

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

TEACHING SYLLABUS FOR ISLAMIC RELIGIOUS STUDIES (SENIOR HIGH SCHOOL 1 – 3)

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TEACHING SYLLABUS FOR ISLAMIC RELIGIOUS STUDIES

PREAMBLE FOR TEACHING ISLAMIC RELIGIOUS STUDIES

It is undeniable that the problems that face humankind today are varied and complex. For this reason, many citizens turn to the Qur'an and Hadith for consolation and inspiration in times of distress. Indeed, experience has shown that citizens who read and relate to the Qur'an and Hadith find that their lives become more meaningful, rewarding and worth living. The Qur'an quite apart from being a source of wisdom and inspiration also offers a critical reflection of Islamic moral values. Consequently, Islamic Religious Studies based on the teaching of the Glorious Qur'an and Hadith as well as the shining examples of the Prophet is without doubt the best possible framework for a good deal of teaching and learning about Allah and moral values which are essential for both individual growth and national development. Islamic Religious Studies will also help the student know his/her Creator, develop correct attitude towards life, work with hope and confidence and be law abiding and by definition a good citizen.

GENERAL AIMS

The present syllabus is designed to help students to:

1. acquire good knowledge, understanding and appreciate the general flow of teachings of the Qur'an and Hadith as set out in the selected passages.
2. recognise the teachings of the Qur'an and Hadith and appreciate how they relate to the life and situation of both individuals and society.
3. demonstrate familiarity with the subject matter of Islam and be able to live by the tenets of Islam.
4. appreciate the life of the Holy Prophet and emulate his good qualities.
5. cultivate deep rooted moral values.

SCOPE OF CONTENT

The syllabus covers Tarikh (ISLAMIC HISTORY), Qur'an and Hadith as well as Tawhid and Fiqh (Islamic Theology and Jurisprudence).

PRE-REQUISITE SKILLS

It is expected that students offering this course would have studied Religious and Moral Education at the Basic Level. The syllabus is divided into four parts namely; Tarikh (Islamic History), Qur'an, Hadith, Tawhid and Fiqh (Islamic Theology and Jurisprudence). Each year's work is divided into sections. Each section contains a number of units as follows:

ORGANISATION AND STRUCTURE OF THE SYLLABUS

SHS 1	SHS 2	SHS 3
<p>SECTION 1: ARABIA BEFORE ISLAM</p> <p>Unit 1: Description of Arabia Unit 2: The Religious Life of the Arabs during the Jahiliyyah Unit 3: The Social Life of the Arabs during the Jahiliyyah Unit 4: The Economic Life of the Arabs during the Jahiliyyah Unit 5: The Political Life of the Arabs during the Jahiliyyah</p>	<p>SECTION 1: HADITH</p> <p>Unit 1: Hadith, Sunnah and their importance Unit 2: Parts of Hadith, classification and authenticity Unit 3: Collection and Compilation of Hadith Unit 4: The six Authentic collection of Hadith Unit 5: The study of selected Ahadith of An Nawawi's collection Unit 6: Moral lessons from Qur'an and Hadith</p>	<p>SECTION 1: TAWHID – PART II ARTICLES OF FAITH</p> <p>Unit 1: Belief in the Oneness of Allah Unit 2: Belief in His Angels Unit 3: Belief in His Revealed Books Unit 4: Belief in His Prophets/Messengers Unit 5: Belief in the Last Day (Yawm-ul-Akhir) Unit 6: Belief in Destiny (Qadar)</p>
<p>SECTION 2: THE LIFE OF THE HOLY PROPHET MUHAMMAD (S.A.W) FROM BIRTH TO HIJRAH (PART I)</p> <p>Unit 1: Birth, Parentage and Youth Unit 2: The Call of the Holy Prophet (S.A.W) and his Message Unit 3: The Hijra</p>	<p>SECTION 2: ISLAMIC LAW (SHARIAH)</p> <p>Unit 1: Meaning of Shariah Unit 2: Sources of Shariah Unit 3: Importance of Shariah Unit 4: Conflicts and Conflict resolution in Islam</p>	<p>SECTION 2: MARRIAGE AND DIVORCE IN ISLAM</p> <p>Unit 1: Meaning of Marriage (Nikah) Unit 2: Rights and Responsibilities of husband and wife Unit 3: Meaning and types of divorce in Islam Unit 4: Custody of children after divorce Unit 5: Benefits of Islamic system of child custody after divorce</p>
<p>SECTION 3: THE GLORIOUS QUR'AN</p> <p>Unit 1: The origin and preservation of the Glorious Qur'an Unit 2: Compilation and Composition of the Glorious Qur'an Unit 3: Standardization of the Glorious Qur'an Unit 4: Commentary of the Glorious Qur'an (Tafsir) Unit 5: The study of selected suwar (chapters) of the Glorious Qur'an</p>	<p>SECTION 3: THE PILLARS OF ISLAM</p> <p>Unit 1: Kalimatush Shahadah Unit 2: Salat Unit 3: Zakat Unit 4: Sawm Unit 5: Hajj</p>	<p>SECTION 3: ISLAM IN WEST AFRICA</p> <p>Unit 1: Agents for the spread of Islam in ancient West Africa Unit 2: Syncretism in Islam Unit 3: The impact of Islam on the lives of the people of ancient West Africa</p>

SHS 1	SHS 2	SHS 3
<p style="text-align: center;">SECTION 4: THE LIFE OF THE HOLY PROPHET MUHAMMAD (S.A.W) – PART II</p> <p>Unit 1: Formation of the Ummah and its constitution Unit 2: The Treaty of al-Hudaybiyyah Unit 3: Letters to foreign rulers inviting them to Islam Unit 4: Farewell pilgrimage, Sermon and the death of Prophet Muhammad (S.A.W) Unit 5: The Four Rightly Guided Caliphs Unit 6: Abubakar b. Abi Quhafa Unit 7: Umar b. Al-Khattab Unit 8: Uthman b. Affan Unit 9: Ali b. Abi Talib</p>	<p style="text-align: center;">SECTION 4: TAWHID – PART I THE MEANING AND IMPORTANCE OF TAWHID</p> <p>Unit 1: Meaning of Tawhid Unit 2: Importance of Tawhid Unit 3: Attributes of Allah Unit 4: Shirk</p>	

TIME ALLOCATION

Islamic Religious Studies is allocated six periods a week.

SUGGESTIONS FOR TEACHING THE SYLLABUS

Please read this section very carefully before planning your teaching plan.

General Objectives

You will find that a set of General Objectives have been listed at the beginning of each Section. The general objectives specify the skills and behaviors students should acquire as a result of instruction in the units of a section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units as you have noted already. Each year's work has been divided into sections. A section consists of a fairly homogeneous body of knowledge with the subject. In some subjects, such as Social Studies and Integrated Science, the sections are based on themes. In other subjects such as Islamic Religious Studies, the sections are logical divisions of the subject for teaching purposes. Within each section are units. In previous syllabuses, the units were referred to as 'topics'. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation.

Column 1 – Units: The units in column 1 are divisions of the major topic of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 – Syllabus Reference Numbers: Column 2 shows the Specific Objectives for each unit. You will find that the specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as “Syllabus Reference Numbers”. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1 (of the appropriate year’s syllabus), Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Syllabus Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers is an easy way for communication among teachers and educators. It further provides an easy way for selecting objectives for test construction. Let’s say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class. Each specific objective is considered a criterion to be achieved by the student. When you develop a test consisting of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Reference Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The test must however, be developed in such a way that it consists of a sample of the important objectives taught over a period. When you are able to build a test that consists of a representative sample of the important criterion objectives taught over a period, the test may be called a criterion-referenced test and will have high content validity. There are a few other aspects of a criterion-reference test, but this is the basic definition and procedure.

