



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 8

First Published in 2023

Revised 2024

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FOREWORD

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

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

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

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



HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

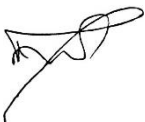
PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

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

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for a smooth transition to Grade 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 8 and the preparation of learners for transition to Grade 9.



PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **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.

2. **Promote the social, economic, technological and industrial needs for national development.**

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

- a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following 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.

3. **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.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system 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.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8) **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health 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.

LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Religious Education (CRE/IRE/HRE)	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instructional Programme	1*
	Total	40+1*

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Junior 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 School aims to impart Islamic knowledge, skills, and values to the learner. This will enable them make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings. The learning area is comprised of the following strands: Quran, *Hadith* (Teachings of the Prophet (S.A.W.)), Pillars of *Iman* (Faith), Devotional Acts, Akhlaq (Moral teachings), *Muamalat* (Social Relations), Islamic Heritage, and Civilisation. The competencies acquired in this learning area will provide the learner with a solid foundation for further studies and diverse career paths, such as Law, Banking and Finance, Entrepreneurship, Education, Social Work, and Chaplaincy, among others. Islamic Religious Education goes beyond knowledge acquisition. It empowers the learner to be a responsible steward who can make meaningful contributions to society. The programme fosters a balanced life, which is at peace with Allah (S.W.T.), promotes inner well-being, respectful to the rights of others, and prepares the learner for a fulfilling afterlife.

While the Qur'an and Hadith are the primary sources of Islamic knowledge, Vygotsky's Social Cultural Development Theory acknowledges the importance of social interaction in teaching and learning. Interactions with instructional materials, teachers, peers, resource persons, and the community all play a role in shaping the learner's cognitive and emotional development. This theory underscores the importance of social interaction in Islamic Religious Education.

SUBJECT LEARNING OUTCOMES

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

- a) appreciate the Qur'an as the primary source of guidance.
- b) deduce lessons from the selected *Surah* and *Hadith*, and apply them appropriately in daily life.
- c) appreciate and emulate the practises of the Prophet (S.A.W.) as the best role model.
- d) develop awareness and appreciation of the Pillars of *Iman* as the foundation of Islam.
- e) demonstrate interest and positive attitude towards performing acts of *Ibadah* (worship).
- f) acquire Islamic values that will enable them to act as responsible and ethical citizens
- g) apply Islamic teachings to guide individuals to make positive contributions to social, political, and economic developments in society.
- h) appreciate Islamic History as a basis for dynamic culture and civilisation for peaceful co-existence.

SUMMARY OF STRANDS AND SUB STRANDS

No	Strands	Sub-Strands	Suggested Number of Lessons
1	Qur'an	1.1 Modes of preservation of the Qur'an	04
		1.2 Divisions of the Qur'an	06
		1.3 Selected verses (<i>Al-Luqman 12-19</i>)	08
2	Hadith	2.1 <i>Ulum al-Hadith</i>	07
		2.2 Selected Hadith	06
3	Pillars of Iman	3.1 Belief in revealed scriptures	07
		3.2 <i>Ulul-Azm</i> Prophets	05
4	Devotional Acts	4.1 Prayers on special occasions	05
		4.2 Hajj and Umrah	07
5	Akhlaq (Moral Teachings)	5.1 Commanding good and forbidding evil	06
		5.2 Virtues in Islam	06
		5.3 Prohibitions in Islam	16
6	Muamalat (Social Relations)	6.1 Divorce	04
		6.2 Types of divorce	05
		6.3 Trade and Finance in Islam	06
		6.4 Human Rights	06
7	Islamic Heritage and Civilisation	7.1 The Rightly Guided Caliphs	16
Total Number of Lessons			120

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

STRAND 1.0: QUR'AN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested 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) recite 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: - 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 and present on charts/PowerPoint, - recite selected chapters/verses from the Qur'an/ digital devices and present them in class, - read chapters/verses from the Qur'an, - discuss the significance of preserving the Qur'an and make notes.	1. Why is it important to preserve the Qur'an? 2. How is the Qur'an preserved in modern times?

