



GREDI YA 10 IRE SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.0 Study of the Quran and Hadith	1.1 Compilation and Standardisation of the Qur'an	By the end of the lesson, the learner should be able to analyse the circumstances of Qur'an compilation during Abubakar's (R.A) reign.	What are the benefits of compilation of the Qur'an?	Learner guided to research online/reference materials on circumstances of compilation during Caliph Abubakar (R.A).	Curriculum Design (2024) pg 1; Quran, Digital devices	Written assessment	
	2			By the end of the lesson, the learner should be able to describe the process of Qur'an compilation during Abubakar's (R.A) reign.		Learner guided to discuss the process of compilation during Caliph Abubakar's (R.A) reign in groups.	Curriculum Design (2024) pg 1; Reference books	Observation	
	3			By the end of the lesson, the learner should be able to examine the circumstances of standardisation		Learner guided to research circumstances of standardisation during Caliph Uthman's (R.A) reign.	Curriculum Design (2024) pg 1; Charts	Oral assessment	

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				n during Uthman's (R.A) reign.					
	4			By the end of the lesson, the learner should be able to describe the process of standardisation during Uthman's (R.A) reign.		Learner guided to discuss the process of standardisation during Caliph Uthman's (R.A) reign.	Curriculum Design (2024) pg 1; Course books	Written assessment	
	5			By the end of the lesson, the learner should be able to explain the significance of compilation and standardisation.		Learner guided to brainstorm on significance of compilation and standardisation as preservation methods.	Curriculum Design (2024) pg 1; Flip charts	Oral presentation	
	6			By the end of the lesson, the learner should be able to apply the qualities of the compilers of the Qur'an.		Learner guided to demonstrate qualities like trustworthiness and teamwork through role play.	Curriculum Design (2024) pg 1; Resource person	Portfolio	
2	1		1.2 Diacriticalisation of the Qur'an	By the end of the lesson, the learner should be able to examine	Why is diacriticalisation of the Qur'an important?	Learner guided to research circumstances leading to diacriticalisation (tashkil and i'jam).	Curriculum Design (2024) pg 3; Digital devices	Written quiz	

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				circumstances leading to diacriticalisation.					
	2			By the end of the lesson, the learner should be able to assess the significance of diacriticalisation.		Learner guided to brainstorm on significance of diacriticalisation for ease of reading and prepare a chart.	Curriculum Design (2024) pg 3; Charts	Observation	
	3			By the end of the lesson, the learner should be able to read the Qur'an with correct articulation.		Learner guided to read Qur'an verses with diacritical marks and compare with those without.	Curriculum Design (2024) pg 3; Quran copies	Recitation	
	4		1.3 Types of Verses	By the end of the lesson, the learner should be able to outline characteristics of Muhkammat and Mutashabihat verses.	Why is it important to have knowledge of different types of verses?	Learner guided to research on characteristics of Muhkammat and Mutashabihat verses.	Curriculum Design (2024) pg 5; Reference books	Written notes	
	5			By the end of the lesson, the learner should be able to outline characteristics of Al-'am and		Learner guided to research on characteristics of Al-'am (General) and Al-khaas (Specific) verses.	Curriculum Design (2024) pg 5; Digital devices	Oral questions	

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				Al-khaas verses.					
	6			By the end of the lesson, the learner should be able to explain the significance of Muhkamat and Mutashabihat verses.		Learner guided to discuss significance of these verses for correct interpretation.	Curriculum Design (2024) pg 5; Charts	Discussion	
3	1			By the end of the lesson, the learner should be able to explain the significance of Al-'am and Al-khaas verses.		Learner guided to discuss significance of general and specific verses.	Curriculum Design (2024) pg 5; Reference books	Written assessment	
	2			By the end of the lesson, the learner should be able to categorise verses that are Muhkamat and Mutashabihat.		Learner guided to tabulate examples of Muhkamat and Mutashabihat verses.	Curriculum Design (2024) pg 5; Quran	Portfolio	
	3			By the end of the lesson, the learner should be able to categorise verses that are		Learner guided to tabulate examples of Al-'am and Al-khaas verses.	Curriculum Design (2024) pg 5; Charts	Portfolio	

