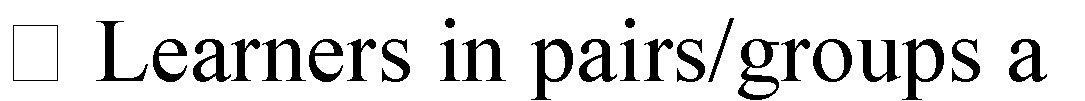
ISLAMIC RELIGIOUS ACTIVITIES

GRADE 5 SCHEMES OF WORK TERM 1

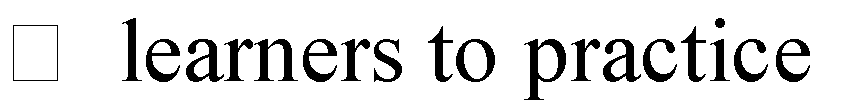
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| **Wk** |  | **Lsn** | **Strand/**  **Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Ref**  **l** |
| **1** | | **1** | **QUR’AN** | **Selected Surah:**  Al-Kauthar | By the end of the sub strand, the learner should be able to:   1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:  Learners to listen to  teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Kauthar  learners to recite selected surah after listening to the teacher/or the digital devices.  re guided to read the selected surah from a digital  device/mus-haf/charts. | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
|  | | **2** |  | **Selected Surah:**  Al-Kauthar | By the end of the sub strand, the learner should be able to:   1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:  Learners to listen to the teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Kauthar  Learners to recite the  selected surah after listening to the teacher/or the digital devices.  Learners in pairs/groups are  guided to read the selected  surah from a digital device/mus-haf/charts. | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
|  | | **3** |  | **Selected Surah:**  Al-Kauthar | By the end of the sub strand, the learner should be able to: | 1. Why is it important to recite the Qur’an? | Learnes to practice proper  pronunciation through listening to digital devices | * Digital devices, Mus-   haf, charts, | * Portfolio, * written assessment, |  |

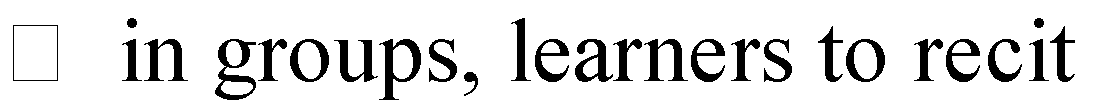
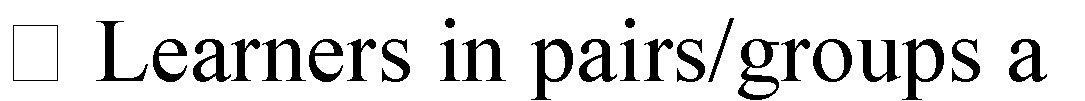
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|  |  |  |  | 1. Outline the basic meaning of the selected surah to act as guidance in their daily life. 2. Deduce lessons and teachings from the selected surah and apply them in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. What lessons do we learn from the selected surah? 2. What teachings can Muslims derive from the selected surah? 3. How can you apply the teachings of the selected surah in   your daily life? | Learners to listen to basic  meaning of the selected surah from digital devices and make anecdotal notes  in groups learners to discuss  the different ways of  applying the teachings and lessons learnt from the  selected surah | * course books and resource person | * oral assessment * anecdotal notes and * observation schedule |  |
| **2** | **1** |  | **Selected Surah:**  Al-Kauthar | By the end of the sub strand, the learner should be able to:   1. Outline the basic meaning of the selected surah to act as guidance in their daily life. 2. Deduce lessons and teachings from the selected surah and apply them in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Learners t practice proper  pronunciation through listening to digital devices  Learners to listen to basic  meaning of the selected surah from digital devices and make anecdotal notes  in groups, learners to discuss the different ways of  applying the teachings and lessons learnt from the  selected surah | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
|  | **2** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:   1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:  Learners to listen to teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Maun  Learnera to recite the selected surah after listening to the teacher/or the digital devices.  Learners in pairs/ groups re guided to read the selected surah from a digital device/mus-haf/charts.  Learners practice proper  pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |



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| **3** | **1** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:   1. Outline the basic meaning of the selected surah to act as guidance in their daily life. 2. Deduce lessons and teachings from the selected surah and apply them in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Learners to listen to basic  meaning of the selected surah from digital devices and make anecdotal notes  in groups /pairs learners to  discuss the different ways of applying the teachings and lessons learnt from the selected surah | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
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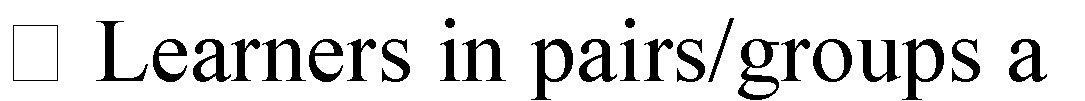
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|  |  |  |  |  | the selected surah in  your daily life? |  |  |  |  |
|  | **3** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:   1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:  Learners to listen to the  teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Quraysh  Learners to recite selected surah after listening to the teacher/or the digital devices.  In pairs/groups learners are guided to read the selected surah from a digital device/mus-haf/charts.  Learners to practice proper pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
| **4** | **1** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:   1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:  Learners to listen to  teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Quraysh  Learners to recite the  selected surah after listening to the teacher/or the digital devices.  Learners in pairs/groups are guided to read the selected surah from a digital device/mus-haf/charts.  Learners to practice proper  pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
|  | **2** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:  a. Outline the basic meaning of the selected surah to act | 1. Why is it important to recite the Qur’an? | In groups learners to recite the selected surah severally to enhance memorization  Learners to listen to basic  meaning of the selected surah | * Digital devices, Mus- haf, charts, | * Portfolio, * written assessment, * oral assessment |  |

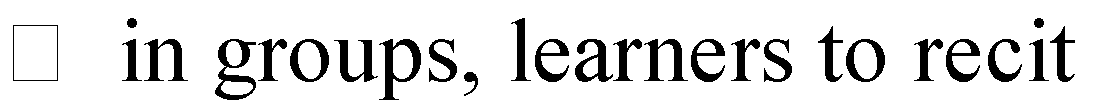




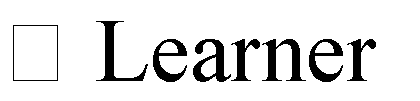
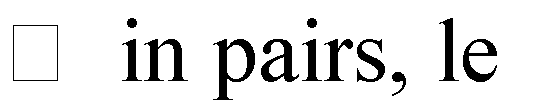
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|  |  |  |  | as guidance in their daily life.   1. Deduce lessons and teachings from the selected surah and apply them in their daily life. 2. Appreciate the Qur’an as the first source of guidance. | 1. What lessons do we learn from the selected surah? 2. What teachings can Muslims derive from the selected surah? 3. How can you apply the teachings of the selected surah in   your daily life? | from digital devices and make anecdotal notes  in groups learners to  discuss the different ways of applying the teachings and lessons learnt from the selected surah | * course books and resource person | | * anecdotal notes and * observation schedule |  |  |
|  | **3** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:   1. Outline the basic meaning of the selected surah to act as guidance in their daily life. 2. Deduce lessons and teachings from the selected surah and apply them in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | In groups learners to recite the selected surah severally to enhance memorization  Learners to listen to basic  meaning of the selected surah from digital devices and make anecdotal notes  in groups learners to  discuss the different ways of applying the teachings and lessons learnt from the selected surah | * Digital devices, Mus- haf, charts, * course books and resource person | | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
| **5** | **1** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to:   1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:  Learners to listen to the  teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Fil  Learners to recite the selected surah after listening to the teacher/or the digital devices.  Learners in pairs/groups are guided to read the selected surah from a digital  device/mus-haf/charts. | * Digital devices, Mus- haf, charts, * course books and resource person | | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
|  | **2** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to: | 1. Why is it important to recite the Qur’an? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings: |  | * **Digital devices,** * **course books a** | * Portfolio, * written assessment   assessment, |  |  |

