

# Curriculum design

## IRE Grade Three

### Essence Statement

Kenya is a state where people subscribe to various religions. The constitution advocates for development of values. Religious Education is one of the ways to inculcate these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and psychosocial competences that assist them grow up socially, emotionally and spiritually as balanced persons. It helps the learner acquire the values of sharing, care, respect, love, obedience, empathy, kindness, being considerate, being social, helping those in need and the ability to distinguish between right and wrong.

### General Learning Outcomes

*By the end of Early Years Education, the learner should be able to:*

- a. Recite, read and write selected Surah/chapter of the Qur'an
- b. Demonstrate love, appreciation and awareness of Allah (SWT) and His creation
- c. Demonstrate love and appreciation for the Prophet Muhammad (S.A.W)
- d. Practice Islamic etiquettes for social relations
- e. Perform acts of worship correctly
- f. Apply creativity and critical thinking skills in problem solving
- g. Explore the immediate environment while observing Islamic teachings
- h. Co-exist harmoniously with people of other faith and of different cultural backgrounds.
- i. Practice hygiene and observe nutrition and safety, guided by Islamic principles.

**FIRST TERM**

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 QUR'AN	1.1 Selected surah <ul style="list-style-type: none"><li>• Masad</li><li>• Nasr</li><li>• Kafirun</li></ul> (12 lessons)	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"><li>• Learners in class, groups, pairs, or individuals, read the selected surah</li><li>• Organize learners in class, groups, pairs, or as individuals, to read the selected Surah repeatedly for memorisation.</li><li>• Learners use electronic device to listen to recitations of the selected surah</li><li>• Learners use flashcards and a pocket board to sort and arrange the verses of the selected Surah.</li><li>• Learners fill in the gaps to complete the Surah.</li><li>• Learners are guided on taking ablution before handling the Qur'an.</li></ul>	1. Who can recite surah Nasr
		a) Recite the selected surah correctly.		
		b) Memorize the selected surah for spiritual nourishment.		
		c) Use the selected surah in Swalah.		
		d) Handle the Qur'an with respect as it is the word of Allah.		
<b>Core-Competences to be developed:</b> communication digital literacy, critical thinking and problem solving ,self efficacy				
<b>Link to PCIs: life skills:</b> effective communication, self esteem. <b>Citizenship:</b> social cohesion			<b>Link to Values:</b> love, unity, responsibility	
<b>Links to other subject(s):</b> , language activities, literacy			<b>Suggested Community Service Learning:</b> recite the selected Surah to elder siblings for confirmation and memorization	
<b>Suggested Non-Formal Activity to support learning:</b> participate in Qur'an recitation competition			<b>Suggested assessment:</b> oral question and observation, portfolio.	
<b>Suggested Learning Resources:</b> CDs, flash cards, pocket board, Qur'an,				

**Assessment Rubric**

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly recites the selected Surah and handles the Qur'an with care.	Correctly recites and reads the selected Surah and handles the Qur'an with care.	Recites and reads the selected Surah and handles the Qur'an with care.	Recites and reads the selected Surah with difficulties and handles the Qur'an with care.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 PILLARS OF IMAN	2.1 Believe in the Last Day	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"><li>Learners are guided on the names of the Last Day; Yaumul Qiyama, Yaumul Hisab, Yaumul Jazaa, Yaumul Baath.</li><li>Lead the learners to discuss events of the Last Day, resurrection, Judgement, reward or punishment.</li><li>Learners are guided on the meaning of Qadar;<ul style="list-style-type: none"><li>Belief that Allah knows all things.</li><li>Belief that Allah has written everything in Lauhul Mahfudh.</li><li>Belief that whatever happens only happens by the will of Allah.</li><li>Belief that all things that happen are created by Allah.</li></ul></li><li>Learners observe Allah’s creation in the environment so as to appreciate the powers of Allah</li></ul>	<ol style="list-style-type: none"><li>Who created you?</li><li>What activities will take place on the Last Day?</li><li>Why do we observe the creation of Allah?</li></ol>
	2.2 Believe in His power (Qadar) ( 6 lessons)	a) Mention names of the Last Day.		
		b) State the meaning of Qadar		
		c) Appreciate the importance of the Last Day by abiding to the teachings of Islam		
		d) Recognize the power of Allah over everything as a pillar of Iman		
Core-Competences to be developed: communication and collaboration, imagination and creativity				
Link to PCIs): citizenship-social cohesion, life skills-interpersonal relation			Link to Values: love, unity, integrity.	

