



ISLAMIC STUDIES

OVERVIEW:

For Islamic Studies this year, we will be following the IQRA International Education Foundation's Curriculum as laid out here: <http://iqrafoundation.com/iqra-programs/school-curriculum/>

There are five strands in Grade 6:

- 1) Aqidah, Fiqh and Akhlaq
- 2) Qur'anic Studies
- 3) Sirah and Hadith
- 4) Islamic History
- 5) Islamic Social Studies

CURRICULUM EXPECTATIONS:

1) AQIDAH, FIQH AND AKHLAQ

Goal one: Conceptual development of Iman

- ❖ A gradual development of the schema of *Tawhid Risalah*, the Scriptures, the Angels, *Qiyamah* and the *Akhirah* during the course of six years.

Goal Two: Islamic ways of worship

- ❖ Salah, Saum, Zakah and Hajj

Goal Three: The Permitted and the Prohibited

- ❖ The Halal and Haram in the Islamic Shari'ah as it relates to the belief, action and behavior of every Muslim.

Goal Four: Islamic 'Adab and Akhlaq

- ❖ 'Adab of personal and social life for Muslims as derived from the Qur'an and Sunnah of Prophet Muhammad (S)

2) QUR'ANIC STUDIES

Goal one: Decoding and recitation of the Holy Qur'an

- ❖ Developing the ability to decode the Arabic text of the Qur'an and learning to recite it fluently.

Goal Two: Memorization and recitation of the Suwar

- ❖ Memorization and recitation of some of the 'Ayat and Suwar of the Qur'an

Goal Three: Introduction to Allah's Last Book: The Qur'an

- ❖ Qur'an as the Book of Allah (SWA), Qur'an as Wahi, Qur'an as the guidance from Allah (SWA)
- ❖ Arabic as the language of the Qur'an. Divisions of the Qur'an into 'Ayah, Surah and Juz
- ❖ Compilation of the Qur'an; early Huffaz of the Qur'an.

Goal Four: Meaning and Understanding of the Selected Suwar of the Qur'an

- ❖ Demonstrating their knowledge and understanding of the contents of the Suwar and explaining the assigned Suwar and analyzing various aspects of the Surah under study.

Goal Five: 'Adab Related to the Qur'an and Our Obligations Towards the Qur'an

- ❖ Learn the etiquette ('Adab) of the Qur'an and practice at all times.
- ❖ Gaining knowledge and understanding of the following five obligations towards the Qur'an.
 - a). Believing in the Qur'an as the Word of Allah (SWA)
 - b). Understanding its themes and ideas
 - c). Practicing its guidance and teaching in every day affairs
 - d). Communicating its teachings to others (Tabligh and Dawah)

Goal Six: Teachings of the Qur'an

- ❖ Every Muslim should aspire to be a Mu'min (Insha' Allah) through reading the Qur'an, comprehending its meaning, pondering over each 'Ayah, internalizing its teachings and acting earnestly upon them.

3) SIRAH AND HADITH

Goal One: Knowledge and Comprehension of the Sirah of Rasulullah (S)

- ❖ Knowledge and understanding of events that took place during the life of Prophet Muhammad (S) and development of a deep desire to follow his Sunnah

Goal Two: Interpretation of the Events of Their Lives in light of the Teachings of Rasulullah (S)

- ❖ Finding relationships between Allah's Words in the Qur'an and the words of Rasulullah (S)

Goal Three: Rasulullah (S) as the best Model

- ❖ Shama'il of Rasulullah (S), titles of Rasulullah (S)
- ❖ Sayings (Ahadith) of Rasulullah (S)

4) ISLAMIC HISTORY

Goal One: Knowledge and Comprehension of Historical Events

- ❖ As a result of their schooling, pupils should be able to demonstrate their knowledge and understanding of historical events, explain the change in its causes, and analyze many aspects of a historical event through an Islamic perspective.

Goal Two: Interpretation of History

- ❖ Development of the ability to understand the various interpretations of a single historical event.

Goal Three: Interpretation and Application of Historical Events as a sign of Allah's Guidance

- ❖ Using knowledge of the teachings of the Qur'an to interpret historical events.

