



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A skilled and Ethical Society*

**PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

**ISLAMIC RELIGIOUS EDUCATION ACTIVITIES**

**GRADE 1, 2 & 3**



First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-051-6**

Published and printed by Kenya Institute of Curriculum Development



## FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, 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 Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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



## **PREFACE**

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

**DR. BELIO R. KIPSANG, CBS**  
**PRINCIPAL SECRETARY STATE DEPARTMENT FOR**  
**EARLY LEARNING AND 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 curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21<sup>st</sup> Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed 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. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

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



## TABLE OF CONTENTS

FOREWORD.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT .....	v
NATIONAL GOALS OF EDUCATION .....	vii
LESSON ALLOCATION AT LOWER PRIMARY .....	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION .....	ix
ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 1 .....	1
ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 2.....	32
ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 3 .....	64
APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY.....	93
APPENDIX 2: SUGGESTED ASSESSMENT METHODS, RESOURCES, AND NON-FORMAL ACTIVITIES .....	96



## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.



**4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.





## LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1*
<b>Total</b>		<b>31</b>

## LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- Use verbal and or non-verbal cues to convey information in varied contexts.
- Demonstrate mastery of number concepts to solve problems in day to day life.
- Use appropriate social skills, moral and religious values to positively impact the society.
- Develop individual talents and interests for self-efficacy.
- Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- Devise innovative strategies for environmental conservation and sustainability.
- Apply digital literacy skills for learning and enjoyment.
- Appreciate the country's rich and diverse cultural heritage for harmonious living.



# **ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 1**



## **ESSENCE STATEMENT**

Kenya is a nation where people adhere to various religions. The National Goal of Education No. 4, advocates for promoting sound morals and religious values among learners. Religious Education is one way to instil these values. Islamic Religious Education activities aim to equip learners with the knowledge, skills, values, and attitudes that help them grow socially, emotionally, and spiritually into balanced individuals. The strands covered in this activity area are Quran, Hadith, Devotional Acts, *Siirah* (Life of the Prophet), and Islamic Festivals. Islamic Religious Education teachers are encouraged to use learner-centered approaches. This learning area helps learners acquire values and skills that enable them to be responsible and ethical citizens who are at peace with Allah (SWT), themselves, others, and the environment.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a. recite, read, and write short selected Surahs (chapters) of the Qur'an,
- b. demonstrate love, appreciation, and awareness of Allah (SWT) and His creation,
- c. demonstrate love and appreciation for the Prophet Muhammad (S.A.W),
- d. practise Islamic etiquette for social relations,
- e. perform acts of worship correctly,
- f. apply creativity and critical thinking skills in problem solving in accordance with Islamic teaching,
- g. use and conserve the immediate environment while observing Islamic teachings,
- h. co-exist harmoniously with people of other faiths and of different cultural backgrounds,
- i. practise hygiene and observe nutrition and safety, guided by Islamic principles.



## SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub-Strands	No. of Lessons
1.0 Qur'an	1.1 Arabic Alphabet	10
	1.2 Selected Surah	16
2.0 Hadith	2.1 Hadith on Obedience to parents	05
	2.2 Hadith on cleanliness	05
3.0 Pillars Iman	3.1 Belief in Allah (Attributes)	07
	3.2 Belief in angels	02
4.0 Devotional Acts	4.3 Pillars Islam (Five pillars)	08
	4.3 Shahadah	05
	4.4 Wudhu (steps and performance)	06
5.0 Akhlaq (Moral Teachings)	5.0 Relationship 5.1.1 Gratitude to Allah's bounties	06
	5.1.2 Love for parents	05
	5.2.Care for the environment	05
6.0 Siirah	6.1 Birth Prophet Muhammad (S.A.W.)	06
7.0 Islamic Festivals	6.1 Eids	04
Total number of lessons		90



## STRAND 1.0: Quran

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
1.0 Quran	1.1 Arabic Alphabet (10 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the Arabic alphabet in three-letter words in readiness for reading the Qur'an, b) listen actively to three-letter words to enhance fluency in reading the Quran, c) read correctly three-letter words with vowels correctly in readiness for reading the Qur'an, d) appreciate the role of Arabic alphabet and vowels in reading the Qur'an.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>identify the Arabic alphabet in three-letter words from flashcards/charts/digital devices and read them.</li> <li>listen to three-letter words with vowels from a digital device/resource person/teacher/peer and imitate them,</li> <li>read three-letter words with <i>harakaat</i> or vowels (<i>fat-hatain</i>, <i>dhumatain</i>, <i>kasratain</i>, and <i>sukun</i>) from flashcards and correct one another,</li> <li>pick three letter words from a box and read them,</li> <li>pick the alphabet with <i>harakat</i> (vowels), form three-letter words, and read them,</li> <li>sort and group three letter words from a basket/box and pronounce them.</li> </ul>	Why should one learn the Arabic alphabet?

**Core Competencies to be developed:**

Communication and Collaboration: skills of listening and speaking are enhanced as learners listen and repeat three-letter words with

**Values:**

Unity: cooperation as learners collaborate with others while sorting and grouping three letter words from a basket/box and pronouncing them.

**Pertinent and Contemporary Issues:**

Life Skills: effective communication as learners read and pronounce three-letter words with vowels correctly.

**Link to other Learning Activities :**

Reading and listening skills in English Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>1.0 Quran</b>	<b>1.2 Selected Surah</b> 1.2.1 Al-Fatiha (reading, reciting)  (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) read Surah Al-Fatiha correctly in readiness for <i>swalah</i> , b) recite Surah Al-Fatiha in <i>swalah</i> , c) appreciate the recitation of the Qur'an for spiritual nourishment.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>listen to the verses of <i>surah</i> Al-Fatiha from a teacher/resource person/digital device and repeat,</li> <li>complete the verses of Surah Al-Fatiha using words from flashcards,</li> <li>sort and arrange the verses of Surah Al-Fatiha from pocket boards and read them aloud,</li> <li>turn-take to read Surah Al-Fatiha and correct one another.</li> </ul>	Why do Muslims recite <i>Surah</i> Al-Fatiha?
<b>Core Competencies to be developed:</b> Critical thinking and Problem-solving: as learners sort and arrange the verses of Surah Al-Fatiha.				
<b>Values:</b> Unity: cooperation is enhanced as learners collaboratively turn-take to read the verses of Surah Al-Fatiha and correct one another.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: effective communication as learners express themselves effectively when reciting/reading Surah Al-Fatiha.				
<b>Link to other Learning Activities:</b> As learners read/recite/memorise Surah Al-Fatiha can be related to concepts in English Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>1.0 Quran</b>	<b>1.2 Selected Surah</b> 1.2.2 An-Naas (reading and reciting)  (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) read Surah An-Naas correctly in readiness for use in <i>swalah</i> , b) recite Surah An-Naas in readiness for <i>swalah</i> , c) appreciate the recitation of the Qur'an for spiritual nourishment.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>listen to verses of Surah An-Naas from a teacher/resource person/digital device and repeat,</li> <li>complete verses of Surah An-Naas using words from flashcards,</li> <li>sort and arrange the verses of Surah An-Naas from pocket boards and read them aloud,</li> <li>turn-take to read Surah An-Naas and correct one another.</li> </ul>	Why do Muslims recite <i>Surah An-Naas</i> ?
<b>Core Competencies to be developed:</b> Critical thinking and Problem-solving: as learners sort and arrange the verses of Surah An-Naas				
<b>Values:</b> Unity: cooperation is enhanced as learners collaboratively turn-take to read the verses of Surah An-Naas and correct one another				
<b>Pertinent and Contemporary Issues:</b> Life Skills: Effective communication as learners express themselves effectively when reciting/reading Surah An-Naas.				
<b>Link to other Learning Activities:</b> Learners read/recite/memorise Surah An-Naas- related to English Language Activity.				





## SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to recognises and write the Arabic alphabet in three-letter words.	Recognises and writes the Arabic alphabet in three-letter words with vowels and explains to others correctly.	Recognises and writes the Arabic alphabet in three-letter words with vowels correctly.	Recognises and writes most Arabic alphabet in three-letter words with vowels.	Recognises and writes a few Arabic alphabet in three-letter words with vowels.
Ability to read and memorise the selected surahs (Surah Al-Fatiha and Surah An-Naas).	Reads and memorises all the verses of the selected surahs correctly with clear articulation.	Reads and memorises all the verses of the selected surahs correctly.	Reads and memorises some of the verses of the selected surahs correctly.	Reads and memorises a few verses of the selected surahs correctly.



## STRAND 2.0: Hadith

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.1.1 Hadith on Obedience to Parents</b>  (5 Lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on obedience to parents for moral development, b) practise the Hadith on obedience to parents in day-to-day life, c) appreciate the Hadith on obedience to parents to earn rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>● read the Hadith on obedience to parents individually; ‘Allah’s pleasure is in parents’ pleasure and Allah’s anger is in parents’ anger,’’</li> <li>● pick flashcards to complete the Hadith on obedience to parents,</li> <li>● role-play situations depicting obedience to parents,</li> <li>● story-tell instances where obedience is practised in their daily life.</li> </ul>	How do you show obedience to parents/guardians/teachers?

**Core Competencies to be developed:**

Learning to Learn: as learners work collaboratively while role-playing situations depicting obedience to parents.

**Values:**

Responsibility: accountability is enhanced as learners engage in assigned roles as they role-play and story-tell situations/instances where obedience is practised.

**Pertinent and Contemporary Issues:**

Life Skills: tolerance enhanced as learners role-play situations depicting obedience to parents.

**Link to other Learning Activities:**

As they learn about the family can be related to concepts in Environmental Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.1.2 Hadith on Cleanliness</b>  (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on cleanliness for moral development, b) apply the teachings of the Hadith on cleanliness in day-to-day life, c) appreciate the Hadith on cleanliness to earn rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• read after the teacher the Hadith on cleanliness displayed on a chart,</li> <li>• read the Hadith on cleanliness: ‘Cleanliness is part of faith...’ and correct each other,</li> <li>• sing songs on the importance of cleanliness and personal hygiene,</li> <li>• engage in cleaning activities such as cleaning the school compound and washing hands.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you uphold cleanliness?</li> <li>2. Why should a Muslim maintain cleanliness?</li> </ol>
<b>Core Competencies to be developed:</b> Learning to Learn: learning in groups as learners work on their own while cleaning the classroom				
<b>Values:</b> Responsibility: is enhanced as learners engage in cleaning activities.				
<b>Pertinent and Contemporary Issues:</b> Health promotion issues: preventive health as learners engage in cleaning activities				
<b>Link to Other Learning Activities:</b> The concept in the Hadith can be related to Hygiene and Nutrition Activity when they engage in cleaning tasks.				



## SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read the selected Hadiths on obedience to parents and on cleanliness.	Reads the selected Hadiths on obedience to parents and on cleanliness correctly and gives examples.	Reads the selected Hadiths on obedience to parents and on cleanliness correctly.	Reads the selected Hadiths on obedience to parents and on cleanliness with minor errors.	Reads the selected Hadiths on obedience and on cleanliness with major errors.
Ability to explain ways of showing obedience to parents as per the teachings of the Hadith.	Explains ways of showing obedience to parents as per the teachings of the Hadith comprehensively.	Explains ways of showing obedience to parents as per the teachings of the Hadith.	Explains ways of showing obedience to parents as per the teachings of the Hadith with a few mix-ups.	Explains ways of showing obedience to parents as per the teachings of the Hadith with many mix-ups.



### STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Allah:</b> Attributes of Allah ( <i>Al-Khaaliq, Ar-Razaaq</i> )  (7 Lessons)	By the end of the sub-strand the learner should be able to: a) mention the attributes of Allah as the Creator and the Provider to strengthen their <i>Iman</i> , b) use the selected attributes of Allah in day-to-day life, c) appreciate the bounties of Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to the teacher/resource person/peer/digital device mentioning the attributes of Allah, (<i>Al-Khaaliq, Ar-Razaaq</i>) and repeat after him/her</li> <li>• sort and match the attributes of Allah (S.W.T) with their corresponding meaning using flashcards individually or in pairs,</li> <li>• observe the creation of Allah (S.W.T) outside the classroom and mention their names,</li> <li>• model/draw/paint/colour the creation of Allah (S.W.T) observed outside the classroom,</li> <li>• watch pictures/videos of Allah (S.W.T)'s creation and mention their names,</li> <li>• sing and listen to <i>qasida</i> with the attributes of Allah (S.W.T) as Creator and Provider.</li> </ul>	How did the world come to be?
<b>Core Competencies to be developed:</b> Learning to Learn: as learners observe their immediate environment and model/draw/paint/colour Allah (SWT)'s creation.				
<b>Values:</b> Unity: as learners display team spirit while listening to and singing <i>qasida</i> with the attributes of Allah in groups				
<b>Pertinent and Contemporary Issues:</b> Life Skills: developmental perspective as the learner models/draws/paints/colours Allah's creation				
<b>Link to other Learning Activities:</b> The concepts in the lesson can be related to Creative Arts as learners model/draw/paint/colour or engage in environmental Activities				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.2 Belief in angels (Jibril and Mikail)</b>  (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) name two angels of Allah as part of pillars of <i>iman</i> , b) appreciate the belief in angels as a pillar of <i>iman</i> .	<b>The learner is guide to:</b> <ul style="list-style-type: none"> <li>listen to and sing <i>qasida</i> on the angels</li> <li>pick names of the selected angels from a pocket board and read them aloud,</li> <li>colour the names of the selected angels.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: as learners pick the names of the selected angels from a pocket board and read them aloud.</li> <li>Creativity and Imagination: as learners colour the names of the angels on a manila paper.</li> </ul>				
<b>Values:</b> Unity: as learners pick the names of the selected angels from pocket boards and read them aloud during class activities.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: living with others as learners colour the names of the selected angels using flashcards				
<b>Link to other Learning Activities:</b> as learners colour the names of the selected angels Creative Arts Activities.				



## SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the attributes of Allah (S.W.T.), <i>Al-Khaaliq</i> , and <i>Ar-Razaaq</i>	Names the attributes of Allah, <i>Al-Khaaliq</i> , and <i>Ar-Razaaq</i> with their meaning.	Names the attributes of Allah, <i>Al-Khaaliq</i> , and <i>Ar-Razaaq</i> .	Names the attributes of Allah <i>Al-Khaaliq</i> and, <i>Ar-Razaaq</i> with some omissions	Names one of the attributes of Allah <i>Al-Khaaliq/ Ar-Razaaq</i> .





## STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Pillars of Islam</b> <ul style="list-style-type: none"> <li>Shahadah,</li> <li>Swalah,</li> <li>Zakat,</li> <li>Saum</li> <li>Hajj</li> </ul> (8 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>name the five pillars of Islam to strengthen their faith,</li> <li>recite the five pillars of Islam in sequence.</li> <li>appreciate the five pillars of Islam as a foundation of Islam.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>sing songs or poems on the pillars of Islam,</li> <li>arrange pillars of Islam using flashcards in their sequence,</li> <li>participate in a game involving mentioning the five pillars of Islam in sequence,</li> <li>take turns to recite the five pillars of Islam,</li> <li>draw a house/tree with five pillars representing the five pillars of Islam then colour and display them in class.</li> </ul>	What are the things a Muslim should do to obey Allah?
<b>Core Competencies to be developed:</b> Communication and Collaboration: is enhanced as learners take turns to recite the five pillars of Islam.				
<b>Values:</b> Unity: cooperation enhanced as learners display team spirit as they take part in a game involving the mentioning of the five pillars of Islam in sequence.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: developmental perspective as learners draws the five pillars of Islam using locally available materials and display				
<b>Link to Other Learning Activities.</b> The concepts of counting and putting the five pillars of Islam in sequence can be related to Mathematics Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Shahadah</b> (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) recite the <i>Shahadah</i> as the first pillar of Islam, b) demonstrate occasions when the <i>Shahadah</i> is proclaimed in day-to-day life, c) appreciate the use of <i>Shahadah</i> in the life of a Muslim.	The learner is guided to: <ul style="list-style-type: none"> <li>• sing songs or poems on the <i>Shahada</i></li> <li>• pick flashcards from a pocket board to form the <i>Shahadah</i></li> <li>• take turns reciting the <i>Shahada</i> and correct one another,</li> <li>• role-play occasions when the <i>Shahada</i> is said (for example, in the <i>tashahud</i>, in the <i>adhan</i>,) and share experiences</li> </ul>	Why do Muslims proclaim the <i>Shahadah</i> ?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as the learners role-play occasions when the <i>Shahadah</i> is said.				
<b>Values:</b> Unity: cooperation enhanced as learners collaboratively role-play occasions when the <i>Shahada</i> is said.				
<b>Pertinent and Contemporary Issues:</b> Self-esteem: enhanced as learners sing songs or recite poems on the <i>Shahadah</i> .				
<b>Link to other Learning Activities:</b> The skill of reciting the <i>Shahadah</i> can be related to English Language Activities				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.3 Wudhu</b> (steps and performance of wudhu)  (6 Lessons)	By the end of the sub-strand the learner should be able to: a) name the steps of <i>wudhu</i> performance, b) perform <i>wudhu</i> sequentially as a prerequisite for prayers, c) appreciate <i>wudhu</i> as a purification requirement before performing <i>swalah</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip showing the correct steps of <i>wudhu</i> and describe what they have observed,</li> <li>• watch the teacher/resource person/peer demonstrating the steps of <i>wudhu</i> (<i>washing the hands, rinsing the mouth, rinsing the nostrils, washing the face, washing the two arms, wiping the head, wiping the ears, washing the feet</i>) and mimic,</li> <li>• pick flashcards with steps of wudhu and arrange them in sequence,</li> <li>• sing <i>qasida</i> on steps of <i>wudhu</i> with appropriate gesture/movement</li> <li>• demonstrate the performance of <i>wudhu</i> in the correct order, record, and share with friends using a digital device.</li> </ul>	Which body parts are washed during <i>wudhu</i> ?



<b>Core Competencies to be developed:</b> Digital Literacy: connecting using technology as learners manipulate digital devices as they watch video clips on the steps of <i>wudhu</i> .
<b>Values:</b> Unity: cooperation as learners collaborate with others when picking flashcards with steps of <i>wudhu</i> and arrange them in sequence.
<b>Pertinent and Contemporary Issues:</b> Environmental Education: enhanced as learners use water sparingly when performing <i>wudhu</i> .
<b>Link to Other Learning Activities:</b> The concept of using water sparing and washing body parts while performing <i>wudhu</i> can be related to Environmental Activities.

### SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the five pillars of Islam	Names the five pillars of Islam with a clear explanation of each pillar	Names the five pillars of Islam correctly	Names four pillars of Islam	Names less than three pillars of Islam
Ability to arrange the five pillars of Islam in sequence.	Arranges the five pillars of Islam in their sequence with relevant pictures.	Arranges the five pillars of Islam in sequence.	Arranges the five pillars of Islam in sequence with minor mix-ups.	Arranges pillars of Islam in sequence with major mix-ups.



## STRAND 5.0 AKHLAQ (MORAL TEACHINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1 Relationship</b> 5.1.1 Gratitude for Allah's bounties  (5 Lessons)	By the end of the sub-strand the learner should be able to: a) identify five bounties of Allah (S.W.T.) in the immediate environment, b) utilise the bounties of Allah appropriately to earn His blessings, c) appreciate the bounties of Allah (S.W.T.) as a sign of gratitude.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch video clips/pictures/paper cuttings showing the bounties of Allah (S.W.T.) (for example, plants, animals, self-body parts) and name them,</li> <li>• play games involving touching and naming body parts as part of Allah (S.W.T.)'s bounties (For example. 'head-shoulder')</li> <li>• carry out simple activities using their hands, legs and eyes to appreciate the bounties of the body parts,</li> <li>• listen/sing <i>qasida</i>/ recite poems on Allah's favours,</li> <li>• draw and colour trees and animals as part of creation of Allah (S.W.T.) from the immediate environment,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which bounties of Allah are in your immediate environment?</li> <li>2. How do you take care of Allah's creation?</li> </ol>



			<ul style="list-style-type: none"> <li>cut and mount pictures of plants and animals; and display in class.</li> </ul>	
<b>Core Competencies to be developed:</b> Self-efficacy: identify who they are as learners touch and name body parts as bounties of Allah.				
<b>Values:</b> Responsibility: accountability as learners carry out simple activities using their hands, legs, and eyes to reflect on the bounties of Allah.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: self-awareness as learners name and carry out simple activities using their body parts.				
<b>Link to other Learning Activities:</b> As learners draw and colour trees and animals, the concept can be related to Creative Arts Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1.2 Love for Parents</b> (5 Lessons)	By the end of the sub-strand the learner should be able to: a) state five ways to show love to parents/guardians, b) demonstrate ways of showing love to parents/guardians in day-to-day life, c) appreciate love accorded to parents/guardians in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to short stories on love to parents and mention the ways described in the stories,</li> <li>role-play ways of showing love to parents/guardians (for example, children greeting their parents, giving gifts to them, helping with errands at home, responding to their call, obeying them etc),</li> <li>make paper cutouts with different ways of treating parents and mount them on charts,</li> <li>sort from a box/basket, paper cutouts with different ways of treating parents, isolating good from bad ways,</li> <li>sing <i>qasidas</i> and songs on love for parents,</li> <li>keep a journal record of ways they have shown love to their parents/guardians.</li> </ul>	<ol style="list-style-type: none"> <li>How do we treat our parents?</li> <li>How do you show love to your parents?</li> </ol>

**Core Competencies to be developed:**

Critical thinking and Problem-solving: as learners sort from a box/basket, paper cutouts with different ways of treating parents, isolating good from bad ways.

**Values:**

Responsibility: accountability as learners engage in assigned roles and duties while roleplaying ways of showing love to parents/guardians.

**Pertinent and Contemporary Issues:**

Life Skills: making choices as learners choose various options to show love to parents.

**Link to Other Learning Activities:**

The concept of love for parents/guardians can be related to Environmental Activities when learners care for members of the family.





Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Care for the Environment-home</b>  (5 Lessons)	By the end of the sub-strand the learner should be able to: a) outline ways of maintaining cleanliness at home for healthy living, b) practise cleanliness at home to facilitate healthy living, c) appreciate the importance of maintaining a clean home environment.	The learner is guided to: <ul style="list-style-type: none"> <li>mention the items used for cleaning the home environment and draw them,</li> <li>clean their home compound, record themselves using digital devices, and present in class,</li> <li>improvise simple cleaning items and display them in the classroom,</li> <li>sing qasidas on the importance of cleanliness.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we keep our school compound clean?</li> <li>What items do we use to clean the home?</li> </ol>
<b>Core Competencies to be developed:</b> Digital Literacy: as learners mention the items used for cleaning the home environment and draw them. Creativity and Imagination: as learners improvise simple cleaning items and display them in the classroom.				
<b>Values:</b> Responsibility: hard work as learners care for own property and those of others while cleaning their home environment				
<b>Pertinent and Contemporary Issues:</b> Life Skills: as learners draw the items used in cleaning the home environment.				
<b>Link to other Learning Activities:</b> The concept of caring for the environment is related to Environment Activities				



## SUGGESTED ASSESSMENT RUBRIC

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the bounties of Allah in the immediate environment.	Identifies bounties of Allah in the immediate environment (plants, animals, and body parts) with their uses.	Identifies bounties of Allah in the immediate environment (plants, animals, and body parts).	Identifies some of the bounties of Allah in the immediate environment (plants, animals, and body parts).	Identifies a few of the bounties of Allah in the immediate environment (plants, animals, and body parts).
Ability to state ways of showing love to parents.	States ways of showing love to parents with the support of pictures.	States ways of showing love to parents	States ways of showing love to parents with little guidance	Needs help in stating ways of showing love to parents
Ability to state ways of maintaining cleanliness at home.	States ways of maintaining cleanliness at home with ease.	States ways of maintaining cleanliness at home.	States ways of maintaining cleanliness at home with little help.	States only one way of maintaining cleanliness at home.