<b>Links to other subject(s):</b> Environmental activities	<b>Suggested Community Service Learning:</b> discuss the different punishments for different crimes with friends
<b>Suggested Non-Formal Activity to support learning :</b> attend madrasa to learn about pillars of Iman	<b>Suggested assessment:</b> oral question, observation
<b>Suggested Learning Resources</b> Cards, charts	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Can consistently narrates the events of last day and powers of Allah.	Narrates the events of last day and powers of Allah.	Fairly narrates the events of last day and powers of Allah.	Has difficulties to narrate the events of last day and powers of Allah.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 SHIRAH (life of the prophet) (S.A.W)</b>	3.1 Early life of the prophet (S.A.W)  (9lessons)	By the end of the sub-strand the learner should be able to: a) Mention the activities that were carried out by the prophet (S.A.W) during the early stages of his life. b) Identify qualities of the Prophet (S.A.W) that can be learnt from his early life. c) Appreciate the the importance of the qualities of the Prophet (S.A.W) in shaping the life of a muslim.	<ul style="list-style-type: none"> <li>The learners are guided to mention activities that were carried ou by the prophet in his early life; shepherd, merchant.</li> <li>Organize the learners to listen to a narration of the story of the prophet's journey with his uncle to Syria for trade.</li> <li>Learners are guided to list the qualities of the prophet derived from his early life; hardworking, trustworthy, humble, obedient, patient.</li> </ul>	<ol style="list-style-type: none"> <li>What did the Prophet do during his early life?</li> <li>Who travelled with the Prophet S.A.W to Syria?</li> </ol>

			<ul style="list-style-type: none"><li>• Learners draw and colour domestic animals.</li><li>• Learners draw their family members and colour them</li><li>• Learners are guided to take up roles in school and at home to emulate the character of the Prophet S.A.W</li><li>• Learners retell the story of the prophets early life to enhance understanding.</li></ul>	
<b>Core-Competences to be developed:</b> communication and collaboration, imagination and creativity, learning to learn				
<b>Link to PCIs: life skills:</b> self awareness, inter personal relationship			<b>Link to Values:</b> obedience, love, responsibility, honesty	
<b>Links to other learning activity areas:</b> Language activities Environmental activities			<b>Suggested Community Service Learning :</b> learners to take care of domestic animals at home.	
<b>Suggested Non-Formal Activity to support learning:</b> Visit madarasa to learn more about the siira of the Prophet.			<b>Suggested assessment:</b> oral questions, observation, portfolio	
<b>Suggested Learning Resources:</b> flash cards, pictures of family members and charts				

#### Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities.	Correctly mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities.	Mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities.	Mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities with difficulties.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>4.0 HADITH</b> <b>(Traditions of the Prophet Muhammad S.A.W)</b>	4.1 Hadith on:Ihsaan  (3 lessons)	By the end of the sub-strand the learner should be able to: a) Read the selected Hadith for spiritual nourishment. b) Outline the teachings of the Hadith to strengthen one's consciousness of Allah(SWT) c) Appreciate the teachings of the Hadith in nurturing the piousness of a Muslim.	<ul style="list-style-type: none"><li>• Learners are guided to read the selected Hadith, “.....To worship Allah as if you see Him for if you don't see Him He sees you...”</li><li>• Learners listen to a story depicting ihsan and Allah's attribute, The All seeing “Al basiir”</li><li>• Learners in class, groups, or pairs, give experiences where they have practiced Ihsaan</li><li>• Organize learners in class, groups, or pairs, to discuss the importance of Ihsaan in their daily lives.</li><li>• Learners are guided to recite repeatedly the Hadith on Ihsaan individually or in small groups to facilitate memorization.</li></ul>	1. What is Ihsaan?  2. Why do you worship Allah?
<b>Core-Competences to be developed:</b> Communication and Collaboration Critical Thinking and Problem Solving				
<b>Link to PCIs: life skills:</b> self awareness, inter personal relationship, effective communication			<b>Link to Values :</b> Responsibility, unity:	
<b>Suggested Learning Resources:</b> charts				

