KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 9

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric. It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity**
    The people of Kenya 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, to live together in harmony and foster patriotism, and to make a positive contribution to the life of the nation.

2. **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 the wake of rapid modernisation. 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 that requires 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 recognises 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.

3. **Promote individual development and self-fulfillment**
    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.

4. **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.

5. **Promote social equity and responsibility**
   Education should promote social equality and foster a sense of social responsibility within an education system that 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.

6. **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 to build a stable and modern society.

7. **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.

8. **Promote positive attitudes towards good health and environmental protection**
   Education should inculcate in young people the value of good health 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.

LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 Minutes Per Lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Religious Education (CRE/IRE/HRE)	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instructional Programme	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 standards 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 School aims at imparting Islamic knowledge, skills and values to the learner. This will enable them make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings. The Strands in this learning area are; Quran, *Hadith* (Teachings of the Prophet (S.A.W.), Pillars of *Iman* (Faith), Devotional Acts, Akhlaq (Moral teachings), *Muamalat* (Social Relations) as well as Islamic Heritage and Civilisation. The competencies acquired in this learning area will give the learner a solid foundation for further studies and career paths such as Law, Banking and Finance, Entrepreneurship, Education, Social work 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.

While sources of Islamic Knowledge are majorly Qur'an and Hadith, Vygotsky's Social Cultural Development Theory acknowledges that teaching and learning are highly social activities. The interactions with instructional materials and others

(teachers, peers, resource persons and community), influences the cognitive and affective developments of learners and, therefore, this theory is relevant in the learning of Islamic Religious Education.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:
a) Appreciate the Qur'an as the primary source of guidance.
b) Deduce lessons from the selected *Surah* and *Hadith*, and apply them appropriately in daily life.
c) Appreciate and emulate the practises of the Prophet (S.A.W.) as the best role model.
d) Develop awareness and appreciation of the Pillars of *Iman* as the foundation of Islam.
e) Demonstrate interest and positive attitude towards performance of acts of *Ibadah* (worship).
f) Acquire Islamic values that will enable them act as responsible and ethical citizens
g) Apply Islamic teachings to guide individuals to make positive contribution to social, political and economic developments in the society.
h) Appreciate Islamic History as a basis for dynamic culture and civilisation for peaceful co-existence.

SUMMARY OF STRANDS AND SUB STRANDS

No	Strand	Sub-Strands	Suggested Number of Lessons
1	Qur'an	1.1 *Ulum al- Qur'an*	07
		1.2 Selected Chapter *Surah Al-Hujurat* (Q 49)	05
2	Hadith	2.1 *Ulum al-Hadith*	10
		2.2 Selected Hadith	08
3	Pillars of Iman	3.1 Belief in the Last Day (Day of Judgement)	05
		3.2 Belief in *Qadar*	04
4	Devotional Acts	4.1 *Shariah* (Islamic law)	06
		4.2 Tawbah (Repentance)	05
5	Akhlaq (Moral Teachings)	5.1 Virtues in Islam	09
		5.2 Significance of Islamic Morality	02
		5.3 Prohibitions in Islam	06
6	Muamalat (Social Relations)	6.1 Domestic violence	06
		6.2 *Iddah*	05
		6.3 Child custody	04
		6.4 Polygamy in Islam	06
		6.5 Trade and Finance in Islam	06
		6.6 Contemporary Issues	06
7	Islamic Heritage and Civilisation	7.1 Islam in Kenya	07
		7.2 Unity of Muslims	04
		7.3 Muslim Institutions	09
Total Number of Lessons			**120**

Note: The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRAND 1.0: QURAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.1 *Ulum al-Qur'an* • Miraculous nature of Qur'an • Language of the Qur'an • Styles of the Qur'an (7 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the miraculous nature of the Qur'an to strengthen *iman,* b) explain the language of the Qur'an for better understanding, c) identify different styles of the Qur'an for better understanding, d) appreciate the miraculous nature of the Qur'an as a divine scripture.	**The learner is guided to:** • research online/read from available reference materials on the characteristics of a miracle and make notes, • discuss the miraculous nature of the Qur'an and present on charts/PowerPoint, • research online/read from available reference materials on the language of the Qur'an and make class presentations, • identify different styles of the Qur'an in the Qur'anic text and make notes.	1. Why is the Qur'an considered a miracle? 2. How does the language and style of the Qur'an help in its interpretation?

Core Competencies to be developed:
- Critical thinking and problem solving: The skill of interpretation and inference is enhanced as learners discuss the miraculous nature of the Qur'an in groups.
- Digital literacy: the skill of interacting with digital devices is enhanced when learners research online on the language of the Qur'an.
- Communication and collaboration: the skills of teamwork, speaking and listening are enhanced when learners discuss the miraculous nature of the Qur'an in groups and make class presentations.

Values:
● Responsibility is enhanced as learners research online/read from available reference materials on the language of the Qur'an and make class presentations.
● Respect is enhanced as learners discuss the miraculous nature of the Qur'an in groups.
Pertinent and Contemporary Issues:
Social cohesion as learners discuss the miraculous nature of the Qur'an in groups.
Link to other subjects:
● Arabic as learners research online on the language of the Qur'an.
● English as learners identify different styles from the Qur'anic text and make notes.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.2 Selected Chapter *Surah al-Hujurat* (Q 49) (5 lessons)	By the end of the sub-strand, the learner should be able to: a) read *Surah al-Hujurat* (Q 49) correctly for spiritual nourishment, b) explain the meaning of the verses of *Surah al-Hujurat* for better understanding, c) deduce lessons from *Surah al-Hujurat* for application in daily life, d) apply the teachings of *Surah al-Hujurat* in their daily life, e) treasure the teachings from *Surah al-Hujurat* as a guide in relationships.	The learner is guided to: • read *Surah al-Hujurat* (Q 49), • discuss the meaning of the verses of Surah a*l-Hujurat* in pairs and make class presentations, • research on the teachings of Surah a*l-Hujurat* and make class presentations, • discuss the lessons from *Surah* a*l-Hujurat* and make notes, • role-play the teachings/lessons from *Surah* a*l-Hujurat*.	1. What do Muslims learn from *Surah al-Hujurat?* 2. How can Muslims use *Surah* a*l-Hujurat* to enhance peace in the community*?*

Core Competencies to be developed:

- Citizenship: The skill of socio-cultural sensitivity and awareness is enhanced as learners research on the teachings of *Surah* a*l-Hujurat.*
- Communication and collaboration: Listening and speaking skills are enhanced as learners discuss the lessons from *Surah* a*l-Hujurat* in groups.
- Learning to learn: the skill of research is enhanced when learners research on the teachings of *Surah al-Hujurat* and make class presentations.

