



FEDERAL MINISTRY OF EDUCATION

9-YEAR BASIC EDUCATION CURRICULUM

ISLAMIC STUDIES

FOR

PRIMARY 4 – 6



Nigerian Educational Research and Development Council

THEME: QUR'AN AND QUR'ANIC TEXT
Primary Four

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Revision of Suratul-Kauthar, Suratul-Ma'un and Suratul-Quraish.	Pupils should be able to: 1. Recite the Arabic text of Suratul-Kauthar, Ma'un and Quraysh; 2. Memorize the suwar 3. Explain their meaning and uses.	1. Recitation of Arabic text of suratul-Ma'un Kauthar and Quraysh; 2. Memorization of suwar (Chapters); 3. Translation of the text of the suwar (chapters);	1. Repeats the recitation of the Arabic text of Suwar; 2. Explains the meaning of the Suwar; 3. Discusses their general application to daily life; 4. Plays recorded verses of the chapters	1. Recite the suwra after the teacher; 2. Participate in the discussion to identify the meaning of the chapters. 3. Listens to the recorded chapters	1. Copies of the glorious Quran with Arabic text and translations of the chapters; 2. Cardboard paper with explanation on the uses of the chapters. 3. Recorded verses of the chapters	Pupils to; 1. Recite the Arabic text of Suratul-Kauthar, Ma'un and Quraish. 2. Memorize the Suwar (chapters). 3. Explain their meaning.
2. Arabic text of Ayatul-kursiy and Saratul - Inshirah.	Pupils should be able to: 1. Recite Qur'anic surah and Ayaat correctly; 2. Copy the Qur'anic Ayaat and surah correctly in their exercise books.	1. Qur'anic ayaatul kursiy and Suratul -Inshirah. آية الكرسي وسورة الإنشراح	1. Recites the Ayaat and Surah correctly while the pupils listen; 2. Asks the pupils to recite after him; 3. Guides the pupils to recite in group and then individually; 4. Corrects the pupils when there is a mistake. 5. Plays recorded verses of the chapters	1. Listen attentively while teacher recites 2. Recite after their teacher collectively and individually; 3. Copy the Ayaat and Surah in their exercise books. 4. Listens to the recorded chapters	1. A cardboard paper with Ayaat and Surah beautifully written on it. 2. Recorded verses of the Ayaat and Surah	Pupils to: 1. Recite the Ayaat and Surah correctly; 2. Copy the Ayaat and Surah correctly in their exercise books.

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3. Qur'an Suratul-Fil.	Pupils should be able to: 1. Recite the Arabic text according to Tajweed recitation; 2. Memorize the surah (chapter); 3. Explain the meaning and uses of the surah.	1. Recitation of Arabic text of suratul-Fil. 2. The meaning of the chapter. 3. Lessons of the Surah to our daily life);	1. Repeats the recitation of the Arabic text of Surah for proper understanding and memorization by the pupils; 2. Explains the meaning of the Surah (chapter); 3. Discusses general application to daily life; 4. Plays recorded tape of the Surah	1. Recite surah after the teacher; 2. Memorize the surah. 3. Participation in the class discussion 3. Listen to the tape	1. Copies of the glorious Quran with the translations of the surah (chapter); 2. Cardboard paper showing the Arabic text of Suratul-fill 3. Recorded tape of the Surah	Pupils to: 1. Recite the Arabic text according to Tajweed recitation 2. Memorize the Surah (chapter)
4. Arabic text of Suratul – Qadr and Suratul - Tin.	Pupils should be able to: 1. Recite Quranic ayaat and Suwar according to the techniques of Tajweed recitation; 2. Copy the Ayaat and surah correctly in their exercise books.	Suratul –Qadr and Suratul - Tin. سورة القدر سورة التين	1. Recites the Ayaat and Surah correctly while the pupils listen; 2. Asks pupils to recite after him; 3. Guides the pupils to recite in group and then individually; 4. Corrects any pupil immediately when there is a mistake. 5. Plays the tape	1. Listen attentively while teacher recites 2. Recite after their teacher 3. recite collectively and individually; 4. Copy the Ayaat and Surah in their exercise books. 5. listen to the tape	A cardboard paper with Ayaat and Surah beautifully written on it, Copies of the glorious , A recorded tape of the Suwrar	Pupils to: 1. Recite the Ayaat and Surah according to techniques of Tajweed recitation; 2. Copy the Ayaat and Surah correctly in their exercise books.

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			TEACHER	PUPILS		
5. Suratul – Humazah Arabic text, memorization and translation.	Pupils should be able to: <ol style="list-style-type: none"> 1. Recite the Arabic text according to Tajweed recitation. 2. Memorize Suratul Humazah. 3. Explain its general meaning 4. Identify the lessons from the surah. 	<ol style="list-style-type: none"> 1. Suratul Humazah 2. Translation of the Surah 	<ol style="list-style-type: none"> 1. Recites the Arabic text while the pupils listen. 2. Recites translation of the surah. 3. Explains uses of the surah and its lessons to the pupils. 4. Plays recorded tape 	<ol style="list-style-type: none"> 1. Collectively recite the Arabic text and surah after the teacher. 2. Recite the Arabic text and surah individually. 3. Listen to the tape 	<ol style="list-style-type: none"> 1. Cardboard paper with Arabic text of the surah. 2. Copies of the Holy Qur'an with translation of the text. 3. Recorded tape 	Pupils to: <ol style="list-style-type: none"> 1. Recite the Arabic text according to Tajweed recitation. 2. Memorize Suratul Humazah. 3. Explain its general meaning 4. State the lessons from the surah.

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<p>6. Suratul-Duha.</p> <p>(Chapter 93 of the Glorious Qur'an)</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Recite the Arabic text of Suratul-Duha. 2. Explain the meaning of Suratul-Duha 3. Identify the lessons of Suratul-Duha 	<ol style="list-style-type: none"> 1. Suratul-Duha. 2. Meaning of Suratul-Duha. 3. Lessons from Suratul-Duha. 	<ol style="list-style-type: none"> 1. Reads the Arabic text of Suratul-Duha. 2. Guides pupils to read Arabic text of Suratul-Duha. 3. Explains the meaning of the verses of Suratul-Duha. 4. Explains the reasons for the revelation of Suratul-Duha. 5. Plays recorded verses of the chapters 6. Explains the lessons derived from the Surah: <ol style="list-style-type: none"> i. Patience. ii. Hope in the hereafter. iii. Generosity to the Orphans and Beggars. iv. Revealing favours of Allah in a humble manner. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Suratul-Duha under the guidance of the teacher. 2. Explain the meaning of the verses of Suratul-Duha. 3. Give the reasons for the revelation of the Surah. 5. Identify the lessons derived from the Surah. 6. Listen to the tape 	<ol style="list-style-type: none"> 1. Cardboard paper containing Suratul-Duha. 2. Copies of the Glorious Qur'an 3. Recorded tape 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Suratul-Duha with Tajwid. 2. state three reasons for the revelation of Suratul-Duha. 3. Write three lessons derived from Suratul-Duha.

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7. Reading of the Arabic text of Surah al-Ikhlās, Asr and At – Takathur	Pupils should be able to: 1. Recite the text of the Suwar correctly, 2. Memorize Suwar by heart. 3. Identify new words in Suwar	1. The texts of the Suwar 2. Identification of the new words in the Suwar	1. Recites the Suwar slowly. 2. Reads directly from the teaching aid. 3. Draws attention of the pupils to new words in Suwar 4. Plays the recorded cassette	1. Listen attentively while teacher recites 2. Recite the suwar collectively after the teacher verse by verse.. 3. Pronounce the new words in group after the teacher 4. Recites verse by verse individually. 5. Read the whole suwar individually and in group. 6. Listen to the tape	1. The glorious Quran. 2. A cardboard paper containing the new words. 3. Recorded cassette and record player.	Pupils to: 1. Recite the texts of the Suwar correctly. 2. Pronounce new words from text of the Suwar.
8. Qur'anic Arabic text of Ayaat 128 – 129 of Suratul -Taubah.	The pupils should be able to: 1. Recite the Ayaat of the surah correctly. 2. Copy the Ayaat of the surah correctly in their exercise books	سورة التوبة (آية 128 – 129) الضحسورة Surat – Taubah (Ayaat 128 – 129).	1. Recites the ayaat according to the rules of Tajweed. 2. Asks the pupils to recite after him. 3. Asks the pupils to recite in group then individually. 4. Plays the recorded cassette	1. Listen attentively while the teacher recites. 2. Recite after the teacher. 3. Recite individually. 4. Copy the ayaat in their exercise books. 5. Listen to the Cassette	1. A cardboard paper with ayaat beautifully written on it. 2. The Qur'an 3. Recorded cassette and record player	4. Recite the Ayaat correctly. 5. Copy the Ayaat correctly in their exercise books

THEME: HADITH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Definition and the Significance of Hadith.	Pupils should be able to; 1. State the meaning of hadith; 2. Explain the Significance of Hadith.	1. Meaning of hadith (as is the sayings, actions and silent approvals of the Prophet Muhammad [S.A.W.]) 2. Significance of hadith.	1 Explain the meaning of hadith as Saying, actions and silent approvals of the Prophet [S.A.W.] 2 Leads a discussion on the significance of hadith as: a. Second source of Islamic Law [Shariah]. b. It explains Quran. 3. Plays the video clip on the meaning and significance of hadith	1. Listen to the teacher's explanation on the meaning of hadith 2. Participate in the discussion on the significance of hadith. 3. Watch the video and explain their observations from the clip	1. A cardboard paper containing the definition of hadith 2. Video clip.	Pupils to: 1. State the meaning of hadith 2. State two significance of hadith.

THEME: HADITH**PRIMARY FOUR**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Hadith No. 5 of An-Nawawi's Collection. (Innovation)	Pupils should be able to: <ol style="list-style-type: none"> 1. Read the Arabic text of the Hadith; 2. Explain the moral lessons from the Hadith No.5. 3. Describe how the Hadith can be applied in daily life. 	<ol style="list-style-type: none"> 1. Reading the Arabic text of Hadith Number five of An-Nawawi Collection. 2. Meaning of the text in English. 3. Identifying moral lessons from the Hadith Number five. 4. Explaining how the Hadith can be applied in our daily lives. 	<ol style="list-style-type: none"> 1. Reads the Arabic text of Hadith five of An-Nawawi's collection; 2. Explains the meaning of the Hadith in English. 3. Mentions the moral lessons of the Hadith. 4. Explains how the Hadith can be applied in daily life. 	<ol style="list-style-type: none"> 1. Recite the Hadith in Arabic; 2. State the meaning of the Hadith. 3. Identify the lessons from the Hadith. 5. Explain how the Hadith can be applied in the daily life. 	<ol style="list-style-type: none"> 1. Cardboard paper Isnad and Matn of the Hadith 2. Text of Hadith in An-Nawawi's collection 	Pupils to: <ol style="list-style-type: none"> 1. Read the Hadith number five of An-Nawawi's collection. 2. State the meaning of the Hadith. 3. Explain the lessons from the Hadith. 4. State 3 ways Hadith number five can be applied in daily life.

THEME: HADITH**PRIMARY FOUR**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Hadith No. 11 of An-Nawawi Collection. (Refraining from Doubt)	Pupils should be able to: 1. Read the Arabic text of Hadith No.11 of An-Nawawi's collection. 2. Explain the meaning of Hadith No. 11 of An-Nawawi's Collection. 3. Discover the moral lessons from Hadith No.11 of An-Nawawi's collection.	1. Arabic text of Hadith No. 11 of An-Nawawi's Collection. 2. Meaning of the text of Hadith No.11. of An-Nawawi's collection. 3. Moral lessons from Hadith.	1. Reads the Arabic text of Hadith No.11 of An-Nawawi's collection; 2. Explains the meaning of the text of the Hadith No.11. 3. Leads discussion on the moral lessons from the Hadith No.11 e.g. i. refraining from doubtful ideas, acts and sayings. ii. consciousness of one's behaviour towards others.	1. Read the Arabic text of Hadith No.11 of An-Nawawi's collection 2. State the meaning of the Hadith. 3. Participate in the discussion and identify the moral lessons learnt from Hadith No.11 of An-Nawawi's collection.	1. Cardboard paper containing Arabic text of Hadith No.11 of An-Nawawi's collection 2. Textbooks containing Hadith text No. 11	Pupils to: 1. Read the Arabic text of Hadith No.11 of An-Nawawi's collection. 2. State the meaning of the Hadith. 3. Mention three moral lessons from Hadith No.11 of An-Nawawi's collection.