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly and consistently recites the Hadith and outlines its teachings.	Correctly recites the Hadith and outlines its teachings.	Recites the Hadith and outlines its teachings.	Recites the Hadith and outlines its teachings with difficulties.



**SECOND TERM**

Strand	sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	4.2 Hadith on:Honesty  (3 lessons)	By the end of the sub-strand the learner should be able to: a) Read the selected Hadith correctly. b) Apply the teachings of the Hadith in nurturing piety. c) Appreciate the teachings of the Hadith to inculcate the virtue.	<ul style="list-style-type: none"><li>• Learners are guided to read the selected Hadith, ‘Speak the truth even if it is bitter’</li><li>• Learners listen to a story on the virtue of honesty</li><li>• Learners are guided through problems on issues related to honesty and provide solutions to the problems.</li><li>• Organize learners in class, groups, or pairs, to discuss the importance of honesty</li><li>• Learners read hadith on honesty displayed /written on the board for practice</li><li>• Learners to sing qaswida(songs) on honesty</li><li>• Learners to tell a story on honesty.</li></ul>	<ol style="list-style-type: none"><li>1. What is honesty?</li><li>2. When do you practice honesty?</li><li>3. What would you do when you collect your friend’s pen in class?</li></ol>
<b>Core-Competences to be developed:</b> Communication and collaboration Critical thinking and problem solving Learning to learn Citizenship				
<b>Link to PCIs: life skills: life skills;</b> self awareness, interpersonal relations			<b>Link to Values:</b> responsibility, unity, love	
<b>Links to other subject(s):</b> Language activities, Environmental activities			<b>Suggested Community Service Learning :</b> Tell a story on honesty to others at home	
<b>Suggested Non-Formal Activity to support learning:</b> share stories on honesty with siblings at home.			<b>Suggested assessment:</b> oral question and observation, portfolio	
<b>Suggested Learning Resources:</b> charts				

**Assessment Rubric**

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly and consistently recites the Hadith and applies its teachings.	Correctly recites the Hadith and applies its teachings.	Recites the Hadith and applies its teachings.	Recites the Hadith and applies its teachings with difficulties.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	4.3 Hadith on: Respect (3 lessons)	By the end of the sub-strand the learner should be able to: a) Recite the selected hadith correctly. b) Outline ways of showing respect to the elders as per the teachings of the Hadith  c) Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W)	<ul style="list-style-type: none"> <li>Learners in class, groups, pairs, or individuals, recite Hadith on respect 'He is not among us he who does not show mercy to our young ones and does not respect the elders'</li> <li>Organize learners in class, groups, or pairs, to give situations when they accord respect to elders.</li> <li>Learners read repeatedly the hadith on respect displayed /written on the board for memorisation</li> <li>Learners listen to stories about the consequences of disobeying elders.</li> </ul>	<ol style="list-style-type: none"> <li>What is respect?</li> <li>How do you show respect to parents?</li> <li>What will happen if you fail to obey your elders?</li> </ol>
<b>Core-Competences to be developed:</b> Communication and collaboration Learning to learn				
<b>Link to PCIs:</b> life skills; self awareness <b>Citizenship;</b> social cohesion			<b>Link to Values:</b> respect	
<b>Links to other subject(s):</b> Language activities, Environmental activities			<b>Suggested Community Service Learning :</b> Tell a story on respect to elders	



