



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 11

OCTOBER, 2025

First Published in 2025

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

ISBN: 978-9914-43-070-7

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
NATIONAL GOALS OF EDUCATION	ii
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM.....	iv
LEARNING OUTCOMES FOR SENIOR SCHOOL	iv
TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL	v
ESSENCE STATEMENT.....	vii
SUBJECT GENERAL LEARNING OUTCOMES.....	viii
SUMMARY OF STRANDS AND SUB STRANDS	ix
STRAND 1.0: STUDY OF THE QURAN AND HADITH	1
STRAND 2 <i>FIQH AI IBADAT WAL MUAMALAT</i> (Jurisprudence of devotional acts and relationships)	13
STRAND 3.0 AKHLAQ (Moral Teachings).....	28
STRAND 4.0 ISLAMIC HISTORY AND CIVILISATION.....	33
APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES.....	46

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment.

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

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

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

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

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

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

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

v

TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

vi

ESSENCE STATEMENT

Islamic Religious Education (IRE) learning area aims at equipping learners with knowledge, skills, attitudes and moral values that enable them to perform their role as vicegerents of Allah (S.W.T.) responsibly. The Qur'an and the Sunnah (practices of Prophet Muhammad (S.A.W)) form one of the key frameworks in facilitating learning in this area.

The transition from Junior school to senior school marks an important step in a learner's academic journey bringing greater responsibility and deeper understanding of IRE. Islamic Religious Education in Junior School laid foundation on *Uhumul Qur'an*, *Uhumul Hadith*, Pillars of Iman, Devotional acts, aspects of moral teaching and prohibitions in Islam, social relationship and Islamic heritage and civilisation. The skills acquired at this level were intrapersonal and interpersonal skills, communication skills and investigative skills.

As learners progress to Senior School the skills will be amplified with an in-depth analysis on Qur'an and Hadith, *Fiqh al Ibadat wal Muamalat* (Jurisprudence of devotional acts and relationships), *Akhlaq* (Moral Teachings) and Islamic History and Civilization. This will be achieved through a learner centred approach which includes discussion, simulation and carrying out projects.

Learners interested in this learning area may aspire for career paths as educationists, scholars in Islamic Studies, law, judicial officers, chaplains, and spiritual leaders, diplomats, journalism among others.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. develop understanding and apply the teachings of the Qur'an and Hadith for guidance
2. uphold Islamic beliefs and practices, perform devotional acts to fulfil Allah (S.W.T.)'s commandments for holistic human growth and sustainable use of resources
3. develop positive inter-personal relationships guided by Islamic ethos for a harmonious society
4. practise Islamic virtues and morals for an upright society and appreciate religious diversity for tolerance and social cohesion
5. demonstrate understanding and application of Islamic law in maintenance of peace and social order in the society
6. apply Islamic teachings to guide individuals to make positive contribution to social, political and economic developments in the society
7. demonstrate appreciation of the contribution of Islamic culture to world civilisation and heritage and the role of technology in facilitating learning of Islamic Religious Education.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub-Strands
1.0 Study of the Quran and Hadith	1.1 Translation of the Qur'an (<i>Tarjamatul-Qur'an</i>)
	1.2 Selected Surah/Verses
	1.3 <i>Ulum al- Hadith</i> : Contemporary collections of Hadith
	1.4 Selected Hadith
2.0 Fiqh Al Ibadat wal Muamalat (Jurisprudence of devotional acts and relationships)	2.1 Secondary sources of shariah
	2.2 Ijtihad
	2.3 Founders of schools of jurisprudence
	2.4 Islamic finance
	2.5 The institution of Waqf
	2.6 Care for the Orphans
3.0 Akhlaq (Moral Teachings)	3.1 Virtues
	3.2 Prohibitions in Islam
4.0 Islamic History and Civilisation	4.1 Abbasid Dynasty
	4.2 Fatimid Dynasty
	4.3 Islam in Africa
	4.4 Influence of Islam in Africa
	4.5 Muslim Scholars

STRAND 1.0: STUDY OF THE QURAN AND HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Study of the Qur'an and Hadith	1.1 Translation of the Qur'an (<i>Tarjamatul-Qur'an</i>)	By the end of the sub-strand, the learner should be able to: a) describe the qualities of a translator of the Qur'an, b) assess the significance of translating the Qur'an into other languages, c) examine the challenges of the translation of the Qur'an, d) appreciate the importance of translating the Qur'an to facilitate understanding of the Qur'anic message.	The learner is guided to: • discuss on the qualities of a translator of the Qur'an and present in class, • search online for different translations of the Qur'an, or collect available translated hard copies and share in class, • discuss on the significance of translation of the Qur'an and make notes, • brainstorm on the challenges of translation of Qur'an and write notes, • propose possible ways of addressing challenges in Qur'an translation and present on charts.	What are the benefits of translating the Qur'an?
Core Competencies to be developed: • Digital Literacy: the skills of connecting using digital technology and interacting with digital technology are enhanced as learners search online for different translations of the Qur'an and share in class. • Communication and Collaboration: the skills of listening, speaking, writing and teamwork are developed as learners brainstorm in groups on the challenges of translation of Qur'an. • Learning to learn: the skill of sharing learnt knowledge as learners' research online or from available resources on the				

research online or from available reference materials on the qualities of a translator of the Qur'an and present in class.
Values: - Responsibility: accountability is enhanced as learners research online or from available reference materials on the qualities of a translator of the Qur'an and present in class. - Respect: etiquette is enhanced as learners respect each other's opinion as they discuss in groups on the significance of translation of the Qur'an and make notes. - Unity: cooperation is enhanced as learners work in pairs or groups as they brainstorm in groups on the challenges of translation of Qur'an and write notes.
Pertinent and Contemporary Issues: Social awareness skills: assertiveness as they propose possible ways of addressing challenges in Qur'an translation and present on charts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Study of the Qur'an and Hadith	1.2 Selected Surah/Verses <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) <i>Al-Insan</i> (Q. 76)	By the end the sub-strand, the learner should be able to: a) explain the meaning of the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) <i>Al-Insan</i> (Q. 76) for better understanding, b) describe the main themes in the selected verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) and <i>Surah Al-Insan</i> (Q. 76) to enhance comprehension of the Qur'anic message, c) outline the teachings of the selected verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-	The learner is guided to: - use a translated text of the Qur'an to extract the meaning of the selected verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), and <i>Surah Al-Insan</i> (Q. 76) and make notes, - listen to /watch an audio-visual clip from a digital device on the selected verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) and <i>Surah Al-Insan</i> (Q. 76) and their corresponding meaning and make notes, - discuss the main themes found in <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 - the story of the companions of the cave, 60-82 (Q.18:83-98) the story of Musa (A.S.) and Khidhr.), <i>Surah Al-Insan</i> (Q.76) creation of mankind, guidance, hereafter and qualities of believers) in small groups and present in class, - search online or listen to a resource person on the teachings of the selected	1. What lessons can a Muslim youth learn from the story of <i>As-habul Kahf</i> ? 2. Why is Allah (S.W.T.) admonishing mankind in <i>Surah Al-Insan</i> ?

