



**MINISTRY OF EDUCATION**

**UPPER PRIMARY LEVEL DESIGNS**

**LEARNING AREA: ISLAMIC RELIGIOUS EDUCATION**

**GRADE 5**

**NOVEMBER 2019**



**KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT**

## **ESSENCE STATEMENT**

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

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

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

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 QUR'AN	1.1 Selected <i>Surah</i> :  (16 Lessons)	By the end of the sub strand, the learner should be able to: a) read and memorise the selected surah for spiritual nourishment. b) outline the basic meaning of the selected surah to act as guidance in their daily life. c) deduce lessons and teachings from the selected surah and apply them in their daily life. d) appreciate the Qur'an as the first source of guidance.	<b>Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:</b> <ul style="list-style-type: none"> <li>• learners to listen to the teacher/resource person/digital device on the recitation of the selected <i>surah</i>;  <ul style="list-style-type: none"> <li>- <i>Al-Kauthar</i></li> <li>- <i>Al-Maun</i></li> <li>- <i>Al-Quraysh</i></li> <li>- <i>Al-Fil</i></li> </ul> </li> <li>• learners to recite the selected surah after listening to the teacher/or the digital devices.</li> <li>• learners in pairs/groups are guided to read the selected surah from a digital device/mus-haf/charts.</li> <li>• learners to practice proper pronunciation through listening to digital devices</li> <li>• in groups, learners to recite the selected surah severally to enhance memorization.</li> <li>• learners listen to the basic meaning of the selected surah from digital devices and make anecdotal notes</li> <li>• in groups, learners to discuss the different ways of applying the teachings and lessons learnt from the selected <i>surah</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to recite the Qur'an?</li> <li>2. What lessons do we learn from the selected <i>surah</i>?</li> <li>3. What teachings can Muslims derive from the selected surah?</li> <li>4. How can you apply the teachings of the selected surah in your daily life?</li> </ol>
<b>Core competences to be developed:</b> Communication and collaboration through group discussion on ways of applying the teachings of the selected surah, digital literacy through use of digital devices; critical thinking and problem solving through application of the teachings drawn from the selected surah.				
<b>PCIs:</b> Self-esteem as learners read, recite and memorize the selected surah. Career guidance as learners discuss the lessons from surah <i>Quraysh</i> .			<b>Values:</b> Responsibility as learners apply the teachings of selected surah	
<b>Links to other subjects:</b> CRE and HRE They have verses and scriptures to read during lessons.			<b>Suggested community Service Learning Activities:</b> Learners attend madrasa to enhance understanding and memorization of the teachings of the selected surah Learners share the meaning and lessons of the selected surah with siblings, parents/guardians and friends.	

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Basic meaning, lessons and teachings	Learner accurately, outlines the basic meaning, lessons and teachings from the selected <i>surah</i> and explains to others	Learner accurately, outlines the basic meaning, lessons and teachings from the selected <i>surah</i>	Learner can outline the basic meaning, lessons and teachings of the three selected <i>surah</i> with guidance from the teacher	Learner can only be able to outline the basic meaning, lessons and teachings of the selected <i>surah</i> with assistance from the teacher

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 HADITH	2.1 Hadith on good behaviour ( 3 Lessons )	By the end of the sub strand, the learner should be able to: a) identify examples of good behaviour from the selected Hadith on character building. b) discuss the significance of the selected Hadith in shaping the character of a Muslim c) appreciate the teachings of the Hadith by applying them in day to day life.	<b>Individually/in pairs/ in groups learners are guided to:</b> <b>read the following Hadith on greetings:</b> <ul style="list-style-type: none"> <li>learners read from chart/digital devices the Hadith on good behaviour:</li> <li>“Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out. And behave well towards other people.” (Al-Tirmidhi).</li> <li>in pairs, learners identify good behaviour mentioned in the Hadith and present in plenary</li> <li>learners are guided to discuss the teachings and relevance of the Hadith in their daily life.</li> <li>learners role play the behaviour mentioned in the Hadith.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we behave well?</li> <li>What actions show that you fear Allah?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the teachings and relevance of the Hadith on good behaviour, critical thinking and problem solving through deducing actions that show fear of Allah, Learning to learn by extending the teachings to new situations.</i>				
<b>PCIs: skills of knowing and living with others</b> -Self-esteem skills of knowing and living with self. - Social cohesion by treating others well.			<b>Values:</b> Respect and love through relating with others in a good way. Responsibility through fear of Allah.	
<b>Links to other subjects:</b> Languages- Arabic, English as they read explain the meaning of the Hadith			<b>Suggested community Service Learning Activities:</b> Learners give a talk on good behaviour.	

### Assessment Rubrics

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Hadith on good behaviour	Learner correctly identifies forms of good behaviour mentioned in the Hadith and explains their significance in shaping character and teaches others the Hadith	Learner correctly identifies forms of good behaviour mentioned in the Hadith and explains their significance in shaping character	Learner identifies some forms of good behaviour mentioned in the Hadith and explains their significance in shaping character	Learner has difficulty identifying forms of good behaviour mentioned in the Hadith and explaining their significance in shaping character

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 HADITH	2.2 Hadith on Greetings (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the importance of Islamic greetings in the life of a Muslim. b) practise Islamic greetings so as to promote love and unity in the society. c) appreciate the use of Islamic greetings in bringing harmony in the society.	<b>Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:</b> “... Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves.” (Muslim) <ul style="list-style-type: none"> <li>• Watch/listen to Islamic greetings from digital devices</li> <li>• demonstrate Islamic greetings.</li> <li>• discuss the importance of Islamic greetings in the life of a Muslim and make summary notes.</li> <li>• search online and sing Qasida on Islamic greetings.</li> </ul>	1. Why should a Muslim use Islamic greetings?
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the importance of Islamic greetings, Critical thinking and problem solving through discussion on the importance of Islamic greetings, Digital literacy through searching, watching, listening and singing qasida on Islamic greetings.</i>				
<b>PCIs:</b> Learning to live together through greetings - social cohesion through the use of Islamic greetings - Self-esteem as learners practise Islamic greetings			<b>Values:</b> Love for one another through Islamic greetings -Unity through the use of Islamic greetings	
<b>Links to other subjects:</b> <i>Languages as they greeting different people.</i>			<b>Suggested community Service Learning Activities:</b> Learners greet their parents/guardians/relatives/friends and members of the community through Islamic greetings.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Importance of Islamic greetings.	Learner confidently and accurately explains the importance of Islamic greetings.	Learner correctly explains the importance of Islamic greetings.	Learner can explain the importance of Islamic greetings when prompted by the teacher.	Learner is only able to explain the importance of Islamic greetings with assistance

