KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 9

TABLE OF CONTENTS

LESSON ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity**

The people of Kenya 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, to live together in harmony and foster patriotism, and to make a positive contribution to the life of the nation.

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

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

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships, which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. 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 that requires 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 recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) **Promote individual development and self-fulfillment**

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

iv) Promote sound moral and religious values

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

v) Promote social equality and responsibility

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

vi) Promote respect for and development of Kenya's rich and varied cultures

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

vii) Promote international consciousness and foster positive attitudes towards other nations

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

viii. Promote positive attitudes towards good health and environmental protection

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

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Islamic Religious Education in Junior School aims at imparting Islamic knowledge, skills and values to the learner. This will enable them make appropriate decisions and effectively deal with challenges in accordance with Islamic principles and teachings. The Strands in this learning area are; Quran, *Hadith* (Teachings of the Prophet (S.A.W.), Pillars of *Iman* (Faith), Devotional Acts, Akhlaq (Moral teachings), *Muamalat* (Social Relations) as well as Islamic Heritage and Civilisation. The competencies acquired in this learning area will give the learner a solid foundation for further studies and career paths such as Law, Banking and Finance, Entrepreneurship, Education, Social work and Chaplaincy, among others. The learning area will enable the learner to be a responsible steward who can make meaningful contributions to society and live a balanced life, which is at peace with Allah (S.W.T.), inner personality, respectful to the rights of others and conscious of the need to secure a glorified life in the Hereafter.

While sources of Islamic Knowledge are majorly Qur'an and Hadith, Vygotsky's Social Cultural Development Theory acknowledges that teaching and learning are highly social activities. The interactions with instructional materials and others

(teachers, peers, resource persons and community), influences the cognitive and affective developments of learners and, therefore, this theory is relevant in the learning of Islamic Religious Education.

SUBJECT GENERAL LEARNING OUTCOMES

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

a) Appreciate the Qur'an as the primary source of guidance.
b) Deduce lessons from the selected *Surah* and *Hadith*, and apply them appropriately in daily life.
c) Appreciate and emulate the practises of the Prophet (S.A.W.) as the best role model.
d) Develop awareness and appreciation of the Pillars of *Iman* as the foundation of Islam.
e) Demonstrate interest and positive attitude towards performance of acts of *Ibadah* (worship).
f) Acquire Islamic values that will enable them act as responsible and ethical citizens

g) Apply Islamic teachings to guide individuals to make positive contribution to social, political and economic developments in the society.

h) Appreciate Islamic History as a basis for dynamic culture and civilisation for peaceful co-existence.

SUMMARY OF STRANDS AND SUB-STRANDS

no	STRAND	SUB STRAND	No of Lessons
1	Qur'an	1.1 *Ulum al- Qur'an*	7
		1.2 **Selected Chapter** *Surah Al-Hujurat* **(Q 49)**	5
2	**Hadith**	2.1 *Ulum al-Hadith*	10
		2.2 **Selected Hadith**	8
3	**Pillars of Iman**	3.1 **Belief in the Last Day (Day of Judgement)**	5
		3.2 **Belief in** *Qadar*	4
4	**Devotional Acts**	4.1 *Shariah* **(Islamic law)**	6
		4.2 **Tawbah (Repentance)**	5
5 *Akhlaq* (Moral Values)		5.1 **Virtues in Islam**	9
		5.2 **Significance of Islamic Morality**	2
		5.3 **Prohibitions in Islam** **Zina (fornication and adultery)**	6
6 *Muamalat* (Social Relations)		6.1 **Domestic violence**	6
		6.2 *Iddah*	5
		6.3 **Child custody**	4
		6.4 **Polygamy in Islam**	6

	6.5 Trade and Finance in Islam	6
	6.6 Contemporary Issues	6
7 Islamic Heritage and Civilisation	7.1 Islam in Kenya	6
	7.2 Unity of Muslims	4
	7.3 Muslim Institutions	9

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	**1.1** *Ulum al-Qur'an* • **Miraculuous nature of Qur'an** • **Language of the Qur'an** • **Styles of the Qur'an** **(7 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the miraculous nature of the Qur'an to strengthen *iman,* b) explain the language of the Qur'an for better understanding, c) identify different styles of the Qur'an for better understanding, d) appreciate the miraculous nature of the Qur'an as a divine scripture.	**The learner is guided to:** • research online/read from available reference materials on characteristics of a miracle and make notes, • discuss the miraculous nature of the Qur'an in groups and present on charts/PowerPoint, • research online/read from available reference materials on the language of the Qur'an and make class presentations, • identify different styles of the Qur'an in the Qur'anic text and make notes.	1. Why is the Qur'an considered a miracle? 2. How does the language and style of the Qur'an help in its interpretation?
Core Competencies to be developed: • Critical thinking and problem solving: The skill of interpretation and inference is enhanced as learners discuss the miraculous nature of the Qur'an in groups.				

● Digital literacy: the skill of interacting with digital devices is enhanced when learners research online on the language of the Qur'an.   ● Communication and collaboration: the skills of teamwork, speaking and listening are enhanced when learners discuss the miraculous nature of the Qur'an in groups and make class presentations.
Values: ● Responsibility is enhanced as learners research online/read from available reference materials on the language of the Qur'an and make class presentations.   ● Respect is enhanced as learners discuss the miraculous nature of the Qur'an in groups.
Pertinent and Contemporary Issues: ● Social cohesion as learners discuss the miraculous nature of the Qur'an in groups.
Link to other subjects: ● Arabic as learners research online on the language of the Qur'an.   ● English as learners identify different styles from the Qur'anic text and make notes.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	**1.2 Selected Chapter** *Surah Al-Hujurat* **(Q 49)** **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) read *Surah Al-Hujurat* (Q 49) correctly for spiritual nourishment, b) explain the meaning of the verses of *Surah Al-Hujurat* for better understanding, c) deduce lessons of *Surah Al-Hujurat* for application in daily life, d) apply the teachings of *Surah Al-Hujurat* in their daily life to earn rewards from Allah, e) treasure the teachings from *Surah Al-Hujurat* as a guide in relationships.	The learner is guided to: • read *Surah Al-Hujurat* (Q 49), • discuss the meaning of verses of Surah *Al-Hujurat* in pairs and make class presentations, • research on the teachings from Surah *Al-Hujurat* and make class presentations, • discuss the lessons from *Surah Al-Hujurat* in groups and make notes, • role-play the teachings/lessons from *Surah Al-Hujurat.*	1. What do Muslims learn from *Surah Al-Hujurat?* 2. How can Muslims use *Surah* Al-*Hujurat* to enhance peace in the community*?*