		98) and <i>Surah Al-Insan</i> (Q. 76) for character building, d) apply the lessons learnt from the selected verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) and <i>Surah Al-Insan</i> (Q. 76) in their day-to-day lives, e) acknowledge the role of the selected verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) and <i>Surah Al-Insan</i> (Q. 76) for character building.	main themes found in <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26, 32-44, 60-82, 83-98), <i>Surah Al-Insan</i> (Q. 76) and make notes, - story-tell/narrating the events in the story of the companions of the cave, 60-82, (Q.18:83-98) the story of Musa (A.S.) and Khidhr, the trial of wealth based on the story of the rich and the poor, the trial of knowledge and the trial of the poor on the event of Dhul Qarnain with Yajuj and Majuj), <i>Surah Al-Insan</i> (Q.76 -creation of mankind, guidance, hereafter and qualities of believers.), - organise a community learning project to feed orphans/ the poor/ pay visits to a prison as learnt in <i>Surah Al-Insan</i>.	
Core Competencies to be developed: - Digital Literacy: the skill of using digital technology to effectively accomplish the task is enhanced as learners search online on the teachings of the selected main themes found in <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26, 32-44, 60-82, 83-98), <i>Surah Al-Insan</i> (Q. 76). - Communication and Collaboration: the skills of listening, speaking, writing and teamwork are enhanced as learners discuss the main themes found in <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26, 32-44, 60-82, 83-98), <i>Surah Al-Insan</i> (Q. 76) in small groups. - Learning to Learn: the skill of sharing learnt knowledge is enhanced as learners story-tell/narrating the events in				

the story of the companions of the cave, 60-82 the story of Musa (A.S.) and Khidhr,) the trial of wealth based on the story of the rich and the poor, the trial of knowledge and the trial of the poor on the event of Dhul Qarnain with Yajuj and Majuj), (Q.18:83-98) <i>Surah Al-Insan</i> (Q.76 -creation of mankind, guidance, hereafter and qualities of believers) and make summary notes. Citizenship: social and civic skills are developed as learners organise a community learning project to feed orphans/ the poor/ pay visits to a prison as learnt in <i>Surah Al-Insan</i> and the trial of wealth based on the story of the rich and the poor, the trial of knowledge and the trial of the poor on the event of Dhul Qarnain with Yajuj and Majuj).
Values: - Respect: etiquette enhanced as learners tolerate each other's opinions while discussing the main themes found in <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26, 60-82, (Q.18:83-98) <i>Surah Al-Insan</i> (Q. 76) in small groups and present in class. - Peace: compassion is enhanced as learners organise a community learning project to feed orphans/ the poor/ pay visits to a prison as learnt in <i>Surah Al-Insan</i> and the trial of wealth based on the story of the rich and the poor, the trial of knowledge and the trial of the poor on the event of Dhul Qarnain with Yajuj and Majuj. - Responsibility: accountability is enhanced as learners listen to /watch an audio-visual clip from a digital device on the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), (Q.18:83-98) <i>Al-Insan</i> (Q. 76) and their corresponding meaning and make notes.
Pertinent and Contemporary Issues: Social awareness skill: effective communication is enhanced as learners story-tell/narrate the events in <i>Surah Al-Kahf</i> (trial of faith for the people of the cave, trial of wealth based on the story of the rich and the poor, trial of knowledge).

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Study of the Qur'an and Hadith	1.3 Ulum al- Hadith Contemporary collections of Hadith <i>Bulughul Maram</i> <i>Riyadhu Saliheen</i> <i>Arbain an- Nawawi</i>	By the end of the sub-strand, the learner should be able to: - describe the features of <i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain an-Nawawi</i>, - explain the modes of preservation of Hadith in modern times, - evaluate on the significance of the collections and preservation of Hadith in contemporary times, - acknowledge the contribution of the contemporary scholars of Hadith in the preservation of Hadith.	The learner is guided to: - search online or from available reference materials on main features of <i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain an-Nawawi</i> and make notes, - listen to a talk from a resource person on the features of <i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain an-Nawawi</i> and make notes, - brainstorm on the modes of preservation of Hadith in modern times (<i>memorization, print and electronic media, internet space, teaching/learning institution, application</i>) in groups and present in class, - discuss the significance of the collections (<i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain</i>	Why are the books of Hadith important in the life a Muslim?

			<i>an-Nawawi</i>) and preservation of Hadith in contemporary times and make class presentation.	
Core Competencies to be developed: Communication and Collaboration: the skills of listening, speaking, writing and teamwork is enhanced discuss in groups the significance of the collections (<i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain an-Nawawi</i>) and preservation of Hadith in contemporary times and make class presentation. Digital Literacy: the skills of connecting using technology and interacting with technology enhanced as learners search online or from available reference materials on main features of <i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain an-Nawawi</i>.				
Values: Unity: cooperation enhanced as learners brainstorm in groups on the modes of preservation of Hadith in modern times (<i>memorization, print and electronic media, internet space, teaching/learning institution, application</i>) and present in class. Responsibility: accountability enhanced as learners listen to a talk from a resource person on the features of <i>Bulughul Maram</i>, <i>Riyadhu Saliheen</i> and <i>Arbain an-Nawawi</i> and make notes.				
Pertinent and Contemporary Issues: Decision making skill: analytical thinking skill enhanced as learners brainstorm in groups on the modes of preservation of Hadith in modern times (<i>memorization, print and electronic media, internet space, teaching/learning institution, application</i>) and present in class.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Study of the Qur'an and Hadith	1.4 Selected Hadith • Hadith on Justice • Hadith on leadership • Hadith on honouring guests	By the end of the sub-strand, the learner should be able to: a) explain the teachings of the selected Hadith for character building, b) evaluate the significance of upholding justice, servant leadership and honouring guests in the society, c) apply the lessons learnt from the selected Hadith in day-to-day life, d) appreciate the role of the selected Hadith in the life of a Muslim.	The learner is guided to: • read the selected Hadith, Hadith on Justice The Prophet (S.A.W.) said, <i>"Oh my slaves I have forbidden injustice (dhulm) to Myself and I have made it forbidden among you, so do not be unjust towards one another."</i> (Muslim) Hadith on leadership Sahl bin Sa'd reported that The Prophet (S.A.W.) said, <i>"The leader of a people on a journey is their servant ..."</i> (Baihaqi) Hadith on honouring guests Abu Shuraih Al-Khuzai said that the Messenger of Allah (S.A.W.) said, <i>"Whoever believes in the Last Day, let him honour his guest and grant him reward for a day and night. And it is not permissible for him to stay so long that he</i>	1. What is the significance of honouring guests in Islam? 2. Why is Islam against injustice in society? 3. What are the benefits of servant leadership in the society?

			<i>causes annoyance to his host. Hospitality is for three days, and whatever he spends on him after three days is charity."</i> (Bukhari) • discuss the teachings of the selected Hadith and make class presentation, • brainstorm on the lessons derived from the selected Hadith in groups and make notes, • search online or from available reference materials for the significance of upholding justice, servant leadership and honouring guests and make notes, • dramatise skits on justice, servant leadership and honouring guests, • compose spoken words on the virtue of upholding justice, servant leadership and honouring guests.	
Core Competencies to be developed: • Citizenship: social and civic skills enhanced as learners dramatise skits on justice, servant leadership and honouring guests. • Digital Literacy: interacting with digital technology enhanced as learners search online on the significance of upholding justice, servant leadership and honouring guests and make notes. • Critical Thinking and Problem Solving: the skill of open-mindedness and creativity enhanced as learners discuss the lessons derived from the selected Hadith in groups.				

• Communication and Collaboration: the skills of listening, speaking, writing and teamwork are enhanced as learners discuss the teachings of the selected Hadith and make class presentations. • Creativity and Imagination: the skill of making connection enhanced as learners compose and perform spoken words on the virtue of upholding justice, servant leadership and honouring guests. • Self-efficacy: effective communication skill enhanced as learners compose and perform spoken words on the virtue of upholding justice, servant leadership and honouring guests.
Values: • Social Justice: cooperation enhanced as learners dramatise skits on justice, servant leadership and honouring guests. • Responsibility: accountability enhanced as learners assume roles while compose and perform spoken words on the virtue of upholding justice, servant leadership and honouring guests. • Respect: etiquette enhanced as learners discuss the teachings from the selected Hadith and make class presentation. • Unity: cooperation enhanced as learners discuss the lessons derived from the selected Hadith in groups and make notes. • Integrity: humility enhanced as learners dramatise skits on justice, servant leadership and honouring guests.
Pertinent and Contemporary Issues: Citizenship Education: the skill of good governance enhanced as learners discuss the teachings from the Hadith on servant leadership.

