



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

# ACCELERATED EDUCATION PROGRAMME FOR UGANDA

ISLAMIC RELIGIOUS EDUCATION (IRE) LEVEL 111

## SYLLABUS







# **ACCELERATED EDUCATION PROGRAMME FOR UGANDA**

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ISLAMIC RELIGIOUS EDUCATION (IRE) LEVEL 111

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## **SYLLABUS**

Supported by





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## FOREWORD

Uganda has made important strides in promoting children's rights over the past 20 years. In order to fully understand the lives of children in the country today and the issues that continue to hamper the achievement of their full potential, it is important to take a systematic look at the situation of children and specifically the disadvantaged (refugees and out of school children).

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Currently, according to the UNESCO Institute for Statistics, there are approximately 263 million children and youth out of school globally. With each missed school year, there is greater risk that they will be unable to return to formal education and greater risk to their protection as a result. Responding to the needs of these learners has increasingly led governments and agencies to provide more flexible forms of education such as *"Accelerated Education"*.

Uganda has a big number of children and youth out of school. The most affected are; displaced children (internally and externally), combatants as well as girls and children with disabilities who usually find it difficult to access and complete their education. The enactment of the Sustainable Development Goals (SDGs) reaffirms a global commitment to ensuring that all boys and girls have access to, and complete, free, equitable, and quality Primary education by 2030.

Over-age learners who enrol in formal education systems are found to be much more likely to drop out early because of; poor instructional strategies and methodologies, and stigmatization. Children who do not start school at the correct age would likely remain out of school, and those who enter when they are already over aged face multiple challenges including sharing classrooms and studying with much younger children (thus inferiority complex).

The accelerated education curriculum provides an opportunity for these over-aged out-of-school children to access education, catch up and transition back into the formal system, secondary education, vocational training and livelihoods.



Hon. Janet Museveni Kataaha  
**MINISTER OF EDUCATION AND SPORTS**

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Grace Baguma

**DIRECTOR,**  
**NATIONAL CURRICULUM DEVELOPMENT CENTRE**

## Rationale

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalization, conflict, and crisis. Accelerated Education Programme (AEP) emphasises speeding up a curriculum, and allowing students to complete a certified, equivalent level of education in a shortened timeframe. This requires increased and more effective time on task, an emphasis on literacy and numeracy with a socio-emotional learning component and oftentimes, removal of non-core subjects. Programmes also often demonstrate flexibility to meet the unique needs of the learners they aim to serve – both in relation to timetabling and location of instruction. The intention of this flexibility is to enable students to study in a way and at a level appropriate to their ability, age and circumstance.

The AEP targets the over-aged learners who, in one way or another, were disadvantaged and dropped out of the normal Primary school cycle. The AEP intends to help learners of age group 10-18 years to catch up and accomplish the Primary level in a shorter time of three instead of seven years. It is structured in levels i.e. Level 1 (P1-P3) which is equivalent of the Thematic Section in Primary school. Level 2 combines P4 and P5 and Level 3 combines P6 and P7. Each level merges the curricula content in relevant classes which is to be completed in one year.

On completion of an AEP, the learners should be able to either reintegrate into the formal schooling system, or enter into skills-based technical and vocational education, or to enter directly into the workforce, but with core literacy and numeracy skills in place. There are varied structures of an AEP, and they vary in their pace of acceleration, the age range they target, and the approach to teaching and learning that they employ.

This AEP is a review of the curriculum for various non-formal education programmes which Uganda has been implementing since 2011 to address different educational barriers of different communities.

## Scope and Sequence

Each theme/topic of this curriculum is comprised of: Overview; learning outcome(s); subject competences; language competences; content; suggested teaching/ learning activities; life skills indicators and values; suggested competences for assessment and hints for the teacher.

## THE NATIONAL AIMS OF EDUCATION

This program is designed to address the National Aims of Education and aims and objectives of primary curriculum as specified in the Government White Paper on the Education Policy Review Commission Report (1992).

The aims are:

- a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- iii) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- v) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- vi) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

**OBJECTIVES OF PRIMARY EDUCATION IN UGANDA**

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations;
11. To develop discipline and good manners.



## Definition of terms

**Learning outcome** is a broad behavioral changes or abilities demonstrated after a learning period. Learning outcomes define the overall direction of the teaching and learning process.

**Competence** is what one is able to do as a result of learning or what the learner understands, knows and is able to do.

**Assessment** - Huba & Freed assert that, "Assessment is the processes of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning".

**Life skill** - Life skills are abilities for adaptive and positive behavior that enable learners to deal effectively with the demands and challenges of everyday life.

**Value** – desired standards of behavior acceptable in a given society

**Life skill indicator** – observable abilities shown in a learner

**Methodology** – an effective process or procedure with a specific tasks that someone can use to deliver content according to the work plan.

**Technique** - the final skillful execution on a given point which can be used to get productive outcome

**Strategy** – is a mental model in our understanding and an end in mind that enables us to deliver lessons systematically in class.

**Approach** – is a set of or combination of different methods.

**Instructional strategies** – techniques teachers use to help learners become independent focused learners.

**Instructional material** – any resource the teacher uses to help learners.

**Tools** - an item or implement used for a specific purpose. Something physical used in performing different tasks.

**Special Educational Needs** - An educational Provision designed to address the needs of learner with barriers to learning.

**Special Needs Education** – a program that addresses barriers to learning

**Special Education** - Educational provision for learners with special Educational Needs.

**Inclusive education** - A term which wholesomely provides for optimum participation of all learners. Inclusion does suggest all other exposures.

## LIST OF ACROYNMS

AEP Accelerated Education Program

SNE Special Needs Education

SEN Special Educational Needs

NRC Norwegian Refugee Council

MOES Ministry Of Education & Sports

NCDC National Curriculum Development Centre

## **List of Contributors for AEP Curriculum Review**

### **Reviewers**

Onen Negriss  
Grace K. Baguma  
Sheilla Annette Siima Baitwabusa  
Kemizano Rosert  
Jeruth Tinka Ngonzi  
Bernadette Nambi Karuhanga  
Robert Pax Inziku  
John Patrick Tukei  
Joy Kabanganja  
Willy Kasirye E. Ssekagya  
Angela Akech Oboth  
Hafisa Kabaganja  
Daneil Kiiza Ssendagire  
Yorokamu Byamukama  
Moureen Nampeera  
Patrick Nakwatse  
Deborah Magera  
Emmanuel Otim

### **Secretarial**

Namuyaga Florence

### **Editors**

Sarah Mirembe Kyankya  
Hannah Halimah Nambusi  
Sebastian Jalameso

### **Designer**

Dickson Amanywa

## Background

Islamic Religious Education (IRE) is an important part of the Accelerated Curriculum. It has been designed to enable the learner develop ethical moral and spiritual values through the guidance of the teacher/instructor. At Level 3, the IRE syllabus has five themes which are broken down into topics that are taught throughout the whole period. The themes include: Realising the Rights of the Oppressed (Practice), History of Islam, Tawhid (Faith), and Halal (Moral Teaching/Transactions).

## Organisation of the Syllabus

A background for each topic has been provided. It gives an overview of the topic thus giving the teacher an insight into the topic.

## Learning Outcomes

Learning outcomes have been stipulated for each topic. Learning outcomes define the overall direction of the teaching and learning process. It is what the learner understands, knows and is able to do. They are achieved through competences.

## Competences

Competences describe the specific abilities of the learner. It is what the learner can demonstrate, so as to do as a result of being exposed to the given IRE content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

## Life Skills

Life skills are personal and social skills that enable learners to function confidently and competently with others. This curriculum emphasises the development of life skills and values across the themes/topics. This will help learners develop moral and ethical values. Life skills and values will help learners to

- i) make informed decisions.
- ii) practice healthy behaviours.
- iii) avoid risky situations.
- iv) change attitudes.
- v) become good citizens.
- vi) be active and constructive in life.
- vii) solve problems encountered in different situations.
- viii) cope with stress and control their emotions.
- ix) communicate effectively.

## Values

These are the desired standards of behaviour acceptable in a given society. Values need to be developed during and after the teaching and learning process. Examples of values include; cooperation, sharing, appreciation, endurance, responsibility, caring, respect, honesty, love, togetherness, self, joy, concentration, independence and self-reliance. It is important to note that you need to observe the learners to see whether they are practicing what they learn.

## Methodology and Strategies

You are expected to use child-centred methods which put the learner at the centre of the teaching and learning process. Some of the methods to be used during the teaching and learning process include; role playing, brainstorming, excursion, dramatization, demonstration, question and answer, repetition, I do, we do, you do, discover, discussion, demonstration, think-pair-share, peer teaching and learning, group work, task analysis, individualised educational plan, program (IEP), remediation, total communication, plays and songs.

## Instructional Materials, Tools and Equipment

Instructional materials are very important in lesson delivery. Use instructional materials and get learners involved in the teaching and learning process as this will help learners get more interested in their work. Use a wide range of instructional materials. Utilise the local environment and local available resources to make learning real and interesting. Examples of instructional materials include; textbooks, calendar board, money, clock, pictures, charts, life skills manual, Abacus, abacus, straw bottle tops, flash cards and number cards.

## Assessment

Continuous assessment is recommended and should be based on the suggested competencies for each topic. Carry out assessment during the teaching/ learning process, at the end of the topic/term and at the end of the year. Assess learners and keep records.

**Note:** Pre-entry assessment should be carried out to identify the level of placement of learners. The second kind of assessment should be done on a term or annual basis to enable learners transit to their appropriate levels after displaying the required competencies.

### Special Needs

Remember that we have learners in classes with various barriers to learning and development. Take keen interest in every learner and identify those that have individual needs and keep their records and wherever possible call for personnel who are trained in special needs education or functional assessment and proper guidance on how to manage those learners. You can as well utilise the following strategies to provide the necessary assistance during the teaching and learning processes for learners with Special Educational Needs ;

- i Signs/gestures/spells (deaf)
- ii Braille (blind)
- iii Large print (low vision)
- iv Tactile (blind and deaf/blind)
- v Total communication for deaf
- vi) Use real objects
- vii Variety of colours (while preparing their instructional materials)

### General Guidance

- i During the teaching learning process, a variety of IMS and child-centred methods should be used so that the learning process will be lively and interesting.
- ii Apart from the given syllabus, indicators and values apply a lot of creativity by utilising any other relevant idea that may enable you make the lesson successful.
- iii Make use of the locally available materials in the environment as much as possible to make the learning and teaching environments rich.
- iv Help learners to use variety of senses through observations, discover tactile thus making the learning engaging more meaningful.
- v Make teaching processes more interacting and inclusive by integrating different subjects as a means of developing the target concepts.
- vi) Study and understand the learning styles of your learners in order to plan for each individual child. Aim at an individual child not a class.
- vii Modifications of the curriculum key areas should be focused on the content activities, methodology environment time and assessment.
- viii No subject is minor give equal opportunity for the learners to acquire and practice various skills by learning Creative Performing Arts (CAPES)

- ix) Use CAPs subjects as strategies to teach other subjects for instance; using songs/play drama in the teaching processes.
- x) Use Religious Education lessons to solve psycho-social problems like; trauma/torture and loss of dear ones and others which are common in camps and the community.
- xi) endeavour to use life skills that will enable learners develop important values like resolving conflicts, forgiveness, love and acceptance.
- xii Endeavour to teach all the topics adequately.

## Topic: Outline

Theme		Topic	Periods	Changed Periods
1	Reinforce the Qur'an	Surat Al-iil	07	03
2	Tawhid (Faith)	Allah's Power	06	03
3	Faith (Practical)	Differences between Zakat and Sadaqah, Recipients and Ratio	10	05
4	Hadith	Road Usage and Encouraging others to do Good	08	03
5	History of Islam in Uganda		05	05
5		Islam in Buganda	08	04
5		Spread of Islam Outside Buganda	03	04
1		Meaning of Allah verses 163-164 and 255-258 of Surat Al-Baqal	08	03
2		Prayer and its importance	07	03
4		Surat Al-Kairun	06	05
Theme		Topic	Periods	Changed Periods
4		Hygiene and Upholding Good Health	05	04
2		Worship	03	03
4		Righteousness and Adolescence	10	04
1		Marriage and the Status of Women	04	05
1		Qur'anic Extracts Regarding the Day of Judgment	04	04
2		Prophets	04	03
4		Rites and the Importance of Hijab	10	04
3		Hijab and its importance	05	04
1		Qur'anic Extracts Regarding Hajj	05	05
Theme		Topic	Periods	Changed Periods



2		Obedience and civil Security	04	07
5		Asian Muslim Communities in aanda	04	07
2		Islam and other Religions	05	07
5		Important Muslim Personalities in aanda	06	07
5		Muslim Organisations in aanda	04	08
Number of themes per term - Term 1: 5 themes, Term 2: 0 themes, Term 3: 0 themes, Term 4: 5 themes				
Number of topics per term - Term 1: 10 topics, Term 2: 8 topics, Term 3: 5 topics, Term 4: 24 topics				
Periods per week - 03 periods per week				
Duration of lessons - 40 minutes				
Hours per week - 02 hours				

**Sample Time Table for Level 3**

DAY	8.30-9.10	9.10-9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-1.00	1.00-2.00	2.10-2.50	2.50-3.30	3.30-4.30
MON	ENG	MATH	SST	BREAK	SCI	RE	MATHS		ENG	SCI	GAMES
TUE	MATH	ENG	ENG		SST	SCI	RE		MATHS	CAPE <sub>1</sub>	
WED	MATH	SST	ENG		MATH	SCI	ENG		SCI	RE	
THU	SST	MATH	CAPE <sub>2</sub>		MATH	ENG	ENG		SCIE	SCIE	
FRI	ENG	ENG	MATH		MATH	SST	SST		CAPE <sub>3</sub>		

**Analysis**

English	10
Mathematics	10
Science	7
Social Studies	6
Religious Education	3
CAPE 1	1
CAPE 2	1
CAPE 3	2
Total	40 Periods



# Term 1

## Theme 1: Reading from the Qur'an

### Topic 1: Surat Al-Fiil (Chapter 105)

(4 Periods)

#### Overview

In the year 570AD, the year of the birth of prophet Muhammad (PBUH), Abraha, the Abyssinian King, intended to attack Mecca. He intended to lead it but Allah saved the city. This topic is intended to help the learners understand reasons to the wrongdoers and the promise to those who have trust in Allah that they have His security granted on them. The topic will help learners to develop the ability to avoid evil doing and to work towards the wellbeing of their societies.