THEME: HADITH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
4. Hadith No. 18 of An-Nawawi Collection. (Good Character)	Pupils should be able to: 1. Read the Arabic text of Hadith No.18 of An-Nawawi's collection. 2. State the meaning of Hadith No. 18 of An-Nawawi's Collection. 3. Discover the moral lessons from the Hadith No.18	1. Arabic text of Hadith No. 18 of An-Nawawi's Collection. 2. Meaning of the text of Hadith No.18. of An-Nawawi's collection. 3. Moral lessons from Hadith No. 18 of An-Nawawi's collection.	1. Reads the Arabic text of Hadith No.18 of An-Nawawi's collection.; 2. Explains the meaning of the text of the Hadith No.18. 3. Leads discussion on the moral lessons of the Hadith No.18. 4. Explains the applications of Hadith No 18 in daily life.	1. Read the Arabic text of Hadith No.18 of An-Nawawi's collection 2. State the meaning of the Hadith. 3. Participate in the discussion and identify moral lessons from Hadith No.18 of An-Nawawi's collection. e.g. (i) consciousness of Allah wherever you are. (ii) Response to a sin by doing good. (iii) Hope in Allah as a Merciful God. (iv) Good Character. 4. Explain the applications of Hadith No 18 in daily life	1. Cardboard paper containing Arabic text of Hadith No.18 of An-Nawawi's collection 2. Texts of Hadith No in An-Nawawi's collections	Pupils to; 1. Read the Arabic text of Hadith No.18 of An-Nawawi's collection. 2. Explain the meaning of the Hadith. 3. Mention three moral lessons from Hadith No 18.

THEME: TAWHID

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Definition of Shirk (worshipping anything other than Allah).	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. State that, Allah is one, Allah is He on whom we all depend; 2. State that no one shares power with Allah; 3. State that, only Allah deserves to be worshipped; 4. State that, Shirk is an act of associating other objects with Allah and Islam forbids Shirk completely; 5. State that, no object should be considered as God. 	<ol style="list-style-type: none"> 1. Definition of Shirk 2. Prohibition of Shirk by Allah 3. Allah is one and indivisible. 4. Allah has no parents and offspring. 5. Allah has no wife. 	<ol style="list-style-type: none"> 1. Reminds pupils of Allah’s attribute of AL-KHALIQ (The Creator); 2. Explains to pupils that only Allah can create something from nothing. 4. Asks pupils to recite Suratul- Ikhlas to remind them of the unity of Allah. 5. Explains to pupils all creatures depend on Allah whether they know it or not. 6. Explains to pupils that only Allah deserves to be worshipped and not any other object. 7. Guides pupils to realize that all other objects of worship can neither help nor harm anybody. 	<ol style="list-style-type: none"> 1. Listen attentively as the teacher defines Shirk 2. Recite Suratul- Ikhlas to remind them of the unique nature of Allah; 3. Copy important points written on the blackboard. 4. Mention the name of any idol they know and explain why they not worship such idols. 	<ol style="list-style-type: none"> 1. Picture of a man, animal and other objects of worship. 2. Text of Surutul- iakhlas on a cardboard paper 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain that Allah is one, 2. Give the meaning of Shirk, 3. Explain why only Allah should be worshiped.

THEME: TAWHID

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Belief in Angels and their functions.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain Angels as creatures of Allah; 2. Identify Quranic verses as sources of knowledge about Angels; 3. State that Angels were created from light; 4. Mention the functions of the ten individual Angels; 4. Describe the differences between man and Angels. 	<ol style="list-style-type: none"> 1. Creation of Angels from light; 2. Quranic verses on the nature and functions of Angels in a general term e.g. Q21:20 2:34, 3:124, 51:24, 42:05; 4. Functions of ten individual Angels; 5. Difference between human beings and Angels. 	<ol style="list-style-type: none"> 1. Explains to the pupils the nature of Angels quoting the Quranic verses; 2. Leads discussion on the functions ten individual Angels. 3. Explains the differences between human beings and Angels. 	<ol style="list-style-type: none"> 1. Listen to the teacher's explanation on the creation of Angels; 2. Participate in the discussion on the functions of the ten individual Angels 3. Copy what the teacher writes on the chalkboard. 	<ol style="list-style-type: none"> 1. A cardboard paper showing the ten names of important Angels and their functions; 2. Copies of the Qur'an. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. State who created the Angels 2. Identify Quranic verses as source of knowledge about Angels; 3. State that Angels were created from light. 4. Mention the functions the ten individual of Angels. 5. Mention the differences between man and Angels.

THEME: TAWHID

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Belief in The Glorious Books.	<p>Pupils should be able to;</p> <ol style="list-style-type: none"> Mention that Allah sent messages to His Prophets; State that some of these messages are in the Glorious Books; Mention the four Glorious Books and the Prophets they were revealed to as stated in the Quran; Discuss why Muslims must believe in all the Glorious Books. 	<ol style="list-style-type: none"> Revelation to the Prophets. Four of such Glorious Books. The Prophets who received the four books <ul style="list-style-type: none"> <i>At-Tawrat</i> to Prophet Musa(As); <i>AZ-Zabur</i> to Prophet Dawud (As) <i>Al-Injil</i> to Prophet Isa (As); Al-Quran to Prophet Muhammad (SAW); Why Muslims should believe in the Glorious Book 	<ol style="list-style-type: none"> Explains that messages were sent through prophets to mankind in order to guide man; Guides pupils to learn the names of the Glorious Books and the Prophets they were revealed to; Leads discussion on why Muslims must believe in the Glorious Books. Guides the pupils to appreciate that not all the Glorious Books are in their original forms; Explains that the important points in the revealed Books have been incorporated into Glorious Quran, which remains the only original copy. 	<ol style="list-style-type: none"> Listen while the teacher explains revelation to Prophets. Mention the Glorious Books and the Prophets. Participate in the discussion and explain why Muslims should believe in the Glorious Books. Mention the messages contained in the Glorious Books that are now in the Qu'ran. 	<ol style="list-style-type: none"> Copies of the Qur'an and the Bible or Injil; Flash cards showing the names of each Prophet and the Book revealed to him. 	<p>Pupils to:</p> <ol style="list-style-type: none"> Mention that Allah sent message to prophets. State that some of these messages are in the Glorious Books. Mention the four Glorious Books and the Prophets they were revealed to as stated in the Quran; Discuss why Muslims must believe in all the Glorious Books.

THEME: TAWHID

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
4. Asmaullahil – Husna 21- 35 .	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read the Asmaau llahil – husna listed under content. 2. Explain their meaning. 3. Memorize the Asmaau-lahil – husna. 4. Explain how pupils could use this names in their Du’a. 	<ol style="list-style-type: none"> 1. AL-QABID (The one who withhold the means of sustenance as He wishes). 2. AL-BASIT (The one who provides the means of sustenance as He will). 3. AL-KHAFID (The one who abases the ungrateful). 4. ALR-FAFI’ (The one who exalts the believers). 5. AL-MUDHIL (The Abaser). 6. AS-SAMI’ (The All hearing). 7. AL-BASIR (The All Seeing). 8. AL-HAKAM (The Arbiter) 9. AL-ADL (The Just). 10. AL-LATIF (The Subtle) 11. AL-KHABIR (The Aware) 12. AL-HALIM (The clement) 13. AL-AZIM (The Great) 14. AL-GHAFUR (The All forgiving). 	<ol style="list-style-type: none"> 1. Writes and recites the Arabic text of the Asmaaul – lahil-husna.. on the blackboard. 2. Displays cardboard paper showing the list of Asmaau lahil husana. 2. Write the translation of Asmaau lahil husna against their Arabic text. 3. Explains to pupils the meaning of each of the Asmaaul – lahil-husna. 	<ol style="list-style-type: none"> 1. Repeat after their teacher, the recitation of Asmaaul – Lahil – Husna in Arabic text. 2. Listen attentively as teacher explains the meaning and uses of Asmaaul – Lahil – Husna. 3. Copy into their exercise books. 	<ol style="list-style-type: none"> 1. Cardboard paper showing the Asmaaul – Lahil – Husna written in Arabic text. 2. Flash cards with the Arabic and English Translation of the Asmaaul – Lahil – Husna. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Recite the Asmaau llahil – husna listed under content. 2. Explain their meaning. 3. Memorize the Asmaau-lahil – husna. 4. Explain how pupils could use this names in their Du’a.

THEME: FIQH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Fara'id, Sunan and Mustahabbat of Wudu'	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Mention the Fara'id, the sunan and Mustahabbat of Wudu; 2. State what to do if one omits Fara'id or Sunnan step of Wudu. 	<ol style="list-style-type: none"> 1. The Faraid steps of Wudu' 2. The Sunan steps of Wudu'. 3. The Mustahabbat of Wudu; 4. Ways of correcting omissions in Wudu' 	<ol style="list-style-type: none"> 1. Asks pupils to recall how to perform Wudu' 2. Mentions and demonstrates how to perform wudus. <ul style="list-style-type: none"> • The Fara'id steps of wudu' • The sunan steps of Wudu'. • the Mustahabbat of wudu'; 3. Shows how to correct omissions of Fara'id, and Sunan of Wudu' 4. Asks pupils to demonstrate the steps of Fara'id, and Sunan of Wudu 	<ol style="list-style-type: none"> 1. Observe the teacher as he demonstrates the various steps of Wudu. 2. Repeat after him where necessary; 3. Copy all steps of Wudu in their exercise books. 	<ol style="list-style-type: none"> 1. Cardboard Paper showing how ablution is performed 2. Water container/Kettle. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Mention the Faraid the Sunan and the Mustahabbat of Wudu'; 2. State what to do if one omits Fara'id or Sunnan step of Wudu'
2. Salaat (Voluntary Prayer)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. State what the voluntary Salaat. 2. Demonstrate how to perform the voluntary prayers. 3. Mention the time of performing each of the Sunnan (voluntary) Salaat 	<ol style="list-style-type: none"> 1. Salaat (Voluntary): <ul style="list-style-type: none"> - Shaf'I and Witr Salaat - Raka'ah Tainil Fajr - The two Eids i.e. Eidil Fitr and Eidil Kabir Salaat. 2. Time for performing each of the Sunna. 	<ol style="list-style-type: none"> 1. Explains and demonstrate to pupils how each of the Sunnan Salaat is performed. 2. Leads discussion on the timing of each of the Salaat. 3. Leads the pupils in a congregational practical prayer of the Sunnan Salaat. 4. Guide pupils to demonstrate practically how the voluntary prayers are performed. 5. Plays a video clip on practical observance of voluntary prayers 	<ol style="list-style-type: none"> 1. Listen and observe attentively as the teacher explains and demonstrate how to perform the Sunnan Salaat. 2. Participate in the discussion of the time of voluntary prayers 3. Demonstrate before the teacher how these Salaat are performed. 4. Watch the video clip to observe voluntary prayer 	<ol style="list-style-type: none"> 1. Picture showing a congregational Salaat at an Eid praying ground or in a Mosque. 2. Video clips on observance of voluntary prayers 	<ol style="list-style-type: none"> 1. Explain the voluntary Salaat. 2. Demonstrate how to perform the voluntary prayers. 3. State the time of performing each of the Sunnan (voluntary) Salaat

THEME: FIQH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Fara'id, Sunan and Mustahabbat of Salat	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Mention the Fara'id, the sunan and Mustahabbat of Salat. 2. State what to do if one omits a Fara'id or Sunnan step of Salat 	<ol style="list-style-type: none"> 1. The Faraid steps of Salat. 2. The Sunan steps of Salat (prayer). 3. The Mustahabbat of Salat. 4. How to make correction when there is mistake 	<ol style="list-style-type: none"> 1. Mentions and demonstrates to the pupils how to perform: <ul style="list-style-type: none"> - the Fara'id steps of Salat. - the Sunnan steps of Salat. - the Mustahabbat steps of Salat. 2. Explain how to make correction when one makes mistake in the Fara'id or sunan of Salat 	<ol style="list-style-type: none"> 1. Observe the teacher attentively as he demonstrates various steps of Salat. 2. Describe the components of each Salat. 3. Explain how corrections are made when there is a mistake 	<ol style="list-style-type: none"> 1. A carpet or mat for demonstration. 2. Cardboard paper showing how to observe Salat. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the Fara'id, the sunan and Mustahabbat of Salat. 2. Explain how to make corrections when mistakes occur in Salat 3. Demonstrate how Salat is performed

THEME: FIQH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
4.Tayammum (sand ablution)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. state the meaning of Tayammum; 2. Demonstrate how Tayammum is performed; 3. Explain when Tayammum is performed 4. Explain what spoils Tayammum. 	<ol style="list-style-type: none"> 1. Meaning of Tayammum. 2. Purpose of Tayammum. 3. Circumstances under which Tayammum is performed. 4. performance of Tayammum. 5. What spoils Tayammum 	<ol style="list-style-type: none"> 1. Explains the meaning of Tayammum. 2. Explains why Tayammum is performed. 3. Leads demonstration on how to perform Tayammum. 4. Asks pupils to perform Tayammum. 5. Lists things that spoil Tayammum. 	<ol style="list-style-type: none"> 1. Listen to the teacher’s explanations on Tayammum. 2. Participate actively in the demonstration. 3. Identify the essential parts of Tayammum. 4. Copy what has been written on the blackboard. 	<ol style="list-style-type: none"> 1. Materials used for practicing Tayammum such as stone, sand, gravels etc. 2 Chart showing things that spoils Tayammum. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. State the meaning of Tayammum. 2. Demonstrate how Tayammum is performed. 3. Explain when Tayammum is performed and what spoils it.

