



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 8

First Published in 2023

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TABLE OF CONTENTS

FOREWORD	Error! Bookmark not defined.
PREFACE.....	Error! Bookmark not defined.
ACKNOWLEDGEMENT	Error! Bookmark not defined.
TABLE OF CONTENTS.....	i
NATIONAL GOALS OF EDUCATION	ii
LESSON ALLOCATION.....	Error! Bookmark not defined.
LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL	vi
ESSENCE STATEMENT	vi
SUBJECT LEARNING OUTCOMES	vii
STRAND 1.0 QUR'AN.....	1
STRAND 2.0 HADITH.....	8
STRAND 3.0 PILLARS OF IMAN	13
STRAND 4.0 DEVOTIONAL ACTS	18
STRAND 5.0 AKHLAQ	23
STRAND 6.0 MUAMALAT.....	30
STRAND COMMUNITY SERVICE LEARNING	42
APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES	46

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

ii) Promote the social, economic, technological and industrial needs for national development.

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

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

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

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

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LESSON ALLOCATION AT JUNIOR SCHOOL

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

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Islamic Religious Education in Junior Secondary aims at equipping learners with Islamic knowledge, skills and values. This is to enable the learner to make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings. The Strands in this learning area are the 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 give the learner a solid foundation for further studies and career paths such as Law, Banking and Finance, Education and Chaplaincy among others. The learning area will enable the learner to be a responsible steward who can make meaningful contributions to society and live a balanced life, which is at peace with Allah (S.W.T.), inner personality, respectful to the rights of others, and conscious of the need to secure a glorified life in the Hereafter.

The major sources of Islamic Knowledge are the Qur'an and Hadith. Vygotsky's Social Cultural Development Theory, which is relevant in teaching IRE, acknowledges that teaching and learning are highly social activities and interactions with instructional materials and others (teachers, peers, resource persons, and community) influence the cognitive and affective developments of learners.

SUBJECT LEARNING OUTCOMES

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

1. deduce lessons from the selected Surah and Hadith, and apply them in daily life
2. appreciate and emulate the practices of the Prophet (S.A.W.) as the best role model
3. develop awareness and appreciation of the Pillars of Iman as the foundation of Islam
4. demonstrate interest and positive attitude towards the performance of acts of *Ibadah* (worship) appropriately
5. acquire Islamic values that will enable them to grow as a responsible and ethical citizen
6. appreciate Islamic history as a basis for culture and civilisation for peaceful co-existence
7. appreciate the Qur'an and Hadith as the primary sources of guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.1 Modes of preservation of the Qur'an (4 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the modes of preservation of the Qur'an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs and presently for posterity b) memorise selected chapters/verses of the Qur'an as a means of preserving it c) assess the importance of preserving the Qur'an to safeguard its authenticity d) cherish the Qur'an as a guide for mankind	The learner is guided to: <ul style="list-style-type: none"> • research online/ from available reference materials on the modes used in preserving the Qur'an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs and presently then present on charts/PowerPoint • recite selected chapters/verses from the Qur'an/ digital devices and present them in class • memorise and write chapters/verses from the Qur'an • discuss in groups the significance of preserving the Qur'an and make notes 	<ol style="list-style-type: none"> 1. Why is it important to preserve the Qur'an? 2. How is the Qur'an preserved in modern times?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners acquire personal skills as they recite some chapters/verses of the Qur'an • Digital literacy: learners adopt and develop new ideas when researching on the modes used in preserving the Qur'an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs and presently and present on PowerPoint • Communication and collaboration: learners acquire the skills of listening and respecting other people's views when discussing the significance of preserving the Qur'an in groups. 				

- Learning to learn: the skill of research is acquired as learners research on the modes of preserving the Qur'an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs and presently and present on PowerPoint

Values:

Respect through respecting others' opinions as they discuss the significance of preserving the Qur'an in groups

Pertinent and Contemporary Issues:

- Social cohesion as learners discuss the significance of preserving the Qur'an in groups

Link to other subjects:

As learners research on the modes used in preserving the Qur'an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs and presently and present on PowerPoint is able to relate computer skills

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.2 Divisions of the Qur'an (4 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the divisions of the Qur'an for easier referencing, b) identify the divisions of the Qur'an (<i>Ayat, Juzuu, Manzil, Ruk'u, Surah, Makkan, and Madinan</i> Surah) to facilitate the reading of the Qur'an, c) describe the characteristics of <i>Makkan</i> and <i>Madinan</i> Surah to ease learning, d) appreciate the division of the Qur'an for ease of recitation.	The learner is guided to: <ul style="list-style-type: none"> • discuss the divisions of the Qur'an in groups and make charts and display • identify the divisions of the Qur'an from a Mus' haf in groups and make notes • research online/from available reference materials on the characteristics of <i>Makkan</i> and <i>Madinan</i> surah and make a class presentation. 	1. How does the divisions of the Qur'an help in learning?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: the skills of teamwork, listening and speaking effectively are developed through group discussion and presentation. 				
Values: <ul style="list-style-type: none"> • Unity is enhanced as learners discuss the divisions of the Qur'an in groups. • Respect as learners respect each other's views during group discussions. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Social awareness skill: learners develop effective communication skills when they discuss the divisions of the Qur'an in groups and make a class presentation. 				

Link to other subjects

- The learner will develop effective communication skills when they discuss the divisions of the Qur'an in groups and make a class presentation is able to related it to communication skills in English
- As the learner discuss the divisions of the Qur'an in groups can be related to the concept of division

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.3 Selected verses (Al-Luqman 12-19) (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) read the selected verses correctly for spiritual nourishment, b) explain the meaning of the selected verses to ease application, c) explain the teachings of the selected verses for character building, d) apply the teachings of the selected verses in their daily lives, e) appreciate the teachings of the selected verses as sourced from the Quran. 	The learner is guided to: <ul style="list-style-type: none"> • read the selected verses from the Qur'an, • write the selected verses together with their meaning on charts in groups and display, • discuss the meaning of the selected verses in groups and make class presentations, • research online/from available reference materials on the teachings of the selected verses, deduce lessons and make notes, • listen to a resource person explaining the lessons from the selected verses and make notes, • role-play the teachings/lessons from the selected verses. 	1. How can the teachings of the verses reform society?