Core Competencies to be developed:
- Citizenship: The skill of socio-cultural sensitivity and awareness is enhanced as learners research on the teachings of *Surah Al-Hujurat.*
- Communication and collaboration: Listening and speaking skills is enhanced as learners discuss the lessons from *Surah Al-Hujurat* in groups.
- Learning to learn: the skill of research is enhanced when learners research on the teachings of *Surah Al-Hujurat* and make class presentations.

- Self-efficacy: the skill of effective communication is enhanced when learners role-play the teachings/lessons from *Surah Al-Hujurat.*

Values:
- Respect is enhanced through discussing the meaning of the verses of *Surah Al-Hujurat* in pairs and make class presentations.
- Social justice is enhanced as learners discuss the lessons from *Surah Al-Hujurat* in groups.

Pertinent and Contemporary Issues:
- Ethnic and racial relations is enhanced as learners research on the teachings of *Surah Al-Hujurat.*
  Social Cohesion is enhanced as learners discuss the lessons from Surah *Al-Hujurat* in groups and make notes.

Link to other subjects:
- English as learners explain the meaning of the *Surah* in English.
- Arabic enhanced as learners read *Surah Al-Hujurat.*

Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe miraculous nature and explain language and style of the Qur'an	Describes miraculous nature and explains language and style of the Qur'an comprehensively by citing examples	Describe all miraculous nature and explains language and style of the Qur'an	Describes miraculous nature and explains language and style of the Qur'an but leaves out few details	Describes miraculous nature and explains language and style of the Qur'an but leaves out significant details
Ability to read, explain, deduce and applies lessons of *Surah Al-Hujurat*.	Reads, explains, deduces and applies lessons of *Surah Al-Hujurat* and encourages others to apply	Reads, explains deduces and applies lessons of *Surah Al-Hujurat*.	Reads, explain, deduces and applies lessons of *Surah Al-Hujurat* with few omissions	Reads, explains and deduces lessons of *Surah Al-Hujurat* with significant omissions

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	**2.1** *Ulum al-Hadith* • **Books of Hadith** • **Classification of Hadith** • **Collection and compilation of Hadith** *(Tabi'in* and *Tabi'i -Tabi'in)* **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify the six authentic Books of Hadith as a source of guidance, b) describe the characteristics of different classes of Hadith (*sahih*, *hasan* and *dhaif*) to differentiate between authentic and unauthentic Hadith, c) explain reasons for the classification of Hadith for authenticity, d) explain factors that necessitated the collection and compilation of Hadith during the period of *Tabi'in* and *Tabi'i -Tabi'in* as a measure of preservation,	The learner is guided to: ● identify six authentic Books of Hadith and share them in class, ● discuss the reasons for the classification of Hadith in groups and make notes, ● search for the characteristics of different classes of Hadith (*sahih*, *hasan* and *dhaif*) and present in class, ● research on the factors that necessitated the collection and compilation of Hadith during *Tabi'in* and *Tabi'i -Tabi'in* and make class presentations,	1. Why was it important to collect and compile Hadith? 2. Why is Hadith classified?

		e) describe the process of collection and compilation of Hadith during the period of *Tabi'in* and *Tabi'i -Tabi'in* to authenticate Hadith, f) appreciate the collection and compilation of Hadith as a source of Islamic Law.	● discuss the process of collection and compilation of Hadith during the period of *Tabi'in* and *Tabi'i -Tabi'in* and present on charts/PowerPoint.	

Core Competencies to be developed:

- Critical thinking and problem solving: the skill of research is enhanced through research on the factors that necessitated the collection and compilation of Hadith during *Tabi'in* and *Tabi'i -Tabi'in.*
- Self-efficacy: the skill of effective communication is enhanced as learners search for the characteristics of different classes of Hadith (*sahih*, *hasan* and *dhaif*) and present in class.
- Communication and collaboration: the skill of teamwork is enhanced when learners discuss the process of collection and compilation of Hadith during the period of *Tabi'in* and *Tabi'i -Tabi'in* and present on charts/PowerPoint.

Values:

- Integrity is enhanced as learners actively participate in group discussions on the reasons for the classification of Hadith.

Pertinent and Contemporary Issues:

- Integrity is enhanced as learners actively participate in group discussions on the reasons for the classification of Hadith.

Link to other subjects:

- English as learners research on the factors that necessitated the collection and compilation of Hadith during *Tabi'in* and *Tabi'i -Tabi'in* and make class presentations

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	**2.2 Selected Hadith** • **Hadith on Unity** • **Hadith on Avoidance of ill motives** **(8 Lessons)**	By the end of the sub-strand, the learner should be able to: a) deduce lessons from the Hadith on unity and avoidance of ill motives among Muslims, b) explain the relevance of the *Hadith* on unity and avoidance of ill motives in the life of a Muslim, c) practise the teachings from the *Hadith* on unity and avoidance of ill motives in daily life, d) honour *Hadith* as the second source of law and spiritual guidance.	The learner is guided to: ● discuss the lessons derived from: *Hadith* on unity *"The similitude of believers in regard to mutual love, affection, fellow-feeling is that of one body; when any limb of it aches, the whole body aches, because of sleeplessness and fever."* (Muslim), *Hadith* on avoidance of ill motives *"Beware of suspicion, for suspicion is the worst of false tales, and do not look for the others' faults, and do not spy on one another, and do not practise Najsh (to offer high price for something, in order to allure a person who is interested in it), and do not be jealous of one another and do not hate one another, and do not desert (stop*	1. Why is the unity of Muslims important? 2. Why should Muslims avoid ill motives?

			talking to) one another. And O, Allah's worshipers! Be brothers!" (Bukhari) and make a class presentation	
			● explain the relevance of the selected *Hadith* in the life of a Muslim and make notes,	
			● role-play situations where Muslims can display unity in the community,	
			● dramatise the effects of ill-motives in the community.	