THEME: FIQH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
5. As-Sawn (Fasting) and its importance	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the term As-Sawn (Fasting); 2. Mention the various types of fasting; 3. Explain the social and religious importance of fasting. 	<ol style="list-style-type: none"> 1. The meaning of Fasting in Islam. 2. Kinds of fasting. 3. How to do fasting in Islam 4. Social and religious importance of fasting. <p>Q2 v 183 - 185</p>	<ol style="list-style-type: none"> 1. Explains to the pupils the meaning of fasting in Islam. 2. Leads discussion on kinds of fasting. 3. Describes how to fast in Islam. 4. Leads discussion on the social and religious importance of fasting in Islam. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher on the meaning of fasting. 2. Participate in the discussion and share their experiences during fasting. 3 Participate in the class discussion and identify the religious and social importance of fasting. 4. Copy the points discussed on the blackboard in their exercise books. 	<ol style="list-style-type: none"> 1. Diagram showing pictures of new moon to depict the beginning of fasting. 2. Diagram showing a sunset to illustrate the end of the day's fasting. 	<p>Ask the Pupils to:</p> <ol style="list-style-type: none"> 1. define the term As-Sawn (Fasting) 2. Mention the various types of voluntary fasting. 3. Explain the social and religious implications of fasting in Islam.

THEME: SIRAH

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Short History and activities of the Rightly Guided Caliphs: * Abubakar Bin Abi Quhafah, * Umar bin Khattab	Pupils should be able to: 1. Define the word Khalifah. 2. Tell the story of the lives of the first two caliphs. 3. State some of their activities. 4. Explain some of their achievements.	1. The meaning of Khalifah 2. The names of the Caliphs and position in Islam; 3. Relationship to the prophet; 4. How and when they accepted Islam. 5. Their activities during the life of the prophet (SAW). 6. Their role as Caliphs. 7. Their contributions to Islam.	1. Explains the word Khalifah; 2. Leads discussion on how Abubakar and Umar accepted Islam. 3. Mentions how they stood by the prophet and protected him; 4. Leads discussion how they spent their wealth for the progress of Islam. 5. Plays video clip for pupils to watch	1. Listen attentively on the meaning of Khalifah. 2. Participate in the discussion on how Abubakar and Umar accepted Islam. 3. Mention how Abubakar and Umar stood by the Prophet and protected him. 3. Participate in the discussion and explain how Abubakar and Umar spent their wealth for the progress of Islam. 4. Watch the video clip and identify some of the activities of the Caliphs.	1. A chart of the list of the Khalifah 2. Video clips, etc.	Pupils to: 1. Define the word Khalifah. 2. Tell the story of the lives of the first two Caliphs. 3. List some of their activities. 4. Explain some of their achievements.

THEME: SIRAH**PRIMARY FOUR**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Short History and activities of the Rightly Guided Caliphs: * Uthman bin Affan, * Ali bin Abi Talib.	Pupils should be able to: 1. Define the word Khalifah. 2. Tell the story of the lives of the second two caliphs. 3. State some of their activities. 4. Explain some of their achievements.	1. The meaning of Khalifah 2. The names of the Caliphs and position in Islam; 3. Relationship to the prophet; 4. How and when they accepted Islam. 5. Their activities during the life of the prophet (SAW). 6. Their role as Caliphs. 7. Their contributions to Islam.	1. Explains the word Khalifah; 2. Leads discussion on how Uthman bin Affan and Ali bin Abi Talib accepted Islam. 3. Mentions how they stood by the prophet and protected him; 4. Leads discussion how they spent their wealth for the progress of Islam. 5. Plays video clip for pupils to watch	1. Listen attentively on the meaning of Khalifah. 2. Participate in the discussion on how Abubakar and Umar accepted Islam. 3. Mention how Uthman bin Affan and Ali bin Abi Talib stood by the Prophet and protected him. 3. Participate in the discussion and explain how Uthman bin Affan and Ali bin Abi Talib spent their wealth for the progress of Islam. 4. Watch the video clip and identify some of the activities of the Caliphs.	1. A chart of the list of the Khalifah 2. Video clips, etc.	Pupils to: 1. Define the word Khalifah. 2. Tell the story of the lives of the first two Caliphs. 3. List some of their activities. 4. Explain some of their achievements.

THEME: SIRAH**PRIMARY FOUR**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Islam and Science.	Pupils should be able to: 1. Explain Science; 2. Identify some Muslim Scientists; 3. Identify some of the Islamic contributions to science	1. Meaning of Science. 2, Names of Some Muslim Scientists. 2. Islam and Science e.g. mathematics, medicine, astronomy, and chemistry.	1. Defines Islam and Science. 2. Tell some stories of some Muslim Scientists. 3. Leads discussion on the contributions of Muslims to the field of Mathematics, Medicine, Astronomy and Chemistry.	1. Listen attentively to the teacher as he defines Islam and Science 2. Listen to the story and identify some Muslim Scientists and their contributions to science. 3. Explain some of the contribution of Islam to Science.	1. Cardboard on the definitions of science and Islam 2. Pictures of some Muslim Scholars.	Pupils to: 1. Explain the meaning of science. 2. Identify some Muslim Scientists. 3. List some of the areas of contribution of Islam to Science.

THEME: TAHDHIB

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Moral Lessons from the life and teachings of Prophet Muhammad (SAW).	<p>Pupils should be able to;</p> <ol style="list-style-type: none"> 1. Explain the qualities of truthfulness and honesty in Prophet Muhammad (SAW). 2. Explain how the Prophet passed judgement among people. 3. Narrate how the Prophet (SAW) tolerated others and forgave wrong doers. 4. State ways in which the Muslims can follow the example of the Prophet (SAW). 	<ol style="list-style-type: none"> 1. Description of excellent behaviours of the Prophet (SAW)'s, see (Q33:21) 2. The Prophet (SAW).as an Honest man 3. Events showing the qualities of the Prophet Muhammad (SAW). <ul style="list-style-type: none"> - how the valuables of the Qurayshites were kept with the Prophet (SAW) were return to them after Hijrah. - The statement by the Prophet (SAW) that if Fatimah his daughter steals, he will have her hands cut off. - The Prophet (SAW) tolerance of the Jews and other non-Muslims Q109. - The prophet (SAW) forgiveness of the Qurayshites after the conquest of Makkah. - His kindness to Zaid and the elevation of Bilal despite his humble origin. 	<ol style="list-style-type: none"> 1 Explains the Qur'anic references to the Prophet's excellent behaviour. 2. Explains how the Qurayshites were so happy with the Prophet's behavior that they called him Al-Amin (the trustworthy) before his call to prophethood. 3. Tells the stories of the events, which revealed the qualities of the Prophet (SAW). 4. Leads discussion on how to apply the moral lessons in our daily life. 	<ol style="list-style-type: none"> 1. Listen as the teacher explains the Prophet's excellent behaviours. 2. Copy notes written on the blackboard. 3. Share stories of living examples from their own in relation to that of the prophet (SAW). 	<ol style="list-style-type: none"> 1. A cardboard paper showing the excellent behaviours of the Prophet (SAW). 2. Flash cards with such catchy aayaats and surah teaching morals such as tolerance, honesty, forgiveness, firmness, etc. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Identify the examples of gentleness in Prophet Muhammad (SAW). 1. Explain the quality of honesty in Prophet Muhammad (SAW). 2. Explain how the Prophet passed judgement among people. 3. Narrate how the Prophet (SAW) tolerated others and forgive wrong doers. 4. State ways in Muslims can follow the examples of the Prophet (SAW).

THEME: TAHDHIB

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Islamic rules of conduct: Punctuality, Trustfulness, Good relationship with others.	<p>Pupils should be able to;</p> <ol style="list-style-type: none"> 1. Explain the meaning of punctuality and truthfulness; 2. Describe the meaning of good relationship with others; 3. Explain the need for Muslims to be punctual and truthful in their responsibilities; 4. List the disadvantages of lateness and telling lies in; 5. List the advantages of maintaining good relationship with people. 	<ol style="list-style-type: none"> 1. Punctuality and truthfulness in carrying out our duties. 2. Good relationship with other people. 3. Advantages of: <ul style="list-style-type: none"> • Punctuality • Truthfulness, and • Good relationship with others 4. Disadvantages of: <ul style="list-style-type: none"> • lateness, • telling lies, and • bad relationship with others 	<ol style="list-style-type: none"> 1 Explains to pupils the meaning of punctuality, truthfulness and good relationship with others 2 Lead discussion on the need for Muslims to be punctual, truthful and keep good relationship with others. 3 Explains the disadvantages of being late, untruthful and bad relationships in our dealings. 4 Tell stories on living experiences to the people. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher’s explanation on the meaning of punctuality, truthfulness and good relationship with others. 2. Participate in the discussion of why Muslims should be punctual, truthful and keep good relationship with others. 3. Share experiences on the disadvantages of being late, untruthful and bad relationships in our dealings. 	<ol style="list-style-type: none"> 1. A cardboard paper showing a list of advantages of punctuality, truthfulness and good relationship with others. 2. A cardboard paper showing a list of disadvantages of lateness, untruthfulness and bad behavior in relationship with others. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of punctuality, truthfulness and good relationship. 2. Explain the advantages of punctuality, truthfulness and good relationship. 3. List the disadvantages of lateness, untruthfulness and bad relationship with others.

THEME: TAHDHIB

PRIMARY FOUR

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Islamic Rules of Conduct: Brotherhood, views of Islam on intoxicants and addiction.	Pupils should be able to: 1. State the Islamic rules of conduct; 2. Identify the views of Islam on intoxications. Q5 vs 90 -91. 3. State the duties of a Muslim to fellow Muslims. Q3:103, Q49:10	1. Correct ways of behaving in the private and public places; 2. The avoidance of all forms intoxication and drug addictions. 3. The duties expected from a Muslim to fellow Muslim	1 Guides pupils to appreciate the need for good conduct in public places; 2. Lead discussion on the dangers associated with intoxicants and drug abuse or addiction. 3. Leads discussion on the responsibilities of a Muslim towards fellow Muslims; 4. Uses Qur’anic and Hadith quotations to explain the points.	1. Identify good conducts. 2. Contribute to the lesson from their own personal experiences; 3. Share experiences on the behaviours of drug addicts and drunkards and mention some of the drugs that are abused.	1. Cardboards papers with Qur’anic quotations and Hadith; 2. Pictures showing Islamic ways of dressing. 3. Video clips of behaviours of drug addicts.	Pupils to: 1. State the Islamic rules of conduct; 2. Identity the views of Islam on intoxicants. 3. State the duties of a Muslim to fellow Muslims
4. Child’s Rights in Islam	Pupils should be able to: 1. Explain the meaning of Child’s right in Islam 2. State child’s basic rights in Islam	1. Meaning of Child’s Right in Islam 2. Survival Rights 3. Developmental Right. 4. Participation Rights. 5. Protection Rights.	1. Explains the meaning of child’s right 2. Guides pupils to identify the various child’s right in Islam 3. Leads discussion on some Qur’anic and Hadith injunctions that support child’s rights. 4. Guides pupils to compare Nigeria Child’s Right Act and Child’s right in Islam	1. Explain what child’s rights in Islam are. 2. Participate in discussion on child’s right in Islam. 3. Share experiences of rights given to them by their parents 4. Identify the differences in Nigeria Child’s Rights Act and Child’s right in Islam	1. Cardboard showing Qur’anic quotations, Hadith on Child’s right in Islam 2. Copies of Nigeria Child’s Right Act.	Ask the pupils to: 1. Explain child’s right 2. State child’s basic rights in Islam

THEME: QUR'AN AND QUR'ANIC TEXT

PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Revision of the Arabic text of Surah At – Takathur.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Recall and recite from memory the Arabic text of At-Takathur correctly. 2. Read the text provided on cardboard or from a copy of the Qur'an. 	1. Surah Al-Takathur.	<ol style="list-style-type: none"> 1. Recites the Surah from memory. 2. Selects some pupils and asks them to read from memory. 3. Writes some of the words on the blackboard for pronunciation. 4. Plays the tape. 	<ol style="list-style-type: none"> 1. Listen attentively to the recitation by the teacher and some select pupils. 2. Read in groups and individually the surah Al-Takathur. 5. Pronounce the words written on the board by the teacher. 6. Listen to recitation on the tape recorder. 	<ol style="list-style-type: none"> 1. Teacher's Copy of the glorious Quran. 2. Record cassette and record player. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Recall and recite from memory the Arabic text of At-Takathur correctly. 2. Read the text provided on cardboard or from a copy of the Qur'an
2. Memorization of the Arabic text and Translation of Surah: Hummazah	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Recite and memorize the text of Suratul Hummazah correctly. 2. Translate Surah Al-Hummazah to Englis 	<ol style="list-style-type: none"> 1. Text of Surah Al-Hummazah 2. Translation of Surah Al-Hummazah to English 	<ol style="list-style-type: none"> 1. Recites the Surah Al-Hummazah slowly from memory. 2. Plays the tape recorder. 3. Reads the Surah from the Qur'an or from the cardboard. 4. Guides pupils to pronunciation of the new words correctly. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he recites the chapter from memory. 2. Recite the Surah in chorus after the teacher. 3. Read the Surah collectively and individually after the teacher verse by verse. 4. Translate the Surah verse by verse individually into English. 	<ol style="list-style-type: none"> 1. Copy of the glorious Quran. 2. Cardboard containing new words. 3. Recorded cassette and record player. 	<ol style="list-style-type: none"> 1. Recite the text of Surah Al-Hummazah from memory correctly. 2. Translate the verses of the surah into English.