Core Competencies to be developed:

- Critical thinking and problem solving: the skill of interpretation and inference is enhanced when learners research online on the teachings of the selected verses, deduce lessons and make notes.
- Creativity and imagination: the skill of asking questions enhanced during discussions in groups on the meaning of the selected verses and class presentations.
- Digital literacy: the skill of interacting with digital technology is achieved when researching on the teachings of the selected verses, deducing lessons and making notes.

Values:

- Responsibility is enhanced when learners research in groups online on the teachings of the selected verses, deduce lessons and make notes.

Pertinent and Contemporary Issues:

- Social cohesion is promoted as learners discuss in groups the meaning of the selected verses and make class presentations.
- Self-management: coping with emotions when learners make presentations on the teachings of the selected verses.

Link to other subjects:

- As learners research online on the teachings of the selected verses and deduce lessons the learner is able to related computer skills

LEVEL INDICATOR	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to read, identify modes of preservation and give basic meaning of the verses of the selected Surah.	Learner correctly reads, identifies modes of preservation the Quran and explains the meaning of all the verses of the selected Surah and put in practice	Learner correctly reads, identifies modes of preservation the quran and explains the meaning of all the verses of the selected Surah.	Learner correctly recites, memorises and explains the meaning of some verses of the selected Surah.	Learner correctly reads, identifies modes of preservation of the Quran and explains the meaning of a few verses of the selected Surah.
Ability to explain divisions in the Quran and describes characteristics of Makkan and Madina Surahs.	Learner explains the division in the Quran and describes the characteristics of makkan and Madina Surahs while showing examples form Mushaf	Learner explains the division in the Quran and describes the characteristics of makkan and Madina Surahs	Learner explains the division in the Quran but describes some characteristics of makkan and Madina Surahs	Learner explains the division in the Quran but describes few characteristics of makkan and Madina Surahs

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 <i>Ulum al-Hadith</i> (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the factors that led to the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs for application of its teachings b) explain the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> c) apply the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> d) value <i>Hadith</i> as a primary source of guidance.	The learner is guided to: <ul style="list-style-type: none"> ● research online/from available reference materials on the factors that led to the growth and development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs and make a class presentation, ● discuss the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs in groups and write notes, ● brainstorm on the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> and share in class, ● role-play the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i>. 	1. What role did the Prophet (S.A.W.) play in the development of <i>Hadith</i> ? 2. Why should it be important for a muslim to learn <i>Ulum al-Hadith</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: listening and teamwork skills enhanced as learners discuss the development of <i>Hadith</i> during the Prophet (S.A.W.) and Rightly Guided Caliphs' time in groups. ● Self-efficacy: Effective communication skills enhanced as learners role-play the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i>. 				

- Digital literacy: as learners interact with digital technology as they research online/from available reference materials on the factors that led to the growth and development of *Hadith* during the Prophet (S.A.W.) and the Rightly Guided Caliphs' time and make a class presentation

Values:

- Integrity enhanced as learners research online on the factors that led to the growth and development of *Hadith* during the Prophet (S.A.W.) and the Rightly Guided Caliphs' time.
- Love for the Prophet (S.A.W.) as learners role-play the methods used by the Prophet (S.A.W.) to teach *Hadith*.

Pertinent and Contemporary Issues:

- Good governance is enhanced as learners role-play the methods used by the Prophet (S.A.W.) to teach *Hadith*.

Link to other subjects:

- English as learners brainstorm on the methods used by the Prophet (S.A.W.) to teach *Hadith* and share in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Selected Hadith (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) deduce the lessons learnt from the <i>Hadith</i> on accountability and respect for authority for character building b) explain the relevance of the <i>Hadith</i> on accountability and respect for authority in the life of a Muslim c) practise the teachings of the <i>Hadith</i> on accountability and respect for authority in daily life d) appreciate <i>Hadith</i> as the second source of law.	The learner is guided to: <ul style="list-style-type: none"> ● read the selected Hadith, derive lessons and make class presentations <p>Hadith on accountability: <i>“The feet of a servant will not move on the Day of Resurrection until he is asked about four matters: his lifetime and how he used it, his youth and how he exhausted it, his wealth and how he earned it and spent it, and his knowledge and how he acted upon it.”</i> (At-Tirmidhi)</p> <p>Hadith on respect for authority: <i>“Listening to and obeying the leader is an obligation upon a Muslim, whether he likes it or dislikes it, as long as he is not commanded to disobey Allah (S.W.T.). If he is commanded to disobey Allah (S.W.T.), there is no listening or obedience.”</i> (Bukhari and Muslim)</p> <ul style="list-style-type: none"> ● discuss the relevance of the selected <i>Hadith</i> in the life of a Muslim and make notes ● role-play respect for authority within and outside the school. 	1. Why is intention important in Islam? 2. Why should Muslims respect authority?

Core Competencies to be developed:

- Self-efficacy: Self-awareness skill is enhanced as learners role-play respect for authority within and outside the school.
- Citizenship: enhanced through the acquisition of social and civic skills when learners role-play respect for authority within and outside the school.
- Learning to learn: the skill of working collaboratively enhanced as learners role-play respect for authority within and outside the school.

Values:

- Patriotism: enhanced through reading the selected Hadith and deriving lessons.
- Respect: enhanced as learners derive lessons from the selected Hadith and make class presentations.
- Patriotism: enhanced as learners role-play respect for authority within and outside the school.