● Self-efficacy: the skill of effective communication is enhanced when learners role-play the teachings/lessons from *Surah* a*l-Hujurat.*
Values: ● Respect is enhanced through discussing the meaning of the verses of *Surah* a*l-Hujurat* in pairs and make class presentations.   ● Social justice is enhanced as learners discuss the lessons from *Surah* a*l-Hujurat* in groups.
Pertinent and Contemporary Issues: ● Ethnic and racial relations is enhanced as learners research on the teachings of *Surah* a*l-Hujurat.*   ● Social Cohesion is enhanced as learners discuss the lessons from Surah a*l-Hujurat* in groups and make notes.
Link to other subjects: ● English as learners explain the meaning of the *Surah* in English.   ● Arabic enhanced as learners read *Surah* a*l-Hujurat.*

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the miraculous nature and explain the language and style of the Qur'an.	Describes the miraculous nature and explains the language and style of the Qur'an correctly and comprehensively.	Describes the miraculous nature and explains the language and style of the Qur'an correctly.	Describes the miraculous nature and explains the language and style of the Qur'an but leaves out few details.	Describes the miraculous nature and explains the language and style of the Qur'an but leaves out significant details.
Ability to read, explain, deduce and apply the lessons of *Surah al-Hujurat*.	Reads, explains, deduces and applies the lessons of *Surah al-Hujurat* correctly and consistently.	Reads, explains deduces and applies the lessons of *Surah al-Hujurat* correctly.	Reads, explain, deduces and applies the lessons of *Surah al-Hujurat* with few omissions.	Reads, explains and deduces the lessons of *Surah al-Hujurat* with significant omissions.

STRAND 2.0: HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.1 *Ulum al-Hadith*** • Books of Hadith • Classification of Hadith • Collection and compilation of Hadith *(Tabi'in* and *Tabi'i -Tabi'in)* (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the six authentic Books of Hadith as a source of guidance, b) describe the characteristics of different classes of Hadith (*sahih*, *hasan* and *dhaif*) to differentiate between authentic and unauthentic Hadith, c) explain reasons for the classification of Hadith for authenticity, d) explain factors that necessitated the collection and compilation of Hadith during the period of *Tabi'in* and *Tabi'i -Tabi'in* as a measure of preservation, e) describe the process of collection and compilation of Hadith during the period of the *Tabi'in*	The learner is guided to: • identify six authentic Books of Hadith and share them in class, • discuss the reasons for the classification of Hadith in groups and make notes, • search for the characteristics of different classes of Hadith (*sahih*, *hasan* and *dhaif*) and presentation in class, • research on the factors that necessitated the collection and compilation of Hadith during the *Tabi'in* and *Tabi'i -Tabi'in* and make class presentations, • discuss the process of collection and compilation of Hadith during the period of the *Tabi'in* and *Tabi'i -*	1. Why was it important to collect and compile Hadith? 2. Why is Hadith classified?

		and *Tabi'i -Tabi'in* to authenticate Hadith, f) appreciate the collection and compilation of Hadith as a source of Islamic sharia.	*Tabi'in* and present on charts/PowerPoint.	

Core Competencies to be developed:
- Critical thinking and problem solving: the skill of research is enhanced through research on the factors that necessitated the collection and compilation of Hadith during the *Tabi'in* and *Tabi'i -Tabi'in.*
- Self-efficacy: the skill of effective communication is enhanced as learners search for the characteristics of different classes of Hadith (*sahih*, *hasan* and *dhaif*) and present in class.
- Communication and collaboration: the skill of teamwork is enhanced when learners discuss the process of collection and compilation of Hadith during the period of the *Tabi'in* and *Tabi'i -Tabi'in* and present on charts/PowerPoint.

Values:
Integrity is enhanced as learners actively participate in group discussions on the reasons for the classification of Hadith.

Pertinent and Contemporary Issues:
Integrity is enhanced as learners actively participate in group discussions on the reasons for the classification of Hadith.

Link to other subjects:
English as learners research on the factors that necessitated the collection and compilation of Hadith during the *Tabi'in* and *Tabi'i -Tabi'in* and make class presentations.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	**2.2 Selected Hadith** • *Hadith on Unity* • *Hadith on Avoidance of ill motives* (8 lessons)	By the end of the sub-strand, the learner should be able to: a) deduce lessons from the Hadith on unity and avoidance of ill motives among Muslims, b) explain the relevance of the *Hadith* on unity and avoidance of ill motives in the life of a Muslim, c) practise the teachings from the *Hadith* on unity and avoidance of ill motives in daily life, d) honour *Hadith* as the second source of law and spiritual guidance.	The learner is guided to: • discuss the lessons derived from: *Hadith* on unity *"The similitude of believers with regard to mutual love, affection, fellow-feeling is that of one body; when any limb of it aches, the whole body aches, because of sleeplessness and fever."* (Muslim), *Hadith* on avoidance of ill motives *"Beware of suspicion, for suspicion is the worst of false tales, and do not look for others' faults, and do not spy on one another, and do not practise Najsh (to offer high price for something, in order to allure a person who is interested in it), and do not be jealous of one another and do not hate one another, and do not desert (stop talking to) one another. And O, Allah's*	1. Why is the unity of Muslims important? 2. Why should Muslims avoid ill motives?

			worshipers! Be brothers!” (Bukhari) and make a class presentation, ● explain the relevance of the selected *Hadith* in the life of a Muslim and make notes, ● role-play situations where Muslims can display unity in the community, ● dramatise the effects of ill-motives in the community.	