## STRAND 6.0: SIIRAH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
6.0 Siirah	<b>6.1 Birth of Prophet Muhammad (S.A.W)</b>  (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) name the year Prophet (S.A.W.) was born b) narrate the event of the birth of the Prophet (S.A.W.), c) appreciate the birthplace of the Prophet (S.A.W.) as the holy city of Muslims	The learner is guided to: <ul style="list-style-type: none"> <li>pick out the name of the Prophet (S.A.W) from a set of flashcards containing other names,</li> <li>listen to the story about the events of <i>Amul-fiil</i> (the Year of the Elephant) from a video clip/teacher and narrate the events of <i>Amul-fiil</i></li> <li>name the date, month and year of birth of the Prophet (S.A.W.)</li> <li>draw and colour the Kaaba, elephant, and birds</li> <li>sing a <i>qasida</i> on the birth of the Prophet (S.A.W.)</li> </ul>	What events took place during the birth of the Prophet (S.A.W)?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners draw and colour the Kaaba, elephant, and birds.				
<b>Values:</b> Unity: as learners collaborate with others while singing <i>qasida</i> on the birth of the Prophet (S.A.W.)				
<b>Pertinent and Contemporary Issues:</b> Life Skills: as they draw and colour the Kaaba in groups.				
<b>Link to other Learning Activities:</b> As they learn about the birth of the prophet (S.A.W.) it can be related to the events in Environmental Activities my family.				



### SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name the year and the month the Prophet (S.A.W.) was born.	Names the year, the month and the date the Prophet (S.A.W.) was born.	Names the year and the month the Prophet (S.A.W.) was born.	Names the year the Prophet (S.A.W.) was born, but not the month.	Names the year and the month the Prophet (S.A.W.) was born with assistance.
Ability to narrate the event of the birth of the prophet.	Narrates the events of the <i>Amul fiil</i> logically.	Narrates the events of the <i>Amul fiil</i> .	Narrates some of the events of the <i>Amul fiil</i> .	Narrates the events of the <i>Amul fiil</i> with difficulty.



## STRAND 7.0 ISLAMIC FESTIVALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>7.0 Islamic Festivals</b>	<b>7.1 Eid</b> <ul style="list-style-type: none"> <li>Eid ul-Fitr</li> <li>Eid ul-Adh-ha</li> </ul> (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the Islamic months on which <i>Eid ul-Fitr</i> and Eid ul-Adh-ha fall as part of the history of Islam,</li> <li>mention the activities carried out during <i>Eid ul-Fitr</i> and Eid ul-Adh-ha festivals in the Islamic calendar,</li> <li>appreciate <i>Eid ul-Fitr</i> and Eid ul-Adh-ha celebrations as important festivals among Muslims.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>watch video clips on the celebration of <i>Eid ul-Fitr</i> and Eid ul-Adh-ha mention the dates, months, and activities observed,</li> <li>listen to the activities undertaken during the <i>Eid ul-Fitr</i> and Eid ul-Adh-ha from a resource person/teacher and narrate the activities that take place before and during the Eid festival,</li> <li>role-play the activities that take place during Eid celebrations (for example, taking bath, wearing clean clothes, attending the Eid prayer, reciting the <i>takbir</i>, feasting, exchange of gifts).</li> </ul>	<ol style="list-style-type: none"> <li>How do you prepare for <i>Eid</i> celebrations?</li> <li>Why do Muslims celebrate <i>Eid ul-Fitr</i>?</li> </ol>
<b>Core Competencies to be developed:</b> Citizenship: as learners narrate the activities that take place before and during Eid celebrations.				
<b>Values:</b> Love: as learners role-play the activities that take place during Eid celebrations including sharing and exchanging gifts.				



**Pertinent and Contemporary Issues:**

Social Economic and Environmental Issues: role-play the activities that take place during Eid celebration like buying gifts.

**Link to other Learning Activities:**

Social Studies Activities: the concept celebration of national holidays such as Mashujaa day.

**SUGGESTED ASSESSMENT RUBRIC**

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the year and the month the Prophet (S.A.W.) was born.	Names the year and the month the Prophet (S.A.W) was born.	Names the year and the month the Prophet (S.A.W) was born.	Names the year and the month the Prophet (S.A.W) was born with minor inconsistencies.	Names the year and the month the Prophet (S.A.W) was born, with major inconsistencies.
Ability to identify the Islamic months and the dates on which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall.	Correctly names the months and dates in which Eid ul-Fitr and <i>Eid ul-Adh-ha</i> fall.	Correctly names the months in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall.	Names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall with minor errors.	Correctly names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall with major errors.



### SUGGESTED ASSESSMENT METHODS, RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
<b>Qur'an</b>	Arabic Alphabets	Oral questions, portfolio, and observation	Flashcards, charts, The Qur'an/Juzuu, pocket boards and digital devices, resource persons/online sources	Invite a resource person to guide on writing of Arabic alphabets, Attending madrasa after school to learn the Arabic alphabets.
	Selected Surahs	Oral questions, observation	Flashcards, CDs, Juzuu	Participate in Qur'an recitation competitions, attend madrasa after school to learn Qur'an.
<b>Hadith</b>	Selected Hadiths	Oral questions, portfolio, and observation	Charts, hadith book.	Learners to discuss with parents and other siblings the meaning/teachings of the Hadith
<b>Pillars of Iman</b>	Belief in Allah (Al-Khaaliq, Al-Razaaq))	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water, and pictures	Tree planting in school and the community as a means of taking care of Allah's creation.
	Belief in Angel (Raqib and Atid)	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water, and pictures	Tree planting in school and the community as a means of taking care of Allah's creation



<b>Devotional Acts</b>	<i>1 Pillars of Islam Shahada wudhu</i>	Oral questions, portfolio, and observation	Flashcards, chart	<i>Attend the madrasa after school to learn Shahada.</i>
<b>AKHLAQ (Moral Teachings)</b>	<i>1 Islamic etiquette 5.1.1 Manners of toileting Dua for entering and leaving the toilet</i>	Oral questions and observation	Charts, pictures, audio visual materials, utensils,	Practise Islamic eating manners during meals at home with siblings.
	<i>2 Islamic phrases (jazakallah, Masha Allah, In shaa Allah)</i>	Oral questions and observation	Charts, computer, projector, flashcards	Use Islamic phrases appropriately in their free time.
<b>Akhlaq</b>	<b>Relationship 5.3.1 Love for Allah's bounties</b>	Oral questions, portfolio, and observation	Animals, Trees, colours, crayons, tape recorder	Planting and taking care of trees in the school compound.
	2 Love for parents	Oral questions and observation	Charts, colours, empty boxes	Participate in activities and simple tasks assigned to them by parents
	Care for the Environment - home	Oral questions, portfolio, and observation	Water, brooms, dustbins, rake	Collect litter in the school Compound
<b>6.0 SIIRAH (Life of Prophet)</b>	1 Birth of Prophet Muhammad (S.A.W)	Oral questions, portfolio, and observation	Flashcards	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members.
<b>7.0 FESTIVALS</b>	7.1 Eids (Eid-ul-Fitr and Eid-ul-Adh'ha) months	Oral questions, Portfolio, and observation	Colour, crayons, manila papers, brooms, and water	Participating in congregational <i>Jum'ah</i> prayers





# **ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 2**



## **ESSENCE STATEMENT**

Kenya is a nation where people adhere to various religions. The National Goal of Education No. 4, advocates for promoting sound morals and religious values among learners. Religious Education is one way to instil these values. Islamic Religious Education activities aim to equip learners with the knowledge, skills, values, and attitudes that help them grow socially, emotionally, and spiritually into balanced individuals. The strands covered in this activity area are Quran, Hadith, Devotional Acts, *Siirah* (Life of the Prophet), and Islamic Festivals. Islamic Religious Education teachers are encouraged to use learner-centered approaches. This learning area helps learners acquire values and skills that enable them to be responsible and ethical citizens who are at peace with Allah (SWT), themselves, others, and the environment.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) recite, read, and write short selected Surahs (chapters) of the Qur'an,
- b) demonstrate love, appreciation, and awareness of Allah (SWT) and His creation,
- c) demonstrate love and appreciation for the Prophet Muhammad (S.A.W),
- d) practise Islamic etiquette for social relations,
- e) perform acts of worship correctly,
- f) apply creativity and critical thinking skills in problem solving in accordance with Islamic teachings,
- g) use and conserve the immediate environment while observing Islamic teachings,
- h) co-exist harmoniously with people of other faiths and of different cultural backgrounds,
- i) practise hygiene and observe nutrition and safety, guided by Islamic principles.



## SUMMARY OF STRANDS AND SUB-STRANDS

No	Strands	Sub-Strands	Number of Lessons
1.0	Qur'an	1.1 Arabic alphabet	10
		1.2 Selected Chapters (Surah)	16
2.0	Hadith	2.1 Hadith on Swalah	04
		2.2 Hadith on Iman	04
		2.3 Hadith on Love	04
3.0	Pillars of Iman	3.1 Belief in His Books	05
		3.2 Belief in His Prophets	05
4.0	Devotional Acts	4.1 <i>Swalah</i> ( five daily prayers)	05
		4.2 <i>Swalah</i> ( Rakaat)	07
5.0	Akhlaq (Moral Teachings)	5.1 Islamic phrases( dua before sleeping and after waking up)	05
		5.2 Relationship	04
		5.2.1 Love and care for neighbours	
		5.2.1 Love and care for people with special needs	05
		5.3 Environment	05
		5.3.1 Caring for the school environment	
6.0	Siirah	6.1 Siirah( Guardians of the Prophet (S.A.W.)	05
7.0	Islamic Festivals	7.1 Islamic Festivals ( <i>Jum'ah</i> )	06
<b>Total Number of Lessons</b>			<b>90</b>



## STRAND 1.0: QURAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Quran</b>	<b>1.1 Arabic Alphabet</b>  <b>(10 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify the Arabic alphabet in four-letter words with long vowels, b) read four letter words with long vowels correctly in readiness for reading the Qur'an, c) appreciate the role of the Arabic alphabet in the reading of the Qur'an.	The learner is guided to: <ul style="list-style-type: none"> <li>● identify the Arabic alphabet in four-letter words from flashcards/charts/digital devices and read them,</li> <li>● listen to four-letter words with long vowels from a digital device/resource person/teacher/peer and imitate them,</li> <li>● read four-letter words with long vowels (<i>Alif</i>, <i>Waaw</i>, and <i>Yaa</i>) from flashcards and correct one another,</li> <li>● pick four-letter words with long vowels from a box and read them,</li> <li>● pick alphabets with long (vowels), from four-letter words and read them,</li> <li>● sort and group four-letter words from a basket/box and pronounce them.</li> </ul>	Why should one learn the Arabic alphabet with vowels?

**Core Competencies to be developed:**

Communication and Collaboration: skills of listening and speaking enhanced as learners listen and imitate four-letter words with vowels.

**Values:**

Unity: cooperation as learners work collaboratively to read four-letter words with *harakaat* or vowels (*fat-hatain*, *dhumatain*, *kasratain*, and *sukun*) from flashcards in pairs and correct one another.

**Pertinent and Contemporary Issues:**

Life Skills: effective communication as learners read and pronounce four-letter words with vowels correctly.