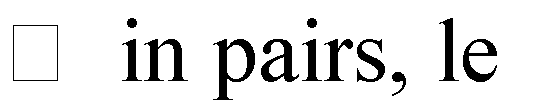
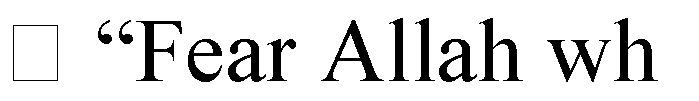
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|  |  |  |  | 1. Read and memorize the selected surah for spiritual nourishment. 2. Outline the basic meaning of the selected surah to act as guidance in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. What lessons do we learn from the selected surah? 2. What teachings can Muslims derive from the selected surah? 3. How can you apply the teachings of the selected surah in your daily life? | Learners to listen to  teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Fil  Learners to recite the  selected surah after listening to the teacher/or the digital devices.  Leaners in pairs/groups are  guided to read the selected  surah from a digital device/mus-haf/charts. |  | * oral assessment * anecdotal notes and * observation schedule |  |  |
|  | **3** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to:   1. Outline the basic meaning of the selected surah to act as guidance in their daily life. 2. Deduce lessons and teachings from the selected surah and apply them in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Learners to practice proper  pronunciation through listening to digital devices  in groups learners to recite the selected surah severally to enhance memorization  Learners to listen to basic  meaning of the selected surah from digital devices and make anecdotal notes  in groups learners to  discuss the different ways of applying the teachings and  lessons learnt from the selected surah | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |
| **6** | **1** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to:   1. Outline the basic meaning of the selected surah to act as guidance in their daily life. 2. Deduce lessons and teachings from the selected surah and apply them in their daily life. 3. Appreciate the Qur’an as the first source of guidance. | 1. Why is it important to recite the Qur’an? 2. What lessons do we learn from the selected surah? 3. What teachings can Muslims derive from the selected surah? 4. How can you apply the teachings of the selected surah in your daily life? | Learners to practice proper  pronunciation through listening to digital devices  in groups learners to recite the selected surah severally to enhance memorization  Learners to listen to basic  meaning of the selected surah from digital devices and make anecdotal notes  in groups , learners to discuss the different ways of applying the teachings and lessons learnt from the  selected surah | * Digital devices, Mus- haf, charts, * course books and resource person | * Portfolio, * written assessment, * oral assessment * anecdotal notes and * observation schedule |  |



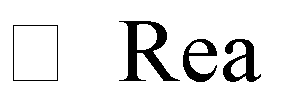
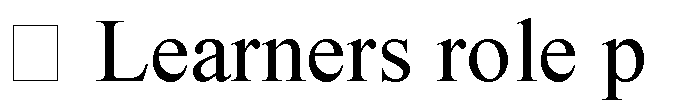