Core Competencies to be developed:
- Learning to learn: The skill of sharing learnt knowledge is enhanced as learners discuss the lessons derived from the selected *Hadith* in groups.
- Creativity and imagination: the skill of making connections is enhanced when learners explain the relevance of the selected *Hadith* in the life of a Muslim and make notes.
- Communication and collaboration: the skill of teamwork is enhanced as learners dramatise the effects of ill motives.

Values:
- Unity is enhanced when learners discuss the lessons derived from the *Hadith* on unity in groups.
- Love enhanced as learners discuss the lessons derived from the *Hadith* on unity in groups.

Pertinent and Contemporary Issues:
- Social cohesion is enhanced as learners role-play the importance of unity in the community.
- Peace education is enhanced as learners role-play the importance of unity in the community.

Link to other subjects:
Social Studies is enhanced as learners role-play the importance of unity in the community.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the reasons for classification, the process of collection and compilation of Hadith.	Explains the reasons for classification, the process of collection and compilation of Hadith correctly and comprehensively.	Explains the reasons for classification, the process of collection and compilation of Hadith correctly.	Explains the reasons for classification, the process of collection and compilation of Hadith correctly but leaves out few details.	Explains the reasons for classification, the process of collection and compilation of Hadith correctly but leaves out significant details.
Ability to deduce lessons from the selected *Hadith.*	Deduces lessons from the selected *Hadith* correctly and comprehensively.	Deduces lessons from the selected *Hadith* correctly.	Deduces lessons from the selected *Hadith* omitting minor details.	Deduces lessons from the selected *Hadith* omitting major details.

STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.1 Belief in the Last Day (Day of Judgement)** • *Resurrection* • *Gathering* • *Record of deeds* • *Scale of deeds* • *Accounting* • *Intercession* • *Siraat* • *Paradise, and hellfire* (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the events of the Last Day for accountability, b) explain the significance of believing in the Last Day for spiritual nourishment, c) exercise righteousness in preparation for the Last Day, d) desire to lead a righteous life to earn Allah (S.W.T.)'s blessings.	The learner is guided to: ● discuss the events of the Last Day (resurrection, gathering, record of deeds, scale of deeds, accounting, intercession, *siraat*, paradise, and hellfire), in groups, make charts and display, ● research online/from available reference materials on the significance of believing in the Last Day and make notes, ● discuss deeds leading to righteousness in groups and make class presentation.	Why is it important for Muslims to believe in the Last Day?
Core Competencies to be developed:				
• Self-efficacy: the skill of self-awareness and planning is enhanced as learners research on the significance of believing in the Last Day. • Digital literacy: the skill of interacting with digital devices is enhanced as learners research online/from available reference materials on the significance of believing in the Last Day.				

Values:
Responsibility is enhanced as learners research on the effects of believing in the Last Day.

Pertinent and Contemporary Issues:
Integrity is enhanced as learners research online on the significance of believing in the Last Day as accountability is required on that day.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	**3.2 Belief in *Qadar*** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the effects of believing in *Qadar* and *Qadha* as a pillar of Iman, b) assess the significance of believing in *Qadar* and *Qadha* for spiritual nourishment, c) appreciate belief in *Qadar* and *Qadha* to accept the Will of Allah.	The learner is guided to: ● discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations, ● discuss the significance of believing in *Qadar* and *Qadha* in groups and present on charts/PowerPoint, ● dramatise acceptance of *Qadar* and *Qadha*.	Why should Muslims believe in *Qadar* and *Qadha*?

Core Competencies to be developed:
- Learning to learn: the skill of sharing learnt knowledge enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations.
- Communication and collaboration: listening and speaking skills enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations.
- Critical thinking and problem solving: enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations

Values:
Unity is enhanced as learners discuss the significance of believing in *Qadar* and *Qadha* in groups and present on charts/PowerPoint.

Pertinent and Contemporary Issues:
Social cohesion is enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations.
Link to other subjects:
English as learners discuss the significance of believing in *Qadar* and *Qadha* in groups and present on charts/*PowerPoint.*

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the events of the Day of Judgement and assess the significance of believing in the Day of Judgement.	Describes the events of the Day of Judgement t and assess the significance of believing in the day of judgement.	Describes the events of the Day of Judgement and assess the significance of believing in the day of judgement.	Describes the events of the Day of Judgement and assess the significance of believing in the day of judgement.	Describes the events of the Day of Judgement and assess the significance of believing in the day of judgement.
Ability to describe the effects of believing in *Qadar* and *Qadha.*	Describes the effects of believing in *Qadar* and *Qadha* correctly and comprehensively.	Describes the effects of believing in *Qadar* and *Qadha* correctly.	Describes the effects of believing in *Qadar* and *Qadha* leaving out a few details.	Describes the effects of believing in *Qadar* and *Qadha* leaving out a many details.

STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.1 *Shariah* (Islamic law)** • *Protection of religion* • *Protection of intellect* • *Protection of life* • *Protection of property* • *Protection of dignity* (6 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the purpose of Islamic Shariah (*Maqasid al-Shariah*) as a guide for Muslims, b) assess the relevance of Islamic Shariah in the contemporary world, c) describe the categories of legal acts in Islamic *Shariah as* a means of upholding divine guidance, d) apply Islamic *Shariah* in day-to-day life, e) acknowledge *Shariah* as a source of divine guidance.	The learner is guided to: ● research on the objectives/purpose of Islamic Shariah (protection of life, property, intellect, religion, and dignity) and present on charts/audio-visual devices, ● describe the categories of legal acts in Islamic Shariah in pairs and make a class presentation, ● discuss the relevance of Islamic Shariah in the modern world and make class presentation, ● using digital devices/available reference materials, search for the categories of legal acts in Islam and make notes.	1. What is the objective of *maqasid Shariah*? 2. How do legal acts guide Muslims?
Core Competencies to be developed: • Communication and collaboration: Listening and speaking skills enhanced as learners discuss the categories of legal acts in Islamic *Shariah* in pairs and make a class presentation.				