**Link to other Learning Activities:** Reading and listening skills can be related to skills in Language Activities



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>1.2 Selected Surah</b> <ul style="list-style-type: none"> <li>AL-Falaq</li> </ul> <b>(8 Lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>read Surah Al-Falaq correctly for performing <i>swalah</i>,</li> <li>recite Surah Al-Falaq for use in day-to-day life,</li> <li>identify situations when Surah Al-Falaq is recited in day-to-day life,</li> <li>appreciate Surah Al-Falaq's recitation for spiritual nourishment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>read Surah Al-Falaq in turns repeatedly to memorise and use it in <i>swalah</i>,</li> <li>use cards to fill gaps to complete verses in Surah Al-Falaq,</li> <li>sort and arrange the verses of Surah Al-Falaq from pocket boards then read them,</li> <li>listen to a teacher/resource person explain situations when Surah Al-Falaq is used (such as, in <i>swalah</i>, before sleeping, reading the Quran, <i>adhkar</i> after every <i>swalah</i>, seeking protection),</li> <li>role-play occasions when Surah Al-Falaq is recited.</li> </ul>	Why should a Muslim recite Surah Al-Falaq?
<b>Core Competencies to be developed:</b> Communication and Collaboration: read Surah Al-Falaq in turns repeatedly to memorise it as learners sort and arrange the verses of Surah Al-Falaq correctly.				
<b>Values:</b> Responsibility: accountability is enhanced as learners engage in assigned roles and duties as they role-play occasions when Surah Al-Falaq is recited.				
<b>Pertinent and Contemporary Issues:</b> life skills: effective communication as learners read correctly the selected Surah.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
	1.3 Selected Surah: • Al-Ikhlās  <b>(8 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) read surah Al-Ikhlās accurately, b) recite surah Al-Ikhlās for spiritual nourishment, c) identify situations when Surah Al-Ikhlās is recited in day-to-day life, d) appreciate surah Al-Ikhlās recitation for spiritual nourishment.	The learner is guided to: • listen to Surah Al-Ikhlās from a teacher/resource person/digital device/peer and repeat after them, • take turns reciting Surah Al-Ikhlās repeatedly and correct each other to enhance memorisation, • use cards with words to fill in gaps to complete verses in Surah Al-Ikhlās, • sort and arrange the verses of surah Al-Ikhlās from pocket boards then read them, • listen to a teacher/resource person in situations when Surah Al-Ikhlās is used (such as, in <i>swalah</i> , before sleeping, reading the Quran, <i>adhkar</i> after every <i>swalah</i> ), • role-play occasions when Surah Al-Ikhlās is recited.	Why is Surah Al-Ikhlās important in the daily life of a Muslim?



<b>Core Competencies to be developed:</b> Communication and Collaboration: enhanced as learners sort, arrange and read verses of Surah Al-Ikhlâs.
<b>Values:</b> Respect: enhanced as learners take turns to recite Surah Al-Ikhlâs repeatedly and correct each other to enhance memorisation
<b>Pertinent and Contemporary Issues:</b> Life Skills: living with others as learners take turns reciting Surah Al-Ikhlâs repeatedly and correcting each other to enhance memorisation.
<b>Link to other Learning Activities:</b> the concept of reading/ reciting Surah Al-Ikhlâs repeatedly can be related to the skills in Language activities.

### SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read four-letter words with vowels.	Reads four-letter words with vowels correctly and coherently.	Reads four-letter words with vowels correctly.	Reads four-letter words with vowels but with some minor incoherence.	Reads four-letter words with vowels with some major incoherence.
Ability to read the selected surahs.	Reads the selected surahs correctly and with clear articulation.	Reads the selected surahs correctly.	Reads the selected surahs with minor errors.	Reads the selected surahs with major errors.





## STRAND 2.0: Hadith

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>2.0 Hadith</b>	<b>2.1 Hadith on <i>swalah</i></b>  <b>(4 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) reads the Hadith on <i>swalah</i> for moral development, b) apply the teachings of the Hadith on <i>swalah</i> in day-to-day life, c) appreciate the Hadith on <i>swalah</i> to earn rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>● read after the teacher the Hadith on <i>swalah</i> displayed on the wall,</li> <li>● read the Hadith on <i>swalah</i>: “The best deed is to perform <i>swalah</i> on time,” and correct each other,</li> <li>● take turns to recite the Hadith on <i>swalah</i> repeatedly and memorise it,</li> <li>● complete the Hadith on <i>swalah</i> by picking and arranging words from a pocket board or drag and drop using ICT,</li> <li>● draw/model clock faces showing times of <i>swalah</i>,</li> <li>● observe pictures of people praying in a mosque,</li> <li>● recite a poem/sing a song or qasida on the importance of praying on time.</li> </ul>	Why should a Muslim pray on time?
<b>Core Competencies to be developed:</b> Creativity and Imagination: enhanced as learners respond to simple instructions as they model/draw clock faces showing times of <i>swalah</i> .				

**Values:**

Unity: as learner takes turns in activities and conversation when completing the Hadith on *swalah* by picking and arranging words from a pocket board or drag and drop using ICT

**Pertinent and Contemporary Issues:**

Life Skills: effective communication as learners give and respond to simple instructions as they model/draw clock faces showing times of *swalah*.

**Link to other Learning Activities:** as they learn/read passages on punctuality/time management can be related to skills in Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.2 Hadith on Iman (4 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) read the Hadith on <i>iman</i> for spiritual nourishment, b) apply the teachings of the Hadith on <i>iman</i> in day-to-day life, c) appreciate the Hadith on <i>iman</i> in the promotion of social cohesion.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the selected Hadith; “Let him who believes in Allah (SWT) and the Last Day be generous to his neighbour.”</li> <li>• sort and arrange flashcards with words from the pocket board/drag and drop words using ICT to complete the Hadith,</li> <li>• take turns to read the Hadith on <i>iman</i> written on a chart and correct one another,</li> <li>• role-play ways in which a Muslim can show generosity to neighbours,</li> <li>• share learning items to enhance generosity amongst them.</li> </ul>	How can one show generosity to their classmate?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners sort and arrange flashcards with words from the pocket board/drag and drop words using ICT to complete the Hadith				

**Values:**

Unity: as learners take turns in activities and conversation when completing the Hadith on *iman* by picking and arranging words from a pocket board or drag and drop using ICT

**Pertinent and Contemporary Issues:**

Life Skills: effective communication as learners give and respond to simple instructions as they read the Hadith on *iman* written on a chart and correct one another.

**Link to other Learning Activities:**

As learner reads the selected Hadith the concept can be related to skill in Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.3 Hadith on love (4 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) read the Hadith on love to inculcate the virtue of love, b) apply the teachings of the Hadith on love in day-to-day life, c) appreciate the Hadith on love as a way of promoting brotherhood.	The learner is guided to: <ul style="list-style-type: none"> <li>● read the Hadith on love: “None of you can be a true believer unless he loves for his brother what he loves for himself”</li> <li>● take turns to read the Hadith on love and correct one another,</li> <li>● fill gaps to complete the Hadith from a pool of flashcards and read it aloud,</li> <li>● dramatise ways of showing love to others (such as sharing learning materials, and sharing meals).</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you show love to your friends?</li> <li>2. What are the things that you share in class?</li> </ol>
<b>Core Competencies to be developed:</b> Critical thinking and Problem-solving: as learners dramatise ways of showing love to others.				
<b>Values:</b> Respect: as learners take turns to read the Hadith on love and correct one another.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: making choices as learners choose various options to show love to others.				
<b>Link to other Learning Activities:</b> As learner reads the selected Hadith on love can be related to skills in Language Activities.				



### **SUGGESTED ASSESSMENT RUBRIC**

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read the selected Hadiths	Reads the selected Hadiths correctly and fluently	Reads the selected Hadiths correctly	Reads the selected Hadiths with some incoherence	Reads the selected Hadiths with a lot of incoherence



### STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Allah's Books</b>  <b>(5 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) name the books revealed by Allah (S.W.T.), b) identify the prophets the books were to be revealed to by Allah, c) appreciate the holy Books as sources of guidance to mankind.	The learner is guided to: <ul style="list-style-type: none"> <li>pick the names of the revealed books (Qur'an, <i>Injil</i>, <i>Taurat</i>, <i>Zabur</i>) with the names of the prophets to whom they were revealed from flashcards and match them,</li> <li>sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed,</li> <li>draw and colour the Holy Qur'an.</li> </ul>	Why are the holy books important to mankind?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners draw and colour the Holy Qur'an.				
<b>Values:</b> Unity: cooperation as learners collaborate with others as they sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed.				
<b>Pertinent and Contemporary Issues:</b> Life Skill: living with others, as learners sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed.				
<b>Link to other Learning Activities:</b> The concepts of singing, drawing, and colouring can be related to Creative Activities as learners draw and colour.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.2 Belief in His Prophets (5 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) name ten prophets mentioned in the Qur'an in their correct order, b) appreciate the Prophets of Allah (S.W.T.) in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to a teacher/resource person or watch a video on the reasons why Allah (S.W.T.) sent prophets to mankind,</li> <li>pick names of the prophets mentioned in the Qur'an (Adam, Idris, Nuh, Hud, Swaleh, Ibrahim, Lut, Ismail, Ishaq, Yaqub) from flashcards and arrange them in sequence,</li> <li>listen to short stories from digital devices/teachers/resource persons or sing qasida on the 10 prophets.</li> </ul>	Why should a Muslim believe in prophets?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as the learners pick the names of the prophets mentioned in the Quran from flashcards and arrange them in sequence				
<b>Values:</b> Responsibility: as learners pick the names of the prophets mentioned in the Quran from flashcards and arrange them in sequence.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: living with others as learners undertake group work.				
<b>Link to other Learning Activities:</b> The concept of arranging the names in sequence can be related to Mathematics Activities.				





## SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention the holy books revealed by Allah (S.W.T.).	Mentions the holy books revealed by Allah (S.W.T.) with ease.	Mentions the holy books revealed by Allah (S.W.T.).	Mentions some of the holy books revealed by Allah (S.W.T.).	Mentions one of the holy books revealed by Allah (S.W.T.).
Ability to name 10 Prophets mentioned in the Qur'an.	Names 10 Prophets mentioned in the Qur'an in their correct order consistently.	Names 10 Prophets mentioned in the Qur'an in their correct order.	Names five-seven Prophets mentioned in the Qur'an in their correct order.	Names less than five Prophets mentioned in the Qur'an in their correct order.



## STRAND 4.0: Devotional Acts

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Swalah</b> <ul style="list-style-type: none"> <li>The five daily prayers</li> </ul> <b>(5 Lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>name the five fardh prayers performed daily,</li> <li>perform the five daily prayers in fulfilment of a pillar of Islam,</li> <li>appreciate <i>Swalah</i> as the second pillar of Islam.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>match and sort the names of the daily prayers and their corresponding time using flashcards (such as dhuhur-lunch),</li> <li>watch a video clip of the five daily prayers and mention the names of <i>Swalah</i> they have observed,</li> <li>sing songs/qasida on the five daily prayers and their times,</li> <li>role-play the five daily prayers and when they are performed,</li> <li>draw and colour paper clocks on the five daily prayers and their corresponding time.</li> </ul>	How do Muslims know the time for the five daily prayers?
<b>Core Competencies to be developed:</b> Communication and Collaboration: as learners listen critically and demonstrate understanding when mentioning the names of the five daily prayers.				
<b>Values:</b> Unity: as learners collaborate with others while roleplaying the five daily prayers and take roles to act.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: tolerance as learner takes turns while roleplaying the five daily prayers and when they are performed.				
<b>Link to other Learning Activities:</b> As learner sings songs/qasidas on the five daily prayers, and draws and colours paper clocks for the daily prayer, it can be related to Creative Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Swalah</b> <ul style="list-style-type: none"> <li>Rakaat</li> </ul> <b>(7 Lessons)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>state the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers,</li> <li>demonstrate the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers,</li> <li>appreciate <i>rakaat</i> as an integral part of <i>Swalah</i> and its validity.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>match and sort using flashcards names of the daily prayers and their correct number of <i>rakaat</i>,</li> <li>watch a video clip of congregational prayers and mention the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers they have observed,</li> <li>role-play the five daily prayers and their correct number of <i>rakaat</i>,</li> <li>sing songs/qasida on the daily prayers and their correct number of <i>rakaat</i>.</li> </ul>	Which are <i>rakaat</i> in <i>Swalah</i> ?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners role-play the five daily prayers and their correct number of <i>rakaat</i> (units of prayer) for each of the five daily prayers.				
<b>Values:</b> Unity: cooperation enhanced as learners collaborate with others as they role-play the five daily prayers and their correct number of <i>rakaat</i> .				