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|  | **2** | **HADITH** | **Hadith on good behaviour** | By the end of the sub strand, the learner should be able to:   1. Identify examples of good behaviour from the selected Hadith on character building. 2. discuss the significance of the selected Hadith in shaping the character of a Muslim 3. Appreciate the teachings of the Hadith by applying them in day to day life. | 1. Why should we behave well? 2. What actions show   that you fear Allah? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:  Learners read from | * Charts & course books, digital * devices, resource persons | written assessment,  oral assessment, |  |
|  |  |  |  | chart/digital devices the  Hadith on good behaviour:  Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out.  And behave well towards other people.” (AlTirmidhi).  In pairs, learners identify good behaviour mentioned in the Hadith and present in plenary | observation schedule, portfolio |
|  | **3** |  | **Hadith on good behaviour** | By the end of the sub strand, the learner should be able to:   1. Identify examples of good behaviour from the selected Hadith on character building. 2. discuss the significance of the selected Hadith in shaping the character of a Muslim 3. Appreciate the teachings of the Hadith by applying them in day to day life. | 1. Why should we behave well? 2. What actions show that you fear Allah? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:  Learners to read from | * Charts & course books, digital * devices, resource persons | written assessment, oral  assessment, |  |
|  |  |  | chart/digital devices the  Hadith on good behaviour:  Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out.  And behave well towards other people.” (AlTirmidhi).  In pairs learners identify good behaviour mentioned in the Hadith and present in  plenary | observation schedule, portfolio |
| **7** | **1** |  | **Hadith on good behaviour** | By the end of the sub strand, the learner should be able to:   1. Identify examples of good behaviour from the selected Hadith on character building. 2. discuss the significance of the selected Hadith in shaping the character of a Muslim 3. Appreciate the teachings of the Hadith by applying them in day to day life. | 1. Why should we behave well? 2. What actions show that you fear Allah? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:  Learner read from | * Charts & course books, digital * devices, resource persons | written assessment, oral  assessment, |  |
|  |  |  |  | chart/digital devices the  Hadith on good behaviour:  In pairs learners identify good behaviour mentioned in the Hadith and present in plenary  Learners are guided to discuss the teachings and relevance of the Hadith in their  daily life. | observation schedule, portfolio |

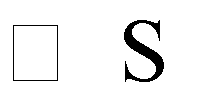
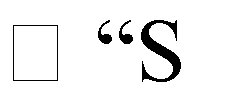
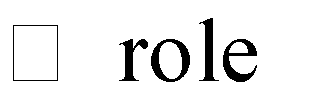
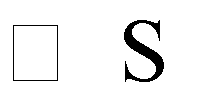
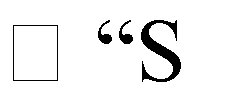
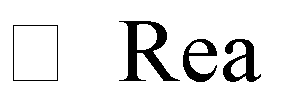
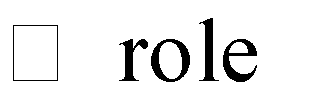
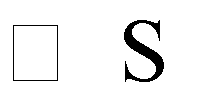


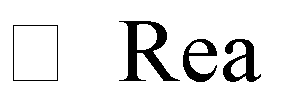
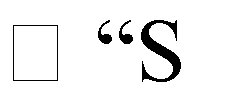


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|  |  |  |  |  |  | Learners role play the behaviour mentioned in the  Hadith. |  |  |  |
|  | **2** |  | **Hadith on Greeting** | By the end of the sub strand, the learner should be able to:   1. Explain the importance of Islamic greetings in the life of a Muslim. 2. Practice Islamic greetings so as to promote love and unity in the society. 3. Appreciate the use of Islamic greetings in bringing harmony in the   society. | 1. Why should a Muslim use  Islamic greetings? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:“…. Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves.” (Muslim)  Watch and listen to the islamic  greetings from digital devices | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **3** |  | **Hadith on Greeting** | By the end of the sub strand, the learner should be able to:   1. Explain the importance of Islamic greetings in the life of a Muslim. 2. Practice Islamic greetings so as to promote love and unity in the society. 3. Appreciate the use of Islamic greetings in bringing harmony in the society. | 1. Why should a Muslim use  Islamic greetings? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:“…. Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves.” (Muslim)  Watch and listen to the islamic  greetings from digital devices | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |
| **8** | **1** |  | **Hadith on Greeting** | By the end of the sub strand, the learner should be able to:   1. Explain the importance of Islamic greetings in the life of a Muslim. 2. Practice Islamic greetings so as to promote love and unity in the society. 3. Appreciate the use of Islamic greetings in bringing harmony in the   society. | 1. Why should a Muslim use  Islamic greetings? | Demonstrate islamic greetings.  Discuss the importance of  Islamic greetings in the life of a Muslim and make summary notes.  Search online and sing  Qasida on Islamic greetings | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **2** |  | **Hadith on knowledge** | By the end of the sub strand, the learner should be able to:  a. Read the Hadith as a source of reference in seeking knowledge. | 1. What can you do to improve your performance in school? 2. Why is it important to | -In pairs/groups learners are guided to:  Read from a chart/digital devices the following Hadith on knowledge: | * Charts & course books, digital * devices,   resource persons | written assessment, oral assessment, observation schedule, |  |