● Digital literacy: The skill of interacting with digital technology is enhanced as learners use digital devices/available reference materials, to search for the categories of legal acts in Islam and make notes.
● Learning to learn: the skill of sharing learnt knowledge as learners describe the categories of legal acts in Islamic Shariah in pairs and make a class presentation

Values:

Unity as learners discuss the categories of legal acts in Islamic Shariah in pairs.

Pertinent and Contemporary Issues:

Patriotism and good governance enhanced as learners discuss the categories of legal acts in Islamic *Shariah* in pairs.

Link to other subjects:

Social Studies: enhanced as learners research on the objectives/purpose of the Islamic *shariah*.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	**4.2 Tawbah (Repentance)** (5 lessons)	By the end of the sub strand, the learner should be able to: a) state the conditions of *tawbah* as a basis for forgiveness from Allah (S.W.T.), b) assess the significance of *tawbah* in the life of a Muslim, c) practise actions that lead to *tawbah* as a way of purifying one from sins, d) appreciate the virtue of *tawbah* as a condition for success in this life and the Hereafter.	The learner is guided to: • brainstorm on the conditions for *tawbah* and present them on a chart, • discuss the significance of *tawbah* (Q25:70, Q39:53) in pairs/groups and make class presentation, • dramatize ways of seeking forgiveness from Allah (S.W.T.), • search for Hadith on tawbah online or from available reference materials individually/ in pairs/groups and draw lessons from them.	1. Why should a Muslim seek repentance from Allah (S.W.T.)? 2. How should Muslims seek repentance from Allah (S.W.T.)?

Core competencies to be developed*:*
- Digital literacy enhanced as learners search for the Hadith on *Tawbah* online
- Communication and collaboration enhanced as learners discuss the significance of *tawbah* (Q25:70, Q39:53) and make class presentation
- Creativity and Imagination enhanced as learners dramatise ways of seeking forgiveness from Allah (S.W.T.)

Values:
Responsibility enhanced as learners take responsibility for their actions and seek forgiveness from Allah (S.W.T.).

STRAND 5.0: AKHLAQ

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.1 Virtues in Islam** ● *Modesty* ● *Contentment* ● *Trustworthiness* (9 lessons)	By the end of the sub-strand, the learner should be able to: a) explain Islamic teachings on observing modesty, contentment and trustworthiness in fulfilment of Allah (S.W.T.)'s commandments, b) describe ways in which Muslims can practise modesty, contentment and trustworthiness as part of faith, c) assess the significance of observing modesty, contentment and trustworthiness in upholding Islamic morality in the society, d) practise modesty, contentment, and trustworthiness in day-to-day life to earn rewards from Allah (S.W.T.),	The learner is guided to: ● discuss the Islamic teachings on modesty, contentment and trustworthiness in groups and make class presentations, ● share ways in which Muslims practise modesty, contentment and trustworthiness and make posters, ● research on the significance of modesty, contentment and trustworthiness and make notes, ● dramatise acts depicting modesty, contentment and trustworthiness in the society.	1. Why is it important for Muslims to practise virtues? 2. How can a Muslim student exercise contentment in his life?

		e) value modesty, contentment and trustworthiness for a morally upright society.		

Core Competencies to be developed:
- Creativity and imagination**:** the skill of networking is enhanced as learners dramatise acts depicting modesty, contentment and trustworthiness.
- Communication and collaboration**:** the skills of listening and speaking are enhanced as learners discuss the Islamic teachings on modesty, contentment and trustworthiness in groups and make class presentations.
- Learning to learn: the skill of working collaboratively is enhanced when learners dramatise acts depicting modesty, contentment, and trustworthiness in the society.

Values:
- Responsibility: enhanced as learners share ways in which Muslims practise modesty, humility and trustworthiness and make posters
- Integrity: enhanced as learners research on the significance of modesty, contentment and trustworthiness

Pertinent and Contemporary Issues:
Social cohesion: enhanced as learners discuss the Islamic teachings on modesty, contentment and trustworthiness in groups and make class presentations.

Link to other subjects:
Social Studies as learners research on the significance of modesty, contentment and trustworthiness.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.2 Significance of Islamic Morality** (2 lessons)	By the end of the sub-strand, the learner should be able to: a) assess the significance of Islamic morality in promoting righteousness, b) practise Islamic morality to earn Allah's rewards, c) uphold Islamic morality as a way of promoting an upright society.	The learner is guided to: ● research online/from available reference materials on the significance of Islamic morality and make notes, ● dramatise acts depicting Islamic morality and deduce lessons.	Why is it important to uphold Islamic morality?

Core Competencies to be developed:
- Digital literacy: the skill of interacting with digital devices is enhanced as learners use digital devices to research on the significance of morality and make notes.
- Creativity and imagination: the skill of networking is enhanced as learners dramatise acts on Islamic morality and deduce lessons.
- Self-efficacy**:** the skill of effective communication is enhanced as learners dramatise acts of Islamic morality and deduce lessons.

Values:
- Respect: enhanced as learners dramatise acts depicting Islamic morality and deduce lessons.
- Unity: as learners dramatise acts depicting Islamic morality.

Pertinent and Contemporary Issues:
Social cohesion is enhanced as learners dramatise acts on Islamic morality.

Link to other subjects:
Social Studies enhanced as learners use digital devices to research on the significance of morality.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	**5.3 Prohibitions in Islam** Zina (fornication and adultery) (6 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the effects of *Zina* on the community, b) justify the reasons behind the prohibition of *Zina* for a morally upright society, c) explain the Islamic measures of curbing *Zina* for a morally upright society, d) appreciate the prohibition of *Zina* for a healthy society.	The learner is guided to: ● discuss the effects of *Zina* in groups and present on charts/PowerPoints ● watch video clips/read on the effects of *Zina* (unwanted pregnancies, HIV and AIDS, Sexually Transmitted Diseases, family break-ups) and deduce lessons, ● research on the rationale behind the prohibition of *Zina* and make notes, ● discuss the Islamic measures of curbing *Zina* in pairs and make class presentations, ● listen to a resource person giving a talk on sexually transmitted diseases and infections, ● prepare posters on the effects of zina in the society in groups and display.	1. Why is *Zina* prohibited in Islam? 2. How can a Muslim discourage *Zina* in the society?