Pertinent and Contemporary Issues:

- Good governance is enhanced through role-play respect for authority within and outside the school.

Link to other subjects

- Life skill education and Social Studies as learners role-play respect for authority within and outside the school.
- Performing Arts as learners role-play respect for authority within and outside the school.

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the factors that led to the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs.	Correctly describes the factors that led to the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs and arranges them chronologically.	Correctly describes the factors that led to the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs.	Can correctly describe a few factors that led to the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs.	Can identify the factors that led to the development of <i>Hadith</i> during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs but requires assistance in describing them.
Ability to explain the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> .	Clearly explains the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> and cites examples.	Clearly explains the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> .	Can explain some of the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> .	Can identify some of the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> but requires assistance in explaining them.
Ability to deduce lessons and the relevance of the selected <i>Hadith</i> .	Deduces the lessons learnt and explains the relevance of the selected <i>Hadith</i> citing examples.	Deduces the lessons learnt and explains the relevance of the selected <i>Hadith</i> .	Deduces the lessons learnt but explains some relevance of the selected <i>Hadith</i> .	Attempts to deduce the lessons learnt and explains the relevance of the selected <i>Hadith</i> .

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.1 Belief in revealed scriptures (6 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the revealed scriptures to strengthen their <i>Iman</i>. b) examine the importance of believing in the revealed scriptures as a pillar of <i>Iman</i>. c) explain the reasons for the revelation of the revealed scriptures as a guide to mankind d) identify the similarities in the revealed scriptures for religious tolerance e) describe ways of showing respect for the revealed scriptures to promote religious tolerance f) practise tolerance towards people of other faiths for peaceful co-existence g) acknowledge the revealed scriptures as part of faith. 	The learner is guided to: <ul style="list-style-type: none"> ● identify the revealed scriptures in pairs and present them on charts ● research on the importance of believing in the revealed scriptures and present in class ● brainstorm on the reasons for the revelation of the revealed scriptures in groups and make notes ● identify the similarities in the revealed scriptures and make class presentations ● discuss ways of handling revealed scriptures and how to show tolerance towards people of other faiths and make notes. 	<ol style="list-style-type: none"> 1. How can Muslims practise religious tolerance? 2. Why does mankind need revealed scriptures?

Core Competencies to be developed:

- Citizenship: socio-cultural sensitivity and awareness skill enhanced through discussion on ways of handling revealed scriptures and showing tolerance towards people of other faiths.
- Communication and collaboration: the skill of listening and teamwork is enhanced when learners brainstorm on reasons for the revelation of the revealed scriptures in groups and make notes.
- Learning to learn: the skill of sharing learned knowledge enhanced when learners research on the importance of believing in the revealed scriptures and present on charts/PowerPoint.

Values:

- Respect enhanced through discussion on ways of handling revealed scriptures and showing tolerance towards people of other faiths.
- Unity is enhanced through the identification of the similarities between the revealed scriptures and make a class presentation.

Pertinent and Contemporary Issues:

- Social cohesion is enhanced as learners discuss ways of handling revealed scriptures and showing tolerance towards people of other faiths.
- Analytical thinking skills-critical thinking skill is enhanced as learners identify the similarities in the revealed scriptures and make a class presentation.

Link to other subjects

Social studies as learners discuss ways of handling revealed scriptures and showing tolerance towards people of other faiths.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 <i>Ulul-Azm</i> Prophets (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the qualities of <i>Ulul-Azm</i> Prophets for emulation b) narrate the stories of <i>Nabii</i> Musa and Issa (A.S.) for spiritual nourishment c) apply the teachings from the stories of <i>Nabii</i> Musa and Issa (A.S.) for character building d) Appreciate the <i>Ulul-Azm</i> Prophets as role models.	The learner is guided to: ● research on the qualities of <i>Ulul-Azm</i> Prophets and present on charts/powerpoint ● watch video clips on/read the stories of <i>Nabii</i> Musa and Issa (A.S.) and make notes ● narrate the stories of <i>Nabii</i> Musa and Issa (A.S.) and make notes	1. What lessons do Muslims learn from the <i>Ulul-Azm</i> Prophets?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: The skill of interacting with digital devices is heightened when learners research on the qualities of <i>Ulul-Azm</i> Prophets and present them on PowerPoint. ● Self-efficacy: The skill of effective communication is enhanced when they narrate the stories of <i>Nabii</i> Musa and Issa (A.S.). ● Creativity and imagination: the skill of making observations is enhanced when learners dramatise the stories of <i>Nabii</i> Musa and Issa (A.S.). 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social Justice is enhanced as learners narrate stories of <i>Nabii</i> Musa and Issa (A.S.). ● Responsibility is enhanced as learners research on the qualities of <i>Ulul-Azm</i> Prophets and present them on charts/PowerPoint. 				

Pertinent and Contemporary Issues:

- Social awareness skill - effective communication is enhanced as learners dramatise the stories of *Nabii* Musa and Issa (A.S.).

Link to other subjects

- English as learners narrate stories of *Nabii* Musa and Issa (A.S.).