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>2.0 HADITH</b>	<b>2.3 Hadith on knowledge.</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) read the Hadith as a source of reference in seeking knowledge. b) explain the importance of seeking knowledge for the benefit of this world and the Hereafter c) appreciate the teachings of the Hadith by working hard in school.	<b>-In pairs/groups learners are guided to:</b> <ul style="list-style-type: none"> <li>• <b>Read from a chart/digital devices the following Hadith on knowledge:</b></li> <li>• “Seeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).</li> <li>• Search online the importance of seeking knowledge and present it in class</li> <li>• discuss ways of improving academic performance in school.</li> <li>• role play the importance of seeking knowledge in the Muslim society</li> </ul>	<ol style="list-style-type: none"> <li>1. What can you do to improve your performance in school?</li> <li>2. Why is it important to seek knowledge in Islam?</li> <li>3. What challenges may hinder one from acquiring education?</li> <li>4. What can you do to help the society acquire education?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on ways of improving academic performance in school, critical thinking and problem solving through discussions on ways of improving academic performance, learning to learn by helping the society seek education, digital literacy through searching the importance of knowledge from digital devices</i>				
<b>PCIs:</b> Human rights as learners seek knowledge -Self-esteem as learners acquire knowledge.			<b>Values:</b> Responsibility as learners work hard to seek knowledge.	
<b>Links to other subjects:</b> <i>Languages as the teach how to reading skill</i>			<b>Suggested community Service Learning Activities:</b> Learners share the teachings of the Hadith with other members of the family/community to encourage them seek knowledge.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Teachings of Hadith on knowledge.	Learner confidently and correctly explains the teachings of the Hadith on seeking Knowledge	Learner correctly explains the teachings of the Hadith on seeking knowledge.	Learner explains the teachings of the Hadith on seeking Knowledge with guidance	Learner has difficulty in explaining the teachings of the Hadith on seeking Knowledge



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>2.0 HADITH</b>	<b>2.4 Hadith on responsible living</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) outline five issues that mankind should account for according to the Hadith. b) describe the lessons learnt from the Hadith for character building. c) appreciate the teachings of the Hadith by living responsibly.	<b>In pairs/small groups, learners are guided to:</b> <b>Read from a chart/digital devices the Hadith on responsible living:</b> <i>“The son of Adam will not be dismissed from Allah on the Day of Resurrection until he is questioned about five issues: his life and how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted on his knowledge.” (Al-Tirmithi)</i> <ul style="list-style-type: none"> <li>learners will outline the five issues that mankind must account for on the Day of Resurrection</li> <li>describe the lessons learnt from the Hadith and do class presentations</li> <li>dramatize ways of living responsibly</li> </ul>	<ol style="list-style-type: none"> <li>How can the youth live responsibly?</li> <li>How do Muslims earn their wealth?</li> <li>How do Muslims spend their wealth?</li> <li>How can knowledge be used to benefit others?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the five issues that mankind must account for on the Day of Resurrection, critical thinking and problem solving through dramatization, learning to learn by expanding the teachings of the Hadith on responsible living, self-efficacy through class presentations</i>				
<b>PCIs:</b> Financial literacy as learners discuss ways of earning and spending wealth. Positive discipline as learners practise the teachings of the Hadith on responsible living			<b>Values:</b> Responsibility and unity as learners work in groups. Integrity as learners learn lawful ways of earning and spending.	
<b>Links to other subjects:</b> Languages, Arabic/English; Social Studies			<b>Suggested community learning activities:</b> Learners explain the teachings of the Hadith to other family members, friends and community to encourage them to live responsibly	

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Hadith on responsible living	Learner confidently and correctly outlines the issues that mankind should account for on the Day of Resurrection and describes the lessons learnt from the Hadith	Learner correctly outlines the issues that mankind should account for on the Day of Resurrection and describes the lessons learnt from the Hadith	Learner can correctly outline the issues that mankind should account for on the Day of Resurrection and describe the lessons learnt from the Hadith with prompt from the teacher.	Learner is hardly able to outline the issues that mankind should account for on the Day of Resurrection and describe the lessons learnt from the Hadith.

Strands	Sub- strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 PILLARS OF IMAN</b>	<b>3.1 Belief in Allah</b> <b>3.1.1 Attributes of Allah:</b>  (6 Lessons )	By the end of the sub strand, the learner should be able to: a) outline the attributes of Allah and their corresponding meaning for spiritual nourishment b) state the teachings of the selected attributes of Allah for application in day to day life c) explain the importance of the attributes of Allah for character formation. d) use the attributes of Allah while making <i>dua</i> (supplication). e) appreciate the unique attributes of Allah as part of Islamic faith.	<b>In pairs/ groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>• listen to the attributes of Allah from a digital device;               <ul style="list-style-type: none"> <li>- <i>Al- Ghaffaar</i> (The Forgiver)</li> <li>- <i>Al-Aalim</i> (The All Knowing)</li> <li>- <i>Al-Haafidh</i> (The Protector)</li> <li>- <i>Al-Hakam</i> (The Judge)</li> <li>- <i>Al-Hayu</i> (The Ever Living)</li> <li>- <i>Al-Waahid</i> (The One)</li> </ul> </li> <li>• match the attributes of Allah with corresponding meaning using flash cards.</li> <li>• discuss the teachings and importance of the attributes of Allah and make anecdotal notes</li> <li>• use the attributes of Allah while making <i>dua</i></li> <li>• sing qasida on the attributes of Allah</li> </ul>	1. What lessons are learnt from the attributes of Allah? 2. Why should we use the attributes of Allah while making <i>dua</i> (supplications)?
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the teachings and importance of the attributes of Allah, critical thinking and problem solving through discussing the meaning and the importance of the Attributes of Allah, digital literacy through use of digital devices in listening to the attributes of Allah,, learning to learn by extending the teachings of the attributes of Allah to other aspects of life</i>				
<b>PCIs:</b> Self-esteem when matching the attributes of Allah with their meaning. Effective communication as learners work in groups.			<b>Values:</b> Responsibility, integrity and unity as learners work in groups	
<b>Links to other subjects:</b> <i>Languages- Arabic and English as they translate the attributes of Allah from Arabic to English.</i>			<b>Suggested community Service Learning Activities:</b> Learners make <i>dua</i> for their parents/guardians and other people in the community. Attend madrassa to learn more attributes.	

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets Expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Attributes of Allah	Learner consistently and correctly states the teachings and importance of the attributes and confidently uses them while making <i>dua</i> .	Learner correctly states the teachings and importance of the attributes and uses them while making <i>dua</i> .	The learner can correctly state the teachings and importance of the attributes with some assistance and use them while making <i>dua</i>	Learner is hardly able to state the teachings and importance of the attributes and use them while making <i>dua</i> .