THEME: QUR'AN AND QUR'ANIC TEXT

PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. The Arabic Text of Suratul- Alaq and Ayat 12-19 of Suratul Luqman	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Recite the Suratul- Alaq and Ayaat 12 - 19 of Suratul Luqman 2. Identify new words in the surah and ayaat of the Glorious Qur'an. 3. Write the words and ayaat of the Qur'an. 	<ol style="list-style-type: none"> 1. Suratul – Alaq, 2. Suratul – Lukman (ayaat 12 – 19). <p style="text-align: right;">العنقورة لقمان آيةسورة (19 – 12)</p>	<ol style="list-style-type: none"> 1. Recites the surah and Ayats of the Qur'an properly. 2. Guides the pupils in the pronunciation of new words in the ayaat. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he recites the Surah and Ayaat 2. Recite the surah and ayaat individually and in group. 3. Write the words and ayaat in their exercise books 	<ol style="list-style-type: none"> 1. Charts, flash cards containing the words and ayaats 2. Copy of the Qur'an 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Recite the surah and ayaat. 2. Identify the new words in the ayaat. 3. Write the new words of the ayaat.
4. Reading of the Arabic text of Surah Al-Qari'ah:	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read the text of Surah Al-Qari'ah correctly. 2. Learn Surah Al-Qari'ah by heart. 3. Identify new words in the in Surah 	<ol style="list-style-type: none"> 1. Reading of the text of Surah Al-Qari'ah. 2. Identification of the new words such as: <p style="text-align: right;">المبثوث القارعة هاوية العهن حامية ماهية</p>	<ol style="list-style-type: none"> 1. Reads the Surah Al-Qari'ah slowly from text. 2. Plays the tape recorder. 3. Reads from the Qur'an. 4. Guides pupils to on the pronunciation of the new words. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he reads the surah 2. Identify and pronounce the new words in chorus after the teacher. 3. Read the Surah collectively and individually after the teacher verse by verse. 	<ol style="list-style-type: none"> 1. Copy of the glorious Quran. 2. Cardboard containing new words. 2. Recorded cassette and record player. 	<ol style="list-style-type: none"> 1. Read the text of Surah Al-Qari'ah correctly. 2. Recite from memory Surah Al-Qari'ah.

THEME: QURÁN AND QURÁNIC TEXT
PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
5. Arabic text of Surahatul-A'ala and the ayaat from the content.	Pupils should be able to: <ol style="list-style-type: none"> 1. Read the surah and ayaat of the Qur'an. 2. Identify new words in the Surah and ayaat of the Qur'an. 3. Write the new words and ayaat of the Qur'an. 	سورة الأعلى ربنا لاترغ قلوبنا بعد اذ هدنتنا وهبلنا من لدنك رحمة إنك أنت الوهاب* *بنا افرغ علينا صبراً وثبت اقدمنا ونصرنا علي القوم الكافرون* ربنا تقبل منا إنك أنت السميع العليم* ربنا اجعل هذا البلد آمناً ربنا آتنا في الدنيا حسنة وفي الآخرة حسنة وقنا عذاب النار*	<ol style="list-style-type: none"> 1. Reads the Surah and ayaat of the Qur'an. 2. Identifies the new words in the surah and the ayaat. 3. Guides the pupils in the pronunciation of the new words. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as reads the surah and ayaat. 2. Read the Surah and ayaat individually and in group. 3. Write the new words in their exercise books. 	<ol style="list-style-type: none"> 1. Chart/Flash cards containing the Surah and ayaat. 2. Copy of the Qur'an 3. Tape and tape recorder 	Pupils to: <ol style="list-style-type: none"> 1. Read the surah and ayaat of the Qur'an. 2. Identify new words in the Surah and ayaat of the Qur'an. 3. Write the new words isurah and ayaat of the Qur'an.
6. Reading of the Arabic text of Surahatul-Al – Adiyah, memorization and translation.	<ol style="list-style-type: none"> 1. Read surah Al-Adiya ayaat by ayaat. 2. Identify new words in the Surah. 3. Memorize the Surah correctly. 4. Translate Arabic text of the surah to English 5. Recite the Surah from memory.. 	<ol style="list-style-type: none"> 1. The ayaat of Surah Al – Adiyah. 2. Translation of the Surah. 3. Memorization of the Surah. 4. Identification of new words from the surah 	<ol style="list-style-type: none"> 1. Reads the Surah ayaat by ayaat. 2. Guides Pupils to Identify the new words in the Surah. 3. Guides Pupil to recite the surah correctly pupil's recitation. 4. Translate the Surah into English 	<ol style="list-style-type: none"> 1. Reads the Surah collectively and individually. 2. Recite the Surah in group. 3. Translate the Surah into English. 4. Identify new words in the Surah. 	<ol style="list-style-type: none"> 1. Copy of the glorious Quran. 2. Charts containing Surah. 3. Flash cards for the new words. 4. Recorded cassette and record player. 	<ol style="list-style-type: none"> 1. Read the surah Al-Adiyah ayaat by ayaat. 2. Identify the new words in the Surah. 3. Recite the Surah correctly. 4. Translate the Surah into English.

THEME: HADITH

PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Hadith No. 15 of An-Nawawi's Collection. (Hospitality)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.15 of An-Nawawi's collection. 2. Explain the meaning of Hadith No.15 of An-Nawawi's collection. 3. Explain the lessons of Hadith No.15 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Hadith No. 15 of An-Nawawi's Collection. 2. Meaning of Hadith No.15. of An-Nawawi's collection. 3. Lessons from Hadith. 	<ol style="list-style-type: none"> 1. Reads the Arabic text of Hadith No.15 of An-Nawawi's collection. 2. Explains the meaning of Hadith No.15. 3. States the lessons from the Hadith No.15 e.g. <ol style="list-style-type: none"> i. Good manners in conduct and speech. ii. Honouring the Guest. iii. Honouring the Neighbours. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.15 of An-Nawawi's collection 2. State the meaning of the Hadith under the guidance of the teacher. 3. Identify the lessons of Hadith No.15 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Cardboard paper containing Hadith No.15 of An-Nawawi's collection. 2. Book of An-Nawawi's 40th Hadith collection. 3. Video clips on hospitality. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Read Hadith No.15 of An-Nawawi's collection. 2. Explain four lessons from Hadith No.15 of An-Nawawi's collection.

THEME: HADITH

PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Hadith No. 17 of An-Nawawi's Collection. (Slaughtering of Animals in the best manner)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read Hadith No.17 of An-Nawawi's collection. 2. Explain the meaning of Hadith No.17 of An-Nawawi's collection. 3. Explain the lessons of Hadith No.17 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Hadith No. 17 of An-Nawawi's Collection. 2. Meaning of Hadith No.17. of An-Nawawi's collection. 3. Lessons from the Hadith. 	<ol style="list-style-type: none"> 1. Reads the Arabic text of Hadith No.17 of An-Nawawi's collection. 2. Explains the meaning of Hadith No.17 of An-Nawawi's collection. 3. Explain the lessons from Hadith No.17 on: <ol style="list-style-type: none"> i. Slaughtering of Animals in the best manner. ii. Kindness to Animals and human beings. iii. striving for excellence. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.17 of An-Nawawi's collection 2. Explain the meaning of Hadith No.17 of An-Nawawi's collection. 3. Identify the lessons of Hadith No.17 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Cardboard paper containing Hadith No.17 of An-Nawawi's collection. 2. Textbook on An-Nawawi's 40th Hadith collection. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.17 of An-Nawawi's collection. 2. Explain meaning of Hadith 17 of An-Nawawi's collection 3. Explain two lessons from Hadith No.17 of An-Nawawi's collection.

THEME: HADITH

PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Hadith No. 9 of An-Nawawi Collection. (Responsibility within one's capacity)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.9 of An-Nawawi's collection. 2. Explain the meaning of Hadith No.9 of An-Nawawi's collection. 3. Explain the lessons of Hadith No.9 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Arabic text of Hadith No. 11 of An-Nawawi's Collection. 2. Meaning of the text of Hadith No.11. of An-Nawawi's collection. 3. Lessons from Hadith. 	<ol style="list-style-type: none"> 1. Reads the Arabic text of Hadith No.9 of An-Nawawi's collection. 2. Explains the meaning of Hadith No.9. 3. Explains the lessons from the Hadith No.9 e.g. <ol style="list-style-type: none"> i. staying away from prohibited acts. ii. Do your best and leave the rest to Allah. iii. Embracing lawful things. iv. Obligations are according to ability. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.9 of An-Nawawi's collection 2. Explain the meaning of the Hadith. 3. Discuss the lessons learnt of Hadith No.9 of An-Nawawi's collection. 4. Dramatize the topic. 	<ol style="list-style-type: none"> 1. Cardboard paper containing Hadith No.9 of An-Nawawi's collection. 2. Book of An-Nawawi's collection. 3. Video clips on responsibility within one's capacity 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.9 of An-Nawawi's collection. 2. Explain four lessons from Hadith No.9 of An-Nawawi's collection.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Types of Shirk.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of the word Shirk. 2. List acts that amount to Shirk. 3. State the kinds of Shirk. 4. Explain those acts of Shirk that amount to disbelief. 	<ol style="list-style-type: none"> 1. Surah Al-Ikhlās. 2. Oneness of Allah. 3. Self-Sufficiency Allah and other attributes 5. Associating objects with Allah 6. Objects are not venerated or worshipped. 	<ol style="list-style-type: none"> 1. Reads and explains Surah Ikhlas. 2. Gives the definition of Shirk. 3. Leads discussion on the following of acts which constitute Shirk e.g. <ul style="list-style-type: none"> • worship of objects like idols, • making offerings to objects, • celebrating masquerade or Bori festivals, • making offering to iron, tress, road, river. 	<ol style="list-style-type: none"> 1. Read after the teacher the Surah Ikhlas. 2. Listen attentively to the teacher as he explains the types of shirk. 3. List some attributes of Allah as contained in the chapter. 4. Explain the acts that constitute Shirk. 5. Explain why masquerades and Bori festivals are referred as Shirk. 	<ol style="list-style-type: none"> 1. Pictures of various objects worshipped by people. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Shirk. 2. List five acts that amount to Shirk. 4. Explain those acts of Shirk that amount to disbelief.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Belief in Life after Death. Yaumul - Qiyamah or Yaum Al-Akhirah (Hereafter).	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the issue of death. 2. Explain that every human being is composed of body and soul and all living things will die. 3. Describe the conditions that will lead to the end of the world; 4. Explain resurrection and judgment. 5. Explain that Allah will judge everyone and will reward everyone according to his or her deeds; 5. List some pleasures of paradise and punishment of hell. 	<ol style="list-style-type: none"> 1. Death 2. Resurrection and judgment; 3. Allah as the judge; 4. Paradise and Hell 5. Conditions will lead to the end of the world 	<ol style="list-style-type: none"> 1. Explains the following: <ul style="list-style-type: none"> • Death- Mawt • Resurrection- Qiyamah • Judgement-Al-Hisab • Paradise - Jannah, and • Hell - Nar. 2. Explain that Allah gives life and death. 3. Leads discussion on how each person will receive his report and reward thereafter. 4. To explain reward and punishment after death. 	<ol style="list-style-type: none"> 1. Pronounce the Arabic words and their meaning. 2. Participate in the class discussion how each person will receive his report and reward. 3. List some good deeds and evil deeds. 4. List some pleasures and displeasures of paradise and hell; 	<ol style="list-style-type: none"> 1. Cardboard containing the Arabic words. 2. Pictures showing grave and a diseased person in a shroud. 	<p>Ask the Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the issue of death; 2. Explain that every human being is composed of body and soul and every living thing will die; 3. Describe the conditions that will lead to the end of the world 4. Explain that Allah will judge every one and reward every one according to his or her deeds; 5. List some pleasures of paradise and punishment of hell.