Suggested Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the qualities of a translator of the Qur'an.	Describes all the qualities of a translator of the Qur'an correctly and comprehensively.	Describes all the qualities of a translator of the Qur'an correctly.	Describes the qualities of a translator of the Qur'an with a few mix-ups.	Describes the qualities of a translator of the Qur'an with significant mix-ups.
Ability to explain the significance and examine the challenges of translation of the Qur'an.	Explains the significance and examines the challenges of translation of the Qur'an correctly and exhaustively.	Explains the significance and examines the challenges of translation of the Qur'an correctly.	Explains the significance and examines the challenges of translation of the Qur'an correctly while leaving out a few details.	Explains the significance and examines the challenges of translation of the Qur'an correctly while leaving out many details.
Ability to explain the meaning of and describe the themes in the verses of <i>Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76).	Explains the meaning of and describes the themes in the verses of <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76) correctly and comprehensively.	Explains the meaning of and describes the themes in the verses of <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76) correctly.	Explains the meaning of and describes the themes in the verses of <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76) leaving out a few details.	Explains the meaning of and describes the themes in the verses of <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76) leaving out many details.

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the teachings and apply lessons learnt from the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76).	Outlines all teachings and apply lessons learnt from the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76) and cite relevant examples.	Outlines all teachings and apply lessons learnt from the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76).	Outlines most of the teachings and apply lessons learnt from the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76).	Outlines a few teachings and apply lessons learnt from the selected <i>Surah</i> and verses in <i>Surah Al-Kahf</i> (Q. 18:9-26 & 60-82), <i>Surah Al-Insan</i> (Q. 76).
Ability to explain the teachings of the selected Hadith and examine the significance of upholding justice, servant leadership and honouring guests.	Explains the teachings of the selected Hadith and examines the significance of upholding justice, servant leadership and honouring guests correctly and elaborately.	Explains the teachings of the selected Hadith and examines the significance of upholding justice, servant leadership and honouring guests correctly.	Explains the teachings of the selected Hadith and examines the significance of upholding justice, servant leadership and honouring guests leaving out minor details.	Explains the teachings of the selected Hadith and examines the significance of upholding justice, servant leadership and honouring guests leaving out major details.
Ability to apply lessons learnt from the selected Hadith (justice, leadership and honouring guests).	Applies lessons learnt from the selected Hadith (justice, leadership and honouring guests) correctly and consistently.	Applies lessons learnt from the selected Hadith (justice, leadership and honouring guests) correctly.	Applies lessons learnt from the selected Hadith (justice, leadership and honouring guests) with minor inconsistencies.	Applies lessons learnt from the selected Hadith (justice, leadership and honouring guests) with major inconsistencies.

STRAND 2 *FIQH AL IBADAT WAL MUAMALAT* (Jurisprudence of devotional acts and relationships)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 <i>Fiqh Al Ibadat Wal Muamalat</i>	2.1 Secondary sources of Sharia • <i>Ijma</i> • <i>Qiyas</i> • <i>Istis-hab</i> • <i>'Urf</i> • <i>Maslahah Mursalah</i>	By the end of the sub-strand, the learner should be able to: - explain the secondary sources of the sharia for correct understanding of sharia, - assess the significance of the secondary sources of sharia in the society, - apply the principles of secondary sources of sharia in day-to-day life, - appreciate the secondary sources of sharia in the development of law.	The learner is guided to: - search online or on available reference materials the secondary sources of the sharia (evidence, conditions and examples) and make notes, - undertake research on examples of judgements derived from <i>Ijma</i>, <i>Qiyas</i>, <i>Istis-hab</i>, <i>'Urf</i> and <i>Maslahah Mursalah</i> and make PowerPoint presentation, - discuss the significance of the secondary sources of the sharia and make class presentations, - brainstorm on <i>'Urf</i> rules in Kenya (regulations governing road safety for pedestrians, passengers and <i>boda boda</i> operators) and make notes, - watch video clips on the regulations governing road safety for pedestrians, passengers and	Why are secondary sources of sharia important?

			<i>boda boda</i> operators, read documentaries on road safety regulations governing pedestrians, <i>boda boda</i> operators and passengers.	
Core Competencies to be developed: - Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the significance of <i>Ijma</i>, <i>Qiyas</i>, <i>Istis-hab</i>, <i>Urf</i> and <i>Maslahah Mursalah</i> make class presentations. - Digital Literacy: the skill of interacting with digital technology enhanced as learners search online the secondary sources of the sharia (<i>Ijma</i>, <i>Qiyas</i>, <i>Istis-hab</i>, <i>Urf</i> and <i>Maslahah Mursalah</i> - evidence, conditions and examples) and make notes. - Citizenship: social and civic skill is developed as learners brainstorm on <i>Urf</i> rules in Kenya (regulations governing road safety for pedestrians, passengers and <i>boda boda</i> operators) and write notes and watch video clips on regulations governing road safety for pedestrians, passengers and <i>boda boda</i> operators.				
Values: - Responsibility: accountability enhanced as learners engage in assigned roles and duties while undertaking research on examples of <i>Ijma</i>, <i>Qiyas</i>, <i>Istis-hab</i>, <i>Urf</i> and <i>Maslahah Mursalah</i> make charts and display in class. - Respect: enhanced as learners appreciate diverse opinion as they brainstorm on the significance of <i>Ijma</i>, <i>Qiyas</i>, <i>Istis-hab</i>, <i>Urf</i> and <i>Maslahah Mursalah</i> and make class presentations.				
Pertinent and Contemporary Issues: - Citizenship education: civic responsibility enhanced as learners search online on the principles of <i>Ijtihad</i> and present in class. - Road Safety: enhanced as learners search online on <i>Urf</i> rules in Kenya regulations governing road safety for pedestrians, passengers and <i>boda boda</i> operators.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 <i>Fiqh Al Ibadat Wal Muamalat</i>	2.2 <i>Ijtihad</i> <i>Principles</i> <i>Qualities</i>	By the end of the sub-strand, the learner should be to: - describe the principles of <i>Ijtihad</i> as a methodology of interpreting sources of the sharia, - assess the significance of <i>Ijtihad</i> in the interpretation of law in the society, - examine the qualities of a <i>mujtahid</i> as a basis of applying <i>Ijtihad</i>, - appreciate the role played by the secondary sources of sharia and <i>Ijtihad</i> in the development of law.	The learner is guided to: - search online or from available reference materials on the principles of <i>Ijtihad</i> and present in class, - brainstorm on the significance of <i>Ijtihad</i> in the interpretation of law and make class presentations, - describe examples of decisions arrived at through <i>Ijtihad</i> and make class presentation, - discuss the qualities of a <i>mujtahid</i> and make notes, - undertake research on the relevance of <i>Ijtihad</i> in the Muslim world today, make charts and display in class.	What is the relevance of <i>Ijtihad</i> in modern times?
Core Competencies to be developed: - Communication and Collaboration: the skill of listening, speaking, writing and team work is developed as learners brainstorm on the significance of <i>Ijtihad</i> in the interpretation of law and make class presentations. - Digital Literacy Skills: interacting with digital technology enhanced as learners search online on the principles of <i>Ijtihad</i> and				