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 PILLARS OF IMAN</b>	<b>3.2 Belief in angels</b> <b>3.2.1 Characteristics of angels</b>  (3 Lessons )	By the end of the sub strand, the learner should be able to: a) state the characteristics of angels to strengthen their <i>iman</i> . b) explain the significance of the belief in angels in the life of a Muslim. c) obey Allah’s commands by emulating angels. d) differentiate between angels and human beings so as to appreciate Allah’s creation. e) appreciate the belief in angels as a pillar of <i>iman</i> .	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>search for information on the characteristics of angels from digital devices/books/resource persons and present in class</li> <li>to brainstorm on the significance of belief in angels and make anecdotal notes.</li> <li>role play different situations that depict obedience to Allah’s commands (obeying parents, teachers, elders, school rules)</li> <li>read a verse from the Qur’an on the obedience of angels on Allah’s commands (Q66: 6)</li> </ul>	<ol style="list-style-type: none"> <li>What is the significance of believing in angels?</li> <li>What are the differences between angels and human beings?</li> <li>How can Muslims show obedience to Allah?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the significance of belief in angels, critical thinking and problem solving by differentiating angels and human being, digital literacy through searching for characteristics of angels, learning to learn through role playing situations demanding obedience.</i>				
<b>PCIs:</b> Self-esteem when emulating the quality of obedience of angels. Positive discipline as learners obey the commands of Allah			<b>Values:</b> Unity through group work. Responsibility as learners obey the commands of Allah	
<b>Links to other subjects:</b> <i>HRE/CRE all religious learning discuss the belief in angels</i>			<b>Suggested community Service Learning Activities:</b> Learners to share what they about the angels with community.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<b>3.2.2 Characteristics of angels</b>	Learner correctly and confidently states the characteristics of angels and differentiates between angels and human beings	Learner correctly states characteristics of angels and differentiates between angels and human beings	Learner states characteristics of angels and differentiates between angels and human beings with assistance	Learner has difficulty in stating characteristics of angels and differentiating between angels and human beings

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 PILLARS OF IMAN</b>	3.3 Belief in Prophets 3.3.1 Qualities of Prophets  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the qualities of Prophets for character formation. b) apply values learnt from the qualities of Prophets in their daily lives. c) appreciate belief in Allah’s Prophets by emulating the qualities of Prophets.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>search for information on the qualities of Prophets from digital devices/books/resource persons and display in class</li> <li>narrate a story of any Prophet that shows these qualities</li> <li>role play situations that demonstrate values learnt from the qualities of the Prophets e.g.(honesty, obedience ,patience)</li> <li>discuss how the qualities of the Prophets learnt can be applied in school situation.</li> </ul>	<ol style="list-style-type: none"> <li>What are the qualities of a good person?</li> <li>How can qualities of the Prophets be applied in daily life?</li> <li>Why are Prophets regarded as role models?</li> </ol>
<b>Core competences to be developed:</b> <i>Self efficacy through narrating the stories of the Prophets , critical thinking and problem solving through role playing the qualities of the Prophets, digital literacy as learners search for the qualities of Prophets.</i>				
<b>PCIs:</b> Self-esteem when emulating the qualities of the Prophets. Positive discipline as learners emulate the exemplary characters of Prophets			<b>Values:</b> Integrity as learners emulate the qualities of the Prophets	
<b>Links to other subjects:</b> <i>CRE and HRE they all teach belief of prophets</i>			<b>Suggested community Service Learning Activities:</b> Learners practise and share the virtues they have learnt from the qualities of the Prophets with family members/members of the community.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Qualities of Prophets.	Learner confidently and correctly explains the qualities of the Prophets.	Learner correctly explains the qualities of Prophets.	Learner explains some qualities of Prophets	Learner has difficulty explaining the qualities of Prophets.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>3.0 PILLARS OF IMAN</b>	3.3.2 Miracles of Prophets  (6Lessons)	By the end of the sub strand, the learner should be able to: a) identify the miracles of the selected Prophets to strengthen their <i>iman</i> (faith). b) discuss lessons learnt from the miracles of the selected Prophets for spiritual growth. c) appreciate the miracles of the selected Prophets to build their reliance on Allah.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>• watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes. <ul style="list-style-type: none"> <li>- Nuh (A.S)</li> <li>- Musa (A.S)</li> <li>- Issa (A.S.)</li> </ul> </li> <li>• deduce lessons from the miracles of the selected Prophets and present in class</li> <li>• Match the name of the Prophets with miracles performed using flash cards</li> <li>• draw, colour and display items related to the miracles of the selected Prophet</li> </ul>	1. What is a miracle? 2. Why did Prophets perform miracles?
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the lessons learnt from the miracles of the selected Prophets, critical thinking and problem solving through deducing lessons from the miracles, digital Literacy through usage of digital devices</i>				
<b>PCIs:</b> -Self-esteem through narration of the miracles.			<b>Values:</b> Respect, integrity and unity as learners work together	
<b>Links to other subjects:</b> <i>miracles prophets is also taught CRE.</i>			<b>Suggested community Service Learning Activities:</b> Learners attend madrasa and masjid to learn more about Prophets and their miracles. Narrate the story of the miracles of the Prophets to siblings and peers.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Narrate miracles of the selected Prophets and lessons learnt	Learner confidently and correctly narrates the miracles of the selected Prophets and explains the lessons learnt.	Learner correctly narrates the miracles of the selected Prophets and explains the lessons learnt.	Learner narrates the miracles of the selected Prophets and explains the lessons learnt with support from the teacher.	Learner has difficulty narrating the miracles of the selected Prophets and explaining the lessons learnt.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.1 Nullifiers of <i>swalah</i> ( 2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline the nullifiers of <i>swalah</i> to safeguard its validity during performance. b) perform <i>Swalah</i> correctly to earn thawab from Allah. c) differentiate between nullifiers of <i>swalah</i> and wudhu to perfect their <i>ibadah</i> . d) appreciate performance of <i>swalah</i> by avoiding its nullifiers.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>brainstorm on the nullifiers of <i>swalah</i> and present in class</li> <li>role play some of the observable nullifiers of <i>swalah</i> (e.g. walking, eating, drinking, jumping e.tc.).</li> <li>match and sort the nullifiers of <i>swalah</i> and <i>wudhu</i> using <i>flash cards</i>.</li> <li>demonstrate the correct performance of <i>swalah</i></li> </ul>	<ol style="list-style-type: none"> <li>What acts should be avoided when praying?</li> <li>What is the significance of avoiding nullifiers of <i>swalah</i>?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the nullifiers of swalah, critical thinking and problem solving through differentiating nullifiers of swalah and wudhu, learning to learn as learners perform swalah correctly, creativity and imagination while roleplaying the nullifiers of swalah.</i>				
<b>PCIs:</b> Self-esteem through avoidance of the nullifiers of <i>Swalah</i> . Positive discipline as learners perform <i>swalah</i> correctly			<b>Values:</b> Responsibility as learners avoid the nullifiers of <i>swalah</i> while praying. - Respect for the validity of <i>swalah</i> .	
<b>Links to other subjects:</b> <i>Home science on maintenance of cleanliness.</i>			<b>Suggested community Service Learning Activities:</b> Learners share the knowledge on the nullifiers of <i>swalah</i> with peers and family members	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Nullifiers of <i>swalah</i>	Learner confidently and correctly outlines the nullifiers of <i>swalah</i> and teaches others	Learner correctly outlines the nullifiers of <i>swalah</i>	Learner outlines the nullifiers of <i>swalah</i> with assistance	Learner has difficulty outlining the nullifiers of <i>swalah</i> .



