Grade 9 Islamic Religious Education

Term 2 - 39 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

39 complete, ready-to-teach Grade 9 Islamic Religious Education lesson plans for Term 2, covering shariah (Islamic law), tawbah (repentance), virtues in Islam: modesty, contentment and trustworthiness, significance of Islamic morality, prohibitions in Islam: zina, domestic violence and iddah.

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5.2	Significance of Islamic Morality	2
5.3	Prohibitions in Islam: Zina	6
6.1	Domestic Violence	6
6.2	Iddah	5

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Meaning and sources of Shariah

Strand 4.0 Devotional Acts > Sub-strand 4.1 Shariah (Islamic Law) | Lesson 1 of 6 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) define Shariah; b) name its sources

KEY INQUIRY QUESTION(S)

- What is the objective of Maqasid al-Shariah?
- How do legal acts guide Muslims?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Patriotism and good governance**	Developed through the activities in this lesson.

LEARNING RESOURCES

Charts | Digital or reference materials | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

Shariah | Maqasid al-Shariah | fardh/wajib | mandub/sunnah | mubah | makruh | haram | Kadhi court

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: what is the objective of Maqasid al-Shariah?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Shariah" (key ideas on the next page), explaining as you go. Use charts, digital or reference materials, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Is Shariah only criminal law?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Shariah

Shariah is the Islamic way of life and law based on divine guidance, covering worship, character, family, trade and justice.

Sources: the Qur'an, the Sunnah, ijma (consensus) and qiyas (analogy); scholars use ijtihad (reasoned effort) for new issues.

Shariah is wider than criminal law; most of it concerns worship and daily conduct.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define Shariah.	**The Islamic way of life and law based on divine guidance.**
2	Name the four main sources.	**Qur'an, Sunnah, ijma and qiyas.**
3	What is ijtihad?	**Reasoned effort by scholars on new issues.**
4	Is Shariah only criminal law?	**No; it covers all of life.**

WATCH OUT FOR

Media stereotypes of Shariah. Present it accurately and calmly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can define Shariah confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can define Shariah accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly define Shariah, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet define Shariah without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use a sources diagram.
Learners ready for more	Find out what Kadhi courts in Kenya deal with. (Answer: Personal matters such as marriage, divorce and inheritance among Muslims)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "meaning and sources of Shariah" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Maqasid al-Shariah: the five protections

Strand 4.0 Devotional Acts > Sub-strand 4.1 Shariah (Islamic Law) | Lesson 2 of 6 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the objectives of Shariah; b) give examples of each

KEY INQUIRY QUESTION(S)

- What is the objective of Maqasid al-Shariah?
- How do legal acts guide Muslims?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "What five things in life most need protection?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Objectives" (key ideas on the next page), explaining as you go. Use charts, digital or reference materials, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is maslaha?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Objectives

Protection of religion (din): freedom to worship, guarding faith. Protection of life (nafs): forbidding murder, requiring care of health. Protection of intellect (aql): forbidding intoxicants, encouraging knowledge.

Protection of lineage and dignity (nasl and ird): marriage, forbidding zina and slander. Protection of property (mal): forbidding theft and fraud, honest trade.

All rulings aim at human welfare (maslaha).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the five objectives of Shariah.	**Protection of religion, life, intellect, lineage/dignity and property.**
2	How does Shariah protect the intellect?	**By forbidding intoxicants and encouraging knowledge.**
3	How does it protect property?	**By forbidding theft and fraud.**
4	What is maslaha?	**Human welfare.**

WATCH OUT FOR

Lists can be memorised without meaning. Give an example for each.