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|  |  |  |  | 1. explain the importance of seeking knowledge for the benefit of this world and the Hereafter 2. Appreciate the teachings of the Hadith by working hard in school. | seek knowledge in Islam?   1. What challenges may hinder one from acquiring education? 2. What can you do to help the society acquire education? | Seeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).  Search online the importance of seeking knowledge and present it in class  Discuss ways of improving academic performance in school.  Role play the importance of  seeking knowledge in the Muslim society |  | portfolio |  |
|  | **3** |  | **Hadith on knowledge** | By the end of the sub strand, the learner should be able to:   1. Read the Hadith as a source of reference in seeking knowledge. 2. explain the importance of seeking knowledge for the benefit of this world and the Hereafter 3. Appreciate the teachings of the Hadith by working hard in school. | 1. What can you do to improve your performance in school? 2. Why is it important to   seek knowledge in Islam?   1. What challenges may hinder one from acquiring education? 2. What can you do to help the society acquire education? | -In pairs/groups learners are guided to:  d from a chart/digital devices the following Hadith on knowledge:  eeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).  earch online the importance of seeking knowledge and present it in class  show ways of improving academic performance in school.  play the importance of  seeking knowledge in the Muslim society | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |
| **9** | **1** |  | **Hadith on knowledge** | By the end of the sub strand, the learner should be able to:   1. Read the Hadith as a source of reference in seeking knowledge. 2. explain the importance of seeking knowledge for the benefit of this world and the Hereafter 3. Appreciate the teachings of the Hadith by working hard in school. | 1. What can you do to improve your performance in school? 2. Why is it important to   seek knowledge in Islam?   1. What challenges may hinder one from acquiring education? 2. What can you do   to help the society acquire education? | -In pairs/groups learners are guided to:  Read from a chart/digital devices the following Hadith on knowledge:  Seeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).  Search online the importance of seeking knowledge and present it in class | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |





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|  |  |  |  |  |  | Discuss ways of improving academic performance in school.  play the importance of seeking knowledge in the Muslim society |  |  |  |
|  | **2** |  | **Hadith on responsible living** | By the end of the sub strand, the learner should be able to:   1. Outline five issues that mankind should account for according to the Hadith. 2. Describe the lessons learnt from the Hadith for character building. 3. Appreciate the teachings of the Hadith by living responsibly. | 1. How can the youth live responsibly? 2. How do Muslims earn their wealth? 3. How do Muslims spend their wealth? 4. How can knowledge be used to benefit others? | In pairs/small groups, learners are guided to: Read from a chart/digital devices the Hadith on responsible living:  “The son of Adam will not be dismissed from Allah on the Day of Resurrection until he is questioned about five issues: his life and how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted on  his knowledge.” (Al-Tirmithi) | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **3** |  | **Hadith on responsible living** | By the end of the sub strand, the learner should be able to:   1. Outline five issues that mankind should account for according to the Hadith. 2. Describe the lessons learnt from the Hadith for character building. 3. Appreciate the teachings of the Hadith by living responsibly. | 1. How can the youth live responsibly? 2. How do Muslims earn their wealth? 3. How do Muslims spend their wealth? 4. How can knowledge be used to benefit others? | In pairs/small groups, learners are guided to: Read from a chart/digital devices the Hadith on responsible living:  “The son of Adam will not be dismissed from Allah on the Day of Resurrection until he is questioned about five issues: his life and how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted on  his knowledge.” (Al-Tirmithi) | * Charts & course books, digital * devices, resource persons | written assessment, oral assessment, observation schedule, portfolio |  |
| **10** | **ASSESSMENT** | | | | | | | | |