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LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the revealed scriptures and the similarities of the revealed scriptures	Learner identifies the revealed scriptures and their similarities of the revealed correctly with ease	Learner identifies the revealed scriptures and their similarities of the revealed correctly	Learner identifies the revealed scriptures and some similarities of the revealed	Learner identifies the revealed scriptures and few similarities of the revealed
Ability to describe the qualities of Ulul Azm and narrating stories of the prophet.	Learner describes the qualities of Ulul Azm prophets and narrates their stories with relevant examples	Learner describes the qualities of Ulul Azm prophets and narrates their stories	Learner describes some qualities of Ulul Azm prophets and narrates their stories	Learner describes the qualities of Ulul Azm prophets but narrates their stories with challenges

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Prayers on special occasions (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe how <i>swalatul Istisqaa</i> and <i>Istikhara</i> are performed to earn Allah (S.W.T.)’s blessings b) assess the significance of performing <i>swalatul Istisqaa</i> and <i>Istikhara</i> to seek Allah (S.W.T.)’s bounties c) perform <i>swalatul Istisqaa</i> and <i>Istikhara</i> in the correct way d) embrace the performance of <i>swalatul Istisqaa</i> and <i>Istikhara</i> as a way of fulfilling Allah (S.W.T.)’s command.	The learner is guided to: ● watch video clips/read on how <i>swalatul Istisqaa</i> and <i>Istikhara</i> are performed and make notes ● research on the significance of performing <i>swalatul Istisqaa</i> and <i>Istikhara</i> and present on charts/PowerPoint ● demonstrate the performance of <i>swalatul Istisqaa</i> and <i>Istikhara</i> .	1. Why do Muslims perform prayers on special occasions?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: self-awareness skill enhanced as learners demonstrate the performance of <i>swalatul Istisqaa</i> and <i>Istikhara</i>. ● Digital literacy: the skill of interacting with digital devices is enhanced as learners research on the significance of performing <i>swalatul Istisqaa</i> and <i>Istikhara</i> and present on PowerPoint. ● Critical thinking and problem solving: the skill of research is enhanced as learners research on the significance of performing <i>swalatul Istisqaa</i> and <i>Istikhara</i> and present on PowerPoint. 				

Values:

- Unity is enhanced through the demonstration on the performance of *swalatul Istisqaa* and *Istikhara*.
- Responsibility is heightened through research on the significance of performing *swalatul Istisqaa* and *Istikhara* and presenting it on PowerPoint.

Pertinent and Contemporary Issues:

- Environmental education is enhanced through demonstration of the performance of *swalatul Istisqaa* and *Istikhara*.

Link to Other Subjects:

- English as learners converse in English in demonstrating the performance of *swalatul Istisqaa* and *Istikhara*.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Hajj (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the sequence of Hajj for its validity b) explain the <i>fardh</i> , <i>wajib</i> and <i>sunnah</i> rites of Hajj to classify them c) describe the rites of <i>Umrah</i> for ease of performance d) explain the significance of Hajj as a pillar of Islam e) acknowledge the performance of Hajj and <i>Umrah</i> as a commandment from Allah (S.W.T.).	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips/read from available reference materials on the sequence of Hajj and make class presentations ● make a model of the Kaaba and demonstrate the performance of <i>tawaf</i> ● research on <i>fardh</i>, <i>wajib</i> and <i>sunnah</i> rites of Hajj and present on charts/PowerPoint ● discuss the rites of <i>Umrah</i> in groups and present in class ● research on the significance of Hajj and make notes. 	<ol style="list-style-type: none"> 1. How is Hajj/<i>Umrah</i> performed? 2. Why do Muslims perform Hajj/<i>Umrah</i>?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: research skill is enhanced as learners research on <i>fardh</i>, <i>wajib</i> and <i>sunnah</i> rites of Hajj. ● Self-efficacy: Self-awareness and planning skills enhanced as learners demonstrate the sequence of Hajj. ● Learning to Learn: the skill of carrying out research enhanced as learners research on <i>fardh</i>, <i>wajib</i> and <i>sunnah</i> rites of Hajj and present on charts/PowerPoint. ● Communication and collaboration: the skills of listening and teamwork are enhanced as learners discuss the rites of <i>Umrah</i> in groups and present in class. 				

Values:

- Unity is enhanced when discussing the rites of *Umrah* in groups and presenting in class.
- Responsibility is enhanced as learners make a model of the Kaaba and demonstrate the sequence of Hajj.

Pertinent and Contemporary Issues:

- Social cohesion is enhanced as learners discuss the rites of *Umrah* in groups.
- Peace education is enhanced as learners research on the significance of Hajj.

Link to other subjects

- English as learners discuss the rites of *Umrah* in groups.

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LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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INDICATOR				
Ability to describe how <i>swalatul Istisqaa, Istikhara</i> are performed and asses their significance	Learner describes how <i>swalatul Istisqaa, Istikhara</i> are performed and asses their significance with demonstrating some aspects	Learner describes how <i>swalatul Istisqaa, Istikhara</i> are performed and asses their significance	Learner describes how <i>swalatul Istisqaa, Istikhara</i> are performed and asses their significance with some inconsistencies	Learner describes how <i>swalatul Istisqaa, Istikhara</i> are performed and asses their significance but mixes up information
Ability to describe the sequence of Hajj and explain the <i>fardh, wajib</i> and rites of Hajj	Learner describes the sequence of Hajj and explains the <i>fardh, wajib</i> and rites of Hajj with relevant examples	Learner describes the sequence of Hajj and explains the <i>fardh, wajib</i> and rites of Hajj with relevant examples	Learner describes the sequence of Hajj and explains the <i>fardh, wajib</i> and rites of Hajj but with few mix up of information	Learner describes the sequence of Hajj but not able to explain the <i>fardh, wajib</i> and rites of Hajj

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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5.0 Akhlaq (Moral Values)	5.1 Commanding good and forbidding evil (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe ways of commanding good and forbidding evil as a way of fulfilling Allah (S.W.T.)’s commandment b) assess the significance of commanding good and forbidding evil to promote righteousness c) apply wisdom in commanding good and forbidding evil d) value commanding good and forbidding evil as a way of promoting a morally upright society. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss ways of commanding good and forbidding evil in groups and present on charts/PowerPoint ● research on the significance of commanding good and forbidding evil and make notes ● discuss ways of commanding good and forbidding evil and present in class ● role-play the best ways of commanding good and forbidding evil. 	<ol style="list-style-type: none"> 1. Why should a Muslim command good and forbid evil? 2. How can today’s Muslims command good and forbid evil?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: the skill of teamwork is enhanced as learners research on the significance of commanding good and forbidding evil and make presentations. ● Creativity and imagination: the skill of networking enhanced through dramatization of the best ways of commanding good and forbidding evil. ● Learning to learn: the skill of sharing learned knowledge enhanced as learners discuss ways of commanding good and forbidding evil in groups and present on charts/PowerPoint. 				