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TOPIC	PERFORMAN CE OBJECTIVES	CONTENT		ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
3. Asma'ul-Lahil-Husna (Beautiful names of Allah) No. 36 – 66)	Pupils should be able to: 1. Pronounce each of the names of Allah. 2. List the names of Allah. 3. Translate the names into English. 4. Learn each name by heart.	List of names and meanings: 1. Appreciative 2. Most High 3. Most Great 4. Preserver 5. Maintainer 6. Reckoner 7. Sublime 8. Generous 9. Watchful 10. Responsive 11. All-Embracing 12. The Wise 13. The Loving 14. Most Glorious 15. Resurrector 16. The Witness 17. The Trugh 18. The Trustee 19. The Most Strong 20. The Firm 21. The Living Friend 22. The Praise Worthy 23. The Beckoner 24. The Originator 25. The Restorer 26. The Giver of Life 27. The Creator of Death 28. The Living 29. The Self Subsisting 30. The Finder	Al – Shakur Al – Aliy Al – Kabir Al – Hafiz Al – Muqit Al – Hasib Al – Jalil Al – Karim Al – Raqib Al – Mujib Al – Wasi'u Al – Hakim Al – Wadud Al – Majid Al – Batin Ash – Shahid Al – Haquq Al – Wakil Al – Qawiyy Al – Matin Al – Waliyy Al – Hamid Al – Mubdi'u Al – Mu'id Al – Muhyi Al – Mumit Al – Hayyu Al – Qayyum Al – Wajid	1. Writes the Arabic text of the names as listed under content on the blackboard. 2. Writes the English translation of the names against their Arabic text. 3. Pronounces each Arabic text and guides the pupils to also pronounce. 4. Guides Pupils Pronounces the English translation. 5. Explain each name.	1. Listen attentively to the teacher as he pronounces and explains the names 2. Pronounce each Arabic names after the teacher in chorus. 4. Practice pronouncing it individually and in groups.	1. Cardboard on which the names are written. 2. A tape recorder	Pupils to: 1. Pronounce each of the names. 2. List the names 3. translate the names into English.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
4. Revision of Asma'ul-Lahil-Husna 36 – 66.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Recall all the (30) thirty beautiful names. 2. Give their meaning in English 3. Recite the names from memory 	<ol style="list-style-type: none"> 1. Names of Allah in Arabic text. 2. Translation of each name. 	<ol style="list-style-type: none"> 1. Guide Pupils to recall all the names of Allah. 2. Writes the names on the board. 	<ol style="list-style-type: none"> 1. Recall the names individually and collectively 2. Translate each name in English individually and collectively 	<p>Cardboard containing the Arabic text of the names and another containing English meaning.</p>	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Recite all the (30) thirty beautiful names Allah. 2. Give their English meaning.
5. The concept of At-Taubah (Repentance and Forgiveness)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of the Taubah and pronounce it. 2. Explain the reason of repentance. 3. Discuss breaking Allah's rules and its consequences. 4. List ways of demonstrating repentance. 5. Apply it in their daily life. 	<ol style="list-style-type: none"> 1. Repentance. 2. Allah as (Forgiver and Merciful) 3. Acts that constitutes disobedience of Allah's rules, evil deeds. 4. Actions that constitute repentance. 5. Avoiding repetition of the sin. 6. Satan as a facilitator of sins. 	<ol style="list-style-type: none"> 1. Explains the meaning of Taubah. 2. Lists acts that constitute disobedience e.g. negligence of Salat, disrespect to teacher, and disobedience to parents, stealing etc. 3. Lists actions that constitute repentance, remorse, amend , stopping the sin 	<p>The pupils:</p> <ol style="list-style-type: none"> 1. Listen attentively to teacher's explanation of Taubah. 3. List sins pupils commit against one another, father, mother and in the class. 4. List sins committed against Allah. 	<p>Cardboard containing list of sinful acts and the process of repentance.</p>	<p>Ask the Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of the Tabaha and pronounce it. 2. Explain the conditions of repentance e.g. sins. 3. Explain breaking the rules of Allah and its consequences. 4. List ways of demonstrating repentance. 5. apply it in their daily life

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT		ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
6. Asma'ul-Lahil-Husna (Beautiful names of Allah) No. 66 – 99)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Pronounce each of the names. 2. Translate or give meaning of the names in English. 3. Learn each name by heart. 	<p>66. The Unique 67. The Only One 68. The External 69. The Baler 70. The Powerful 71. The Expediter 72. The Delayer 73. The First 74. The Last 75. The Manifest 76. The Hidden 77. The Governor 78. The Most High 79. The Source of Goodness 80. The Acceptor 81. The Avenger 82. The Pardoner 83. The Compassionate 84. The King of Kings 85. The Lord of Majesty and Bounty 86. The Equitable 87. The Gatherer 88. The Self – Sufficient 89. The Enricher 90. The Preventer 91. The Distresser 92. The Propitious 93. The Light 94. The Guide 95. The Originator 96. The Everlasting 97. Supreme Inheritor 98. The Director of the Right 99. The Patient</p>	<p>Al – Wahid Al – Ahad As – Samad Al – Qadir Al – Muqtadir Al – Muqaddim Al – Mu'akhir Al – Awwal Al – Akhir Az – Zahir Al – Batin Al – Wali Al – Muta'ali Al – Barru At – Tawab Al – Muntaqim Al – Afuwwu Ar – Ra'uf Al – Malikul Mulk, Dhul Jalali Wal Ikram Al – Muqsit Al – Jami'u Al – Ganiyyu Al – Mugni Al – Mani'u Al – Darru Al – Nafi'u An – Nur Al – Hadi Al – Badi'u Al – Baqi Al – Warithu Ar – Rashid As – Sabur</p>	<ol style="list-style-type: none"> 1. Writes the Arabic text of the names as listed under content on the blackboard. 2. Writes the translation of the names against their Arabic text. 3. Guides pupils to pronounce each Arabic text. 4. Reads the translation. 	<p>The pupils:</p> <ol style="list-style-type: none"> 1. Listen attentively to the teacher as he pronounces each of the names . 2. Pronounce each Arabic names after the teacher in chorus. 3. Pronounce the English meaning of each words in chorus. 4. Explain the meaning of each name in English. 	<p>1. Cardboard on which the names are written.</p>	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Pronounce each of the names. 2. Translate or give the meaning of the names in English.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
7. The meaning of Islam	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Define the word Islam. 2. Describe the person who is a Muslim. 3. List the six articles of faith in Islam. 4. Explain the five pillars of Islam. 5. Identify what the term Ibadah means. 6. List some forms of Ibadat. 7. Explain the term Mu'amalat. 	<ol style="list-style-type: none"> 1. Definition of Islam. 2. Who a Muslim is. 3. Articles of faith in Islam. 4. The five pillars of Islam. 	<ol style="list-style-type: none"> 1. Explains the word Islam. 2. Explains what a Muslim should believe in. 3. Lists the six articles of faith in Islam. 4. Explains the five pillars of Islam as acts of worship of Allah. 5. Emphasizes the importance of worship as an obligatory duty to the Muslim with reference to the Qur'anic ayaat – "I have not created men and Jinn for any purpose other than they should worship me." (Q51v56) 	<ol style="list-style-type: none"> 1. Listen to the teacher as he explains the teacher as he defines some of the terms like Islam, Ibadat and Mu'amalat. 2. Describe who is a Muslim. 3. List the six articles of faith in Islam. 4. Explain the five pillar of Islam. 5. Recite the ayaat that emphasize the essence of worship. 	<ol style="list-style-type: none"> 1. A chart showing the pillars of Islam. 2. A Chart showing the six articles of faith in Islam. 3. Pictures showing some aspects of the pillars of Islam, such as pictures of some one observing Salat and picture of pilgrims. 4. Chalkboard, with relevant Quranic references. 	<p>Ask the pupils to:</p> <ol style="list-style-type: none"> 1. Define the word Islam. 2. Describe the person who is a Muslim. 3. List the six articles of faith in Islam. 4. Explain the five pillars of Islam. 5. Explain what the term Ibadah means. 6. List some forms of Ibadat. 7. Explain the term Mu'amalat.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Ghusul	Pupils should be able to: 1. State the meaning of Ghusul. 2. List reasons for performing Ghusul. 3. Demonstrate how to perform it. 4. Identify the sequence of the washing.	1. Definition of Ghusul. 2. Reason for its performance. 3. Facts to be noted when it is performed 4. Area that must be washed first. 5. Quantity of water required.	1. Gives the meaning of Ghusul. 2. Explains reasons why it is performed. 3. Describes the illustration on the cardboard to highlight position of bowl, kettle etc. and the parts to start with. 4. Demonstrates how it is performed.	1. Listen attentively and watch the teacher's illustrations. 2. Explain reasons for the performance of Ghusul. 3. Identify areas to be washed and the of sequence. 4. Identify items required for Ghusul. 5. Observe the teacher perform Ghusul.	1. Bowl or kettle containing water. 2. List of reasons that lead to Ghusul performance on cardboard. 3. Illustration on cardboard. 4. Video clips	Pupils to: 1. State the meaning of Ghusul. 2. List reasons for performing Ghusul. 3. Demonstrate how to perform Ghusul. 4. Identify the sequence of the washing.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Zakat	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. State the meaning of Zakat; 2. Explain its advantages; 3. List the items on which it is paid; 4. State the beneficiaries of Zakat Q2 vs 43. 	<ol style="list-style-type: none"> 1. Definition of zakat. 2. The advantages of Zakat. 2. Items on which it can be paid e.g. cash, movable and unmovable properties, livestock, gold, silver etc. 3. Beneficiaries e.g. the poor, needy, slaves, wayfarers, people in debt etc. 	<ol style="list-style-type: none"> 1. Explains the meaning of Zakat. 2. Leads discussion on the significance of Zakat as social security etc. 3. Lists items on which zakat can be paid; 4. Guides pupils to identify the beneficiaries of Zakat; 5. Shows the items of zakat on cardboard to the pupils. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he explains the meaning of Zakat. 2. List items from which Zakat is due. 3. Identify the beneficiaries of Zakat. 	<ol style="list-style-type: none"> 1. Pictures of items of Zakat 2. Cardboard containing the names of the beneficiaries of zakat. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Zakat. 2. Explain its advantages. 3. List the items on which it is paid. 4. List its beneficiaries.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Significances of Zakat	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. State the significance of Zakat. 2. Identify the significances of Zakat such as: <ul style="list-style-type: none"> - poverty alleviation -redistribution of wealth -cleansing of wealth 	<ol style="list-style-type: none"> 1. Definition of zakat. 2. Significance of Zakat: <ul style="list-style-type: none"> • poverty alleviation • redistribution of wealth • cleansing of wealth, etc. 	<ol style="list-style-type: none"> 1. Explains the meaning of zakat. 2. Explains its significance as social security etc. 3. Leads discussion on the three significance of zakat: <ul style="list-style-type: none"> • poverty alleviation • redistribution of wealth • cleansing of wealth, etc. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he explains Zakat and its significance. 2. Participate in the discussion on the significance of Zakat. 	<ol style="list-style-type: none"> 1. Pictures showing how zakat is distributed 2. Video clips on how Zakat is distributed 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Zakat. 2. Mention the areas of the significance of Zakat

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Revision of the life history of Uthman bin Affan and Ali bin Abi-Talib	Pupils should be able to: <ol style="list-style-type: none"> 1. Discuss the life history of the two Kahlifah. 2. Explain their relationship with the Prophet (SAW). 3. Recall some of their contributions to Islam. 4. List some of their achievements as Caliphs. 	<ol style="list-style-type: none"> 1. Caliphs Uthman bin Affan and Ali bin Abi-Talib 2. Their positions as companions. 3. Their contribution to Islam. 4. Their achievements as Caliphs 	<ol style="list-style-type: none"> 1. Guides Pupils to recall the life histories of Uthman bin Affan and Ali bin Abi-Talib. 2. Guides Pupils to recount their relationship with the Prophet. 3. Guides Pupils to recount their sacrifices to Islam. 4. Guides Pupils to recall their achievements as Caliphs. 	<ol style="list-style-type: none"> 1. Recall the life histories of the two Caliphs. 2. Recount their relationship with the Prophet. 3. Recount their sacrifices to Islam. 4. Recall their achievement as Caliphs 	<ol style="list-style-type: none"> 1. A chart containing the names of rightly guided Khalifah. 2. A chart containing the achievements Caliphs. 	Pupils to: <ol style="list-style-type: none"> 1. Discuss the life history of the two Kahlifah. 2. Explain their relationship with the Prophet (SAW). 3. List their achievements as Caliphs.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Role of Some Women Mentioned in the Quran (Q66:10-12)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Identify some women mentioned in the Qur'an by their names. 2. Tell the stories of their lives. 3. Explain why they were cited in the Qur'an. 4. Describe the virtues of the good ones. 5. Describe the kinds of evils the bad ones committed. 	<p>Names, values and life of women cited in the Quran:</p> <ul style="list-style-type: none"> • Wife of prophet Lut, • Wife of Nuh; • Maryam mother of prophet Isa • the wife of Pharaoh; 	<ol style="list-style-type: none"> 1. Tells the pupils short stories of lives of prophets Lut and Nuh. 3. Explains the role of their wives as unbelievers; 4. Tells short story about Pharaoh and his disbelief in Prophet Musa; 5. Explains the role of the wife of Pharaoh as a believer 6. Explain the virtues of Maryam the mother of Prophet Isa (AS) 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he tells the stories of the lives of the Prophets Lut and Nuh. 2. Explain the roles of their wives as unbelievers 2. Explain the virtues of Maryam and the wife of the Pharaoh 	<ol style="list-style-type: none"> 1. A chart containing the names of the two prophets; 2. A chart containing the names of the bad women. 3. A chart containing the names of the women. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Identify the women cited in the Qur'an by their names. 2. Recall the stories of their lives; 3. Explain why the good ones were cited in the Qur'an; 4. Explain why the evil ones were cited in the Qur'an;

