**IRE FORM ONE SCHEMES OF WORK - TERM TWO YEAR…2023**

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| **WK** | **LES** | **TOPIC** | **SUB-TOPIC** | **SPECIFIC OBJECTIVES** | **LEARNING ACTIVITIES** | | **T/LEARNING AIDS** | | **REFERENCE** | **REMARKS** |
| 1 |  | **Reporting of students and opening exams/revision of exam items** | | | | | | | | |
| 2 | 1 | PILLARS OF IMAAN | **Belief in angels**  - Characteristics of angels | By the end of the lesson the learner should be able to;  -Explain the characteristics of angels  g) mention at least ten angels  h) state the various functions of angels | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -copies of the Holy quran | | Crescent I.R.E *for secondary schools students bk. : KLB Pg.* 24  (Q66: 6) |  |
| 2 | PILLARS OF IMAAN | **Belief in angels**  -Names of angels and their specified duties  i) Jibril  ii) Mikail  iii) Israfil  iv) Izrail | By the end of the lesson the learner should be able to;  -mention at least four angels  - state the various functions of angels | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -copies of the Holy quran | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 25*  (Q50:17-18) |  |
| 3 | PILLARS OF IMAAN | **Belief in angels**  -Names of angels and their specified duties  v) Atid and Raqib  vi) Munkar and Nakir  vii) Ridhwan and Malik | By the end of the lesson the learner should be able to;  -mention at least six angels  -state the various functions of angels | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -copies of the Holy quran | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 26*  (Q50:17-18) |  |
| 3 | 1 | DEVOTIONAL ACTS | Shahada (declaration of creed) | By the end of the lesson the learner should be able to:  a) pronounce the shahada correctly  b) explain the meaning of shahada  c) discuss the significance of shahada in the life of a Muslim | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkbard | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 27* |  |
| 2 | DEVOTIONAL ACTS | **Swalat (Prayer)**  - Meaning of swalat  -Significance of swalat | By the end of the lesson the learner should be able to; State the meaning of swalat  - Describe the significance of swalat | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -praying mats  -tasbih | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 28* |  |
| 3 | DEVOTIONAL ACTS | **Twahara;**  Ghusul | By the End of the lesson the learner should;  Describe the procedure of Ghuslu,  - | -Explaining  -Discussing  -Observation of imitation by students  -Taking notes | | -lessons Notes  - Charts  - | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 29* |  |
| 4 | 1 | DEVOTIONAL ACTS | **Twahara;**  Udhu, | By the End of the lesson the learner should;  a). Describe the procedure of Wudhu,  b). Perform correctly the acts of Wudhu, | -Explaining  -Discussing  -Observation of imitation by students  -Taking notes | | -lessons Notes  - Charts | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 30* |  |
| 2 | DEVOTIONAL ACTS | **Twahara;**  Tayammum | By the End of the lesson the learner should;  a). Describe the procedure of Tayammum  b). Perform correctly the acts of Tayammum  c). State the importance of twaharah | -Explaining  -Discussing  -Dramatizing  Observation and imitation by students  Taking notes | | -lessons Notes  - Charts | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 32* |  |
| 3 | DEVOTIONAL ACTS | **Types of Swalat**  a) Faradh-ain b) Faradhul Kifaya | By the end of the lesson the learner should be able to;  mention the different types of swalat | -Explaination  -Asking questions  -Discussion  -Taking notes.  -Reciting the surah | | -Lesson notes  -Chalkboard  -Holy quran | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 34*  (Q 238-239; Q11: 114) |  |
| 5 | 1 | DEVOTIONAL ACTS | **- Sunna prayers**  i) Tahiyyatul masjid  ii) Qabliyya and Baadiyya  iii) Taraweh  vi) Dhuhaa | By the end of the lesson the learner should be able to;  -mention the different types sunnah prayers | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  - | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 34* |  |
| 2 | DEVOTIONAL ACTS | **Swalatul Jamaa** (congregational prayers) and their importance | By the end of the lesson the learner should be able to;  -explain the importance of swalatul Jam’aa | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 37* |  |
| 3 | DEVOTIONAL ACTS | **Prayers on special occasions**  a) Swalatul Musafir  b) Jam’u Taqdim  c) Jam’u Taakhir  d) QasrQ4:101 | By the end of the lesson the learner should be able to;  -Describe the various ways of performing swalatul musafir | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 38* |  |
| 6 | 1 | DEVOTIONAL ACTS | - Kusuf wal khusuf (prayers during the eclipses)  f) Swalatul Istisqai (prayers for rain) | By the end of the lesson the learner should be able to;  -identify types of prayers for different occasions | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 39* |  |
| 2 | DEVOTIONAL ACTS | **Sijdat** (prostration)  i) Sijdatu Tilwawa  ii) Sijdatu Shukr  iii) Sijdatu Sahwu | By the end of the lesson the learner should be able to;  - explain the different types of sijda | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 42*  (Q13 l5) |  |