present in class.
• Critical Thinking and Problem Solving: Researching Skills are developed as learners undertake research on the relevance of <i>Ijtihad</i> in the Muslim world today, make charts and display in class.
Values: • Integrity: accountability is enhanced as learners search online or on available reference materials on the principles of <i>Ijtihad</i> and present in class. • Unity: cooperation is enhanced as learners discuss the qualities of a <i>mujtahid</i> and make notes.
Pertinent and Contemporary Issues: Social awareness skills: effective communication is enhanced as learners search online or on available reference materials on the principles of <i>Ijtihad</i> and present in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 <i>Fiqh Al Ibadat Wal Muamalat</i>	2.3 Founders of Schools of jurisprudence • An Nu'man ibn Thabit Abu Hanifa • Malik bin Anas • Muhammad bin Idris Shafii • Ahmad bin Hanbal • Jaafar As-Swadiq	By the end of the sub-strand, the learner should be able to: a) examine the factors that contributed to the development of the schools of Islamic jurisprudence, b) survey the contributions of the founders of schools of jurisprudence to <i>fiqh</i>, c) apply the legal rulings of the schools of jurisprudence in day-to-day life, d) acknowledge the contributions of the schools of jurisprudence to <i>fiqh</i>.	The learner is guided to: • search from available reference materials the factors that contributed to the development of the schools of Islamic jurisprudence and make summary notes, • carry out research on the contributions of the founders of schools of jurisprudence (An Nu'man ibn Thabit Abu Hanifa, Malik bin Anas, Muhammad bin Idris Shafii, Ahmad bin Hanbal, Jaafar As-Swadiq) and make class presentation, • discuss the contributions of the founders of the schools of jurisprudence to <i>fiqh</i> and make short notes, • listen to a talk from a resource person on the approaches of the founders of schools of	What are the benefits of the schools of jurisprudence?

			Jurisprudence in deducing legal rulings.	
Core Competencies to be developed: • Learning to Learn: the skill of learning independently is attained as learners carry out research on the contributions of the founders of schools of jurisprudence (An Nu'man ibn Thabit Abu Hanifa, Malik bin Anas, Muhammad bin Idris Shafii, Ahmad bin Hanbal, Jaafar As- Swadiq). • Self-Efficacy: effective communication skill is enhanced as learners and make class presentation on the contributions of the founders of schools of jurisprudence (An Nu'man ibn Thabit Abu Hanifa, Malik bin Anas, Muhammad bin Idris Shafii, Ahmad bin Hanbal, Jaafar As-Swadiq). • Communication and Collaboration: the skills of listening, speaking, writing and teamwork are enhanced as learners discuss the contributions of the founders of the schools of jurisprudence to <i>fiqh</i> and make notes.				
Values: Responsibility: accountability enhanced as learners engage in assigned roles and duties while carrying out in groups research project the contributions of the founders of schools of jurisprudence (An Nu'man ibn Thabit Abu Hanifa, Malik bin Anas, Muhammad bin Idris Shafii, Ahmad bin Hanbal, Jaafar As- Swadiq) and make class presentation.				
Pertinent and Contemporary Issues: Safety and security: online safety enhanced as learners carry out responsible use of internet while searching online on factors that contributed to the development of the schools of Islamic jurisprudence.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Fiqh Al Ibadat Wal Muamalat	2.4 Islamic Finance • <i>Riba</i> (interest) • Partnerships (<i>musharaka</i>, <i>mudharaba</i> and <i>murabaha</i>)	By the end of the sub-strand, the learner should be able to: a) justify the rationale behind the prohibition of <i>riba</i> in Islam, b) examine the effects of <i>riba</i> in the society c) analyse the rules and regulations governing <i>musharaka</i>, <i>mudharaba</i> and <i>murabaha</i> partnerships in Islam, d) assess the significance of partnership in Islam as an alternative model of economic development, e) appreciate Islamic	The learner is guided to: • search online or on available reference materials on the rationale behind the prohibition of <i>riba</i> (interest) in Islam and make PowerPoint presentation, • brainstorm on the rules and regulations governing partnerships (<i>musharaka</i>, <i>mudharaba</i> and <i>murabaha</i>) in Islam and make notes, • tabulate the difference between <i>musharaka</i>, <i>mudharaba</i> and <i>murabaha</i> on a chart and display in class, • discuss the significance of partnership in Islam as alternative model of economic development and present in class, • compose spoken	1. What are the effects of <i>Riba</i> in the society? 2. Why is it important to observe the rules and regulations governing partnership?

		model of finance for sustainable economic development.	word/ <i>qaswida</i> on the effects of <i>riba</i> and rendition in class.	
Core Competencies to be developed: • Learning to Learn: the skill of working collaboratively enhanced as learners brainstorm on the rules and regulations governing partnerships (<i>musharaka</i>, <i>mudharaba</i> and <i>murabaha</i>) in Islam. • Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners discuss the significance of Islamic financial system (interest-free and partnership) as an alternative model of economic development and present in class. • Digital Literacy: interacting with digital technology and connecting with technology enhanced as learners search online on the rationale behind the prohibition of <i>riba</i> (interest) in Islam and make PowerPoint presentation.				
Values: • Responsibility: accountability is enhanced as learners discuss the significance of Islamic financial system (interest-free and partnership) as an alternative model of economic development and present in class. • Respect: etiquette and open mindedness as learners discuss the significance of Islamic financial system (interest-free and partnership) as alternative models of economic development and present in class. • Unity: cooperation enhanced as learners brainstorm on the rules and regulations governing partnerships (<i>musharaka</i>, <i>mudharaba</i> and <i>murabaha</i>) in Islam.				
Pertinent and Contemporary Issues: Self-management skills: self-esteem enhanced as learners compose a spoken word/ <i>qaswida</i> on the effects of <i>riba</i> and rendition in class.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<i>Fiqh Al Ibadat Wal Muamalat</i>	2.5 The Institution of Waqf Types of waqf • <i>waqf al-khayri</i> • <i>waqf al-ahli</i>	By the end of the sub-strand, the learner should be able to: a) explain the types of <i>waqf</i> in Islam to foster a sense of social responsibility, b) describe the administration of <i>waqf</i> in Kenya, c) examine the challenges faced by <i>waqf</i> institution in Kenya, d) propose possible solutions to the challenges faced by <i>waqf</i> institution in Kenya, e) assess the benefits of <i>waqf</i> as a basis of socio-economic empowerment, f) appreciate the institution of <i>waqf</i> as a means of empowering Muslims.	The learner is guided to: • discuss on the types of <i>waqf</i> (<i>waqf al-khayri</i> (public endowment), <i>waqf al-ahli</i> (private endowment) and present in class, • search online or on available reference materials on the administration of <i>waqf</i> in Kenya and make notes, • undertake a brief survey on the types of <i>waqf</i> in their locality in groups and make a class presentation, • discuss on the challenges faced by the institution of <i>waqf</i> in Kenya and present in class, • brainstorm the possible solutions to the challenges faced by the institution of	What are the benefits of <i>waqf</i> ?

			<i>waqf</i> and display in class, • write an essay on the benefits of <i>waqf</i> in groups, and make class presentation, • search for video clips on <i>waqf</i> projects in Kenya and make notes.	
Core Competencies to be developed: • Learning to Learn: the skill of sharing learnt knowledge enhanced as learners undertake a brief survey on the types of <i>waqf</i>. • Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners write an essay on the benefits of <i>waqf</i> in groups, and make class presentation, • Digital Literacy: the skill of interacting with digital technology and connecting with technology enhanced as learners search for video clips on <i>waqf</i> projects in Kenya and make notes. • Critical Thinking and Problem Solving: researching skill enhanced brainstorm the possible solutions to the challenges faced in the administration of <i>waqf</i> and display in class.				
Values: • Responsibility: the skill of accountability enhanced as learners write an essay on the benefits of <i>waqf</i> in groups, make class presentations • Respect: etiquette enhanced as learners respect each other's opinions as they present their work in class. • Social Justice: cooperation is enhanced as learners undertake a brief survey on the types of <i>waqf</i> in their locality in groups and make a class presentation.				
Pertinent and Contemporary Issues: Citizenship Education: integrity is enhanced as learners search online or on available reference materials on the administration of <i>waqf</i> in Kenya.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Fiqh Al Ibadat Wal Muamalat	2.6 Care for the orphans	By the end of the sub-strand, the learner should be able to: a) explain Islamic teachings on care for orphans to inculcate the spirit of responsibility towards the vulnerable, b) evaluate the benefits of caring for orphans as a way of fulfilling Allah (S.W.T)'s commandment, c) practise Islamic teachings on care for orphans in day-to-day life, d) acknowledge the need to care for orphans as a religious obligation.	The learner is guided to: • search from available reference materials for the Islamic teachings on care for orphans, and make PowerPoint presentations discuss the benefits of caring for orphans in groups and make notes, • collect resources (clothes, personal effects etc.) and share with orphans in school with the guidance of a teacher, • search/compose a poem/<i>qasida</i> on care for orphans and recite/sing, • brainstorm on ways of caring for orphans in groups and present in class, • visit an orphanage in their locality and provide social support to the orphans.	Why is it necessary to take care of orphans?