Core Competencies to be developed:

- Self-efficacy: Enhanced as learners acquire personal skills as they recite some chapters/verses of the Qur'an
- Digital literacy: Enhanced as 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: Enhanced as 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

Pertinent and Contemporary Issues:

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.2 Divisions of the Qur'an • <i>ayat</i> • <i>juzuu</i> • <i>manzil</i> • <i>ruk'u</i> • <i>surah</i> • <i>Makkan</i> Surah • <i>Madinan</i> Surah (6 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the divisions of the Qur'an for easy referencing, b) identify the divisions of the Qur'an to facilitate the reading of the Qur'an, c) describe the characteristics of <i>Makkan</i> and <i>Madinan</i> Surahs to ease learning, d) appreciate the division of the Qur'an for ease of recitation.	The learner is guided to: • discuss the divisions of the Qur'an 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> surahs and make a class presentation.	How do the divisions of the Qur'an help in studying it?
Core Competencies to be developed: Communication and collaboration: the skills of teamwork, listening and speaking effectively are developed through group discussions and presentation.				
Values: • Unity is enhanced as learners discuss the divisions of the Qur'an in groups. • Respect enhanced as learners respect each other's views during group discussions.				
Pertinent and Contemporary Issues: 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 English: the learner will develop effective communication skills when they discuss the divisions of the Qur'an in groups and make a class presentation which is related to communication skills in English				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.3 Selected verses (<i>Al-Luqman 12-19</i>) (8 lessons)	By the end of the sub-strand, the learner should be able to: 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: • 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 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.	How can the teachings of the verses reform the 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.
- Communication and collaboration enhanced during discussions on the meaning of the selected verses in groups.
- 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 online on the teachings of the selected verses in groups, deduce lessons and make notes.

Pertinent and Contemporary Issues:

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

Link to other subjects:

Pre-Technical Studies (computer skills) as learners research online on the teachings of the selected verses and deduce lessons

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to read the selected verses and explain their meaning.	Reads the selected verses, explains their meaning correctly and puts them into practice	Reads the selected verses and explains their meaning correctly	Reads the selected verses and explains their meaning with minor mix ups	Reads the selected verses and explains their meaning with major mix ups
Ability to explain and apply the teachings of the selected verses.	Explains and applies the teachings of the selected verses consistently and correctly.	Explains and applies the teachings of the selected verses correctly.	Explains and applies the teachings of the selected verses with minor inconsistencies.	Explains and applies the teachings of the selected verses with major inconsistencies.

STRAND 2.0: HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hadith	2.1 <i>Ulum al-Hadith</i> (7 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, 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: - 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>.	- What role did the Prophet (S.A.W.) play in the development of <i>Hadith</i>? - Why is it important for a Muslim to learn <i>Ulum al-Hadith</i>?

Core Competencies to be developed:

- Communication and collaboration: listening and teamwork skills enhanced as learners discuss the development of *Hadith* 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 *Hadith*.
- 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	Suggested Key Inquiry Question(s)
2.0 Hadith	Selected Hadith • <i>Hadith on accountability</i> • <i>Hadith on respect for authority</i> (6 lessons)	By the end of the sub-strand, the learner should be able to: - deduce the lessons learnt from the <i>Hadith</i> on accountability and respect for authority for character building, - explain the relevance of the <i>Hadith</i> on accountability and respect for authority in the life of a Muslim, - practise the teachings of the <i>Hadith</i> on accountability and respect for authority in daily life, - appreciate <i>Hadith</i> as the second source of sharia.	The learner is guided to: read the selected Hadith, derive lessons and make class presentations <i>Hadith on accountability:</i> <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) <i>Hadith on respect for authority:</i> <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),	- Why is intention important in Islam? - Why should Muslims respect authority?

