**IRE SCHEMES OF WORK FORM 3**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REM** |
| **1** | Opening and Revision |
| **2** | 1 | DEVOTIONAL ACTS | Secondary sources of Sharia | By the end of the lesson, the learner should be able to:Define the term QiyasIdentify examples of application of QiyasExplain the general rules for valid application of Qiyas | DefinitionExplainingDemonstrationDiscussionsTaking notes | NewspaperLettersBooksInternetCopies of the Holy Quran | KLB CRESENT IREBook ThreePg.31-32 |  |
| 2 | DEVOTIONAL ACTS | Ijtihad | By the end of the lesson, the learner should be able to:Explain the meaning of IjtihadIdentify the qualities a Mujtahid should have | ExplanationAsking questionsDiscussion Taking notes | NewspaperLettersBooksInternetCopies of the Holy Quran | KLB CRESENT IREBook ThreePg. 32 |  |
| 3 | Akhlaq | Positive aspects of morality in Islam | By the end of the lesson, the learner should be able to:Discuss the Sadaqa of the tongue | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 45 |  |
| 4 | Akhlaq | Appreciation and gratitudeForgiveness | By the end of the lesson, the learner should be able to:Explain the teachings of Islam on appreciation and gratitudeExplain Islamic teachings on forgiveness | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 45-46 |  |
| **3** | 1 | Akhlaq | Justice | By the end of the lesson, the learner should be able to:State ways a Muslim should display justice | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 47-48 |  |
| 2 | Akhlaq | Dimensions of morality in Islam | By the end of the lesson, the learner should be able to:Discuss the dimensions of morality in Islam | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 48-49 |  |
| 3 | Akhlaq | Zakat | By the end of the lesson, the learner should be able to:Explain the moral implications of Zakat | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 49 |  |
| 4 | Akhlaq | Saum | By the end of the lesson, the learner should be able to:Discuss the benefits of Saum | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 49-50 |  |
| **4** | 1 | Akhlaq | Haij | By the end of the lesson, the learner should be able to:Explain the moral values of a Muslim | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 50 |  |
| 2 | Akhlaq | Preventive and precautionary morality | By the end of the lesson, the learner should be able to:Discuss the preventive and precautionary morality | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 50 |  |
| 3 | Akhlaq | Vain talks | By the end of the lesson, the learner should be able to:Explain the effects of vain talks | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 53 |  |
| 4 | Akhlaq | AbortionSlander | By the end of the lesson, the learner should be able to:Discuss the effects of abortionExplain the effects of slander | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 53-54 |  |
| **5** | 1 | Akhlaq | Israf | By the end of the lesson, the learner should be able to:Discuss the reasons for prohibition of Israf | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 54-55 |  |
| 2 | Akhlaq | Islamic manners | By the end of the lesson, the learner should be able to:Discuss the teachings of Islam on manners | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 55-56 |  |
| 3 | Akhlaq | Manners of eating and drinking | By the end of the lesson, the learner should be able to:Explain Islamic manners on eating and drinking | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 56 |  |
| 4 | Akhlaq | Islamic manners on sleeping | By the end of the lesson, the learner should be able to:Discuss the Islamic manners on sleeping | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 56-57 |  |
| **6** | 1 | Akhlaq | Islamic manners on dress | By the end of the lesson, the learner should be able to:Explain the Islamic manners on dressing | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 57 |  |
| 2 | Akhlaq | Islamic manners on dress | By the end of the lesson, the learner should be able to:Discuss the dress for a Muslim man | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 57-58 |  |
| 3 | Akhlaq | Islamic manners on dress | By the end of the lesson, the learner should be able to:Discuss the dress for a Muslim woman | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 58 |  |
| 4 | Muamalat | MirathSignificance of the law of mirath | By the end of the lesson, the learner should be able to:Discuss the meaning of mirathExplain the significance of the law of mirath | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 59 |  |
| **7** | 1 | Muamalat | Essentials of inheritance | By the end of the lesson, the learner should be able to:Explain things that make an inheritance null and void | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 60 |  |
| 2 | Muamalat | Conditions for mirath | By the end of the lesson, the learner should be able to:Explain the conditions for mirath | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 60-61 |  |
