**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 angelsg) mention at least ten angelsh) 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 dutiesi) Jibrilii) Mikailiii) Israfiliv) 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 dutiesv) Atid and Raqibvi) Munkar and Nakirvii) 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 correctlyb) explain the meaning of shahadac) 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 Tayammumb). Perform correctly the acts of Tayammumc). 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 masjidii) Qabliyya and Baadiyyaiii) Tarawehvi) 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 Musafirb) Jam’u Taqdimc) Jam’u Taakhird) 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 Tilwawaii) Sijdatu Shukriii) 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 zakati) Zakatul Maalii) Zakatul Fitriii) 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 moralitya) 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 moralityMuunkaraat (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 ona) 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/** |