			● 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.	
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-playing respect for authority within and outside the school.				
Link to other subjects ● Social Studies as learners' role-play respect for authority within and outside the school. ● Creative Arts as learners role-play respect for authority within and outside the school.				

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	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.	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 correctly and arranges them chronologically.	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 correctly.	Describes 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 omits minor details.	Describes 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 omits major details.
Ability to explain the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> .	Explains the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> correctly and cites examples.	Explains the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> correctly.	Explains the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> but omits minor details.	Explains the methods used by the Prophet (S.A.W.) to teach <i>Hadith</i> but omits significant details.
Ability to deduce lessons learnt and explain the relevance of the selected <i>Hadith</i> .	Deduces the lessons learnt and explains the relevance of the selected <i>Hadith</i> correctly citing examples.	Deduces the lessons learnt and explains the relevance of the selected <i>Hadith</i> correctly	Deduces the lessons learnt and explains the relevance of the selected <i>Hadith</i> omitting minor details.	Deduces the lessons learnt and explains the relevance of the selected <i>Hadith</i> omitting major details. .

STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Pillars of Iman	3.1 Belief in revealed scriptures (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the revealed scriptures to strengthen their <i>Iman</i> , b) assess 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 for 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: • 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.	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 the 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 as learners identify 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	Suggested 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 (A.S.) and Issa (A.S.) for spiritual nourishment, c) apply the teachings from the stories of <i>Nabii</i> Musa (A.S.) 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 (A.S.) and Issa (A.S.) and make notes, - narrate the stories of <i>Nabii</i> Musa (A.S.) and Issa (A.S.) and make notes.	What lessons do Muslims learn from the <i>Ulul-Azm</i> Prophets?
Core Competencies to be developed: - 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 (A.S.) and Issa (A.S.). - Creativity and imagination: the skill of making observations is enhanced when learners dramatise the stories of <i>Nabii</i> Musa (A.S.) and Issa (A.S.).				

Values:

- Social Justice is enhanced as learners narrate stories of *Nabii* Musa (A.S.) and Issa (A.S.).
- Responsibility is enhanced as learners research on the qualities of *Ulul-Azm* 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 (A.S.) and Issa (A.S.).

Link to other subjects

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

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the revealed scriptures and their similarities.	Identifies the revealed scriptures and their similarities correctly and comprehensively.	Identifies the revealed scriptures and their similarities correctly.	Identifies the revealed scriptures and their similarities with a few mix ups.	Identifies the revealed scriptures and their similarities with many mix ups.
Ability to describe the qualities of <i>Ulul Azm</i> prophets and narrate their stories.	Describes the qualities of <i>Ulul Azm</i> prophets and narrates their stories correctly and comprehensively	Describes the qualities of <i>Ulul Azm</i> prophets and narrates their stories correctly	Describes the qualities of <i>Ulul Azm</i> prophets and narrates their stories omitting minor details	Describes the qualities of <i>Ulul Azm</i> prophets and narrates their stories omitting major details

STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Prayers on special occasions • <i>Swalatul Istisqaa</i> • <i>Swalatul Istikhara</i> (5 lessons)	By the end of the sub-strand, the learner should be able to: a) describe how <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> are performed to earn Allah (S.W.T.)’s blessings, b) assess the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> to seek Allah (S.W.T.)’s bounties, c) perform <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> in the correct way, d) embrace the performance of <i>swalatul Istisqaa</i> and <i>swalatul 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>swalatul Istikhara</i> are performed and make notes, • research on the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> and present on charts/PowerPoint, • demonstrate the performance of <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i>.	Why do Muslims perform prayers on special occasions?