#### Learning Outcomes

The learner should be able to:

- i understand and appreciate the content of the *Surat*.
- ii demonstrate life skills and values reflected in this *Surah* for maintaining security in society.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• recites <i>Surat Al-Fiil</i>.</li> <li>• interprets the meaning of the <i>Surat</i>.</li> <li>• relates the <i>Surat</i> to his/ her daily life.</li> </ul>	The learner <ul style="list-style-type: none"> <li>• pronounces, spells, writes/brailles, reads/sings and uses the following words related to the topic correctly:               <ul style="list-style-type: none"> <li>- flights of birds</li> <li>- banded clay</li> <li>- mischief</li> <li>- transgressors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• recitation of <i>Surat Al-Fiil</i> (Chapter 105)</li> <li>• Memorisation of the <i>Surat</i></li> <li>• Analysis of the <i>Surat</i>.</li> <li>• Importance of the <i>Surat</i> and relevance to daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Memorising the <i>Surat</i> using the rote method</li> <li>• Brainstorming the meaning of <i>Surat</i></li> <li>• Reciting <i>Surat Al-Fiil</i></li> <li>• Copying the <i>Surat</i> in their notebooks</li> <li>• Relating the</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual thinking               <ul style="list-style-type: none"> <li>- Analysing statements</li> <li>- Taking decisions</li> </ul> </li> <li>• Effective communication               <ul style="list-style-type: none"> <li>- Fluently</li> </ul> </li> <li>• Emathy               <ul style="list-style-type: none"> <li>- Putting oneself in another person's shoes</li> </ul> </li> </ul>

	- evil		<i>Surat</i> in ee ir daily life • Tel ing and re-telling ee story o Abraham	<b>Values.</b> • Appre iation • ss pect • Fluency • pe • Sympt hy
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## Suggested Competences for Assessment

The lener

- i) re ites *Surat Al-Fiil*.
- ii) gives the men ing of *Surat Al-Fiil*.
- iii) nress the stor of Abr ham.
- iv) tes how to avoid evil deeds/wss .
- v) rea tes the message in the *Surat* to daily life.
- vi) wr ss the short messages.
- vii) draws and mo lds pictee s.

## Hints for the Teacher

- i) Invite and prepare the Mullah to guide learners to re ite the *Surat* correctly.
- ii) Help the learners to re ite and memoriset he *Surat*.
- iii) Ask the learners tor ea te ee message in the *Surat* to their daily life.
- iv) Devisem eo ds that will cater foren ers witss pe ial nee s.
- v) The main ee me of the *Surat* is 'Allah's power,' create scenarios, or give real life situations of the way Allah has saved or can see bei er s too ugh mir cles.
- vi) Ask the learners to write personal shor ss timon es on how Allah has saved the from difficult situations and dispa y them in class.
- vii) Help the learners to re ite and use corre tly the key words of ee *Surat* e.g. fligss of bir s, trn sgressor, ec .
- viii) Guide lener s tora matise the story of Abr ham.

## Theme 2: Tawhiid (Faith)

### Topic 2: The Power of Allah

(3 Periods)

#### Overview

The Sixth Article of faith in Islam is belief in the power of Allah reflected in divine decree (*Qadha*) and predestination (*Qadar*). Muslims believe that whatever befalls man is from Allah whether good or bad. If something good happens, a Muslim thanks Allah and shows his/her gratitude to Him by saying: *Al hamdu Lillah* (thanks be to Allah). If something bad happens to a Muslim, he/she says: *Inna Lillahi wa inna ilaihi raj'un* (we belong to Allah and to Him is our final destination). This topic is intended to help learners appreciate the power of Allah in their lives.

#### Learning Outcomes

The learner should be able to:

- develop awareness that “whatever happens to man is from Allah the Almighty and the Lord of creation”.
- apply the learnt skills and knowledge in her/his daily life

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• explains the power of Allah.</li> <li>• explains divine decree and predestination.</li> <li>• relates his content in heropicoreal situations.</li> <li>• explains divine decree and predestination.</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• recites the following phrases correctly:               <ul style="list-style-type: none"> <li>- <i>Al-Hamdu Lillah</i></li> <li>- <i>Inna Lillahi wa Inna ilaihi Raji'un</i></li> </ul> </li> <li>• interprets correctly the meaning of the above phrases and specifies how occasion so which they</li> </ul>	<ul style="list-style-type: none"> <li>• Allah's power and control of the universe</li> <li>• Allah's assembly of creatures</li> <li>• Belief in divine decree and predestination</li> <li>• Relevance of his belief in divine decree and</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting appropriate phrases i.e. “thank you”</li> <li>• Reciting an appropriate Islamic phrase or acceptions and unfavourable events</li> <li>• Reciting an appropriate Islamic phrase or favourable events</li> </ul>	Self-esteem <ul style="list-style-type: none"> <li>- Self-confidence</li> </ul> Decision - making <ul style="list-style-type: none"> <li>- Taking decisions</li> </ul> Assertiveness <ul style="list-style-type: none"> <li>- standing up for one's rights</li> </ul> Effective communication <ul style="list-style-type: none"> <li>- Articulation</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Courage</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
	are recited. • uses the following words related to the topic correctly <ul style="list-style-type: none"> <li>- <i>Qadha</i></li> <li>- <i>Qadar</i></li> <li>- divine decree</li> <li>- pre-destination</li> </ul>	pre destination to daily life		<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Acceptance</li> </ul>

## Suggested Competences for Assessment

The learner

- i explains Allah's powerful control over the universe.
- ii discusses Allah's mastery over creatures.
- iii practices the relevance of the belief in divine decree and predestination to daily life

## Hints for the Teacher

- i Use this occasion to rehearse with learners the various Islamic phrases (Duas) that a Muslim recites at different occasions, e.g. when going to bed, after sneezing when going to the toilet etc.
- ii Tell learners that the phrase "*Al-Hamdu Lillah*" covers the whole range of fortunes one may get.
- iii On the other hand, the phrase "*Inna Lillahi ...*" covers a whole range of accidents, and unfavourable incidents.
- iv Be mindful of learners with special educational needs.
- v Relate this topic to the previous one because both of them deal with Allah's power.

## Theme 3: *Fiqh* (Practice)

### Topic 3: Difference between *Zakah* and *Sadaqah*

( 8 Periods)

#### Overview

According to Islam, *Zakah* is the fourth important pillar. It is obligatory to those who can afford it while *Sadaqah* refers to any favour a Muslim does in good faith to another person. Some favours which are called *Sadaqah* are simple and negligible e.g. greeting a fellow Muslim with a smile. *Sadaqah* is optional. It lists categories of the recipients of the *Zakah*. If *Zakah* were distributed to the categories mentioned in the Qur'an, there would be no economic inequalities in the world. This topic is intended to help the learners know the difference between *Zakah* and *Sadaqah*, name the categories of people who receive *Zakah* and those who give *Zakat*.

#### Learning Outcomes

The learner should be able to:

- i. understand and appreciate the significance of *Zakah* and *Sadaqah*.
- ii. demonstrate the values and benefits of giving alms and sharing.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• mentions the difference between <i>Zakah</i> and <i>Sadaqah</i>.</li> <li>• explains the meaning of <i>Sadaqah</i>.</li> <li>• gives the significance of <i>Sadaqah</i> and <i>Zakah</i>.</li> </ul>	The learner use the following terms correctly <ul style="list-style-type: none"> <li>- <i>Zakah</i></li> <li>- <i>Sadaqah</i></li> <li>- Charity</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of <i>Sadaqah</i></li> <li>• Difference between <i>Zakah</i> and <i>Sadaqah</i></li> <li>• Relevance of <i>Sadaqah</i> to a daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying differences between <i>Zakah</i> and <i>Sadaqah</i></li> <li>• Mentioning any good thing they have ever done to help those in need</li> <li>• Mentioning any voluntary activity they have ever participated in at school:</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking               <ul style="list-style-type: none"> <li>- Taking decisions</li> <li>- Analysing statements</li> </ul> </li> <li>• Effective communication               <ul style="list-style-type: none"> <li>- Use of appropriate gestures</li> <li>- Confidence</li> </ul> </li> <li>• Self awareness               <ul style="list-style-type: none"> <li>- Knowing one's position</li> </ul> </li> </ul>



Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
			<ul style="list-style-type: none"> <li>- membership to wildlife clubs</li> <li>- scouts and guides</li> <li>- environmental art</li> </ul>	and responsibility <ul style="list-style-type: none"> <li>• Decision-making               <ul style="list-style-type: none"> <li>- Acceptance</li> <li>- Knowing the consequences or decisions</li> <li>- Emotion</li> <li>- Caring for others</li> <li>- Supporting others</li> </ul> </li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>- Generosity</li> <li>- Kindness</li> <li>- Love</li> </ul>
<ul style="list-style-type: none"> <li>• explains the ratio of <i>Zakah</i>.</li> <li>• gives the meaning of <i>Nisaab</i>.</li> <li>• Relates the topic to daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• reads spelling guides and uses the following words correctly:               <ul style="list-style-type: none"> <li>- needy</li> <li>- poor</li> <li>- Welfare</li> <li>- healthily debited</li> <li>- cause of Allah</li> <li>- those whose hearts should be reconciled</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• categories of <i>Zakah</i> recipients</li> <li>• Justification of these categorisation</li> <li>• Relevance of the topic to daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying those who deserve <i>Zakat</i>.</li> <li>• Discussing the reasons within the eight categories deserve <i>Zakat</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving               <ul style="list-style-type: none"> <li>- Finding different strategies while taking decisions</li> </ul> </li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Care</li> <li>• Love</li> <li>• Acceptance</li> <li>• Concern</li> </ul>
<ul style="list-style-type: none"> <li>• gives the meaning of <i>Nisaab</i>.</li> <li>• calculates percentages of different items.</li> <li>• relates the topic to daily</li> </ul>	<ul style="list-style-type: none"> <li>• pronounces, spells, writes/signs/brailles, and uses the following words related to the topic correctly:               <ul style="list-style-type: none"> <li>- <i>Nisaab</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of <i>Nisaab</i></li> <li>• Calculation of percentages of different items</li> <li>• Relevance of the topic to daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating issues of <i>Zakat</i> items</li> <li>• Comparing <i>Nisaab</i> with pass mark</li> <li>• Leading an exercise on calculating</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Negotiation</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Concern</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
lie .	<ul style="list-style-type: none"> <li>- ratio</li> <li>- e rcentage</li> <li>- cac uat e</li> </ul>		a y as uu earn (PAYE) taxes a yable by teachers <ul style="list-style-type: none"> <li>• Heli ng                learners to                use the same                ski ls in                cac uat ing                ratios of  <i>Zakat</i> items.</li> <li>• ss coe ring                the logic                behind  <i>Nisaab</i> and                ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Accurac</li> <li>• Courage</li> <li>• Care</li> <li>• Coo eration</li> </ul>

### Suggested Competences for Assessment

The learner

- i gie s the difference between *Zakah* and *Sadaqah*.
- ii dei nes *Sadaqah*.
- iii exai ns the ratios of *Zakah*.
- i) exai ns the ree vance of *Sadaqah* to the daily lie.

### Hints for the Teacher

- i Before a Muslim pays *Zakah*, there are two things that must be taen into account, name y *Nisaab*, and the percentage that one ay s for items that attract *Zakat*. *Nisaab* is the minimum quantit of items one shou d be in os session to qualify to pay *Zaah* . The question that arises is how much should one pay who is in os session of the minimum quantit (*Nisaab* of a given item? If the answer is one goat per 40 goats for e ample, then the issue of ratios now sets in.
- ii ee rea life examee s to introduce the topic e g. the need p eo e, street bos .
- iii Exai n *Sadaqah* in a sense of sharing:
  - inor mation
  - joy and pea sure

- hy sical items
- ideas
- iv) Cater o r slow learners and those with se cial needs.
- v) Concentrate on the difference between the *Zakah* and *Sadaqah*.
- i ) Help the learners remember that *Zakah* is a il lar of Isa m.
- vii cc h as there is a diee rence between *Zakah* and *Sadaqah*, there are also simiar ities. For example they both target the same categories of peo le using diee rent wa s.
- viii Help the learners identify the variet of local usage of the word "*Saddaka*" e.g. "sacrifice".
- ix) Identify among the learners those who beo ng to the 8 categories of the recipients of *Zakat*.
- x) Discuss with learners the benei ts of charit and generosit .
- xi) Be mindu l of the learners with se cial needs.
- xii Refer to Theme 3 Topic 3 "Difference between *Zakah* and *Sadaqah*". The discussions under this topic will throw more light on the nature of *Zakah* and wi l help learners understand it better.
- xiii Discuss this with the learners and i nd out which section of societ is not covered.
- xiv) co urage learners to add more sections of societ to this list
- xv) ii de learners to identify a section of people who have not been catered or .
- xvi) Provide the learners with accurate formu ae to enable them carr out ca cuati on e rcises of the *Nisaab* and ratios o *Zakah* items Transate *Nisaab* into rea life situations and use examee s of the normal har ests, rea monetar incomes.
- xvii Prepare a detaie d chart showing the *Nisaab* and the ratios e.g. 40 goats – gg oat, 5 cows – co w
- xviii Use an ar oach that will cater for learners with special needs.
- xix) Cac u ate the pab le amounts on diee rent items and put those amounts on a big chart.

## Theme 4: Hadith (Traditions of the Prophet Mohammed (PBUH))

### Topic 4: Road Usage and Enjoining others to do Good (Counselling)

( 2 Periods)

#### Overview

Students are urged to share all useful information. Telling others to do good is a duty of every Muslim. This topic explains the way people ought to behave while on the road. It spells out very clearly guidelines for all road users. This is intended to help the learners develop life skills for relating with other people harmoniously.