Core Competencies to be developed:
- Digital literacy: The skill of interacting with digital devices is enhanced as learners use digital devices to research on the rationale behind the prohibition of *Zina* and make notes.
- Critical thinking and problem-solving**:** the skill of research is enhanced as learners research on the rationale behind the prohibition of *Zina.*

• Communication and Collaboration: the skill of listening and speaking is enhanced as learners discuss and present the measures put in place to curb *Zina.*
Values: Responsibility: enhanced as learners discuss the effects of *Zina* in groups and present on charts/PowerPoints.
Pertinent and Contemporary Issues: Health-related Issues: enhanced as learners watch video clips on the effects of *Zina* (unwanted pregnancies, HIV and AIDS, family break-ups) and deduce the lesson.
Link to other subjects: ● Social Studies: as learners watch video clips on the effects of *Zina* (unwanted pregnancies, HIV and AIDS, family break-ups) and deduce the lesson. ● Integrated Science: as learners discuss the effects of *Zina* in groups and present on charts/PowerPoints.

Suggested Assessment Rubric

Levels Indicators	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Ability to explain the Islamic teachings and describe ways in which Muslims can practise modesty, contentment and trustworthiness.	Explains the Islamic teachings and describes ways in which Muslims can practise modesty, contentment and trustworthiness correctly and comprehensively.	Explains the Islamic teachings and describes ways in which Muslims can practise modesty, contentment and trustworthiness correctly.	Explains the Islamic teachings and describes ways in which Muslims can practise modesty, contentment and trustworthiness omitting minor details.	Explains the Islamic teachings and describes ways in which Muslims can practise modesty, contentment and trustworthiness omitting major details.
Ability to describe the effects of *Zina*, justify the reasons behind its prohibition and explain the Islamic measures of curbing it.	Describes the effects of *Zina*, justifies the reasons behind its prohibition and explains the Islamic measures of curbing it correctly and exhaustively.	Describes the effects of *Zina*, justifies the reasons behind its prohibition and explains the Islamic measures of curbing it correctly.	Describes the effects of *Zina*, justifies the reasons behind its prohibition and explains the Islamic measures of curbing it with few mix ups.	Describes the effects of *Zina*, justifies the reasons behind its prohibition and explains the Islamic measures of curbing it with many mix ups.

STRAND 6.0: MUAMALAT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 *Muamalat* (Social Relations)	**6.1 Domestic violence** (6 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the causes of domestic violence to settle family conflicts, b) explain the effects of domestic violence on the family, c) describe measures to curb domestic violence in the family, d) embrace measures proposed by Islam to curb domestic violence.	The learner is guided to: • discuss the causes of domestic violence in groups and present in class, • discuss the effects of domestic violence in groups and present on charts/PowerPoint, • watch video clips/read about the effects of domestic violence and make notes, • research on the measures of curbing domestic violence and make notes, • prepare a skit condemning domestic violence.	1. What are the causes of domestic violence? 2. How does domestic violence hinder social harmony?
Core Competencies to be developed: • Digital literacy: the skill of interacting with digital technology through researching on the measures of curbing domestic violence. • Learning to learn: the skill of carrying out research enhanced as learners research on the measures of curbing domestic violence. • Critical thinking and problem‑solving: the skill of explanation enhanced as learners research and explain the measures of curbing domestic violence.				

● Creativity and imagination: the skill of networking is enhanced as learners prepare a skit condemning domestic violence.

Values:
- Peace is enhanced through research on the measures of curbing domestic violence and making notes.
- Social Justice is enhanced through research on the measures of curbing domestic violence.

Pertinent and Contemporary Issues:
- Social-Cohesion is enhanced as learners research on the measures of curbing domestic violence.
- Gender education is enhanced as learners discuss the causes of domestic violence.

Link to other subjects:
Social Studies as learners discuss the effects of domestic violence in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.2** *Iddah* (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the *iddah* for a divorcee and a widow in Islam to foster obedience to divine guidance, b) explain the rationale for observing *iddah* as an act of ibadah, c) state the rules of *iddah* as a means of safeguarding its validity, d) assess the importance of *iddah* to the divorced and widowed Muslim woman, e) appreciate *iddah* as an act of *ibadah*.	**The learner is guided to:** • search for information on the *iddah* for a divorcee and a widow in Islam and share in class, • describe the rationale for *iddah* in groups and present in class, • discuss the rules of *iddah* in pairs and present them on charts, • discuss the importance of *iddah* in groups and make a class presentation, • listen to a resource person giving a talk on the importance of observing *Iddah* in Islam.	What is the wisdom behind *Iddah*?

Core Competencies to be developed:
● Communication and collaboration**:** the skill of decision-making is enhanced as learners discuss the importance of *iddah.*
● Learning to learn: the skill of working collaboratively enhanced as learners discuss the importance of *iddah* in groups and make a class presentation.

● Self-efficacy**:** the skill of effective communication enhanced as learners discuss the importance of observing *Iddah* in groups and make a class presentation.
Values: ● Social Justice is enhanced as learners describe the rationale for *iddah*   ● Respect is enhanced as learners describe the rationale for *iddah* in groups and present in class
Pertinent and Contemporary Issues: Gender education is enhanced as learners discuss the importance of *iddah*
Link to other subjects   Social Studies is enhanced as learners discuss the importance of *iddah*

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.3 Child custody** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the Islamic rules on child custody to safeguard the child's rights, b) assess the significance of Islamic rules on child custody, c) appreciate Islamic teachings on child custody as a means of fostering family bond.	The learner is guided to: ● research online/available reference materials on the Islamic rules on child custody in groups and make notes, ● discuss the significance of Islamic rules on child custody in groups and present in class.	What are the rules that guide child custody in Islam?

Core Competencies to be developed:
- Digital literacy: the skill of interacting with digital technology is enhanced as the learners research online on the Islamic rules that guide child custody in groups and make class presentations using PowerPoint.
- Communication and collaboration: the skill of teamwork is enhanced as learners research on Islamic rules that guide child custody in groups and present in class.

Values:
Respect is enhanced as learners research online on the Islamic rules that guide child custody in groups and make class presentations using PowerPoint.