Column 3 – Content: The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add some more information to the content presented. In some other cases the content space has been left blank for you to develop. This is however, rare.

Column 4 – Teaching and Learning Activities: T/L activities that will ensure maximum student participation in the lessons are presented in column 4. Please try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning in your lessons. As much as possible, try to emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in school and out of school. You are a major agent for this to happen.

Column 5 – Evaluation: Suggestions for evaluating the lessons of each unit are indicated in column 5. Evaluation can be in the form of oral questions, quizzes, class assignments, essays, project work etc. Try to ask questions and set tasks and assignments etc. that will challenge students to apply their knowledge to issues and problems, and that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, please bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. A ‘dimension’ is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated this way: the student will be able to describe...etc. Being able to “describe” something after the instruction has been completed means that the student has acquired “knowledge”. Being able to explain, summarise, give examples etc. means that the student “understands”. Similarly, being able to construct, develop etc. means that the student has learnt to create, innovate or synthesize knowledge. You will note that each of the specific objectives in this syllabus contains an “action verb” that describes the behaviour the student should be able to display after the instruction. “Knowledge”, “Application” etc. are dimensions that should be the prime focus of teaching and learning

in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis etc. Chief Examiners reports from the West African Examination Council indicate that students do well on questions that require them to “define”, “describe” etc. But they do very poorly on questions that require them to “compare”, “analyse”, “construct” etc. Each action verb indicates the underlying profile dimension of each particular specific objective. Please read each objective carefully to know the profile dimension toward which you have to teach.

In Islamic Religious Studies, the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	35%
Use of Knowledge	40%
Attitudes and Values	25%

Each of the dimensions has been given a percentage weight that should be considered in teaching, learning and testing. The weight indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three dimensions will ensure that Islamic Religious Studies will not only be taught and studied at the cognitive level, but will also lead to positive personality development.

Details of the dimensions above are as follows:

Knowledge and Understanding (KU)

	The ability to
knowledge	remember, recall, identify, define, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember material already learned and constitutes the lowest level of learning.
understanding	explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

This dimension is also referred to as “Application”. Ability to use knowledge or apply knowledge has a number of learning levels namely, application, analyse, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect on them equally in your teaching. The dimension “Use of Knowledge” is a summary dimension for all four learning levels.

	The ability to
application	apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover, etc.
analysis	break down materials into its component parts; ability to compare, contrast, differentiate, discriminate, distinguish, outline, separate, identify significant points etc. ability to recognise unstated underlies discriminant thinking.
innovation/creativity	put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.

evaluation appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

Attitudes and Values (AV)

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behaviour levels such as receiving, responding, valuing, organizing.

receiving	follows directions, listens, shows awareness and sensitivity, accepts, asks questions, gives points to, replies, etc.
responding	greet, participates, assists, conforms, enjoys, presents, shows interest, volunteers for duties, respects the rights of others.
valuing	demonstrates attitudes, demonstrates beliefs, initiates, invites, proposes, reports, shares, works, reads.
organising	ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, formulate, generalize, modify, and defend a belief or good cause.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your students the chance to answer questions in the way that they will have to answer WAEC questions, and in the way they will have to deal with issues and problems in life. Note that in practical life there are few instances where we describe or define. Generally, we solve, analyse, compare, synthesize, make a judgement etc. This is the type of thinking and behaviour that you have to impart to your students. This is the major reason for education. Please check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions.

FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment be based on the Profile Dimensions of the Subject. In developing assessment procedures, select Specific Objectives in such a way that you will be able to assess a representative sample of the Syllabus Objectives. Each Specific Objective in the Syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a Term or in a Year. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example on the next page shows an examination consisting of two papers, Paper 1, Paper 2 and School Based Assessment. Paper 1 will usually be an objective-type paper; Paper 2 will consist of structured questions or essay questions essentially testing "Use of Knowledge" but also consisting of questions on "Knowledge and Understanding". School Based Assessment (SBA) will essentially focus on "Use of knowledge" and will also consist of some assignments on "Knowledge and Understanding" and "Attitudes and Values". The distribution of marks for the test papers and SBA should be in line with the weights of the profile dimensions already indicated and as shown in the last Column of the table below.

The West African Examinations Council (WAEC) generally sets about 50 objective test items at the West Africa Senior Secondary Certificate Examination (WASSCE). Try to emulate this by developing an objective test paper (Paper 1) that consists of 50 items. Paper 2 could consist of some structured questions and essay questions. In general, let students answer five essay questions from a list of 7 – 12 questions.

In the Examination Structure presented on the next page, Paper 1 is marked out of 60; Paper 2 is marked out of 100, and SBA is marked out of 90, giving a total of 250 marks. The last row shows the weight of the marks allocated to each of the three test components. The three papers are weighted differently. Paper 2 is a more intellectually demanding paper and is therefore weighted more than Paper 1.

DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS

Dimensions	Paper 1	Paper 2	SBA	Total Marks	% Weight of Dimension
Knowledge and Understanding	40	40	20	100	40
Use of Knowledge	10	40	50	100	40
Attitudes and Values	10	20	20	50	20
Total Marks	50	60	90	250	-
%Contribution of Papers	20	50	30	-	100

You will note that Paper 1 has a contribution of 20% to the total marks; Paper 2 has a contribution of 50% to the total marks, and SBA has a contribution of 30% to the total marks. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective test papers.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance

The arrangement for SBA may be grouped in categories as follows: Project, Mid-Term test, Group Exercise and End of Term Examination.

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year. Projects may comprise the following:
 - i. Case Study
 - ii. Practical work
2. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA
3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
4. End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

Marking SBA Projects

Students are expected to undertake written assignments that may involve investigations, surveys, interviews etc. as Term's project or part of group exercise. The following guidelines are provided for marking assignments of such nature.

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|----|---------------------------------|-----|
| 1. | Introduction | 10% |
| 2. | Data analysis | 50% |
| 3. | Conclusions | 20% |
| 4. | Acknowledgements and References | 20% |

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL - YEAR 1

SECTION 1

ARABIA BEFORE ISLAM

General Objective: The student will:

1. appreciate the religious, social, economic and political life in Arabia before Islam.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 DESCRIPTION OF ARABIA	The student will be able to: 1.1.1 describe the size and position of Arabia. 1.1.2 describe the geographical divisions and settlement of Arabia before Islam. 1.1.3 describe Arabia before the advent of Islam (Jahiliyyah)	Position: South West of Asia Size: 1,027000 km sq. Climate: generally hot and dry. Rainfall: erratic. Settlement: (i) Bedouin (Normads) (ii) Sedentary (settled Arabs) Jahiliyyah is the term used to refer to the pre-Islamic period in Arabia, - "The Era of Ignorance".	Assist students to: identify and discuss with the aid of a map, the size and position of Arabia before Islam. discuss the geographical divisions of Arabia and their settlements. describe Arabia before the advent of Islam – Jahiliyyah.	Assignment Draw a map of Arabia and indicate the following towns: (i) Makkah (ii) Yathrib (iii) Taif (iv) Yemen Write short notes on the following: (a) Bedouin (b) Sedentary Write an essay on "Jahiliyyah".

