugs as a way of fostering positive character formation, explain remedies for drug abuse for a healthy and morally upright society, abstain from abusing drugs to earn Allah’s pleasure, acknowledge the rationale for prohibition of drugs for the growth and development of the nation. 	The learner is guided to: <ul style="list-style-type: none"> list down some types of drugs bhang, heroin, cocaine, khat etc), discuss the effects of drug abuse in the society in groups and present on charts/PowerPoint, search and watch video clips/search on available newspapers books, magazines, journals on the effects of drug abuse and deduce lessons, use digital devices/ available Islamic books to research the rationale behind the prohibition, of drugs in Islam and make notes research on the possible remedies for drug abuse and make posters, depict through skits the effects of drug abuse in the society, research on the effects and remedies of drug abuse and develop portfolios, discuss ways of avoiding drug abuse and make class presentations 	<ol style="list-style-type: none"> What causes drug abuse? What are the effects of drug abuse in the society? What are the possible remedies for drug abuse?

			<ul style="list-style-type: none"> • visit a rehabilitation centre to learn more on the effects and remedies for drug abuse, • listen to a talk on drug abuse from a medical expert/NACADA official. 	
<p>(Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving research skills are developed when learners research on the possible remedies for drug abuse. • Learning to learn- The skill of seeking advice, information and support is developed as learners visit a rehabilitation centre to learn more on the effects and remedies for drug abuse. • Digital literacy skills: the learners interact with digital technology as they use digital devices to research the rationale behind the prohibition of drugs in Islam. • Communication and collaboration: the learners listen and appreciate a talk on drug abuse from a medical expert/NACADA official. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility - enhanced as learners discuss ways of avoiding drug abuse. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Alcohol and substance abuse: the learners watch video clips on the effects of drug abuse. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Health Education and Life Skills Education: the learners discuss the effects of drug abuse in the society. 				

Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Indicators				
Ability to identify the sources and explain the purpose of Islamic morality	Identifies the sources and explains the purpose of Islamic morality citing examples correctly and consistently	Identifies the sources and explains the purpose of Islamic morality correctly	Identifies the sources and explains the purpose of Islamic morality partially.	Identifies the sources and explains the purpose of Islamic morality with guidance
Ability to explain Islamic teachings and significance of upholding truthfulness and forgiveness	explains Islamic teachings and significance of upholding truthfulness and forgiveness correctly citing examples	explains Islamic teachings and significance of upholding truthfulness and forgiveness correctly	explains Islamic teachings and significance of upholding truthfulness and forgiveness partially.	explains Islamic teachings and significance of upholding truthfulness and forgiveness with assistance.
Ability to discuss effects, the rationale behind prohibition and remedies for drug abuse	Discusses effects, rationale behind prohibition and remedies for drug abuse cites evidence from the Qur'an and Hadith correctly	Discusses effects, rationale behind prohibition and remedies for drug abuse correctly	Discusses effects, rationale behind prohibition and remedies for drug abuse partially	Discusses effects, rationale behind prohibition and remedies for drug abuse with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.1 Marriage (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the purpose of marriage as a means of fulfilling one's faith, b) state the conditions for a valid marriage in Islam, c) describe the rights and responsibilities in marriage for observance of Allah (S.W.T.)'s commandments, d) regard marriage as a way of validating the establishment of a family.	The learner is guided to: • discuss the purpose of marriage in groups and share in class, • discuss the conditions for marriage in groups and make notes, • research on rights and responsibilities of a husband and wife in marriage and make class presentations • dramatise on rights and responsibilities in marriage.	1. Why is marriage important in Islam? 2. What are the rights of a husband/wife in Islam?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: as learners share new ideas during dramatization and research on the rights and responsibilities in marriage. • Self-efficacy: self-awareness as learners develop skills when dramatizing rights and responsibilities in marriage. • Learning to learn: The skill of developing relationships by sharing learnt knowledge during discussion on the purpose of marriage in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Caring as learners dramatize the rights and the responsibilities in marriage. • Unity: Fairness in sharing available resources during group activities in class such as dramatization. • Social justice: Cooperation as learners dramatize the rights and the responsibilities in marriage. 				

PCIs:

- Life Skills: Effective Communication as the learners research on the rights and the responsibilities in marriage and make class presentations.