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.2 Sunnah (Optional) prayers:</b> 4.2.1 <i>Qabliyah</i> and <i>Ba'diyah</i> ( 3 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the significance of performing <i>sunnah</i> prayers in the life of a Muslim. b) perform <i>Qabliyah</i> and <i>Ba'diyah</i> prayers to gain rewards from Allah. c) appreciate the performance of <i>Qabliyah</i> and <i>Ba'diyah</i> to emulate the sunnah of the Prophet (s.a.w)	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>• discuss <i>sunnah</i> prayers performed before and after <i>fardh</i> prayers and display in class using charts</li> <li>• match/fill gaps using digital devices/charts/pocket boards the number of raaqat for <i>Qabliyah</i> and <i>ba'diyah</i> for each <i>fardh</i> prayer</li> <li>• brainstorm on the importance of observing <i>qabliyah</i> and <i>ba'diyah</i> and develop anecdotal notes</li> <li>• perform <i>Qabliyah</i> and <i>ba'diyah</i> prayers</li> </ul>	1. Why should a Muslim perform <i>Qabliyah</i> and <i>ba'diyah</i> ?
<b>Core competences to be developed:</b> <i>Digital literacy through matching/filling in gaps by using digital devices, communication and collaboration through group discussion on sunnah prayers performed before and after fardh prayers, creativity and imagination while demonstrating and filling the gaps, learning to learn by applying the knowledge in other sunnah prayers</i>				
<b>PCIs:</b> -Guidance in performing optional prayers. -Self-esteem and social cohesion through performing optional prayers.			<b>Values:</b> Responsibility to perform optional prayers.	
<b>Links to other subjects:</b> <i>HRE/ CRE all teach prayer in different sub strands</i>			<b>Suggested community Service Learning Activities:</b> Learners to encourage others to perform the <i>rawaatibs</i> .	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Sunnah prayers ( <i>Qabliyah</i> and <i>Ba'diyah</i> )	Learner confidently and accurately performs <i>Qabliyah</i> and <i>Ba'diyah</i> prayers and explains their significance.	Learner accurately performs <i>Qabliyah</i> and <i>Ba'diyah</i> prayers and explains their significance	Learner performs <i>Qabliyah</i> and <i>Ba'diyah</i> prayers and explains their significance with some guidance.	Learner is hardly able to perform <i>Qabliyah</i> and <i>Ba'diyah</i> prayers and explain their significance

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 DEVOTIONAL ACTS</b>	1.2.2 <i>Taraweh</i> and <i>Witr</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the significance of performing <i>Taraweh</i> and <i>witr</i> prayers in the life of a Muslim. b) Perform <i>swalatul Taraweh</i> and <i>Witr</i> for spiritual nourishment. c) Appreciate the performance of <i>Taraweh</i> and <i>witr</i> prayers to earn thawab d) develop a habit of performing <i>Taraweh</i> and <i>witr</i> prayers so as to be close to Allah.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>watch a video/film on the performance of <i>swalatul Taraweh</i> and <i>witr</i> through digital devices and discuss the procedure of performing the prayers.</li> <li>perform <i>swalatul Taraweh</i> and <i>witr</i> in class</li> <li>discuss the importance of performing <i>swalatul Taraweh</i> and <i>witr</i> and present in class</li> <li>Keep personal logs for a week on how they perform <i>Taraweh/witr</i> prayers.</li> </ul>	1. What is the significance of praying <i>swalatul Taraweh</i> and <i>witr</i> ? 2. How do Muslims perform <i>swalatul Taraweh</i> ?
<b>Core competences to be developed:</b> <i>Digital literacy by watching a video/film on Taraweh/witr prayers, communication and collaboration through group discussion on the importance of performing swalatul taraweh and witr, creativity and imagination while role playing, learning to learn by applying the knowledge to other areas.</i>				
<b>PCIs:</b> Self-esteem when observing <i>Taraweh</i> and <i>witr</i> prayers. -Guidance in performing optional prayers.			<b>Values:</b> Responsibility to perform optional prayers. -Unity in observing special optional prayers in congregation.	
<b>Links to other subjects:</b> <i>HRE/CRE</i>			<b>Suggested community Service Learning Activities:</b> Learners to encourage others to perform <i>Taraweh/Witr</i> . They can go to the masjid to perform <i>Taraweh</i> and <i>Witr</i> prayers and encourage others to perform them.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<i>Taraweh</i> and <i>witr</i>	Learner confidently and accurately performs <i>Taraweh</i> and <i>Witr</i> prayers and explains their significance and keeps an updated log of performance of the prayers.	Learner accurately performs <i>Taraweh</i> and <i>Witr</i> prayers and explains their significance and keeps an updated log of performance of the prayers	With little assistance, learner performs <i>Taraweh</i> and <i>Witr</i> prayers and explains their significance and keeps an updated log of performance of the prayers	Learner has difficulty performing <i>Taraweh</i> and <i>Witr</i> prayers, explaining their significance and keeping an updated log of performance of the prayers

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.3 Swadaqah (Charity)</b>  <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify forms of swadaqah for character development. b) practise different acts of <i>swadaqah</i> to earn rewards. c) explain the benefits of practising acts of swadaqah in the society. d) appreciate practising the different forms of <i>swadaqah</i> in their daily life.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>get pictures from digital devices/print media on forms of swadaqah and display them in class</li> <li>discuss the forms of <i>swadaqah</i> as per the teachings of the Prophet (s.a.w) (e.g. feeding an animal, removing an obstacle from the path, sharing with others etc.).</li> <li>participate in charitable activities (clean up exercise, visit to children's home, tree planting...)</li> <li>discuss the benefits of giving charity and do class presentation.</li> </ul>	<ol style="list-style-type: none"> <li>What acts of swadaqah do Muslims perform?</li> <li>What are the benefits of practising <i>swadaqah</i>?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the forms of swadaqah, creativity and imagination while role playing, learning to learn by applying the knowledge in other areas of charity, critical thinking and problem solving through discussing forms of swadaqah,, digital Literacy by using the digital devices to get pictures on forms of swadaqah, self-efficacy by being able to practise any type of swadaqah</i>				
<b>PCIs:</b> Self-esteem through acts of charity. Environmental education and animal welfare education through practising the different types of swadaqah. Guidance when engaging in acts of charity			<b>Values:</b> Responsibility when practising acts of charity. Engaging in acts of charity for peace and unity among the members of the society	
<b>Links to other subjects:</b> <i>CRE and HRE they share virtue of charity giving</i>			<b>Suggested community Service-Learning Activities:</b> Learners practise the different types of <i>swadaqah</i> e.g. tree planting, cleaning the environment, feeding animals, giving whatever they no longer need to the less fortunate e.g. clothes, shoes, utensils etc.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<b>Swadaqah (Charity)</b>	Learner confidently and accurately identifies forms of swadaqah and explains the benefits of practising them.	Learner accurately identifies forms of swadaqah and explains the benefits of practising them.	Learner identifies some forms of swadaqah and explains the benefits of practising them with little assistance	Learner is hardly able to identify forms of swadaqah and explain the benefits of practising them.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.4 Saum</b>  <b>(3 lessons)</b>	By the end of the sub strand, the learner should be able to: a) explain the reasons for observing saum as a pillar Islam b) discuss the conditions for saum as a requirement for its validity c) apply the virtues that are learnt from observing fast for spiritual growth. d) appreciate observing saum as an act of <i>ibadah</i> .	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>• Search through digital devices the reasons for observing saum and make notes</li> <li>• discuss the conditions for saum and present in class</li> <li>• brainstorm on the virtues learnt from saum (patience, honesty, self-control, empathy, generosity etc.) and display on charts.</li> </ul>	<ol style="list-style-type: none"> <li>1. What virtues do Muslims learn from saum?</li> <li>2. What is the significance of observing fast?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the conditions for saum, learning to learn by applying the knowledge to other acts of worship.</i>				
<b>PCIs:</b> Self-esteem by fulfilling the conditions of fasting. Self-awareness when fasting to fulfil the obligation. Social cohesion through the application of the virtue of generosity.			<b>Values:</b> Responsibility as learners observe saum as a pillar of Islam.	
<b>Links to other subjects:</b> <i>CRE and HRE as both teach same content.</i>			<b>Suggested community Service-Learning Activities:</b> Learners to observe saum with other family members.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Reasons, conditions and virtues of saum	Learner correctly explains the reasons for saum, identifies the conditions and virtues of <i>saum</i> and teaches others	Learner correctly explains the reasons for saum, and identifies the conditions and virtues of <i>saum</i> .	Learner can explain some reasons for saum and identify some conditions and virtues of <i>saum</i> .	Learner is assisted in explaining the reasons for saum and identifying the conditions and virtues of <i>saum</i> .