#### Learning Outcomes

The learner should be able to:

- i) appreciate the message contained in the *Hadith*.
- ii) adopt rules for road usage.
- iii) demonstrate ability to interact with other road users.
- iv) develop the desire to do good.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• narrates one <i>Hadith</i> concerning road usage and enjoining others to do good.</li> <li>• tells the meaning of the <i>Hadith</i>.</li> <li>• relates the</li> </ul>	The learner pronounces, spells, writes, reads and uses the following words related to the topic correctly: <ul style="list-style-type: none"> <li>- road usage</li> <li>- enjoining</li> <li>- telling</li> <li>- sharing information</li> <li>- counselling</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Hadith</i> concerning road usage and enjoining others to do good</li> <li>• Meaning of the <i>Hadith</i></li> <li>• Relevance of the <i>Hadith</i> to</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the road signs they know and their usefulness</li> <li>• Asking the learners to tell their experiences while on the road</li> <li>• Narrating the given prophetic <i>Hadith</i></li> <li>• Guiding the learners to</li> </ul>	<ul style="list-style-type: none"> <li>• Effective formation               <ul style="list-style-type: none"> <li>- Logical flow of ideas</li> <li>- Articulation</li> <li>- Verbal and non verbal</li> </ul> </li> <li>• Friendship formation               <ul style="list-style-type: none"> <li>- sharing</li> <li>- Use of polite language</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
message contained in the <i>Hadith</i> to daily life.		daily life	discuss the importance of the <i>Hadith</i> • Guiding the learners to compose or recite a poem on road usage • Telling the learners to write the <i>Hadith</i> in their notebooks • Asking learners to share their experiences about the way these are information, and urge others to do good things (counselling and guidance)	• Empathy - Caring for others - Helping others  <b>Values</b> • Devotion • Respect • Sharing • Care • Protection

## Suggested Competences for Assessment

The learner:

- i) narrates one *Hadith* concerning road usage and encourages others to do good.
- ii) tells the meaning of the above mentioned *Hadith*.
- iii) draws and labels different road signs.
- iv) outlines lessons learnt from the *Hadith*.
- v) shares useful information with others.
- vi) uses the road well.

## Hints for the Teacher

- i) Note the *Hadith* pages as you relate to the meaning of *Hadith*.
- ii) Divide learners into groups and let each group write down how they can help others to do good.
- iii) Ask the learners what they would do if they found an old woman going to cross a road.

- iv) ensure that learners with special needs are catered for.
- v) Narrate the following *Hadith*: Muhammad (PBUH) said *"Avoid sitting on the road junctions." The companions said "O Prophet of Allah, they are our meeting points for conversation". The Prophet said "If you have insisted, then accord the road its rights". They said "O, Prophet of Allah, what are the rights of the road?"*
- vi) Help learners to understand the signs of road usage.
- vii) The prophet said "Lower gaze, remove harmful objects, answer the greeting, and enjoin others to do good and forbid evil".
- viii) Brainstorm with the learners the meaning, spelling and use of the key words found in the topic.
- ix) Invite the learners to write a story on road usage.
- x) Help the learners discover the meaning of the *Hadith*.
- i) Invite notes with missing words on the chalk board and ask learners to fill in.
- xii) Use the same method to assess the lesson.
- xiii) Invite learners to draw different road signs and features

## Theme 5: History of Islam

### Topic 5: Introduction of Islam in Uganda

( 3 Periods)

#### Overview

Islam was introduced in Uganda in 1844 by Arab traders through trade between the Acholi and the Sudanese. Palaro in Acholi was an important trading centre. Islam was spread in Uganda by different groups of people. The Nubian soldiers spread Islam to people they came in contact with especially around their military barracks. The first Arab to visit Kabaka Suuna II's court was Ahmad Bin Ibrahim from Zanzibar. By the 19<sup>th</sup> Century, Arabs had settled at the coast of East Africa. They left their homes because of conflicts and wars. Ahmad Bin Ibrahim persuaded Kabaka Suuna II to join Islam. Kabaka Suuna was reluctant, but all the same he learnt some chapters of the Qur'an and persuaded the courtiers to join Islam.

The topic is intended to explain the coming of the Arabs, the introduction of Islam in Uganda and appreciate circumstances under which Islam was introduced in Uganda.

#### Learning Outcome

The learner should be able to:  
 understand and appreciate the circumstances under which Islam was introduced in Uganda.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: • explains the coming of the Arabs to Uganda. • gives an account of the introduction of Islam in	The learners read spells/ signs and writes and uses the following words correctly: - settlement - migration	• The coming of Arabs • Introduction of Islam to Uganda • Circumstances under which Islam was introduced in	• Discussing the coming of the Arabs • Talking about the introduction of Islam in Uganda • Discussing the outcome	• Critical thinking - Taking decisions - Making the best use of available information • Negotiation - Using persuasive



Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
aa nda during the 19 <sup>th</sup> Century. • expl ains the circumstances under which Islam was introduced in aa nda.	- coast - circumstan ces - century - courtier - Kabaka - Arab	Uganda • Relea nce of Islam to aa nda	of the interaction between Arab settlers and the local people • Trade • New reliio n (Islam) • Swahili culture	lanua e - Usin appropriate body lanua ge - Re uesting • Effecti e communication - Loica l flow of ideas - Verbal and non verbal expressions <b>Values</b> • Appreciation • Acceptance • Sharing • Innoa ti eness • Cooperation

## Suggested Competences for Assessment

The learner:

- i gie s reasons for the coming of the Arabs to aa nda.
- ii expl ains the circumstances of introducing Islam in aa nda.
- iii relates the relea nce of introduction of Islam to aa nda to daily life.

## Hints for the Teacher

- i co oura e the learners to discover the effects of Islam on indigenous cultures.
  - ii Use appropriate methods that will not discriminate a ainst learners with special needs.
  - iii Spend little time discussing the coming of the Arabs. Focus more on discussing the results of their coming and the way their coming influenced locals.
- i) Discuss how Islam affected those who con erted to it.

# Theme 1: Reading from the *Qur'an*

## Topic 6: Unity of Allah Surat *Al-Baqarah*- Verses 163-164 and 255-258

( 3 Periods)

### Overview

This topic contains verses from the Qur'an that explain the necessity to acknowledge the unity of Allah. Unity in diversity in nature and the social class of human society are also reflected. The wonderful examples cited in this topic concerning diversity in nature are intended to enhance the learners' views and prepare us for the laws regulating daily routine and ordinances which follow.

### Learning Outcomes

The learner should be able to:

- develop understanding and appreciation for the message contained in the verses.
- adopt values advanced therein.
- demonstrate ability and readiness to adhere to Allah's ordinances.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>recites selected verses from <i>Surat Al-Baqarah</i>, i.e. Q2: 163 -164 and 255-258.</li> <li>explains the meaning of the selected verses.</li> <li>explains the way they relate to daily life.</li> </ul>	The learner spells, pronounces, writes/sin s/ brailles, reads and correctly uses the following words related to the topic: <ul style="list-style-type: none"> <li>nature</li> <li>natural</li> <li>ordinance</li> <li><i>Ayat Al-</i></li> </ul>	<ul style="list-style-type: none"> <li>Recitation of <i>Surat Al-Baqarah</i> verses 163-164</li> <li>Recitation of <i>Surat Al-Baqarah</i> verses 255- 258</li> <li>Meaning of the selected verses</li> <li>Relevance of the verses to daily life</li> </ul>	<ul style="list-style-type: none"> <li>studying verses 163 – 164 of <i>Surat Al-Baqarah</i></li> <li>Reading verses in groups</li> <li>Reciting the <i>Surat</i> verses in pairs and in groups using the rote method</li> <li>Preaching unity</li> <li>Explaining various natural creatures as described in Q 2:</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication               <ul style="list-style-type: none"> <li>Audibility</li> <li>Confidence</li> <li>Accuracy</li> <li>Articulation</li> </ul> </li> <li>Peer resistance               <ul style="list-style-type: none"> <li>standing for one's principals</li> <li>standing for one's values and beliefs</li> <li>Responding to questions appropriately</li> </ul> </li> <li>Problem-solving</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
	<i>Kursi</i>		163-164 using the chart <ul style="list-style-type: none"> <li>• discussing how the messages in the verses relate to their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>- Accepting each other's ideas</li> <li>- Finding different strategies</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Respect</li> <li>• Devotion</li> <li>• Love</li> <li>• Cooperation</li> <li>• Patience</li> </ul>

**Surat Al-Baqarah verses 163-164:** *And your God is one, there is no God but Allah most gracious and most merciful. Behold in the creation and earth in the alteration of the night and the day. In the sailing of the ships through the ocean for the profit of mankind. In the rain which Allah sends down from the skies. And the life which He gives to an earth that is dead. In the beasts of all kinds that he scatters through the earth. In the change of the winds and the clouds which they trail like their slaves between the sky and earth have indeed are signs for people who are wise).*

**Surat Al-Baqarah verses 255-258:** *(Ayat Al-Kursi) Allah! There is no God but He the ever living, the one who sustains and protects all that exists. Neither slumber nor sleep over takes Him. To Him belongs whatever is in the heaven and on earth. Who is he that intercedes with him except with His permission? He knows what happens to them (he creates in this world). And what will happen to them in here after, and they will never compose anything of his knowledge except that which He wills. His-Kursi (chair) extends over the heavens and the earth and he feels no fatigue in guarding and preserving them. And He is the most high and most great) Verse; 256 – there is no use of force in religion the right part has become clear from the wrong path. Whoever rejects devils (Satan) and believes in Allah has grasped the most trustworthy handhold that will never break. And Allah is all here, or knowing. Verse 257 Allah is the protector of those who believe. He brings them out from darkness into light. But for those who disbelieve, their patrons are the evil ones. They bring them out from light into darkness. Those are the dwellers of the fire, and they will abide in there forever. Verse 258 Have you not looked him who disputed with Abraham about his load because Allah had granted him power? When Abraham said my Lord is he who gives life and causes death. He said I give life and cause death. Abraham said verily! Allah brings the sun from the east then you bring from the west. So the disbeliever was alertly defeated. And Allah guides not the people who are wrong doers.*

## Suggested Competences for Assessment

The learner

- i) recites Qur'an Chapter 2 verses 163- 164.
- ii) recites Qur'an chapter 2 verses 255-258.
- iii) explains the meaning of the above verses.
- iv) explains the way the unity of Allah leads to unity in humanity.

## Hints for the Teacher

- i) Explain the relationship between the unity of Allah and unity in diversity. It is traditionally treated as a theological issue and the unity in diversity in the universe.
- ii) Use appropriate examples to demonstrate unity in diversity.
- iii) Use methods that will accommodate learners with special needs.
- iv) Sort the learners as they recite the verses.

## Theme 2: Tawhiid (Faith)

### Topic 7: Kufr and *Shirik*

( 3 Periods)

#### Overview

*Kufr* is ree ction of what Allah has rea lled. If a person fails to obser e one of Allah's commandments because of temptation or negligence rather than re ection such is not a *Kafir* but a sinner. If one fails to obser e a commandment because of re ectionob jection to it or arrogancetthen such a person is a *Kafir*.

*Shirik* is an association of Allah with his creatures or a belief in false Allahs. It is the gra est of all sins. This topic is intended to help learners n ow the meaning of *Kufr*, *Shirik* and e plain the difference beten *Kufr* and *Shirik*, as well as the t pes of *Shirik*.

#### Learning Outcome

The learner becomes a model person who is morall uprigh and obe s Allah's commands.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• gi s the meaning of <i>Kufr</i>, <i>Shirik</i> and <i>kafir</i>.</li> <li>• gi s appropriate examples of the t o.</li> <li>• traces the origin of <i>Shirik</i>.</li> <li>• ell ains the te s of <i>Shirik</i>.</li> <li>• relates the topic to daily life.</li> </ul>	The learner gie s the meaning and uses the follo ing words correctl : <ul style="list-style-type: none"> <li>- <i>Kufr</i></li> <li>- <i>Shirik</i></li> <li>- minor</li> <li>- <i>Riya</i></li> <li>- <i>Kafir</i></li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of <i>Kufr</i> and <i>Shirik</i></li> <li>• Origin of <i>Shirik</i></li> <li>• pe s of <i>Shirik</i></li> <li>• Maor <i>Shirik</i></li> <li>• Minor <i>Shirik</i></li> <li>• <i>Shirik</i> acts in our daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Defining <i>Kufr</i> and <i>Shirik</i></li> <li>• Mentioning the origin of <i>Shirik</i></li> <li>• Ell aining the te s of <i>Shirik</i></li> <li>• ee ntifying the te s of authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making               <ul style="list-style-type: none"> <li>- Acceptance</li> <li>- Refusal</li> <li>- Making choices</li> </ul> </li> <li>• Problem-solng               <ul style="list-style-type: none"> <li>- Taking decision</li> <li>- Finding different strategies</li> </ul> </li> <li>• Peer resistance               <ul style="list-style-type: none"> <li>- Defending one's decision</li> <li>- aa nding by one's principles</li> </ul> </li> <li>• Effecti e communication               <ul style="list-style-type: none"> <li>- Fluency</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
				- Articulation - Verbal and non verbal expression <b>Values</b> <ul style="list-style-type: none"> <li>• Obedience</li> <li>• Rightness</li> <li>• Acceptance</li> <li>• Faithfulness</li> <li>• Detention</li> <li>• Militant</li> </ul>

## Suggested Competences for Assessment

The learner

- i) defines *Kufr* and *Shirik*.
- ii) defines the different types of *Shirik*.
- iii) mentions *Shirik* acts in our daily life.
- i) explains the origin of *Shirik*.