Values:

- Peace is enhanced through discussing ways of commanding good and forbidding evil in groups and presenting on charts/PowerPoint.
- Social justice is enhanced through discussing ways of commanding good and forbidding evil in groups and presenting on charts/PowerPoint.
- Unity is enhanced through discussion on ways of commanding good and forbidding evil.

Pertinent and Contemporary Issues:

- Peace education is enhanced as learners discuss ways of commanding good and forbidding evil peacefully.
- Patriotism is enhanced as learners research on the significance of commanding good and forbidding evil.

Link to other subjects

- Life Skills Education as learners discuss ways of commanding good and forbidding evil in groups.
- Performing Arts as learners dramatize the best ways of commanding good and forbidding evil.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Values)	5.2 Virtues in Islam (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain the teachings on fulfilment of promise and anger management according to the <i>sunnah</i> of the Prophet (S.A.W.) describe ways in which Muslims can manage anger for harmonious co-existence in the society examine the significance of fulfilling a promise and managing anger in shaping the character of a Muslim practise fulfilment of a promise and anger management as commanded in Islam appreciate fulfilment of a promise and anger management as virtues in Islam. 	The learner is guided to: <ul style="list-style-type: none"> discuss the Islamic teachings on fulfilment of promise and anger management in groups and make class presentations share on PowerPoint/charts/online platforms ways in which Muslims can manage anger according to the teaching of the Prophet (S.A.W.) research on the significance of fulfilment of promise and anger management and make notes role-play acts depicting fulfilment of a promise and anger management in the society. 	<ol style="list-style-type: none"> How can Muslims manage anger? Why should Muslims fulfil promises?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: personal skills enhanced as learners discuss the Islamic teachings on fulfilment of promise and anger management and make class presentations. Communication and collaboration: the skill of writing enhanced as learners share on PowerPoint/charts/online platforms ways in which Muslims can manage anger according to the teaching of the Prophet (S.A.W.). 				

- Creativity and imagination: the skill of open-mindedness and creativity enhanced as learners role-play acts depicting fulfilment of promise and anger management in the society.

Values:

- Peace is enhanced as learners research on the significance of fulfilment of a promise and anger management and make notes.
- Unity is enhanced as learners discuss the Islamic teachings on fulfilment of a promise and anger management in groups and makes class presentations.
- Social justice is enhanced as learners role-play acts depicting fulfilment of a promise and anger management in society.

Pertinent and Contemporary Issues:

- Social cohesion is enhanced as learners role-play acts depicting fulfilment of a promise and anger management in the society.
- Self-management skills - coping with emotions as learners role-play acts depicting fulfilment of a promise and anger management in society.

Link to other subjects:

- Life Skills Education is enhanced as learners research on the significance of fulfilment of a promise and anger management.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Values)	5.3 Prohibitions in Islam (9 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the causes of deviant sexual behaviour to safeguard oneself b) describe the effects of deviant sexual behaviour in the society c) justify the rationale for the prohibition of deviant sexual behaviour in Islam d) appreciate the rationale for the prohibition of deviant sexual behaviour. 	The learner is guided to: <ul style="list-style-type: none"> ● identify deviant sexual behaviour (incest, bestiality, prostitution, and homosexuality) and make notes ● research on the causes of deviant sexual behaviours (incest, bestiality, prostitution, and homosexuality) and make notes ● discuss the effects of deviant sexual behaviour (incest, bestiality, prostitution, and homosexuality) in society in groups and present on charts/PowerPoint ● watch video clips on the effects of deviant sexual behaviour (incest, bestiality, prostitution, and homosexuality) and make notes ● listen to a resource person explaining the causes, effects and rationale for the prohibition of deviant sexual behaviour ● research on the rationale for the prohibition of deviant sexual behaviour and make class presentations. ● Suggest ways of curbing deviant sexual behaviour in groups and make class presentations. 	<ol style="list-style-type: none"> 1. What causes deviant sexual behaviour the society? 2. What is the rationale for the prohibition of deviant sexual behaviour in Islam?

Core Competencies to be developed:

- Self-efficacy: the skill of effective communication enhanced as learners discuss the effects of deviant sexual behaviour in society in groups, and present on charts/PowerPoint.
- Communication and collaboration: teamwork is enhanced as learners contribute to the discussion on the effects of deviant sexual behaviour in society.
- Learning to learn: the skill of research enhanced as learners research on the causes of deviant sexual behaviour and make notes.

Values:

Responsibility is enhanced as learners research on the rationale for the prohibition of deviant sexual behaviour.

Pertinent and Contemporary Issues:

Awareness on health-related issues such as HIV and AIDS enhanced as learners discuss the effects of deviant sexual behaviour in the society.

Link to other subjects

Life Skills Education and Health Education as learners discuss the effects of deviant sexual behaviour in the society.