Core Competencies to be developed:

- Self-efficacy: self-awareness skill enhanced as learners demonstrate the performance of *swalatul Istisqaa* and *swalatul Istikhara*.
- Digital literacy: the skill of interacting with digital devices is enhanced as learners research on the significance of performing *swalatul Istisqaa* and *swalatul Istikhara* and present on PowerPoint.
- Critical thinking and problem solving: the skill of research is enhanced as learners research on the significance of performing *swalatul Istisqaa* and *swalatul Istikhara* and present on PowerPoint.

Values:

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

Pertinent and Contemporary Issues:

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

Link to Other Subjects:

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Hajj and Umrah (7 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) assess 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: • 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.	1. How is Hajj/<i>Umrah</i> performed? 2. Why do Muslims perform Hajj/<i>Umrah</i>?
Core Competencies to be developed: • 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 <i>Umrah</i> 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 <i>Umrah</i> 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 <i>Umrah</i> in groups.

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe how <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> are performed	Describes how <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> are performed correctly and consistently	Describes how <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> are performed correctly	Describes how <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> are performed with minor inconsistencies	Describes how <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> are performed with major inconsistencies
Ability to assess the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i>	Assesses the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> correctly and consistently	Assesses the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> correctly	Assesses the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> with minor inconsistencies	Assesses the significance of performing <i>swalatul Istisqaa</i> and <i>swalatul Istikhara</i> with major inconsistencies
Ability to describe the sequence of Hajj	Describes the sequence of Hajj correctly and consistently	Describes the sequence of Hajj correctly	Describes the sequence of Hajj with a few mix ups	Describes the sequence of Hajj with many mix ups

Ability to describe the <i>fardh</i> , <i>wajib</i> and sunnah rites of Hajj and Umrah	Describes the <i>fardh</i> , <i>wajib</i> and sunnah rites of Hajj and Umrah correctly and comprehensively	Describes the <i>fardh</i> , <i>wajib</i> and sunnah rites of Hajj and Umrah correctly	Describes the <i>fardh</i> , <i>wajib</i> and sunnah rites of Hajj and Umrah omitting minor details	Describes the <i>fardh</i> , <i>wajib</i> and sunnah rites of Hajj and Umrah omitting major details
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STRAND 5.0: AKHLAQ

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.1 Commanding good and forbidding evil (6 lessons)	By the end of the sub-strand, the learner should be able to: 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: - 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.	- Why should a Muslim command good and forbid evil? - How can today’s Muslims command good and forbid evil?
Core Competencies to be developed: 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 discussing 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

- Social Studies enhanced as learners discuss ways of commanding good and forbidding evil in groups.
- Creative Arts and Sports as learners dramatize the best ways of commanding good and forbidding evil.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2 Virtues in Islam - Fulfilment of promise - Anger management (6 lessons)	By the end of the sub-strand, the learner should be able to: - 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, - assess the significance of fulfilling promise and managing anger in shaping the character of a Muslim, - practise fulfilment of promise and anger management as commanded in Islam, - appreciate fulfilment of promise and anger management as virtues in Islam.	The learner is guided to: - 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 promise and anger management in the society.	- How can Muslims manage anger? - Why should Muslims fulfil promises?

Core Competencies to be developed:

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

Pertinent and Contemporary Issues:

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

Link to other subjects:

Social Studies is enhanced as learners research on the significance of fulfilment of promise and anger management.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.3 Prohibitions in Islam • Incest • Bestiality • Prostitution • Homosexuality (16 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the causes of deviant sexual behaviour to safeguard oneself, b) describe the effects of deviant sexual behaviour in the society, c) explain 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: • identify deviant sexual behaviour (incest, bestiality, prostitution, and homosexuality) and make notes, • research on the causes of deviant sexual behaviour (incest, bestiality, prostitution, and homosexuality) and make notes, • discuss the effects of deviant sexual behaviour (incest, bestiality, prostitution, and homosexuality) in the 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	1. What causes deviant sexual behaviour in the society? 2. What is the rationale for the prohibition of deviant sexual behaviour in Islam?