Core Competencies to be developed:
- Learning to learn: The skill of sharing learnt knowledge is enhanced as learners discuss the lessons derived from the selected *Hadith* in groups.
- Creativity and imagination: the skill of making connections is enhanced when learners explain the relevance of the selected *Hadith* in the life of a Muslim and make notes.
- Communication and collaboration: the skill of teamwork is enhanced as learners dramatise the effects of ill motives.

Values:
- Unity is enhanced when learners discuss the lessons derived from the *Hadith* on unity in groups.
- Love enhanced as learners discuss the lessons derived from the *Hadith* on unity in groups.

Pertinent and Contemporary Issues:
- Social cohesion is enhanced as learners role-play the importance of unity in the community.
- Peace education is enhanced as learners role-play the importance of unity in the community.

Link to other subjects:
● Social Studies is enhanced as learners role-play the importance of unity in the community.

Assessment Rubric

Levels / Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe Classification of Hadith, collection and compilation of Hadith	Describes classification of Hadith, collection and compilation of Hadith comprehensively	Describes classification of Hadith, collection and compilation of Hadith	Describes classification of Hadith, collection and compilation of Hadith but leaves out few details	Describes classification of Hadith, collection and compilation of Hadith but leaves out significant details
Ability to deduce the lessons learnt from the selected *Hadith.*	Deduces the lessons of the selected *Hadith* and teaches others.	Deduces the lessons of the selected *Hadith.*	Deduces lessons of the selected *Hadith* but misses a few aspects.	Deduces the lessons of the selected *Hadith* but misses many aspects.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	**3.1 Belief in the Last Day (Day of Judgement)** • **Resurrection** • **Gathering** • **Record of deeds** • **Scale of deeds** • **Accounting** • **Intercession** • *Siraat* • **Paradise, and hellfire** **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the events of the Last Day for accountability, b) explain the significance of believing in the Last Day for spiritual nourishment, c) exercise righteousness in preparation for the Last Day, d) desire to lead a righteous life to earn Allah (S.W.T.)'s blessings.	The learner is guided to: ● discuss the events of the Last Day (resurrection, gathering, record of deeds, scale of deeds, the accounting, intercession, *siraat*, paradise, and hellfire), in groups, make charts and display, ● research online/from available reference materials on the significance of believing in the Last Day and make notes, ● discuss deeds leading to righteousness in groups and make class presentation.	1. Why is it important for Muslims to believe in the Last Day?

Core Competencies to be developed:
• Self-efficacy: the skill of self-awareness and planning is enhanced as learners research on the significance of believing in the Last Day on a Muslim's life.
• Digital literacy: the skill of interacting with digital devices is enhanced as learners research online/from available reference materials on the significance of believing in the Last Day.

Values:
• Responsibility is enhanced as learners research on the effects of believing in the Last Day on a Muslim's life.

Pertinent and Contemporary Issues:
• Integrity is enhanced as learners research online on the significance of believing in the Last Day as accountability is required on that day.

Link to other subjects:
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	**3.2 Belief in** *Qadar* **(4 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the effects of believing in *Qadar* and *Qadha* as a pillar of Iman, b) assess the significance of believing in *Qadar* and *Qadha* for spiritual nourishment, c) appreciate belief in *Qadar* and *Qadha* to accept the Will of Allah.	The learner is guided to: ● discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations in groups and make class presentations, ● discuss the significance of believing in *Qadar* and *Qadha* in groups and present on charts/PowerPoint,	Why should Muslims believe in *Qadar* and *Qadha*?

			● dramatise acceptance of *Qadar* and *Qadha.*	

Core Competencies to be developed:
- Learning to learn: the skill of sharing learnt knowledge enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations.
- Communication and collaboration: listening and speaking skills are enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations.
- Critical thinking and problem solving: discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations

Values:
Unity is enhanced as learners discuss the significance of believing in *Qadar* and *Qadha* in groups and present on charts/PowerPoint.

Pertinent and Contemporary Issues:
Social cohesion is enhanced as learners discuss the effects of believing in *Qadar* and *Qadha* in groups and make class presentations.

Link to other subjects:
English as learners discuss the significance of believing in *Qadar* and *Qadha* in groups and present on charts/*PowerPoint.*

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the events of the day of judgement	Describes the events of the day of judgement and assess	Describes the events of the day of judgement and assess the	Describes the events of the day of judgement and assess the	Describes the events of the day of judgement and assess the

and assess the significance of believing in the Day of Judgement and Qadar	the significance of believing in the day of judgement and Qadar	significance of believing in the day of judgement and Qadar	significance of believing in the day of judgement and Qadar	significance of believing in the day of judgement and Qadar

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	**4.1 *Shariah* (Islamic law)** • **Protection of religion** • **Protection of intellect** • **Protection of life** • **Protection of property** • **Protection of dignity** **(6 lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the purpose of Islamic Shariah (*Maqasid al-Shariah*) as a guide for Muslims, b) discuss the relevance of Islamic Shariah in the contemporary world, c) describe the categories of legal acts in Islamic *Shariah as* a means of upholding divine guidance, d) apply Islamic *Shariah* in day-to-day life, e) acknowledge *Shariah* as a source of divine guidance.	The learner is guided to: ● research on the objectives/purpose of Islamic Shariah (protection of life, property, health, religion, and dignity) and present on charts/audio-visual devices, ● describe the categories of legal acts in Islamic Shariah in pairs and make a class presentation, ● discuss the relevance of Islamic Shariah in the modern world and make class presentation, ● using digital devices/available reference materials, search for the categories of legal acts in Islam and make notes.	1. What is the objective of *maqasid Shariah*? 2. How do legal acts guide Muslims?