**Pertinent and Contemporary Issues:**

Life Skills: living with others as learners sing songs/qasida on the five daily prayers and role-play the five daily prayers and their correct number of *rakaat*

**Link to other Learning Activities:** as learners role-play the daily prayers and sing songs/qasida on the five daily prayers and their correct number of rakaat, it can be related to Mathematic Activities.

**SUGGESTED ASSESSMENT RUBRIC**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name the five daily prayers.	Names the five daily prayers with ease.	Names the five daily prayers.	Names the five daily prayers with minor mistakes.	Names the five daily prayers with major mistakes.
Ability to demonstrate the postures of <i>Swalah</i> .	Demonstrates the postures of <i>Swalah</i> with exceptional ability.	Demonstrates the postures of <i>Swalah</i> .	Demonstrates the postures of <i>Swalah</i> but with few errors.	Demonstrates some of the postures of <i>Swalah</i> with difficulties.



## STRAND 5.0 AKHLAQ (MORAL TEACHINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1 Islamic phrases</b> <ul style="list-style-type: none"> <li>Dua before sleeping and after waking up</li> </ul> <p>(5 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>read the <i>dua</i> before sleeping and the <i>dua</i> after waking up as per the Sunnah,</li> <li>use the <i>dua</i> before sleeping and after waking up to seek Allah (S.W.T.)’s protection,</li> <li>appreciate the use of the <i>dua</i> before and after waking up in day-to-day life.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>take turns to recite the <i>dua</i> before sleeping; (<i>Bi ismika Allahhumma amutu wa ahya</i>)” and the <i>dua</i> after waking up; (<i>Alhamdulillah alladhy ahyana ba’ada ma amatana wa ilaihi nnushur</i>),</li> <li>pick words of the <i>dua</i> on flashcards from boxes or pocket boards and complete the <i>dua</i>,</li> <li>watch the <i>dua</i> before sleeping and after waking up from a digital device and recites afterwards,</li> <li>role-play the manners of sleeping while reciting the <i>dua</i>.</li> </ul>	<p>Why should a Muslim recite <i>dua</i> before sleeping and after waking up?</p>
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners role-play manners of sleeping as they recite the related <i>dua</i>				
<b>Values:</b> Respect: enhanced as learners wait for their turn to pick words of the <i>dua</i> from boxes or pocket boards.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: living with others as learners role-play the manners of sleeping and sharing flashcards during the activities.				
<b>Link to other Learning Activities:</b> as learners recite the <i>dua</i> while demonstrating manners of sleeping, it can be related to Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Relationship</b> 5.2.1 Love and care for neighbours  (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of showing love and care to neighbours as per Islamic teachings, b) demonstrate love and care for neighbours for harmonious coexistence, c) appreciate the need to accord love and care to neighbours as an act of <i>ibadah</i> .	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• watch video clips on being good to neighbours (such as exchanging greetings, exchanging gifts, visiting, playing games) and mention ways of showing love and care to the neighbours they observed,</li> <li>• listen to short stories/qasida (songs)/ poems with themes on good relations with neighbours from a digital device and sing the qasida,</li> <li>• dramatise short skits demonstrating good relations with neighbours,</li> <li>• role-play how to love and care for their neighbours.</li> </ul>	What assistance/ help have you ever received from your neighbours?
<b>Core Competencies to be developed:</b> Creativity and Imagination: make thoughtful choices as they role-play ways of showing love and care for the neighbours.				
<b>Values:</b> Love: caring as learners portray a caring attitude while dramatising short skits demonstrating good relations with neighbours				
<b>Pertinent and Contemporary Issues:</b> Citizenship: social cohesion as learners role-play how to love and care for their neighbours				
<b>Link to other Learning Activities:</b> as they learn about neighbours the concept can be related to Environmental Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	5.2.2 Love and Care for People with Special Needs  (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of showing love and care to people with special needs, b) demonstrate love and care for people with special needs to earn rewards from Allah, c) appreciate caring for people with special needs as an act of <i>ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>● watch video clips on ways of according love and care to people with special needs and mention what they observed,</li> <li>● role-play how to help people with special needs (such as a visually impaired person to cross the road),</li> <li>● draw and colour devices/equipment used by people with special needs, such as a wheelchair, crutches, white cane,</li> <li>● dramatise how to take care of people with special needs.</li> </ul>	Why should a Muslim show love and care to people with special needs?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners draw and colour devices/equipment used by people with special needs.				
<b>Values:</b> Love: caring by portraying a caring attitude as learners role-play how to help people with special needs.				
<b>Pertinent and Contemporary Issues:</b> Citizenship: diversity is enhanced as learners role-play how to love and care for people with special needs.				
<b>Link to other Learning Activities:</b> The concept of drawing and colouring devices/equipment used by people with special needs can be related to Creative Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.3 Environment</b> Caring for the School Environment  <b>(5 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) outline ways of caring for the school environment for healthy living, a) engage in cleanliness activities that promote care for the school environment, b) appreciate the importance of learning in a clean school environment as a Muslim.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a story from the teacher/resource person/digital devices on ways of caring for the school environment and mention the ways of caring for the school environment in class,</li> <li>• clean footpaths within the school compound and remove any harmful objects along the path,</li> <li>• identify items used in cleaning the school compound and make them using locally available materials (such as dust pans and brooms),</li> <li>• clean their school compound, take short videos, and share them using digital platforms.</li> </ul>	Why should we keep our school compound clean?
<b>Core Competencies to be developed:</b> Digital Literacy: as learners take short videos while cleaning the school compound and share them using digital platforms. Self-efficacy: as learners clean footpaths within the school compound and remove any harmful objects along the path.				
<b>Values:</b> Responsibility: as learners care and maintain a clean school environment.				





**Pertinent and Contemporary Issues:**

Health issues: preventive health as learners clean their school compound.

Child Road Safety: as learners clean footpaths within the school compound and remove any harmful objects along the path.

**Link to other Learning Activities:** as learners clean the school compound the concept can be related to Environmental Activities.

**SUGGESTED ASSESSMENT RUBRIC**

<b>Indicators \ Levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to recite the <i>duas</i> before sleeping and after waking up.	Recites the <i>dua</i> before sleeping and after waking up and demonstrates manners of sleeping.	Recites the <i>dua</i> before sleeping and after waking up.	Uses the <i>dua</i> before sleeping and after waking up with minimal challenges.	Uses the <i>dua</i> before sleeping but has a challenge with the <i>dua</i> after waking up.
Ability to outline ways of caring for the school environment.	Outlines ways of caring for the school environment with relevant pictures.	Outlines ways of caring for the school environment.	Outlines ways of caring for the school environment with little help.	Outlines ways of caring for the school environment but with a few errors.



## STRAND 6.0 SIIRAH (THE LIFE OF THE PROPHET (S.A.W.))

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 SIIRAH (The life of the prophet (S.A.W.))</b>	<b>6.1 Guardians of the Prophet (S.A.W.) (5 Lessons)</b>	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) name three guardians of the prophet (S.A.W.) to understand his background,</li> <li>b) identify roles played by the guardians of the prophet (S.A.W.) in his early upbringing,</li> <li>c) appreciate the role played by the prophet (S.A.W.)’s guardians in his early upbringing.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● pick and identify the names of the guardians of the prophet (S.A.W.) (AbdulMutalib, Halimah Saadiyyah, and Abu Talib) from flashcards,</li> <li>● storytell on the childhood of the prophet (S.A.W.) under the care of his guardians,</li> <li>● watch and listen to the story of the prophet (S.A.W.) under the care of Halimah Saadiyah from a resource person or digital devices and state her roles as a guardian/foster mother,</li> <li>● watch and listen to a narration of the story of the Prophet (S.A.W.) under the care of his grandfather and uncle from an audio/resource person/digital device and give the roles played by them.</li> </ul>	<p>What roles did the guardians of the prophet (S.A.W.) play in his upbringing?</p>
<p><b>Core Competencies to be developed:</b>  <b>Communication and Collaboration:</b> as learners storytell on the childhood of the prophet (S.A.W.) under the care of his guardians.</p>				



**Values:**

Unity: enhanced as learners watch and listen to the story of the prophet (S.A.W.) under the care of his foster mother/guardian/uncle and state the roles they played.

**Pertinent and Contemporary Issues:**

Life Skills: skills of effective communication developed as learners give and respond to simple verbal and non-verbal instructions as they story tell.

**Link to other Learning Activities:** as learners storytell on the childhood of the prophet (S.A.W.) under the care of his guardians, it can be related to Language Activities.

**SUGGESTED ASSESSMENT RUBRIC**

<b>Indicators \ Levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the roles played by the guardians of the prophet (S.A.W.)	Identifies the roles played by the guardians of the prophet (S.A.W.) elaborately.	Identifies the roles played by the guardians of the prophet (S.A.W.).	Identifies the roles played by the guardians of the prophet (S.A.W.) with a few errors.	Identifies the role played by the guardians of the prophet (S.A.W.) with many errors.



## STRAND 7.0: Islamic Festivals

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 Islamic Festivals</b>	<b>7.1 <i>Jum'ah</i> (6 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) name the activities performed before <i>Jum'ah</i> prayers for spiritual nourishment, b) perform the <i>Jum'ah</i> prayer to attain rewards from Allah (S.W.T.), c) appreciate <i>Jum'ah</i> as the <i>Eid</i> of the week.	The learner is guided to: <ul style="list-style-type: none"> <li>● watch video clips on <i>Jum'ah</i> prayers as a weekly festival for Muslims and mention the activities done by Muslims before and during <i>Jum'ah</i> prayers (for example, cutting the nails, <i>ghusl</i>, wearing clean clothes, early attendance to the mosque, extending salutations of the Prophet (S.A.W.),</li> <li>● sing <i>qasida</i> on the activities performed by Muslims before <i>Jum'ah</i> prayers,</li> <li>● role-play the activities performed by Muslims before <i>Jum'ah</i> prayers,</li> <li>● draw and colour a mosque.</li> </ul>	Why is <i>Jum'ah</i> an important day among Muslims?
<b>Core Competencies to be developed:</b> Learning to Learn: develops relationships as learners role-play activities of <i>Jum'ah</i> prayer.				
<b>Values:</b> Love: sharing as they share available resources when drawing and colouring the mosque.				
<b>Link to PCIs: Life Skills:</b> Interpersonal relations - as learners engage in group activities.				
<b>Link to other Learning Activities:</b> as learners learn about <i>Eid</i> of the week, it can be related to concepts in Environmental Activities on holidays.				



### SUGGESTED ASSESSMENT RUBRIC

<b>Indicator \ Levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention the activities performed by Muslims before <i>Jum'ah</i> prayers.	Mentions six activities performed by Muslims before Jum'ah prayers with relevant example.	Mentions six activities performed by Muslims before Jum'ah prayers.	Mentions three-five activities performed by Muslims before Jum'ah prayers.	Mentions less than three activities performed by Muslims before <i>Jum'ah</i> prayers.



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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
<b>Qur'an</b>	<b>Arabic Alphabets Selected Surahs</b>	Oral questions, Portfolio, and Observation  Written assessment, oral assessment, observation, portfolio	Flashcards, charts, The Qur'an/Juzuu, pocket boards and digital devices, resource persons/online sources  The Qur'an, flashcards, pocket boards, charts, course books, digital devices, reference materials/online sources.	Invite a resource person to guide on the writing of the Arabic alphabet.  Attending madrasa after school to learn the Arabic alphabet.  Recite the Qur'an to parents/guardians, and siblings for confirmation and memorisation.  Recite the selected surahs during AGMs, clubs and societies meetings, assemblies etc.
<b>Hadith</b>	Selected Hadith	Checklist, Oral questions, Written assessment, Portfolio, and observation	Pocket board, charts, Clock, books on Hadith, course books, digital devices, online sources	Attend madrasa after school to learn and memorise the selected hadith.  Practise sharing with peers in the school.