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 THE POLITICAL LIFE OF THE ARABS DURING THE JAHILIYYAH	<p>The student will be able to:</p> <p>1.5.1 identify the political life of the Arabs during the Jahiliyyah</p> <p>1.5.2 identify the qualities and functions of the Shaykh in the Jahiliyyah.</p>	<p>The clan was the basis of the Bedouin society,</p> <p>A number of Kindred clans constituted the tribe, highest political office was held by the leader of the tribe (Shaykh),</p> <p>Qualities of the Shaykh: courageous, loyal, wise, elderly, noble, accessible, wealthy, etc.</p> <p>Shaykh was assisted by council of elders</p> <p>Functions of the Shaykh:</p> <ul style="list-style-type: none"> - dispute settlement - clan protection - sharing of booty - custodian of properties - negotiated on behalf of the clan, etc. 	<p>Assist students to:</p> <p>discuss the political life of the Arabs during the Jahiliyyah and compare with modern political system.</p>	<p>Compare and contrast the role of the Shaykh with the chief in modern political system.</p>

SENIOR HIGH SCHOOL - YEAR 1

SECTION 2

THE LIFE OF THE HOLY PROPHET MUHAMMAD (S.A.W) FROM BIRTH TO HIJRAH (PART I)

General Objectives: The student will:

1. be aware of the life history of the Holy Prophet Muhammad (S.A.W) from birth to Hijrah.
2. appreciate the good qualities of Prophet Muhammad (S.A.W) and emulate them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BIRTH, PARENTAGE AND YOUTH	The student will be able to: 2.1.1 give an account of the birth, parentage and youth of the Holy Prophet (S.A.W). 2.1.2 identify some of the good qualities exhibited by Prophet Muhammad (S.A.W) during his youth.	Birth: 570/CE. Parentage: Father: Abdullah b. Abdul Mutalib Mother: Aminah bint Wahab Nursing Mother: Halimat al-Sa'diyah Tribe: Quraysh His Marriage to Khadijah Qualities: - truthfulness - honesty - kindness - tolerance - comportment - humility, - forgiveness, etc His title: Al-Amin (the trustworthy)	Assist students to: identify and discuss the year of his birth (Q.105). discuss the death of his parents. discuss the circumstances that led to the Prophet's marriage to Khadija and its effects. discuss the good qualities of Muhammad (S.A.W).	Narrate the life of Prophet Muhammad (S.A.W) from birth to his youth and explain the lessons you have learnt. How would you apply the qualities of Muhammad (S.A.W) in your life?
UNIT 2 THE CALL OF THE HOLY PROPHET (S.A.W) AND HIS MESSAGE	2.2.1 explain the Call of the Prophet and his Message.	Call: - His experiences in Cave Hira - His encounter with Angel Gabriel Message: - Belief in the unity of Allah (Tawhid) - Brotherhood of humankind - moral virtues, etc.	discuss the Call of the Prophet and his Message.	Narrate Muhammad's (S.A.W) Call to Prophethood and explain the importance of his Message.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) THE CALL OF THE HOLY PROPHET (S.A.W) AND HIS MESSAGE	<p>The student will be able to:</p> <p>2.2.2 explain the reaction of the Jahiliyyah people to the Message of Islam.</p> <p>2.2.3 identify some of the bold attempts the Prophet made to spread the message of Islam outside Makkah.</p> <p>2.2.4 explain the two pledges of Aqabah.</p>	<p>Persuasion, persecution, boycott, migration to Abyssinia, Hijrah to Yathrib, conspiracy against him, etc.</p> <p>His visit to Ta'if and the consequent hostile behaviour of the people e.g. stoning.</p> <p>First and second pledges of Aqabah.</p> <p>First pledge of Aqabah (620 A.D). Second pledge of Aqabah (622 A.D).</p>	<p>Assist students to:</p> <p>discuss the attempts by the Makkans to persuade Muhammad (S.A.W) to stop preaching his religion, e.g. offering him women, honours, wealth, etc.</p> <p>discuss the persecutions suffered by Muhammad (S.A.W) and his followers which led to their migration to Abyssinia.</p> <p>dramatise the attempts by the Makkans to persuade the king of Abyssinia to expel the Muslims.</p> <p>discuss the Prophet's journey to Ta'if and the problems he encountered.</p> <p>(i) discuss the state of affairs in Yathrib before the two pledges of Aqabah e.g. constant conflicts among the various ethnic groups, fear of Jewish domination, etc.</p> <p>(ii) discuss the terms of the first and second pledges of Aqabah.</p> <p>(iii) discuss the effects of the two pledges on the spread of Islam.</p>	<p>Discuss the reaction of the Jahiliyyah people to the message of Islam.</p> <p>Dramatise the persecution Muhammad and his followers suffered at the hands of the Makkans.</p> <p>Narrate the Prophet's visit to Ta'if.</p> <p>Examine the terms of the two pledges of Aqabah.</p> <p>Write an essay on the outcome of the two Pledges of Aqabah.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 THE HIJRAH	<p>The student will be able to:</p> <p>2.3.1 explain the circumstances which led to the Hijrah (migration) to Yathrib.</p> <p>2.3.2 explain the significance of the Hijrah (migration) to Yathrib.</p>	<p>Reasons for the migration:</p> <ul style="list-style-type: none"> - to avoid evil plots of the Makkan unbelievers. - command of Allah to migrate - invitation by the people of Yathrib, etc. <p>Significance:</p> <ul style="list-style-type: none"> - people willingly converted to Islam. - justice and piety replaced indecent behaviour. - the conflict between the tribes of Aws and Khazraj turned into peace and compromise. - the city of Madinah became an Islamic state. - a constitution was put in place spelling out the rights of all citizens of al-Madinah, etc. 	<p>Assist students to:</p> <ul style="list-style-type: none"> (i) discuss the circumstances that led to the migration of Prophet Muhammad (S.A.W) to Yathrib. (ii) discuss how the Prophet and Abu Bakr left Makkah to Yathrib. (iii) examine the significance of the Hijrah. 	<p>Give five reasons for the migration of the Muslims to Yathrib.</p> <p>Write an essay on the significance of the Hijrah.</p>

SENIOR HIGH SCHOOL - YEAR 1

SECTION 3

THE GLORIOUS QUR'AN

General Objectives: The student will:

1. appreciate the origin and preservation of the Glorious Qur'an.
2. demonstrate proficiency in the recitation and meaning of selected Suwar.
3. appreciate the importance of the Glorious Qur'an.
4. appreciate the need for Tafsiir.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE ORIGIN AND PRESERVATION OF THE GLORIOUS QUR'AN	The student will be able to: 3.1.1 identify the first revelation, modes and preservation of the Qur'an.	The first revelation (Ref: Q96:1-5) - Modes of revelation (i) Divine inspiration (ii) From behind a veil (iii) By sending a Messenger Q 42:51 Preservation: - memorization of the Qur'an - recording of the Qur'an - teaching the Qur'an - recitation in prayers, etc.	Assist students to: (i) discuss the first revelation of the Qur'an. (ii) examine the mode of revelation of the Qur'an. (iii) discuss how the Qur'an was preserved during the time of the Holy Prophet Muhammad (S.A.W)	State the first revelation of the Qur'an. Discuss the mode of revelation of the Qur'an. Analyse four methods used in preserving the Qur'an during the time of the Holy Prophet (S.A.W).
UNIT 2 COMPILATION AND COMPOSITION OF THE QUR'AN	3.2.1 explain why and how the Qur'an was compiled. 3.2.2 state the composition of the Qur'an.	Compilation: (why?) - death of reciters/Huffaz - fear of losing the text - preservation for posterity (how?) Commission headed by Zaid b. Thabit Composition: • Makkan and Madinan Suwar • 114 chapters • Manzil, Juz, Hizb, etc.	discuss the need for the compilation of the Glorious Qur'an. discuss the composition of the Glorious Qur'an.	Write an essay on why and how the Qur'an was compiled. Discuss five differences between the Makkan and Madinan Suwar. Mention the various divisions of the Qur'an.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 STANDARDIZATION OF THE GLORIOUS QUR'AN	The student will be able to: 3.3.1 explain the need for standardization of the Glorious Qur'an. 3.3.2 state how the Glorious Qur'an was standardized. 3.3.3 explain the importance of the Glorious Qur'an.	<u>Reasons for standardization</u> - dialectical distortions of the Glorious Qur'an - the fear of different shades of interpretation of the Glorious Qur'an - the fear of producing different texts, etc. <u>How the Glorious Quran was standardized</u> - retrieved copy kept with Hafsa - commissioning a committee under Zaid b. Thabit for the standardization. - more copies were produced <u>Importance of the Glorious Quran</u> - first source of Islamic Law - guidance for humankind - tells about vice-gerency of man - distinguishes between good and bad - basic principles of law which reinforce morality, etc.	Assist students to: (i) brainstorm the need for standardization of the Glorious Qur'an. (ii) discuss how the Glorious Qur'an was standardized. (iii) discuss the importance of the Glorious Qur'an.	State and explain why and how the Glorious Qur'an was standardized. State and discuss the importance of the Glorious Qur'an to humankind.
UNIT 4 COMMENTARY OF THE GLORIOUS QUR'AN (TAFSIR)	3.4.1 explain the meaning of Tafsir (exegetics). 3.4.2 explain the importance of Tafsir.	Tafsir: the interpretation of the Qur'an. - commentary and explication of the Qur'an <u>Importance of Tafsir</u> - explains difficult passages. - enhances knowledge and understanding of the Qur'an. - enlightens people.	analyse the meaning of Tafsir (exegetics). discuss the importance of Tafsir.	Project: Observe a Tafsir session and write a report on it. Write on three benefits of Tafsir to the Muslim.
UNIT 5 THE STUDY OF SELECTED SUWAR (CHAPTERS) OF THE GLORIOUS QUR'AN	3.5.1 study and memorize selected suwar (chapters) of the Glorious Qur'an.	Meaning, memorization and commentary of the following suwar: Q1, Q93, Q95 Q96:1-5, Q97, Q102 Q104, Q109, Q110 Q112, Q113, Q114	discuss the meaning and the lessons of the selected suwar. use the selected suwar (chapters) in prayers.	Recite and explain the selected suwar in class. Write the selected Suwar in either Arabic or transliteration and translate them.

SENIOR HIGH SCHOOL - YEAR 1

SECTION 4

THE LIFE OF THE HOLY PROPHET MUHAMMAD (S.A.W) PART II

General Objectives: The student will:

1. be aware of the formation of the Ummah in Madinah.
2. appreciate the spread of Islam in Arabia.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FORMATION OF THE UMMAH AND ITS CONSTITUTION	The student will be able to: 4.1.1 explain the formation of the Ummah and the provisions of its constitution in Madina. 4.1.2 identify the causes of the defensive wars with the Quraysh.	<u>Formation of Ummah</u> - Brotherhood between Ansar and Muhajirun - Peaceful co-existence between Muslims and non-Muslims. Ummah's Constitution: - peaceful co-existence - common defence - no alliance with an outsider - freedom of worship - Muhammad as the final arbiter. Battles: Badr, Uhud, Khandaq General causes: - the determination of the Quraysh to stop the spread of Islam; - the dislike of the Quraysh of their brethren acting in defence of Islam. - Islam as a threat to their economic interest. - the Muhajirun had not forgotten the ill treatment meted out to them by the Quraysh. - the unsuccessful attempt by the Quraysh to eliminate the Prophet. - the caravan from Syria led by Abu Sufyan.	Assist students to: (i) identify and discuss the two main Muslim groups in Madinah - Muhajirun and the Ansar. (ii) discuss the Ummah in Madinah and state the provisions of its Constitution. (iii) discuss the Ummah Constitution in relation to the human rights section of Ghana's constitution. - discuss the general causes of the defensive wars.	Distinguish between the Ansar and the Muhajirun. Discuss the lessons from the formation of the Ummah. Write short notes on the following: (i) Battle of Badr (ii) Battle of Uhud (iii) Battle of Khandaq