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				Al-'am and Al-khaas.					
	4			By the end of the lesson, the learner should be able to appreciate types of verses for better understanding.		Learner guided to reflect on how understanding types of verses aids in Qur'an study.	Curriculum Design (2024) pg 5; Journal	Reflection	
	5			By the end of the lesson, the learner should be able to present findings on types of verses.		Learner guided to display charts and present findings in class.	Curriculum Design (2024) pg 5; Display board	Presentation	
	6		1.4 Asbabu al-Nuzuul	By the end of the lesson, the learner should be able to describe kinds of Asbabu al-Nuzuul.	Why is the knowledge of asbaabu al-nuzuul important?	Learner guided to discuss kinds of revelation (response to event, question, etc.).	Curriculum Design (2024) pg 7; Textbooks	Oral assessment	
4	1			By the end of the lesson, the learner should be able to assess benefits of Asbabu al-Nuzuul.		Learner guided to search online for benefits of Asbabu al-Nuzuul for easy understanding.	Curriculum Design (2024) pg 7; Digital devices	Written test	
	2			By the end of the lesson, the learner should		Learner guided to watch audio-visual material of a	Curriculum Design	Observation	

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				be able to discuss specific examples of Asbabu al-Nuzuul.		resource person on Asbabu al-Nuzuul.	(2024) pg 7; Video clips		
	3			By the end of the lesson, the learner should be able to appreciate the role of Asbabu al-Nuzuul.		Learner guided to reflect on the role of Asbabu al-Nuzuul in interpretation.	Curriculum Design (2024) pg 7; Journal	Reflection	
	4			By the end of the lesson, the learner should be able to present benefits of Asbabu al-Nuzuul.		Learner guided to make a presentation on benefits of Asbabu al-Nuzuul.	Curriculum Design (2024) pg 7; Presentation tools	Peer review	
	5		1.5 Selected Verses: Surah al-Furqan	By the end of the lesson, the learner should be able to explain the meaning of Surah al-Furqan (Q. 25:61-64).	What lessons do Muslims learn from selected verses?	Learner guided to use translated text to extract meaning of Q. 25:61-64.	Curriculum Design (2024) pg 9; Quran translation	Written notes	
	6			By the end of the lesson, the learner should be able to explain the		Learner guided to use translated text to extract meaning of Q. 25:65-68.	Curriculum Design (2024) pg 9; Quran translation	Written notes	

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				meaning of Surah al-Furqan (Q. 25:65-68).					
5	1			By the end of the lesson, the learner should be able to explain the meaning of Surah al-Furqan (Q. 25:69-72).		Learner guided to listen to/watch audio-visual clip on Q. 25:69-72.	Curriculum Design (2024) pg 9; Audio-visuals	Observation	
	2			By the end of the lesson, the learner should be able to explain the meaning of Surah al-Furqan (Q. 25:73-77).		Learner guided to listen to/watch audio-visual clip on Q. 25:73-77.	Curriculum Design (2024) pg 9; Audio-visuals	Observation	
	3			By the end of the lesson, the learner should be able to describe qualities of servants of Allah (Ibadur-Rahman).	How can a Muslim exemplify these qualities?	Learner guided to discuss qualities of servants of Allah mentioned in the verses.	Curriculum Design (2024) pg 9; Charts	Discussion	
	4			By the end of the lesson, the learner should be able to examine		Learner guided to listen to a resource person on teachings of humility and moderation.	Curriculum Design (2024) pg 9; Resource person	Notes	