Link to other subjects:

- As the learner discuss purpose of marriage and relate to types of marriage in Social Studies

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.2 Trade and Finance in Islam (8 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify the halal and haram sources of earning for legitimate livelihood, describe the legitimate ways of spending income to earn Allah (S.W.T.)’s Pleasure, analyse the effects of spending income in <i>haram</i> ways in the life of a Muslim, explain the importance of lawful earnings as an act of ibadah, apply the knowledge of halal way of earning in daily life, discuss the benefits of spending income in legitimate ways so as to earn rewards from Allah (S.W.T.), appreciate halal sources of earning and spending as a fulfilment of Allah (S.W.T.)’s command. 	The learner is guided to: <ul style="list-style-type: none"> use digital devices or Islamic books to search for halal and haram sources of earning and in pairs or groups make class presentations, discuss on legitimate ways of spending income and share in class in groups brainstorm the effects of spending income in haram in groups and present in class, discuss the importance of lawful earnings in groups and make notes, role play on the benefits of spending income in legitimate ways, search and watch video clips on legitimate ways of spending and make notes. 	<ol style="list-style-type: none"> How do Muslims spend their income? Why should Muslims spend their income in a halal manner? Why are some sources of earning considered haram in Islam?

(Core Competencies to be developed:

- Learning to learn enhanced: the learners share in class on legitimate ways of spending income.
- Digital literacy skills: the learners interact with digital devices when searching for information on legitimate sources of earning and make class presentations.
- Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups importance of lawful earnings.

Values:

- Integrity enhanced through discussions on the importance of lawful earnings.

PCIs:

- Integrity enhanced: the learners role play on the benefits of spending income in legitimate ways.

Link to other subjects:

- Business Studies: the learners use digital devices to search for halal and haram sources of earning.

Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Indicators				
Ability to explain the purpose, conditions, rights and responsibilities in marriage	Explains the purpose, conditions, rights and responsibilities in marriage correctly and in depth.	Explains the purpose, conditions, rights and responsibilities in marriage correctly	Explains the purpose, conditions, rights and responsibilities in marriage partly.	Explains the purpose, conditions, rights and responsibilities in marriage with assistance.
Ability to identify the halal and haram sources of earning, spending and its effects	Identifies the halal and haram sources of earning, spending and its effects citing examples.	Identifies the halal and haram sources of earning, spending and its effects correctly.	Identifies the halal and haram sources of earning, spending and its effects partially.	Identifies the halal and haram sources of earning, spending and its effects with prompt

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relationship)	6.3 Contemporary issues (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the rights of women in Islam for gender parity, b) describe the modes of transmission of HIV and AIDS and COVID-19 to avoid transmission, c) explain the possible remedies for the spread of HIV and AIDS and COVID-19 for healthy living, d) honour the rights of women as a fulfilment of the teachings of the Prophet (S.A.W.).	The learner is guided to: <ul style="list-style-type: none"> • discuss the rights of women in groups and present in class, • Using digital devices/ books, journals, newspapers search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19 and present on charts/ PowerPoint, • search and watch video clips on modes of transmission and remedies for the spread of HIV and AIDS, COVID-19, and make notes. 	<ol style="list-style-type: none"> 1. How should women be treated in Islam? 2. What are the possible remedies for the spread of HIV and AIDS and COVID-19?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: the learners they create with digital devices use digital technology effectively to search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID- 19 and present on charts/ PowerPoint. • Communication and collaboration - Team work is enhanced as learners interact, recognise the value of team members' ideas and suggest improvements when discussing the rights of women. 				

- Citizenship- social cultural sensitivity and awareness is enhanced through discussions on the rights of women.
- Learning to learn - Carrying out research and the skills of creating with digital devices are enhanced: the learners use digital technology effectively to search for information on modes of transmission and remedies for the spread of HIV and AIDS, COVID- 19 and present on charts/ PowerPoint.

Values:

- Social justice - enhanced through discussion on the rights of women.
- Responsibility - enhanced through researching the modes of transmission and remedies for the spread of HIV and AIDS and COVID-19.

PCIs:

- Health related issues are enhanced: the learners search for information on modes of transmission and remedies for the spread of HIV and AIDS and COVID- 19.

Link to other subjects

- Health Education: the learners search for information on the modes of transmission and remedies for the spread of HIV and AIDS and COVID- 19.

Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to identify the rights of women in Islam	Correctly identifies the rights of women and explains them	Correctly identifies the rights of women	Correctly identifies some rights of women	Requires assistance in identifying the rights of women
Ability to describe the modes of transmission of HIV and AIDS and COVID- 19	Correctly and concisely describes the modes of transmission of HIV and AIDS and COVID-19	Correctly describes the modes of transmission of HIV and AIDS and COVID-19	Partially describes modes of transmission of HIV and AIDS and COVID-19	Describes the modes of transmission of HIV and AIDS and COVID-19 with assistance
Ability to explain the possible remedies for the spread of HIV and AIDS and COVID- 19	Correctly and exhaustively describes the possible remedies for the spread of HIV and AIDS and COVID-19	Correctly describes the possible remedies for the spread of HIV and AIDS and COVID-19	Correctly describes possible remedies for the spread of HIV and AIDS and COVID-19 when prompted	Needs guidance in describing possible remedies for the spread of HIV and AIDS and COVID-19

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	7.1 Reforms introduced By Prophet Muhammad (S.A.W.) (16 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) as an agent of change, b) assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation, c) apply lessons learnt from the reforms introduced by Prophet Muhammad (S.A.W.), d) treasure the reforms introduced by Prophet Muhammad (S.A.W.) for a morally upright society. 	The learner is guided to: <ul style="list-style-type: none"> • search online for video clips/available reference materials on the <i>Jahiliyya</i> period, • discuss the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) in groups and make class presentation, • watch/read and make a comparative analysis between <i>Jahiliyya</i> and post <i>Jahiliyya</i> periods and make notes, • discuss the importance of socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) in groups and make class 	<ol style="list-style-type: none"> 1. What are the benefits of the reforms introduced by Prophet Muhammad (S.A.W.)? 2. What lessons do Muslims learn from the reforms introduced by Prophet Muhammad (S.A.W.)?

			<p>presentation,</p> <ul style="list-style-type: none"> • brainstorm on lessons learnt from the reforms introduced by Prophet Muhammad (S.A.W.), • dramatise acts depicting <i>Jahiliyya</i> period and the reforms introduced by Prophet Muhammad (S.A.W.). 	
<p>(Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: the learners acquire social cultural sensitivity and awareness skills as they discuss the reforms introduced by Prophet Muhammad (saw). • Digital literacy skills are enhanced: the learners interact with digital devices when searching for video clips on the <i>Jahiliyya</i> period. • Critical thinking and problem solving: the learners acquire the skill of interpretation and inference as they make a comparative analysis between <i>Jahiliyya</i> and post <i>Jahiliyya</i> periods. • Communication and collaboration: the learners listen, appreciate and respect the opinion of others when discussing in groups the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) 				
<p>Values:</p> <ul style="list-style-type: none"> • Social Justice enhanced through discussions on the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.). 				

PCIs:

- Good governance enhanced through discussions on socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)
- Ethnic and racial relations are enhanced through discussions on the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)

Link to other subjects:

- Performing Arts: the learners dramatise the acts depicting Jahiliyya period and the reforms introduced by Prophet Muhammad (s.a.w.)
- Computer Science: the learners search online for video clips on the Jahiliyya period.
- Social Studies: the learners discuss in groups the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)

Assessment Rubric				
Level Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly and comprehensively describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.)	Correctly describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.) with prompt	Describes the socio-religious, political and economic reforms introduced by Prophet Muhammad (s.a.w.) with assistance
Ability to assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation	Correctly and comprehensively assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation	Correctly assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation	Requires guidance in assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation	Assess the importance of the socio-religious, political and economic reforms introduced by Prophet Muhammad (S.A.W.) to the world civilisation with assistance

Community Service Learning Class Activity

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out the suggested activity as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school based integrated CSL class activity. This activity can be done in 1-2 weeks outside the classroom time.