Core Competencies to be developed:
- Communication and collaboration: Listening and speaking skills enhanced as learners discuss the categories of legal acts in Islamic *Shariah* in pairs and make a class presentation.
- Digital literacy: The skill of interacting with digital technology is enhanced as learners use digital. devices/available reference materials, to search for the categories of legal acts in Islam and make notes.
- Learning to learn: the skill of sharing learnt knowledge as learners describe the categories of legal acts in Islamic Shariah in pairs and make a class presentation

Values:
- Unity as learners discuss in pairs the categories of legal acts in Islamic Shariah.

Pertinent and Contemporary Issues:
- Patriotism and good governance enhanced as learners discuss in pairs the categories of legal acts in Islamic *Shariah.*

Link to other subjects:
- Social Studies: enhanced as learners research on the objectives/purpose of the Islamic *shariah*.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	**4.2 Tawbah** **(Repentance)** **(5 lessons)**	By the end of the sub strand, the learner should be able to: a) state the conditions of *tawbah* as a basis for forgiveness from Allah (S.W.T.), b) assess the significance of *tawbah* in the life of a Muslim, c) practise actions that lead to *tawbah* as a way of purifying one from sins, d) appreciate the virtue of *tawbah* as a condition for success in this life and the Hereafter.	The learner is guided to: • brainstorm on the conditions for *tawbah* in groups and present them on a chart, • discuss the significance of *tawbah* (Q25:70, Q39:53) in pairs/groups and make class presentation, • dramatize ways of seeking forgiveness from Allah (S.W.T.), • search for Hadith on tawbah online or from available reference materials individually/pairs/groups and draw lessons from them.	1. Why should a Muslim seek repentance from Allah (S.W.T.)? 2. How should Muslims seek repentance from Allah (S.W.T.)?

Core competencies to be developed*:*
- Digital literacy enhanced as learners search for Hadith on *Tawbah* online
- Communication and collaboration enhanced as learners discuss the significance of *tawbah* (Q25:70, Q39:53) and make class presentation
- Creativity and Imagination enhanced as learners dramatise ways of seeking forgiveness from Allah (S.W.T.)

Values:

Responsibility enhanced as learners take responsibility for their actions and seek forgiveness from Allah (S.W.T.).
PCIs:
Decision making and problem-solving skill as learners learn to seek forgiveness for their mistakes
Links to other subjects*:

Assessment Rubric

Levels ⟋ Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Ability to explain the purpose and assess significance of Islamic *Shariah.*	Explains the purpose and assesses significance of Islamic *Shariah* comprehensively	Explains the purpose and assesses significance of Islamic *Shariah.*	Explains the purpose and assesses significance of Islamic *Shariah* but leaves out a few details	Explains the purpose and assesses significance of Islamic *Shariah* but leaves out significant details
Ability to state the conditions and assess significance of *tawbah*	States the conditions and assesses significance of *tawbah* correctly	States the conditions and assesses significance of *tawbah*	States the conditions and assesses significance of *tawbah* with minor errors	States the conditions and assesses significance of *tawbah* with major errors

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 *Akhlaq* (Moral Values)	**5.1 Virtues in Islam** • **Modesty** • **Contentment** • **trustworthiness** **(9 lessons)**	By the end of the sub-strand, the learner should be able to: a) explain Islamic teachings on observing modesty, contentment and trustworthiness in fulfilment of Allah (*subhanna wataala*.)'s commandmen,t b) describe ways in which Muslims can practise modesty, contentment and trustworthiness as part of faith, c) discuss the significance of observing modesty, contentment and trustworthiness in upholding Islamic morality in the society, d) practise modesty, contentment, and trustworthiness in day-to-day life to earn rewards from Allah (*subhanna wataala*.),	The learner is guided to: ● discuss the Islamic teachings on modesty, contentment and trustworthiness in groups and make class presentations, ● share ways in which Muslims practise modesty, contentment and trustworthiness and make posters, ● research on the significance of modesty, contentment and trustworthiness and make notes, ● dramatise acts depicting modesty, contentment and trustworthiness in the society.	1. Why is it important for Muslims to practise virtues? 2. How can a Muslim student exercise contentment in his life?

		e) value modesty, contentment and trustworthiness for a morally upright society.		

Core Competencies to be developed:
- Creativity and imagination**:** the skill of networking is enhanced as learners dramatise acts depicting modesty, contentment and trustworthiness.
- Communication and collaboration**:** the skills of speaking and listening are enhanced as learners discuss the Islamic teachings on modesty, contentment and trustworthiness in groups and make class presentations.
- Learning to learn: the skill of working collaboratively is enhanced when learners dramatise acts depicting modesty, contentment, and trustworthiness in the society.

Values:
- Responsibility: enhanced as learners share ways in which Muslims practise modesty, humility and trustworthiness and make posters

● Integrity: enhanced as learners research on the significance of modesty, contentment and trustworthiness

Pertinent and Contemporary Issues:
● Social cohesion: enhanced as learners discuss in groups the Islamic teachings on modesty, contentment and trustworthiness and make class presentations.

Link to other subjects:
● Social Studies as learners research on the significance of modesty, contentment and trustworthiness

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Values)	**5.2 Significance of Islamic Morality** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) examine the significance of Islamic morality in promoting righteousness, b) practise Islamic morality to earn Allah's rewards, c) uphold Islamic morality as a way of promoting an upright society.	The learner is guided to: ● research online/from available references on the significance of Islamic morality and be guided to make notes, ● dramatise acts on Islamic morality and deduce lessons.	Why is it important to uphold Islamic morality?

Core Competencies to be developed:
- Digital literacy: skills of interacting with digital devices is enhanced as learners use digital devices to research on the significance of morality and make notes.
- Creativity and imagination: the skill of networking is enhanced as learners dramatise acts on Islamic morality and deduce lessons.

- Self-efficacy**:** the skill of effective communication is enhanced as learners dramatise acts of Islamic morality and deduce lessons.

Values:
- Respect: as learners discuss in pairs and present on charts/PowerPoint.
- Unity: as learners dramatise acts on Islamic morality.

Pertinent and Contemporary Issues:
- Social cohesion is enhanced as learners dramatise acts on Islamic morality.