## Hints for the Teacher

- i) *Kufr* is basically a deliberate refusal to obey Allah's orders; this should be clearly mentioned to learners.
- ii) Use the learner's knowledge about the concept of sin to introduce the topic *Kufr* and *Shirik*.
- iii) Involve the learners in an attempt to discover the meaning of *Kufr* and then *Shirik*.
- i) Guide the learners to discover and write down the different types of *Shirik*.
- v) Ask the learners to identify the acts of *Shirik* performed in their societies.
- vi) Be accommodative of learners with special needs.
- vii) Tell the story of *Ya'quth*, *Yau'qa* and *Nasra* which explains the origin of *Shirik* or worship of idols. If you do not know the story, ask the school Sheikh to assist you (any other knowledgeable person).
- viii) Discuss with learners why showing off (*Riya*) is a form of *Shirik*.
- i) Help learners identify *Shirik* acts in our daily life.
- x) Help the learners explain why witchcraft is considered *Shirik*.

## Theme 5: History of Islam

### Topic 8: Islam in Buganda

(6 Periods)

#### Overview

Since the introduction of Islam during the reign of Kabaka Suuna II, Islam has been a palace religion. The struggle for dominance in the palace politics led to religious wars of the 1880s. These wars took place between Protestants who were representing British interests, Catholics who were representing French interests and the Muslims who were representing the Arab interests. Muslims participated actively in the reign of Kabaka Ssemuuka and in the installation of Kabaka Kiweewa. During the time of Mutesa I, Islam reached the climax of its glory and was declared a state religion by Muteesa I. It was referred to as a golden era of Islam. Muteesa I is remembered for his significant contributions to the spread of Islam in Uganda.

This topic is intended to help learners explain the effects of religious wars which prevail in Uganda and Muteesa I's contribution to the spread of Islam.

#### Learning Outcomes

The learner should be able to:

- i understand and appreciate the role played by Muteesa I in the spread of Islam.
- ii understand the circumstances under which Islam was spread in Uganda

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes the role of Muteesa I in the spread of Islam.</li> <li>gives an account of the causes of</li> </ul>	The learner uses the following words related to the topic <ul style="list-style-type: none"> <li>Muteesa I</li> <li>role</li> <li>spread</li> <li>religious</li> </ul>	<ul style="list-style-type: none"> <li>Role of Muteesa I in the spread of Islam</li> <li>Golden age of Islam</li> <li>Causes of religious wars in</li> </ul>	<ul style="list-style-type: none"> <li>Talking about Muteesa I and the spread of Islam</li> <li>Discussing why the time of Muteesa I is considered the golden era of</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Logical reasoning</li> <li>Independence</li> <li>Decision-making</li> <li>Acceptance</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
religious wars in Buganda. • explains the effects of religious wars in Buganda.	wars - effects - causes	Buganda • Effects of religious wars • Political parties: Democratic Party (DP) for Catholics, Uganda People's Congress (UPC) for Protestants, Kabaka Yekka (KY) for Protestants and Muslims	Islam in Uganda • Explaining the causes of religious wars • Discussing the effects of religious wars	- Making choices • Non-violent conflict resolutions - Resolving issues without fighting - Negotiations <b>Values</b> • Appreciation • Respect • Acceptance • Concern

## Suggested Competences for Assessment

The learner:

- describes the role of Muteesa I in the spread of Islam.
- explains "The golden era of Islam", Muteesa I's reign.
- gives the causes and effects of religious wars in Buganda.
- shares lessons learnt from this topic

## Hints for the Teacher

- Ask the learners to tell what they know about Muteesa I
- Help the learners to explain why Muteesa I's reign is called the golden era of Islam.
- Discuss with the learners the causes of religious wars.
- Let the learners discuss the effects of wars on society.
- Be mindful of the learners with special needs.
- Use a history book to get facts about religious wars and their effects on society.



## Theme 4: *Hadith* (Moral Teachings and Traditions)

### Topic 9: Hygiene and Upholding Good Health

( 6 Periods)

#### Overview

Islam encourages hygiene in all activities of life. Many Islamic rituals have hygiene components e.g. circumcision, alut ion, (major and minor and toilet manners. The Prophet said “cleanliness is part of faith”. Hygiene is the stud and practice of pre enting illness or stopping it from spreading by keeping things clean. The learner is expected to explain the Prophet’s teaching on hygiene, give different meanings of hygiene and explain the different t pes of hygiene. Visiting the sick is one of the obligations of a Muslim, according to *Hadith*. This has been a tradition among Muslims since the time of the Prophet, for such a visit brings comfort to the sick and hastens his/her recoer . The topic will enal e learners appreciate the importance of visiting the sick hi ch involes a number of things including:

- i itaing food and drinks to them.
- ii gi ing them medicine.
- iii gii ng them the assistance they may need.
- iv) taming/shaping the behaviour character of the ones visiting.

There are man types of diseases and man categories of sick people. The most serious diseases today in Uganda are HIV/AIDS, sexuall t transmitted diseases (STDs) and malaria.

The topic will further help learners identify the medicines prescribed by Islam to supplement that sold in pharmacies and drug shops. The Islamic medicines include hone , *habbatsauda*, *zam zam* and dates.

#### Learning Outcomes

The learner should be able to:

- i appreciate and practice Islamic teachings regarding medicine and treatment of the sic.
- ii develop appreciation for Islamic teachings on hygiene.
- iii demonstrate good hg ienic practices in dail life.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>recites one <i>Hadith</i> regarding ss iting the sic .</li> <li>recites one <i>Hadith</i> regarding medicine.</li> <li>interprets the <i>Hadiths</i> recited.</li> <li>relates the <i>Hadiths</i> to daily life.</li> <li>identifies problems and consequences of pre-marital sex and pregnancy.</li> <li>mentions categories of diseases such as T I/T Ds HIV/AIDS.</li> <li>gi s examples of TD s.</li> <li>ell ains causes of HV and ST s.</li> <li>identifies the medicine prescri ed by Islam.</li> </ul>	The learner reads writes/ r aillesi gns and uses the follo ing words related to the topic correctly <ul style="list-style-type: none"> <li>honey</li> <li>dates</li> <li><i>Habbatsauda</i></li> </ul>	<ul style="list-style-type: none"> <li>One <i>Hadith</i> regarding ss iting the sic</li> <li>One <i>Hadith</i> regarding medicine and treatment</li> <li>tt erpretat ion of the <i>Hadiths</i></li> <li>e levance of the <i>Hadith</i> to daily life</li> <li>Problems and consequen ces of early sex and pregnancy</li> <li>Categories of diseases:               <ul style="list-style-type: none"> <li>HIV/AIDS</li> <li>T I/T Ds</li> <li>Example s of STs</li> <li>Causes of HIV and T Ds</li> </ul> </li> <li>Ways of aidin g HIV/T Ds</li> <li>Muslim medicine</li> </ul>	<ul style="list-style-type: none"> <li>Reciting rele ant <i>Hadiths</i></li> <li>tt erpreting the <i>Hadiths</i></li> <li>ee ntifying problems and consequenc es of early sex and pregnancy</li> <li>ss cussing causes of HIV and T Ds and ways of aidin g them</li> <li>ss cussing types of Muslim medicines</li> </ul>	<ul style="list-style-type: none"> <li>Effecti e comm ication               <ul style="list-style-type: none"> <li>Confidence</li> <li>Articulation</li> <li>Accaa cy</li> </ul> </li> <li>Peer resistance               <ul style="list-style-type: none"> <li>Standing up for one's values and beliefs</li> <li>Standing by one's principles</li> <li>Eml ating the good practices</li> </ul> </li> <li>Empathy               <ul style="list-style-type: none"> <li>Spo rting others</li> <li>Caring for others</li> <li>Gdin g others</li> </ul> </li> <li>Coping with emotions               <ul style="list-style-type: none"> <li>Comforting others</li> </ul> </li> <li>Making critical decisions</li> <li>Being sensiti e to other people's feelings</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>Care</li> <li>Respect</li> <li>Pria cy</li> <li>Cooperation</li> <li>Concern</li> <li>Faithf ness</li> <li>Abstinence</li> </ul>
<ul style="list-style-type: none"> <li>recites one <i>Hadith</i> on hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>gi s the meaning of the follo ing</li> </ul>	<ul style="list-style-type: none"> <li>A <i>Hadith</i> on hygiene:</li> </ul>	<ul style="list-style-type: none"> <li>Writing a list of requirement</li> </ul>	<ul style="list-style-type: none"> <li>Effecti e comm ication               <ul style="list-style-type: none"> <li>Confidence</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>• ve s the e aning of the <i>Hadith</i>.</li> <li>• ell ains different fors of hyee ne.</li> <li>• ve s the effects o poo personal hyee ne.</li> <li>• ould nes the a e rials used in personal hyee ne.</li> </ul>	<p>wors relae d to the o pic co recl y:</p> <ul style="list-style-type: none"> <li>- hyee ne</li> <li>- faith</li> <li>- cleanl ness</li> <li>- personal hyee ne</li> <li>- pu lic hyee ne</li> </ul> <p>• e scribes the effects o poo personal hyee ne.</p>	<ul style="list-style-type: none"> <li>• Meaning o the <i>Hadith</i></li> <li>• Public and personal hyee ne</li> <li>• Mae rials nee e for personal hyee ne</li> </ul>	<p>s that are needed for personal hyee ne e.g. toilet paper, sanaa ry ow els, wae r, e c.</p> <ul style="list-style-type: none"> <li>• Mentioning the hygienic activities they carry out e.g. bathing, ablunn , etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Accua cy</li> <li>• Self-awareness</li> <li>- Self- ee ntification</li> <li>- Caring fo oneself</li> <li>• Critical thinking</li> <li>- Taking e cisions</li> <li>- Expressing likes and dislikes</li> <li>• Self-esteem</li> <li>- Talking abou oneself</li> <li>- Self - appreciation</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Cae</li> <li>• Aee ptane</li> <li>• Confidence</li> <li>• Cleanliness</li> </ul>

## Suggested Competences for Assessment

The leaner

- i) men ions one *Hadith* concen ing visiting the sick.
- ii) dei nes one *Hadith* conce ning medicine and eat men .
- iii) e pla ns proble ms and conseuen ces of early se and pe nan.
- iv) e pla ns the causes and effects of HIV an STDs.
- v) ien tifies ways oavo iding HIV and STDs.
- v ) e pla ns how he/she can help sick people in the commun ty.
- vii) helps the sick.
- viii) men ions one *Hadith* on hygiene
- ix) defines hygiene
- x) men ions the ma ei als used in pes onal hygiene
- xi) eps pe sonal hygiene

## Hints for the Teacher

- i) Introduce this topic using question and answer exercises
- ii) Guide learners to perform a play about visiting an infected person for the sick.
- iii) Let learners talk about experiences when they fell sick and were visited.
- iv) Encourage to ask the required resources available for example health workers and PIAS workers.
- v) Introduce the *Hadith* written on the chart; "The prophet said a Muslim owes another Muslim six things ... he mentioned visiting him/her when he is sick".
- vi) Introduce another *Hadith* on medicine "zam zam cures the sickness for which it is taken".
- vii) Introduce the *Hadith* the Prophet said, "For every disease there is a cure".
- viii) Allow learners to repeat the *Hadiths* after you, several times
- ix) Introduce the key words of the learners
- x) Ask learners to use the key words in sentences
- xi) Guide learners to identify serious diseases and let them mention their remedies. The Prophet said for every disease Allah provides medicine. This implies that even for HIV/AIDS, there is a cure which is yet to be discovered.
- xii) Discuss with learners what can be done for the sick.
- xiii) Refer to PIAS workers.
- xiv) Ask the learners to mention what they observe going for patients
- xv) Ask them to mention the different types of hygiene.
- xvi) Tell the learners to list down the effects of poor hygiene eg. diseases eliminated by others, etc.
- xvii) Advise the hospital for those with special education needs.
- xviii) Discuss with the learners why hygiene is related in almost all Islamic rituals and behaviour.
- xix) Discuss to let learners with learners and identify those prescribed by Islam in order to preserve cleanliness and purity.

## Theme 5: History of Islam

### Topic 10: Spread of Islam Outside Buganda

(7 Periods)

#### Overview

The colonial policy in Uganda did not favour Islam, however, this hostility in a way helped the spread of the religion. In eastern and western Uganda, Islam was spread by Buganda missionaries.

#### Learning Outcomes

The learner should be able to:

- i understand and appreciate the spread of Islam outside Buganda.
- ii understand the challenges faced which may have accelerated or slowed down the spread of Islam.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>explains the spread of Islam outside Buganda.</li> <li>explains colonial policies which did not favour Islam.</li> <li>explains the impact of Islam on aa ndan culture.</li> </ul>	<ul style="list-style-type: none"> <li>The learner uses the following words related to the topic correctly               <ul style="list-style-type: none"> <li>colonial policy</li> <li>spread</li> <li>impact</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>pread of Islam outside Buganda</li> <li>Colonial policy towards Islam</li> <li>pa ct of Islam on aa ndan culture: <i>Kanzu</i>, Arabic words in local languages, in the east, it was through trade and Nubian soldiers, in the north, it was through Baganda</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how Islam was spread in Buganda</li> <li>ee ntifying the challenges faced during the spread of Islam in Buganda problems</li> <li>ss cussing with learners the impact of Islam on aa ndan culture</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking               <ul style="list-style-type: none"> <li>Logical reasoning</li> </ul> </li> <li>Problem-solving               <ul style="list-style-type: none"> <li>Finding different ways of doing things</li> <li>Finding different strategies</li> <li>Evaluating facts</li> </ul> </li> <li>Negotiation               <ul style="list-style-type: none"> <li>Temper control</li> <li>Persuasive language</li> </ul> </li> </ul> <p><b>Values</b></p>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
		refugees and freed slaves, in the west, it was through Baganda missionaries		- Cooperation - Respect - Acceptance - Love - ha ring

## Suggested Competences for Assessment

The learner

- i explains the spread of Islam outside Buganda.
- ii discusses the colonial policy towards Islam.
- iii) states the impact of Islam on Ugandan culture.

## Hints for the Teacher

- i Use the previous topics: Introduction of Islam in Uganda and Spread of Islam in Buganda as a background to this topic.
- ii Help learners discover the interrelatedness between the a ove three topics.
- iii Use methods that will favour those with special needs.
- iv Discuss the spread of Islam outside Buganda.
- v su re cross reference with SST/history books.
- vi) Shares the lessons learnt in the spread of Islam.

