

# ISLAMIC RELIGIOUS EDUCATION ACTIVITIES.

## GRADE FIVE SCHEMES OF WORK TERM 2

| Wk | Ls<br>n | Strand<br>/<br>Them<br>e | Sub strand   | Specific learning<br>outcomes   | Key<br>inquiry<br>Question<br>s  | Learning experiences  | Learnin<br>g<br>Resource<br>s  | Assessment<br>methods  | Re<br>fl |
|----|---------|--------------------------|--|---|--|---|--|--|----------|
| 1  | 1       | Hadith                   | Hadith on responsible living                                       | By the end of the sub strand, the learner should be able to:<br>a. Outline five issues that mankind should account for according to the Hadith.<br>b. Describe the lessons learnt from the Hadith for character building.<br>c. Appreciate the teachings of the Hadith by living responsibly.   | 1. How can the youth live responsibly?<br>2. How do Muslims earn their wealth?<br>3. How do Muslims spend their wealth?<br>4. How can knowledge be used to benefit others? | Learners will outline the five issues that mankind must account for on the Day of Resurrection<br>describe the lessons learnt from the Hadith and do class presentations<br><input type="checkbox"/> dramatize ways of living responsibly   | <ul style="list-style-type: none"> <li>Charts &amp; course books, digital devices, resource persons</li> </ul>   | written assessment, oral assessment, observation schedule, portfolio |          |
|    | 2       | PILLAR S OF IMAN         | Belief in Allah<br>Attributes of Allah: Al-Ghaffaar (The Forgiver) | By the end of the sub strand, the learner should be able to:<br>a. outline the attributes of Allah and their corresponding meaning for spiritual nourishment<br>b. state the teachings of the selected attributes of Allah for application in day to day life<br>c. Explain the importance of the attributes of Allah for character formation.<br>d. Use the attributes of Allah while making dua (supplication).<br>e. Appreciate the unique attributes of Allah as part of Islamic faith. | 1. What lessons are learnt from the attributes of Allah?<br>2. Why should we use the attributes of Allah while making dua (supplications)?                                 | In pairs/ groups, learners are guided to:<br><input type="checkbox"/> listen to the attributes of Allah from a digital device;<br>- Al- Ghaffaar (The Forgiver)<br>Match the attributes of Allah with corresponding meaning using flash cards.<br><br><input type="checkbox"/> discuss the teachings and importance of the attributes of Allah and make anecdotal notes use the attribute of Allah while making dua<br>sing qasida on the attributes of Allah | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule  |          |

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|  | 3 |  | <b>Belief in Allah</b><br>Attributes of Allah: Al-Aalim (The All Knowing) | By the end of the sub strand, the learner should be able to:<br>a. outline the attributes of Allah and their | 1. What lessons are learnt from the attributes of Allah?<br>2. Why should we use the attributes of | In pairs/ groups, learners are guided to:<br>listen to the attributes of Allah from a digital device;<br>- Al-Aalim (The All Knowing) | ● Digital devices, charts, course books, | Portfolio, written assessment oral assessment, observation |  |
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|   |   |  |  | <p>corresponding meaning for spiritual nourishment</p> <p>b. state the teachings of the selected attributes of Allah for application in day to day life</p> <p>c. Explain the importance of the attributes of Allah for character formation.</p> <p>d. Use the attributes of Allah while making dua (supplication).</p> <p>e. Appreciate the unique attributes of Allah as part of Islamic faith.</p>  | <p>Allah while making dua (supplications)?</p>  | <p>the attributes of Allah with corresponding meaning using flash cards.</p> <p>□ discuss the teachings and importance of the attributes of Allah and make anecdotal notes use the attribute of of Allah while making dua sing qasida on the attributes of Allah</p>  | <ul style="list-style-type: none"> <li>● resource persons, course books and</li> <li>● Mus-haf, flashcards</li> </ul>  | <p>schedule</p>  |  |