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>4.0 DEVOTIONAL ACTS</b>	<b>4.4.3 Nullifiers of <i>saum</i> (2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the nullifiers of saum to safeguard the validity of saum. b) differentiate between nullifiers of saum and swalah to strengthen ibadah c) fast while observing the rules and regulations for spiritual growth. d) appreciate fasting as a means of gaining <i>taqwa</i> (piety)	<b>Individually/in pairs/in small groups, learners are guided to:</b> • discuss the nullifiers of saum and make oral presentation in class • sort nullifiers of saum from of nullifiers swalah • brainstorm on rules and regulations of saum and make presentation in class	1. Why should Muslims observe rules and regulation when fasting? 2. What virtues do Muslims learn from fasting?
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the nullifiers of saum, learning to learn as learners as they more knowledge on nullifiers of saum.</i>				
<b>PCIs:</b> Self-esteem by abstaining from the nullifiers of saum. Social cohesion as they observe saum. Empathy as learners observe saum by thinking about the learners/people who don't have food.			<b>Values:</b> Responsibility as they avoid things that nullify saum. Integrity as learners observe the virtues of honesty and self-control.	
<b>Links to other subjects:</b> <i>CRE and HRE all teach the concept of fasting</i>			<b>Suggested community Service-Learning Activities:</b> Learners share the knowledge received at school on the nullifiers of saum with other community members.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<b>Nullifiers of <i>saum</i>.</b>	Learner consistently and correctly identifies the nullifiers of <i>saum</i> and states the rules and regulations of fasting.	Learner correctly identifies the nullifiers of <i>saum</i> and states the rules and regulations of fasting	Learner identifies the nullifiers of <i>saum</i> and states the rules and regulations of fasting with little prompt	Learner is assisted in identifying the nullifiers of <i>saum</i> and stating the rules and regulations of fasting

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 AKHLAQ (MORAL VALUES)</b>	5.1 Virtues 5.1.1 Sabr (Patience) ( 2 Lessons)	By the end of the sub strand, the learner should be able to: a) explain the importance of exhibiting patience in their daily life. b) practise patience as a virtue necessary for character formation. c) appreciate the virtue of patience as a means earning rewards from Allah.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>narrate short stories portraying patience.</li> <li>watch/listen to a story on patience and deduce the teachings</li> <li>discuss the importance of observing patience</li> <li>participate in activities that involve practising patience e.g.turn taking during games, when queueing.</li> <li>role play activities that encourage/show patience.</li> </ul>	<ol style="list-style-type: none"> <li>How do you react when annoyed by your schoolmates?</li> <li>Why should a Muslim observe patience?</li> <li>When should a Muslim practise patience?</li> </ol>
<b>Core competences to be developed:</b> <i>Learning to Learn by applying the knowledge learnt to different places and persons, digital literacy by watching or listening to a story from digital devices, communication and collaboration through group discussion on the importance of observing patience.</i>				
<b>PCIs:</b> Self-awareness through patience. Self-esteem by exhibiting self-control. Guidance in order to exhibit self-control.			<b>Values:</b> Responsibility through observation of patience. Peace and unity as learners discuss not to react negatively whenever they are annoyed (self-control)	
<b>Links to other subjects:</b> , <i>CRE and HRE it's a religious virtue taught by both</i>			<b>Suggested community Service Learning Activities:</b> Learners share with the community the importance of observing self-control.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Patience	Confidently and correctly explains the importance of exercising patience	correctly explains the importance of exercising patience	explains the importance of exercising patience when prompted	Hardly able to explain the importance of exercising patience

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 AKHLAQ (MORAL VALUES)</b>	5.2 Effects of social media ( 2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the positive and negative effects of social media on the youth. b) outline ways of using social media responsibly to facilitate learning. c) use social media responsibly to benefit self and others	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>debate on the positive and negative effects of social media</li> <li>discuss how to use social media responsibly and present in class</li> <li>demonstrate how to use social media to facilitate learning</li> </ul>	<ol style="list-style-type: none"> <li>How can one use social media positively?</li> <li>How can social media enhance learning?</li> </ol>
<b>Core competences to be developed:</b> <i>Learning to Learn as they visit educational sites to search for information, digital literacy by manipulating the digital devices, communication and collaboration through group discussion on how to use social media responsibly, creativity and imagination as they visit different social media sites.</i>				
<b>PCIs:</b> Self-esteem through positive use of social media. Leadership skills by exercising self-control.			<b>Values:</b> Responsibility as they learn how to control themselves from not using social media negatively. Integrity through avoidance of negative social media use	
<b>Links to other subjects:</b> <i>Science and technology as they cover content of social media.</i>			<b>Suggested community Service Learning Activities:</b> Learners to share with the family members and the community the positive use of social media.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
- Effects of social media - Ways of using social media responsibly.	Consistently and correctly explains the positive and negative effects of social media -Confidently and accurately outlines different ways of using social media responsibly.	Correctly explains the positive and negative effects of social media - accurately outlines different ways of using social media responsibly	explains some positive and negative effects of social media - outlines some ways of using social media responsibly.	- is hardly able to explain the positive and negative effects of social media -has to be assisted to outline ways of using social media responsibly.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 AKHLAQ (MORAL VALUES)</b>	5.3 Vices 5.3.1 Evils of gambling  ( 2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the evils of gambling to promote responsible citizenship b) state ways of discouraging gambling in the society c) appreciate the prohibition of gambling by working hard for <i>halaal</i> (legal) earning.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>• discuss the effects of gambling and present in class (loss of property, family break down)</li> <li>• role play the effects of gambling</li> <li>• brainstorm on ways of discouraging gambling in the society and display a chart.</li> </ul>	1. What are the effects of participating in gambling? 2. Why is gambling forbidden in Islam?
<b>Core competences to be developed:</b> <i>Learning to Learn as they abstain from lottery, betting, games of chance &amp; playing 'Qamar'. Communication and collaboration through group discussion on the effects of gambling.</i>				
<b>PCIs:</b> Peer pressure resistance through avoidance of the evils of gambling. Assertiveness by not engaging in gambling. Guidance services as they are guided on how to protect themselves from gambling.			<b>Values:</b> Responsibility as they learn how to control themselves against engaging in gambling. Integrity through hardwork for honest earning. Respect of self and others by not engaging in gambling.	
<b>Links to other subjects:</b> <i>Languages (Arabic and English)</i>			<b>Suggested community Service Learning Activities:</b> Learners to discourage others from gambling.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Evils of gambling	Exhaustively and accurately explains the effects of gambling and states ways of discouraging it	Accurately explains the evils of gambling and states ways of discouraging it	Explains the effects of gambling and states ways of discouraging it when prompted	Has difficulties in explaining the evils of gambling and stating ways of discouraging it



Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>5.0 AKHLAQ (MORAL VALUES)</b>	<b>5.4 Dua (Supplications)</b> <b>5.4.1</b> Dua on increase in knowledge  ( 3 Lessons)	By the end of the sub strand, the learner should be able to: a) recite/memorise the selected <i>dua</i> as a form of <i>ibadah</i> . b) apply the teachings of the dua (supplication ) for spiritual nourishment c) explain the importance of the dua to a person seeking knowledge. d) appreciate the act of supplication as a form of <i>Ibadah</i> (act of worship)	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>listen and recite the following <i>dua</i> from a digital device/teacher,</li> <li>“Oh Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge.”</li> <li>recite the <i>dua</i> every morning before start of class.</li> <li>brainstorm on the importance of making dua and write notes</li> </ul>	1. What is the importance of making <i>dua</i> always?
<b>Core competences to be developed:</b> <i>Digital literacy as they listen to the dua, communication and collaboration through group discussion on the importance of making dua, critical thinking and problem solving by relying on the help of Allah, learning to learn by extending the application of dua in other situations</i>				
<b>PCIs:</b> Self-esteem by always seeking Allah’s help through supplication. Social cohesion through supplication as a form of <i>ibadah</i> .			<b>Values:</b> Responsibility by willing to learn and pray for useful knowledge Respect for the teachings of Islam in the application of dua	
<b>Links to other subjects:</b> <i>HRE same content prayer for knowledge</i>			<b>Suggested community Service Learning Activities:</b> Learners to apply the <i>dua</i> by praying for others and teaching them dua	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Importance of Dua	Exhaustively, accurately and confidently explains the importance of dua and recites the selected dua.	Accurately explains the importance of dua and recites the selected dua.	Explains the importance of dua and recites the selected dua with little assistance.	Is hardly able to explain the importance of dua and recite the selected dua

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>6.0 MUAMALAT</b>	6.1 Etiquette of Islamic wedding celebrations  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the etiquette to be observed during Islamic wedding celebrations b) outline unislamic activities that take place during wedding celebrations. c) appreciate Islamic wedding celebrations as part of Islamic heritage.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>brainstorm on a wedding celebration they have attended and note down what they observed/experienced</li> <li>watch an Islamic wedding celebration from a digital device and the etiquette observed</li> <li>sort the Islamic and unislamic activities performed during wedding celebrations using flash cards</li> <li>role play the etiquette to be observed during the celebration e.g. (appropriate dressing, gender separation, avoiding Israaf and music)</li> </ul>	1. What are the activities that take place during wedding celebrations?
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on a wedding celebration they have attended, digital literacy through watching an Islamic wedding ceremony using digital devices, critical thinking and problem solving through responding to the questions asked, creativity and imagination as they role play.</i>				
<b>PCIs:</b> Social cohesion by following the etiquette of Islamic weddings. Peer pressure resistance by avoiding unislamic activities in weddings.			<b>Values:</b> Responsibility as they observe the Islamic etiquette on weddings.	
<b>Links to other subjects:</b> <i>CRE and HRE similar content on how religious wedding are celebrated.</i>			<b>Suggested community Service Learning Activities:</b> Learners can role play the etiquette of weddings to educate the community	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Etiquette of Islamic wedding celebrations	Consistently and accurately describes the etiquette of Islamic wedding celebrations.	Accurately describes the etiquette of Islamic wedding celebrations.	Describes some etiquette of Islamic wedding celebrations.	Is able to describe some etiquette of Islamic wedding celebrations with assistance.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>6.0 MUAMALAT</b>	6.2 Rights of Neighbours ( 2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the rights of neighbours for harmonious living. b) demonstrate the awareness of the rights of neighbours as an act of ibadah. c) appreciate the rights of neighbours as an obligatory act upon a Muslim.	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>search the rights of neighbours in Islam using digital devices/print media and make notes.</li> <li>discuss the significance of treating neighbours well and display on a chart.</li> <li>dramatize the right way of treating neighbours.</li> <li>search for Hadith on the rights of neighbours and deduce lessons from it using digital devices/ books/resource persons</li> </ul>	<ol style="list-style-type: none"> <li>How should Muslims relate with neighbours?</li> <li>What are the rights of neighbours?</li> <li>What is the significance of upholding good neighbourhood?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the significance of treating neighbours well, digital literacy through searching for the rights of neighbours, critical thinking and problem solving through responding to the questions asked, creativity and imagination as they role-play the rights of neighbours</i>				
<b>PCIs:</b> Self-awareness through identification of one's neighbours. Self-esteem as they relate with their neighbours Inter personal relations as they role-play/watch/ discuss in groups the rights of neighbours			<b>Values:</b> Respect and love and as they discuss and role-play the rights of neighbours.	
<b>Links to other subjects:</b> <i>Languages, Arabic and English; CRE and HRE.</i>			<b>Suggested community Service Learning Activities:</b> Learners share with their family members and community the rights of neighbours.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Rights of neighbours	Confidently and correctly describes the rights of neighbours and explains the significance of treating neighbours well	Correctly describes the rights of neighbours and explains the significance of treating neighbours well	Correctly describes some rights of neighbours and explains the significance of treating neighbours well	Is hardly able to describe the rights of neighbours and explain the significance of treating neighbours well

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>6.0 MUAMALAT</b>	6.3 Islamic rules of buying and selling  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) state the Islamic rules on buying and selling to promote a healthy business society. b) state the benefits of observing the Islamic rules on buying and selling. c) observe the Islamic etiquette on buying and selling in day to day life. d) appreciate Islamic etiquette on the rules and regulations of buying and selling to earn rewards from Allah (Q83: 1-6)	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>• discuss Islamic rules on buying and selling and make oral presentation</li> <li>• discuss the benefits of observing Islamic rules and regulations</li> <li>• search Hadith on buying and selling and write notes on lessons learnt using digital devices/books/resource persons</li> <li>• role play the Islamic rules and regulations on buying and selling</li> <li>• name commodities that they have bought from the market.</li> <li>• undertake a project of creating a shop corner by collecting items, write a price list and a list of Islamic rules to be observed</li> </ul>	<ol style="list-style-type: none"> <li>1. What should Muslims avoid while buying and selling?</li> <li>2. What are Islamic teachings on buying and selling?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through group discussion on the benefits of observing Islamic rules and regulations, critical thinking and problem solving through responding to the questions asked, creativity and imagination as they role play buying and selling</i>				
<b>PCIs:</b> Social cohesion by following the rules and regulations of buying and selling. Financial literacy as they practise buying and selling.			<b>Values:</b> Responsibility and Integrity as they discuss and role-play the Islamic ethics on buying and selling. Respect for Islamic ethics on buying and selling	
<b>Links to other subjects:</b> <i>Social studies and Mathematics</i>			<b>Suggested community Service Learning Activities:</b> Learners to practise the Islamic ethics on buying and selling in their community.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Rules of buying and selling	Confidently and correctly identifies the Islamic rules on buying and selling and states the benefits of observing them	Correctly identifies the Islamic rules on buying and selling and states the benefits of observing them	Identifies the Islamic rules on buying and selling and states the benefits of observing them with little prompt	Has difficulties in identifying the Islamic rules on buying and selling and stating the benefits of observing them