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) FORMATION OF THE UMMAH AND ITS CONSTITUTION	The student will be able to: 4.1.3 analyse the effects of the battles.	Effects of the Battles - loss of life and property on both sides. - depletion of human resource base on both sides. - establishment of the right of the Ummah. - facilitated the spread of Islam. - established the superiority of Islam over the unbelievers. - exposed the hypocrites in Madinah, etc.	Assist students to: discuss the effects of the battles on both the Makkans and the Muslims.	Write an essay on the effects of the battles.
UNIT 2 THE TREATY OF AL-HUDAYBIYYAH	4.2.1 identify the events that led to the signing of the Treaty. 4.2.2 explain the terms and the outcome of the Treaty.	The attempt by the Prophet to visit the Ka'bah in Makkah. The refusal of the Makkans to grant the Muslims free entry. Terms: - The Muslims were to return to Madinah without performing the Umrah and perform it the following year. - Quraysh were to vacate in and around the premises of the Ka'bah for the Umrah. - Muslims who escaped to Madinah would be returned, but those who escaped to Makkah from Madinah would not be returned. - A Makkan who escaped to Madinah would be returned to Makkah. - there will be a ten year truce between the Quraysh and the Muslims, etc. Outcome: - Muslims performed the Pilgrimage the following year without any hindrance. - the fame of the Prophet became widespread in Arabia. - several delegations came to Madinah to pledge allegiance to the Prophet (Year of delegations) - the breach of the Treaty led to the conquest of Makkah, etc.	discuss the events that led to the signing of the treaty of al-Hudaybiyyah. discuss the terms of the Treaty of al-Hudaybiyyah. discuss the outcome of the Treaty of al-Hudaybiyyah between the Muslims and the unbelievers of Makka.	Dramatize the signing of the Treaty of al-Hudaybiyyah The treaty of Hudaybiyyah was a victory to the Muslims. Discuss.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>LETTERS TO FOREIGN RULERS INVITING THEM TO ISLAM</p>	<p>The student will be able to:</p> <p>4.3.1 state the peaceful nature of the Prophet's mission.</p> <p>4.3.2 explain the reaction of the rulers.</p> <p>4.3.3 give an account of the conquest of Makkah and its effects.</p>	<p>LETTERS WERE SENT TO:</p> <ul style="list-style-type: none"> - Kaiser, Emperor of Rome. - Chosroes, King of Persia - Miqauquis, Ruler of Egypt - The Negus of Abyssinia. - Mundhir Taim, Chief of Bahrain <p>Content of the Letters: Invitation to Islam.</p> <p>Reaction of the recipients:</p> <ul style="list-style-type: none"> - Miqauquis received the letter with respect and sent gifts to the Prophet. - The Negus also received the message with respect. - Chosroes treated the letter with contempt. <p>Causes of the conquest:</p> <ul style="list-style-type: none"> - Violation of truce by the Makkans. - The march from Madinah to Makkah. <p>Effects:</p> <ul style="list-style-type: none"> - general amnesty to the Makkan unbelievers - mass conversion into Islam by the unbelievers - the triumphant of Islam over paganism, etc. 	<p>Assist students to:</p> <p>analyse the Prophet's letters sent to foreign rulers.</p> <p>discuss the reactions of the rulers to the Prophet's letters inviting them into Islam.</p> <p>discuss the circumstances that led to the conquest of Makkah.</p> <p>discuss the effects of the conquest of Makkah.</p>	<p>Mention five rulers who were recipients of the Prophet's letters inviting them to Islam.</p> <p>Assess how the foreign rulers received the letters of the Holy Prophet (S.A.W).</p> <p>Give an account of how Makkah was conquered.</p>
<p>UNIT 4</p> <p>FAREWELL PILGRIMAGE, SERMON AND DEATH OF THE HOLY PROPHET MUHAMMAD (S.A.W)</p>	<p>4.4.1 state the lessons of the Farewell sermon of the Holy Prophet.</p>	<p>FAREWELL SERMON:</p> <ul style="list-style-type: none"> - safety of life and property - kind treatment of women - brotherhood of all Muslims - abolition of interest. - abolition of vengeance. - legacy of Qur'an and Sunnah, etc. 	<p>brainstorm the lessons in the Holy Prophet's Farewell sermon.</p>	<p>Analyse four lessons of the Farewell Sermon of the Holy Prophet (S.A.W).</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) FAREWELL PILGRIMAGE, SERMON AND DEATH OF THE HOLY PROPHET MUHAMMAD (S.A.W)	The student will be able to: 4.4.2 discuss the Prophet's death and its effects on the Ummah.	<ul style="list-style-type: none"> - died in 632 C.E. (Q 3:144) the immediate reaction of some of the companions. E.g. Hazrat Umar - riddah wars - low morale - stopped payment of Zakat - problem of succession to the Holy Prophet - Emergence of false Prophets 	Assist students to: discuss the Prophet's death and its effects on the Ummah	Explain four effects of the Prophet 's death.
UNIT 5 THE FOUR RIGHTLY GUIDED CALIPHS	4.5.1 identify the Four Rightly Guided Caliphs and their periods of reign.	<ol style="list-style-type: none"> 1. Abu Bakr (R.A.) (632 – 634 C.E) 2. Umar (R.A.) (634 – 644 C.E) 3. Uthman (R.A.)(644 – 656 C.E) 4. Ali (R.A).(656 – 661 C.E) 	identify the Four Rightly Guided Caliphs and discuss how each of them became a Caliph.	List in order of reign the Four Rightly Guided Caliphs.
UNIT 6 ABU BAKR b. ABI QUHAF	4.6.1 explain how Abu Bakr embraced Islam. 4.6.2 assess the contribution of Abu Bakr to Islam.	When and how Abu Bakr embraced Islam. He accepted Islam without hesitation. Contribution OF Abu Bakr to Islam <ul style="list-style-type: none"> - compilation of the Qur'an - fought and won the Riddah wars - legacy of a good role model - deputizing for the Prophet when he was ill. - sacrificed his wealth to the cause of Islam, etc. 	discuss how Abu Bakr embraced Islam. discuss the contribution of Abu Bakr to Islam.	Describe the conversion of Abu Bakr to Islam. Evaluate the contribution of Abu Bakr to Islam.
UNIT 7 UMAR b. AL-KHATTAB	4.7.1 explain how Umar b. al-Khattab embraced Islam. 4.7.2 assess the contribution of Umar b. al-Khattab to Islam.	The conversion of Umar. Contribution of Umar to Islam <ul style="list-style-type: none"> - His conversion was a morale booster to the Muslims. - One of the scribes of the revelations. - Suggested the compilation of the Qur'an - Defended the weak and poor Muslims. - Expansion of Islam. 	dramatize the conversion of Umar in class. discuss the contribution of Umar to Islam.	Narrate the conversion of Umar b. al-Khattab to Islam. Assess the contribution of Umar b. Al-Khattab to Islam.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 UTHMAN b. AFFAN	The student will be able to: 4.8.1 explain how Uthman b. Affan embraced Islam. 4.8.2 assess the contribution of Uthman b. Affan to Islam.	When and how Uthman embraced Islam. Contribution of Uthman to islam - standardization of the Qur'an - expansion of Islam outside Arabia - bought land for the construction of the Prophet's Mosque. - bought a well for the Muslims in Madinah. - extension of the Ka'bah, - donated generously towards the cause of Islam, etc.	Assist students to: discuss how Uthman b. Affan embraced Islam. discuss the contribution of Uthman b. Affan to Islam.	Describe the conversion of Uthman b. Affan to Islam. Assess the contribution of Uthman b. Affan to Islam.
UNIT 9 ALI b. ABI TALIB	4.9.1 explain how Ali b. Abi Talib embraced Islam. 4.9.2 assess the contribution of Ali b. Abi Talib to Islam. 4.9.3 identify the moral lessons learnt from the Four Rightly Guided Caliphs.	When and how Ali b. Abi Talib embraced Islam. Contribution of Ali to Islam - participated in all the defensive wars - was a scribe of the revelation - was a Hafiz - risked his life for the migration of the Prophet. - led the Muslims to conquer Khaybar, etc. Moral lessons from the four Rightly Guided Caliphs - dedication and commitment - kindness - obedience - humility - bravery - honesty, etc.	discuss how Ali b. Abi Talib embraced Islam. discuss the contribution of Ali b. Abi Talib to the spread of Islam. role play the moral lessons learnt from the four Rightly Guided Caliphs.	Describe the conversion of Ali b. Abi Talib to Islam. Assess the contribution of Ali b. Abi Talib to Islam. State the moral lessons learnt from the Four Rightly Guided Caliphs and show how you will apply them in life.

SENIOR HIGH SCHOOL - YEAR 2

SECTION 1

HADITH

General Objectives: The student will:

1. be aware and understand the meaning and importance of Hadith and Sunnah.
2. be aware of the criteria for the authenticity of Hadith.
3. appreciate the lessons from selected Ahadith from an Nawawi.
4. appreciate the need for collection and compilation of Hadith.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 HADITH, SUNNAH AND THEIR IMPORTANCE	The student will be able to: 1.1.1 explain the meaning of Hadith, Sunnah and their importance.	Meaning of Hadith and Sunnah. The difference between the two. The importance of the two in Islam.	Assist students to: (i) give the meaning and difference between Hadith and Sunnah. (ii) explain the importance of Hadith and Sunnah in Islam.	(i) Explain the meaning of Hadith and Sunnah and state their difference. (ii) Write an essay on the importance of Hadith.
UNIT 2 PARTS OF HADITH, CLASSIFICATION AND AUTHENTICITY	1.2.1 identify the two main parts of Hadith. 1.2.2 identify the classification of Hadith. 1.2.3 explain the criteria for the authenticity of Hadith.	The two parts of Hadith: Isnad and Matn Classification of Hadith: Sahih, Hasan, Daif, etc. Rules and regulations for establishing the soundness of Hadith: Riwaya, Diraya, Asmaur-Rijal and The Qur'an.	(i) identify the two parts of Hadith with examples.. (ii) state and discuss the classification of Hadith. examine the methods for testing the authenticity of Hadith.	(i) discuss the two parts of Hadith. (ii) describe the various classifications of Hadith. explain the criteria for testing the authenticity of Hadith.
UNIT 3 COLLECTION AND COMPILATION OF HADITH	1.3.1 explain the method of collection and compilation of Hadith.	The role of Umar b. Abdul-Aziz, Asma ul Rijal. Kanz al-Ummal, Muwatta of Malik, Sahifa, etc.	state and discuss the collection and compilation of Hadith.	Explain how Hadith was collected and compiled.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 THE SIX AUTHENTIC COLLECTION OF HADITH	The student will be able to: 1.4.1 identify the nature and characteristics of each of the six authentic collections of Hadith. 1.4.2 narrate the biographies of the six compilers of authentic Hadith.	The six authentic collections: (sihahu sitta) Bukhari, Muslim, Tirmidhi, Ibn Majah, Nasai and Abu Dawud e.g. Sahih of Bukhari, Sunan of Ibn Majah and Jami Tirmidhi Life and works of the six compilers of authentic Hadith.	Assist students to: discuss the nature and characteristics of the six authentic collections of Hadith. give the biographies of the six compilers of authentic Hadith.	List the six compilers of authentic Hadith. Explain the characteristics of the six compilers of authentic Hadith. Write short notes on any two of the six compilers of authentic Hadith.
UNIT 5 THE STUDY OF SOME SELECTED AHADITH OF AN - NAWAWI'S COLLECTION	1.5.1 explain the meaning of the selected Ahadith from an - Nawawi's collection. 1.5.2 recite the texts of selected Ahadith from an - Nawawi.	Meaning and commentary of the selected Ahadith. 1,3,5,7,9,13,15,16,18,34,41.	discuss the meaning and commentary of the selected Ahadith of an - Nawawi. encourage students to memorize and recite the selected text.	Write and comment on five selected Ahadith of an - Nawawi. Recite the selected Ahadith in class.
UNIT 6 MORAL LESSONS FROM THE QUR'AN AND HADITH	1.61 identify and learn some moral lessons from the Qur'an and Hadith.	Attitude to parents 17; 23; 24; 31; 13-15; Honesty in words and deeds 2:42; 61:2-3; 17:35 Prohibition of gambling 2; 219; 5:90-91	discuss the moral teachings from the Qur'an and Hadith and explain how you will apply them in life.	Write and comment on five moral lessons from the Qur'an and Hadith.