| 3 | Muamalat | Administration of the estate of a deceased Muslim | By the end of the lesson, the learner should be able to:Discuss administration of the estate of a deceases Muslim | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 61-62 |  |
| 4 | Muamalat | Wasiya | By the end of the lesson, the learner should be able to:Discuss Wasiya | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 62 |  |
| **8** | Mid Term Exams and Mid Term Break |
| **9** | 1 | Muamalat | Conditions for Wasiya | By the end of the lesson, the learner should be able to:Explain the conditions for Wasiya | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 62-63 |  |
| 2 | Muamalat | Significance of Wasiya | By the end of the lesson, the learner should be able to:Discuss the significance of Wasiya | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 63 |  |
| 3 | Muamalat | Heirs and their shares | By the end of the lesson, the learner should be able to:Discuss heirs and shares | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 64 |  |
| 4 | Muamalat | Distribution of heirsCase study | By the end of the lesson, the learner should be able to:Explain distribution of heirsAnswer questions on a given case study | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 65 |  |
| **10** | 1 | Tijara (Trade and Commerce) | Wealth and properties | By the end of the lesson, the learner should be able to:Explain the teachings of Islam on wealth and property | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 68-69 |  |
| 2 | Tijara (Trade and Commerce) | Sources of earnings | By the end of the lesson, the learner should be able to:Discuss the legitimate sources of earnings | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 69 |  |
| 3 | Tijara (Trade and Commerce) | Honesty in trade | By the end of the lesson, the learner should be able to:Explain the teachings of Islam on honesty | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 70-71 |  |
| 4 | Tijara (Trade and Commerce) | Record keeping | By the end of the lesson, the learner should be able to:Describe the teachings that should guide a Muslim when writing and keeping records | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 71-72 |  |
| **11** | 1 | Tijara (Trade and Commerce) | Lawful and unlawful acts in trade | By the end of the lesson, the learner should be able to:Explain what the Islam teachings say on money lending | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 72 |  |
| 2 | Tijara (Trade and Commerce) | Riba | By the end of the lesson, the learner should be able to:Discuss the teachings of Islam on RibaExplain the effects of Riba | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 72-74 |  |
| 3 | Tijara (Trade and Commerce) | Hoarding | By the end of the lesson, the learner should be able to:Explain the effects of hoarding | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent IREBook ThreePg 74-75 |  |
| 4 | Tijara (Trade and Commerce)History Of Islam | Buying and sellingSelected Ummayyad rulers - Mu | By the end of the lesson, the learner should be able to:Explain the conditions of buying and selling in Islamable to;- describe the biographies of the selected Ummayad rulers | DefinitionExplainingDemonstrationDiscussions-Discussion-Explanation-Asking and answering oral questions-note taking | NewspaperLettersBooksInternet-Lesson notes-pupils text book-Chalkboard | Crescent IREBook ThreePg 75 |  |
| **12** | 1 | History Of Islam | Selected Ummayyad rulers -Abdul Malik bin Marwan -Umar bin Abdulaziz | By the end of the lesson, the learner should be able to:able to;describe the biographies of the selected Ummayad rulers | -Discussion-Explanation-Asking and answering oral questions-note taking | -Lesson notes-pupils text book-Chalkboard | IRE ppls bk F3 by A.Saman :JURREY PUBLISHERS pg. 77 |  |
| 2 | Islam In East Africa | Spread of Islam in the interior of Kenya -North Eastern - Central | By the end of the lesson, the learner should be able to:able to;-Explain the factors that influenced the spread of Islam in North Eastern and Central | -Discussion-Asking and answering oral questions-Note taking | -Lesson notes-pupils text book-Chalkboard | IRE ppls bk F3 by A.Saman :JURREY PUBLISHERS pg. 83 |  |
| 3 | Islam In East Africa | Spread of Islam in the interior of Kenya -North Eastern - Central | By the end of the lesson, the learner should be able to:Examine the contributions of Muslims in these regions-Identify the challenges faced by Muslims in these regions | -Discussion-Asking and answering oral questions-Note taking | -Lesson notes-pupils text book-Chalkboard | IRE ppls bk F3 by A.Saman :JURREY PUBLISHERS pg. 83 |  |
| 4 | Islam In East Africa | - Western Kenya | By the end of the lesson, the learner should be able to:able to;-Explain the factors that influenced the spread of Islam in Western Kenya-- | -Discussion-Asking and answering oral questions-Note taking | -Lesson notes-pupils text book-Chalkboard | IRE ppls bk F3 by A.Saman :JURREY PUBLISHERS pg.84 |  |
| **13-14** | End Term 2 Exams and closing |