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 HISTORY OF ISLAM</b>	<b>7.1 Prophet (s.a.w)’s journey to Taif. (3 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) narrate the story of the Prophet(s.a.w)’s journey to <i>Taif</i> and its implications on Islamic history. b) practise the virtues demonstrated by the Prophet (s.a.w) in his journey to <i>Taif</i> . c) appreciate the virtues demonstrated by the Prophet (s.a.w) while in <i>Taif</i> .	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>listen/watch a story on the Prophet (s.a.w)’s journey to <i>Taif</i> from a digital device/ resource persons.</li> <li>identify the virtues learnt from the Prophet (s.a.w)’s journey to <i>Taif</i> and display them on a chart</li> <li>brainstorm on the situations that require exhibition of the following virtues: (patience, tolerance and perseverance)</li> </ul>	<ol style="list-style-type: none"> <li>What lessons can Muslims learn from the Prophet (s.a.w)’s journey to Taif?</li> <li>How did the Prophet (s.a.w) relate with the people of Taif?</li> </ol>
<b>Core competences to be developed:</b> <i>Creativity and imagination as they systematically narrate the story of the Prophet (s.a.w)’s journey, learning to learn by listening/watching a story on the Prophet (s.a.w)’s journey to Taif through a digital device and extend the knowledge to other areas, digital literacy through manipulation of the digital devices as they watch and listen to a story on the Prophet (s.a.w)’s journey to Taif on a digital device</i>				
<b>PCIs:</b> Good governance in the narration of the Prophet (s.a.w)’s journey to Taif Self-esteem as they narrate the story.			<b>Values:</b> Responsibility by learning how responsible the Prophet (s.a.w) was from the story. Integrity in relating their daily life with the virtues learnt from the story.	
<b>Links to other subjects:</b> <i>Languages (Arabic and English), Social Studies as aspects of history is covered</i>			<b>Suggested community Service Learning Activities:</b> Learners narrate the story of the Prophet (s.a.w)’s journey to Taif to friends and other community members.	

#### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<b>The Prophet (s.a.w)’s journey to Taif.</b>	Confidently and consistently narrates the story of the Prophet (s.a.w)’s journey to Taif and identifies the virtues learnt from the story.	Consistently narrates the story of the Prophet (s.a.w)’s journey to Taif and identifies the virtues learnt from the story.	Is able to narrate part of the story of the Prophet (s.a.w)’s journey to Taif and identify some of the virtues learnt from the story.	Has difficulty in narrating the story of the Prophet (s.a.w)’s journey to Taif and identifying the virtues learnt from the story.

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 HISTORY OF ISLAM</b>	7.2 Pledges of Aqabah (3 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the events that led to the signing of the pledges of Aqabah as part of Islamic history b) identify the terms of the pledges of Aqabah for character formation c) explain the significance of the pledges of Aqabah in the History of Islam	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>watch a video on the pledges of Aqaba from a digital device and write the terms.</li> <li>discuss the events that led to the signing of the pledges of Aqabah</li> <li>role play and present in class (e.g the Prophet (s.a.w) meeting delegates from Yathrib, preaching by Mus'ab bin Umayr in Madina, signing the pledges...)</li> <li>brainstorm on the significance of the pledges of Aqaba and display on a chart.</li> </ul>	<ol style="list-style-type: none"> <li>Why are the pledges of Aqabah important in the life of a Muslim?</li> <li>How did Muslims benefit from the pledges of Aqabah?</li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through discussions on the events that led to the signing of the pledges of Aqabah, learning to learn by listening/watching a video on the pledges of Aqabah on a digital device and extend the knowledge to other areas, digital literacy through manipulation of the digital devices as they watch and listen to a video on the pledges of Aqabah</i>				
<b>PCIs:</b> Good governance by emulating the Prophet (S.A.W) Self-esteem when applying the virtues of the Prophet (s.a.w) learnt from the pledges of Aqabah			<b>Values:</b> Responsibility, peace, love and unity by learning the virtues of the Prophet (s.a.w), the <i>Ansar</i> and the <i>Muhajirun</i> . Integrity when following the virtues learnt from the pledges of Aqabah.	
<b>Links to other subjects:</b> <i>social studies as of signing agreement is covered.</i>			<b>Suggested community Service Learning Activities:</b> Learners practise the values by relating well with others in the community.	

#### ASSESSMENT RUBRICS

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Pledges of Aqabah	Consistently and correctly identifies the terms of the pledges of Aqabah and explains the importance of the pledges	Correctly identifies the terms of pledges of Aqabah and explains the importance of the pledges	correctly identifies some of the terms of pledges of Aqabah and explains the importance of the pledges	Is able to identify the terms of the pledges of Aqabah and explain the importance of the pledges with assistance

Strands	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 HISTORY OF ISLAM</b>	7.3 <i>Hijra</i> to Madina (3Lessons)	By the end of the sub strand, the learner should be able to: a) narrate the events on the Prophet's migration to Madina and the major events as part of Islamic Heritage. b) explain the significance of the Prophet (s.a.w)'s journey to Madina as a milestone in Islam. c) appreciate the Prophet (s.a.w)'s journey to Madina as the beginning of Islamic civilization	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>listen/watch a story on the Prophet (s.a.w)'s migration to Madina from a digital device/teacher</li> <li>discuss the major events that took place during the Prophet (s.a.w)'s migration to Madina e.g.(the Prophet (s.a.w) leaving Ali in his house ,departure with Abubakar, at cave <i>Thaur</i>, the incident of <i>Suraqah</i>,reception in Madina).</li> <li>sing a Qasida of welcoming the Prophet (S.A.W) i.e <i>Talaal Badru 'alaynaa</i></li> <li>discuss the significance of Hijra and make short note e.g. end of persecution, unity of the Ummah, beginning of the Islamic calendar).</li> </ul>	<ol style="list-style-type: none"> <li>Why did the Prophet (s.a.w) migrate to Madina?</li> <li>What events took place during the Prophet's journey to Madinah?</li> <li>Why is <i>Hijra</i> important to Muslims?</li> </ol>
<b>Core competences to be developed:</b> <i>Creativity and imagination as they systematically narrate the story of the Prophet (s.a.w)'s journey to Madina. Learning to learn by listening/watching the Prophet (s.a.w)'s migration to Madina through a digital device and extend the knowledge to other areas, digital literacy through manipulation of the digital devices as they watch and listen to the Prophet (s.a.w)'s migration to Madina</i>				
<b>PCIs:</b> Good governance by narrating the story of Hijra to Madina Leadership as they discuss the story of Hijra to Madina			<b>Values:</b> Responsibility by emulating the Prophet (s.a.w) from teachings the story. Respect and love demonstrated by Abu Bakr (RA) to the Prophet (S.A.W).	
<b>Links to other subjects:</b> <i>Languages Arabic- learning song for welcoming the prophet in Madina.</i>			<b>Suggested community Service Learning Activities:</b> Learners narrating the story of the Prophet (s.a.w)'s journey to Madina to friends and other community members.	