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe ways of commanding good and assess the significance	Learner describes ways of commanding good and forbidding evils and asses the significance with ease	Learner describes ways of commanding good and forbidding evils and asses the significance	Learner describes ways of commanding good and forbidding evils and asses the significance with inconsistencies	Learner describes ways of commanding good and forbidding evils but not able asses the significance
Ability to explain fulfilling of promise, anger management and explain deviant sexual behaviour	Learner explains the fulfilment of promise, anger management and causes of sexual deviant behaviour in the society with examples	Learner explains the fulfilment of promise, anger management and causes of sexual deviant behaviour in the society	Learner explains the fulfilment of promise, anger management and causes of sexual deviant behaviour in the society with few mix up	Learner explains the fulfilment of promise, anger management but has challenges explaining causes of sexual deviant behaviour in the society

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.1 Divorce (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify the causes of conflicts in marriage b) explain the mechanism of conflict resolution in marriage c) appreciate the mechanism of conflict resolution in marriage.	The learner is guided to: <ul style="list-style-type: none"> ● research on the causes of conflicts in marriage and make notes ● discuss the steps of conflict resolution in marriage with illustrations from the <i>Qur'an</i> and <i>Hadith</i> in groups and make a class presentation ● dramatise conflict resolution mechanisms in marriage. 	<ol style="list-style-type: none"> 1. What causes conflicts in marriage? 2. How can Muslims reduce conflicts in marriage?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: the skill of interpretation and inference enhanced as learners identify the causes of conflicts and the steps in conflict resolution in marriage. ● Creativity and imagination: the skill of making connections enhanced as learners dramatise conflict resolution mechanisms in marriage. ● Learning to learn: the skill of sharing learned knowledge enhanced as learners discuss the steps of conflict resolution in marriage with illustrations from the Qur'an and Hadith in groups, and make class presentations. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace is enhanced as learners research on the causes of conflicts in marriage and make notes. ● Love is enhanced through discussions on the steps of conflict resolution in marriage. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Peace education and social cohesion are enhanced as learners discuss the steps of conflict resolution in marriage. 				

Link to other subjects:

- Social studies as learners discuss the steps of conflict resolution in marriage.
- Performing Arts as learners dramatise the steps of conflict resolution in marriage.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.2 Types of divorce (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain <i>at-Talaq</i> and <i>Khul'u</i> types of divorce as provided in the Quran and Hadith describe the steps involved in <i>at-Talaq</i> and <i>Khul'u</i> according to Islamic teachings assess the effects of divorce in society acknowledge divorce as the last resort in marriage conflicts. 	The learner is guided to: <ul style="list-style-type: none"> research on <i>at-Talaq</i> and <i>Khul'u</i> types of divorce and make a class presentation discuss the steps involved in <i>at-Talaq</i> and <i>Khul'u</i> according to Islamic teachings in groups and present on charts/power points listen to a resource person (<i>Kadhi/Imam</i>) giving a talk on the steps involved in <i>at-Talaq</i> and <i>Khul'u</i> research on the effects of divorce and make notes. 	<ol style="list-style-type: none"> What are the reasons for <i>khul'u</i>'? What are the effects of <i>talaq</i>?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn: enhanced as learners learn independently through listening to a resource person (<i>Kadhi/Imam</i>) on the steps involved in <i>at-Talaq</i> and <i>Khul'u</i>. Communication and collaboration: enhanced as learners speak effectively and engagingly when discussing the steps involved in <i>at-Talaq</i> and <i>Khul'u</i>. Critical thinking and problem solving: the skill of interpretation and inferences enhanced as learners listen to a resource person (<i>Kadhi/Imam</i>) on the steps involved in <i>at-Talaq</i> and <i>Khul'u</i>. 				

Values:

- Social justice is enhanced as learners discuss the steps involved in *at-Talaq* and *Khul'u*.

Pertinent and Contemporary Issues:

- Social cohesion is enhanced as learners discuss the steps involved in *at-Talaq* and *Khul'u*.

Link to other subjects:

- Life skills as learners discuss mechanisms of conflict resolutions.

DRAFT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.3 Trade and Finance in Islam (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> assess the rules on agreements and contracts according to Islamic teachings explain the significance of agreements and contracts in Islam practise the rules of agreement and contracts in trade and finance appreciate Islamic rules on agreements and contracts. 	The learner is guided to: <ul style="list-style-type: none"> discuss the rules on agreements and contracts according to Islamic teachings (Q2:282) in groups and present on charts/PowerPoint research using digital devices/available reference materials on the significance of agreements and contracts and make notes dramatise the rules of agreements and contracts discuss the importance of consumer awareness in relation to making agreements and contracts in groups and present in class. 	Why are agreements and contracts used in business transactions?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and imagination: the skill of experimenting with different ideas enhanced as learners dramatise the rules of agreements and contracts. Digital literacy: the skill of interacting with digital technology enhanced as learners research on the significance of agreements and contracts. Citizenship: the skill of initiating and entrepreneurship enhanced as learners discuss the rules on agreements and contracts according to the Islamic teachings (Q2:282) in groups and present in class. 				

Values:

Integrity is enhanced as learners discuss the rules on agreements and contracts.

Pertinent and Contemporary Issues:

- Integrity enhanced as learners discuss the rules on agreements and contracts.
- Financial Literacy enhanced as learners discuss the importance of consumer awareness in relation to agreements and contracts.

Link to other subjects

- Business Studies as learners research on the significance of agreements and contracts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.4 Human Rights (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe ways in which human rights are upheld in Islam b) explain the significance of safeguarding human rights c) practise human rights in their day-to-day life d) appreciate human rights as an avenue for justice.	The learner is guided to: <ul style="list-style-type: none"> ● research on human rights in groups and make notes ● watch video clips/read/make photo collections on human rights violations and deduce lessons ● discuss the significance of human rights in groups and present on charts/PowerPoint ● research online/collect information from available resources on the role played by government consumer protection agencies (Kenya Bureau of Standards, Competition Authority of Kenya, Central Bank of Kenya, Retirement Benefits Authority of Kenya) in pairs/groups and present on posters/charts ● role-play ways in which economic human rights are violated and how to counter them. 	<ol style="list-style-type: none"> 1. How can a Muslim advocate for human rights in the 21st century? 2. What are the benefits of observing human rights?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Socio-cultural sensitivity and awareness skills enhanced as learners research on human rights. ● Communication and collaboration: the skills of speaking and listening are enhanced as learners discuss the significance of human rights in groups and present on charts/PowerPoint. 				