SENIOR HIGH SCHOOL - YEAR 2

SECTION 2

ISLAMIC LAW (SHARIAH)

General Objectives: The student will:

1. understand the meaning and importance of Islamic Law (Shariah).
2. be aware of the sources of Islamic Law (Shariah).
3. know the mechanisms to resolve conflicts among Muslims.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEANING OF SHARIAH	The student will be able to: 2.1.1 define Shariah.	Definition: The totality of the rules and regulations governing the life of Muslims.	Assist students to: discuss the meaning of Islamic Law (Shariah).	Give the meaning of Shariah.
UNIT 2 SOURCES OF THE SHARIAH	2.2.1 mention and explain the sources of Shariah.	SOURCES: - The Qur'an - The Sunnah - Ijma - Qiyas, etc.	Teacher to invite a Mallam, to class to discuss Shariah and interact with students.	Explain the importance of Shariah.
UNIT 3 IMPORTANCE OF SHARIAH	2.3.1 state the importance of Shariah.	Importance of Shariah - It guides Muslims in their affairs. - It directs Muslims towards Allah. - It defines Islamic Law - It is the legacy of the Prophet, etc.	Discuss the sources of Shariah.	List and explain the sources of Shariah.
UNIT 4 CONFLICTS AND CONFLICT RESOLUTION IN ISLAM	2.4.1 explain the meaning of Conflict. 2.4.2 identify the various Muslim sects in Ghana.	<u>Conflict</u> Disagreement between two groups or sects or individuals. Muslim sects in Ghana • Ahl Sunna • Shia • Tijaniyya • Ahmadiyya, etc.	define and discuss conflicts among Muslims. identify and discuss the various Muslim sects in modern Ghana.	Examine the conflict situation among Muslims in Ghana. Observe activities of any two Islamic sects and write a report on them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) CONFLICTS AND CONFLICT RESOLUTION IN ISLAM	<p>The student will be able to:</p> <p>2.4.3 state the general causes of conflicts among Muslims in modern Ghana.</p> <p>2.4.4 identify ways of resolving conflicts among Muslims.</p>	<p>Causes of conflict among Muslims in Ghana</p> <ul style="list-style-type: none"> • Doctrinal differences • Leadership crisis • Intolerance. • Provocative preaching • Ignorance of the fundamental teachings of Islam <p>Ways of resolving conflict</p> <ul style="list-style-type: none"> • Tolerance • Education • Counseling • Dialoguing • Mediation • Respect for other doctrines • The Qur'an and the Sunnah, etc. 	<p>Assist students to:</p> <p>brainstorm the general causes of conflicts among Muslims in modern Ghana.</p> <p>discuss how conflicts can be resolved among Muslims in modern Ghana.</p>	<p>State the general causes of conflicts among Muslims in modern Ghana.</p> <p>Write an essay on how conflicts can be resolved among Muslims in modern Ghana.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 3

THE PILLARS OF ISLAM

General Objectives: The student will:

1. appreciate the importance of the Five Pillars of Islam.
2. understand the nature of the five basic duties of Islam.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 KALIMAT USH-SHAHADAH	The student will be able to: 3.1.1 discuss the meaning of Kalimatush-Shahadah and its significance.	Meaning: Profession of Faith. Ash-hadu an laa ilaaha illaallahu (I testify that there is no deity worthy of worship except Allah)	Assist students to: recite Kalimatush-Shahadah and discuss its significance..	Recite and explain the Kalimatush-Shahadah.
UNIT 2 SALAT (THE FIVE DAILY PRAYERS)	3.2.1 identify the five daily prayers. 3.2.2 explain and perform a complete rak'at 3.2.3 identify the special prayers.	FIVE DAILY PRAYERS: - FAJR/SUBHI - ZUHR - ASR - MAGHRIB - ISHA Rak'at – meaning: A complete unit of prayer consisting of the following postures; - Takbiratul-Ihram, - Qiyam - Qira'a - Ruku - Sujud - Jalsa - Tashahhud - Taslim SPECIAL PRAYERS: - Jumuah, Eid-UI-Fitr and Eid-UI-Adha, Janazah, Istisqa, Tarawih, Tahajjud, Kusufayn, Sujudu Sahw Istikhara.	demonstrate how each of the five daily prayers is performed. discuss and perform a complete rak'at. discuss the special prayers and dramatise how and when they are performed.	Project Students to observe salat in a Mosque and report to class. Describe how a complete rak'at is performed. Students to observe or participate in Jumuah or Eid prayers and report to class. State and explain four special prayers, you have studied.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) SALAT (THE FIVE DAILY PRAYERS)	<p>The student will be able to:</p> <p>3.2.4 identify acts that nullify Salat.</p> <p>3.2.5 discuss the importance of Salat.</p> <p>3.2.6 identify and discuss the various forms of Taharah (Purification).</p> <p>3.2.7 outline the components of personal hygiene and sanitation in Islam.</p>	<p><u>Acts that nullify Salat</u></p> <ul style="list-style-type: none"> - doubt - deep sleep - loss of consciousness - urination, stool, etc. <p><u>Importance of Salat</u></p> <ul style="list-style-type: none"> - nearness to Allah - discourages indecency - time consciousness - distinguishes between a Muslim and a non-Muslim. - simple physical exercise that helps to maintain good health <p><u>Forms of Purification</u></p> <ul style="list-style-type: none"> - Istinja - Wudu - Tayammum - Ghusl <p>Personal hygiene and Environmental Sanitation:</p> <ul style="list-style-type: none"> - cleansing of private parts after nature's call - cleaning of teeth - bathing or washing the skin - keeping place of worship tidy, etc. 	<p>Assist students to:</p> <p>discuss acts which nullify Salat.</p> <p>brainstorm the importance of Salat and show its relevance in their lives..</p> <p>demonstrate the performance of Wudu and Tayammum in class.</p> <p>discuss personal hygiene and environmental cleanliness.</p>	<p>Mention five acts which nullify Salat.</p> <p>Write an essay on the importance of Salat showing how it impacts on your life.</p> <p>describe and demonstrate how Wudu and Tayammum are performed.</p> <p>Outline the components of personal hygiene and environmental sanitation.</p>
UNIT 3 ZAKAT	<p>3.3.1 explain the meaning and importance of Zakat.</p> <p>3.3.2 differentiate between Zakat and Sadaqah.</p>	<p>Zakat:- meaning: Poor – rate or alms-giving,</p> <p>Importance:</p> <ul style="list-style-type: none"> - redistribution of wealth - purifies one's wealth - ensures welfare of society, etc. <p>Differences:</p> <ul style="list-style-type: none"> - Zakat is obligatory, Sadaqah is voluntary - Zakat is paid annually, Sadaqah can be paid anytime, - Zakat has a fixed rate, Sadaqah does not, etc. 	<p>examine the meaning and importance of Zakat.</p> <p>discuss the differences between Zakat and Sadaqah.</p>	<p>Project: Students to conduct a survey on the meaning and importance of Zakat in their locality.</p> <p>State the differences between Zakat and Sadaqah.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 HAJJ (PILGRIMAGE)	<p>The student will be able to:</p> <p>3.5.1 identify the significance of Hajj.</p> <p>3.5.2 describe the essential rites of Hajj.</p> <p>3.5.3 distinguish between Hajj and Umra.</p>	<p>Meaning and significance of Hajj as a Pillar of Islam.</p> <p><u>Essential rites of Hajj</u></p> <ul style="list-style-type: none"> - Ihram - Tawaf - Sa'y - Arafat - Ramyu - Wuquf, etc. <p>- Hajj is a duty but Umra is optional</p> <p>- Hajj involves standing at Arafat (Wuquf), Umra does not etc.</p>	<p>Assist students to:</p> <p>discuss the meaning and significance of Hajj and the conditions that make it mandatory.</p> <p>identify the essential rites of Hajj and dramatise them in class.</p> <p>identify and discuss the differences between Hajj and Umra.</p>	<p>Explain the significance of Hajj.</p> <p>Mention the essential rites of Hajj.</p> <p>State four differences between Hajj and Umra.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 4

