

CLASS: FORM II TERM 2

MR.ALINOOR IBRAHIM

W K	L E S	TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING ACTIVITIES	T/LEARNING AIDS	REFERENCE	REMARKS
1	1	DEVOTIONAL ACTS	As-Saum (fasting) - The meaning of saum -Significance of saum	By the end of the lesson the learner should be able to;- define the term “saum” -explain the significance of saum.	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	A.J Mishi et al (2016) <i>Crescent IRE for secondary Schools : students book 2.</i> Nairobi: KLB pg.36	
	2	DEVOTIONAL ACTS	-Types of saum -forbidden days to fast	By the end of the lesson the learner should be able to; -mention the types of saum.	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg. 37</i>	
	3	DEVOTIONAL ACTS	-Persons exempted from saum	By the end of the lesson the learner should be able to; - identify persons exempted from saum	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg. 40</i>	
2	1	DEVOTIONAL ACTS	Nullifiers of saum	By the end of the lesson the learner should be able to; - list down the nullifiers of saum,	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg. 41</i>	
	2	DEVOTIONAL ACTS	Significance of the Holy month of Ramadhan.	By the end of the lesson the learner should be able to; -State the significance of Ramadhan	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg. 41</i>	
	3	DEVOTIONAL ACTS	Hajj (Pilgrimage) - Meaning of Hajj -Significance of Hajj	By the end of the lesson the learner should be able to; --Define Hajj and explain its significance	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg. 42</i>	
3	1	DEVOTIONAL ACTS	-Conditions for the preparation of Hajj -umra	By the end of the lesson the learner should be able to - Explain the conditions for the preparation of Hajj.	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes	<i>Crescent IRE for Sec. Schools - book 2 pg. 43</i>	

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	2	DEVOTIONAL ACTS	-Types of Hajj a) Qiran b) Ifrad c) Tamattu	By the end of the lesson the learner should be able to; - Identify the types of Hajj.	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes	<i>Crescent IRE for Sec. Schools - book 2 pg. 45</i>	
	3	DEVOTIONAL ACTS	-Performance of Hajj and Umra -Visit to Medina	By the end of the lesson the learner should be able to; -Describe the performance of hajj and Umra -State the importance of making a visit to Madina after Hajj	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes	<i>Crescent IRE for Sec. Schools - book 2 pg. 46</i>	
4	1	AKHLAQ	Hushnul Khuluq -merits of Hushul Khuluq -Some selected hadiths on Hushnul Khuluq	By the end of the lesson the learners should; a).Define the terms “Husnul Khuluq. b) Explain the merits of Husnul khulq b). Narrate the hadiths related to hushnul khuluq	-Scripture reading -Explaining - Discussing -Sharing Experiences -Questions & Reponses from	-Charts -Lesson Notes -Chalkboard	<i>Crescent IRE for Sec. Schools - book 2 pg. 52</i>	
	2	AKHLAAQ	Hushnul Khuluq Examples -Self control -Qanaa (contentment)	By the end of the lesson the leaner should; a). Explain self control & give examples from qur-aan & hadith b). Explain the meaning of Qanaa giving examples from qur-aan & sunnah d). Discuss their effects of Sakinah and self control in life	-Scripture reading -Explaining - Discussing -Sharing Experiences -Questions & Reponses from	-Charts -Lesson Notes -Chalkboard	<i>Crescent IRE for Sec. Schools - book 2 pg. 53</i>	
	3	AKHLAAQ	Hushnul Khuluq Examples -Sakinah -Swabr.	By the end of the lesson the learner should; a). Explain the meaning of Sakinah giving examples from qur’aan & sunnah b). Discuss the effects of Qanah and Swabr in a Muslim’s life	-Scripture reading -Explaining - Discussing -Sharing Experiences -Questions & Reponses from	-Charts -Lesson Notes -Chalkboard	<i>Crescent IRE for Sec. Schools - book 2 pg. 54</i>	
5	1	AKHLAAQ	Hushnul Khuluq Examples -Amanah -Sidq	By the end of the lesson the learner should a)explain the meaning of Amanah, give different situations calling for amanah & give examples from Qur’aan & Sunah b). Explain the meaning of Assidqu	-Scripture reading -Explaining - Discussing -Sharing Experiences -Questions & Reponses from	-Charts -Lesson Notes -Chalkboard	<i>Crescent IRE for Sec. Schools - book 2 pg. 56</i>	