<b>Suggested Non-Formal Activity to support learning:</b> share stories on respect to elders with siblings at home.	<b>Suggested assessment:</b> oral question and observation,
<b>Suggested Learning Resources:</b> charts.	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith	Correctly recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith	Recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith	Recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith with difficulties.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	4.4 Hadith on: responsibility (3 lessons)	By the end of the sub-strand the learner should be able to: a) Recite the selected Hadith correctly. b) Identify responsible ways of taking care of the facilities in school. c) Appreciate the teachings of the selected <i>Hadith</i> in nurturing a responsible person	<ul style="list-style-type: none"> <li>Learners in groups, pairs, or individuals, recite the <i>Hadith</i> on responsibility “Every one of you is a shepherd and is responsible for his flock”</li> <li>Learners listen to a story about the virtue of responsibility.</li> <li>Organize learners in class, groups, or pairs, to discuss the importance of being responsible</li> <li>Learners read the <i>hadith</i> on responsibility displayed /written on the board for practice.</li> <li>Learners listen to a talk on responsibility given by a resource person such as an Imam.</li> </ul>	<ol style="list-style-type: none"> <li>What is responsibility?</li> <li>How can you be responsible in school?</li> <li>Why should you be responsible?</li> </ol>
<b>Core-Competences to be developed:</b> Communication and collaboration Learning to learn Critical thinking and problem solving				

Citizenship-group work	
<b>Link to PCIs: life skills:</b> self awareness, empathy, effective communication	<b>Link to Values:</b> respect, unity, integrity,
<b>Links to other subject(s):</b> Language activities, Environmental activities.	<b>Suggested Community Service Learning :</b> Visit the aged members of the society and help with light duties
<b>Suggested Non-Formal Activity to support learning:</b> provide learners with responsibilities in class. For example class leader of the day: to issue the other learners with learning materials	<b>Suggested Assessment:</b> oral question and observation, portfolio
<b>Suggested Learning Resources:</b> charts	

#### Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly recites the Hadith and states its teachings on responsibility.	Correctly recites the Hadith and states its teachings on responsibility.	recites the Hadith and states its teachings on responsibility.	recites the Hadith and states its teachings on responsibility with some difficulties.
Always cares for self, belongings and others	Cares for self, belongings and others	Cares for self belongings	sometimes Cares for self and belongings

<b>Strand 5.0 DEVOTIONAL ACTS</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
	<b>5.1 Pillars of Islam</b>  <b>Swalah</b>  (6 lessons/)	By the end of the sub-strand the learner should be able to: a) Name the five daily prayers performed by Muslims as a pillar of Islam. b) Demonstrate the correct postures for validity of Swalah c) Appreciate swalah as a form of thanking Allah	<ul style="list-style-type: none"> <li>Learners name the five pillars of Islam.</li> <li>Learners are guided in naming the five daily prayers.</li> <li>Learners watch a video of a congregational prayer.</li> <li>Learners are shown photographs of the postures of Swala, (qiyam, rukuu, itdal, sujud and jalsa)</li> <li>Learners match, draw or colour different types of clothes worn by male and female during the prayers</li> <li>Learners role play the different postures of Swalah.</li> <li>Visit a Masjid to observe people praying.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we pray?</li> <li>How many times do you pray in a day?</li> <li>Which are the postures of Swala?</li> <li>How do you dress when you go for prayers?</li> </ol>
<b>Core-Competences to be developed:</b> Communication and collaboration Learning to learn Critical thinking and problem solving Citizenship-group work				
<b>Link to PCIs: life skills:</b> inter personal relationship <b>Citizenship:</b> social cohesion			<b>Link to Values:</b> respect, unity, Love	
<b>Links to other subject(s):</b> mathematics activities psychomotor activities and creative arts			<b>Suggested Community Service Learning :</b> Practice Swala at home with other siblings.	
<b>Suggested Non-Formal Activity to support learning:</b> visit a nearby mosque and perform Swala in congregation.			<b>Suggested assessment:</b> Oral questions, Observation	
<b>Suggested Learning Resources:</b> charts ,art, video, photographs.			<b>Suggested Assessment:</b> Oral questions, observation	

### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately states the sequence of postures of Swalah and its proper dress code.	States the sequence of postures of Swalah and its proper dress code.	Fairly states the sequence of postures of Swalah and its proper dress code.	Hardly states the sequence of postures of Swalah and its proper dress code.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 MORAL TEACHINGS</b>	<b>6.1 Islamic etiquettes</b>	By the end of the sub-strand the learner should be able to: a) State the manners of entering and leaving the mosque as a sign of respect for the Masjid b) Use appropriate manners and dua (supplication) when entering and leaving the Masjid to receive blessings from Allah c) Appreciate the use of appropriate Islamic manners and dua when entering and leaving the masjid as an act of ibadah	<ul style="list-style-type: none"> <li>Learners are guided on the importance of a mosque in the life of a muslim.</li> <li>Learners watch a video of the different parts of the mosque; mihrab mimbar, praying hall, dome.</li> <li>Learners are guided on manners of entering and leaving the Masjid, ( reciting the dua for entering the mosque (<i>Allahumma fah ly abwaba rahmatik</i>), entering on your right foot first, observe silence while in the mosque, leave the mosque on your left foot first, recite the dua for leaving the mosque, (<i>Allahumma inna nas aluka min fadhlik</i>).</li> <li>Organise the learners pairs, small groups or as individuals to practise Islamic manners of entering and leaving the Masjid through role play</li> <li>Learners recite dua for entering and leaving the Masjid in pairs or groups</li> <li>Learners to visit a Masjid for practice.</li> </ul>	<ol style="list-style-type: none"> <li>What is a Masjid?</li> <li>How do you enter and leave the Masjid?</li> <li>Which dua do you recite when entering and leaving the Masjid?</li> <li>What do you do while in the Masjid?</li> </ol>
	<b>Core-Competencies to be developed:</b> Communication and collaboration Citizenship Self efficacy			
	<b>Link to PCIs : life skills:</b> <b>Citizenship-</b> Social cohesion		<b>Links to other subject(s):</b> Language activities, Environmental Activities	

	<b>Life skills-</b> interpersonal relations, <b>Values:</b> love, unity, respect.	
	<b>Suggested Community Service Learning:</b> participate in the jamaah (congregation) prayers in a masjid	<b>Non-Formal Activity to support learning:</b> Going to the Masjid to learn appropriate manners and ways of entering and leaving the Masjid
	<b>Suggested Resources:</b> Masjid, pictures, Audio visual materials.	<b>Suggested Assessment:</b> Oral questions, observation

#### Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently states and applies the manners of entering and leaving the mosque and recites duas correctly.	states and applies the manners of entering and leaving the mosque and recites duas correctly.	Fairly states and applies the manners of entering and leaving the mosque and recites duas correctly.	Have difficulties to state and applies the manners of entering and leaving the mosque and recites duas correctly.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.1.2 Sneezing (3 lessons)	By the end of the sub-strand the learner should be able to: a) Name the manners to be observed by muslims in the event one sneezes b) Apply the manners of sneezing in day to day life to promote good personal hygiene. c) Recite the appropriate dua related to sneezing as per the teachings of the prophet (SAW). d) Appreciate the virtue of praying for one another to seek Allah's mercy	<ul style="list-style-type: none"> <li>Learners are guided to recite the the Dua said when someone sneezes, “Alhamdulillah”</li> <li>Learners in groups or as a class are guided on how to respond to the Dua for sneezing, (Yarhamukallah)”</li> <li>Learners are guided on what to say after the second Dua for sneezing, “yahdikumullah wa Yuslih balakum.”</li> <li>Learners role play the manners of sneezing.</li> </ul>	<ol style="list-style-type: none"> <li>What do you do when sneezing?</li> <li>What do you say after sneezing?</li> <li>What do you say when someone sneezes?</li> </ol>