Core Competencies to be developed:

- Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners discuss ways of caring for orphans in groups and present in class.
- Critical Thinking and Problem Solving: the skills of evaluation and decision making enhanced as learners collect resources and share with orphans in school with the guidance of a teacher.
- Self-efficacy: leadership skills enhanced as learners collect resources and share with orphans in school with the guidance of a teacher.
- Creativity and Imagination: the skill of networking enhanced as learners collect resources and share with orphans in school with the guidance of a teacher.
- Citizenship: active community skill enhanced as learners visit an orphanage in their locality and provide social support to the orphans.

Values:

- Love: compassion, generosity, selflessness, empathy and sharing enhanced as learners collect resources and share with orphans in school with the guidance of a teacher.
- Responsibility: accountability enhanced as learners visit an orphanage in their locality and provide social support to the orphans.
- Respect: etiquette enhanced as learners discuss ways of caring for orphans in groups and present in class.
- Integrity: honesty, transparency and accountability enhanced as learners faithfully collect and submit resources to the teacher.
- Unity: cooperation enhanced as learners work collaboratively in group discussions and in collecting resources.

Pertinent and Contemporary Issues:

- Parental Empowerment and Engagement: the skill of resource mobilisation and utilisation enhanced as learners collect resources and share with orphans in school with the guidance of a teacher.
- Self-management skills: the skill of self-esteem enhanced as learners search/compose a poem/*qaswida* on care for orphans and recite/sing.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain and assess the significance of the secondary sources of the sharia.	Explains and assesses the significance of five secondary sources of the sharia correctly and comprehensively.	Explains and assesses the significance of five secondary sources of the sharia correctly.	Explains and assesses the significance of three to four secondary sources of the sharia.	Explains and assesses the significance of less than one secondary sources of the sharia.
Ability to describe the principles, assess the significance of <i>Ijtihad</i> and examine the qualities of a <i>mujtahid</i> .	Describes the principles, assesses the significance of <i>Ijtihad</i> and examines the qualities of a <i>mujtahid</i> correctly and exhaustively.	Describes the principles, assesses the significance of <i>Ijtihad</i> and examines the qualities of a <i>mujtahid</i> correctly.	Describes the principles, assesses the significance of <i>Ijtihad</i> and examines the qualities of a <i>mujtahid</i> but makes some minor mistakes.	Describes the principles, assesses the significance of <i>Ijtihad</i> and examines the qualities of a <i>mujtahid</i> but makes major mistakes.
Ability to examine the factors that contributed to the development of the schools of Islamic jurisprudence and explain the contributions of their founders.	Examines factors that contributed to the development of the schools of Islamic jurisprudence and explain the contributions of their founders correctly and comprehensively.	Examines factors that contributed to the development of the schools of Islamic jurisprudence and explain the contributions of their founders correctly.	Examines factors that contributed to the development of the schools of Islamic jurisprudence and explain the contributions of their founders but omits minor details.	Examines factors that contributed to the development of the schools of Islamic jurisprudence and explain the contributions of their founders but omits major details.

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the rationale behind the prohibition of <i>riba</i> and examine its effects in the society.	Explains the rationale behind the prohibition of <i>riba</i> and examines its effects to the society clearly and cites examples.	Explains the rationale behind the prohibition of <i>riba</i> and examines its effects to the society clearly.	Explains the rationale behind the prohibition of <i>riba</i> and examines its effects to the society but leaves out few details.	Explains the rationale behind the prohibition of <i>riba</i> and examines its effects to the society but leaves out many details.
Ability to examine the rules and regulations governing partnerships and assess its significance in Islam as an alternative model of economic development.	Examines the rules and regulations governing partnerships and assesses its significance in Islam as an alternative model of economic development correctly and comprehensively.	Examines the rules and regulations governing partnerships and assesses its significance in Islam as an alternative model of economic development correctly.	Examines the rules and regulations governing partnerships and assesses its significance in Islam as an alternative model of economic development but with minor omission.	Examines the rules and regulations governing partnerships and assesses its significance in Islam as an alternative model of economic development but with major omission.
Ability to explain the types of <i>waqf</i> and describe the administration of <i>waqf</i> in Kenya.	Explains the types of <i>waqf</i> and describes the administration of <i>waqf</i> in Kenya correctly and comprehensively.	Explains the types of <i>waqf</i> and describes the administration of <i>waqf</i> in Kenya correctly.	Explains the types of <i>waqf</i> and describes the administration of <i>waqf</i> in Kenya omitting a few details.	Explains the types of <i>waqf</i> and describes the administration of <i>waqf</i> in Kenya omitting significant details.

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the challenges, propose possible solutions to the institution of <i>waqf</i> in Kenya and assess the benefits of <i>waqf</i> .	Examines the challenges, proposes possible solutions to the institution of <i>waqf</i> in Kenya and assesses the benefits of <i>waqf</i> correctly and creatively.	Examines the challenges, proposes possible solutions to the institution of <i>waqf</i> in Kenya and assesses the benefits of <i>waqf</i> correctly.	Examines the challenges, proposes possible solutions to the institution of <i>waqf</i> in Kenya and assesses the benefits of <i>waqf</i> leaving out minor details.	Examines the challenges, proposes possible solutions to the institution of <i>waqf</i> in Kenya and assesses the benefits of <i>waqf</i> leaving out major details.
Ability to explain Islamic teachings on care for orphans and assess the benefits of caring for them.	Explains Islamic teachings on care for orphans and assesses the benefits of caring for them accurately and comprehensively.	Explains Islamic teachings on care for orphans and assesses the benefits of caring for them accurately.	Explains Islamic teachings on care for orphans and assesses the benefits of caring for them with a few omissions.	Explains Islamic teachings on care for orphans and assesses the benefits of caring for them with a significant omission.

STRAND 3.0 AKHLAQ (Moral Teachings)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Akhlaq	3.1 Virtues - Self-control (<i>dhabt al-nafsi</i>) - Tolerance (<i>al-tahamul</i>) - Sincerity (<i>ikhlas</i>) - Humility (<i>al-tawaadhu'</i>)	By the end of the sub-strand, the learner should be able to: - explain the Islamic teaching on self-control, tolerance, humility and sincerity for self-management, - describe situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity for peaceful coexistence, - assess the significance of exercising self-control, tolerance, humility and sincerity, - practise self-control, tolerance and sincerity in day-to-day life, - appreciate Islamic teachings on self-control, tolerance, humility and sincerity.	The learner is guided to: - search online or from available reference materials for Islamic teachings on self-control, tolerance, humility and sincerity and present in class, - discuss situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity in groups and make class presentation, - dramatise situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity, - brainstorm on the significance of exercising self-control, tolerance, humility and sincerity and make PowerPoint presentation.	Why should a Muslim exercise self-control, tolerance and sincerity?

Core Competencies to be developed:

- Digital Literacy: the skills of interacting with digital technology and connecting with technology enhanced as learners search online on self-control, tolerance, humility and sincerity.
- Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners discuss situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity in groups and make class presentation.
- Learning to Learn: the skill of sharing learnt knowledge enhanced as learners brainstorm on the significance of exercising self-control, tolerance, humility and sincerity and make notes.
- Creativity and Imagination: the skill of networking is enhanced as learners dramatise situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity.