			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.	
Core Competencies to be developed: ● Self-efficacy: the skill of effective communication enhanced as learners discuss the effects of deviant sexual behaviour in the 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 the 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 is enhanced as learners discuss the effects of deviant sexual behaviour in the society.				
Link to other subjects Social studies and Life Skills Education as learners discuss the effects of deviant sexual behaviour in the society.				

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe ways of commanding good and forbidding evil and assess their significance	Describes ways of commanding good and forbidding evil and assesses their significance correctly and comprehensively	Describes ways of commanding good and forbidding evil and assesses their significance correctly	Describes ways of commanding good and forbidding evil and assesses their significance but leaves out few details	Describes ways of commanding good and forbidding evil correctly and assesses their significance but leaves out significant details
Ability to explain the teachings of fulfilling promise and anger management and assess the significance of fulfilling a promise and managing anger	Explains the teachings of fulfilling promise and anger management and assesses the significance of fulfilling a promise and managing anger correctly and comprehensively	Explains the teachings of fulfilling promise and anger management and assesses the significance of fulfilling a promise and managing anger correctly	Explains the teachings of fulfilling promise and anger management and assesses the significance of fulfilling a promise and managing anger omitting minor details	Explains the teachings of fulfilling promise, anger management and assesses the significance of fulfilling a promise and managing anger omitting major details
Ability to describe the causes and effects of deviant sexual behaviour	Describes the causes and effects of deviant sexual behaviour correctly and comprehensively	Describes the causes and effects of deviant sexual behaviour correctly	Describes the causes and effects of deviant sexual behaviour with a few mix-ups	Describes the causes and effects of deviant sexual behaviour with many mix-ups

STRAND 6.0: MUAMALAT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.1 Divorce (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the causes of conflicts in marriage, b) describe the mechanism of conflict resolution in marriage, c) appreciate the mechanism of conflict resolution in marriage.	The learner is guided to: - 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.	- What causes conflicts in marriage? - How can Muslims reduce conflicts in marriage?
Core Competencies to be developed: - 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 <i>Qur'an</i> and <i>Hadith</i> in groups, and make class presentations.				

Values:

- 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.

Pertinent and Contemporary Issues:

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.
- Creative Arts and Sports as learners dramatise the steps of conflict resolution in marriage.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.2 Types of divorce <i>at-Talaq</i> <i>khul'u</i> (5 lessons)	By the end of the sub-strand, the learner should be able to: a) explain <i>at-Talaq</i> and <i>Khul'u</i> types of divorce as provided in the Quran and Hadith, b) describe the steps involved in <i>at-Talaq</i> and <i>Khul'u</i> according to Islamic teachings, c) explain the effects of divorce in society, d) acknowledge divorce as the last resort in marital conflicts.	The learner is guided to: - 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.	- What are the reasons for <i>khul'u</i>? - What are the effects of <i>talaq</i>?
Core Competencies to be developed: - 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:

Social Studies as learners discuss the mechanisms of conflict resolutions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.3 Trade and Finance in Islam (6 lessons)	By the end of the sub-strand, the learner should be able to: a) examine the rules on agreements and contracts according to Islamic teachings, b) assess the significance of agreements and contracts in Islam, c) practise the rules of agreement and contracts in trade and finance, d) appreciate Islamic rules on agreements and contracts.	The learner is guided to: • 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?
Core Competencies to be developed: • 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

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	6.4 Human Rights (6 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) assess 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: ● 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.	1. How can a Muslim advocate for human rights in the 21st century? 2. What are the benefits of observing human rights?

Core Competencies to be developed:

- 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 Pre-Technical Studies are enhanced as learners share on the significance of human rights.