<b>Pillars of Iman</b>	<b>Belief in His Books</b>	Written assessment, oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, flashcards, Pocket Boards	Sing qasida at home on the revealed Books to siblings and parents/guardians.
	<b>Belief in His Prophets</b>	Written assessment, oral assessment, portfolio assessment, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, flashcards, Pocket Boards	Listen to the stories of the Prophets from elder siblings and friends out of school.
<b>Devotional Acts</b>	<b>Five Daily Prayers</b>	written assessment, oral assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	Perform prayer at home and in the mosque
	<b>Postures of Swalah</b>	Checklist, written assessment, oral assessment, observation, Portfolio	Charts, a resource person, course books, digital devices, reference materials/online sources, a praying mat, video clips, photographs.	Visit a nearby mosque and perform Swalah in the congregation.
	<b><i>Rakaat</i> Akhlaq Dua before sleeping and after waking up</b>	Written assessment, oral assessment, portfolio assessment, observation	Course books, charts, flashcards, digital devices, reference materials/online sources, resource person  Charts, flashcards, Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Sing poem/qasida on the number of <i>rakaat</i> for each of the five daily prayers.  Attend madrasa after school to learn Duas.



	<b>Love and Care for neighbours</b>	Written assessment and oral assessment, portfolio assessment, observation, Checklist	Resource person, Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, crutches, wheelchair, photos/pictures of audio-visual aids	Join the neighbours in cleaning the neighbourhood environment. Learners help people with disabilities outside the school environment.
	<b>Love and care for people with special needs</b>			
	<b>Caring for the school environment</b>	Written and oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources	Planting trees and caring for them in the school compound.  Coloring posters/charts on discouraging littering in classes, school transport and display in class and school transport
<b>Siirah (Life of the Prophet</b>	<b>Guardians of the Prophet (SAW)</b>	Written assessment oral assessments, observation, portfolio	Resource person, flashcards, charts, Books of <i>siirah</i> , course books, digital devices, reference materials/online sources	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members
<b>Islamic Festivals</b>	<b>Jum'ah</b>	Written assessment and oral assessment, portfolio assessment, observation	Resource person, course books, digital devices, reference materials/online sources, colour, crayons, manila, papers, brooms, water	Participating in congregational <i>Jum'ah</i> prayers





# **ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 3**



## **ESSENCE STATEMENT**

Kenya is a state where people subscribe to various religions. The National Goal of Education, No. 4, advocates for the Promotion of sound Morals and Religious values among learners. Religious Education is one of the ways of inculcating these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and attitudes that assist them grow up socially, emotionally and spiritually as balanced persons. The strands covered in this activity area are: Qur'an, Hadith, Devotional Acts, *Siirah* (Life of the Prophet) and Islamic Festivals. The teacher of Islamic Religious education is encouraged to use learner-centered approaches. This learning area helps the learner acquire values and skills that enables them to be responsible and ethical citizens who are at peace with Allah (SWT), self, others and the environment.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) recite, read and write short selected Surahs (chapters) of the Qur'an.
- b) demonstrate love, appreciation and awareness of Allah (SWT) and His creation.
- c) demonstrate love and appreciation for the Prophet Muhammad (S.A.W).
- d) practise Islamic etiquette for social relations.
- e) perform acts of worship correctly.
- f) apply creativity and critical thinking skills in problem solving in accordance with Islamic teachings,
- g) use and conserve the immediate environment while observing Islamic teachings
- h) Co-exist harmoniously with people of other faiths and of different cultural backgrounds.
- i) Practice hygiene and observe nutrition and safety, guided by Islamic principles



## SUMMARY OF STRANDS AND SUB STRANDS

No	Strands	Sub-Strands	Number of Lessons
1.0	Qur'an	1.1 Selected Chapters (Surah)	24
2.0	Hadith	2.1 Hadith on Ihsaan	06
		2.2 Hadith on Honesty	06
		2.3 Hadith on Respect	06
3.0	Pillars of Iman	3.1 Belief in the Last Day	04
		3.2 Belief in His Power	04
4.0	Devotional Acts	4.1.1 Swalah Postures and phrases of Prayers	07
5.0	Akhlaq (Moral Teachings)	5.1 Islamic etiquette (Manners of entering and leaving Masjid)	04
		5.2 Islamic phrases	04
		5.3. Relationship (care and dua for the sick)	05
		5.3.1 places of worship	04
		5.4 Environment Care (care for animals (domestic)	04
6.0	Siirah	6.1 Early of the Prophet (S.A.W.)	06
7.0	Islamic Festivals	7.1 Milad un Nabii	03
		7.2 Aqika	03
Total Number of Lessons			90



## STRAND 1.0: QUR'AN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<b>1.1 Selected: • Surah al- Masad  (8 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) read surah al- Masad correctly for application, b) recite surah al- Masad in preparation for day-to-day life, c) appreciate surah al- Masad for spiritual nourishment.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to surah al- Masad from the teacher/resource person/digital device/peers and repeat after them,</li> <li>• take turns reciting surah al- Masad repeatedly and correct each other to enhance memorisation,</li> <li>• use cards with words to fill in gaps to complete verses of surah al- Masad,</li> <li>• sort and arrange the verses of surah al- Masad from pocket boards then read them.</li> </ul>	What are the benefits of learning surah al- Masad?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners sort and arrange the verses of surah al- Masad.				
<b>Values:</b> Unity: cooperation is enhanced as learners take turns reciting surah al- Masad repeatedly and correct each other to enhance memorisation.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: a healthy relationship is promoted as learners practise reciting surah al- Masad during prayers.				
<b>Link to other Learning Activities:</b> as learners recite surah al- Masad they develop skills in Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0</b> <b>Qur'an</b>	<b>1.2</b> <b>Selected:</b> • <b>Surah An-Nasr</b>  <b>(8 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) read Surah An-Nasr correctly for spiritual nourishment, b) recite Surah An-Nasr in preparation for day-to-day life, c) appreciate the Quran as the revealed Book of Allah (S.W.T.).	The learner is guided to: • listen to Surah An-Nasr from the teacher/resource person/digital devices/peers and repeat after them, • take turns to recite Surah An-Nasr repeatedly and correct each other to enhance memorisation, • use cards with words to fill in gaps to complete verses in Surah An-Nasr, • sort and arrange the verses of Surah An-Nasr from pocket boards then read it.	What are the benefits of learning Surah An-Nasr?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners sort and arrange the verses of Surah An-Nasr in their correct order.				
<b>Values:</b> Unity: is enhanced as learners take turns to recite Surah An-Nasr repeatedly and correct each other to enhance memorisation				
<b>Pertinent and Contemporary Issues:</b> Effective communication: as learners listen to Surah An-Nasr from the teacher/resource person/digital devices/peers and repeat after them.				
<b>Link to other Learning Activities:</b> Reading skills as the learner reads Surah An-Nasr which can be related to skills in English Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<b>1.3 Selected Surah:</b> <ul style="list-style-type: none"> <li><b>Al-Kafirun</b></li> </ul> (8 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>read Surah Al-Kafirun correctly for spiritual nourishment,</li> <li>recite Surah Al-Kafirun in preparation for day-to-day life,</li> <li>appreciate the Quran as the revealed Book of Allah (S.W.T.).</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to Surah Al-Kafirun from the teacher/resource person/digital devices/peers and repeat after them,</li> <li>take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorisation,</li> <li>use cards with words to fill in gaps to complete verses in Surah Al-Kafirun,</li> <li>sort and arrange the verses of Surah Al-Kafirun from pocket boards then read them.</li> </ul>	What are the benefits of learning Surah Al-Kafirun?
<b>Core Competencies to be developed:</b> Communication and Collaboration: sorting as learners sort and arrange the verses of Surah Al-Kafirun correctly.				



<b>Values:</b> Unity: cooperation is enhanced as learners take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorisation
<b>Pertinent and Contemporary Issues:</b> Life Skills: interpersonal relations as learners take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorisation.
<b>Link to other Learning Activities:</b> Reading skills as they read Al-Kafirun which can be related to skills in English Language Activities.

### SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the selected surahs	Recites the selected surahs with clear articulations	Recites the selected surahs	Recites the selected surahs with minor errors	Recites the selected surahs with major errors



## STRAND 2.0 HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.1 Hadith on Ihsaan</b>  (6 lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on <i>Ihsaan</i> for spiritual nourishment, b) apply the teachings of the Hadith on <i>Ihsan</i> to strengthen the consciousness of Allah (S.W.T.), c) appreciate the Hadith on <i>Ihsan</i> as a way of nurturing piety.	The learner is guided to: <ul style="list-style-type: none"> <li>read the Hadith on <i>Ihsaan</i> from digital devices/flipcharts/manila paper/chart/PowerPoint,</li> </ul> <p>“...To worship Allah (S.W.T.) as if you see Him for if you do not see Him, He sees you.”</p> <ul style="list-style-type: none"> <li>take turns to read the Hadith on <i>Ihsaan</i> and correct one another,</li> <li>listen to short stories depicting <i>Ihsaan</i> and then tell them in class,</li> <li>share personal experiences where they practised <i>Ihsaan</i>,</li> <li>sing qasida/poems on the importance of upholding <i>Ihsaan</i> as per the hadith.</li> </ul>	Why should a Muslim worship Allah (S.W.T.) as if he/she sees Him?
<b>Core Competencies to be developed:</b> Communication and Collaboration: as learners listen to short stories depicting <i>Ihsaan</i> and then tell them in class.				
<b>Values:</b> Unity: as learners take turns to read the Hadith on <i>Ihsaan</i> and correct one another.				
<b>Pertinent and Contemporary Issues:</b> Life Skill: living with others as learners take turns to read the Hadith on <i>Ihsaan</i> and correct one another.				
<b>Link to other Learning Activities:</b> as learners read the selected Hadith in turns, it can be related to English Language Activities skills.				





Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.2 Hadith on Honesty (5 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) read the Hadith on honesty for spiritual nourishment, b) apply the teachings of the Hadith on honesty to strengthen consciousness of Allah (S.W.T.), c) appreciate the Hadith on Honesty as a way of nurturing integrity in the society.	The learner is guided to: <ul style="list-style-type: none"> <li>● read the Hadith on honesty from digital devices/flipcharts/manila papers/charts, “Speak the truth even if it is bitter,”</li> <li>● read the Hadith on honesty and correct each other,</li> <li>● pick flashcards from a box/pocket board, complete the Hadith on honesty, and read it,</li> <li>● share experiences where they have practised honesty,</li> <li>● sing qasida/poems on the benefits of the hadith on honesty.</li> </ul>	Why is it important for a Muslim to practise honesty?
<b>Core Competencies to be developed:</b> Self-efficacy: reflection on its own - as learners share experience where honesty is applied.				
<b>Values:</b> Honesty: enhanced as learners choose to do the right things always as they share experiences in class.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: honesty and integrity is enhanced as learners story-tell on instances when honesty is practised.				
<b>Link to other Learning Activities:</b> as learners read the selected Hadith and correct each other, it can be related to English Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.3 Hadith on Respect</b>  (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on respect for spiritual nourishment, b) apply the teachings of the Hadith on respect, to strengthen the consciousness of Allah, c) appreciate the benefit of respect in nurturing harmony in the society.	The learner is guided to: <ul style="list-style-type: none"> <li>● read the Hadith on respect from digital devices/flipcharts/manila papers/charts/PowerPoint;</li> </ul> “He is not among us he who does not show mercy to our young ones and does not respect the elders,” <ul style="list-style-type: none"> <li>● take turns to read the hadith on respect and correct each other to enhance memorisation,</li> <li>● listen to a story on the instances where respect is depicted and role-play,</li> <li>● share experiences where they have practised respect,</li> <li>● sing <i>qasida</i>/poems on the benefits of the hadith on respect.</li> </ul>	How should one behave in the company of elders/parents/teachers?
<b>Core Competencies to be developed:</b> Communication and Collaboration: as the learner reads and shares experiences where respect is practised.				
<b>Values:</b> Respect: is enhanced as learners take turns to read the Hadith on respect and correct each other.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: Living with others enhanced as learners take turns in reading the Hadith and assist each other to do the same.				
<b>Link to other Learning Activities:</b> as learners read the Hadith in turns, it can be related to skills in English Language Activities.				



## SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read the selected Hadiths and give their teachings.	Reads the selected Hadiths, gives the teachings, and shares a relevant personal experience.	Reads the selected Hadiths and gives their teachings.	Reads the selected Hadiths and gives their teachings with little guidance.	Reads the selected Hadiths and gives their teachings with some difficulties.



## STRAND 3.0 PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1. Belief in the Last Day</b>  <b>(4 Lessons)</b>	By the end of the sub-strand, the learner should be able to: a) give other names of the Last Day, b) mention good deeds a person can perform in preparation for the Last Day, c) appreciate the performance of good deeds in readiness for the Last Day.	The learner is guided to: <ul style="list-style-type: none"> <li>watch video clips on the Last Day from the internet/digital devices and mention the other names of the Last Day (For example, <i>Yaumul Aakhir</i>, <i>Yaumul Qiyama</i>, <i>Yaumul Ba'ath</i>, <i>Yaumul Hisab</i>, <i>Yaumul Jazaa</i>),</li> <li>listen to short stories on good deeds (for example, good behaviour, respecting elders, teachers, parents, helping others),</li> <li>sing/recite <i>qasida</i>/poems on the Last Day,</li> <li>role-play good deeds a learner can practise.</li> </ul>	What should you do to be successful on the Last Day?
<b>Core Competencies to be developed:</b> Creativity and Imagination: communicating ideas confidently as the learners sing/recite <i>qasida/anashid</i> /poems on the events of the Last Day.				
<b>Values:</b> Unity: is enhanced as learners role-play good deeds that they can practise in their day-to-day life.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: living with others as they role-play good deeds that they can practise in their day-to-day life.				
<b>Link to other Learning Activities:</b> singing/reciting poems on various events/themes is related to Language Activities				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.2. Belief in Allah (S.W.T.)'s Power (Qadar) (4 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) name some creatures of Allah (S.W.T.) from their immediate environment, b) draw unique creations of Allah (S.W.T.) from their immediate environment, c) appreciate the Power of Allah (S.W.T.) as a pillar of Iman.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to a teacher/resource person narrating their belief in the Power of Allah (S.W.T.),</li> <li>watch video clips on the wonders/powers of Allah (S.W.T.) and narrate what they have observed,</li> <li>draw and colour some unique creations of Allah (S.W.T.) from their immediate environment,</li> <li>tell stories /role-play the events which happened to them and manifested the Powers of Allah (S.W.T.),</li> <li>pick and sort the things that indicate the powers of Allah (S.W.T.) using flashcards,</li> <li>sing/recite qasida/anashid/poems that depict the powers of Allah (S.W.T.).</li> </ul>	<ol style="list-style-type: none"> <li>What are some of the unique creations of Allah (S.W.T.)?</li> <li>Which bounties depict the power of Allah(S.W.T.)?</li> </ol>
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners draw and colour some unique creations of Allah (S.W.T.) from their immediate environment that depict the powers of Allah (S.W.T.).				
<b>Values:</b> Respect: enhanced as the learners appreciate diverse opinions as they tell stories/role-play events that happened to them and manifested the powers of Allah (S.W.T.)				
<b>Pertinent and Contemporary Issues:</b> Respect: enhanced as learners pick flashcards from pocket boards with the events/things that indicate the powers of Allah. (S.W.T.).				
<b>Link to other Learning Activities:</b> learners draw and colour some unique creations of Allah (S.W.T.) which is a skill related to Creative Arts.				



## SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to give other names of the Last Day.	Gives other names of the Last Day with ease.	Gives other names of the Last Day.	Gives other names of the Last Day with little guidance.	Gives some of the names of the Last Day with challenge.
Ability to draw unique creations of Allah (S.W.T.) from the immediate environment.	Draws unique creations of Allah (S.W.T.) from the immediate environment creatively.	Draws unique creations of Allah (S.W.T.) from the immediate environment.	Draws unique creations of Allah (S.W.T.) from the immediate environment with minor gaps.	Draws unique creations of Allah (S.W.T.) from the immediate environment with major gaps.



## STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Swalah</b> Postures and Phrases in Swalah.  (6 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the correct phrases for each posture of swalah, b) Recite the phrases for each posture of swalah, c) appreciate the correct performance of swalah by reciting phrases in each posture.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch video clips showing the performance of <i>swalah</i> and the phrases used in each posture of <i>swalah</i> (<i>takbiratul ihram, subhana Allah wabihamdihi, sami'a Allah liman hamida, subhana Rabi'al A'la wa bihamdihi, Rabi ghfirlii, tashahhud, taslim</i>),</li> <li>• sort and match the phrases from a flashcard (<i>takbiratul ihram, subhana Allah wabihamdihi, sami'a Allah liman hamida, subhana Rabi'al A'la wa bihamdihi, Rabi ghfirlii, tashahhud, taslim</i>) with correct postures,</li> <li>• record oneself using a digital device while saying the phrases for each posture and share with friends.</li> </ul>	How do we perform <i>swalah</i> ?
<b>Core Competencies to be developed:</b> Digital Literacy: as the learner records self-performing <i>swalah</i> using a digital device.				
<b>Values:</b> Responsibility: accountability as learners engage in assigned roles and duties when picking the pillars of <i>swalah</i> from flashcards and arranging them in sequence.				



**Pertinent and Contemporary Issues:**

Life Skills: effective communication as learners give and respond to instructions when demonstrating the performance of *swalah*.

**Link to other Learning Activities:** as learners pick the pillars of *swalah* from flashcards and arrange them in relation to relevant phrases that can be related to Mathematic activities.

**SUGGESTED ASSESSMENT RUBRIC**

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to recite and match phrases with their postures of <i>swalah</i> .	Recites and matches phrases with their postures of <i>swalah</i> and demonstrates them.	Recites and matches phrases with their postures of <i>swalah</i> .	Recites and matches phrases with their postures of <i>swalah</i> but with minor mix-ups.	Recites and matches phrases with their postures of <i>swalah</i> with major mix-ups.





## STRAND 5.0: AKHLAQ (MORAL TEACHINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1 Islamic Etiquette</b> • <i>Manners of Entering and Leaving the Masjid</i>  <b>(4 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) state the importance of a masjid in their day-to-day life, b) demonstrate the appropriate manners of entering and leaving the masjid in day-to-day life, c) appreciate the masjid manners in the life of a Muslim.	The learner is guided to: • watch video clips on how to enter and leave the masjid and then mention what they have observed on the manners of entering and leaving the <i>masjid</i> (such as reciting the <i>dua</i> for entering the masjid, entering on your right foot first, observing silence while in the masjid, leaving the masjid on your left foot first, reciting the <i>dua</i> for leaving the masjid), • reciting the <i>dua</i> for entering the mosque ( <i>Allahumma ftahliy ab-waba Rahmatik</i> ), and the <i>dua</i> for leaving ( <i>Allahumma inna nas-aluka min fadhlik</i> ) displayed on a chart/classroom walls, • pick and arrange words from flashcards to complete the <i>dua</i> for entering and leaving the masjid, • collaborate in dramatising the manners of entering and leaving the masjid together with the <i>dua</i> .	Why is a <i>masjid</i> important to a Muslim?

**Core Competencies to be developed:**

Creativity and Imagination: as learner make thoughtful choices as they dramatise the manners of entering and leaving the *masjid*.

**Values:**

Respect: as learner have a positive regard for self and others as they dramatise the manners of entering and leaving the *masjid*.

**Pertinent and Contemporary Issues:**

Life Skills: living with others as learner takes turns in picking and arranging words from flashcards to complete the *dua* for entering and leaving the *masjid*.

**Link to other Learning Activities:** the concept of reciting *dua* for entering and leaving the *masjid* can be related to Language activity skills.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Islamic phrases</b> <ul style="list-style-type: none"> <li><i>HasbunAllah wa ni'imal wakil</i></li> <li><i>La hawla wa la Quwwata illa billahi</i></li> </ul> (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>state the circumstances under which the selected Islamic phrases are said in their day-to-day life,</li> <li>read the selected Islamic phrases correctly to build reliance on Allah (S.W.T.),</li> <li>appreciate the use of the selected Islamic phrases in their day-to-day experiences.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>watch a video clip on the selected Islamic phrases then recite them,</li> <li>role-play the situations when it is appropriate to use the selected Islamic phrases,</li> <li>take turns to read the selected Islamic phrases from charts and correct each other,</li> <li>use words in flashcards to complete the selected Islamic phrases and read them.</li> </ul>	Why should a Muslim apply the selected phrases?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners make thoughtful choices as they role-play the situations appropriate to use the selected Islamic phrases.				
<b>Values:</b> Respect: as learner takes turns reading the selected Islamic phrases.				
<b>Pertinent and Contemporary Issues:</b> Life skills: empathy as learners take turns when role-playing the situations appropriate to use the selected Islamic phrases				
<b>Link to other Learning Activities:</b> the concept can be related to courtesy phrases like thank you, welcome, and same to you in English Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.3 Relationship</b> <ul style="list-style-type: none"> <li><b>5.3.1 Care and <i>dua</i> for the sick</b></li> </ul> (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>recite the <i>dua</i> for the sick for spiritual growth,</li> <li>identify ways of showing care for the sick to enhance brotherhood,</li> <li>appreciate the importance of visiting the sick as an act of <i>ibadah</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen from a teacher/peer then recite the <i>dua</i> for the sick; <i>As-al Allah al-Adhim, Rabb al-Arsh al-Adhim, an yashfiyak</i>,</li> <li>dramatise ways of showing care for the sick, (such as, visit them, pray for them, assist them.),</li> <li>take turns to recite the <i>dua</i> for the sick and correct each other,</li> <li>role-play ways of helping the sick.</li> </ul>	What do you do when a member of the family is sick?
<b>Core Competencies to be developed:</b> Creativity and Imagination: makes thoughtful choices as they dramatise the ways of showing care for the sick.				
<b>Values:</b> Love: as the learner recites the <i>dua</i> for the sick and dramatising the ways of showing care for the sick				
<b>Pertinent and Contemporary Issues:</b> Life Skills: Empathy as learners take turns to recite the <i>dua</i> for the sick and correct each other.				
<b>Link to other Learning Activities:</b> The concept of visiting and caring for the sick can be related to Environmental activities				



Strand	Sub –Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.3.2 Places of Worship (4 Lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) name the places of worship for various religions to acknowledge diversity,</li> <li>b) identify the different symbols for places of worship to show respect for other religions,</li> <li>c) appreciate places of worship for other religions to enhance peaceful co-existence.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch video clips from digital devices/view pictures and identify the different places of worship shown in the video clips/pictures (such as masjid, church, and temple) then draw and colour them,</li> <li>• listen to a resource person/ a teacher as they describe the different religious groups that use the masjid, church, and temple,</li> <li>• sort and match the names of places of worship and their corresponding religions using flashcards,</li> <li>• model the symbols of different religious groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. What symbols differentiate the places of worship for various religious groups?</li> <li>2. What activities take place in a mosque?</li> </ol>
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners model, draw, and colour places of worship.				
<b>Values:</b> Respect: as learners name, identify symbols, model, draw different places worship.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: unity and cooperation as learners work in pairs when drawing and colouring places of worship.				
<b>Link to other Learning Activities:</b> The concept of drawing, colouring and modelling (skills) symbols for different places of worship is related to the concepts in Creative Arts.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.4 Environment</b> <ul style="list-style-type: none"> <li><b>Care for Animals (domestic)</b></li> </ul> <b>(3 Lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>mention various ways of caring for domestic animals as per the teachings of Islam,</li> <li>care for domestic animals according to the teachings of Islam,</li> <li>appreciate caring for domestic animals as part of the creations of Allah (S.W.T.).</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>observe a chart/ with pictures of domestic animals and name them,</li> <li>draw and colour domestic animals found in their locality,</li> <li>watch video clips showing various forms of care given to domestic animals (such as feeding, protection from harm, providing water, treating them when they fall sick, not overloading them when used as a form of transport) and role-play the care given to domestic animals,</li> <li>listen to short stories on care for domestic animals from digital devices/teacher/resource person and retell,</li> <li>sing qasida (songs) and poems on care for domestic animals.</li> </ul>	<ol style="list-style-type: none"> <li>Which domestic animals are found in your locality?</li> <li>How can you care for domestic animals?</li> </ol>
<b>Core Competencies to be developed:</b> Creativity and Imagination: as learners make thoughtful choices as they draw and colour the domestic animals.				
<b>Values:</b> Love: as learners portray a caring attitude and take turns to role-play the ways of taking care of domestic animals.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: empathy as learners demonstrate the types of care accorded to animals while roleplaying.				
<b>Link to other Learning Activities:</b> The concept of caring for domestic animals can be related to Agriculture.				