Link to other subjects:
- Social Studies as learners use digital devices to research on the significance of morality.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Values)	**5.3 Prohibitions in Islam** **Zina (fornication and adultery)** **(6 lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the effects of *Zina* on the community, b) justify the reasons behind the prohibition of *Zina* for a morally upright society,	The learner is guided to: ● discuss the effects of *Zina* in groups and present on charts/PowerPoints ● watch video clips/read on the effects of *Zina* (unwanted pregnancies, HIV and AIDS, Sexually Transmitted Diseases, family break-ups) and deduce lessons, ● research on the rationale behind the prohibition of *Zina* and make notes,	1. Why is *Zina* prohibited in Islam? 2. How can a Muslim discourage *Zina* in the society?

		c) explain the Islamic measures of curbing *Zina* for a morally upright society, d) appreciate the prohibition of *Zina* for a healthy society.	● discuss the Islamic measures of curbing *Zina* in pairs and make class presentations, ● listen to a resource person giving a talk on sexually transmitted diseases and infections, ● prepare posters on the effects of zina in the society in groups and display.	

Core Competencies to be developed:
- Digital literacy: The skill of interacting with digital devices is enhanced as learners use digital devices to research on the rationale behind the prohibition of *Zina* and make notes.
- Critical thinking and problem-solving**:** the skill of research is enhanced as learners research on the rationale behind the prohibition of *Zina.*
- Communication and Collaboration: the skill of listening and speaking is enhanced as learners discuss and present the measures put in place to curb *Zina.*

Values:
Responsibility: enhanced as learners discuss the effects of *Zina* in groups and present on charts/PowerPoints.

Pertinent and Contemporary Issues:
- Health-related Issues: enhanced as learners watch video clips on the effects of *Zina* (unwanted pregnancies, HIV/AIDS, family break-ups) and deduce the lesson.

Link to other subjects:
- Social Studies: enhanced as learners watch video clips on the effects of *Zina* (unwanted pregnancies, HIV/AIDS, family break-ups) and deduce the lesson.
- Integrated Science: enhanced as learners discuss the effects of *Zina* in groups and present on charts/PowerPoints.

Levels \ Indicator	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Ability to uphold Islamic virtues	Demonstrates acquisition of Islamic virtues and encourages others to do the same	Demonstrates acquisition of Islamic virtues correctly	Demonstrates acquisition of Islamic virtues with few omissions	Demonstrates acquisition of Islamic virtues with significant omissions
Ability to avoid prohibitions prescribed by Islam	Avoid the prohibitions prescribed by Islam and discourages others from indulging in them	Avoid all the prohibitions prescribed by Islam	Avoid some prohibitions prescribed by Islam	Avoid few prohibitions prescribed by Islam

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 *Muamalat* (Social Relations)	**6.1 Domestic violence** **(6 Lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the causes of domestic violence to settle family conflicts,	The learner is guided to: • discuss the causes of domestic violence in groups and present in class,	1. What are the causes of domestic violence?

		b) assess the effects of domestic violence on the family, c) describe measures to curb domestic violence in the family, d) embrace measures proposed by Islam to curb domestic violence.	● discuss the effects of domestic violence in groups and present on charts/PowerPoint, ● watch video clips/read about the effects of domestic violence and make notes, ● research on the measures of curbing domestic violence and make notes, ● prepare a skit condemning domestic violence.	2. How does domestic violence hinder social harmony?

Core Competencies to be developed:
- Digital literacy: the skill of interacting with digital technology through researching on the measures of curbing domestic violence.
- learning to learn: the skill of carrying out research enhanced as learners research on the measures of curbing domestic violence.
- Critical thinking and problem**-**solving skills: the skill of explanation enhanced as learners research and explain the measures of curbing domestic violence.
- Creativity and imagination: the skill of networking is enhanced as learners prepare a skit condemning domestic violence.

Values:
- Peace is enhanced through research on the measures of curbing domestic violence and making notes.
- Social Justice is enhanced through research on the measures of curbing domestic violence.

Pertinent and Contemporary Issues:
- Social-Cohesion is enhanced as learners research on the measures of curbing domestic violence.
- Gender education is enhanced as learners discuss the causes of domestic violence.

Link to other subjects:
- Social Studies as learners discuss the effects of domestic violence in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.2 *Iddah*** **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the *iddah* for a divorcee and a widow in Islam to foster obedience to divine guidance, b) explain the rationale for observing *iddah* as an act if ibadah, c) state the rules of *iddah* as a means of safeguarding its validity, d) explain the importance of *iddah* to the divorced and widowed Muslim woman, e) appreciate *iddah* as an act of *ibadah.*	**The learner is guided to:** • search for information on the *iddah* for a divorcee and a widow in Islam and share in class, • describe the rationale for *iddah* in groups and present in class, • discuss the rules of *iddah* in pairs and present them on charts, • discuss the importance of *iddah* in groups and make a class presentation, • listen to a resource person giving a talk on importance of observing *Iddah* in Islam.	What is the wisdom behind *Iddah*?

Core Competencies to be developed:
- Communication and collaboration**:** the skill of decision-making is enhanced as learners discuss the importance of *iddah.*

• Learning to learn: the skill of working collaboratively enhanced as learners discuss the importance of *iddah* in groups and make a class presentation.	
• Self-efficacy**:** the skill of effective communication enhanced as learners discuss the importance of observing *Iddah* in groups and make a class presentation.	

Values:
- ● Social Justice is enhanced as learners describe the rationale for *iddah*
- ● Respect is enhanced as learners describe the rationale for *iddah* in groups and present in class

Pertinent and Contemporary Issues:
- • Gender education is enhanced as learners discuss the importance of *iddah*

Link to other subjects
- • Social Studies is enhanced as learners discuss the importance of *iddah*

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.3 Child custody** **(4 lesson)**	By the end of the sub-strand, the learner should be able to: a) identify the Islamic rules on child custody that safeguard the child's rights, b) assess the significance of Islamic rules on child custody,	The learner is guided to: ● research online/available reference materials on the Islamic rules on child custody in groups and make notes,	What are the rules that guide child custody in Islam?

		c) appreciate Islamic teachings on child custody as a means of fostering family bond.	● discuss the significance of Islamic rules on child custody in groups and present in class.	