Values:

- Responsibility: accountability enhanced as learners dramatise situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity.
- Respect: open mindedness enhanced as learners discuss situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity in groups.
- Peace: responsibility is enhanced as learners dramatise situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity.

Pertinent and Contemporary Issues:

- Self-management skills: Coping with emotions enhanced as learners dramatise situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity.
- Citizenship Education: peace education enhanced as learners discuss situations that may require a Muslim to exercise self-control, tolerance, humility and sincerity in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Akhlaq	3.2 Prohibitions in Islam - slander (<i>qadhif</i>) - bearing false witness (<i>shahadah al-zu'ur</i>) - vain talk (<i>lahw al-hadith</i>)	By the end of the sub-strand, the learner should be able to: - explain the Islamic teachings on slander, vain talks and bearing false witness for harmonious living, - describe the effects of slander, vain talks and bearing false witness in the society, - suggest measures that will discourage slander, vain talks bearing false witness in the society, - appreciate Islamic teachings on slander, vain talks and bearing false witness in the society.	The learner is guided to: - search from available reference materials for Islamic teachings on slander, vain talks and bearing false witness and present in class, - discuss the Islamic teachings on slander, vain talk and bearing false witness using the following Qur'an verses Q:24:23, Q:49:12, Q:23:3, Q:31:6, Q:4:135-139, - brainstorm the effects of slander, vain talk and bearing false witness in groups and make class presentation, - dramatise situations that exhibit the effects of slander, vain talk and bearing false witness, - debate on possible measures that will discourage slander, vain talk and bearing false	Why does Islam prohibit slander and bearing false?

			witness in the society.	
Core Competencies to be developed: - Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners discuss the effects of slander and bearing false witness in the society. - Learning to Learn: the skill of sharing learnt knowledge enhanced as learners debate on possible measures that will discourage slander and bearing false witness. - Creativity and Imagination: the skill of networking is enhanced as learners dramatise situations that exhibit the effects of slander and bearing false witness.				
Values: - Responsibility: accountability enhanced as learners dramatise situations that exhibits the effects of slander and bearing false witness. - Respect: open mindedness enhanced as learners debate on possible measures that will discourage slander and bearing false witness in the society.				
Pertinent and Contemporary Issues: Citizenship Education: peace education skill is enhanced as learners debate on possible measures that will discourage slander and bearing false witness in the society.				

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the Islamic teachings on situations that requires a Muslim to exercise self-control, tolerance and sincerity and assess the significance of exercising them.	Explains the Islamic teachings on situations that requires a Muslim to exercise self-control, tolerance and sincerity and assesses the significance of exercising them correctly and comprehensively.	Explains the Islamic teachings on situations that requires a Muslim to exercise self-control, tolerance and sincerity and assesses the significance of exercising them correctly.	Explains the Islamic teachings on situations that requires a Muslim to exercise self-control, tolerance and sincerity and assesses the significance of exercising them with a few omissions.	Explains the Islamic teachings on situations that requires a Muslim to exercise self-control, tolerance and sincerity and assesses the significance of exercising them with significant omissions.
Ability to explain Islamic teachings on slander and bearing false witness, describe their effects and suggest measures to discourage them.	Explains Islamic teachings on slander and bearing false witness, describes their effects and suggests measures to discourage them correctly and exhaustively.	Explains Islamic teachings on slander and bearing false witness, describes their effects and suggests measures to discourage them correctly.	Explains Islamic teachings on slander and bearing false witness, describes their effects and suggests measures to discourage them leaving out minor details.	Explains Islamic teachings on slander and bearing false witness, describes their effects and suggests measures to discourage them leaving out major details.

STRAND 4.0 ISLAMIC HISTORY AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Islamic History and Civilisation	4.1 Abbasid Dynasty	By the end of the sub-strand, the learner should be able to: a) explain the factors that led to the rise of the Abbasid Dynasty in the history of Islam, b) examine the contributions of Abul Abbas al-Safah, Harun al-Rashid and Al-Maamun al-Rashid during the reign of the Abbasids, c) assess the achievements of the Abbasid dynasty to the development of Islam, d) describe factors that led to the decline of the Abbasid dynasty, e) appreciate the contributions of the Abbasid dynasty in the development of Islamic heritage.	The learner is guided to: - search from available reference materials on the factors that led to the rise of the Abbasid Dynasty and make notes, - search online or from available reference materials the contributions of Abul Abbas al-Safah, Harun al-Rashid and Al-Maamun al-Rashid and make PowerPoint presentations, - watch video clips on the selected Abbasid Caliphs, - brainstorm on the achievements of the Abbasid dynasty to the development of Islam and present in class, - prepare a chart showing map of the territorial rule of the Abbasid dynasty and display in class, - discuss the factors that led to the decline of the Abbasid dynasty in groups and make notes.	What are the achievements of Abbasid dynasty?

Core Competencies to be developed:

- **Digital Literacy:** the skills of interacting with digital technology and connecting with technology enhanced as learners search online or from available reference materials the contributions of Abul Abbas al-Safah, Harun al-Rashid and Al Maamun al-Rashid.
- **Communication and Collaboration:** the skills of listening, speaking, writing and teamwork enhanced as learners discuss the factors that led to the decline of the Abbasid dynasty in groups and make notes.
- **Learning to Learn:** the skill of carrying out research enhanced as learners search online or from available reference materials the contributions of Abul Abbas al-Safah, Harun al-Rashid and Al-Maamun al-Rashid and make class/ PowerPoint presentations.
- **Citizenship:** social cultural sensitivity and awareness skill enhanced as learners brainstorm on the achievements of the Abbasid dynasty to the development of Islam.

Values:

- **Unity:** cooperation enhanced as learners respect each other's opinion during group discussion.
- **Responsibility:** self-drive enhanced as learners search from available reference materials on the factors that led to the rise of the Abbasid Dynasty.

Pertinent and Contemporary Issues:

Citizenship Education: cultural awareness skill enhanced as learners brainstorm on the achievements of the Abbasid dynasty to the development of Islam and present in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Islamic History and Civilisation	4.2 Fatimid Dynasty	By the end of the sub-strand, the learner should be able to: - explain the factors that led to the rise of the Fatimid Dynasty in the history of Islam, - examine the contributions of Abu Muhammad al-Mahdi, Mu'izz li-Din Allah, al-Mustansir Billah of Fatimid dynasty, - assess the achievements of the Fatimid dynasty to the development of Islamic heritage, - describe factors that led to the decline of the Fatimid dynasty, - acknowledge the role played by the Fatimid dynasty in the development of Islamic heritage.	The learner is guided to: - discuss on the factors that led to the rise of the Fatimid Dynasty and make notes, - search online or from available reference materials the contributions of Abu Muhammad al-Mahdi, Mu'izz li-Din Allah and al-Mustansir Billah and make PowerPoint presentations, - watch video clips on the selected Fatimid Caliphs - brainstorm on the achievements of the Fatimid dynasty to the development of Islam and present in class, - prepare a chart showing the map of the territorial rule of Fatimid dynasty and display in class, - discuss factors that led to the decline of the Fatimid dynasty	What are the achievements of Fatimid dynasty?