Pertinent and Contemporary Issues:
Child's rights, childcare and protection are enhanced as learners research online on the Islamic rules that guide child custody in groups.

Link to other subjects:
Social Studies as learners research online on the Islamic rules that guide child custody in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.4 Polygamy in Islam** (6 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the reasons for polygamy in Islam for social stability, b) justify the reasons for the Prophet's multiple marriages, c) state the conditions for polygamy in Islam, d) assess the significance of polygamy in Islam, e) appreciate the Islamic concept of polygamy as a social remedy to safeguard human dignity.	The learner is guided to: ● discuss the reasons for polygamy in Islam in groups and present them on charts/PowerPoint devices, ● discuss the reasons why the Prophet (S.A.W.) married more than one wife in groups and present in class, ● research on the conditions for polygamy in Islam in pairs and make notes, ● brainstorm on the significance of polygamy in Islam in groups and present in class, ● listen to a resource person giving a talk on the significance of polygamy and make notes.	What is the rationale for polygamy in Islam?

Core Competencies to be developed:
- Communication and collaboration: Listening and speaking skills are enhanced as learners discuss the reasons for polygamy in Islam in groups and present on charts/PowerPoint devices.
- Self-efficacy: the skill of effective communication is enhanced as learners discuss the reasons for polygamy in groups and present in class.

• Learning to learn: sharing learnt knowledge is enhanced as learners brainstorm on the significance of polygamy in Islam in groups and present in class
Values: Social Justice: enhanced as learners discuss the reasons for polygamy in Islam in groups and present on charts/audio-visual devices.
Pertinent and Contemporary Issues: Social cohesion: enhanced as learners research on the conditions for polygamy in Islam, in pairs.
Link to other subjects: Social Studies as learners discuss the reasons for polygamy in Islam in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.5 Trade and Finance in Islam** (6 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the Islamic rules on borrowing and lending money, b) practise Islamic teachings on borrowing and lending money to earn rewards from Allah (S.W.T.), c) describe the role of consumer protection agencies to enhance integrity, d) appreciate the Islamic concept of borrowing and lending money as a means of safeguarding equity in the society.	The learner is guided to: ● discuss the rules of borrowing and lending money in groups and make a class presentation, ● visit an Islamic financial institution to learn more about borrowing and lending money and make notes, ● listen to a resource person from consumer protection agencies to enlighten on consumer rights with regards to borrowing and lending money, ● role play borrowing and lending money while observing the rules.	Why should Muslims observe the rules of borrowing and lending money?

Core Competencies to be developed:
- Learning to learn: the skill of seeking advice on information and support enhanced as learners visit an Islamic financial institution to learn more about borrowing and lending money.
- Communication and collaboration: the skills of listening and speaking enhanced when learners discuss the rules of borrowing and lending money in groups and make a class presentation.

● Critical thinking and problem solving: the skill of active listening and communication enhanced as learners listen to a resource person from consumer protection agencies on consumer rights with regards to borrowing and lending money.
● Creativity and imagination: the skill of networking is enhanced as learners role-play borrowing and lending money while observing the rules.

Values:
● Integrity is enhanced as learners research on the rules of borrowing and lending money.
● Responsibility is enhanced as learners discuss the rules of borrowing and lending money in groups.

Pertinent and Contemporary Issues:
● Integrity as learners research on the rules of borrowing and lending money.
● Financial Literacy as learners visit an Islamic financial institution to learn more about borrowing and lending money and make notes and listen to a resource person from consumer protection agencies on consumer rights with regards to borrowing and lending money.

Link to other subjects:
Pre-Technical Studies as learners research on the rules of borrowing and lending money and listening to a resource person from consumer protection agencies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.6 Contemporary Issues** ● *Jihad* ● Terrorism ● Extremism (6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the rules of *Jihad* in Islam for correct interpretation, b) explain the causes of terrorism and extremism in the society, c) explain the effects of terrorism and extremism on the society, d) describes the measures to curb terrorism and extremism for peaceful co-existence, e) acknowledge Islamic teachings on *Jihad* as a guide to harmonious co-existence.	The learner is guided to: ● identify the rules of *Jihad* in Islam in groups and share in class, ● listen to a resource person giving a talk on the correct interpretation of *Jihad* and make notes, ● research online/available reference materials on the causes of terrorism and extremism and make notes, ● research online/available reference materials on the effects of terrorism and present in class, ● brainstorm on the measures of curbing terrorism and extremism and make class presentations,	1. What are the effects of terrorism and extremism? 2. How can terrorism and extremism be curbed?

			● listen to a resource person giving a talk on the measures to curb terrorism and extremism.	

Core Competencies to be developed:
- Citizenship: Global awareness skills are enhanced as learners research on the effects of terrorism and extremism.
- Communication and collaboration: the skill of listening and speaking as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.
- Critical thinking and problem-solving**:** the skill of open-mindedness and creativity is enhanced as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.

Values:
- Peace is enhanced through discussion on the rules of *Jihad* in Islam in groups and share in class.
- Patriotism is enhanced as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.

Pertinent and Contemporary Issues:
- Safety and security education: as learners use digital devices to search for the effects and measures of curbing terrorism and extremism.
- Peace education: as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.

Link to other subjects:
Social Studies as learners research on the effects of terrorism and extremism.

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe causes and effects of domestic violence.	Describes causes and effects of domestic violence comprehensively.	Describes causes and effects of domestic violence.	Describes causes and effects of domestic violence with few omissions.	Describes causes and effects of domestic violence with significant omissions.
Ability to state the reasons, conditions and significance of polygamy.	States the reasons, conditions and significance of polygamy correctly.	States the reasons, conditions and significance of polygamy.	States the reasons, conditions and significance of polygamy but leaves out few details.	States the reasons, conditions and significance of polygamy but leaves out significant details.
Ability to identify the rules of iddah and child custody and assess the significance of Islamic rules on iddah and child custody.	Identify the rules of iddah and child custody and assess the significance of Islamic rules on iddah and child custody correctly and comprehensive.	Identify the rules of iddah and child custody and assess the significance of Islamic rules on iddah and child custody correctly.	Identify the rules of iddah and child custody and assess the significance of Islamic rules on iddah and child custody with few omissions.	Identify the rules of iddah and child custody and assess the significance of Islamic rules on iddah and child custody with significant omissions.
Ability to explain the rules of borrowing and lending money and the role of	Explains the rules of borrowing and lending money and the role of consumer protection agencies correctly and exhaustively.	Explains the rules of borrowing and lending money and the role of consumer protection agencies correctly.	Explains the rules of borrowing and lending money and the role of consumer protection agencies but leaves out few details.	Explains the rules of borrowing and lending money and the role of consumer protection agencies but leaves out significant details.