## Theme 2: *Tawhiid* (Faith)

### Topic 11: Worship

( 2 Periods)

#### Overview

Worship is called *Ibadah* in Arabic. Allah created man and *Jinn* for nothing else but to worship. Hence whatever man does with an intention to please Allah in Islam is called worship and is rewarded. Islam does not differentiate between religious and modern life. Since it is a complete way of life, Islam encompasses all aspects of life i.e. political, economic, social and moral. Hence work and recreation are elements of worship if they are done in accordance with Islamic teachings. The phrase "*Bismillillah*" meaning (in the name of Allah) is the most significant pronunciation in a life of a Muslim. It signifies that whatever is done is in the name of Allah the Almighty, the absolute and the omnipotent, so all human activities are dedicated to Allah.

The relationship between man and Allah is a master-servant relationship. By worshiping Allah and nothing else, man acknowledges the supremacy of Allah and man's absolute dependence on Him, as a servant.

#### Learning Outcome

The learner should be able to; understand and appreciate the Master-servant relationship between Allah and man.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>gives the meaning of worship.</li> <li>explains forms of worship.</li> <li>explains Islam as a complete way of life.</li> <li>relates the</li> </ul>	The learner pronounces, spells, writes/signs / brailles and uses the following words related to the topic correctly <ul style="list-style-type: none"> <li>worship</li> </ul>	<ul style="list-style-type: none"> <li>Definition of worship</li> <li>Forms of worship</li> <li>Islam as a complete way of life</li> <li>Relevance of the worship to daily life</li> </ul>	<ul style="list-style-type: none"> <li>Defining worship</li> <li>Identifying different forms of worship, e.g. ritual, work, recreation, etc.</li> <li>Discussing different forms of</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Non-verbal and verbal expression</li> <li>Decision-making               <ul style="list-style-type: none"> <li>Making choices</li> </ul> </li> <li>Leadership               <ul style="list-style-type: none"> <li>Guiding others</li> </ul> </li> <li>Interpersonal relationship               <ul style="list-style-type: none"> <li>Interacting freely</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
worship to daill ie .	<ul style="list-style-type: none"> <li>- <i>Obadah</i></li> <li>- <i>Bismillah</i></li> <li>- master</li> <li>- servant</li> <li>- <i>Niyya</i></li> </ul>		worship <ul style="list-style-type: none"> <li>• Identifying activities in lie that a ll under worship</li> </ul>	with others <ul style="list-style-type: none"> <li>- Working with others</li> <li>• Problem-solving</li> <li>- Making choices</li> <li>- Taking decisions</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Recognition</li> <li>• Commitment</li> <li>• Loaf</li> </ul>

## Suggested Competences for Assessment

The learner

- describes worship.
- gives the different forms of worship.
- explains how Islam is a complete way of life.
- participates in worship.
- relates worship to real life experiences.

## Hints for the Teacher

- Explain the significance of “*Bismillah*” and its implication to the learners.
- Do not involve learners in advanced discussions of Islam as a complete way of life. At this level learners may not understand political, economic, and social aspects of life.
- Make extensive quotations from the Qur’an and *Hadith* with respect to learner’s activities that are considered part of *Iman* or worship.
- Be mindful of the learners with special education needs.
- Help the learners appreciate that worship is part and parcel of every religion.
- Use pictures to show to the learners the different places of worship.



## Theme 4: *Hadith* (Traditions of the Prophet Mohammad) (PBUH)

### Topic 12: Uprightness and Adolescence

( 4 Periods)

#### Overview

Uprightness is an Islamic virtue that is regarded highly. Prophet Muhammad (PBUH) gave guidelines to individuals on how to attain this virtue. It should be pointed out that many adolescents destabilised value systems and adopt behaviour the copy from people of other cultures. In this topic, we have cited one prophetic tradition related to uprightness and adolescence. Its essence is to provide learners with information about the importance of uprightness and the dangers of moral decay.

#### Learning Outcomes

The learner should be able to:

- i understand and appreciate the content of *Hadith*.
- ii adopts skills and practice values in order to live in harmony in society.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• narrates a <i>Hadith</i> concerning uprightness and adolescence</li> <li>• tells the meaning of the <i>Hadith</i>.</li> <li>• relates the message contained in</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounce s, spells, r ites, reads and uses the follo ing o rds used in the topic correctl :</li> <li>- uprightness</li> <li>- adolescence</li> <li>- elders</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Hadith</i> concerning uprightness and adolescence ee r ophet said “<i>He is not one of us who do not respect our elders and has no regard for our</i></li> </ul>	<ul style="list-style-type: none"> <li>• Descrii ng an upright person</li> <li>• ee ntifying the challenges of adolescence</li> <li>• ss cussing the benefits of respecting elders</li> <li>• Explaining learners’</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship formation               <ul style="list-style-type: none"> <li>- Working in groups</li> <li>- Using polite language</li> </ul> </li> <li>• Coping i th stress               <ul style="list-style-type: none"> <li>- Forgiving others</li> <li>- Accepting advice</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
ee <i>Hadith</i> to daily lie .	- juniors - authr ity - loyalty	<i>juniors"</i> • Meaning of <i>Hadith</i> • ee rele ance of <i>Hadith</i> to dailll ie	relationship with their paren s and other elders • Ell aining ee ir relationship with their peers	• Eaa thy - Appror iatin and lis ening to others • Self-awareness - Self - identi fication - Self - evaluation <b>Values</b> • Hard wr k • Cooperation • Kindness • Appreciation • Respe t • love Resnn sibility

## Suggested Competences for Assessment

The learner

- i gives one *Hadith* on ri gess s and adl escence.
- ii dei nes adolescence
- iii men ions the qualities of an ri ght persn.
- i) e lai ns te signs of adl escene .

## Hints for the Teacher

- i Let te learners ask and answer questins
- ii Help the learners i nd out how to be ave and what to do in te adle scen stage.
- iii Develop ar ri a e methods to ca er for learners with se cial ed ai on needs.
- i) ii de learners to discuss the fl owing Suggested *Hadith: The Prophet said "He is not one of us who does not respect our elders and has no regard for our juniors"*.
- v) Discuss prle ms of ee genera on gap been elders and learners.
- vi) Discuss te qualities of an upright persn .
- vii) Discuss signs of adle scene .

# Theme 1: Hadith (Prophetic Traditions)

## Topic 13: Marriage

( 4 Periods)

### Overview

The prophet urged young men who can afford to meet the needs of marriage to marry and those who cannot marry to practice fasting in order to curb their sexual urge. In another *Hadith*, the prophet explained the factors that determine one's choice of a wife namely, beauty, family background, wealth and religiousness. The prophet said "the best amongst you people is the most co-operative to his wife".

### Learning Outcomes

The learner should be able to demonstrate and appreciate:

- i *Hadith* regarding marriage
- ii status of women
- iii promotion of gender-related issues

Subject Competences	Language Competences	Content	Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• narrates one <i>Hadith</i> regarding marriage in Islam.</li> <li>• narrates one <i>Hadith</i> regarding status of women in Islam.</li> <li>• describes the status of women in Islam.</li> <li>• explains the importance</li> </ul>	The learner <ul style="list-style-type: none"> <li>• reads signs/ symbols/ brailles and uses them</li> <li>• lowering words related to the topic correctly:               <ul style="list-style-type: none"> <li>- rights</li> <li>- status</li> <li>- affected</li> <li>- expenses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• One <i>Hadith</i> regarding marriage: the prophet said "the best amongst you people is the most co-operative to his wife"</li> <li>• awareness of a woman in Islam</li> <li>• Importance of a marriage</li> </ul>	<ul style="list-style-type: none"> <li>• reciting a <i>Hadith</i> regarding marriage and interpreting it</li> <li>• Reading and interpreting the <i>Hadith</i> concerning status of women</li> <li>• discussing the importance of marriage</li> <li>• discussing the roles played by women in society</li> <li>• Role-playing the roles of women</li> <li>• Writing about the</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness               <ul style="list-style-type: none"> <li>- Self-evaluation</li> <li>- Making choice</li> </ul> </li> <li>• Self-esteem               <ul style="list-style-type: none"> <li>- Errressing likes and dislikes</li> <li>- Self-appreciation</li> <li>- Talking about self</li> </ul> </li> <li>• self-respectiveness               <ul style="list-style-type: none"> <li>- standing up for one's rights</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/Learning Activities	Life Skills and Values
of marriage in Islam. • explains the status of women in Uganda.		in Islam • One <i>Hadith</i> regarding status of women in Islam • attitudes of women in Uganda	status of women in different cultures • Brainstorming the qualities of a good wife in Islam • sharing experiences on the status of women in Uganda	- Being open <b>Values</b> • Respect • Appreciation • Privacy • Cooperation • Love • Unity • Togetherness

## Suggested Competences for Assessment

The learner

- recites a *Hadith* regarding marriage.
- outlines the status of women in Islam.
- identifies the status of women in Uganda.
- recites a *Hadith* regarding the status of women in Islam.
- explains the importance of marriage.
- gives the qualities of a good wife.

## Hints for the Teacher

- Although there are *Hadiths* cited in the background on this topic, you are free to cite other relevant *Hadiths*, provided you keep the load light.
- Be mindful of the level of maturity of the learners. They may easily understand “equal rights” but not “equality between the members of opposite sex” or worse still equality between people of different social positions such as a teacher and a learner.
- There are four basic qualities people look for in women they want to marry namely; beauty, wealth, family background and religiousness (piety). Religiousness is the most important of all.
- Lead a discussion on how the society treats women.

# Theme 1: Reading from the Quran

## Topic 14: The Status of Women

( 4 Periods)

### Overview

The Quran refers to the way women of the pre-Islamic Arabia were treated, and redressed the malpractice and attitudes of the pre-Islamic society in Arabia. A whole chapter was devoted to the discussion of women issues. This chapter, the fourth in the Quran is called *Al-nisae* (women). This is intended to affirm the value that Islam attaches to the women as important members of the society. However, modern politicians have exploited women under guise of helping them to improve their conditions. This topic will enable the learner appreciate the status and rights of women in Islam.

### Learning Outcomes

The learner should be able to:

- i understand and appreciate the status of women.
- ii demonstrate readiness to practice the rights granted to women.
- iii promote gender related issues in society.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>explains the status and rights of women in Islam.</li> <li>explains the status and rights of women according to Allah.</li> <li>recites Qur'anic extracts related to</li> </ul>	<ul style="list-style-type: none"> <li>The learner reads signs, writes/brailles, pronounces and uses the following words correctly               <ul style="list-style-type: none"> <li><i>Nisae</i></li> <li><i>Talaq</i></li> <li><i>Nikah</i></li> <li><i>Mahr</i></li> <li><i>Idda</i></li> <li>status</li> <li>rights</li> <li>discrimination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>see status and rights of women in Islam</li> <li>see status and rights of women according to Allah</li> <li>Qur'anic extracts from <i>Surat Nisae</i> related to women</li> <li>interpretation of the verses</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the status and rights of women in Islam</li> <li>discussing the status and rights of women as granted by Allah, not by fellow human beings</li> <li>Reciting and memorising the verses individually</li> <li>Reciting selected verses with the assistance of a mullah or school</li> </ul>	<ul style="list-style-type: none"> <li>Empathy               <ul style="list-style-type: none"> <li>Supporting others</li> <li>Using appropriate language</li> </ul> </li> <li>Appreciating self               <ul style="list-style-type: none"> <li>Knowing one's position and responsibility</li> <li>Self-identification</li> </ul> </li> <li>Self-esteem</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
women from <i>Surat Nisae</i> . • Interpret verses from <i>Surat Nisae</i> . • relates the verses to the era in which they were revealed.		from <i>Surat Nisae</i> • Relationship between the selected verses and the era in which they were revealed. • Relevance of the selected verses to the era in which they were revealed.	Session 1 • Interpreting the verses • Sharing experiences on lessons learnt from the verses • Discussing the relevance of the verses to the era in which they were revealed.	- Self-awareness - Talking about self  <b>Values</b> • Respect • Love • Concern • Appreciation • Acceptance • Care

## Suggested Competences for Assessment

The learner

- recites extracts from *Surat Nisae* related to women
- explains the status and rights of women as granted by Allah, not by  
 the low human beings.
- interpretes the verses.
- relates what is learnt to real life experiences.

## Hints for the Teacher

- Introduce the lesson by referring to the previous Qur'anic extracts  
 in Term 2.
- Devise teaching methods so as to take care of learners with special  
 learning needs.
- Make use of a resource person where applicable, to interpret some  
 verses.
- Introduce the key words and make sure the learners are able to  
 use them in their own sentences.
- Use a rote method to ensure proper memorisation of the verses.
- Use guided discussion and demonstration to illustrate the meaning  
 of the verses.
- Help learners relate what they learn to real life.
- Provide counselling services that can allow room for expression of  
 women

## Theme 2: Tawhiid (Faith)

### Topic 15: Hypocrites

( 4 Periods)

#### Overview

The word hypocrisy is defined as an act or a practice of pretending to be what one is not, or to feel what one does not feel especially the false assumption of goodness. Therefore, a hypocrite is a pretender to virtue or piety.

There are some faults prevalent in society that a person may acquire nurture and establish within him/herself which affects his personal behaviour. The fault of hypocrisy is one of them. For instance, the Arab non-believers whose leader was Abdullah bin Ubayy bin Salul pretended to be Muslim believers yet they were not. Fortunately, the Prophet knew the and received revelation from Allah about their conspiracies. Allah hates those people who acquire this fault and he therefore warns them that their punishment is indeed hell.

This topic will enable the learners reflect on their daily life as it reflects our behaviour, our manners, our faith in Allah and his teachings.

When Prophet Muhammad (PBUH) migrated to Medina, the Yathribites were divided into three categories.