| 3 | DEVOTIONAL ACTS | **Zakat**  Meaning of zakat and sadaqa  b) Types of zakat  i) Zakatul Maal  ii) Zakatul Fitr  iii) Sadaqa | By the end of the lesson the learner should be able to;  a) define the term ‘zakat’  b) explain the types of zakat | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 45*  (Q2:43), (Q2:110) |  |
| 7 | 1 | DEVOTIONAL ACTS | **Zakat**  Difference between zakat and sadaqa.  - Conditions for zakat. | By the end of the lesson the learner should be able;  - differentiate between zakat and sadaqa  - State conditions for zakat | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 46* |  |
| 2 | DEVOTIONAL ACTS | items on which zakat is payable | By the end of the lesson the learner should be able to; list down the items on which zakat is payable | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 49* |  |
| 3 | DEVOTIONAL ACTS | -Recipients of zakat  -Nisab for various categories of items | By the end of the lesson the learner should be able; -state the recipients of zakat  -outline the nisab for various categories of items | -Explaination  -Asking questions  -Discussion  -Taking notes. | | -Lesson notes  -Chalkboard  -chart | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 51* |  |
| 8 | 1 | DEVOTIONAL ACTS | - Importance of zakat --Difference between zakat and tax  - Zakat and integrity | By the end of the lesson the learner should be able to;  -State importance of zakat  -Discuss the difference between zakat and tax  -Appreciate the role that zakat plays in promoting integrity. | -Explaination  -Asking questions  -Discussion  -Taking notes. | | * - Lesson Notes   Chalkboatd | | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 47* |  |
| 2-3 | **Continuous Assessment Test 2** | | | | | | | | |
| 9 | 1 | AKHLAQ | Essential components of Islamic morality. | By the end of the lesson the learner should;  -Explain the basic principles of Islamic morality | | -sharing experiences  -Asking questions  -Discussion  -Taking notes. | | * Lesson Notes * Qur’an   Charts | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 54* |  |
| 2 | AKHLAQ | Dimensions of Islamic morality  a) Maarufat (virtues) | By the end of the lesson the learner should be able to ;  identify the dynamics of Islamic morality ( vitues) | | -Explaination  -Asking questions  -Discussion  -Taking notes.Qur’an | | * Lesson Notes * Qur’an * Charts | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 55* |  |
| 3 | AKHLAQ | Dimensions of Islamic morality  Muunkaraat (vices) | By the end of the lesson the learner should be able to; identify the dynamics of Islamic morality (vices) | | -Explaination  -Asking questions  -Discussion  -Taking notes. | | * Lesson Notes * Qur’an   Charts | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 56* |  |
| 10 | 1 | AKHLAQ | Significance of Islamic morality | By the end of the lesson the learner should be able to;  explain the significance of Islamic morality | | -Explaination  -Asking questions  -Discussion  -Taking notes | | * Lesson Notes * Chalkboatd | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 56* |  |
| 2 | AKHLAQ | Amr bil Maaruf wa Nahyi Anil Munkar (commanding good and forbidding evil)) | By the end of the lesson the learner should be able to;  develop the virtue of commanding good and condemning evil | | -Explaination  -Asking questions  -Discussion  -Taking notes | | * Lesson Notes * Chalkboatd | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 57*  Pg.Q3: 104 |  |
| 3 | AKHLAQ | Morality based on  a) Iman (faith)  b) Salihat (good deeds) | By the end of the lesson the learner should be able to;  -Identify Islamic morality based on Iman and salihat | | -Explaination  -Asking questions  -Discussion  -Taking notes | | * Lesson Notes * Chalkboatd | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 58*  Q103, Q103, Q7:32-33 |  |
| 11 | 1 | MUAMALAT (RELATIONSHIP) | -The family as an important unit in the society  -Nikah (marriage) | By the end of the lesson the learner should be able to;  - explain the meaning of Nikah (marriage)  - describe the importance of marriage | | -Explaination  -Asking questions  -Discussion  -Taking notes | | * Lesson Notes * Chalkboatd | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 59* |  |
| 2 | MUAMALAT (RELATIONSHIP) | -Purpose of marriage  - Conditions and regulation of marriage | By the end of the lesson the learner should be able to;  -Discuss an Islamic marriage festival  -State conditions and regulation of marriage | | -Explaination  -Asking questions  -Discussion  -Taking notes | | * Lesson Notes * Chalkboatd | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  60 |  |
| 3 | MUAMALAT (RELATIONSHIP) | Polygamy  -Conditions for polygamy  -Reasons for polygamy | By the end of the lesson the learner should be able to;  -Discuss the Islamic view on polygamy  -State conditions and reasons for polygamy | | -Explaination  -Asking questions  -Discussion  -Taking notes | | * Lesson Notes * Chalkboatd | Crescent I.R.E *for secondary schools students bk. : KLB Pg. 61*  (Q4:3) |  |
|  | **END TERM EXAMS/** | | | | | | | | | |