Core Competencies to be developed:
- Digital literacy: the skill of interacting with digital technology is enhanced as the learners research online on the Islamic rules that guide child custody in groups and make class presentations using PowerPoint.
- Communication and collaboration: the skill of teamwork is enhanced as learners research on Islamic rules that guide child custody in groups and present in class.

Values:
- Respect is enhanced as learners research online on the Islamic rules that guide child custody in groups and make class presentations using PowerPoint.

Pertinent and Contemporary Issues:
- Child's rights, childcare and protection are enhanced as learners research online on the Islamic rules that guide child custody in groups.

Link to other subjects:
- Social Studies as learners research online on the Islamic rules that guide child custody in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.5 Polygamy in Islam (6 lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the reasons for polygamy in Islam for social stability, b) justify the reasons for the Prophet's multiple marriages, c) state the conditions for polygamy in Islam, d) assess the significance of polygamy in Islam, e) appreciate the Islamic concept of polygamy as a social remedy to safeguard human dignity.	The learner is guided to: ● discuss the reasons for polygamy in Islam in groups and present them on charts/PowerPoint devices, ● discuss the reasons why the Prophet married more than one wife in groups and present in class, ● research on the conditions for polygamy in Islam in pairs and make notes, ● brainstorm on the significance of polygamy in Islam in groups and present in class, ● listen to a resource person giving a talk on the significance of	What is the rationale for polygamy in Islam?

			polygamy and make notes.	

Core Competencies to be developed:
- Communication and collaboration: Listening and speaking skills are enhanced as learners discuss the reasons for polygamy in Islam in groups and present on charts/PowerPoint devices.
- Self-efficacy: the skill of effective communication is enhanced as learners discuss the reasons for polygamy in groups and present in class.
- Learning to learn: sharing learnt knowledge is enhanced as learners brainstorm on the significance of polygamy in Islam in groups and present in class

Link to Values:
- Social Justice: enhanced as learners discuss the reasons for polygamy in Islam in groups and present on charts/audio-visual devices.

Link to PCIs:
- Social cohesion: enhanced as learners research on conditions for polygamy in Islam, in pairs.

Link to other subjects:
- Social Studies as learners discuss the reasons for polygamy in Islam in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.5 Trade and Finance in Islam** **(6 Lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the Islamic rules on borrowing and lending money, b) practise Islamic teachings on borrowing and lending money to earn rewards from Allah (S.W.T.), c) describe the role of consumer protection agencies to enhance integrity, d) appreciate the Islamic concept of borrowing and lending money as a means of safeguarding equity in the society.	The learner is guided to: ● discuss the rules of borrowing and lending money in groups and make a class presentation, ● visit an Islamic financial institution to learn more about borrowing and lending and make notes, ● listen to a resource person from consumer protection agencies to enlighten on consumer rights with regards to borrowing and lending, ● role play borrowing and lending money while observing the rules.	Why should Muslims observe the rules of borrowing and lending money?

Core Competencies to be developed:
- Learning to learn: the skill of seeking advice on information and support enhanced as learners visit an Islamic financial institution to learn more about borrowing and lending.
- Communication and collaboration: the skills of speaking and listening enhanced when learners discuss the rules of borrowing and lending money in groups and make a class presentation.

• Critical thinking and problem solving: the skill of active listening and communication enhanced as learners listen to a resource person from consumer protection agencies on consumer rights with regards to borrowing and lending.
● Creativity and imagination: the skill of networking is enhanced as learners role-play borrowing and lending money while observing the rules.

Values:
- Integrity is enhanced as learners research on the rules of borrowing and lending money.
- Responsibility is enhanced as learners discuss the rules of borrowing and lending money in groups.

Pertinent and Contemporary Issues:
- Integrity as learners research on the rules of borrowing and lending money.
- Financial Literacy as learners visit an Islamic financial institution to learn more about borrowing and lending and make notes and listen to a resource person from consumer protection agencies on consumer rights with regards to borrowing and lending.

Link to other subjects:
Pre-technical studies as learners research on the rules of borrowing and lending money and listening to a resource person from consumer protection agencies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Muamalat (Social Relations)	**6.6 Contemporary Issues** • *Jihad* • **Terrorism** • **Extremism** **(6 lessons)**	By the end of the sub-strand, the learner should be able to: a) identify the rules of *Jihad* in Islam for the correct interpretation, b) explain the causes of terrorism and extremism in the society, c) explain the effects of terrorism and extremism on the society, d) describes the measures to curb terrorism and extremism for peaceful co-existence, e) acknowledge Islamic teachings on *Jihad* as a guide to harmonious co-existence.	The learner is guided to: ● identify the rules of *Jihad* in Islam in groups and share in class, ● listen to a resource person giving a talk on the correct interpretation of *Jihad* and make notes, ● research online/available reference materials on the causes of terrorism and extremism and make notes, ● research online/available reference materials on the effects of terrorism and present in class, ● brainstorm on the measures of curbing terrorism and extremism and make class presentations, ● listen to a resource person giving a talk on measures to curb terrorism and extremism.	1. What are the effects of terrorism and extremism? 2. How can terrorism and extremism be curbed?

Core Competencies to be developed:
- Citizenship: Global awareness skills are enhanced as learners research on the effects of terrorism and extremism.   - Communication and collaboration: the skill of listening and speaking as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.   - Critical thinking and problem-solving**:** the skill of open-mindedness and creativity is enhanced as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.
Values:
- Peace is enhanced through discussion in groups on the rules of *Jihad* in Islam and share in class.   - Patriotism is enhanced as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.
Pertinent and Contemporary Issues:
- Safety and security education: as learners use digital devices to search for the effects and measures of curbing terrorism and extremism.   - Peace education: as learners brainstorm on the measures of curbing terrorism and extremism and make class presentations.
Link to other subjects:
Social Studies as learners research on the effects of terrorism and extremism.