			in groups and make notes.	
Core Competencies to be developed:				
• Digital Literacy: the skills of interacting with digital technology and connecting with technology enhanced as learners search online or from available reference materials the contributions of Abu Muhammad al-Mahdi, Mu'izz li-Din Allah and al-Mustansir Billah and make PowerPoint presentations. • Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners discuss factors that led to the rise and decline of the Fatimid dynasty in groups, and make notes. • Learning to learn: the skill of carrying out research enhanced as learners search online or from available reference materials the contributions of Abu Muhammad al Mahdi, Mu'izz li-Din Allah and al-Mustansir Billah and make class/ PowerPoint presentations.				
Values:				
• Unity: cooperation enhanced as learners respect each other's opinion during group discussion. • Responsibility: self-drive is enhanced as learners discuss the factors that led to the spread to the rise of the Fatimid Dynasty.				
Pertinent and Contemporary Issues:				
Citizenship Education: cultural awareness skill is enhanced as learners brainstorm on the achievements of the Fatimid dynasty to the development of Islam present in class.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Islamic History and Civilisation	4.3 Islam in Africa • Egypt • Nigeria	By the end of the sub-strand, the learner should be able to: a) explain the factors that led to the spread of Islam in Egypt and Nigeria up to the 19th century, b) examine the social, political and economic impacts of Islam in Egypt and Nigeria, c) analyze the challenges facing Muslims in Egypt and Nigeria in the 21st century, d) propose possible solutions to the challenges facing Muslims in Egypt and Nigeria, e) appreciate the role of Islamic heritage in Africa.	The learner is guided to: • search online or from available reference materials for the factors that led to the spread of Islam in Egypt and Nigeria up to the 19th century and make notes, • search online for the demographic maps of Egypt and Nigeria on Muslims, prepare a chart and display, • brainstorm on the social, political and economic impacts of Islam in Egypt and Nigeria and present in class, • research on the challenges facing Muslims in Egypt and Nigeria in the 21st century and make summary notes, • discuss the possible solutions to address the challenges facing Muslims in Egypt and Nigeria (social, political and economic) make charts and display in class.	1. What challenges are Muslims facing in Egypt and Nigeria? 2. What are the possible solutions to the challenges Muslims face in Egypt and Nigeria?

Core Competencies to be developed: • Digital Literacy: the skills of interacting with digital technology developed as learners search online for the factors that led to the spread of Islam in Egypt and Nigeria up to the 19th century and make notes. • Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the social, political and economic impact of Islam Egypt and Nigeria and present in class. • Learning to learn: the skill of carrying out research enhanced as learners research on the challenges facing the Muslims Egypt and Nigeria in the 21st century and make summary notes. • Citizenship: global awareness skills enhanced as learners search online or on available reference materials for demographic maps in Egypt and Nigeria, make summary notes and present in class.
Values: • Unity: cooperation enhanced as learners respect each other's opinion during group discussion. • Respect: open mindedness enhanced as learners discuss the possible solutions to address the challenges facing Muslims in Egypt and Nigeria.
Pertinent and Contemporary Issues: Citizenship Education: cultural awareness skill is enhanced as learners discuss social, political and economic impact of Islam in Egypt and Nigeria.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Islamic History and Civilisation	4.4 Influence of Islam in Africa	By the end of the sub-strand, the learner should be able to: a) examine the social, political and economic impact of Islam in Africa, b) describe the demographic distribution of Muslims in Africa, c) appreciate the role played by Islamic heritage in the development of Africa.	The learner is guided to: • search online or from available reference materials on the social, political and economic impact of Islam in Africa and make notes, • search online or from available reference materials illustrations that depict social, political and economic impact in different parts of Africa and make class presentations, • prepare PowerPoint presentations illustrating the social, political and economic impact in different parts of Africa, • search online for the demographic distribution of Muslims, sketch a map and display, • search from available reference materials and prepare cut-outs (newspapers, magazines, journals, pictures) on the social, political and economic impact of Islam and display.	What is the social, political and economic impact of Islam in Africa?

Core Competencies to be developed: • Digital Literacy: the skills of interacting with digital technology and connecting with technology enhanced as learners search online or from available reference materials on the social, political and economic impact of Islam in Africa and make notes. • Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners search online or from available reference materials illustrations that depict social, political and economic impact in different parts of Africa and make class/power point presentations. • Creativity and Innovation: the skill of making connection enhanced as learners search from available reference materials and prepare cut-outs (newspapers, magazines, journals, pictures) on social, political and economic impact and display.
Values: • Unity: cooperation enhanced as learners prepare PowerPoint presentations illustrating the social, political and economic impact in different parts of Africa. • Responsibility: hard work enhanced as learners search from available reference materials on social, political and economic impact and display.
Pertinent and Contemporary Issues: Citizenship Education: cultural awareness skill enhanced as learners search online or from available reference materials illustrations that depict social, political and economic impact in different parts of Africa and make class presentations.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Islamic History and Civilization	4.5 Muslim scholars: • Muhammad Kassim Mazrui (1912-1982) • Zainab Al-Ghazali (1917-2005)	By the end of the sub-strand, the learner should be able to: a) describe the contributions of Muhammad Kassim Mazrui and Zainab Al-Ghazali to the development of Islamic heritage, b) deduce the lessons learnt from the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali for role modelling, c) apply the lessons learnt from the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali in day-to-day life, d) acknowledge the contributions made by Muhammad Kassim Mazrui and Zainab Al-Ghazali in reforming the society.	The learner is guided to: • search online or on available reference materials for the contributions of Muhammad Kassim Mazrui and Zainab Al-Ghazali and make PowerPoint presentations, • research on the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali (focusing on early life, educational background, contributions and achievements) and make notes, • brainstorm on the lessons learnt from the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali and present in class, • discuss the possible ways of emulating Muhammad Kassim	What lessons can Muslims learn from the life of Muhammad Kassim Mazrui and Zainab Al-Ghazali?

			Mazrui and Zainab Al-Ghazali in groups, make notes and present in class.	
Core Competencies to be developed: - Digital Literacy: the skills of interacting with digital technology and connecting with technology enhanced as learners search online for the contributions of Muhammad Kassim Mazrui and Zainab Al-Ghazali and make class presentations. - Communication and Collaboration: the skills of listening, speaking, writing and teamwork enhanced as learners brainstorm on the lessons learnt from the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali in groups and present in class. - Learning to learn: the skill of working collaboratively is enhanced as learners brainstorm the possible ways of emulating Sheikh Muhammad Kassim Mazrui and Zainab Al-Ghazali in groups. - Self-efficacy: effective communication skills enhanced as learners brainstorm on the lessons learnt from the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali in groups and present in class.				
Values: - Responsibility: accountability enhanced as learners brainstorm the contributions of Muhammad Kassim Mazrui and Zainab Al-Ghazali. - Unity: cooperation enhanced as learners brainstorm on the possible ways of emulating Muhammad Kassim Mazrui and Zainab Al-Ghazali in groups. - Respect: open mindedness enhanced as learners respect each other's opinion as they brainstorm on the possible ways of emulating Muhammad Kassim Mazrui and Zainab Al-Ghazali in groups and make charts.				
Pertinent and Contemporary Issues: Social awareness skills: assertiveness enhanced as learners brainstorm on the lessons learnt from the lives of Muhammad Kassim Mazrui and Zainab Al-Ghazali in groups and present in class				

Suggested Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain factors that led to the rise of the Abbasid and Fatimid dynasties and the contributions of the selected Caliphs to the development of Islam.	Explains factors that led to the rise of the Abbasid and Fatimid dynasties and assesses the contributions of the selected Caliphs to the development of Islam correctly citing relevant examples.	Explains factors that led to the rise of the Abbasid and Fatimid dynasties and assesses the contributions of the selected Caliphs to the development of Islam correctly.	Explains factors that led to the rise of the Abbasid and Fatimid dynasties and assesses the contributions of the selected Caliphs to the development of Islam leaving out few details.	Explains factors that led to the rise of the Abbasid and Fatimid dynasties and assesses the contributions of the selected Caliphs to the development of Islam leaving out significant details.
Ability to examine the achievements of the Abbasid and Fatimid Dynasties and describe factors that led to their decline.	Examines the achievements of the Abbasid and Fatimid Dynasties and describes factors that led to their decline correctly and comprehensively.	Examines the achievements of the Abbasid and Fatimid Dynasties and describes factors that led to their decline correctly.	Examines the achievements of the Abbasid and Fatimid Dynasties and describes factors that led to their decline with few mix-ups.	Examines the achievements of the Abbasid and Fatimid Dynasties and describes factors that led to their decline with many mix-ups.
Ability to explain the factors that led to the spread of Islam and assess the social, political and	Explains the factors that led to the spread of Islam and assesses the social, political and economic impact	Explains the factors that led to the spread of Islam and assesses the social, political and economic impact	Explains the factors that led to the spread of Islam and assesses the social, political and economic impact in Egypt and Nigeria in the	Explains the factors that led to the spread of Islam and assesses the social, political and economic impact in Egypt and