| 2 | 1 |  | <p><b>Belief in Allah</b></p> <p>Attributes of Allah: Al-Haafidh (The Protector)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a. outline the attributes of Allah and their corresponding meaning for spiritual nourishment</p> <p>b. state the teachings of the selected attributes of Allah for application in day to day life</p> <p>c. Explain the importance of the attributes of Allah for character formation.</p> <p>d. Use the attributes of Allah while making dua (supplication).</p> <p>e. Appreciate the unique attributes of Allah as part of Islamic faith.</p> | <p>1. What lessons are learnt from the attributes of Allah?</p> <p>2. Why should we use the attributes of Allah while making dua (supplications)?</p> | <p>In pairs/ groups, learners are guided to:</p> <p>ten to the attributes of Allah from a digital device; - Al-Haafidh (The Protector)</p> <p>the attributes of Allah with corresponding meaning using flash cards.</p> <p>□ discuss the teachings and importance of the attributes of Allah and make anecdotal notes of Allah</p> <p>while making dua ng qasida on the attributes of Allah</p> | <ul style="list-style-type: none"> <li>● Digital devices, charts, course books, resource persons, course books and</li> <li>● Mus-haf, flashcards</li> </ul> | <p>Portfolio, written assessment oral assessment, observation schedule</p> |  |

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|  | 2 |  | <b>Belief in Allah</b><br>Attributes of Allah: Al-Hakam (The Judge) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline the attributes of Allah and their corresponding meaning for spiritual nourishment</li> <li>state the teachings of the selected attributes of Allah for application in day to day life</li> </ol> | <ol style="list-style-type: none"> <li>What lessons are learnt from the attributes of Allah?</li> <li>Why should we use the attributes of Allah while making dua (supplications)?</li> </ol> | <div>In pairs/ groups, learners are guided to:</div> <div>ten to the attributes of Allah from a digital device; - Al-Hakam (The Judge)</div> <div>the attributes of Allah with corresponding meaning using flash cards.</div> <div><input type="checkbox"/> discuss the teachings and importance of the attributes of Allah and make anecdotal notes</div> | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
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|  |   |  |  | <p>c. Explain the importance of the attributes of Allah for character formation.</p> <p>d. Use the attributes of Allah while making dua (supplication).</p> <p>e. Appreciate the unique attributes of Allah as part of Islamic faith.</p>  |   | <p>use the attribute of of Allah while making dua</p> <p>ng qasida on the attributes of Allah</p>  |  |   |  |
|  | 3 |  | <p><b>Belief in Allah</b><br/>Attributes of Allah: Al-Hayu (The Ever Living)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a. outline the attributes of Allah and their corresponding meaning for spiritual nourishment</p> <p>b. state the teachings of the selected attributes of Allah for application in day to day life</p> <p>c. Explain the importance of the attributes of Allah for character formation.</p> <p>d. Use the attributes of Allah while making dua (supplication).</p> <p>e. Appreciate the unique attributes of Allah as part of Islamic faith.</p> | <p>1. What lessons are learnt from the attributes of Allah?</p> <p>2. Why should we use the attributes of Allah while making dua (supplications)?</p> | <p>In pairs/ groups, learners are guided to:</p> <p>ten to the attributes of Allah from a digital device; Al-match the attributes of Allah with corresponding meaning using flash cards.</p> <p>□ discuss the teachings and importance of the attributes of Allah and make anecdotal notes use the attribute of Allah while making dua</p> <p>ng qasida on the attributes of Allah</p> | <ul style="list-style-type: none"> <li>● Digital devices, charts, course books, resource persons, course books and</li> <li>● Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |

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| 3 | 1 |  | <b>Belief in Allah</b><br>Attributes of Allah Al-Waahid (The One) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline the attributes of Allah and their corresponding meaning for spiritual nourishment</li> <li>state the teachings of the selected attributes of Allah for application in day to day life</li> <li>Explain the importance of the attributes of Allah for character formation.</li> <li>Use the attributes of Allah while making dua (supplication).</li> </ol> | <ol style="list-style-type: none"> <li>What lessons are learnt from the attributes of Allah?</li> <li>Why should we use the attributes of Allah while making dua (supplications)?</li> </ol> | In pairs/ groups, learners are guided to: <div>             ten to the attributes of Allah from a digital device;           </div> - Allah Al-Waahid (The One) <div>             the attributes of Allah with corresponding meaning using flash cards.           </div> <div>             discuss the teachings and importance of the attributes of Allah and make anecdotal notes of Allah           </div> while making dua <div>             ng qasida on the attributes of Allah           </div> | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