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
<p>3. Role of Some Women in early Islam e.g.</p> <ul style="list-style-type: none"> - Khadijah - Aisha - Hafsah - Fatimah 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the importance of the women in Islam. 2. Relate the stories of the lives of the women. 3. Explain the role they played in Islam. 4. Explain their relationship with the Prophet. 5. State the moral lesson to be learnt from the lives of those women. 	<ol style="list-style-type: none"> 1. History of the women in the early Islam. 2. Their status in Islam. 3. Their support to the prophet during and after difficult times. 4. Their service to the Muslim community. 	<ol style="list-style-type: none"> 1. Leads discussion on the position of women in Islam. 2. Lead discussion on the four women mentioned in the topic. 3. Leads discussion the role of khadijah, Aisha and Hafsah in Islam as the Prophet’s wives. 4. Leads discussion on Fatimah as the Prophet’s daughter. 5. Guides Pupils to identify the moral lesson from the lives of the four women. 	<ol style="list-style-type: none"> 1. Participate in the discussion on the position of women in Islam. 2. Participate in the discussion on the history of the four women 3. Participation in the discussion on the roles of khadijah, Aisha and Hafsah in Islam as the Prophet’s wives. 4. Participate in the discussion on Fatimah as the Prophet’s daughter 5. Identify the moral lessons from the lives of the four women. 	<ol style="list-style-type: none"> 1. A chart containing the list of prominent women in Islam. 2. A chart containing the roles of the four women in Islam 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the importance of the women in Islam. 2. Relate the stories of the lives of the four women. 3. Explain the role they played in Islam. 4. Explain their relationship with the Prophet. 5. State the moral lessons from the lives of such women.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
4. Brief life History and Contributions of the Founders of the Four Schools of Law in Islam:	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Mention the four founders of schools of law in Islam; 2. Briefly state their life histories; 3. List the contributions of the four founders of schools of law in Islam 4. Enumerate some of the moral lessons from their lives. 	<ol style="list-style-type: none"> 1. The four founders of schools of law in Islam. 2. Brief life history of each of them; 3. The contributions of the four founders of schools of law. 4. Moral lessons from their life histories; 	<ol style="list-style-type: none"> 1. Lists the four founders of school of law in Islam; 2. Leads discussion on brief life history of each of them; 3. Enumerates some of the moral lessons in their lives; 4. Explains their contributions to the development of Muslim <i>Ummah</i>. 	<p>The pupils:</p> <ol style="list-style-type: none"> 1. Pay attention to the teacher's explanation on the four founders of the schools law; 2. Participate in the discussion on brief lif history of each of them. 3. Explain their contributions to the development of Islamic la. 4. Identify some of the moral lessons from their lives 	<ol style="list-style-type: none"> 1. A chart containing the names of the four scholars 2. Relevant text books on each of the four schools; 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Mention the four founders of schools of law in Islam; 2. Briefly state their life history; 3. Identify some of their contributions to the development of Islamic laws 4. List some of the moral lessons from their lives.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Virtuous Acts in Islam	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> List some behaviours that are virtuous of the Muslims. Explain the virtuous behaviours Explain the benefits of virtuous behaviours to individuals and to their community. Apply them in daily life. 	<ol style="list-style-type: none"> Selflessness Moderation Modesty Commanding the doing of good and refraining from doing evil. 	<ol style="list-style-type: none"> Explains the meaning of virtue and gives examples of virtuous acts. Gives examples of personalities that lived virtuous life. Gives stories of personalities of those who lived evil lives and how they ended. Guides Pupils to identify advantages of living virtuous life. Guides Pupils to identify the consequences of living an evil life. 	<ol style="list-style-type: none"> Listen attentively to teacher as he explains the virtuous acts in Islam. Participate in the discussion of the stories of personalities who lived virtuous lives Participate in the discussion of the stories of personalities who lived evil lives. Identify the advantages of living virtuous life Identify the consequences of living evil life. 	<ol style="list-style-type: none"> A chart containing list of virtuous acts. Video clips of virtuous people and those who lived evil lives. 	<p>Pupils to:</p> <ol style="list-style-type: none"> List some behaviours that are virtuous for Muslims. Give examples of virtues behaviours. Explain the benefits of virtuous life to individuals and to the community.

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TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Intoxicants.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of intoxicants. Q5 v 93. 2. List some chemicals and substances regarded as intoxicants. 3. Explain the effects of intoxicants on individuals and society. 	<ol style="list-style-type: none"> 1. Definition of intoxicants 2. Effects of intoxicants on the individual and society 3. Intoxicating substances. 	<ol style="list-style-type: none"> 1. Explains the meaning of intoxicants 2. Explains how insanity, truancy, violence have become rampant in the society as a result of intoxicants. 3. Explains the relationship between intoxicants and crime. 4. Explains the side effects of intoxicants on individuals and the society. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher as he explains intoxicants. 2. List kinds of Intoxicants they know. 3. Identify the effects of intoxicants on individuals and the society. 	<ol style="list-style-type: none"> 1. Pictures of people affected by intoxicants. 2. A chart showing different kinds of chemicals and substances regarded as intoxicants. 3. Video clips on the effects of intoxicants. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of intoxicants. 2. List some chemicals and substances regarded as intoxicants 3. Explain the effects of intoxicants on individuals and society.

THEME: TAHDHIB

PRIMARY FIVE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Drug abuse.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of drugs abuse 2. Identify some of the drugs that can be abused. 3. Explain why and how drugs are abused. 4. Explain the effects of drugs abuse on individuals and society. 	<ol style="list-style-type: none"> 1. Definition of the drug abuse 2. Effects of drug abuse. 3. Why people abuse drug. 4. Drugs often abused. 	<ol style="list-style-type: none"> 1. Explain the meaning of the drug abuse. 2. Leads discussion on how insanity, truancy, violence has become rampant in the society due to drug abuse 3. Explains why people abuse drugs 4. Explains the relationship between drugs abuse and crime. 5. Explains the side effect of drug abuse on individual and society. 	<ol style="list-style-type: none"> 1 Listen attentively to the teacher as he explains the meaning of drug abuse. 2. Participate in the discussion on how insanity, truancy, violence has become rampant in the society due to drug abuse. 3. Identify the reasons why people abuse drugs. 4. Identify the relationship between drug abuse and crime. 5. List the side effects of drug abuse on individuals and society 	<ol style="list-style-type: none"> 1. Pictures of people affected by drug abuse. 2. A chart showing different kinds of of drugs that people abuse. 3. Video clips on the effects of drug abuse 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Drugs abuse. 2. List three drugs that can be abused. 3. Explain why and how drugs are abused. 4. Explain three effects of drugs abuse on individuals.

THEME: QURÁN AND QURÁNIC TEXT

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
1. Arabic text of the ayaat of Suratul Nur: verse 27-29. T	Pupils should be able to: 1. Recite ayaat 27 – 29 of Suratul Nur in the Glorious Qur’an correctly; 2. Identify the words and ayaat of the Glorious Qur’an.	1. Recitation of the ayaat 27 – 29 of Suratul Nur in the Glorious Qur’an. 1. writing the ayaat from the Glorious Qur’an which are : <u>سورة النور (27-29)</u> لا تدخلوا بيوتنا غير بيئكم حتى تستأذوا وتسلموا علي أهلها إن جاكم فاسق بنبا فتيينوا	1. Shows flash cards containing the ayaat. 2. Identifies the ayaat. 3. Drills the pupils in the pronunciation of the words. 4. Corrects the pupil’s mistakes. 5. Leads the pupils in their attempt to write the ayaat.	1. Listen attentively to the teacher while reciting and pronouncing. 2. Recite the ayaat individually and in group. 3. write the ayaat.	1. chart/flash cards containing the ayaat. 2. Recorded cassette containing the relevant ayaat.	Pupils to: Recite the verses, listening to them while correcting them where necessary
2. Arabic text of Suratul Al-Imran verse 103 – 105 and ayaat in the content.	Pupils should be able to: 1. Recite ayaat 103 – 105 of Surah Al-Imran of the Glorious Qur’an correctly. 2. Identify the words and ayaat of the Glorious Qur’an. 3. Write the words and ayaat of the Glorious Qur’an correctly.	1. Learning of some ayaat of the Glorious Qur’an. 2. Writing the ayaat of the Glorious Qur’an which are: سورة آل عمر انآية (103 – 105) من جاء بالحسنة فله عشر أمثالها و جاء بسيئة فلا يجرأ إلا مثلها من عمل صالحا فلنفسه ومن أساء فعليها وما ربك بظالم للعباد	1. Leads the reading of the ayaat of Glorious Qur’an i.e. ayaat 103 - 105. 2. Identifies the difficult words in the verse. 3. Drills the pupils in the pronunciation of the words. 4 Corrects the pupil’s mistakes. 5. Leads the pupils in the attempt to write the ayaat.	1. Listen attentively to the teacher while reciting and pronouncing the words and ayaat. 2. Recite the ayaat individually and in group. 3. Write the words and ayaat.	1. Chart or flash cards containing the words and ayaat. 2. Recorded cassette containing the relevant words and ayaat.	1. Recite ayaat of Glorious Qur’an correctly. Identify the words and ayaat of the Glorious Qur’an. 3. Write the words and ayaat of the Glorious Qur’an

THEME: QUR'AN AND QUR'ANIC TEXT

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Revision of memorization of the text and translation of Surah Al – Adiyah (Q100).	Pupils should be able to: 1. Recite surah Al-Adiyah correctly. 2. Memorize the Surah.	1. The correct pronunciation of Surah Al – Adiyah. 2. The correct recitation of the surah. 3. Learning by heart the surahs.	1. Recites the Surah at first instance. 2. Listens attentively to the pupils's recitation. 3. Identifies the mistakes of the pupils and correct their mistakes.	1. Listens attentively to the teacher's recitation. 2. Recite the Surah individually. 3. Recite the Surah individually while the other pupils repeat after him.	1. Teacher's Copy of the glorious Quran. 2. Charts containing the Surah. 3. Recorded cassette of the relevant portions of the Glorious Qur'an.	Pupils: 1. Recite surah Al-Adiyah correctly. 2. Learn by heart the Surah
4. Arabic text of Suratul Nisa'a (86; 58; 135.) and other ayaat in the content.	Pupils should be able to: 1. Recite the ayaat of Glorious Qur'an correctly. 2. Pronounce the words of the Glorious Qur'an correctly. 3. Write the words and ayaat of the Glorious Qur'an	1. Learning of some ayaat of the Glorious Qur'an. 2. Writing of some ayaat of the Glorious Qur'an which are: سورة النساء إذا حيتمبتحيةفحيوا بأحسنمنها أوردوها إن اللهيأمركمأنتؤوا الأماناتإليأهلها وذا حكتمبين الناسأنتحكموا بالعدل إن اللهيأمركم بالعدلوالإحسانوإيتاءذي القربىوينهعنفضشاءو المنكريعظكملمع لكمتذكرون	1. Recites the ayaat of Glorious Qur'an. 2. Identifies the difficult words. 3. Drills the pupils in the pronunciation of the words. 4. Correct the pupils in their attempt to write the ayaat.	Listen Attentively to the teacher while reciting and pronouncing the words and ayaat. 2. Recite the ayaat individually and in group. 3. Write the words and ayaat.	1. chart or flash cards containing the words and ayaat. 2. recorded cassette containing the relevant words and ayaat.	Ask the pupils to: 1. Recite the ayaat of Glorious Qur'an correctly. 2. Pronounce the words of the Glorious Qur'an. 3. Write the words and ayaat of the Glorious Qur'an

THEME: QUR'AN AND QUR'ANIC TEXT

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
5. Reading of the Arabic text of memorization and translation of Surat Al-Zilzalah.(Q9 9)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Recite surah Al-Zilzalah ayaat by ayaat. 2. Identify the text of the surah. 3. Recite the surah correctly. 4. Learn the meaning of the surah. 5. Recite the surah by heart. 	<ol style="list-style-type: none"> 1. The correct pronunciation of the words of surat Al-Zilzalah (1-8). 2. Learning the translation of the surah. 3. Memorization of the surah. 	<ol style="list-style-type: none"> 1. Recites the Surah ayaat by ayaat. 2. Identifies the difficult words in the Surah. 3. Listens attentively to the pupil's recitation. 4. Corrects the pupil's mistakes. 5. Explains the meaning of the Surah. 6. State from the Surah. 	<ol style="list-style-type: none"> 1. Recite the Surah Al-Zilzalah individually. 2. Recite the Surah in pairs and in groups. 3. Explain the meaning of the Surah. 4. Demonstrate the recitation of the Surah. 	<ol style="list-style-type: none"> 1. Teacher's Copy of the glorious Quran. 2. Flash cards of the difficult words in the Surah. 3. Recorded cassette of the relevant portions of the Glorious Qur'an. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Recitesurah Al-Zilzalah ayaat by ayaat. 2. Identify the text of the surah. 3. Recite the surah correctly. 4. Learn the meaning of the surah. 5. Recite the surah by heart. 6. State some lessons of the Surah.