- Learning to learn: the skill of sharing learnt knowledge is enhanced as learners research online/from available resources on the role played by consumer protection agencies (KEBS, CAK, CBK, RBA) in pairs/groups and present on posters/charts.

Values:

- Social Justice is enhanced as learners research on human rights in groups and make notes.
- Responsibility is enhanced as learners role-play ways in which human rights are violated.

Pertinent and Contemporary Issues:

- Safety and security education is enhanced as learners watch video clips on human rights violation and deduce lessons.
- Financial Literacy is enhanced as learners discuss the role played by consumer protection agencies in upholding economic rights.

Link to other subjects

- Social Studies and Business Studies are enhanced as learners share on the significance of human rights.

LEVEL			
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INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify causes of conflict in marriage and explains the mechanism of conflict resolution in marriage	Learner identifies causes of conflict in marriage and explains the mechanism of conflict resolution in marriage with support illustrations	Learner identifies causes of conflict in marriage and explains the mechanism of conflict resolution in marriage	Learner identifies causes of conflict in marriage and explains some mechanism of conflict resolution in marriage	Learner identifies causes of conflict in marriage but not able explain the mechanism of conflict resolution in marriage with support illustrations
Ability to assess the rules on agreements, describe ways in which human rights are upheld in Islam	Learner assess the rules on agreements and contracts and describes ways in which human rights are upheld in Islam with ease	Learner assess the rules on agreements and contracts and describes ways in which human rights are upheld in Islam	Learner assess the rules on agreements and contracts but describes ways in which human rights are upheld in Islam	Learner assess the rules on agreements and contracts but mixes information in describing ways in which human rights are upheld in Islam

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	7.1 The Rightly Guided Caliphs (14 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the administrative features of the rightly guided caliphs as role models in leadership b) examine the challenges faced by the rightly guided caliphs c) explain the socio-economic reforms of the rightly guided caliphs to appreciate their contribution to Islam d) emulate the character of the rightly guided caliphs to earn rewards from Allah (S.W.T.) e) appreciate the role of the rightly guided caliphs in Islamic heritage. 	The learner is guided to: <ul style="list-style-type: none"> ● research on the administrative features of Caliphs Abubakar (R.A.), Umar (R.A.), Uthman (R.A.) and Ali (R.A.) in pairs/groups and make a class presentation. ● discuss the challenges faced by Caliphs Abubakar (R.A.), Uthman (R.A.), Umar (R.A.) and Ali (R.A.) and make notes ● research on the reforms of Caliphs Abubakar (R.A.), Uthman (R.A.), Umar (R.A.) and Ali (R.A.) and present on charts/PowerPoint ● research online/from available reference materials on the socio-economic reforms introduced by the rightly guided caliphs (R.A.) during their reigns (quality of goods and services, quantity, safety, scarcity, overpricing, counterfeit, terms and conditions, standardisation marks of quality, product ingredients and expiry dates) and present in class 	<ol style="list-style-type: none"> 1. What do Muslims learn from the challenges faced by the rightly guided caliphs? 2. How do Muslims benefit from the leadership of rightly guided caliphs?

			<ul style="list-style-type: none"> ● discuss Islamic market competitions as introduced by the rightly guided Caliphs in groups and present in class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Social and civic skills enhanced as learners research on the reforms of Caliphs Abubakar (R.A.), Uthman (R.A.), Umar (R.A.), and Ali (R.A.) and present on charts/PowerPoint. ● Learning to learn: the skill of research is enhanced as learners research on the administrative features of Caliphs Abubakar (R.A.), Umar (R.A.), Uthman (R.A.), and Ali (R.A.) in pairs and make class presentations. ● Self-efficacy: the skill of effective communication enhanced as learners discuss Islamic market competitions in groups and present in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social Justice is enhanced as learners research online/from available reference materials on the economic reforms introduced by Caliph Umar (R.A.) during his reign and present in class. ● Patriotism is enhanced as learners research on the administrative features of Caliphs Abubakar (R.A.), Umar (R.A.), Uthman (R.A.) and Ali (R.A.). 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Patriotism and good governance as learners research on the reforms of Caliphs Abubakar (R.A.), Uthman (R.A.), Umar (R.A.) and Ali (R.A.). ● Financial literacy as learners discuss Islamic market competitions in groups and present in class. 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Business Studies as learners discuss Islamic market competitions in groups and present in class. 				

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the administrative features and examine the challenges faced by the rightly guided caliphs	Learner describes the administrative features and examines the challenges faced by the rightly guided caliphs with examples	Learner describes the administrative features and examines the challenges faced by the rightly guided caliphs	Learner describes the administrative features and some examines the challenges faced by the rightly guided caliphs	Learner describes the administrative features but requires assistance in examining the challenges faced by the rightly guided caliphs

COMMUNITY SERVICE LEARNING

Introduction

In Grade 8, the focus is on making preparations to undertake a CSL activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions to solve the problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
- iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
- v) **Citizenship:** As learners engage in the CSL activities for this grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
- vi) **Life Skills Education:** Learners will be equipped with life skills including decision-making, assertiveness, effective communication, problem-solving, and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.
- vii) **Community Development:** Learners will be empowered with the necessary skills to effect relevant changes including building stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<ul style="list-style-type: none"> ● Environmental degradation ● Lifestyle diseases ● Communicable and non-communicable diseases ● Poverty ● Violence in the community ● Food security issues ● Conflicts in the community <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify PCIs according to their contexts and reality.</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research b) plan to solve the identified problem in the community c) design solutions to the identified problem d) appreciate the need to belong to a community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on Pertinent and Contemporary Issues in their community that need attention in groups ● choose a PCI that needs immediate attention and explain why in groups ● carry out research using digital devices, print media/interactions with members of the community/resource persons in identifying a community problem to address in groups ● discuss possible solutions to the identified issue in groups ● propose the most appropriate solution to the problem in groups ● discuss instruments that can be used to collect data on the problem (questionnaires, interviews, observation schedule etc.) ● develop instruments for data collection ● identify resources needed for the CSL project (human, technical, financial) ● discuss when the project will begin and end ● prepare a programme/timetable for the entire project execution ● assign roles to be carried out by all group members ● reflect on how the project preparation enhanced learning. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