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|  |   |  |  | e. Appreciate the unique attributes of Allah as part of Islamic faith.   |  |  |  |   |  |
|  | 2 |  | <b>Belief in angels</b><br>Characteristics of angels | By the end of the sub strand, the learner should be able to:<br>a. State the characteristics of angels to strengthen their iman.<br>b. Explain the significance of the belief in angels in the life of a Muslim.<br>c. Obey Allah's commands by emulating angels.<br>d. Differentiate between angels and human beings so as to appreciate Allah's creation.<br>e. Appreciate the belief in angels as a pillar of iman. | 1. What is the significance of believing in angels?<br>2. What are the differences between angels and human beings?<br>3. How can Muslims show obedience to Allah? | Individually/in pairs/in small groups, learners are guided to:<br><br>on the characteristics of angels from digital devices/books/resource persons and present in class the significance of belief in angels and make anecdotal notes.<br><br>fferent situations that depict obedience to Allah's commands (obeying parents, teachers, elders, school rules) a verse from the Qur'an on the obedience of angels on Allah's commands (Q66: 6) | <ul style="list-style-type: none"> <li>• Digital devices, charts, course books, resource persons, course books and</li> <li>• Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
|  | 3 |  | <b>Belief in angels</b><br>Characteristics of angels | By the end of the sub strand, the learner should be able to:<br>a. State the characteristics of angels to strengthen their iman.<br>b. Explain the significance of the belief in angels in the life of a Muslim.<br>c. Obey Allah's commands by emulating angels.<br>d. Differentiate between angels and human beings so as to appreciate Allah's creation.<br>e. Appreciate the belief in angels as a pillar of iman. | 1. What is the significance of believing in angels?<br>2. What are the differences between angels and human beings?<br>3. How can Muslims show obedience to Allah? | Individually/in pairs/in small groups, learners are guided to:<br><br>on the characteristics of angels from digital devices/books/resource persons and present in class the significance of belief in angels and make anecdotal notes.<br><br>fferent situations that depict obedience to Allah's commands (obeying parents, teachers, elders, school rules) a verse from the Qur'an on the obedience of angels on Allah's commands (Q66: 6) | <ul style="list-style-type: none"> <li>• Digital devices, charts, course books, resource persons, course books and</li> <li>• Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |

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| 4 | 1 |  | <b>Belief in angels</b><br>Characteristics of angels | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>State the characteristics of angels to strengthen their iman.</li> <li>Explain the significance of the belief in angels in the life of a Muslim.</li> </ol> | <ol style="list-style-type: none"> <li>What is the significance of believing in angels?</li> <li>What are the differences between angels and human beings?</li> <li>How can Muslims</li> </ol> | Individually/in pairs/in small groups, learners are guided to: <ul style="list-style-type: none"> <li>search for information on the characteristics of angels from digital devices/books/resource</li> </ul> | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
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|  |   |  |   | <p>c. Obey Allah’s commands by emulating angels.</p> <p>d. Differentiate between angels and human beings so as to appreciate Allah’s creation.</p> <p>e. Appreciate the belief in angels as a pillar of iman.</p>   | show obedience to Allah?   | <p>the significance of belief in angels and make anecdotal notes.</p> <p>fferent situations that depict obedience to Allah’s commands (obeying parents, teachers, elders, school rules)</p> <p>a verse from the Qur’an on the obedience of angels on Allah’s commands (Q66: 6)</p>   | <ul style="list-style-type: none"> <li>• Mus-haf, flashcards</li> </ul>   |   |  |