TAWHID PART I – MEANING AND IMPORTANCE OF TAWHID

General Objectives: The student will:

1. appreciate the meaning and importance of Tawhid.
2. know the meaning and types of Shirk

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEANING OF TAWHID	The student will be able to: 4.1.1 explain the meaning of Tawhid.	- Tawhid refers to the unity of God.	Assist students to: give the meaning of Tawhid.	State the meaning of Tawhid.
UNIT 2 THE IMPORTANCE OF TAWHID	4.2.1 state the importance of Tawhid.	<u>Importance of Tawhid</u> - it leads to Taqwa (fear of God) - it serves as a guide to humankind. - it brings about success in life. - it strengthens faith in God, etc.	discuss the importance of Tawhid.	Write an essay on the importance of Tawhid.
UNIT 3 ATTRIBUTES OF ALLAH	4.3.1 identify the attributes of Allah (God).	<u>Attribute of Allah (God)</u> - The Gracious, The Merciful - The Creator - Sustainer - All Powerful - Forgiver of sins - The Lord of the worlds - Master of the Day of Judgement, etc. Q59:23-24	discuss the attributes of Allah.	List and explain five attributes of Allah you have studied.
UNIT 4 SHIRK	4.4.1 give the meaning of Shirk. 4.4.2 identify the types of Shirk.	<u>Shirk</u> Associating partners with Allah (God). - Worship of idols. - Trees, sun, rivers, moon (Q4: 48; 2:31; 31:13; 41:37) - Superstition (Q25:43) - Magic and witchcraft (Q:102; 20:69 and 73; 26:46; 68:51-52; 113:4-6) - Trinity (Q4:171; 8:75-76; 19:92-3; 112), etc.	define Shirk and dramatise it in class. (Q21:51-69). discuss the types of Shirk.	Explain Shirk. Mention and explain four types of Shirk you have studied.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 1

TAWHID PART II – ARTICLES OF FAITH

General Objectives: The students will:

1. appreciate the Islamic belief system.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BELIEF IN THE ONENESS OF ALLAH	The student will be able to: 1.1.1 explain the Oneness of Allah.	Oneness of Allah: The One and only (Unique) Neither slumber nor sleep overtakes Him Allah is the Absolute Lord Ref: Q112:1-4 Q2:255 Q59:23-24	Assist students to: discuss the Oneness of Allah.	Write an essay on the Oneness of Allah (God).
UNIT 2 BELIEF IN HIS ANGELS	1.2.1 identify the Arch angels of Allah and their functions.	Angels (Arch): - Jibril: responsible for carrying revelation to Prophets and Messengers of Allah. - Mikail: In charge of sustenance. - Israfil: responsible for blowing the trumpet to signify the end of the world. - Azra'il: responsible for taking away the Souls of created beings.	mention the Arch angels of Allah and discuss their functions.	Discuss the functions of the Arch angels of Allah.
UNIT 3 BELIEF IN HIS REVEALED BOOKS	1.3.1 identify the Revealed Books of Allah. 1.3.2 mention the recipients of the Revealed Books of Allah.	Revealed Books: Taurah; Zabur; Injil and the Qur'an, etc. <u>Recipients of Revealed Books</u> Taurah-Musah (A.S) Zabur-Da'ud (A.S) Injil-Isa (A.S) Qur'an-Muhammad (S.A.W)	Teacher to bring copies of the Revealed Books of Allah (God) to class for discussion and observation. discuss the recipients of the Revealed Books of Allah.	List four Revealed Books of Allah that you have studied. Mention the names of the recipients of Allah's Revealed Books.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 BELIEF IN HIS PROPHETS/ MESSENGERS	The student will be able to: 1.4.1 identify the Prophets of Allah and the message they brought.	Prophets: Adam (A.S); Ibrahim (A.S); Nuh (A.S); Musa (A.S); Isa (A.S); Muhammad (S.A.W), etc. - All the Prophets taught Tawhid (Oneness of Allah).	Assist students to: discuss the Prophets of Allah and the message they brought.	Mention five Prophets of Allah and the message they brought.
UNIT 5 BELIEF IN THE LAST DAY (YAWM-UL-AKHIR)	1.5.1 explain the significance of belief in the LAST DAY.	<u>Significance of belief in the Last Day</u> - regulates the life of humans. - instills in humans, a sense of responsibility. - encourages acts of righteousness - discourages acts of immorality. - a reminder of the certainty of the Last Day.	brainstorm the significance of belief in the Last Day.	Explain the meaning and significance of belief in the Last Day.
UNIT 6 BELIEF IN DESTINY (QADAR)	1.6.1 explain the Islamic belief in Destiny.	Destiny: Everything has been created according to a fixed proportion. Q54:49	discuss the meaning of belief in Destiny.	Explain belief in Destiny as an article of Faith in Islam.

SENIOR HIGH SCHOOL - YEAR 3

SECTION 2

MARRIAGE AND DIVORCE IN ISLAM

General Objectives: The student will:

1. understand the significance of Islamic Marriage.
2. be aware of the consequences of divorce.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEANING OF MARRIAGE (NIKAH)	The student will be able to: 2.1.1 explain the meaning of Islamic Marriage. 2.1.2 identify the essentials of Islamic Marriage.	Meaning: It is a social and religious union between a man and a woman. Essentials of Islamic Marriage <ul style="list-style-type: none"> • Mutual Agreement (Taraddi) • Matrimonial Guardian (Wali) • Dowry (Mahr) • Two responsible witnesses (Shuhud) • Publicity 	Assist students to: (i) define marriage in Islam. (ii) discuss the essentials of Islamic Marriage. - Encourage students to role play a typical Islamic marriage.	Explain the meaning of marriage in Islam. List and explain the essentials of Islamic marriage.
UNIT 2 RIGHTS AND RESPONSIBILITIES OF HUSBAND AND WIFE	2.2.1 identify the rights and responsibilities in Islamic marriage. 2.2.2 state the meaning of 'Idrar'.	Rights and Responsibilities of husband and wife Q2; 228-2:30 Q20:132 Q33:14 Q65:6 The Farewell Sermon of the Prophet. Literally means "harm". Anything harmful to the wife.	Analyse the rights and responsibilities of husband and wife. Explain the meaning of 'Idrar'.	State the responsibilities of husband and wife. Explain the term 'Idrar'.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>RIGHTS AND RESPONSIBILITIES OF HUSBAND AND WIFE</p>	<p>The student will be able to:</p> <p>2.2.3 identify and discuss the rights in marriage and the abuse of the rights of women and children.</p> <p>2.2.4 describe the role of the social support groups in the care of the mother (especially lactating mothers)</p> <p>2.2.5 list the prohibitions in Islamic Marriage.</p>	<p>Rights:</p> <ul style="list-style-type: none"> - the right to life - the right to education - the right to safety <p>The right to maintenance</p> <p>Abuse:</p> <ul style="list-style-type: none"> - forcing girl-child into early marriage - female circumcision - denying the wife proper maintenance - child labour - lack of education for the children - denying the wife the right to intimacy <p>Social Support System:</p> <ul style="list-style-type: none"> - community members including the family should assist the mother during pregnancy, child birth and post-partum periods - the father to give support to the mother and help with the day-to-day tasks. - the lactating mother should be well fed to ensure speedy recovery - both the mother and baby should be given appropriate medical care to prevent death. <p>Prohibitions:</p> <ul style="list-style-type: none"> - Married women - Idolaters and Idolatress - Mothers, - Aunts - Mothers-in-law - Step daughters, etc <p>Ref: Q2:221 Q4:22-24</p>	<p>Assist students to:</p> <p>discuss the rights of women and children and man's responsibility to his wife and children. Q65;4</p> <p><u>Hadith:</u> The best amongst you are those who treat their wives kindly.</p> <p>discuss the abuse of the rights of women and children.</p> <p>discuss the role social support groups (i.e. father, mother and the community) should give to the lactating mother to recover from child birth.</p> <p>analyse the prohibitions in Q4:22-24.</p>	<p>List and explain three responsibilities of a man towards his wife and children.</p> <p>List and explain three abuses of the child and two of the woman.</p> <p>Analyse the support needed by a lactating mother from the social support system.</p> <p>Explain the rationale behind the Qur'anic prohibition in Islamic marriage.</p>
<p>UNIT 3</p> <p>MEANING AND TYPES OF DIVORCE IN ISLAM</p>	<p>2.3.1 explain the meaning and types of divorce.</p>	<p>Divorce: dissolution of marriage. <u>Types:</u> Talaq, Khul, Mubara'ah, Faskh, Zihar, Li'an, ila.</p>	<p>explain the meaning and identify the types of divorce in Islam.</p>	<p>State and explain the types of divorce in Islam.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	<p>The student will be able to:</p> <p>2.3.2 identify the conditions for divorce.</p> <p>2.3.3 identify the effects of divorce on society.</p> <p>2.3.4 explain the meaning of Iddah (waiting period) in relation to divorce.</p>	<p><u>Conditions for Divorce</u></p> <ul style="list-style-type: none"> - adultery - renouncing Islam/Apostasy - failure to provide maintenance, etc. <p>Ref. Q2:226-2:30 Q65 Q58:1-4 Q24:1-10</p> <p><u>Effects of Divorce</u></p> <ul style="list-style-type: none"> - broken homes - child prostitution - school drop-out - loss of parental affection - armed robbery - teenage pregnancy - child labour - substance abuse, etc. <p>Iddah: a waiting period of about 3 months during which a woman should remain in the house of her husband after cessation of marriage before she can re-marry, Ref:Q2:228, Q65:14</p>	<p>Assist students to:</p> <p>discuss the conditions for divorce in Islam, NB: Stress that Islam does not encourage divorce (Q4:34; Q4:129) Hadith: “of all permitted things, the most hateful in the sight of Allah is divorce (Abu Da’ud 13:3).</p> <p>discuss the general effects of divorce on society.</p> <p>discuss the meaning and essence of Iddah and how it is observed.</p>	<p>.</p> <p>State four conditions for divorce in Islam.</p> <p>State and explain four effects of divorce on the Ghanaian society.</p> <p>Describe how the Iddah of divorce is observed.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>CUSTODY OF CHILDREN AFTER DIVORCE</p>	<p>The student will be able to:</p> <p>2.4.1 explain the Hadith on the custody of children after divorce.</p> <p>2.4.2 state the order of priority for custody of children under the Shariah.</p>	<p>Hadith narrated by 'Amru b. Shu'aib.</p> <p>Order of priority for custody of children:</p> <ul style="list-style-type: none"> - mother of the children. - mother's mother (grandmother) - Mother's grandmother (maternal) - Mother's sister - Grandmother's sister - Mother's aunt, etc. 	<p>Assist students to:</p> <p>discuss the custody of children after divorce.</p> <p>NB: Stress the following Hadith. According to 'Amru b. Shu'aib, a woman came to the prophet and said: "Truly my belly served as a container for my son here, and my breast served as a skin being for him, and my bosom served as a refuge for him; and now his father has divorced me, and he (also) desires to take him away from me"</p> <p>The prophet said: "You have a better right to have him as long as you do not marry again" (Ibn Majah)</p> <p>state and discuss the order of priority for custody of children after divorce.</p>	<p>Explain the Hadith on the custody of children.</p> <p>List in order of priority, relatives eligible for custody after divorce, or death of the father.</p>
<p>UNIT 5</p> <p>BENEFITS OF ISLAMIC SYSTEM OF CHILD CUSTODY AFTER DIVORCE</p>	<p>2.5.1 examine the benefits of Islamic system of child custody after divorce.</p>	<p>Benefits:</p> <ul style="list-style-type: none"> - continuous affection of mother to the children - check on hasty divorce by the father - ensure children's welfare - father remains financially responsible - child most unlikely to live with step-mother or step-father to be maltreated. 	<p>analyse the benefits of Islamic system of child custody after divorce.</p>	<p>State and explain the benefits of Islamic system of child custody after divorce.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 3

ISLAM IN WEST AFRICA

General Objectives: The student will:

1. appreciate how Islam spread to ancient West Africa.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 AGENTS FOR THE SPREAD OF ISLAM IN ANCIENT WEST AFRICA	The student will be able to: 3.1.1 identify the agents responsible for the spread of Islam in ancient West Africa.	<u>Agents of spread; Islam in ancient West Africa</u> Traders, Teachers, Holy men, Murabitun, Sufi Orders, Mujadidin (Reformers), etc.	Assist students to: discuss the agents for the spread of Islam in ancient West African empires.	State the agents for the spread of Islam in ancient West Africa.
UNIT 2 SYNCRETISM IN ISLAM	3.2.1 explain how Islam was adulterated with local customs.	<u>How Islam was adulterated with local customs</u> Local customs e.g. marriage, festivals language, use of charms and amulets, etc.	discuss how Islam was adulterated with local customs.	Write an essay on syncretism in any West African country you have studied.
UNIT 3 THE IMPACT OF ISLAM ON THE LIVES OF THE PEOPLE OF ANCIENT WEST AFRICA	3.3.1 explain the impact of Islam on the political life of the people of ancient West Africa. 3.3.2 explain the impact of Islam on the socio-economic life of the people of ancient West Africa.	<u>Islamic influence on political life of ancient West Africa</u> Ghana, Mali, Nigeria, Songhai Kanem-Borno, etc. The role of Uthman Dan Fodio, Shaykh al Kenami, Ustadh Abdullahi, Muhammad Bello <u>Islamic influence in socio-economic life of ancient West Africa</u> Chieftaincy Trading Pilgrimage Inter-marriage, etc.	examine the impact of Islam on the political life of the people of ancient West Africa. discuss the impact of Islam on the socio-economic life of the people of ancient West Africa.	Assess the impact of Islam on the political life of the people of ancient West Africa. Examine the impact of Islam on the socio-economic life of the people of ancient West Africa.