## SUGGESTED ASSESSMENT RUBRIC

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use the selected Islamic phrases.	Uses the selected Islamic phrases with excellent articulations.	Uses the selected Islamic phrases.	Uses the selected Islamic phrases with minor mistakes.	Uses the selected Islamic phrases but with major mistakes.
Ability to demonstrate the manners of entering and leaving the masjid.	Demonstrates the manners of entering and leaving the masjid using illustrations.	Demonstrates the manners of entering and leaving the masjid.	Demonstrates the manners of entering and leaving the masjid with little guidance.	Demonstrates the manners of entering but has challenges in demonstrating leaving the masjid.



## STRAND 6.0 SIIRAH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Siirah</b>	<b>6.1 Early life of the Prophet (S.A.W.)</b>  <b>(5 Lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>mention the activities that were carried out by the prophet (S.A.W.) during the early stages of his life,</li> <li>identify the qualities that can be learnt from the Prophet (S.A.W.) early life,</li> <li>appreciate the qualities of the Prophet (S.A.W.) in shaping the life of a Muslim.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>listen to a short story of the prophet (S.A.W.)'s early life from a digital device/teacher/resource person (for example, as a shepherd, journey with his uncle to Syria for trade) and retell,</li> <li>take turns narrating the activities that were carried out by the prophet (S.A.W.) in his early life- as a shepherd, merchant,</li> <li>pick and read flashcards with the list of the qualities of the Prophet (S.A.W.) derived from his early life (for example. hardworking, trustworthy, truthfulness, humble, obedient and patient),</li> <li>sing <i>qasidas</i>/poems on the qualities of the Prophet (S.A.W.) in his early life.</li> </ul>	<p>What was the character of the Prophet (S.A.W.) during his early life?</p>



**Core Competencies to be developed:**

Learning to Learn: develops relationships as learners narrate the activities that were carried out by the prophet (S.A.W.) in his early life.

**Values:**

Responsibility: accountability as learners take turns narrating the activities that were carried out by the prophet (S.A.W.) in his early life - shepherd, merchant

**Pertinent and Contemporary Issues:**

Life Skills: Effective communication- as learners take turns in narrating the activities that were carried out by the prophet (S.A.W.) in his early life.

**Link to other Learning Activities:** The concept of the early life of the prophet (S.A.W.) can be related to Environmental Activities.



## STRAND 7.0 ISLAMIC FESTIVALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 Islamic Festivals</b>	<b>7.1 Milad un – Nabii</b>  <b>(3 Lessons)</b>	By the end of the sub-strand the learner should be able to: a) name the date, day and month the Prophet was born b) outline the activities that take place during the Milad un-Nabiic for remembrance of the Prophet (S.A.W.)’s life, c) appreciate the siirah of the prophet (S.A.W.) as the foundation of Islamic History.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen to peers and watch video clips on qasida in praise of the Prophet (S.A.W.) and then sing the qasida,</li> <li>• sing qasidas in praise of the Prophet (S.A.W.),</li> <li>• name the attributes of the Prophet (S.A.W.),</li> <li>• discuss what a Muslim can learn from <i>Milad un Nabii</i> (for example, love and respect for the prophet (S.A.W.), reminds Muslims of the teachings of the prophet (S.A.W.), teaches the Muslims the birth and life of the prophet (S.A.W.), strengthens unity among Muslims, promotes the noble character of the prophet (S.A.W.)),</li> <li>• role-play the activities that take place during <i>Milad un-Nabii</i>.</li> </ul>	How do you celebrate your birthday?

**Core Competencies to be developed to be developed:**

Citizenship: appropriate interaction with others - as the learners role-play the activities that take place during *Milad un Nabii*

**Values:**

Unity: as learners display team spirit as they work in groups to role-play the activities that take place during *Milad un Nabii*.

**Pertinent and Contemporary Issues:**

Life skills: tolerance - understanding diversity as learner role-play activities that take place during *Miladun Nabii*

**Link to other Learning Activities:** The concept of celebration can be related to Environmental activities -special occasions like weddings and circumcision.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 Islamic Festivals</b>	<b>7.2 Aqiqa (3 lessons)</b>	By the end of the sub-strand the learner should be able to: a) mention the animals that are slaughtered during <i>aqiqa</i> as Islamic tradition, b) roleplay the activities that take place during <i>Aqiqa</i> , c) appreciate <i>aqiqa</i> celebrations as a way of learning Islamic religious traditions.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• watch video clips on animals used in <i>aqiqa</i> and mention them,</li> <li>• draw and colour the animals slaughtered during <i>aqiqa</i> ceremony,</li> <li>• pick flashcards and mention the activities that take place during <i>aqiqa</i>,</li> <li>• role-play the activities that take place during <i>aqiqa</i>.</li> </ul>	What is the significance of celebrating <i>aqiqa</i> ?
<b>Core Competencies to be developed to be developed:</b> Citizenship: appropriate interaction with others as learners roleplay the activities that take place during <i>Aqiqa</i>				
<b>Values:</b> Unity: cooperation and team spirit is displayed as they work in groups and role-play the activities that take place during <i>Aqiqa</i> .				
<b>Pertinent and Contemporary Issues:</b> Life Skills: tolerance as they role-play the activities that take place during <i>Aqiqa</i> .				
<b>Link to other Learning Activities:</b> as learners celebrate <i>Aqiqa</i> which can be related to special occasions in Environmental Activities.				



## SUGGESTED ASSESSMENT RUBRIC

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the qualities of the Prophet (S.A.W.).	Identifies six qualities of the prophet (S.A.W.) and explains them.	Identifies six qualities of the prophet (S.A.W.).	Identifies three - four qualities of the prophet (S.A.W.).	Identifies less than three qualities of the prophet (S.A.W.).
Ability to outline the activities that take place during Milad un-Nabii ceremony.	Outlines the activities that take place during the Milad un-Nabii and supports it with pictures.	Outlines the activities that take place during Milad un-Nabii	Outlines the activities that take place during Milad un-Nabii but leaves out a few details.	Outlines the activities that take place during Milad un-Nabii, leaving out major details.
Ability to mention the activities that take place during Aqiqa.	Mentions the activities that take place during Aqiqa with convincing explanations.	Mentions the activities that take place during Aqiqa.	Mentions the activities that take place during Aqiqa with minor mix-ups.	Mentions the activities that take place during Aqiqa with major mix-ups.



## APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to:

- identify and guide learners to undertake age-appropriate, whole-class integrated CSL activities within the school, and
- consider learner safety when selecting the activity.

The following steps for the integrated CSL activity should be staggered across the school terms:

<b>Steps in carrying out the integrated CSL activity</b>	
<b>1) Preparation</b>	<ul style="list-style-type: none"><li>• Determine the activity for the learners.</li><li>• Map out the targeted core competencies, values, and specific learning areas skills for the CSL activity.</li><li>• Identify resources required for the activity (focusing on locally available materials).</li><li>• Stagger the activities across the term (set dates and times).</li><li>• Communicate with learners, parents/caregivers/guardians, school administration, teachers, and other relevant stakeholders in the school community.</li><li>• Identify and develop assessment tools.</li></ul>
<b>2) Implementation of CSL Activity</b>	<ul style="list-style-type: none"><li>• Assigning roles to learners.</li><li>• Ensure every learner actively participates in the activity</li><li>• Observe learners as they carry out the CSL activity and record feedback.</li><li>• Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)</li></ul>



- Assess the targeted core competencies, values and subject skills.

### 3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt?

There will be **one** integrated CSL activity conducted **annually**. The thematic areas for this activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a link between the skills from the learning areas and the chosen themes.

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.



### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on three components namely:

- skills from various learning areas applied in carrying out the activity,
- core competencies developed, and
- values nurtured.

Assessment should focus on both the process and the end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale, or any other appropriate assessment tool.





## APPENDIX 2: SUGGESTED ASSESSMENT METHODS, RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
<b>Qur'an</b>	Selected Surahs	Oral questions, observation	Flashcards, Juzuu, Digital device	Participate in Qur'an recitation competitions, and attend madrasa after school to learn Qur'an.
<b>Hadith</b>	Selected Hadiths	Oral questions, portfolio, and observation	Charts, hadith book	Learners to discuss with parents and other siblings the meaning/teachings of the Hadith
<b>Pillars of Iman</b>	Believe in the Last Day	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in a school and community as a means of taking care of Allah's creation.
	Believe in His power (Qadar	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in a school and community as a means of taking care of Allah's creation



<b>Devotional Acts</b>	<i>Swalah</i>	Oral questions, portfolio, and observation	Flashcards, chart	Attend the madrasa after school to learn Shahada.
	wudhu	Oral questions, portfolio, and observation	Flashcards, chart	Attend Qur'anic schools after school to learn more about wudhu.
<b>AKHLAQ (Moral Teachings)</b>	<i>1 Islamic etiquette Masjid – manners of entering and leaving +dua), discipline in the mosque,</i>	Oral questions and observation	Charts, pictures, audiovisual materials, utensils,	Practise Islamic eating manners during meals at home with siblings.
	<i>Sneezing (Alhamdulillah)</i>	Oral questions and observation	Charts, computer, projector, flashcards	Use Islamic phrases appropriately in their free time.
<b>Akhlaq</b>	Islamic phrases (Hasbunallah wa ni'mal wakil, La haula wala Quwatta ilabilla	Oral questions, portfolio, and observation	Animals, trees, colours, crayons, tape recorder	Planting and taking care of trees in the school compound.
	2 Relationship 5.2.1 care and dua for the sick	Oral questions and observation	Charts, colours, empty boxes	Participate in activities and simple tasks assigned to them by parents
	2 Places of worship	Oral questions, Portfolio, and observation	Water, brooms, dustbins, rake	Collect litter in the school Compound



<b>6.0 SIIRAH (Life of Prophet)</b>	Early life of the Prophet (S.A.W.) (shepherd, merchant	Oral questions, portfolio, and observation	Flashcards	Narrating the event of the birth of the Prophet (S.A.W.) to other siblings and family members.
7.Festivals	<b>7.1</b> Miladu-Nabii	Oral questions, Portfolio, and observation	Colour, crayons, manila papers, brooms, water	Assist in the preparation of Eid Festivals
	Aqiqa	Oral questions, Portfolio, and observation	Colour, crayons, manila papers, brooms, water	Assist in the preparation of aqiqa Festivals