|  | 2 |  | <b>Belief in Prophets Qualities of Prophets</b> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a. Explain the qualities of Prophets for character formation.</p> <p>b. Apply values learnt from the qualities of Prophets in their daily lives.</p> <p>c. Appreciate belief in Allah’s Prophets by emulating the qualities of Prophets.</p> | <p>1. What are the qualities of a good person?</p> <p>2. How can qualities of the Prophets be applied in daily life?</p> <p>3. Why are Prophets regarded as role models?</p> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <p>□ search for information on the qualities of Prophets from digital devices/books/resource persons and display in class</p> <p>tory of any Prophet that shows these qualities</p> <p>ations that demonstrate values learnt from the qualities of the Prophets e.g.(honesty, obedience, patience)</p> <p>the qualities of the Prophets learnt can be applied in school situation.</p> | <ul style="list-style-type: none"> <li>• Digital devices, charts, course books,</li> <li>• resource persons, course books and</li> <li>• Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |

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|  | 3 |  | <b>Belief in Prophets</b><br><b>Qualities of Prophets</b> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>Explain the qualities of Prophets for character formation.</li> <li>Apply values learnt from the qualities of Prophets in their daily lives.</li> <li>Appreciate belief in Allah’s Prophets by emulating the qualities of Prophets.</li> </ol> | <ol style="list-style-type: none"> <li>What are the qualities of a good person?</li> <li>How can qualities of the Prophets be applied in daily life?</li> <li>Why are Prophets regarded as role models?</li> </ol> | Individually or in pairs/in small groups, learners are guided to: <ul style="list-style-type: none"> <li><input type="checkbox"/> search for information on the qualities of Prophets from digital devices/books/resource persons and display in class</li> <li><input type="checkbox"/> read tory of any Prophet that shows these qualities</li> <li><input type="checkbox"/> demonstrate values learnt from the qualities of the Prophets e.g.(honesty, obedience, patience)</li> <li><input type="checkbox"/> the qualities of the Prophets learnt can be applied in school situation.</li> </ul> | <ul style="list-style-type: none"> <li>Digital devices, charts, course books,</li> <li>resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
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| 5 | 1 |  | <b>Belief in Prophets<br/>Qualities of Prophets</b> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Explain the qualities of Prophets for character formation.</li> <li>Apply values learnt from the qualities of Prophets in their daily lives.</li> <li>Appreciate belief in Allah's Prophets by emulating the qualities of Prophets.</li> </ol>  | <ol style="list-style-type: none"> <li>What are the qualities of a good person?</li> <li>How can qualities of the Prophets be applied in daily life?</li> <li>Why are Prophets regarded as role models?</li> </ol> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>search for information on the qualities of Prophets from digital devices/books/resource persons and display in class</li> </ul> <p>Prophet that shows these qualities</p> <p>ations that demonstrate values learnt from the qualities of the Prophets e.g.(honesty, obedience, patience)</p> <p>the qualities of the Prophets learnt can be applied in school situation.</p>       | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
|   | 2 |  | <b>Miracles of Prophets: Nuh (A.S)</b>              | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify the miracles of the selected Prophets to strengthen their iman (faith).</li> <li>Discuss lessons learnt from the miracles of the selected Prophets for spiritual growth.</li> <li>appreciate the miracles of the selected Prophets to build their reliance on Allah</li> </ol> | <ol style="list-style-type: none"> <li>What is a miracle?</li> <li>Why did Prophets perform miracles?</li> </ol>   | <p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes.</li> </ul> <p>- Nuh (A.S)</p> <p>duce lessons from the miracles of the selected Prophets and present in class</p> <p>Match the name of the Prophets with miracles performed using flash cards</p> <p>r and display items related to the miracles of the selected Prophet</p> | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |

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|  | 3 |  | <b>Miracles of Prophets:</b><br>Nuh (A.S) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>Identify the miracles of the selected Prophets to strengthen their iman (faith).</li> <li>Discuss lessons learnt from the miracles of the selected Prophets for spiritual growth.</li> </ol> | <ol style="list-style-type: none"> <li>What is a miracle?</li> <li>Why did Prophets perform miracles?</li> </ol> | Individually/in pairs/in small groups, learners are guided to: <ol style="list-style-type: none"> <li>watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes.</li> <li>- Nuh (A.S)</li> <li>discuss lessons from the miracles of the selected Prophets and present in class</li> </ol> | <ul style="list-style-type: none"> <li>Digital devices, charts, course books, resource persons, course books and</li> <li>Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
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|   |   |  |  | c. appreciate the miracles of the selected Prophets to build their reliance on Allah  |  | Match the name of the Prophets with miracles performed using flash cards<br>r and display items related to the miracles of the selected Prophet  |  |   |  |
| 6 | 1 |  | <b>Miracles of Prophets:</b><br>Musa (A.S) | By the end of the sub strand, the learner should be able to:<br>a. Identify the miracles of the selected Prophets to strengthen their iman (faith).<br>b. Discuss lessons learnt from the miracles of the selected Prophets for spiritual growth.<br>c. appreciate the miracles of the selected Prophets to build their reliance on Allah | 1. What is a miracle?<br>2. Why did Prophets perform miracles? | Individually/in pairs/in small groups, learners are guided to:<br><input type="checkbox"/> watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes.<br>- Issa (A.S.)<br>duce lessons from the miracles of the selected Prophets and present in class<br>Match the name of the Prophets with miracles performed using flash cards<br>r and display items related to the miracles of the selected Prophet | <ul style="list-style-type: none"> <li>• Digital devices, charts, course books, resource persons, course books and</li> <li>• Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |
|   | 2 |  | <b>Miracles of Prophets:</b><br>Musa (A.S) | By the end of the sub strand, the learner should be able to:<br>a. Identify the miracles of the selected Prophets to strengthen their iman (faith).<br>b. Discuss lessons learnt from the miracles of the selected Prophets for spiritual growth.<br>c. appreciate the miracles of the selected Prophets to build their reliance on Allah | 1. What is a miracle?<br>2. Why did Prophets perform miracles? | Individually/in pairs/in small groups, learners are guided to:<br><input type="checkbox"/> watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes.<br>- Issa (A.S.)<br>duce lessons from the miracles of the selected Prophets and present in class<br>Match the name of the Prophets with miracles performed using flash cards<br>r and display items related to the miracles of the selected Prophet | <ul style="list-style-type: none"> <li>• Digital devices, charts, course books, resource persons, course books and</li> <li>• Mus-haf, flashcards</li> </ul> | Portfolio, written assessment oral assessment, observation schedule |  |

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|  | 3 |  | <b>Miracles of Prophets:</b><br>- Issa (A.S.) | By the end of the sub strand, the learner should be able to:<br>a. Identify the miracles of the selected Prophets to strengthen their iman (faith). | 1. What is a miracle?<br>2. Why did Prophets perform miracles? | Individually/in pairs/in small groups, learners are guided to:<br><input type="checkbox"/> watch/listen to stories of the miracles of the selected Prophets from digital devices and make notes.<br>- Issa (A.S.) | <ul style="list-style-type: none"><li>● Digital devices, charts, course books, resource persons,</li></ul> | Portfolio, written assessment oral assessment, observation schedule |  |
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|   |   |                        |                             | b. Discuss lessons learnt from the miracles of the selected Prophets for spiritual growth.<br>c. appreciate the miracles of the selected Prophets to build their reliance on Allah   |   | duce lessons from the miracles of the selected Prophets and present in class<br>Match the name of the Prophets with miracles performed using flash cards and display items related to the miracles of the selected Prophet  | course books and<br>• Mus-haf, flashcards  |  |  |