THEME: HADITH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Hadith No. 1 of An-Nawawi's Collection. (Intention)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read Hadith No.1 of An-Nawawi's collection. 2. Explaining the meaning of Hadith No.1 of An-Nawawi's collection. 3. State the lessons of Hadith No.1 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Reading Hadith No. 1 of An-Nawawi's Collection. 2. Explaining the meaning of Hadith No.1. of An-Nawawi's collection. 3. Stating the lessons of Hadith No.1 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Leads the reading of the Hadith No.1 of An-Nawawi's collection. 2. Explains the meaning of the Hadith. 3. Leads the discussion on the lessons from Hadith No.1 on: <ol style="list-style-type: none"> i. judging action based on intent. ii. having good foresight. iii. sincerity of purpose. iv. not showing off. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.1 of An-Nawawi's collection and the teacher listen. 2. Explain the meaning of Hadith No.1. of An-Nawawi's collection 3. State the lessons learnt from Hadith No.1 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Cardboard paper containing Hadith No.1 of An-Nawawi's collection. 2. Textbook on An-Nawawi's 40th Hadith collection. 3. Video clips 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.1 of An-Nawawi's collection. 2. Mention three lessons of Hadith No.1 3. State the meaning of Hadith No.1 of An-Nawawi's collection

THEME: HADITH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Hadith No. 13 of An-Nawawi's Collection. (Perfection of Faith)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read Hadith No.13 of An-Nawawi's collection. 2. Mention the meaning of Hadith No.13 of An-Nawawi's collection. 3. state the lessons of Hadith No.13 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Reading Hadith No. 13 of An-Nawawi's collection. 2. Explaining the meaning of Hadith No.13 of An-Nawawi's collection. 3. Stating the lessons of Hadith No.13 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Reads of the Arabic text of Hadith No.13 of An-Nawawi's collection. 2. Explains the meaning of the Hadith. 3. state the lessons of Hadith No.13 of An-Nawawi's collection: <ol style="list-style-type: none"> i. love for others what you love for yourself. ii. accepting the truth. iii. rectifying flaws in others. iv. not showing off. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.13 of An-Nawawi's collection 2. Mention the meaning of Hadith No.13 of An-Nawawi's collection 3. State/Discuss the lessons of Hadith No.13 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Cardboard paper containing the text of Hadith No.13 of An-Nawawi's collection. 2. Textbook on An-Nawawi's 40th Hadith collection. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith. 2. mention the meaning of Hadith No.13 of An-Nawawi's collection 3. state the lessons derived from Hadith No.13 of An-Nawawi's collection.

THEME: HADITH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Hadith No. 27 of An-Nawawi's Collection. (Righteousness Al-Birr)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Read Hadith No.27 of An-Nawawi's collection. 2. Explain the meaning of Hadith No.27 of An-Nawawi's collection. 3. State the lessons of Hadith No.27 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Reading Hadith No. 27 of An-Nawawi's Collection. 2. Explain the meaning of Hadith No.27. of An-Nawawi's collection. 3. Stating the lessons of Hadith No.27 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Guides the reading of Hadith No.27 of An-Nawawi's collection. 2. Explains the meaning of Hadith No.27 of An-Nawawi's collection. 3. States the lessons from Hadith No.27 on: <ol style="list-style-type: none"> i. Righteousness is goodness. ii. Righteousness is associated to Pious people who are obedient to Allah. iii. Al-Birr (righteousness) encompasses justice, kindness, consideration and generosity. 	<ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.27 of An-Nawawi's collection 2. State the meaning of the Hadith. 3. State the moral lessons from Hadith No.27 of An-Nawawi's collection. 	<ol style="list-style-type: none"> 1. Cardboard paper containing Hadith No.27 of An-Nawawi's collection. 	<p>Ask the Pupils to:</p> <ol style="list-style-type: none"> 1. Read the Arabic text of Hadith No.27 of An-Nawawi's collection. 2. Explain the meaning of Hadith No.27 of An-Nawawi's collection 3. State three lessons derive from Hadith No.27 of An-Nawawi's collection.

THEME: TAWHID

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Muslim and Mu'min	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Define a Muslim and a Mu'min. 2. State the characteristics of a Muslim. 3. State the attributes of a Mu'min. 	<ol style="list-style-type: none"> 1. Defining a Muslim and Mu'min 2. Characteristics of a Muslim: <ul style="list-style-type: none"> - bear a muslim name - observance of prayer and other four pillars of Islam - obeying Islamic injunctions. 3. Attributes of a mu'min: <ul style="list-style-type: none"> - believing in Allah - truthfulness - fear of Allah - refraining from vain talks - abstinence from hate speeches, - humbleness in prayer - abstinence from major sin 	<ol style="list-style-type: none"> 1. Explains the concept of Muslim and Mu'min. 2. States the characteristics of a Muslim. 3. State the attributes of a Mu'min. 	<ol style="list-style-type: none"> 1. Explain the concept of Muslim and Mu'min. 2. State the characteristics of a Muslim. 3. State the attributes of a Mu'min. 	<ol style="list-style-type: none"> 1. Picture of Muslim worshippers in congregation. 2. Picture of Ka'abah with Muslim worshippers. 3. Video clip of Muslim worshipers 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1 Define a Muslim. 2. Define a Mu'min. 3. State four characteristics of a Muslim. 4. List four attributes of a Mu'min.

THEME: TAWHID

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Prophets and Messengers of Allah	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Define Prophets of Allah and write their names. 2. State the attributes of Prophets of Allah. 3. Define and write some messengers of Allah. 4. State the attributes of messengers of Allah. 5. State the difference between Prophets and Messengers of Allah 	<ol style="list-style-type: none"> 1. Definition of Prophets 2. attributes of Prophets 3. definition of Messengers 4. Attributes of Messengers. 5. Differences between Prophets and Messengers. 	<ol style="list-style-type: none"> 1. Defines Prophets with illustration of the 25 Prophets of Allah mentioned in the Qur'an. 2. Discusses the attributes of prophets of Allah. 3. Explains the Messengers of Allah. 4. States the attributes of Messengers of Allah. 5. Explains the difference between prophets and Messengers of Allah. 	<ol style="list-style-type: none"> 1. Discuss and write out the 25 Prophets of Allah mentioned in the Qur'an. 2. State the attributes of Prophets of Allah 3. Mention and list out some Messengers of Allah. 4. State the attributes of Messengers of Allah. 5. State the differences between Prophets and Messengers of Allah. 	<ol style="list-style-type: none"> 1. A cardboard showing the names of 25 Prophets of Allah. 2. Cardboard paper showing some Messengers of Allah. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1 Writes out the 25 Prophets of Allah. 2. State five attributes of a Prophet of Allah. 3. Write out 10 Messengers of Allah. 4. State five attributes of Allah. 5. Write two differences between Prophets and Messenger of Allah.

THEME: TAWHID

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
3. Prophets and Messengers of Allah II	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Name the 'Ulul 'Azm among the Messengers. 2. Name some Prophets that received books. 3. Mention and write some messengers of Allah. 4. State the attributes of messengers of Allah. 5. State the difference between Prophets and Messengers of Allah 	<ol style="list-style-type: none"> 1. Names of some Prophets of Islam 2. Name of 'Ulul 'Azm among the Messengers of Allah. 3. Some Prophets that received books. 	<ol style="list-style-type: none"> 1. Names some of the Prophets of Islam e.g. Adam, Idris, Nuh, Hud, Salih, Ibrahim, Lut, Ismail, etc. 2. Names Ulul Azm (The Great Prophets and Messengers) among the Prophets and Messengers such as: <ol style="list-style-type: none"> a. Prophet Muhammad (SAW), b. Prophet Nuh (AS), c. Prophet Musa (AS), d. prophet Isa (AS). e. Prophet Ibrahim (AS) 3. Name from Messengers that receive books, e.g. <ol style="list-style-type: none"> i. Prophet Muhammad ii. Prophet Isah iii. Prophet Musa iv. Prophet Dawud v. Prophet Ibrahim (AS) 4. States the attributes of Messengers of Allah. 5. Explains the difference between prophets and Messengers of Allah. 	<ol style="list-style-type: none"> 1. Name and discuss with the teacher, some Prophets of Islam. 2. Mention the 'Ulul 'Azm among the Messengers of Allah. 3. State the Names of five Messengers that receive books. 	<ol style="list-style-type: none"> 1. A cardboard containing names of Prophets and Messengers of Allah. 2. Tape recorder and video clips containing songs on Names of the Prophets and Messengers. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1 Name four Prophets of Allah. 2. Name three 'Ulul 'Azm among the Messengers and Prophers of Allah. 3. Name four Prophets that received books.

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Fara'id, Sunnan and Mustahabbat of Ghusul	Pupils should be able to: <ol style="list-style-type: none"> 1. Explain how to perform Ghusul. 2. State the Fara'id parts of Ghusul. 3. Mention the sunnan parts of Ghusul. 4. Identify the Mustahabbat parts of Ghusul. 5. demonstrate how to observe Ghusul. 	<ol style="list-style-type: none"> 1. The Faraid of Ghusul. 2. The Sunnan of Ghusul. 3. The Mustahabbat of Ghusul. 	<ol style="list-style-type: none"> 1. Leads discussion of how to perform Ghusul. 2. Explains the Fara'id parts of Ghusul. 3. Mentions the Sunnan parts of Ghusul. 4. States the Mustahabbat parts of Ghusul. 5. Demonstrates how to perform Ghusul. 	<ol style="list-style-type: none"> 1. Observe the teacher on how he is performing the Ghusul. 2. Name the three parts in the performance of Ghusul. 3 Demonstrates how to perform Ghusul 	Water for the observation of Ghusul.	Pupils to: <ol style="list-style-type: none"> 1. Explain how to perform Ghusul. 2. State the Fara'id parts of Ghusul. 3. Mention the sunnan parts of Ghusul. 4. Identify the Mustahabbat parts of Ghusul. 5. Demonstrate how to observe Ghusul.
2. Salatus- Safar.	Pupils should be able to: <ol style="list-style-type: none"> 1. Explain the meaning of Salatus-Safar. 2. State reasons for performing it. 3. State which Salat to be reduced. 4. Understand that Aslatus-Safar is the same with Salatul – Qasri. 	<ol style="list-style-type: none"> 1. Definition of Salatus-Safar 2. Conditions for performing Salatus-Safar. 3. Rules guiding how and when it should be performed. 4. The Significance of it. 5. Classes of travelers and distance to be noted. 	<ol style="list-style-type: none"> 1. Gives the definition. 2. Explains conditions surroundings its performance. 3. Explain the logic behind performing it. 4. Explains the issue of distance and the kind of journey required. 	<ol style="list-style-type: none"> 1. Listen attentively. 2. Mention the numbers of the Raka'at of each daily Salat. 3. List the kinds of journeys a Muslim should undertake. 4. Mention the daily Salats that are affected by Salatus-Safar 	<ol style="list-style-type: none"> 1. A chart with an illustration of the Salat to be reduced. 2. playing a video clip of a worshipper observing Salatul-Safar 	Pupils to: <ol style="list-style-type: none"> 1. Explain the meaning of Salatus-Safar. 2. State reasons for performing it. 3. State which Salat to be reduced

THEME: FIQH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
3. Salatul Janazah and Sujud As-Sahwi.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Define what is Salatul Janazah. 2 Explain when Salatul Janazah is performed. 3. State the purpose of Salatul Janazah. 4. Define Sujud As-Sahwi 5. Demonstrate the use of Sujud As-Sahwi and its kinds. 6. Explain when Sujud As-Sahwi is to be performed. 	<ol style="list-style-type: none"> 1. Salatul Janazah and Sujud As-Sahwi. 2. Definition of Salatul Janazah. 3. Definition of Sujudus-Sahwi. 4. Reasons for observing each. 5. Types of Sujud As- Sahwi e.g. Qabli and Ba'di. 	<ol style="list-style-type: none"> 1. Explains when to observe the Salatul Janazah. 2. States the stages in the observation of Salatul Janazah. 3. Demonstrates the observance of Salatul Janazah 4. Define Sujud Sahwi. 5. Lists the kinds of Sujud As-Sahwi. 6. Discusses how to observe Qabli and Ba'adi 	<ol style="list-style-type: none"> 1. Identify the stagesof observance of Salatul Janazah. 2. Describe how the prayer is performed. 3. Demonstrate in turns with the use of a non-living object to symbolize a dead person. 4. Explain what is Sujud As-Sahwi 7. List the kinds of Sujud As-Sahwi. 8. Demonstrate how Sujuds Sahwi is performed. 	<ol style="list-style-type: none"> 1. Charts and Pictures 2. Objects e.g. stick etct. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Identify what is Salatul Janazah and when it is performed. 2. State the purpose of Salatui Janazah and its essence. 3. Demonstrate the use of Sujud As-Sahwi and its kinds. 4. Explain when it is to be performed.