			<ul style="list-style-type: none"><li>Learners read the displayed dua of sneezing displayed on a chart.</li></ul>	
<b>Core-Competences to be developed:</b> Communication and collaboration Citizenship Learning to learn				
<b>Link to PCIs:</b> <b>Citizenship-</b> social cohesion <b>Life skills-</b> etiquette <b>Values:</b> love, responsibility, unity, respect			<b>Links to other subject(s):</b> Language activities, Environmental activities Hygiene and nutrition activities	
<b>Suggested Community Service Learning:</b> discuss with siblings and peer on manners and dua on sneezing <b>Non-Formal Activity to support learning through application:</b> visit Madrasa and Masjid to learn more about manners and dua for sneezing				
<b>Suggested Resources:</b> handkerchief, charts, flashcards,			<b>Suggested Assessment:</b> Oral questions, observation	

#### Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Always demonstrates manners of sneezing	Demonstrates manners of sneezing	Sometimes demonstrates manners of sneezing	Rarely demonstrates manners of sneezing
Always says dua after sneezing for self and others	Says dua after sneezing for self and others	Says dua after sneezing for self	Sometimes says dua after sneezing for self

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.1.3 Islamic phrases  (5 lessons)	By the end of the sub-strand the learner should be able to: a) Read the selected Islamic phrases correctly to build reliance on Allah	<ul style="list-style-type: none"> <li>Learners are organised in pairs, small groups and as a class, to recite the selected Islamic phrases,  <i>(Hasbunallah wa ni'im al wakil)</i>  <i>(La haula wa La Quwwata)</i> </li> </ul>	1. When do you say <i>Hasbunallah wa ni'im al wakil</i> ? 2. When do you say <i>La haula wa La</i>



		b) Give the circumstances under which the selected Islamic phrases are said. c) Appreciate the use of the selected Islamic phrases in their day to day experiences	<i>illa billahi)</i> <ul style="list-style-type: none"> <li>Learners are guided to give the situations when it's appropriate to use the selected Islamic phrases.</li> <li>Learners repeatedly read the Islamic phrases displayed for memorization and practice.</li> <li>Learners are guided to complete the phrases using flashcards.</li> </ul>	<i>quwwata illa Billah?</i>
<b>Core-Competences to be developed;</b> Communication and collaboration , Citizenship				
<b>Link to PCIs:</b> <b>life skills-</b> interpersonal relationship, etiquettes <b>Citizenship-</b> Social cohesion <b>Values:</b> Love, Unity			<b>Links to other subject(s):</b> Language activities, Environmental activities, hygiene and nutrition.	
<b>Suggested Community Service Learning:</b> Recite the selected phrases with siblings.			<b>Non-Formal Activity to support learning through application:</b> Share the Islamic phrases with siblings and parents.	
<b>Suggested Resources:</b> ICT, charts, Flashcards.			<b>Suggested Assessment:</b> Oral questions, observation	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly recites the Islamic phrases and gives circumstances when they are said.	Correctly recites the Islamic phrases and gives circumstances when they are said.	Recites the Islamic phrases and gives circumstances when they are said.	Recites the Islamic phrases and gives circumstances when they are said with difficulties.

	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	6.2.Relationship 6.2.1 care and dua for the sick (3 lessons)	By the end of the sub-strand the learner should be able to: a) Recite the dua to comfort the sick and seek Allah’s help for recovery b) Identify ways of showing care for the sick to enhance the spirit of brotherhood c) Appreciate the importance of visiting the sick as per the Islamic teachings	<ul style="list-style-type: none"><li>Learners are guided to recite the Dua for the Sick. <i>La ba’asa alaika tuhurun inshallah.</i></li><li>Learners are guided on the ways of showing care for the sick, Visit them pray for them assist them.</li><li>Learners to role play ways of helping the sick</li><li>Learners to visit the sick.</li></ul>	<ol style="list-style-type: none"><li>What do you do for the sick?</li><li>which dua do you recite when you visit the sick?</li></ol>
<b>Core-Competences to be developed;</b> Communication and collaboration, Citizenship, Learning to learn				
<b>Link to PCIs:</b> life skills- interpersonal relations, Citizenship- social cohesion			<b>Values:</b> love, responsibility, unity	
<b>Links to other subject(s):</b> Language activities, Environmental activities				
<b>Suggested Community Service Learning:</b> Visiting the sick and praying for them.				
<b>Suggested Non-Formal Activity to support learning :</b> Visiting a sick person and make dua				
<b>Suggested Resources:</b> charts, boards, card, plain papers.			<b>Suggested assessment:</b> Oral questions and observation	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Always shows concern for the sick	Shows concern for the sick	Sometimes shows concern for the sick	Rarely shows concern for the sick
Consistently recites the dua for the sick	Recites the dua for the sick	Sometimes recites the dua for the sick	Rarely recites the dua for the sick