Key Component of CSL developed

- a) Identification of a problem in the community through research
- b) Planning to solve the identified problem
- c) Designing solutions to the identified problem

Core competencies to be developed

- Communication and collaboration: Learners will make the preparations and conduct discussions on the best ways of carrying out the project in groups.
- Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project
- Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem
- Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- Digital Literacy: Learners can use technology as they research on a community problem that they can address.
- Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and prepare to carry out the project.
- Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community.

Pertinent and Contemporary Issues

- Social cohesion as learners discuss possible solutions to the identified issue
- Critical thinking as learners discuss possible solutions to the identified issue

Values

- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address
- Respect as learners brainstorm on Pertinent and Contemporary Issues in their community that need attention

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research.	Clearly and correctly identifies a problem in the community through research.	Correctly identifies a problem in the community through research.	Partially identifies a problem in the community through research.	Partially identifies a problem in the community through research with assistance.
Ability to plan to solve the identified problem.	Accurately and systematically plans to solve the identified problem.	Accurately plans to solve the identified problem.	Plans to solve the identified problem but leaves out some details.	With assistance, plans to solve the identified problem.
Ability to design solutions to the identified problem.	Correctly and elaborately designs solutions to the identified problem.	Correctly designs solutions to the identified problem.	Partly designs solutions to the identified problem.	Partly designs solutions to the identified problem with prompting.

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	<i>Ulum al- Qur'an</i>	Written and oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices	<ul style="list-style-type: none"> • Learners share with peers the importance of the Qur'an during clubs/society meetings. • Write an article on the preservation of the Quran in modern times and post it in the school magazine.
	Selected <i>Surah/verses</i>	Written and oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices	<ul style="list-style-type: none"> • Learners share information on the teachings/lessons from the selected verses (respect for parents and humility) AGMs, clubs and society meetings, assemblies, etc. • Dramatize respect for parents during inter-house competitions/Parents Day meetings.
Hadith	<i>Ulum al-Hadith</i>	Written and oral assessment, portfolio	Books of Hadith, course books, charts, digital devices	<ul style="list-style-type: none"> • Share with their peers the importance of Hadith during clubs and society meetings

	Selected Hadith	Written and oral tests	Books of Hadith, course books, digital devices	<ul style="list-style-type: none"> ● Share with their peers the hadith on accountability during clubs and societies meetings. ● Design a poster on four things humanity will be held accountable for on the Day of Judgement and hang it at a strategic place. ● Display the Hadith on the importance of obeying authority and hang strategically
Pillars Of Iman	Belief in revealed scriptures	Written and oral assessments, portfolio and observation	The Qur'an, books of Hadith, course books, digital devices	<ul style="list-style-type: none"> ● Share with peers at assembly the similarities of the messages in revealed scriptures
	<i>Ulul –Azm</i> Prophets	Written and oral assessment, portfolio, observation	The Qur'an, books of Hadith, course books, digital devices	<ul style="list-style-type: none"> ● Share with peers at assembly on the qualities of <i>Ulul -Azm</i> prophets ● Perform a skit on the lessons learnt from the Prophets during Open Days/ music and drama festivals
Devotional Acts	Prayers on Special Occasions	Written and oral assessment,	Quran, charts, models, course books, digital	<ul style="list-style-type: none"> ● Write essays on the significance of congregational prayers and

	Congregational Prayers	observation, portfolio	devices	them share on social media
	Hajj	Written and oral assessment, observation, portfolio	Quran, charts, models, course books, digital devices	<ul style="list-style-type: none"> • Demonstrate the performance of Hajj during clubs/ society meetings
Akhlaq	Commanding good and forbidding evil	Written and oral assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices	<ul style="list-style-type: none"> • Write the significance of commanding good and forbidding evil and display it on the school noticeboards/school magazine
	Morality in Islam	Written and oral assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices	<ul style="list-style-type: none"> • Give a talk on the importance of upholding morality in Islam during society meetings
	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices	<ul style="list-style-type: none"> • Dramatise/role-play acts depicting anger management and fulfilment of promise during inter-house/interclass drama competitions
	Prohibitions in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices	<ul style="list-style-type: none"> • Make posters on the effects and measures of curbing deviant sexual behaviour and display them on the school noticeboard
Muamalat	Divorce	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of <i>fiqh</i> , course books, digital devices	<ul style="list-style-type: none"> • Write articles on the mechanisms of conflict resolution in marriage and share them in the school magazine

	Types of Divorce	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of <i>fiqh</i> , course books, digital devices	<ul style="list-style-type: none"> ● Share with peers the knowledge on the effects of divorce in the society meetings
	Trade and Finance in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of <i>fiqh</i> , course books, digital devices, newspapers	<ul style="list-style-type: none"> ● Share the rules on agreements and contracts during Junior Achievers' club meetings
	Human Rights	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of <i>fiqh</i> , course books, digital devices, newspapers	<ul style="list-style-type: none"> ● Dramatise/role-play acts that uphold human rights during inter-house/interclass drama competitions
Islamic Heritage and Civilisation	Administrative structures of the Four Rightly Guided Caliphs	Written and oral assessment, portfolio, observation	Qur'an, books of Hadith, books of History of Islam, course books, digital devices	<ul style="list-style-type: none"> ● Share the advantages of good governance with peers at the school assembly