| 7 | 1 | <b>DEVOTIONAL ACTS</b> | <b>Nullifiers of swalah</b> | By the end of the sub strand, the learner should be able to:<br>a. outline the nullifiers of swalah to safeguard its validity during performance.<br>b. perform Swalah correctly to earn thawab from Allah.<br>c. differentiate between nullifiers of swalah and wudhu to perfect their ibadah.<br>d. appreciate performance of swalah by avoiding its nullifiers. | 1. What acts should be avoided when praying?<br>2. What is the significance of avoiding nullifiers of swalah? | Individually/in pairs/in small groups, learners are guided to: brainstorm on the nullifiers of swalah and present in class play some of the observable nullifiers of swalah (e.g. walking, eating, drinking, jumping e.tc.). and sort the nullifiers of swalah and wudhu using flash cards.<br>orrect performance of swalah                             | • Charts, course books, resource<br>• person, flash cards, digital devices,<br>• resource persons, personal logs | Oral assessment and observation schedule, written assessments, portfolio, Journals |  |
|   | 2 |                        | <b>Nullifiers of swalah</b> | By the end of the sub strand, the learner should be able to:<br>a. outline the nullifiers of swalah to safeguard its validity during performance.<br>b. perform Swalah correctly to earn thawab from Allah.<br>c. differentiate between nullifiers of swalah and wudhu to perfect their ibadah.<br>d. appreciate performance of swalah by avoiding its nullifiers. | 1. What acts should be avoided when praying?<br>2. What is the significance of avoiding nullifiers of swalah? | Individually/in pairs/in small groups, learners are guided to: the nullifiers of swalah and present in class play some of the observable nullifiers of swalah (e.g. walking, eating, drinking, jumping e.tc.). and sort the nullifiers of swalah and wudhu using flash cards.<br><input type="checkbox"/> demonstrate the correct performance of swalah | • Charts, course books, resource<br>• person, flash cards, digital devices,<br>• resource persons, personal logs | Oral assessment and observation schedule, written assessments, portfolio, Journals |  |

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|  | 3 |  | <b>Sunnah (Optional) prayers: Qabliyah and Ba'diyah</b> | By the end of the sub strand, the learner should be able to:<br>a. Explain the significance of performing sunnah prayers in the life of a Muslim. | 1. Why should a Muslim perform Qabliya and ba'diyah? | Individually/in pairs/in small groups, learners are guided to: <ul style="list-style-type: none"> <li><input type="checkbox"/> discuss sunnah prayers performed before and after fardh prayers and display in class using charts</li> <li><input type="checkbox"/> draw, colour</li> </ul> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> </ul> | Oral assessment and observation schedule, written |  |
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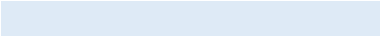
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|   |   |  |   | b. Perform Qabliyah and Ba'diyahprayers to gain rewards from Allah.<br>c. appreciate the performance of Qabliyah and Ba'diyah to emulate the sunnah of the Prophet (s.a.w)  |  | match/fill gaps using digital devices/charts/pocket boards the number of raakat for Qabliyah and ba'diyah for each fardh prayer<br><input type="checkbox"/> brainstorm on the importance of observing qabliyah and ba'diyah and develop anecdotalnotes<br><input type="checkbox"/> perform Qabliyah and ba'diyah prayers  | ● resource persons, personal logs   | assessments, portfolio, Journals   |  |
| 8 | 1 |  | <b>Sunnah (Optional) prayers: Qabliyah and Ba'diyah</b> | By the end of the sub strand, the learner should be able to:<br>a. Explain the significance of performing sunnah prayers in the life of a Muslim.<br>b. Perform Qabliyah and Ba'diyahprayers to gain rewards from Allah.<br>c. appreciate the performance of Qabliyah and Ba'diyah to emulate the sunnah of the Prophet (s.a.w) | 1. Why should a Muslim perform Qabliya and ba'diyah? | Individually/in pairs/in small groups, learners are guided to:<br><input type="checkbox"/> discuss sunnah prayers performed before and after fardh prayers and display in class using charts<br><input type="checkbox"/> match/fill gaps using digital devices/charts/pocket boards the number of raakat for Qabliyah and ba'diyah for each fardh prayer<br><input type="checkbox"/> brainstorm on the importance of observing qabliyah and ba'diyah and develop anecdotalnotes<br><input type="checkbox"/> perform Qabliyah and ba'diyah prayers | ● Charts, course books, resource person, flash cards, digital devices,<br>● resource persons, personal logs | Oral assessment and observation schedule, written assessments, portfolio, Journals |  |