Assessment Rubric				
Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe causes and effects of domestic violence	Describes causes and effects of domestic violence comprehensively	Describes causes and effects of domestic violence	Describes causes and effects of domestic violence with few omissions	Describes causes and effects of domestic violence with significant omissions
Ability to state the reasons, conditions and significance of polygamy	States the reasons, conditions and significance of polygamy correctly	States the reasons, conditions and significance of polygamy	States the reasons, conditions and significance of polygamy but leaves out few details	States the reasons, conditions and significance of polygamy but leaves out significant details
Ability to state the rules and assess significance governing iddah and child custody in Islam	State the rules and assesses significance governing iddah and child custody in Islam comprehensively	State the rules and assesses significance governing iddah and child custody in Islam	State the rules and assesses significance governing iddah and child custody in Islam with few omissions	State the rules and assesses significance governing iddah and child custody in Islam with significant omissions
Ability to explain the rules of borrowing and lending money.	Explains the rules of borrowing and lending money correctly	Explains the rules of borrowing and lending money.	Explains the rules of borrowing and lending money but leaves out few details.	Explains the rules of borrowing and lending money but leaves out few details.
Ability to state the rules of Jihad, explain causes and	States the rules of Jihad, explains causes and effects of terrorism	States the rules of Jihad, explains causes and effects of	States the rules of Jihad, explains causes and effects of terrorism and	States the rules of Jihad, explains causes and effects of terrorism and extremism but leaves out few details

effects of terrorism and extremism	and extremism and teaches others	terrorism and extremism	extremism but leaves out few details	

STRAND 7.0: ISLAMIC HERITAGE AND CIVILISATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	**7.1 Islam in Kenya** ● **Coast** ● **Western** ● **Central** ● **North Eastern Kenya** **(6 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the factors that facilitated the spread of Islam in Kenya, b) explain the effects of the contact between the early Muslims and the natives as a factor of civilisation, c) examine the challenges faced by the early Muslims in the propagation of Islam, d) appreciate the contribution of Islam to	The learner is guided to: ● describe the factors that led to the spread of Islam in Kenya (Coast, Western, Central, and North Eastern) in groups and present on charts/PowerPoint, ● research on the effects of the contact between the early Muslims and the natives and make notes, ● watch video clips on the effects of the contact between the early Muslims and the natives,	1. What factors facilitated the spread of Islam in Kenya? 2. What was the impact of the contact between the early Muslims and the natives?

| | | the development of culture in Kenya. | ● model old architectural designs of mosques, doors, mats, wudhu vessels, and sandals,
● modelling activities adorning the Islamic cultural mode of dressing introduced by the Arab,
● research online/read from available reference materials on the challenges faced by the early Muslims as they propagated Islam and present them in class. | |

Core Competencies to be developed:
- Learning to learn: the skill of carrying out research enhanced as learners seek information on the effects of the contact between the early Muslims and the natives.
- Communication and collaboration: the skill of listening, speaking and teamwork is enhanced as learners discuss the factors that led to the spread of Islam in Kenya.
- Self-efficacy: the skill of effective communication enhanced as learners research online/read from available reference materials on the challenges faced by the early Muslims as they propagated Islam and share in class.
- Creativity and imagination: the skill of networking is enhanced as learners model old architectural designs of mosques, doors, mats, wudhu vessels, and sandals.

Values:
- Unity as learners discuss the factors that led to the spread of Islam in Kenya (Coast, Western, Central, and North Eastern) in groups.

- Responsibility as learners research on the effects of the contact between the early Muslims and the natives.

Pertinent and Contemporary Issues:
- Ethnic and racial relations as learners research on the effects of the contact between the early Muslims and the natives.

Link to other subjects:
- Social Studies as learners discuss the factors that led to the spread of Islam in Kenya (Coast, Western, Central, and North Eastern) in groups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	**7.2 Unity of Muslims** **(4Lessons)**	By the end of the sub-strand, the learner should be able to: a) explain the factors that would enhance unity of Muslims in Kenya, b) describe the challenges that undermine the unity of Muslims in Kenya, c) assess the significance of the unity of Muslims for harmonious co-existence.	The learner is guided to: ● research online/read from available reference materials on the factors that enhance unity of Muslims in Kenya and make class presentations, ● describe the challenges that undermine the unity of Muslims in groups and make notes, ● listen to a talk from a resource person on the significance of	1. Why is the unity of Muslims important? 2. What hinders the unity of Muslims?

		d) practise acts that foster unity among Muslims e) appreciate the unity of Muslims to enhance brotherhood.	the unity of Muslims and make notes, ● dramatise acts that foster unity among Muslims.	

Core Competencies to be developed:
- Self-efficacy: the skill of effective communication enhanced as learners discuss the challenges that undermine the unity of Muslims in groups.
- Citizenship: the skill of national and cultural identity enhanced as learners research online/read on the factors that enhance the unity of Muslims.
- Creativity and imagination: the skill of networking enhanced as learners dramatise acts that foster unity among Muslims.

Values:
- Unity as learners dramatise acts that foster unity among Muslims.
- Responsibility as learners listen to a talk from a resource person on the significance of the unity of Muslims and make notes.

Pertinent and Contemporary Issues:
- Social cohesion as learners research online the factors that enhance the unity of Muslims.
- Patriotism as learners dramatise acts that foster unity among Muslims.

Link to other subjects:
- Social Studies as learners research online on the factors that enhance the unity of Muslims.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Heritage and Civilisation	**7.3 Muslim Institutions** • **Mosques** • **Madrasa** • **Muslim NGOs** **(9 Lessons)**	By the end of the sub-strand, the learner should be able to: a) describe the role of mosques, *madrasa* and Muslim NGOs in the preservation of Islamic heritage, b) examine the challenges facing the Muslim institutions, c) propose possible solutions to the challenges facing Muslim institutions, d) recognise the role played by mosques, *madrasa and* Muslim NGOs in preserving Islamic values.	**The learner is guided to:** ● research on the role of mosques, *madrasa* and Muslim NGOs and present on charts/audio-visual devices, ● listen to a resource person giving a talk on the role of mosque and *madrasa* in preserving Islamic values, ● watch video clips on the role of mosques, *madrasa* and Muslim NGOs in the community, ● visit a mosque/*madrasa* and write on their functions, ● discuss the challenges facing Muslim institutions in groups and present in class, ● brainstorm on possible solutions to the challenges facing Muslim institutions in groups and present in class.	Why are mosques and *madrasa* important to the Muslim community?
Core Competencies to be developed: • Digital literacy**:** the skills of interacting with digital technology when learners research on the role of mosques and *madrasa* and present on charts/audio-visual devices.				