- a) Arab Muslim believers
- b) Arab non-believers
- c) Jews

#### Learning Outcome

The learner should be able to; acquire knowledge about hypocrites and their threats to the Muslim community in *Yathrib* and relate it to daily life

Subject Competences	Language Competences	Content	Teaching /Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>gives the meaning of <i>Munafi qun</i>.</li> <li>explains the</li> </ul>	<ul style="list-style-type: none"> <li>The learner defines and uses the following words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of <i>Munafi qun</i></li> <li>Characteristics of <i>Munafi qun</i></li> <li>Description of</li> </ul>	<ul style="list-style-type: none"> <li>Describing hypocrites and how they would say</li> </ul>	<ul style="list-style-type: none"> <li>selfishness               <ul style="list-style-type: none"> <li>- Being open</li> <li>- Giving reasons for action taken</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching /Learning Activities	Life Skills and Values
characteristics of <i>Munafi qun</i> . • describes the characteristics of the hypocrites of <i>Yathrib</i> . • explains the threats of the hypocrites. • identifies ways of avoiding hypocrites in society today • relates the hypocrite to daily life.	correctly - <i>Yathrib</i> - <i>Munafi qun</i> - hypocrites - affectation	the characteristics of the hypocrites of <i>Yathrib</i> • Dangers and threats of hypocrites • Ways of avoiding hypocrites in society today • Relevance of the hypocrite to daily life.	• discussing the dangers and threats of hypocrites • Identifying ways of avoiding hypocrites • sharing experiences about hypocrites	• Effective communication - Confidence - Logical thinking • Self-esteem - Expressing likes and dislikes - Self-appreciation <b>Values</b> • Righteousness • honesty • righteousness • Confidentiality

## Suggested Competences for Assessment

The learner

- explains *Munafi qun* (hypocrites).
- states the characteristics of *Munafi qun*.
- explains the dangers of *Munafi qun* to society.
- identifies dangers of hypocrites.
- states ways of avoiding hypocrites.
- avoids hypocrites.

## Hints for the Teacher

- Introduce this topic by telling a story from your experience about hypocrites. Give learners a chance to tell theirs.
- Point out the three types of hypocrites as emphasised in the Quran.
- Invite learners to identify instances in which the conduct of hypocrites was harmful to Muslim interests in Medina.
- Explain the way the hypocrites were tolerated by the Muslim community in Medina.
- Share experiences on the presence of people with wicked hearts and those who adopt double standards in every community including Ugandan communities.
- Invite learners to explain how hypocrites affect our daily life today.



# Theme 1: Reading from the Qur'an

## Topic 16: Qur'anic Extracts Regarding the Day of Judgment

( 4 Periods)

### Overview

The Qur'an describes the Day of Judgement as a day on which righteous people will be rewarded and wrong doers will be punished. Belief in the Day of Judgement is an article of faith. On that day a number of events will take place. There will be many signs for the Day of Judgement as told by Allah in the Quran and Prophet Muhammad (PBUH). These will include giving out to people books containing records of their deeds, weighing people's deeds on the scale (*Mizan*) and fixing a narrow bridge (*Siratwa*).

### Learning Outcome

The learner should be able to; appreciate the extent to which belief in the Day of the Judgement can affect one's behaviour.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>recites selected verses regarding the Day of Judgement.</li> <li>interprets the selected verses.</li> <li>identifies the events of the Day of Judgment.</li> <li>applies the message in the verses to his/her daily</li> </ul>	The learner reads signs, writes/ brailles, pronounces and uses the following words related to the topic correctly <ul style="list-style-type: none"> <li><i>Siratwa</i></li> <li>Judgment</li> </ul>	<ul style="list-style-type: none"> <li>Selected verses regarding the Day of Judgement</li> <li>Interpretation of the selected verses</li> <li>Events of the Day of Judgement (6: 51, 7: 187, 33: 63, 56: 11-56)</li> <li>Significance of the events of the Day of Judgement</li> </ul>	<ul style="list-style-type: none"> <li>Reciting selected verses individually</li> <li>Reading and interpreting the selected verses</li> <li>Identifying events of the Day of Judgement</li> <li>Explaining the significance of the events relating the selected verses</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication               <ul style="list-style-type: none"> <li>Articulation</li> <li>Accuracy</li> <li>Confidence</li> </ul> </li> <li>Critical thinking               <ul style="list-style-type: none"> <li>Analysing statements</li> <li>Selecting and evaluating information</li> </ul> </li> <li>Decision-making               <ul style="list-style-type: none"> <li>Telling consequences</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
life. • explains the significance of those events.		• Relationship between the selected verses and daily life	to daily life. • Discussing the message and lessons learnt from the selected verses through brainstorming	of decisions made <b>Values</b> Appreciation • Respect • Endurance • Diligence • Royalty • Righteous

## Suggested Competences for Assessment

The learner

- i) recites selected verses.
- ii) gives the meaning of selected verses.
- iii) explains the relevance of the *Surat* to daily life
- iv) shares lessons learnt.

## Hints for the Teacher

- i) Help learners revise the previous *Surat*.
- ii) Explain the meaning of *Surat* to the learners.
- iii) Invite a *mullah* to help learners recite the *Surat* correctly if needed.
- iv) Help learners to relate the message in the *Surat* to their daily life.
- v) Help learners with special needs by using the best methodology suitable to them.
- vi) ii) Help learners to discover the meaning of key words in the *Surat*. These are other relevant verses 56: 27-40, 3: 185, 18: 47-49
- vii) ii) Help the learners in the discussion of the events of the Day of Judgement: trumpet giving out records, *Siratwa*, intercession fate of righteous and wrong doers.

# Theme 1: Reading from the Qur'an

## Topic 17: Qur'anic Extracts Regarding *Hijj*

( 6 Periods)

### Overview

The Qur'an orders Muslims to observe *Hijj* for those who can afford the expenses. *Surat Baqara* verses 196-200 gives clear instructions and guidance on performance of *Hijj* as well as on matters regarding sacrifice, exemption inability to complete *Hijj* because of sickness or being denied access to places of rituals.

In the pre-Islamic *Hijj* the nobles stayed in a special place at Arafat and did not mix with ordinary people. *Surat Baqara* verse 199 orders Muslims to ignore this custom and join a gathering at Arafat. This topic will help the learners to understand Qur'anic extracts regarding *Hijj* and the importance of Arafat.

### Learning Outcome

The learner should be able to; appreciate the forbidden practices in *Hijj*, and the solutions to problems that may cause failure to perform some rites of *Hijj*.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies the forbidden practices in <i>Hijj</i>.</li> <li>explains the importance of the Arafat seasonally.</li> <li>recites Qur'anic extracts regarding <i>Hijj</i>,</li> <li>interprets</li> </ul>	The learner reads rites/sehls / pronounces/signs/brailles and uses the following words related to the topic: <ul style="list-style-type: none"> <li>Arafat</li> <li>sacrifice</li> <li>exemption</li> </ul>	<ul style="list-style-type: none"> <li>The forbidden practices in <i>Hijj</i>.</li> <li>Importance of the Arafat seasonally</li> <li>Recitation of Qur'anic extracts regarding <i>Hijj</i></li> <li>Interpretation of the selected</li> </ul>	<ul style="list-style-type: none"> <li>Reciting and memorising Qur'anic extracts individually</li> <li>Interpreting the verses</li> <li>Brainstorming the message and lessons learnt from Qur'anic extracts</li> <li>Discussing the</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication               <ul style="list-style-type: none"> <li>Logical flow of ideas</li> <li>Articulation</li> </ul> </li> <li>Interpersonal relationships               <ul style="list-style-type: none"> <li>Knowing how to behave with different people under different circumstances</li> </ul> </li> <li>Empathy               <ul style="list-style-type: none"> <li>Supporting others</li> <li>Guiding others</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
selected Qur'anic extracts. • relates message in these extracts to his/her daily life.		extracts • The relevance of the extracts to daily life	relevance of the extracts to daily life	- Using appropriate language  <b>Values</b> • Equality among people • Non-discrimination • Respect for holy places • Appreciation

### Suggested Competences for Assessment

The learner

- recites Qur'anic extracts regarding Hiji.
- tells the meaning of the extracts.
- explains and relates the relevant extracts to daily life.
- mentions forbidden practices in Hiji.
- tells the importance of *Arafat* assembly

### Hints for the Teacher

- Compare the school assembly to pilgrim's assembly at *Arafat*, and help learners see similarities and differences between the two
- Discuss with learners what the school has recommended for those who do not fulfil school obligations. Use this discussion to discover what the Qur'an has legislated for those who fail to perform some rites of *Hiji*.
- Explain to learners the present arrangement of choosing special seats for school management at school functions and the way this contrasts with *Arafat*.
- Guide learners to identify the key words and use them to construct full sentences.
- Guide learners to dramatise the activities that take place at *Arafat*.
- Lead the learners to recite the Qur'anic extracts regarding *Hiji*. Where necessary invite a mullah or school sheikh to assist recite the extracts correctly.
- Explain to the learners the meaning of the given extracts.
- Lead the learners into a discussion to identify the relevance of the Qur'anic extracts to daily life.

# Theme: Hadith

## Topic 18: Rites and Importance of *Hijja*

(6 Periods)

### Overview

*Hijja* is a pilgrimage to Mecca. It is the fifth pillar of Islam and is performed by only those who can afford the expenses. In some Muslim countries, a person who has performed *Hijja* assumes a title of *Al-Haj* or *Hajat*. In other Muslim countries the title is not important although they perform *Hijja*. The rituals (rites) of *Hijja* are prescribed by the Qur'an and *Hadith*. *Hijja* is important socially politically and economically. A person who performs pilgrimage is forgiven of all his/her sins. This topic introduces the learner to the importance of *Hijja*. There are benefits obtained from one's journey to Mecca and Medina according to verse 28 *Surat al Hijja*.

### Learning Outcomes

The learner should be able to:

- i appreciate the importance of *Hijja*.
- ii demonstrate a willingness to perform *Hijja*.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• talks about <i>Hijja</i> and its rituals.</li> <li>• explains the importance of <i>Hijja</i>.</li> <li>• describes the rites of <i>Hijja</i>.</li> <li>• demonstrates how <i>Hijja</i> is performed.</li> <li>• explains how <i>Hijja</i> can change one's behaviour.</li> <li>• identifies</li> </ul>	The learner reads writes/spells signs and uses the following words related to the topic correctly <ul style="list-style-type: none"> <li>- <i>Umra</i></li> <li>- <i>Sa'y</i></li> <li>- <i>Tawaf</i></li> <li>- <i>Arafa</i></li> <li>- <i>Mina</i></li> <li>- <i>Jamarat</i></li> <li>- pilgrimage</li> <li>- rites</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of <i>Hijja</i></li> <li>• Relevance of <i>Hijja</i> to daily life</li> <li>• Religious symbols located in Mecca and Medina</li> <li>• Importance of <i>Hijja</i> and rites of <i>Hijja</i></li> </ul>	<ul style="list-style-type: none"> <li>• Defining <i>Hijja</i></li> <li>• sharing experiences about any <i>Al-Haj</i> they have met</li> <li>• discussing the benefits of <i>Hijja</i></li> <li>• Asking and answering questions on how the performance of <i>Hijja</i> can change one's behaviour</li> <li>• Reciting a</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem               <ul style="list-style-type: none"> <li>- Self-appreciation</li> </ul> </li> <li>• Self-awareness               <ul style="list-style-type: none"> <li>- Self-identification</li> <li>- Talking about self</li> </ul> </li> <li>• Assertiveness               <ul style="list-style-type: none"> <li>- Standing up for one's rights</li> <li>- Being open</li> </ul> </li> <li>• Effective communication               <ul style="list-style-type: none"> <li>- Verbal and</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
religious symbols located in Mecca and Medina. • relates <i>Hijja</i> to daily life.			poem on <i>Hijja</i> • Role-playing how <i>Hijja</i> is performed • Identifying religious symbols • Mentioning the rights of <i>Hijja</i>	non verbal expression - Articulation <b>Values</b> • civilisation • righteousness • Determination
• recites two Hadiths concerning the importance of <i>Hijja</i> . • interprets the two mentioned Hadiths. • relates the message contained in the Hadith to daily life.	the learner reads recites propels signs rails and uses the following words correctly - alid - reward - <i>Janah</i> - obscene - vulgar - innocent	• relate to Hadiths on the importance of <i>Hijja</i> . • Meaning of the two Hadiths • Application of the Hadith in daily life	• Reciting the Hadith • Memorising the Hadith • Explaining the meaning of the Hadith • Asking and answering questions about the message of the Hadith • Explaining the importance of <i>Hijja</i>	• Creative thinking - Logical reasoning • Self-awareness - Self-identification - Making choices • Decision-making - Asking question <b>Values</b> • Appreciation • Networking • Communication

## Suggested Competences for Assessment

The learner

- defines *Hijja*.
- identifies the rituals of *Hijja*.
- mentions the importance of *Hijja*.
- explains the relevance of *Hijja* to daily life
- draws important places in Mecca.

## Hints for the Teacher

- introduce the topic by asking questions on *Hijja*.
- Use existing textbooks to discuss “the rites of *Hijja*.”
- Help learners identify the relevance of *Hijja* to daily life for instance, the titles *Hajj* and *Hajat* bring pride and respect to the owners in society and make them join the ranks of the elders; *Hijja*

- increases one's exposure to other cultures and interaction with people from all over the world.
- iv) Help learners identify the keywords and use them to write complete sentences.
  - v) Mention the religious symbols located in Mecca and Medina such as *Jabal Rahma*, cave of Hira, *Masjid al Gamamah*, *Masjid al Qiblatain*, *Masjid Quba*, *Bagie*.
  - vi) ii) demonstrate the performance of *Hijja*.
  - vii) Make use of the two *Hadiths* given at the end of this topic.
  - viii) Help learners identify the new words in the topic and use them in meaningful sentences.
  - ix) Through guided discussion, enable learners to discover the meaning of the *Hadith*.
  - x) Engage learners in a discussion to discover the relevance of the *Hadith* to daily life.
  - xi) ii) demonstrate to write a story on the importance of the *Hadith*.
  - xii) Invite a resource person to help with the recitation of the topic *Hadiths* where necessary.