CSL Skills to be covered:

- **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
- **Communication:** Learners will develop effective communication skills for as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
- **Citizenship:** : Learner will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
- **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.
- **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solution to the identified problem, e) share the findings to relevant actors f) reflect on own learning and relevance of the project, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on issues/pertinent and contemporary issues in their school that need attention ● choose a PCI that needs immediate attention and explain why ● discuss possible solutions to the identified issue ● propose the most appropriate solution to the problem ● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● develop tools for collecting the information/data ● identify resources they need for the activity ● collect the information/data using using various means ● develop various reporting documents on their findings ● use the developed tools to report on their findings ● implement project ● collect feedback from peers and school community regarding the CSL activity ● share the report on activity through various media to peers and school community 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging

	<p>g) appreciate the need to belong to a community</p>	<ul style="list-style-type: none">● discuss the strengths and weaknesses of implemented project and lessons learnt● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community	
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Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.
Ability to share findings to relevant actors	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.

The ability to reflect on own learning and relevance of the activity	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.
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GUIDELINES FOR INTEGRATING CSL AT JUNIOR SCHOOL

Guidelines for Grade 7 Community Service-Learning Project

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.

Milestone 3	<p>Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p>Implementation The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
QUR'AN	Ulumul Qur'an	Written and oral assessment, Observation, Portfolio	The Qur'an, charts, Course Books, digital devices	learners share with peers on the importance of the Qur'an at assembly and during club/societies meetings
	Selected Surah/Verses	Written and oral assessment, Observation, Portfolio	The Qur'an, charts, Course Books, digital devices	Learners share information on the teachings/lessons from the selected verses (treatment of orphans, care for the needy and humility in societies/club meetings Dramatise on care for the needy in society during Parent/AGM day. Write an essay on how the society can care for the orphans and share on the school magazine
HADITH	Ulumul Hadith	Written and Oral assessment, portfolio	Books of Hadith, Course Books, Charts, Digital devices	Share with their peers on importance of Hadith during Muslim society meetings

	Selected Hadith	Written and oral tests,	Books on Hadith, Course Books, digital devices	Writing on qualities of a good friend and pin on the school notice boards Write on the qualities of a good friend on a plaque and sell on Open Days/IRE symposium day
PILLARS OF IMAN	Shirk	Written and Oral assessments, portfolio and observation	The Qur'an, Books on Hadith, Course Books, Digital Devices	Share with peers in society meetings on the effects of shirk Dramatise on how they can avoid acts of shirk in day to day life during IRE symposium day .
	Significance of <i>Tawheed</i>	Written and oral assessment, portfolio assessment, observation	The Qur'an, Books on Hadith, Course Books, Digital Devices	Share with peers during IRE symposium day on the significance of Tawheed.
DEVOTIONAL ACTS	Prayers on Special Occasion Congregational Prayers	written, oral assessment, observation, portfolio	Quran, Charts, models, Course books, digital devices	Write essays on the significance of congregational prayers and share on social media

	Zakat	written, oral assessment, observation, portfolio	Quran, Charts, Course books, digital devices	Write an essay on the differences between <i>zakatul maal</i> and <i>fitr</i> and present during Muslim societies meetings/ share on school magazine
	Saum	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Write an essay on health benefits of fasting and share on school magazine/present it at assembly
AKHLAQ (Moral values)	Morality in Islam	Written and oral assessment, portfolio assessment, observation	Qur'an, Books on Hadith, Course Books, digital devices	Give a talk on the importance of upholding morality at assembly.
	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices	Dramatise/role play acts depicting truthfulness and forgiveness during inter-house/interclass drama festival competitions.
	Prohibitions in Islam	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Course books, Digital devices.	Make posters on the effects and measures of curbing drug abuse and display in school Dramatise the causes/ effects/measures of curbing the use of

				drugs during parents' day/inter-house/inter-class drama festival competition
MUAMALAT (Social Relationship)	Marriage	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Write articles on importance of marriage and share in the school magazine
	Trade and Finance	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of fiqh, Course books, Digital devices	Share with peers the knowledge on the legitimate ways of earning and spending in clubs and societies meetings
	Contemporary issues	Written and oral assessments, observation, portfolio	Quran, Books of Hadith, Books of <i>fiqh</i> , Course books, Digital devices, Newspapers	Share on the rights of women in Islam and possible remedies for the spread of HIV and AIDS and Covid-19 at assembly/Muslim society meetings
ISLAMIC HERITAGE AND CIVILISATION	Reforms Initiated by Prophet Muhammad (S.A.W.)	Written and oral assessment, portfolio assessment, observation	Qur'an, Books of Hadith, Books of History of Islam, Course Books, Digital devices	Share with peers on the reforms initiated by Prophet Muhammad (S.A.W.) with peers in society meetings