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.2.2 places of worship  (3 lessons)	By the end of the sub-strand the learner should be able to: a) Name the places of worship to acknowledge religious diversity b) Identify the symbols for the differentiate places of worship. c) Respect the other places of worship to enhance peaceful co-existence.	<ul style="list-style-type: none"><li>Learners identify different places of worship</li><li>Learners are guided to identify the symbols of the different places of worship.</li><li>Learners are guided to mention the different religious groups that use the Mosque, church and the temple.</li><li>Learners to draw and colour a places of worship.</li></ul>	<ol style="list-style-type: none"><li>What symbols represent various places of worship?</li><li>What activities take place in the places of worship?</li><li>Which religious groups use the following places of worship?<ul style="list-style-type: none"><li>Mosque</li><li>Church</li><li>Temple</li></ul></li></ol>
<b>Core-Competences to be developed;</b> Communication and collaboration, Citizenship, Critical thinking, Learning to learn				
<b>Link to PCIs:</b> <b>Life skills:</b> Interpersonal relations <b>Citizenship:</b> Ethnic and Social relations, Human rights and Responsibilities, Social cohesion <b>Values:</b> love, responsibility, unity, respect,			<b>Links to other subject(s):</b> Language activities.	
<b>Suggested Community Service Learning:</b> participate in community activities involving people of different faith.			<b>Suggested Non-Formal Activity to support learning</b> Visit the neighbouring places of worship and learn more about places of worship	
<b>Suggested Resources;</b> charts, crayons, colours			<b>Suggested assessment :</b> Oral questions and observations	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
names correctly the places of worship and Identifies their symbols.	names the places of worship and Identifies their symbols.	names correctly the places of worship.	names the places of worship.

**THIRD TERM**

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.3 Environment 6.3.1 cleanliness of the environment (3 lessons)	By the end of the sub-strand the learner should be able to: a) State the importance of living in a clean environment as stated in Islamic teachings b) Identify the activities that can be carried out to keep the environment clean. c) Appreciate the importance of cleanliness within the neighbourhood for healthy living	<ul style="list-style-type: none"> <li>Learners in pairs, small groups and as a class, clean their school and neighbourhood.</li> <li>Learners identify the items needed in cleaning</li> <li>Learners draw and colour items used in cleaning.</li> <li>Learners are guided on the importance of keeping the environment clean</li> </ul>	<ol style="list-style-type: none"> <li>What do you do when your environment is dirty?</li> <li>What are the items needed for cleaning?</li> <li>Why do we keep our environment clean?</li> </ol>
<b>Core-Competences to be developed:</b> Communication and collaboration, Critical thinking and problem solving, Citizenship, Learning to learn				
<b>Link to PCIs:</b> life skills-interpersonal relations, life skills education <b>Health Education-</b> personal hygiene <b>Citizenship-</b> ethical and social relations, patriotism <b>Values:</b> responsibility, unity			<b>Links to other subject(s):</b> Language activities, environmental activities Hygiene and nutrition activities	
<b>Suggested Community Service Learning:</b> Participate in cleaning up activities in the environment.			<b>Non-Formal Activity to support learning:</b> Discuss with their siblings and parents to learn more about the importance of living in a clean environment.	
<b>Suggested Resources:</b> wheelbarrows, rake, slashers and brooms.			<b>Suggested assessment:</b> Oral questions and observation	