## Theme 4: Fiqh (Practice)

### Topic 19: Hijja and Umra

( 5 Periods)

#### Overview

The Prophet said “Learn from me the rites of your *Hijja*. The prophet performed one *Hijja* and nine *Umras*. Today, both *Hijja* and *Umra* are performed the way the Prophet performed the . The learner has already studied extracts from the Qur’an regarding *Hijja* and is familiar with the rites of *Hijja*. Hence he is yet to discover the way *Hijja* and *Umra* can be combined together. There are three types of *Hijja* performed in this way:

- i *Ifrad* (singular)
- ii *Qiran* (combined)
- iii *Tamattu* (performance of *Umra* before *Hijja*)

There are a number of historical sites in Mecca and Medina which gain their importance from being associated with Prophet Muhammad’s mission. Any visit to these sites in a month other than that of *Thul-Hijja* is called *Umra*. Therefore, *Umra* is a lesser *Hijja*, and can be performed any time in the year. This topic will enable learners appreciate the rites and importance of *Umra*.

#### Learning Outcomes

The learner should be able to:

- i appreciate the importance of *Hijja* and *Umra* as an occasion for showing solidarity.
- ii demonstrate skills for living with other people



Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> <li>• recites one <i>Hadith</i> regarding the performance of <i>Hijja</i> and <i>Umra</i>.</li> <li>• states the difference between <i>Hijja</i> and <i>Umra</i>.</li> <li>• explains the three types of <i>Hijja</i>.</li> <li>• explains how <i>Hijja</i> and <i>Umra</i> can be combined.</li> </ul>	<p>The learner reads/writes/ spellspronounces brailles and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> <li>- <i>rites</i></li> <li>- <i>Ifrad</i></li> <li>- <i>Qiran</i></li> <li>- <i>Tamattu</i></li> </ul>	<ul style="list-style-type: none"> <li>• A <i>Hadith</i> regarding the performance of <i>Hijja</i> and <i>Umra</i></li> <li>• Differences between <i>Hijja</i> and <i>Umra</i></li> <li>• Types of <i>Hijja</i></li> <li>• How <i>Hijja</i> and <i>Umra</i> are combined</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting a <i>Hadith</i> concerning <i>Hijja</i> and <i>Umra</i></li> <li>• Discussing the similarities between <i>Hijja</i> and <i>Umra</i></li> <li>• Identifying the difference between <i>Hijja</i> and <i>Umra</i></li> <li>• Discussing the three types of <i>Hijja</i> i.e. <i>Ifrad</i>, <i>Qiran</i>, <i>Tamattu</i></li> <li>• Explaining how <i>Hijja</i> and <i>Umra</i> can be combined</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication <ul style="list-style-type: none"> <li>- Fluently</li> <li>- Articulation</li> </ul> </li> <li>• Interpersonal relationships <ul style="list-style-type: none"> <li>- Interacting respectfully with others</li> <li>- Knowing how to behave with different people</li> </ul> </li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Solitude</li> <li>• Togetherness</li> <li>• Appreciation</li> </ul>
<ul style="list-style-type: none"> <li>• mentions the historical sites in Mecca and Medina.</li> <li>• mentions the rites of <i>Umra</i>.</li> <li>• explains the importance of <i>Umra</i>.</li> <li>• demonstrates how <i>Umra</i> is performed.</li> </ul>	<p>The learner uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> <li>- <i>Umra</i></li> <li>- <i>Masjid</i></li> <li>- <i>Qiblatayn</i></li> <li>- <i>Masjid Quba</i></li> <li>- <i>Cave of Hira</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identifies <i>Umra</i></li> <li>• Identifies historical sites in Mecca and Medina</li> <li>• Identifies the importance of <i>Umra</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identifying holy sites in Mecca and Medina</li> <li>• Mentioning the importance of Islamic sites in Mecca and Medina by brainstorming</li> <li>• Discussing the importance of <i>Umra</i></li> <li>• Demonstrating how to perform <i>Umra</i></li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness <ul style="list-style-type: none"> <li>- Giving reasons for actions taken</li> <li>- Standing up for one's rights</li> </ul> </li> <li>• Effective communication <ul style="list-style-type: none"> <li>- Verbal and non-verbal expression</li> <li>- Articulation</li> <li>- Logical reasoning</li> </ul> </li> <li>• Interpersonal relationships <ul style="list-style-type: none"> <li>- Knowing how to behave with different people</li> <li>- Forgiving others</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
				<b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation of cultural heritage</li> <li>• Respect for holy places</li> <li>• Togetherness</li> </ul>

## Suggested Competences for Assessment

The learner

- recites a *Hadith* regarding the performance of *Hijja* and *Umra*.
- explains the different types of *Hijja*.
- states the differences between *Hijja* and *Umra*.
- explains how *Hijja* and *Umra* can be combined.

## Hints for the Teacher

- Revise the pre-activities about *Hijja*.
- Display a chart to show learners places where both *Hijja* and *Umra* are performed.
- Guide the learners to discover the types of *Hijja*.
- Divide your class into groups and give each group one of the following tasks:
  - Demonstrate how *Qiran* is performed.
  - Demonstrate how *Ifrad* is performed.
  - Demonstrate how *Tamattu* is performed.
- Allow learners with disabilities to participate in this activity.
- Guide learners to use the key words in the topic in complete sentences.
- Lead learners to recite *Hadith* regarding performance of *Hijja* and *Umra*.
- Use the learner's previous knowledge about *Hijja* to introduce the topic about the rites of *Umra*.
- Explain the key words in the topic.
- Guide learners to identify historical sites.
- Lead learners to identify the importance of *Umra*.
- Ask learners to write about the importance of *Umra*.
- Guide the learners to share lessons learnt about *Umra*.

## Theme 2: Tawhiid (Faith)

### Topic 20: Obedience and Social Security

( 3 Periods)

#### Overview

The Qur'an calls upon Muslims to obey Allah and their leaders (ULULAmr). The word "obedience" implies that there is somebody/something to be obeyed. This person has authority over others as a parent, a community leaderan Imam, or a head of an institution. wev er, apart ro m obedience to Allah which is absolute obedience to other creatures should be within the con ines of *Sharia*.

#### Learning Outcome

The learner should be able to: appreciate the importance of obedience in promoting security in society.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• expl ains the concept o obedience.</li> <li>• identi ies who should be obeyed               <ul style="list-style-type: none"> <li>- Allah</li> <li>- parents</li> <li>- leaders</li> </ul> </li> <li>• practices obedience so as to promote security in a home and society at large.</li> <li>• expl ains the</li> </ul>	The learner reads and writes/ spells/ gns brailles the ol lowing words related to the topic in complete sentences: <ul style="list-style-type: none"> <li>- <i>Twa-ah</i></li> <li>- Leader</li> <li>- e curity</li> <li>- Obedience</li> </ul>	<ul style="list-style-type: none"> <li>• Concept o obedience</li> <li>• Who should be obeyed:               <ul style="list-style-type: none"> <li>- Allah</li> <li>- parents</li> <li>- authority</li> </ul> </li> <li>• How obedience promotes security in the home and in society</li> <li>• Conseu ence s of disobedience</li> </ul>	<ul style="list-style-type: none"> <li>• Expl aining the concept o obedience</li> <li>• ee nti ying who should be obeyed</li> <li>• ha ring e periences about obeyin school authorities</li> <li>• ee nti ying ada ntae s o obedience at di e rent levels</li> <li>• ss cussing the reasons or</li> </ul>	<ul style="list-style-type: none"> <li>• Non- iol ent conl ict resolution               <ul style="list-style-type: none"> <li>- Resolving issues without ihtin g</li> </ul> </li> <li>• Neotia tion               <ul style="list-style-type: none"> <li>- Using appropriate lanua e</li> </ul> </li> <li>• Critical thinking               <ul style="list-style-type: none"> <li>- Apoloisin</li> <li>- Re uesting</li> <li>- Responding</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
consequences of disobedience.			obedience to parents • Discussing the consequences of a failure to obey Allah, parents and authority • Role-playing obedience at different levels • Writing creatively about obedience showing lessons learnt	appropriately • Decision-making - Telling consequences of decisions made • Assertiveness - Listening and accepting what others say <b>Values</b> • Obedience • Respect • Loyalty

## Suggested Competences for Assessment

The learner:

- i) explain the concept of obedience.
- ii) identify who should be obeyed.
- iii) explain the way obedience promotes security in the home and in society.
- i) narrates consequences of disobedience.
- ) shares lessons learnt.
- i) practices obedience in the society.

## Hints for the Teacher

- i) Use various teaching methods to cater for learners with disabilities.
- ii) introduce the key words and explain them.
- iii) Explain the concept of obedience and how it leads to social security.
- i) guide learners to identify who should be obeyed.
- ) guide learners to identify the consequences of disobedience.

## Theme 5: History of Islam

### Topic 21: Asian Muslim Communities in Uganda

( 3 Periods)

#### Overview

Amon the workers who constructed the Uganda Railway was the Asian Muslim community. The Asian Muslim communities especially the Ismail community have great contributions to the development of the Muslim community in Uganda through construction of mosques and schools under the support of the Muslim Welfare Society (MWS). This topic enables the learner to appreciate the contribution made by Asian Muslim communities.

#### Learning Outcomes

The learner should be able to:

- i) appreciate the value of living together.
- ii) adopt methods of co-operation with members of different cultural backgrounds.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies the Asian communities which made a contribution in Uganda.</li> <li>explains the contribution of these communities to the development of</li> </ul>	The learner uses the following words related to names of the Asian community correctly: <ul style="list-style-type: none"> <li><i>Sunni</i></li> <li><i>Shia</i></li> <li><i>Ismaili</i></li> <li><i>Aga Khan</i></li> </ul>	<ul style="list-style-type: none"> <li>The Asian communities which made a contribution in Uganda (Ismaili and Bohra)</li> <li>Contributions of the Asian Muslim communities to the development</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming the Asian communities which made a contribution in Uganda</li> <li>Discussing the contributions of Asian communities in the spread of Islam in Uganda</li> <li>Sharing lessons</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking               <ul style="list-style-type: none"> <li>Analyzing statements</li> <li>Responding to questions</li> </ul> </li> <li>Creative thinking</li> <li>Logical reasoning</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>Peaceful co-existence</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
Islam in Uganda.	- <i>Bohra</i>	of Islam in Uganda	learnt	<ul style="list-style-type: none"> <li>• Commitment</li> <li>• Tolerance</li> <li>• Co-operation</li> <li>• Appreciation</li> </ul>

## Suggested Competences for Assessment

The learner:

- describes the Asian Muslim communities in Uganda.
- states the contributions of these communities to the development of Islam in Uganda.
- shares the lessons learnt from the Muslim communities in Uganda.

## Hints to the Teacher

- introduce the topic by sharing experiences of contributors to spread Islam in Uganda.
- invite learners to describe Asian communities in Uganda.
- invite learners to discuss the significant contributions rendered by the Ismaili and Bohra communities to the development of the Muslim community in Uganda.

# Theme 1: Reading from the Qur'an

## Topic 22: *Surat Al-Kafirun*

( 5 Periods)

### Overview

This is a Meccan *Surat*. It tells Muslims the way they should behave towards members of other religions. They should exercise tolerance. In matters of truth Muslims should make no compromise. However, there is no need to persecute or abuse anyone because of his faith. The Meccans asked the prophet Muhammad (PBUH) to reconcile his new religion (Islam) with their paganism. They would then worship Allah alone one year, and worship the Allahs of Quraysh the following year. This *Surat* reflects that attempted compromise.

This topic helps learners to appreciate that there is no compromise in religion. People should have freedom of worship and peacefully co-exist among adherents of different religions.

### Learning Outcome

The learner should be able to: appreciate the need for co-existence with other religions without compromise in order to live in harmony.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• recites <i>Surat Al-Kafirun</i>.</li> <li>• interprets the meaning of the <i>Surat</i>.</li> <li>• relates the message in the <i>Surat</i> to his/her daily life.</li> </ul>	The learner reads signs brailles, writes, pronounces and uses the following words related to the topic correctly <ul style="list-style-type: none"> <li>- <i>Al Kafirun</i></li> <li>- freedom of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Recitation of the <i>Surat Al Kafirun</i></li> <li>• Memorisation of the <i>Surat</i></li> <li>• Meaning of the <i>Surat</i></li> <li>• Relevance of the <i>Surat</i> to daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting the <i>Surah</i></li> <li>• Memorising the <i>Surah</i></li> <li>• Asking and answering questions about what was learnt</li> <li>• Identifying the different types of worship of members of other religions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-esteem</b> <ul style="list-style-type: none"> <li>- Expressing likes and dislikes</li> <li>- Self-confidence</li> </ul> </li> <li>• <b>Assertiveness</b> <ul style="list-style-type: none"> <li>- Being open</li> <li>- Listening and accepting what others say</li> </ul> </li> <li>• Friendship formation</li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
	<ul style="list-style-type: none"> <li>compromise</li> <li>reconciliation</li> </ul>			<ul style="list-style-type: none"> <li>- Use o polite lanua e</li> <li>- ha ring</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Conid ence</li> <li>• ha ring</li> <li>• Care</li> <li>• Cooperation</li> <li>• Patience</li> </ul>

## Suggested Competences for Assessment

The learner:

- recites the *Surah Al-Kafi run*.
- memorizes of the *Surat*.
- gie s the meaning of the *Surat*.
- explains the relevance of the *Surat* to daily lie.

## Hints for the Teacher

- Invite a mullah or a school sheikh to assist to recite the *Surat* correctly.
- Support the learners as they recite the *Surat* individually and ensure memorisation.
- Help learners explain the meaning of the *Surat*.
- Use methods that will not discriminate against learners with special needs.
- The theme of this *Surat* is “tolerance”. Give as many scenarios of people with different religions as possible and ask learners to sug est ways of living to ether in harmony.



## Theme 2: Tawhiid (Faith)

### Topic 23: Islam and other Religions

( 4 Periods)

#### Overview

Islam has many virtues that are similar to those of other religions. One would say that the majority of the principles, concepts and objectives are the same for all religions such as worship, supernatural being, humanity and sacrifice. However, the perception of these principles is different. This topic will enable the learner to identify and appreciate other religions, their differences and similarities with his or her own.