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				teachings on humility and moderation.					
	5			By the end of the lesson, the learner should be able to examine teachings on modesty and avoiding confrontation.		Learner guided to discuss teachings on modesty in speech and non-beneficial confrontation.	Curriculum Design (2024) pg 9; Reference books	Oral questions	
	6			By the end of the lesson, the learner should be able to examine teachings on avoiding false witness and immorality.		Learner guided to discuss teachings on bearing false witness and sexual morality.	Curriculum Design (2024) pg 9; Reference books	Written test	
6	1			By the end of the lesson, the learner should be able to apply lessons from Surah al-Furqan.		Learner guided to dramatise lessons learnt (humility, moderation, etc.).	Curriculum Design (2024) pg 9; Props for drama	Role play	
	2			By the end of the lesson, the learner should be able to appreciate the role of selected verses in		Learner guided to reflect on character formation based on Surah al-Furqan.	Curriculum Design (2024) pg 9; Journal	Self-reflection	

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				character building.					
	3			By the end of the lesson, the learner should be able to make summary notes on Surah al-Furqan.		Learner guided to compile summary notes on teachings and qualities.	Curriculum Design (2024) pg 9; Notebooks	Portfolio	
	4		1.6 Uloom al-Hadith	By the end of the lesson, the learner should be able to describe qualities of a Muhaddith.	What tests are applied to determine authenticity?	Learner guided to brainstorm qualities of a Muhaddith for reliability.	Curriculum Design (2024) pg 11; Charts	Brainstorming	
	5			By the end of the lesson, the learner should be able to describe criteria for authenticity based on Isnad.		Learner guided to research criteria for authenticity based on Isnad (chain of narrators).	Curriculum Design (2024) pg 11; Digital devices	Written notes	
	6			By the end of the lesson, the learner should be able to describe criteria for authenticity based on Matn.		Learner guided to research criteria for authenticity based on Matn (text).	Curriculum Design (2024) pg 11; Reference books	Written notes	

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7	1			By the end of the lesson, the learner should be able to prepare a chart on authenticity criteria.		Learner guided to prepare a chart on criteria used to determine authenticity of hadith.	Curriculum Design (2024) pg 11; Manila paper	Project	
	2			By the end of the lesson, the learner should be able to appreciate classification of Hadith.		Learner guided to discuss importance of Hadith classification for application.	Curriculum Design (2024) pg 11; Textbooks	Oral discussion	
	3		1.7 Selected Hadith	By the end of the lesson, the learner should be able to read the Hadith on Environment.	How can one conserve the environment?	Learner guided to read the Hadith on environment (Abu Said al-Khudri).	Curriculum Design (2024) pg 12; Hadith books	Reading aloud	
	4			By the end of the lesson, the learner should be able to explain teachings of the Hadith on Environment.		Learner guided to derive teachings on environment and make presentation.	Curriculum Design (2024) pg 12; Flip charts	Presentation	
	5			By the end of the lesson, the learner should be able to read the Hadith on Kinship.	Why is it important to maintain kinship?	Learner guided to read the Hadith on kinship (Anas Ibn Malik).	Curriculum Design (2024) pg 12; Hadith books	Reading aloud	

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	6			By the end of the lesson, the learner should be able to explain teachings of the Hadith on Kinship.		Learner guided to derive teachings on kinship and make presentation.	Curriculum Design (2024) pg 12; Flip charts	Presentation	
8	MID-TERM M	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM
9	1			By the end of the lesson, the learner should be able to read the Hadith on Brotherhood.	How can Muslims uphold brotherhood?	Learner guided to read the Hadith on brotherhood (An-Nu'man ibn Bashir).	Curriculum Design (2024) pg 12; Hadith books	Reading aloud	
	2			By the end of the lesson, the learner should be able to explain teachings of the Hadith on Brotherhood.		Learner guided to derive teachings on brotherhood and make presentation.	Curriculum Design (2024) pg 12; Flip charts	Presentation	
	3			By the end of the lesson, the learner should be able to compose a Qasida/Poem on Hadith themes.		Learner guided to compose a poem on environment/kinship/brotherhood.	Curriculum Design (2024) pg 13; Writing materials	Performance	
	4			By the end of the lesson, the learner should		Learner guided to watch video clip on conservation	Curriculum Design (2024) pg	Role play	