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify causes of conflict in marriage and describe the mechanism of conflict resolution in marriage	Identifies causes of conflict in marriage and describes the mechanism of conflict resolution in marriage with illustrations	Identifies causes of conflict in marriage and describes the mechanism of conflict resolution in marriage correctly	Identifies causes of conflict in marriage and describes some mechanism of conflict resolution in marriage with a few mix-up	Identifies causes of conflict in marriage but describes the mechanism of conflict resolution in marriage with major mix-up
Ability to explain <i>at-Talaq</i> and <i>Khul'u</i> types of divorce and the effects of divorce	Explains <i>at-Talaq</i> and <i>Khul'u</i> types of divorce and the effects of divorce correctly and comprehensively	Explains <i>at-Talaq</i> and <i>Khul'u</i> types of divorce and the effects of divorce correctly	Explains <i>at-Talaq</i> and <i>Khul'u</i> types of divorce and the effects of divorce leaving out few details	Explains <i>at-Talaq</i> and <i>Khul'u</i> types of divorce and the effects of divorce leaving out significant details
Ability to examine the rules of agreements and contracts and assess their significance	Examines the rules of agreements and contracts and assesses their significance correctly and cites examples	Examines the rules of agreements and contracts and assesses their significance correctly	Examines the rules of agreements and contracts and assesses their significance omitting few details	Examines the rules of agreements and contracts and assesses their significance omitting significant details

Ability to describe ways in which human rights are upheld in Islam and assess the significance of safeguarding them	Describes ways in which human rights are upheld in Islam and assesses the significance of safeguarding them correctly and comprehensively	Describes ways in which human rights are upheld in Islam and assesses the significance of safeguarding them correctly	Describes ways in which human rights are upheld in Islam and assesses the significance of safeguarding them omitting few details	Describes ways in which human rights are upheld in Islam and assesses the significance of safeguarding them omitting many details
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STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	7.1 The Rightly Guided Caliphs - Abubakar (R.A.) - Umar (R.A.) - Uthman (R.A.) - Ali (R.A.) (16 lessons)	By the end of the sub-strand, the learner should be able to: - describe the administrative features of the Rightly Guided Caliphs as role models in leadership, - examine the challenges faced by the Rightly Guided Caliphs, - explain the social, political and economic reforms of the Rightly Guided Caliphs to appreciate their contribution to Islam, - emulate the character of the Rightly Guided Caliphs to earn	The learner is guided to: - 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,	- What do Muslims learn from the challenges faced by the Rightly Guided Caliphs? - How do Muslims benefit from the leadership of Rightly Guided Caliphs?

		rewards from Allah (S.W.T.), e) appreciate the role of the Rightly Guided Caliphs in Islamic heritage.	standardisation marks of quality, product ingredients and expiry dates) and present in class, ● discuss Islamic market competitions as introduced by the rightly guided Caliphs in groups and present in class.	
Core Competencies to be developed: ● 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.				
Values: ● 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.).				
Pertinent and Contemporary Issues: ● 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.				
Link to other subjects Pre-Technical Studies as learners discuss Islamic market competitions in groups and present in class.				

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the administrative features, examine the challenges faced and explain the social, political and economic reforms of the Rightly Guided Caliphs	Describes the administrative features, examines the challenges faced and explains the social, political and economic reforms of the Rightly Guided Caliphs correctly and comprehensively	Describes the administrative features, examines the challenges faced and explains the social, political and economic reforms of the Rightly Guided Caliphs correctly	Describes the administrative features, examines the challenges faced and explains the social, political and economic reforms of the Rightly Guided Caliphs but leaves out few details	Describes the administrative features, examines the challenges faced and explains the social, political and economic reforms of the Rightly Guided Caliphs but leaves out significant details

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, Communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.

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

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

Assessment of CSL integrated Project

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

APPENDIX 2: 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	• 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	• 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	● 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	● 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	● 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	● 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 Congregational Prayers	Written and oral assessment, observation, portfolio	Quran, charts, models, course books, digital devices	Write essays on the significance of congregational prayers and them share on social media
	Hajj	Written and oral assessment, observation, portfolio	Quran, charts, models, course books, digital devices	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	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	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	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	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	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	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	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	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	Share the advantages of good governance with peers at the school assembly