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|  | **Lsn** | **Strand/ Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment methods** | **Ref** |
| **1** | **1** | **QUR’AN** | **Selected**  **Surah:**  Al-Kauthar | By the end of the sub strand,  the learner should be able to:  a. Read and memorize the selected surah for spiritual nourishment.  b. Outline the basic meaning  of the selected surah to act as guidance in their daily life.  c. 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 tothe teacher/or the digital devices.  reguided 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:  a. Read and memorize the selected surah for spiritual nourishment.  b. Outline the basic meaning of the selected surah to act as guidance in their daily life.  c. 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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|  |  |  |  | a. Outline the basic meaning of the selected surah to act  as guidance in their daily life.  b. Deduce lessons and  teachings from the selected surah and apply them in their daily life.  c. Appreciate the Qur’an as  the first source of guidance. | 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 makeanecdotal notes  in groups learners to discuss the different ways of applying the teachings and  lessonslearnt 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:  a. Outline the basic meaning of the selected surah to act  as guidance in their daily life.  b. Deduce lessons and teachings from the selected  surah and apply them in their daily life.  c. 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 makeanecdotal notes  in groups, learners to discuss the different ways of  applying the teachings and lessonslearnt 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:  a. Read and memorize the selected surah for spiritual  nourishment.  b. Outline the basic meaning of the selected surah to act as guidance in their daily  life.  c. 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 tothe 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** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:  a. Read and memorize the selected surah for spiritual nourishment.  b. Outline the basic meaning of the selected surah to act as guidance in their daily life.  c. 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 basic teacher/resource person/digital device on the recitation of the selected surah;.  - Al-Maun  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 |  |
| **3** | **1** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:  a. Outline the basic meaning of the selected surah to act  as guidance in their daily life.  b. Deduce lessons and teachings from the selected  surah and apply them in their daily life.  c. 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 |  |
|  | **2** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand,  the learner should be able to:  a. Outline the basic meaning of the selected surah to act as guidance in their daily  life.  b. Deduce lessons and teachings from the selected  surah and apply them in their daily life.  c. 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 | 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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|  |  |  |  |  | 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:  a. Read and memorize the selected surah for spiritual nourishment.  b. Outline the basic meaning  of the selected surah to act as guidance in their daily life.  c. 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 tothe 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: a. Read and memorize the  selected surah for spiritual nourishment.  b. Outline the basic meaning of the selected surah to act as guidance in their daily life.  c. 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.  b. Deduce lessons and teachings from the selected surah and apply them in  their daily life.  c. Appreciate the Qur’an as  the first source of guidance. | 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? | 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:  a. Outline the basic meaning of the selected surah to act  as guidance in their daily life.  b. Deduce lessons and teachings from the selected  surah and apply them in their daily life.  c. 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 recitethe 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:  a. Read and memorize the selected surah for spiritual  nourishment.  b. Outline the basic meaning of the selected surah to act as guidance in their daily  life.  c. 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 tothe 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: |  |  |  Portfolio,   written  assessment  assessment, |  |



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|  |  |  |  | a. Read and memorize the selected surah for spiritual  nourishment.  b. Outline the basic meaning of the selected surah to act  as guidance in their daily life.  c. Appreciate the Qur’an as  the first source of guidance. | 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 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:  a. Outline the basic meaning of the selected surah to act as guidance in their daily  life.  b. Deduce lessons and teachings from the selected surah and apply them in  their daily life.  c. 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:  a. Outline the basic meaning of the selected surah to act  as guidance in their daily life.  b. Deduce lessons and teachings from the selected  surah and apply them in their daily life.  c. 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:  a. Identify examples of good behaviour from the selected Hadith on character  building.  b. discuss the significance of the selected Hadith in shaping the character of a  Muslim  c. 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  chart/digital devices the  Hadith on good behaviour:  Fear Allah wherever you areand  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 |  Charts &  course books,  digital   devices,  resource  persons | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **3** |  | **Hadith on good**  **behaviour** | By the end of the sub strand,  the learner should be able to:  a. Identify examples of good behaviour from the selected Hadith on character  building.  b. discuss the significance of the selected Hadith in shaping the character of a  Muslim  c. 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 chart/digital devices the  Hadith on good behaviour:  Fear Allah wherever you areand  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 |  Charts &  course books,  digital   devices,  resource  persons | written assessment, oral assessment, observation schedule, portfolio |  |
| **7** | **1** |  | **Hadith on good**  **behaviour** | By the end of the sub strand,  the learner should be able to:  a. Identify examples of good behaviour from the selected Hadith on character building.  b. discuss the significance of the selected Hadith in shaping the character of a  Muslim  c. 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  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. |  Charts &  course books,  digital   devices,  resource  persons | written assessment, oral assessment, 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:  a. Explain the importance of Islamic greetings in the life of a Muslim.  b. Practice Islamic greetings so as to promote love and  unity in the society.  c. 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:  a. Explain the importance of Islamic greetings in the life of a Muslim.  b. Practice Islamic greetings so as to promote love and unity in the society.  c. 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:  a. Explain the importance of  Islamic greetings in the life  of a Muslim.  b. Practice Islamic greetings  so as to promote love and unity in the society.  c. 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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|  |  |  |  | b. explain the importance of seeking knowledge for the  benefit of this world and the  Hereafter  c. Appreciate the teachings of  the Hadith by working hard in school. | seek knowledge in  Islam?  3. What challenges may hinder one from acquiring education?  4. 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:  a. Read the Hadith as a source of reference in seeking  knowledge.  b. explain the importance of seeking knowledge for the benefit of this world and the  Hereafter  c. 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?  3. What challenges may hinder one from acquiring education?  4. 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:  a. Read the Hadith as a source  of reference in seeking knowledge.  b. explain the importance of seeking knowledge for the benefit of this world and the Hereafter  c. 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?  3. What challenges may hinder one from  acquiring education?  4. 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: a. Outline five issues that  mankind should account for according to the Hadith.  b. Describe the lessons learnt from the Hadith for character building.  c. 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: a. Outline five issues that  mankind should account for  according to the Hadith.  b. Describe the lessons learnt from the Hadith for character building.  c. 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** | | | | | | | | |