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				giving examples from Qur-aan & Sunnah c). Discuss the effects of Amanah and Assidqu in Islam				
	2	AKHLAAQ	Su-ul Khuluq Examples -Intoxicants ; Alcohol -Drug Abuse & Its effects	By the end of the lesson the learner should; a). Explain meaning of intoxicants, drugs & drug abuse. b). Explain why people abuse drugs c). Explain effects of drug abuse on the society.	-Scripture reading -Explaining - Discussing -Sharing Experiences -Questions & Reponses from	-Charts -Lesson Notes -Chalkboard	<i>Crescent IRE for Sec. Schools - book 2 pg. 57</i>	
	3	AKHLAAQ	Su-ul khuluq -Gambling -Kibri -Sexual perversions	By the end of the learner should; a). Define gambling and kibri b). Explain the effects of kibri and gambling in the society c) Explain the effects of Sexual perversions in society	-Scripture reading -Explaining - Discussing -Sharing Experiences -Questions & Reponses from	-Charts -Lesson Notes -Chalkboard	<i>Crescent IRE for Sec. Schools - book 2 pg. 59</i>	
6	1	MUAMALAT (RELATIONSHIP) Talaq	Talaq Meaning of Talaq	By the end of the lesson, the learner should be able to; -Explain Talaq and its effects on the society	-Discussion -Asking and answering oral questions -Note taking	-Chalkboard -Lesson notes	<i>Crescent IRE for Sec. Schools - book 2 pg 66 (Q2:228-229), (Q4:34), (Q65: 1-4)</i>	
	2	MUAMALAT (RELATIONSHIP)	-Reasons for divorce	By the end of the lesson, the learner should be able to: -Describe the machinery of Talaq.	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes	<i>Crescent IRE for Sec. Schools - book 2 pg 67 (Q4:34-35)</i>	
	3	MUAMALAT (RELATIONSHIP)	- Types of talaq	By the end of the lesson, the learner should be able to: - identify the types of talaq.	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg 68 (Q23:100)</i>	
7	1	MUAMALAT (RELATIONSHIP)	-Effects of talaq	By the end of the lesson, the learner should be able to:-State effects of talaq	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg 70 (Q17: 49-52)</i>	
	2	MUAMALAT (RELATIONSHIP)	Eddah -Types of Eddah - importance of eddah	By the end of the lesson, the learner should be able to: -Identify types of Eddah	-Discussion -Asking and answering oral	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg 70</i>	

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				-State importance of Eddah	questions -Note taking		(Q4:34). (Q65: 1-4)	
	3	MUAMALAT (RELATIONSHIPS)	-Observance of Iddah	By the end of the lesson, the learner should be able to: Describe correct practices in observance of eddah	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -Holy Qur-an	<i>Crescent IRE for Sec. Schools - book 2 pg 71 (Q65: 1-7)</i>	
8	1	HISTORY OF ISLAM (THE RIGHTLY GUIDED CALIPHS)	Abu Bakar As-Siddiq (R.A) -Early life - Conversion to Islam -Accession to caliphate	By the end of the lesson, the learner should be able to: - Give a brief biography of Abu Bakr As-siddiq -	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -ppls text book	<i>Crescent IRE for Sec. Schools - book 2 pg 73</i>	
	2	HISTORY OF ISLAM	-Companionship to the prophet -Challenges faced	-By the end of the lesson, the learner should be able to: -Explain Abu Bakr's relationship with the prophet --discuss the various challenges he faced	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -ppls text book	<i>Crescent IRE for Sec. Schools - book 2 pg 75</i>	
	3	HISTORY OF ISLAM	- Death - Achievements	By the end of the lesson, the learner should be able to: -narrate events during his death - outline his achievements	-Discussion -Asking and answering oral questions -Note taking	Chalkboard Lesson notes -ppls text book	<i>Crescent IRE for Sec. Schools - book 2 pg 76</i>	
9	1	HISTORY OF ISLAM	Umar Bin Khattab (R.A) -Early life - Conversion to Islam -Accession to caliphate	By the end of the lesson, the learner should be able to: - Give a brief biography of Umar Bin Khattab (R.A)	-Discussion -Asking and answering oral questions -Note taking	-Chalkboard -Lesson notes -ppls text book	<i>Crescent IRE for Sec. Schools - book 2 pg 77</i>	
	2	HISTORY OF ISLAM	-Companionship to the prophet -Challenges faced	By the end of the lesson, the learner should be able to: -Explain Umar's relationship with the prophet -discuss the various challenges he faced	-Discussion -Asking and answering oral questions -Note taking	-Chalkboard -Lesson notes -ppls text book	<i>Crescent IRE for Sec. Schools - book 2 pg 79</i>	
	3	HISTORY OF ISLAM	- Death - Achievements	By the end of the lesson, the learner should be able to: -narrate events during his death - outline his achievements	-Discussion -Asking and answering oral questions -Note taking	-Chalkboard -Lesson notes -ppls text book	<i>Crescent IRE for Sec. Schools - book 2 pg 80</i>	

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10	Revision of content covered in term two in preparation for end of term exams
11	END TERM EXAMS