Goal Four: Ability to Use Historical Events in Daily Living

- ❖ Evaluating the validity and reliability of a historical source and determining its relevance to a current situation.

5) ISLAMIC SOCIAL STUDIES

Goal One: Geography Concepts

- ❖ Knowledge and comprehension of geographical concepts of locations, time, space, distance and direction. Students should be provided with the opportunity to learn and build a schema of different places, distances and direction, by making their homes and countries a point of reference.

Goal Two: Geographical Skills

- ❖ Geographical skills of using maps and field work techniques in the study of the geography of a region.

Goal Three: Human Geography

- ❖ Knowledge and comprehension of the concepts and related issues of: population, settlement, communication and economic activities.

Goal Four: Environmental Geography

- ❖ Knowledge and comprehension of the concepts and related issues of: the environment as an Amanah from Allah (SWA); using natural resources wisely and avoiding their misuse; ways to guarantee the quality of the environment; the fact that the environment is vulnerable to: steps to protect the environment; ways to better manage the environment.

Goal Five: Physical Geography

- ❖ Knowledge and comprehension of the concepts and related issues of: the fact that the atmosphere consists of four basic spheres: the atmosphere, the hydrosphere, the lithosphere and the biosphere; all of which must remain in equilibrium for the survival of the Earth and its inhabitants.

TENTATIVE OUTLINE FOR THE YEAR (IN'SHAA ALLAH):

- **Islamic Studies will be taught 4 times a week in 2015-2016**
- **Qur'anic Studies is taught as a separate class daily by Sh. Hassan**

#	UNIT	LESSONS ALLOTTED
1	Aqidah, Fiqh and Akhlaq	48
2	Sirah and Hadith	41
3	Islamic Social Studies	8
4	Islamic History	28

Sample Resources used:

- **Aziz, Molvi Abdul. Islamic Education Grade 6. Riyadh: Darus Salaam, 2007.**
- **Islamic Services Foundation. Learning Islam Level 1. Garland: ISF, 2009.**
- **Lemu, B. Aisha. Islamic Tahdhib and Akhlaq: Theory and Practice. USA: IQRA Int'l, 2007.**
- **Ghazi, Abdullah Al-Ansari and Ghazi, Tasneema. The Messenger of Allah (SAW): Makkah Period. Chicago: IQRA' International Education Foundation, 1991.**

Sample Teaching/Learning Strategies		
Lecture/presentation	Teacher analysis	Investigations/lab/inquiry
Student presentation	Small group discussion	Digital media/technology
Class discussion	Hands-on activity/materials	Cooperative learning/group work
Problem solving	Critical analysis	Demonstrations/modelling
PowerPoint	Peer Analysis	Brainstorming
Graphic organizers (e.g. fish bone, mind map, concept map, Venn diagram, timeline, flow chart)		
Debates	Games/competitions	Journals
Role playing/drama	Think-Pair-Share	Learning styles
Multiple Intelligences	Brainstorming	Field trip
Guest speaker	Gallery walk	Online research
Video creation	Homework	Guided/independent practice
Jigsaw	4 Corners	Tribes activities
Case studies	Tribes activities	Other (subject specific)

Sample Evaluation/Assessment Strategies		
Formative/summative assessments	KWL chart	Graphic organizers (see above)
Pre-test/Quiz/Test	Larger assignment/project	Models/dioramas
Presentations	Handout/Worksheet Activity	Table
Diagrams	Self-evaluation	Investigations
Checklist	Rubric	Ticket out the door/variation
Conference	Peer review	Observations
Assigned questions	Lab report/notebook	Technology
Culminating activity	Debates/drama	Class/small-group discussion
Inquiry activity	Online work	Check for understanding
Anecdotal report	Larger assignments/projects	Journals
Group assessment	Independent study	Binder check
Portfolio	Letters/other narrative structures	Other (subject specific)

Assessment Types		
Assessment for Learning	Assessment as Learning	Assessment of Learning

Central Assessment Strategies		
Student Work	Conversation	Observation

The tables above provide an overview of some of the strategies I will be using in my Islamic Studies lessons In'shaa Allah, as well as how I will be assessing and evaluating my students. For a more detailed look at my teaching strategies, please see the appropriate sections on the class website (srmariam6b2015.weebly.com). Jazakallah!