THEME: FIQH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
4. Hajj and its Significances	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Hajj. 2. State on whom Hajj is compulsory 3. Mention the time of Hajj. 4. List the Importance of Hajj. 5. Mention the pillars of Hajj. 	<ol style="list-style-type: none"> 1. Definition of Hajj. 2. Those who should perform Hajj. 3. Time of Hajj. 4. The importance of Hajj, 5. Pillars of Hajj. 	<p>The teacher:</p> <ol style="list-style-type: none"> 1. Defines the word Hajj. 2. Explains the position of Hajj as the fifth pillar of Islam. 3. Mentions the people on whom Hajj is compulsory. 4. Explains the main parts of Hajj. 5. Leads a discussion on how to perform Hajj as a pillar of Islam. 	<p>The pupils:</p> <ol style="list-style-type: none"> 1. Listen to the teacher as he leads in the discussion on Hajj. 2. State the position of Hajj in the pillar of Islam. 3. Mention the time for the observance of Hajj. 4. List the importance of Hajj. 5. List the pillars of Hajj. 	<ol style="list-style-type: none"> 1. A chart showing pilgrims at Arafat. 2. Maps of Saudi Arabia showing some important places for Hajj such as Makkah and Madinah. 	<p>Ask the Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Hajj. 2. State on whom Hajj is compulsory 3. Mention the time of Hajj. 4. List the Importance of Hajj. 5. List the pillars of Hajj.

THEME: SIRAH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
1. Hijrah Calendar and its importance	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> List the kinds of Calendar. Explain the meaning of Hijrah. State the importance of Hijrah to the Muslim. <ol style="list-style-type: none"> List the months of the Hijrah calendar. Highlight the differences between Hijrah and Gregorian Calendar. 	<ol style="list-style-type: none"> Kinds of calendar. Definition of Hijrah. Importance of Hijrah and Hijrah calendar. Names of the months of Hijrah calendar. Differences between Hijrah and Gregorian Calendar. 	<ol style="list-style-type: none"> Mentions the kinds of calendar. Explains the meaning of the word Hijrah. Stresses that the Hijrah was a turning point in the life of prophet (SAW). States the names of days and months in the Hijrah calendar. Leads the pupils in discussion on the differences between Hijrah calendar and Gregorian calendar. Stresses the importance of using the Hijrah calendar for the purpose of religious observance such as Ramadan, Maulud an-Nabiy, Eid Al-Fitr and Eid Al-Adha. 	<ol style="list-style-type: none"> Listen to the teacher while leading the discussion on Hijrah as a turning point in the life of the Prophet (SAW). Mention some kinds of calendar that they are familiar with.. State some name of the days and months in the Hijrah calendar. List the importance of Hijrah calendar to Muslims. Highlights some differences between Hijrah and Gregorian calendar. 	<ol style="list-style-type: none"> Hijrah calendar. Charts/flash cards containing the names of days and months of Hijrah calendar. Charts containing some important dates in Islam. A daily newspaper showing the Hijrah dates. Video on Hijrah be shown/played. 	<p>Pupils to:</p> <ol style="list-style-type: none"> List the kinds of calendar.. Explain the meaning of Hijrah. State the importance of Hijrah to the Muslim. List the months of the Hijrah calendar. Highlight the differences between Hijrah and Gregorian Calendar.

THEME: SIRAH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
2. The history of some famous Nigerian Muslims: <ul style="list-style-type: none"> - Uthman Dan Fodio. - Muhammad Al-kanaem - Muhammad Shitta Bay 	Pupils should be able to: <ol style="list-style-type: none"> 1. Mention some famous Nigerian Muslims. 2. Briefly state their history. 3. List some of their contributions to the development of Islam in Nigeria. 4. State some of the lessons in their lives. 	<ol style="list-style-type: none"> 1. Brief life history of the following famous Nigerian Muslims: <ul style="list-style-type: none"> - Uthman Dan Fodio. - Muhammad Al-kanaem - Muhammad Shitta Bay 2. The contributions of these famous Nigerian Muslims. 3. Some lessons from their life history. 	<ol style="list-style-type: none"> 1. Reminds the pupil of some famous Muslim leaders in the world. 2. Leads in the discussion of the life history of these famous Nigerian Muslims. 3. Mentions some of their contributions. 4. Lists some of the lessons in their lives. 	<ol style="list-style-type: none"> 1. Listen to the teacher's story attentively. 2. Briefly discuss their life history. 3. Mention some of their contributions. 4. State some of the lessons in their lives. 	Map of Nigeria showing Sokoto Caliphate, Borno empire, Lagos and Ilorin etc.	Pupils to: <ol style="list-style-type: none"> 1. Mention some famous Nigerian Muslims. 2. Briefly state their history. 3. List some of their contributions to the development of Islam in Nigeria. 4. State some of the lessons in their lives.

THEME: SIRAH

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
<p>3. The history of some famous Nigerian Muslims:</p> <ul style="list-style-type: none"> - Abdullahi Bin Fodio - Sultan Muhammad Bello. 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Mention some famous Nigerian Muslims. 2. Briefly explain their history. 3. Explain some of their contributions to the development of Islam in Nigeria. 4. State the lessons that can be learnt from their lives. 	<ol style="list-style-type: none"> 1. Brief life history of the following famous Nigerian Muslims: <ul style="list-style-type: none"> - Abdullahi Bin Fodio - Sultan Muhammad Bello. 2. The contributions of these famous Nigerian Muslims. 3. Some lessons from their life history. 	<ol style="list-style-type: none"> 1. Reminds the pupil of some famous Muslim leaders in the world. 2. Leads in the discussion of the life history of these famous Nigerian Muslims. 3. Mentions some of their contributions. 4. Lists some of the lessons in their lives. 	<ol style="list-style-type: none"> 1. Listen to the teacher's story attentively. 2. Briefly discuss their life history. 3. Mention some of their contributions. 4. State some of the lessons in their lives. 	<p>Map of Nigeria showing Sokoto Caliphate, Borno Empire, Lagos and Ilorin.</p>	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Mention some famous Nigerian Muslims. 2. Briefly explain their history. 3. List some of their contributions to the development of Islam in Nigeria. 4. State some of the lessons derived from their lives history.

THEME: TAHDHIB

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
1. Humility.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of the word 'Humility'. 2. Mention the benefit in the moral teaching of humility. 3. Identify some personalities in history of Islam who are known for humility. 	<ol style="list-style-type: none"> 1. Meaning of the word 'Humility' 2. Benefits of 'Humility'. 3. mention personalities in history of Islam who are known for humanity. 	<ol style="list-style-type: none"> 1. Defines the word 'Humility'. 2. Leads to the discussion of the benefits of humility. 3. Narrates Qur'anic story of Luqman and his son. 4. Recites some ayaat of the Glorious Qur'an relating to humility. 5. Makes reference to some Hadith on humility. 	<ol style="list-style-type: none"> 1. Listen attentively to teacher's discussion on the benefit of humility. 2. Mention some benefits of humility. 3. Explain the story of Luqman and his son. 4. Pupils to display an activity that shows humility individually. 	<ol style="list-style-type: none"> 1. Charts containing some ayaat and Hadith on humility. 2. Any video clip available on humility. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of the word 'Humility'. 2. Mention three benefits in the moral teaching of humility. 3. Identify three personalities in history of Islam who are known for humility.

THEME: TAHDHIB

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
2. Good manners: - Consideration for others.	Pupils should be able to: 1. Mention the lesson in the spirit of loving one another and co-operating with one another. 2. State why a Muslim should assist his Muslim brother and others. 3. Recite some of the Qur’anic injunctions concerning good manners. 4. Recite some Ahadith concerning good manners	1. Love and understanding. 2. Assisting others. 3. Co-operating with others. 4. Slandering, 5. Suratul Maidah Verse (2); Suratul Baqrah (177); Suratul Hujrat (13). 6. Hadith no 7 and 13 of An-Nawawi’s collection.	1. Leads the discussion on the benefits derivable from love and understanding each other. 2. Mentions the essence of assisting each other. 3. Emphasizes the importance of co-operation. 4. Recites some Qur’anic ayaat and Ahadith relating to good manners.	1. Participate in the discussions on the benefits derivable from the act of having consideration for others. 2. Mention some of the ways in which one can assist one another. 3. Explain the benefits of cooperation. 4. Recite some ayaat and Ahadith relating to good manner.	1. Chart containing relevant Qur’anic quotations. 2. A picture showing where children are working in cooperation and assisting one another. 3. A short drama to role-play some of the good manners.	Pupils to: 1. Mention the lesson in the spirit of loving one another and co-operating with one another. 2. State why a Muslim should assist his Muslims brothers and others. 4. Recite some of the Qur’anic injunctions concerning good manners and cooperation.

THEME: TAHDHIB

PRIMARY SIX

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	PUPILS		
3. Service to Community and humanity.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> Mention the lessons in the spirit of service to community and humanity. State why a Muslim should serve his community and humanity. Recite some of the Qur’anic injunctions concerning service to community and humanity. Recite some Ahadith concerning service to community and humanity. 	<ol style="list-style-type: none"> Community services. Service to humanity. Importance of love and co-operation in service to community and humanity. Co-operating with one another in community service. Qur’an: 3 verse 111, Q: 2 verse 238, Q: 33 verse 22. Hadith Nos.7 and 13 of An-Nawawi’s collection 	<ol style="list-style-type: none"> Leads the discussion on the benefits derivable from Service to community and humanity. Mentions the essence of assisting each other. Emphasizes the importance of co-operation. Recites some Qur’anic ayaat and Ahadith relating to service to community and humanity. 	<ol style="list-style-type: none"> Participate in the discussion on the benefits derivable from the service to community and humanity. Mention some of the ways in which one can assist one another. Explain the benefits of cooperation. Recite some ayaat and Ahadith relating to service to community and humanity. 	<ol style="list-style-type: none"> Chart containing relevant Qur’anic quotations. A picture showing where children are working in cooperation and assisting one another. A short drama to role-play some people serving the community and humanity. 	<p>Pupils to:</p> <ol style="list-style-type: none"> Mention the lessons in the spirit of loving one another and co-operating with one another. State why they should assist Muslims as well as others. Explain the meaning of service to community and humanity. Recite some of the Qur’anic injunctions on service to community and humanity as well as Ahadith of the Prophet (SAW).

Appendix 1
DEFINITION OF TERMS

<i>Al Qur'an</i>	The Qur'an	القرآن
<i>Hadith</i>	The Saying and Deeds of the Prophet	حديث
<i>TAWHID</i>	Islamic Belief in one God	توحيد
<i>Fiqh</i>	Islamic Jurisprudence	فقه
<i>Sirah</i>	Biography of the Prophet and Some Important Islamic Personalities	سيرة
<i>Tahdhib</i>	Moral Lesson	التهديب
<i>Salat</i>	Ritual Prayer	الصلاة
<i>Wudu'i</i>	Ablution	الوضوء
<i>Adhan</i>	Call to Prayer	الأذان
<i>Iqamah</i>	Call to Start Prayer	الإقامة
<i>Zakat</i>	Compulsory Alms	زكاة
<i>Hajj</i>	Pilgrimage	الحج
<i>Sawm</i>	Fasting	الصوم
<i>Sadaqat</i>	Voluntary Alms	الصدقة
<i>AS (Abbreviation)</i>	'Alayhis Salam' (Peace Be Upon Him)	عليه السلام

<i>S.A.W.</i>	Sal-Allahu `Alayhi Wa Sallam (May Allah Shower His Blessing Upon Him)	صلى الله عليه وسلم
<i>Asma'ullahil-husna</i>	Beautiful Names of Allah	أسماء الله الحسنى
<i>Salatul – Jama'</i>	Congregational Prayer	صلاة الجماعة
<i>Tayammum</i>	Dry Ablution	تيمم
<i>Muhajirun</i>	Immigrants	مهاجرون
<i>Ansar</i>	Helpers (Those who Receive Muslims in Madinah)	الأنصار
<i>Fara'id</i>	Obligatory	فرائض
<i>Mustahabbat</i>	Supererogatory	مستحبة
<i>Shirk</i>	Worshipping Anything Other Than Allah	الشرك
<i>Yaumul – Qiyamah</i>	Day of Resurrection	يوم القيامة
<i>At-Taubah</i>	Repentance	التوبة
<i>Sujud Al-Sahwi</i>	Prostration for error committed in prayer	سجود السهو
<i>Ghusul</i>	Ritual Bath	الغسل
<i>Sujud</i>	Prostration	سجود
<i>Janazah</i>	Funeral	الجنائز
<i>Tanwin</i>	Nunation	تنوين

<i>Ummah</i>	Community (Muslims)	الأمة
<i>Sunnah</i>	Tradition of the Prophet (SAW)	السنة
<i>Khulafa'ur-Rashidun</i>	Rightly Guided Khalifas	خلفاء الراشدين
<i>Salaat sunna</i>	Voluntary Prayer	سنن الصلاة
<i>Salatul Safar</i>	Journey Prayer	صلاة السفر
<i>Salaatul Juma'ah</i>	Moral Lesson	صلاة الجمعة