- Learning to learn: the skill of seeking advice, information and support as learners visit a mosque/*madrasa* and make notes on the roles of the mosques and *madrasa.*
- Critical thinking and problem solving: the skill of open-mindedness and creativity enhanced as learners brainstorm on possible solutions to the challenges facing Muslim institutions in groups and present in class

Values:
- Unity enhanced as learners research on the roles of mosques and *madrasa.*
- Respect is enhanced as learners visit a mosque/*madrasa* and make notes on their functions.

Pertinent and Contemporary Issues:
- Social cohesions as learners research on the role of a mosque and *madrasa.*

Link to other subjects:
- Social studies as learners research on the roles of mosques, *madrasa* and Muslim NGOs

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the factors and explain the effects of the spread of Islam in Kenya.	Describes the factors and explain the effects of the spread of Islam in Kenya correctly	Describes the factors and explain the effects of the spread of Islam in Kenya.	Describes the factors and explain the effects of the spread of Islam in Kenya but omits few details	Describes the factors and explain the effects of the spread of Islam in Kenya but omits significant details
Ability to assess the factors, challenges and significance of unity of Muslims	Assesses the factors, challenges and significance of unity of Muslims comprehensively	Assesses the factors, challenges and significance of unity of Muslims	Assesses the factors, challenges and significance of unity of Muslims but omits few details	Assesses the factors, challenges and significance of unity of Muslims but omits significant details

Ability to examine the role played and challenges facing Muslim Institutions	Examines the role played and challenges facing Muslim Institutions	Examines the role played and challenges facing Muslim Institutions	Examines the role played and challenges facing Muslim Institutions but omits few details	Examines the role played and challenges facing Muslim Institutions but omits significant details

CSL AT GRADE 9
Introduction
In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, Communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues

Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback

Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

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

Assessment of CSL integrated Project

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

APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	*Ulum al Qur'an*	Written and oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices	The learners share with peers the miraculous nature of the Qur'an during clubs/society meetings The learners design posters on the miraculous nature of the Qur'an
	Selected Surah/Verses	Written and oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices	The learners share information on the teachings/lessons from the selected verses (suspicion, ridicule, racism) during clubs and society meetings
Hadith	*Ulum al Hadith*	Written and oral assessment, portfolio	Books of Hadith, course books, charts, digital devices	Share with their peers on the development of Hadith during clubs' and societies' meetings Write articles on the development of Hadith during the period of *Tabiin* and *Tabi Tabiin*
	Selected *Hadith*	Written and oral tests	Books of Hadith, course books, digital devices	Write an essay on the importance of unity among Muslims and pin it on the school notice boards

				Design posters on avoidance of ill motives activities and display them strategically
Pillars Of Iman	Belief in the Last Day	Written and oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices	Share with peers during clubs/society on the importance of believing in the Last Day Prepare a chart on the events of the day of judgement and share with peers during IRE symposium day
	Belief in *Qadar* and *Qadha*	Written and oral assessment, portfolio assessment, observation	The Qur'an, books of Hadith, course books, digital devices	Share with peers at assembly on the effects of believing in *Qadar* Give a talk on the Islamic teachings of *Qadar* and *Qadha*
Devotional Acts	*Shariah* (Islamic Law)	written, oral assessment, observation, portfolio	Quran, charts, course books, digital devices	Write articles on the categories of legal acts in Islam and share on social media
Akhlaq	Morality	Written and oral assessment, portfolio assessment, observation	Qur'an, books on *Hadith*, course books, digital devices	Writing on the significance of Islamic morality and pin on school notice boards

	Virtues in Islam	Written and oral assessments, observation, portfolio	Quran, books of *Hadith*, course books, digital devices	Dramatise/role-play acts depicting contentment, modesty and trustworthiness during inter-house/interclass drama competitions.
	Prohibitions in Islam	Written and oral assessments, observation, portfolio	Quran, books of *Hadith*, course books, digital devices	Make posters on the effects and measures of curbing *Zina* and display on school notice boards Compose poems/songs on the effects of *zinaa* on the society and present them during music/drama festival/talent day
Muamalat	Domestic violence	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Write and share articles on the effects of domestic violence in the school magazine Dramatise the effects of domestic violence during inter-house competitions
	Iddah	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Share with peers the knowledge on the wisdom of a woman observing iddah in the Muslim society meetings

	Child custody	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices, newspapers	Dramatise/role-play acts depicting acts that uphold child rights during inter-house/interclass drama competitions
	Polygamy in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Write articles on the conditions of polygamy in Islam in the school magazine Share the rationale of the Prophet's multiple marriages through social media applications
	Trade and Finance in Islam	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Make posters on the rules of borrowing and lending money in Islam and share in the Junior Achievers club
	Contemporary issues	Written and oral assessments, observation, portfolio	Quran, books of Hadith, books of Fiqh, course books, digital devices	Make posters on the effects of terrorism and extremism and display on school notice boards Write articles on the effects of terrorism and share on social media platforms/school magazine Compose spoken word condemning terrorism and extremism

| Islamic Heritage and Civilisation | Islam in Kenya | Written and oral assessment, portfolio assessment, observation | Books on History of Islam in Africa, course books, digital devices | Share the effects of the contact between the early Muslims and the natives at the assembly

Design different items depicting the effects of early contact between the early Muslims and the natives in Kenya

Draw architectural design depicting the influence of early Muslims in Kenya |
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| | Unity of Muslims | Written and oral assessment, portfolio assessment, observation | Books on History of Islam in Africa, course books, digital devices | Write articles on the challenges that undermine unity of Muslims in Kenya and share it in the school magazine |
| | Muslim Institutions | Written and oral assessment, portfolio assessment, observation | Books on History of Islam in Africa, course books, digital devices | Make posters on the pictures of the early Muslim centres across the world and display them strategically |