**IRE SCHEMES OF WORK FORM 4**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **1** | Opening and Revision |
| **2** | 1 | Devotional acts | Classification of crimes and punishmentsQisas | By the end of the lesson, the learner should be able to:Explain the classification of crimes and punishmentsDiscuss the Qisas | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | KLB Islamic Religious EducationBookPg 37-39 |  |
| 2 | Devotional acts | Taazir | By the end of the lesson, the learner should be able to:Discuss the Taazir | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | KLB Islamic Religious EducationBookPg 40 |  |
| 3 | Devotional acts | Relevance of Islamic criminal lawIslamic sharia and secular laws | By the end of the lesson, the learner should be able to:Explain the significance of Islamic criminal lawDiscuss the Islamic and secular laws | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | KLB Islamic Religious EducationBookPg 41 |  |
| **3** | 1 | Devotional acts | The concept of sin and crime in Islam | By the end of the lesson, the learner should be able to:Define crimeDiscuss the major and minor sinExplain the effect of sins and crime | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 43-44 |  |
| 2 | Devotional acts | Administration of justiceThe Kadhi | By the end of the lesson, the learner should be able to:Discuss the administration of justiceExplain the qualities of the Kadhi | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 45-46 |  |
| 3 | Devotional acts | Functions of the Kadhi in Kenya | By the end of the lesson, the learner should be able to:Discuss the functions of the Kadhi in Kenya | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 48-49 |  |
| **4** | 1 | Devotional acts | Tawba | By the end of the lesson, the learner should be able to:Discuss the meaning of TawbaExplain the functions and significance of Tawba | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 49-51 |  |
| 2 | Akhlaq | Sexually transmitted diseasesEffects of sexually transmitted diseases | By the end of the lesson, the learner should be able to:Explain the causes of sexually transmitted diseasesDiscuss the effects of sexually transmitted diseases | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 53-54 |  |
| 3 | Akhlaq | Islamic view on HIV/AIDS | By the end of the lesson, the learner should be able to:Explain the Islamic view on HIV/AIDS | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 55-56 |  |
| **5** | 1 | Akhlaq | Islamic view on drug abuseEffects of drug abuse | By the end of the lesson, the learner should be able to:Discuss the Islamic view on drugsExplain the effects of drug abuse | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 56-58 |  |
| 2 | Akhlaq | Social effects of drug abuse | By the end of the lesson, the learner should be able to:Discuss the social effects of drug abuse | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 59-60 |  |
| 3 | Akhlaq | Economic effectsIslamic views on drug abuse | By the end of the lesson, the learner should be able to:Explain the economic effects of drug abuseDiscuss the Islamic views on drug abuse | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 60 |  |
| **6** | 1 | Akhlaq | Environmental conservations | By the end of the lesson, the learner should be able to:Explain the environmental conservations | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 61-62 |  |
| 2 | Akhlaq | Islamic views on the conservation of the moral environmentRetention of Islamic cultural values | By the end of the lesson, the learner should be able to:Discuss the Islamic views on the conservation the moral environmentDiscuss retention of Islamic cultural values in the changing society | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 62-63 |  |
| 3 | Muamalat | Relationship between Muslims and non-Muslims | By the end of the lesson, the learner should be able to:Discuss the relationship Muslims and non-Muslims | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 66 |  |
| **7** | 1 | Muamalat | Islamic teachings on the relationship with non-MuslimsStatus of women in Islam | By the end of the lesson, the learner should be able to:Explain the Islamic tachings on the relationship with non-MuslimsExplain the status of women in Islam | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 66-67 |  |
| 2 | Muamalat | Status of women in Islam | By the end of the lesson, the learner should be able to:Discuss how women are treated in Islam | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 69-71 |  |
| 3 | Muamalat | Child abuseSexual child abuse | By the end of the lesson, the learner should be able to:Explain the forms of child abuseExplain what Islam teach about child abuse | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 71 |  |
| **8** | Mid Term Exams and Break |
| **9** | 1 | Muamalat | Child labour | By the end of the lesson, the learner should be able to:Define child labourExplain the teaching of Islam on child labour and neglect | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 72-73 |  |
| 2 | Muamalat | Effects of child abuseDomestic violence | By the end of the lesson, the learner should be able to:Discuss the effects of child abuseDiscuss Islamic teaching on domestic violence | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 74 |  |
| 3 | Muamalat | Effects of domestic violence | By the end of the lesson, the learner should be able to:Explain the effects of domestic violence | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 74-75 |  |
| **10** | 1 | Muamalat | Islamic relations with other nations | By the end of the lesson, the learner should be able to:Discuss the Islamic relations with other countries | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 75-76 |  |
| 2 | Muamalat | Basic principles on Islamic international relationsMisconceptions about Islam | By the end of the lesson, the learner should be able to:Explain the basic principles on Islamic international relationsState the misconceptions about Islam | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 76- |  |
| 3 | Muamalat | Jihad | By the end of the lesson, the learner should be able to:Discuss Jihad | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 78-79 |  |
| **11** | 1 | Muamalat | JihadTerrorism | By the end of the lesson, the learner should be able to:Explain the understanding on JihadDiscuss the teaching of Islam on terrorism | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 79-80 |  |
| 2 | Muamalat | Effects of terrorism | By the end of the lesson, the learner should be able to:Explain the effects of terrorism | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 81-82 |  |
| 3 | Muamalat | SlaveryIslamic teachings on treatment of slaves | By the end of the lesson, the learner should be able to:Explain the measures that sharia put to curb slaveryExplain the Islamic teachings on treatment of slaves | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksInternet | Crescent I.R.EBook 4Pg 82-83 |  |
| **12** | 1 | History of Islam | The Abbasid dynasty | By the end of the lesson, the learner should be able to:Discuss the rise of Abbasid | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksinternet | Crescent I.R.EBook 4Pg 85-86 |  |
| 2 | History of Islam | Decline of AbbasidsAchievements of Abbasid | By the end of the lesson, the learner should be able to:Describe the decline of the AbbasidsDiscuss the achievements of the Abbasids | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksinternet | Crescent I.R.EBook 4Pg 86 |  |
| 3 | History of Islam | Abbasid rulers | By the end of the lesson, the learner should be able to:Explain the life history of Abul Abbas Al-Saffah | DefinitionExplainingDemonstrationDiscussions | NewspaperLettersBooksinternet | Crescent I.R.EBook 4Pg 90 |  |
| **13-14** | End Term Exams and closing |