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|  | 2 |  | <b>Sunnah (Optional) prayers: Qabliyah and Ba'diyah</b> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Explain the significance of performing sunnah prayers in the life of a Muslim.</li> <li>Perform Qabliyah and Ba'diyahprayers to gain rewards from Allah.</li> <li>appreciate the performance of Qabliyah and Ba'diyah to emulate the sunnah of the Prophet (s.a.w)</li> </ol> | <p>1. Why should a Muslim perform Qabliya and ba'diyah?</p> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <p>sunnah prayers performed before and after fardh prayers and display in class using charts</p> <p>match/fill gaps using digital devices/charts/pocket boards the number of raakat for Qabliyah and ba'diyah for each fardh prayer</p> <p><input type="checkbox"/> brainstorm on the importance of observing qabliyah and ba'diyah and develop anecdotalnotes</p> <p><input type="checkbox"/> perform Qabliyah and ba'diyah prayers</p> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | <p>Oral assessment and observation schedule, written assessments, portfolio, Journals</p> |  |
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|   | 3 |  | <b>Taraweh and Witr</b> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Explain the significance of performing Taraweh and witr prayers in the life of a Muslim.</li> <li>Perform swalatul Taraweh and Witr for spiritual nourishment.</li> <li>Appreciate the performance of Taraweh and witr prayers to earn thawab</li> <li>develop a habit of performing Taraweh and witr prayers so as to be close to Allah</li> </ol> | <ol style="list-style-type: none"> <li>What is the significance of praying swalatul Taraweh and witr?</li> <li>How do Muslims perform swalatul Taraweh?</li> </ol> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <p>deo/film on the performance of swalatul Taraweh and witr through digital devices and discuss the procedure of performing the prayers.</p> <p>□ perform swalatul Taraweh and witr in class</p> <p>ortance of performing swalatul Taraweh and witr and present in class logs for a week on how they perform Taraweh/witr prayers.</p> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | <p>Oral assessment and observation schedule, written assessments, portfolio, Journals</p> |  |
| 9 | 1 |  | <b>Taraweh and Witr</b> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Explain the significance of performing Taraweh and witr prayers in the life of a Muslim.</li> <li>Perform swalatul Taraweh and Witr for spiritual nourishment.</li> <li>Appreciate the performance of Taraweh and witr prayers to earn thawab</li> <li>develop a habit of performing Taraweh and witr prayers so as to be close to Allah</li> </ol> | <ol style="list-style-type: none"> <li>What is the significance of praying swalatul Taraweh and witr?</li> <li>How do Muslims perform swalatul Taraweh?</li> </ol> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <p>deo/film on the performance of swalatul Taraweh and witr through digital devices and discuss the procedure of performing the prayers.</p> <p>– perform swalatul Taraweh and witr in class</p> <p>ortance of performing swalatul Taraweh and witr and present in class logs for a week on how they perform Taraweh/witr prayers.</p> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | <p>Oral assessment and observation schedule, written assessments, portfolio, Journals</p> |  |

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|  | 2 |  | Swadaqah (Charity) | <p>By the end of the sub strand, the learner should be able to</p> <ol style="list-style-type: none"> <li>Identify forms of swadaqah for character development.</li> <li>practise different acts of swadaqah to earn rewards.</li> <li>Appreciate practising the different forms of swadaqah in their daily life.</li> </ol> | <ol style="list-style-type: none"> <li>What acts of swadaqah do Muslims perform?</li> <li>What are the benefits of practising swadaqah?</li> </ol> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>watch a vi</li> <li>get pictures from digital devices/print media on forms of swadaqah and display them in class</li> <li>discuss the forms of swadaqah as per the teachings of the Prophet (s.a.w) (e.g. feeding an animal, removing an obstacle from the path, sharing with others etc.).</li> </ul> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | Oral assessment and observation schedule, written assessments, portfolio, Journals |  |