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
consumer protection agencies.				
Ability to identify the rules of Jihad, explain the causes and effects of terrorism and extremism.	Identifies the rules of Jihad, explains the causes and effects of terrorism and extremism correctly and comprehensively.	Identifies the rules of Jihad, explains the causes and effects of terrorism and extremism correctly.	Identifies the rules of Jihad, explains the causes and effects of terrorism and extremism omitting a minor details.	Identifies the rules of Jihad, explains the causes and effects of terrorism and extremism omitting major details.

STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	**7.1 Islam in Kenya** ● *Coast* ● *Western* ● *Central* ● *North Eastern Kenya* (7 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the factors that facilitated the spread of Islam in Kenya, b) explain the effects of the contact between the early Muslims and the natives as a factor of civilisation, c) examine the challenges faced by the early Muslims in the propagation of Islam, d) appreciate the contribution of Islam to the development of culture in Kenya.	The learner is guided to: ● describe the factors that led to the spread of Islam in Kenya (Coast, Western, Central, and North Eastern) in groups and present on charts/PowerPoint, ● research on the effects of the contact between the early Muslims and the natives and make notes, ● watch video clips on the effects of the contact between the early Muslims and the natives, ● model old architectural designs of mosques, doors, mats, wudhu vessels, and sandals, ● modelling activities adorning the Islamic cultural mode of dressing introduced by the Arabs,	1. What factors facilitated the spread of Islam in Kenya? 2. What was the impact of the contact between the early Muslims and the natives?

			● research online/read from available reference materials on the challenges faced by the early Muslims as they propagated Islam and present in class.	

Core Competencies to be developed:
- Learning to learn: the skill of carrying out research enhanced as learners seek information on the effects of the contact between the early Muslims and the natives.
- Communication and collaboration: the skill of listening, speaking and teamwork is enhanced as learners discuss the factors that led to the spread of Islam in Kenya.
- Self-efficacy: the skill of effective communication enhanced as learners research online/read from available reference materials on the challenges faced by the early Muslims as they propagated Islam and share in class.
- Creativity and imagination: the skill of networking is enhanced as learners model old architectural designs of mosques, doors, mats, wudhu vessels and sandals.

Values:
- Unity enhanced as learners discuss the factors that led to the spread of Islam in Kenya (Coast, Western, Central, and North Eastern) in groups.
- Responsibility enhanced as learners research on the effects of the contact between the early Muslims and the natives.

Pertinent and Contemporary Issues:
Ethnic and racial relations enhanced as learners research on the effects of the contact between the early Muslims and the natives.

Link to other subjects:
Social Studies as learners discuss the factors that led to the spread of Islam in Kenya (Coast, Western, Central, and North Eastern) in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	**7.2 Unity of Muslims** (4 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the factors that would enhance unity of Muslims in Kenya, b) describe the challenges that undermine the unity of Muslims in Kenya, c) assess the significance of unity of Muslims for harmonious co-existence, d) practise acts that foster unity among Muslims, e) appreciate unity of Muslims to enhance brotherhood.	The learner is guided to: ● research online/read from available reference materials on the factors that enhance unity of Muslims in Kenya and make class presentations, ● describe the challenges that undermine the unity of Muslims in groups and make notes, ● listen to a talk from a resource person on the significance of the unity of Muslims and make notes, ● dramatise acts that foster unity among Muslims.	1. Why is the unity of Muslims important? 2. What hinders the unity of Muslims?

Core Competencies to be developed:

- Self-efficacy: the skill of effective communication enhanced as learners discuss the challenges that undermine the unity of Muslims in groups.
- Citizenship: the skill of national and cultural identity enhanced as learners research online/read on the factors that enhance unity of Muslims.
- Creativity and imagination: the skill of networking enhanced as learners dramatise acts that foster unity among Muslims.

Values:
• Unity enhanced as learners dramatise acts that foster unity among Muslims.
• Responsibility enhanced as learners listen to a talk from a resource person on the significance of unity of Muslims and make notes.
Pertinent and Contemporary Issues:
• Social cohesion as learners research online on the factors that enhance unity of Muslims.
• Patriotism as learners dramatise acts that foster unity among Muslims.
Link to other subjects:
Social Studies as learners research online on the factors that enhance unity of Muslims.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	**7.3 Muslim Institutions** ● *Mosques* ● *Madrasa* ● *Muslim NGOs* (9 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the role of mosques, *madrasa* and Muslim NGOs in the preservation of Islamic heritage, b) examine the challenges facing the Muslim institutions, c) propose possible solutions to the challenges facing Muslim institutions, d) recognise the role played by mosques, *madrasa and* Muslim NGOs in preserving Islamic values.	The learner is guided to: ● research on the role of mosques, *madrasa* and Muslim NGOs and present on charts/audio-visual devices, ● listen to a resource person giving a talk on the role of mosque and *madrasa* in preserving Islamic values, ● watch video clips on the role of mosques, *madrasa* and Muslim NGOs in the community, ● visit a mosque/*madrasa* and write on their functions, ● discuss the challenges facing Muslim institutions in groups and present in class, ● brainstorm on possible solutions to the challenges facing Muslim institutions in groups and present in class.	Why are mosques and *madrasa* important to the Muslim community?
Core Competencies to be developed: ● Digital literacy**:** the skills of interacting with digital technology when learners research on the role of mosques and *madrasa* and present on charts/audio-visual devices. ● Learning to learn: the skill of seeking advice, information and support as learners visit a mosque/*madrasa* and make notes on the roles of the mosques and *madrasa.*				

- Critical thinking and problem solving: the skill of open-mindedness and creativity enhanced as learners brainstorm on possible solutions to the challenges facing Muslim institutions in groups and present in class

Values:
- Unity enhanced as learners research on the roles of mosques and *madrasa.*
- Respect is enhanced as learners visit a mosque/*madrasa* and make notes on their functions.