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				be able to apply lessons on Environment conservation.		and role play care for environment.	13; Video/Props		
	5			By the end of the lesson, the learner should be able to apply lessons on promoting Brotherhood.		Learner guided to brainstorm ways to promote brotherhood and make presentation.	Curriculum Design (2024) pg 13; Charts	Discussion	
	6			By the end of the lesson, the learner should be able to apply lessons on promoting Kinship.		Learner guided to dramatise ways of promoting kinship.	Curriculum Design (2024) pg 13; Props	Dramatisation	
10	1	2.0 Fiqh and Muamalat	2.1 Prayers on Special Occasions	By the end of the lesson, the learner should be able to explain conditions of Swalatul Jum'a.	Why is it important to perform special prayers?	Learner guided to research conditions of Swalatul Jum'a.	Curriculum Design (2024) pg 17; Reference books	Written quiz	
	2			By the end of the lesson, the learner should be able to explain conditions of Swalatul Idd.		Learner guided to research conditions of Swalatul Idd.	Curriculum Design (2024) pg 17; Digital devices	Written quiz	
	3			By the end of the lesson, the		Learner guided to brainstorm significance of these prayers	Curriculum Design	Discussion	

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				learner should be able to assess significance of Swalatul Jum'a and Idd.		for socio-spiritual development.	(2024) pg 17; Charts		
	4			By the end of the lesson, the learner should be able to describe performance of Swalatul Jum'a and Idd.	How can a Muslim prepare for these prayers?	Learner guided to watch video clips on performance of these prayers.	Curriculum Design (2024) pg 17; Video	Observation	
	5			By the end of the lesson, the learner should be able to prepare a sample Khutba.		Learner guided to prepare a sample Khutba for Jum'a/Idd and role play.	Curriculum Design (2024) pg 17; Writing materials	Role play	
	6			By the end of the lesson, the learner should be able to demonstrate performance of Swalatul Jum'a and Idd.		Learner guided to simulate features of the prayers in class.	Curriculum Design (2024) pg 17; Prayer mats	Simulation	
11	1			By the end of the lesson, the learner should be able to create a video clip on prayer performance.		Learner guided to create a video clip on performance of Swalatul Jum'a/Idd.	Curriculum Design (2024) pg 18; Camera/Phone	Project	

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	2			By the end of the lesson, the learner should be able to appreciate special prayers in Islamic calendar.		Learner guided to reflect on the importance of these events.	Curriculum Design (2024) pg 18; Journal	Self-reflection	
	3		2.2 Funeral Rites	By the end of the lesson, the learner should be able to describe Ghusul (washing) of the deceased.	What is the importance of funeral rites?	Learner guided to research rites of Ghusul and make notes.	Curriculum Design (2024) pg 20; Reference materials	Written notes	
	4			By the end of the lesson, the learner should be able to describe Kafan (shrouding) of the deceased.		Learner guided to search video clip on Kafan and make summary notes.	Curriculum Design (2024) pg 20; Video	Observation	
	5			By the end of the lesson, the learner should be able to describe Swalah (prayer) for the deceased.		Learner guided to observe resource person demonstrate Swalah for deceased.	Curriculum Design (2024) pg 20; Resource person	Demonstration	
	6			By the end of the lesson, the learner should		Learner guided to model a grave and simulate Dafan.	Curriculum Design (2024) pg	Simulation	

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				be able to describe Dafan (burial) of the deceased.			20; Modelling clay/Box		
12	ALL	END TERM	ASSESSMENT	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	ASSESSMENT