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|    |   |  |                                  |  |  | <p>haritable activities (clean up exercise, visit to children's home, tree planting...)</p>   |  |   |  |
|    | 3 |  | <p><b>Swadaqah (Charity)</b></p> | <p>By the end of the sub strand, the learner should be able to</p> <ol style="list-style-type: none"> <li>practise different acts of swadaqah to earn rewards.</li> <li>Explain the benefits of practising acts of swadaqah in the society.</li> <li>Appreciate practising the different forms of swadaqah in their daily life.</li> </ol> | <ol style="list-style-type: none"> <li>What acts of swadaqah do Muslims perform?</li> <li>What are the benefits of practising swadaqah?</li> </ol> | <p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>discuss the forms of swadaqah as per the teachings of the Prophet (s.a.w) (e.g. feeding an animal, removing an obstacle from the path, sharing with others etc.).</li> </ul> <p>haritable activities (clean up exercise, visit to children's home, tree planting...)</p> <ul style="list-style-type: none"> <li>discuss the benefits of giving charity and do class presentation.</li> </ul> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | <p>Oral assessment and observation schedule, written assessments, portfolio, Journals</p> |  |
| 10 | 1 |  | <p><b>Saum</b></p>               | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>explain the reasons for observing saum as a pillar Islam</li> <li>discuss the conditions for saum as a requirement for its validity</li> <li>appreciate observing saum as an act of ibadah</li> </ol>                           | <ol style="list-style-type: none"> <li>What virtues do Muslims learn from saum?</li> <li>What is the significance of observing fast?</li> </ol>    | <p>Individually/in pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>ch through digital devices the reasons for observing saum and make notes</li> <li>iscuss the conditions for saum and present in class</li> </ul> <p>storm on the virtues learnt from saum (patience, honesty, self-control, empathy, generosity etc.) and display on charts.</p>   | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | <p>Oral assessment and observation schedule, written assessments, portfolio, Journals</p> |  |

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|  | 2 |  | Saum | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>explain the reasons for observing saum as a pillar Islam</li> <li>discuss the conditions for saum as a requirement for its validity</li> <li>appreciate observing saum as an act of ibadah</li> </ol> | <ol style="list-style-type: none"> <li>What virtues do Muslims learn from saum?</li> <li>What is the significance of observing fast?</li> </ol> | <p>Indipendently/pairs/in small groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>ch through digital devices the reasons for observing saum and make notes</li> <li>iscuss the conditions for saum and present in class</li> <li>on the virtues learnt from saum (patience, honesty, self-control, empathy, generosity etc.) and display on charts.</li> </ul> | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | <p>Oral assessment and observation schedule, written assessments, portfolio, Journals</p> |  |
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| 3 |  | Saum | By the end of the sub strand, the learner should be able to:<br>a. discuss the conditions for saum as a requirement for its validity<br>b. Apply the virtues that are learnt from observing fast for spiritual growth.<br>c. appreciate observing saum as an act of ibadah | 1. What virtues do Muslims learn from saum?<br>2. What is the significance of observing fast? | Individually/in pairs/in small groups, learners are guided to:<br><input type="checkbox"/> Search through digital devices the reasons for observing saum and make notes<br><input type="checkbox"/> discuss the conditions for saum and present in class<br>Brainstorm on the virtues learnt from saum (patience, honesty, self-control, empathy, generosity etc.) and display on charts. | <ul style="list-style-type: none"> <li>Charts, course books, resource</li> <li>person, flash cards, digital devices,</li> <li>resource persons, personal logs</li> </ul> | Oral assessment and observation schedule, written assessments, portfolio, Journals |
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ASSESSMENT