#### Learning Outcomes

The learner should be able to:

- i. appreciate the similarities and differences between Islam and other religions.
- ii. develop skills of harmonious living.

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• explain the concept of Allah according to Islam.</li> <li>• explain similarities between Islam and other religions in a balanced manner.</li> <li>• explain the differences between Islam and other religions in relation to               <ul style="list-style-type: none"> <li>- nature of</li> </ul> </li> </ul>	The learner should be able to follow instructions related to the topic in sentences correctly <ul style="list-style-type: none"> <li>- Qur'an</li> <li>- Bible</li> <li>- Vedas</li> <li>- Bahá'í Faith (foundation of Baha'i faith)</li> <li>- revelation</li> <li>- sin</li> <li>- destiny of the soul</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Allah according to Islam               <ul style="list-style-type: none"> <li>- similarities and differences between Islam and other religions in a balanced manner</li> <li>- has Bahá'ism, Christianity</li> </ul> </li> <li>• African traditional</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing about the concept of Allah according to Islam</li> <li>• Identifying the similarities and differences between Islam and other religions</li> <li>• Comparing experiences about the</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship formation               <ul style="list-style-type: none"> <li>- sharing</li> <li>- Using polite language</li> <li>- Love</li> </ul> </li> <li>• Interpersonal relations               <ul style="list-style-type: none"> <li>- Knowing how to behave with other people</li> <li>- Interacting freely with others</li> </ul> </li> <li>• Self-awareness               <ul style="list-style-type: none"> <li>- Talking</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
Aah - r hh et hood - desi ny of h e sul - cn cept of sin • appreciates other religions. • intera ts fre ly with people of other religions.	- lie after deah - r additional	religion, and nn is m in relaio n to: - cn cept of Aah - cn cept of revelain - r hh et hood - lie after deah - sin	cn cept of Aah , revelation pr h et hood, and lie after deah • siin g different places of wrs hip • aa ring less ns learnt	about one's cu ur , hm , religion - Knowing one's respn sibi i y and ohe rs <b>Values</b> • Peaceful co-existence • Toleran e • Appreciain • Paie nce

## Suggested Competences for Assessment

The learner:

- states the similarities and differences between Islam and other religions
- examines the different concepts regarding Aah , revelation and prophet hood.
- lists different activities that can bring harmony with different religions
- discusses activities that will show appreciation .

## Hints for the Teacher

- Introduce the lesson by asking learners to narrate their experiences with people of different faiths.
- Invite resource people from different religions to tell learners about the virtues of their religions.
- Do not go into details of examining similarities and differences between religions . Confine yourself to positions of each religion n:  
 - nature of Aah  
 - prophet hood  
 - destiny of the soul  
 - concept of sin
- instruct learners to identify the keywords in the topic and use them to construct meaningful sentences.

- v) Thoroughly discuss the hadiths the following: concept of Allah, revelation prophet hood and life after death as perceived by the various member of the faiths.
- vi) Guide learners to write a story on how to develop and sustain a good relationship.
- vii) Summarize the lesson by asking learners to identify the similarities between the various faiths.

## Theme 5: History of Islam

### Topic 24: Important Muslim Personalities in Uganda

( 6 Periods)

#### Overview

There are a number of prominent promoters of Islam whose study inspires others to emulate their examples. This topic will help learners to appreciate the indigenous people who promoted Islam in Uganda. The learners will further be introduced to some of the important Muslim personalities in Uganda.

#### Learning Outcome

The learner should be able to: appreciate the contributions made by important personalities to the promotion of Islam in Uganda and emulate them.

Subject Competences	Language Competences	Content	Teaching/Learning Activities	Life Skills and Values
The learner : <ul style="list-style-type: none"> <li>identifies the important Muslim personalities in Uganda.</li> <li>gives the biographies of the following important personalities in Islam:               <ul style="list-style-type: none"> <li>- Badru Kakun'u</li> <li>- Anas Kiniri</li> <li>- Jua Munu'o</li> <li>- Zaid</li> </ul> </li> </ul>	The learner uses the following words correctly: <ul style="list-style-type: none"> <li>- personality</li> <li>- contribution</li> </ul>	<ul style="list-style-type: none"> <li>Important Muslim personalities in Uganda</li> <li>Biographies of the following important personalities in Islam:               <ul style="list-style-type: none"> <li>- Badru Kakun'u</li> <li>- Anas Kiniri</li> <li>- Jua Munu'o</li> <li>- Zaid Mue nyi</li> <li>- Ooka</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing biographies of important religious Muslim personalities in his/her locality</li> <li>Discussing the qualities of an important Muslim personality</li> <li>Identifying the characteristics of the personalities as they study</li> </ul>	<ul style="list-style-type: none"> <li>Self-respectiveness               <ul style="list-style-type: none"> <li>- Listening and valuing what others say</li> <li>- Expressing one's point of view</li> </ul> </li> <li>Critical thinking               <ul style="list-style-type: none"> <li>- Taking a decision</li> <li>- Responding to questions</li> </ul> </li> <li>Non-violent conflict resolution               <ul style="list-style-type: none"> <li>- Resolving issues without fighting</li> <li>- Negotiating</li> <li>- Using</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
Mugenyi - oo oa Mbogo • ell ains ee ir conr ibui on to Islam.		Mbogo • ee ir conr ibui on to Islam	ee ir biograpie s • aa ring e periences on o <sup>7</sup> the su dy about impora nt personalii es e lps to improve one's life • Wriin g essays on these personalii es • aa ring aa t e /se will do to support Islam	appropriate language - Assisting oh ers to come to an undersa nding - Accepi ng defeat • Peer resisa nce - aa nding up for one's values and beliefs - Defending one's decisions - aa nding by one's principles • Coping with sr ess - Narrain g past e periences • Negoia io n • Criica l in king - Making ee best of the informaio n uu a ve <b>Values</b> • Appreciaion • Acceptance • Tolerance

## Suggested Competences for Assessment

Te learner

- ideni fies impor an personalities in Islam in Uganda
- sae s te biograp ies of imporan t Muslim personalii es in Uganda
- explains te ir con ribui ons to the developmen of Islam in Uganda.
- explains te lessons learnt from the Muslim personalii es.

## Hints for the Teacher

- ery community a s had some people who contributed to its developmen . Help individual learners to iden ify names of people who donae d land and e lped in the developmen of i s/her sco ol  
Compare their deeds with to se of the Muslim personalities.

- ii As you plan for your activities, consider learners with special needs.
- iii Introduce the key words in the topic and let learners use these words in meaningful sentences.
- iv Prompt and help learners to identify characteristics of an important person
- v Lead learners to talk about important personalities. This may help them improve their lives.
- vi) Give learners activities/exercises to write about important personalities.
- vii encourage learners to share what they will do to support Islam.

## Theme 5: History of Islam

### Topic 25: Muslim Organisations in Uganda

( 5 Periods)

#### Overview

This topic introduces the learner to the Muslim organisations in Uganda. At this level the learner is introduced to only two organisations, the Uganda Muslim Supreme Council (UMSC) and Uganda Muslim Education Association (UMEA). The UMSC was created in 1971 while UMEA was started to promote Muslim education. These organisations have made a number of achievements since then. This topic will help the learner to appreciate the contributions made by these two organisations.

#### Learning Outcome

The learner should be able to; understand and appreciate the activities and achievements of the two Muslim organisations in Uganda

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes activities of UMSC.</li> <li>describes activities of UMEA.</li> <li>explains causes of the wrangles at UMSC.</li> <li>identifies effects of wrangles.</li> <li>gives ways of promoting unity.</li> </ul>	The learner reads/writes/spells/signs brailles and uses appropriate words in sentences correctly: <ul style="list-style-type: none"> <li>supreme</li> <li>council</li> <li>association</li> <li>wrangle</li> <li>unity</li> <li>reconciliation</li> <li>faction /sect</li> </ul>	<ul style="list-style-type: none"> <li>Muslim organisations: activities and challenges of               <ul style="list-style-type: none"> <li>UMSC</li> <li>UMEA</li> </ul> </li> <li>Causes and effects of wrangles</li> <li>Ways of promoting unity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the activities of UMSC and UMEA</li> <li>sharing experiences about ways UMSC and UMEA have helped people (Muslim communities)</li> <li>Talking about the wrangles at UMSC and ways of avoiding them</li> <li>Discussing</li> </ul>	<ul style="list-style-type: none"> <li>Friendship formation               <ul style="list-style-type: none"> <li>Use of polite language</li> </ul> </li> <li>Interpersonal relationships               <ul style="list-style-type: none"> <li>Knowing how to behave with different people</li> <li>Forgiving others</li> <li>Respecting others' opinions</li> <li>Reacting appropriately</li> </ul> </li> <li>Non-violent conflict resolution               <ul style="list-style-type: none"> <li>Resolving issues</li> </ul> </li> </ul>

Subject Competences	Language Competences	Content	Teaching/ Learning Activities	Life Skills and Values
			ways of r o o t g unity • Writn g text about the t o organisato ns	witho htt ing - Neota t ng - Acce ting de e t <b>Values</b> • Aee ptance • Loe • Unity • Coo erato n

## Suggested Competences for Assessment

The learner:

- identifies the activities of UMSC.
- identifies the activities of UMEA.
- describes ways in which UMSC and UMEA help the community.
- explains the challenges of UMSC and UMEA.
- states the different ways of avoiding wrongs.

## Hints for the Teacher

- Guide learners to identify other Muslim organisations in Uganda which have supported Islam and education.
- Ask the learners to discuss Muslim wrongs but control the discussion on this topic.
- Ask learners to write what they know about UMEA.
- Prompt learners to tell you if any Muslim organisations have roles for people with special education needs.



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### IRE SAMPLE SCHEME OF WORK

W	P	THEME	TOPIC	SUB-TOPIC	CONTENT	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	INSTR. MATERIALS	LEARNING ACTIVITIES	INSTR MATERIALS	LIFESKILLS (SKILL INDICATORS AND VALUES)	REFERENCES	REMARKS
I	I	Reading from the Qua ran	Surat Al-Fil (Chapter 105)	Recitation of Surat Al-fil	Recitation of Surat Al-fil (Chapter 105)	Recites Surat Al -Fil	Pronounces/signs/spells, reads/brailles and uses the following words related to the topic correctly – flights of birds	<ul style="list-style-type: none"> <li>Question and answer</li> <li>Story telling</li> <li>Rote method</li> <li>Repetition</li> <li>I do, we do ,you do</li> <li>Total communication</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the Surat</li> <li>- Brainstorming on the meaning of the Surat</li> <li>- Memorizing the Surat</li> </ul>	<ul style="list-style-type: none"> <li>Qua ran</li> <li>Charts/picture showing small birds</li> <li>Clay soil, IRE Text books+</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>-Analysing statements</li> <li>-Taking decisions</li> <li>• Effective communication -fluency</li> <li>• Empathy</li> <li>-putting your self in ones shoes</li> </ul>	<ul style="list-style-type: none"> <li>- The Qua ran</li> <li>-Textbooks,</li> </ul>	
					Memorization of Surat		Baked clay		<b>SNE TIPS</b> Signing and finger spelling the Surat  Brailleing the Surat				
					Meaning of Surat		Invade Mischievous Transgress evil						

**SAMPLE IRE LESSON PLAN**

Date	Class	Learning Are	Time	Number of Learners		
				Boys	Girls	Total
20/08/2018	Level III	IRE	12:00-1:00 PM	30	45	75

**Theme:** Reading from the Quran

**Topic:** Surat Al-fil (Chapter 105)

**Sub-topic:** Recitation of Surat

**Subject Competence:**

The learner:

- Recites Surat Al-fil

**Language Competences:** understands/signs, recognizes, writes/brails words and constructs sentences relating to the topic correctly ; -

- Flights of birds,
- baked clay,
- invader
- Mischief,
- transgressor
- evil

**Instructional materials**

- Quran
- Charts showing small birds in the air
- Chalkboard illustrations
- Pencils and erasers/boards
- Clay soil or plasticine
- IRE textbooks

**Instructional methods and strategies**

- Storytelling
- Discussion
- Rote method or Recitation
- Group work
- Total communication
- Question and answer

### Special Needs Tips

- Finger spelling or Braille Surat Al-Fiil
- Write in bold words (large font print)
- Use total communication

### Life skills indicators

- **Critical thinking**  
Analysing statements, Taking decisions
- **Effective communication**  
Audibility, fluency

### Values

- Patience
- Sensitivity
- Cooperation
- Care

### References

- AEP Curr Level III
- Teachers' resource book
- Teachers' guides
- The Quran

### Lesson Procedure

Step		Duration	Teacher's activities	Learner's activities
I	Our experience	05 minutes	Guides learner's to recite any known Surat	Reciting any known Surat  Listening to the Surat
II	Allah's message	25 minutes	<p>Recites from the Quran Surat Al-Fiil chapter 105</p> <p>Recites Surat Al-Fiil to the learners</p> <p>Explains the meaning of the Surat Al-Fiil Tells the story about the bird</p>	<p>Reading from the Quran</p> <p>Reciting Surat following the right pronunciation and Arabic articulation</p> <p>Memorising the Surat</p>

Objectives		Duration	Teacher's activities	Learner's activities
			Guides learners to read and memorize the Surat Al-Fil Helps learners to pronounce and articulate the Surat in Arabic	
III	Our response	10 minutes	<ul style="list-style-type: none"> <li>- Asks questions about the lesson</li> <li>- Guides learners to read the Quran Surat correctly.</li> <li>- Gives a written exercise.</li> <li>- Guides learners as they model parts of the Surat</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to the Oral questions</li> <li>- Answering the written exercise and hand in their work</li> <li>- Identifying different parts of the Surat</li> </ul>

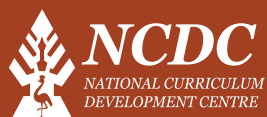
**Evaluation**

Strengths.....

Areas to improve .....







National Curriculum  
Development Centre ,  
P.O. Box 7002,  
Kampala.  
[www.ncdc.go.ug](http://www.ncdc.go.ug)