Pertinent and Contemporary Issues:
 Social cohesions enhanced as learners research on the role of a mosque and *madrasa.*

Link to other subjects:
Social Studies as learners research on the roles of mosques, *madrasa* and Muslim NGOs which is related to the spread of Islam and Christianity in East Africa

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the factors and explain the effects of the spread of Islam in Kenya.	Describes the factors and explains the effects of the spread of Islam in Kenya correctly and exhaustively.	Describes the factors and explains the effects of the spread of Islam in Kenya correctly.	Describes the factors and explains the effects of the spread of Islam in Kenya but omits few details.	Describes the factors and explains the effects of the spread of Islam in Kenya but omits significant details.
Ability to assess the factors, challenges and significance of unity of Muslims.	Assesses the factors, challenges and significance of unity of Muslims correctly and comprehensively.	Assesses the factors, challenges and significance of unity of Muslims correctly.	Assesses the factors, challenges and significance of unity of Muslims but omits few details.	Assesses the factors, challenges and significance of unity of Muslims but omits significant details.
Ability to examine the role played and	Examines the role played and challenges	Examines the role played and challenges	Examines the role played and challenges	Examines the role played and challenges

challenges facing Muslim Institutions.	facing Muslim Institutions correctly and exhaustively.	facing Muslim Institutions correctly.	facing Muslim Institutions with minor gaps.	facing Muslim Institutions with major gaps.

APPENDIX 1: GUIDELINES FOR IMPLEMENTING COMMUNITY SERVICE LEANRING (CSL) PROJECT

Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation ● Lifestyle diseases, Communicable and non-communicable diseases ● Poverty ● Violence and conflicts in the community ● Food security issues

Milestone 2	**Designing a solution**
	Learners create an intervention to address the challenge identified.
Milestone 3	**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
Milestone 4	**Implementation**
	The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing**
	Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback
	Learners write a report detailing their project activities and learnings from feedback
Milestone 6	**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.

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 2: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	*Ulum al Qur'an*	Written and oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices	The learners share with peers the miraculous nature of the Qur'an during clubs/society meetings The learners design posters on the miraculous nature of the Qur'an
	Selected Surah/Verses	Written and oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices	The learners share information on the teachings/lessons from the selected verses (suspicion, ridicule, racism) during clubs and society meetings
Hadith	*Ulum al Hadith*	Written and oral assessment, portfolio	Books of Hadith, course books, charts, digital devices	Share with their peers on the development of Hadith during clubs' and societies' meetings Write articles on the development of Hadith during the period of *Tabiin* and *Tabi Tabiin*
	Selected *Hadith*	Written and oral tests	Books of Hadith, course books, digital devices	Write an essay on the importance of unity among Muslims and pin it on the school notice boards Design posters on avoidance of ill motives activities and display them strategically

Pillars Of Iman	Belief in the Last Day	Written and oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices	Share with peers during clubs/society on the importance of believing in the Last Day Prepare a chart on the events of the day of judgement and share with peers during IRE symposium day
	Belief in *Qadar* and *Qadha*	Written and oral assessment, portfolio assessment, observation	The Qur'an, books of Hadith, course books, digital devices	Share with peers at assembly on the effects of believing in *Qadar* Give a talk on the Islamic teachings of *Qadar* and *Qadha*
Devotional Acts	*Shariah* (Islamic Law)	written, oral assessment, observation, portfolio	Quran, charts, course books, digital devices	Write articles on the categories of legal acts in Islam and share on social media
Akhlaq	Morality	Written and oral assessment, portfolio assessment, observation	Qur'an, books on *Hadith*, course books, digital devices	Writing on the significance of Islamic morality and pin on school notice boards
	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, books of *Hadith*, course books, digital devices	Dramatise/role-play acts depicting contentment, modesty and trustworthiness during inter-house/interclass drama competitions.

		Written and oral assessments, observation, portfolio	Quran, books of *Hadith*, course books, digital devices	Make posters on the effects and measures of curbing *Zina* and display on school notice boards
	Prohibitions in Islam			Compose poems/songs on the effects of *zinaa* on the society and present them during music/drama festival/talent day
Muamalat	Domestic violence	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Write and share articles on the effects of domestic violence in the school magazine Dramatise the effects of domestic violence during inter-house competitions
	Iddah	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Share with peers the knowledge on the wisdom of a woman observing iddah in the Muslim society meetings
	Child custody	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices, newspapers	Dramatise/role-play acts depicting acts that uphold child rights during inter-house/interclass drama competitions

	Polygamy in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Write articles on the conditions of polygamy in Islam in the school magazine Share the rationale of the Prophet's multiple marriages through social media applications
	Trade and Finance in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Make posters on the rules of borrowing and lending money in Islam and share in the Junior Achievers club
	Contemporary issues	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Make posters on the effects of terrorism and extremism and display on school notice boards Write articles on the effects of terrorism and share on social media platforms/school magazine Compose spoken word condemning terrorism and extremism
Islamic Heritage and	Islam in Kenya	Written and oral assessment, portfolio assessment, observation	Books on History of Islam in Africa, course books, digital devices	Share the effects of the contact between the early Muslims and the natives at the assembly

Civilisation				Design different items depicting the effects of early contact between the early Muslims and the natives in Kenya Draw architectural design depicting the influence of early Muslims in Kenya
	Unity of Muslims	Written and oral assessment, portfolio assessment, observation	Books on History of Islam in Africa, course books, digital devices	Write articles on the challenges that undermine unity of Muslims in Kenya and share it in the school magazine
	Muslim Institutions	Written and oral assessment, portfolio assessment, observation	Books on History of Islam in Africa, course books, digital devices	Make posters on the pictures of the early Muslim centres across the world and display them strategically