**Assessment Rubric**

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly States the importance of living in a clean environment	Correctly states the importance of living in a clean environment	Occasionally states the importance of living in a clean environment	Rarely states the importance of living in a clean environment
Always maintains cleanliness	Maintains cleanliness	Sometimes maintains cleanliness	Not keen in maintaining cleanliness

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.3.2 care for plants (3 lessons)	By the end of the sub-strand the learner should be able to: a) mention plants that are found in their locality for conservation b) identify ways of caring for the plants as per the teachings of Islam c) Appreciate the need to care for plants in their immediate environment to earn thawab	<ul style="list-style-type: none"> <li>Learners to observe plants in their immediate environment</li> <li>Learners to name some plants in the locality</li> <li>Learners draw and colour some plants within their school environment</li> <li>Learners are guided on ways of conserving the environment like planting trees, watering, fencing among others.</li> </ul>	1. What plants are found in your school compound? 2. How do you care for plants?
	<b>Core-Competences to be developed:</b> Communication and collaboration, Critical thinking and problem solving, Citizenship, Learning to learn.			
	<b>Link to PCIs: life skills-</b> interpersonal relationship <b>Citizenship;</b> Social cohesion, Human rights and Responsibility <b>Health Education;</b> preventive health <b>Values:</b> love, responsibility, unity, patriotism		<b>Links to other subject(s):</b> Language activities, Environmental activities Hygiene and nutrition activities	
	<b>Suggested Community Service Learning:</b> Planting trees and caring for them		<b>Suggested Non-Formal Activity to support learning:</b> Learners to visit tree nursery centres within their environment and learn more about importance and care for plants	
	<b>Suggested Resources:</b> colours, charts. Seedlings, water		<b>Suggested Assessment:</b> Oral questions, observation	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly identifies and names some plants in the immediate environment	Correctly identifies plants in the immediate environment	Identifies some plants in the immediate environment	Rarely identifies plants in the immediate environment
Identifies ways of caring and always cares for plants	Identifies ways of caring and cares for plants	Identifies ways of caring and rarely cares for plants	Identifies ways of caring for plants.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.0 ISLAMIC FESTIVALS	7.1 Eid  ( 6 lessons)	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"><li>Learners are guided to name the Islamic months when Eid is celebrated, <i>Shawwal</i> and <i>Dhulhijja</i>.</li><li>Learners discuss the activities that take place during the Eid celebrations</li><li>Learners to narrate the activities that take place before and during the Eid festival</li><li>Learners recite the takbir for Eid to glorify Allah.</li><li>Learners are guided and encouraged to exchange gift during Eid.</li></ul>	<ol style="list-style-type: none"><li>Which month do we celebrate Eid –ul -Fitr?</li><li>When do we celebrate Eid-ul-Adh’ha</li><li>How do you prepare for Idd celebrations?</li><li>What is recited during the Eid celebrations?</li></ol>
		a) Name the Islamic Months where the two major Eids fall.		
		b) Identify the two Eid festivals in the Islamic calendar.		
		c) Appreciate the Eid celebrations as a way of enhancing brotherhood and unity.		
<b>Core-Competences to be developed:</b> Communication and collaboration, Critical thinking and problem solving, Citizenship, Learning to learn.				
<b>Link to PCIs:</b> Life skills- interpersonal relationship. Morals, Citizenship: Social Cohesion,			<b>Values:</b> love, unity, responsibility	
<b>Links to other subject(s):</b> Environmental activities , Hygiene and Nutrition Activities, Mathematical Activities				
<b>Suggested Community Service Learning:</b> Assist in the preparations of Eid Festivals			<b>Suggested Non-Formal Activity to support learning:</b> Participate in Eid prayers and celebration to learn more about the Eid activities.	
<b>Suggested Resources:</b> Islamic Calendar, charts, Greetings cards,			<b>Suggested assessment:</b> oral questions and observation	

#### Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly names the months in which the two Eids fall	Correctly names the months in which the two Eids fall	Names the months in which the two Eids fall.	Names the months in which the two Eids fall with difficulties.