### Assessment Rubrics

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
<i>Hijra</i> to Madina	Confidently and consistently narrates the story of the Prophet (s.a.w)'s Hijra to Madina and explains its significance to Muslims.	Consistently narrates the story of the Prophet (s.a.w)'s Hijra to Madina and explains its significance to Muslims.	Is able to narrate part of the story of the Prophet (s.a.w)'s Hijra to Madina and explain its significance to Muslims.	Has difficulty in narrating the story of the Prophet(s.a.w)'s Hijra to Madina and explaining its significance to Muslims

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<b>7.0 HISTORY OF ISLAM</b>	7.4 Unity between the <i>Muhajirun</i> and the <i>Ansar</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) describe how the Prophet (s.a.w) united the <i>Muhajirun</i> and the <i>Ansar</i> in Madina b) explain the role played by the <i>Ansar</i> in the settlement of <i>Muhajirun</i> in Madina. c) develop a desire to maintain Islamic brotherhood as per the teachings of Islam	<b>Individually/in pairs/in small groups, learners are guided to:</b> <ul style="list-style-type: none"> <li>brainstorm on who are the <i>Muhajirun</i> and the <i>Ansar</i></li> <li>listen/watch a story on how united the <i>Muhajirun</i> and the <i>Ansar were from a digital device/teacher</i></li> <li>discuss the role played by the <i>Ansar in settling the Muhajirun</i> (e.g. shared their wealth, assisted them in integration and settlement)</li> <li>discuss the lessons learnt from the spirit of brotherhood established by the Prophet (s.a.w) (Muslims must be united, assist one another)</li> </ul>	<ol style="list-style-type: none"> <li>How did the Prophet (s.a.w) unite the <i>Muhajirun</i> and the <i>Ansar</i>?</li> <li>What role did the <i>Ansar</i> play in the settlement of the <i>Muhajirun</i></li> </ol>
<b>Core competences to be developed:</b> <i>Communication and collaboration through discussion on the lessons learnt from the spirit of brotherhood established by the Prophet (s.a.w), learning to learn by listening/watching how united the Ansar and Muhajirun were on a digital device and extend the knowledge to other areas, digital literacy through manipulation of the digital devices as they watch/listen to how united the Ansar and Muhajirun were</i>				
<b>PCIs:</b> Good governance by emulating the Prophet (S.A.W). Self-esteem when applying the virtues of the Prophet (s.a.w) learnt from the story.			<b>Values:</b> Responsibility, peace, love and unity by learning the virtues of the Prophet, the <i>Ansar</i> and the <i>Muhajirun</i> . Integrity when following the virtues learnt from the <i>unity of the Ansar and Muhajirun</i>	
<b>Links to other subjects:</b> <i>social studies in teaching cohesion</i>			<b>Suggested community Service Learning Activities:</b> Learners practise the values by relating well with others members of the community.	

#### ASSESSMENT RUBRICS

Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Unity between the <i>Muhajirun</i> and the <i>Ansar</i>	Learner confidently and correctly explains the significance of the unity between the <i>Muhajirun</i> and the <i>Ansar</i>	Learner correctly explains the significance of the unity between the <i>Muhajirun</i> and the <i>Ansar</i>	Learner explains the significance of the unity between the <i>Muhajirun</i> and the <i>Ansar</i> with prompt	Learner has difficulty in explaining the significance of the unity between the <i>Muhajirun</i> and the <i>Ansar</i>



## APPENDIX

<b>Strand</b>	<b>Suggested Methods of Assessment</b>	<b>Suggested Resources</b>	<b>Non- formal activities</b>
<b>Qur'an</b>	Portfolio, written assessment, oral assessment anecdotal notes and observation schedule	Digital devices, Mus-haf, charts, course books and resource person	<ul style="list-style-type: none"> <li>- Learners recite the selected surah during assembly, Pastoral Programme Instructions (PPI), during prayers and in clubs.</li> </ul>
<b>Hadith</b>	written assessment, oral assessment, observation schedule, portfolio	Charts & course books, digital devices, resource persons	<ul style="list-style-type: none"> <li>- Learners learn more Hadith on good behaviour from madrasa/masjid, give a talk on knowledge during assembly</li> </ul>
<b>Pillars of Iman</b>	Portfolio, written assessment oral assessment, observation schedule	Digital devices, charts, course books, resource persons, course books and Mus-haf, flashcards	<ul style="list-style-type: none"> <li>- Making supplication in the assembly, clubs and meetings,</li> <li>- Learners observe the virtues learnt from the qualities of the Prophets after class, games, sports and participate in good leadership in school</li> <li>- Narrates stories of prophets during free time to other learners</li> </ul>
<b>Devotional Acts</b>	Oral assessment and observation schedule, written assessments, portfolio, Journals,	Charts, course books, resource person, flash cards, digital devices, resource persons, personal logs.	<ul style="list-style-type: none"> <li>- Learners perform valid swalah with their peers/schoolmates/school community during prayer time.</li> <li>- Participate in cleaning the compound, sharing things with their schoolmates</li> <li>- Dramatize the virtue of patience in school</li> <li>- Learners to visit computer laboratory in school during their own free time so as to manipulate the digital devices</li> </ul>

<b>Akhlaq (Moral Values)</b>	Oral assessment, observation schedule	Charts, course books, Digital devices,	<ul style="list-style-type: none"> <li>- Learners can debate on the evils of gambling</li> <li>- Learners to recite the dua at the assembly</li> <li>- Dramatize the virtue of patience in school</li> <li>- Learners to visit computer laboratory in school during their own free time so as to manipulate the digital devices</li> </ul>
<b>Muamalat ( Social relation)</b>	Oral questions, observation schedule, written assessment, project work,	Digital devices, realia, shop items.	<ul style="list-style-type: none"> <li>- Learners dramatize an Islamic wedding during clubs/games</li> <li>- Dramatize the rights of neighbours in school</li> <li>- Apply the Islamic Ethics while buying within the school compound</li> <li>- Apply the Islamic Ethics while buying within the school compound</li> </ul>
<b>History of Islam</b>	Oral questions, observation schedule, project	<ul style="list-style-type: none"> <li>- Story books on the sirah, course books and digital devices</li> <li>- Islamic calendar/charts</li> </ul>	<ul style="list-style-type: none"> <li>- Learners narrate the story of the Prophet (S.A.W)'s journey to their schoolmates during their free time</li> <li>- Learners sing a Qaswida during music festivals</li> </ul>