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
economic impact in Egypt and Nigeria in the 19 th century.	in Egypt and Nigeria in the 19 th century correctly and comprehensively.	in Egypt and Nigeria in the 19 th century correctly.	19 th century but omits few details.	Nigeria in the 19 th century but omits significant details.
Ability to examine the challenges facing Muslims in Egypt and Nigeria in the 21 st century and propose possible solutions.	Examines the challenges facing Muslims in Egypt and Nigeria in the 21 st century and proposes possible solutions accurately with relevant illustrations.	Examines the challenges facing Muslims in Egypt and Nigeria in the 21 st century and proposes possible solutions accurately.	Examines the challenges facing Muslims in Egypt and Nigeria in the 21 st century and proposes possible solutions with little support.	Examines the challenges facing Muslims in Egypt and Nigeria in the 21 st century and proposes possible solutions with significant support.
Ability to examine the social, political and economic impact of Islam in Africa and describe the demographic distribution of Muslims in Africa.	Examines the social, political and economic impact of Islam in Africa and describes the demographic distribution of Muslims in Africa accurately and exhaustively.	Examines the social, political and economic impact of Islam in Africa and describes the demographic distribution of Muslims in Africa accurately.	Examines the social, political and economic impact of Islam in Africa and describes the demographic distribution of Muslims in Africa with few omissions.	Examines the social, political and economic impact of Islam in Africa and describes the demographic distribution of Muslims in Africa with significant omissions.

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the contributions of Sheikh Muhammad Kassim Mazrui and Zainab al-Ghazali and deduce lessons learnt from their lives.	Describes the contributions of Sheikh Muhammad Kassim Mazrui and Zainab al-Ghazali and deduces lessons learnt from their lives correctly and comprehensively.	Describes the contributions of Sheikh Muhammad Kassim Mazrui and Zainab al-Ghazali and deduces lessons learnt from their lives correctly.	Describes the contributions of Sheikh Muhammad Kassim Mazrui and Zainab al-Ghazali and deduces lessons learnt from their lives with little assistance.	Describes the contributions of Sheikh Muhammad Kassim Mazrui and Zainab al-Ghazali and deduces lessons learnt from their lives with significant assistance.

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Study of the Quran and Hadith	<i>Tarjamatul Qur'an</i> - Selected verses and Surah al-L-Kahf and Al-Insan - Ulumul Hadith: Bulughul Maram, Riyadhul Saliheen and Arbain An-Nawawi - Selected Hadith: Hadith on justice, Hadith on Leadership and Hadith on honouring guests	Written, oral, observation schedule, portfolio, checklist and journals	The Qur'an, charts, course books, digital devices, reference materials, resource persons/online sources Books of Ulumul Hadith: Bulughul Maram, Riyadhul Saliheen and Arbain An-Nawawi course books, charts, digital devices, reference materials/online sources Books on Hadith, course books, digital devices, reference materials/online sources	- Organise sessions where peers teach each other the Quran in school - Invite a resource person to discuss Bulughul Maram, Riyadhul Saliheen and Arbain An-Nawawi - Prepare posters on the teachings of the selected Surah - Learners share information on the teachings/lessons from the selected verses during AGMs, clubs and societies meetings, assembly etc. - Share with their peers on the features Muslim societies meetings Share with peers on: Bulughul Maram, Riyadhul Saliheen and Arbain An-Nawawi hadith on justice, leadership and honouring guest during Academic Day

46

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
				- Dramatise on leadership, honouring guest and leadership during Muslim societies meetings and AGM. - Write an essay on the importance of leadership, honouring guest and justice and share on the school magazine, social media, notice board, talking walls etc. - Organise Inter House/Inter Class activities to promote leadership, honouring guest and justice - Display a Hadith on leadership and justice on a signage in school
Fiqh al Ibadat wal Muamalat (Jurisprudence of Devotional Acts and Relationships)	- Secondary Sources of Sharia: Ijma, Qiyas, Istis-hab and Maslaha Mursalah Ijtihad (principles and qualities) - Founders of	Written assessment, oral assessment, observation schedule, written assessment, oral	Quran, charts, course books, digital devices, reference materials/online sources Books of fiqh, a resource person discussing the schools of jurisprudence	- Write essays on the principles of Ijtihad and share in the school magazine - Write biographies on the founders of schools of thought. - Write articles on the benefits of Waqf and share on social media - Compose poem on the care for orphans and present during

47

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
	schools of Jurisprudence: An Nu'man Ibn Thabit, Abu Hanifa, Malik Bin Anas, Muhammad Ibn Idriss Shafii, Ahmad Bin Hanbal and Ja'afar Aswadiq • Islamic Finance: Riba, Mudharaba, Musharakah and Murabaha • Institution of waqf • Care for the Orphans	assessment, observation schedule, journal, anecdotal record		Muslim Society meeting.
Akhlaq (Moral Teachings)	Virtues: Self-control, Tolerance and Humility	Written assessment and oral assessment,	Qur'an, books on Hadith, course books, digital devices, reference	• Write an essay on self-control, tolerance, humility and display on the notice board • Invite a resource person to give a

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
		observation schedule, journal.	materials/online sources	talk on self-control, tolerance, humility during assembly, clubs and societies meetings etc. • Give a talk on the self-control, tolerance, humility during the assembly, clubs and societies meetings etc.
	Prohibitions in Islam: Slander, Bearing false witness and Vain Talk	Written assessment oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources	• Dramatise on the dangers of Slander, bearing false witness and vain talk during inter house drama competitions/ • write articles/magazines on the effects of slander, bearing false witness and vain talk
	Care for Orphans	Written assessment oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources, newspaper cuttings on stories of the orphans	• Organise donations from the Islamic society kitty and assist the less fortunate in school. • Collect articles written by the scholars and display on notice boards/society/school library.
Islamic History and Civilisation	• Abbasid Dynasty • Fatimid Dynasty	Written assessment and oral	Qur'an, books of Hadith, books of History of Islam, course books,	• Model maps showing the extent of Abbasid and Fatimid dynasty. • Give a talk on the Abbasid and

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
		assessment, portfolio assessment, observation	digital devices, reference materials/online sources	Fatimid dynasty during the assembly, clubs and societies meetings etc.
	Islam in Africa: Egypt and Nigeria	Written and oral assessments Journal observation	Books of History of Islam Map of Africa Online sources Magazines Documentaries	Write an essay on the impact of Islam in Egypt and Nigeria and share on the school magazine/ display on notice boards.
	Influence of Islam in Africa: social, political and economic	Portfolio Written and oral assessments Observation Anecdotal record	Books of History of Islam Map of Africa Online sources Magazines Museum Documentaries	- Organise symposium influence of Islam in Africa: social, political and economic. - Write an essay on the influence of Islam in Africa: social, political and economic.
	Muslim Scholars: Imam Muhammad Kasim al Mazrui and Zainab al-Ghazali	Written assessment and oral assessment, portfolio assessment, observation	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, reference materials/online sources	Write an essay on the Muslim Scholars: Imam Muhammad Kasim al Mazrui and Zainab al-Ghazali during Clubs and Society forums.

DRAFT