



FVAMC

Farmington Valley
American Muslim Center

FVAMC ACADEMY PARENT HANDBOOK

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IN THE NAME OF ALLAH, MOST GRACIOUS, MOST MERCIFUL

FOREWORD

FVAMC Academy is pleased to present this handbook as a resource to our students and their families. The handbook covers background information on the Academy's mission and objectives, aims, and core values. These critical components have been discussed in detailed sessions with the Education Committee and have been crafted carefully to reflect the aspirations, goals, and philosophy of the Academy. The handbook also includes the school calendar, curriculum and syllabi, weekly lesson plans, and brief biographies and contact information of our teachers and staff.

As we launch this year's program, we continue to make significant enhancements that we believe will elevate the quality of our program, *in Sha Allah*. Some noteworthy enhancements include:

- Dividing the lower levels to match public school grades PreK through eighth grade, with combined classes for grades 9-10 and 11-12.
- Offering two Early class sessions. The Arabic Session (9:50 am – 10:55 pm) is dedicated to learning the Arabic language where students learn how to read and write Arabic. This session is optional, but highly recommended and is open to all registered students.

The Islamis studies session (11:00 am– 1:15 pm) session where students focus on learning Islamic and Quranic Studies, and memorizing short *Surahs* of the Quran to aid in the proper performance of their daily prayers.

- Employing paid teachers and utilizing a holistic curriculum based on the Tarbiyah Project.
- Employing traffic police while classes in session to ensure the safety and security of our students.

We pray Allah (SWT) to accept from all of us. We wish you a pleasant and successful year full of learning, friendship, and fun!

FVAMC STATEMENT OF SAFETY

To ensure the safety of our students, parents are required to supervise their children at all times while on FVAMC property and classes not in session. Under no circumstances shall children under the age of 10 years be left alone or allowed to roam the facility without parent supervision. It is also strictly prohibited for children 12 years of age and younger to leave the building for the outside unattended or without parent supervision for any reason. Adults are encouraged to notify FVAMC administration of anyone not observing these rules.

For the safety of our students and their families, FVAMC Academy will employ a crossing patrol officer (aka crossing guard) while classes are in session (including at drop off and pickup) to direct traffic and ensure a smooth and orderly transport of your children to and from your vehicle. We ask that you park your vehicle and walk your children to the building. Thank you for following these guidelines and being patient.

STATEMENT OF RIGHTS & RESPONSIBILITIES AND ACADEMIC INTEGRITY

We, the Families of Farmington Valley American Muslim Center Inc. and FVAMC Academy believe that as individuals we must assume responsibility for upholding the highest Islamic standards of integrity and social conduct. FVAMC Academy staff, educators, students, and parents pledge to promote an atmosphere of mutual trust and respect in which our goals of serving God and building community thrive. We further pledge ourselves to uphold the Core Values of the Academy as articulated in this document.

Certain types of behavior damage relationships between students and classmates, and between families and staff. In an ongoing effort to maintain the best of relations, FVAMC Academy does not tolerate these sample offenses:

- Refusal to follow instructions from staff or teachers while on school property.
- Physical aggression towards anyone on school property.
- Gossip or verbal bullying of others.
- Disruption of any kind that is deemed inappropriate by staff members while school is in session.
- Frequent tardy arrivals as these cause disruptions of learning to self and fellow classmates.

By enrolling in FVAMC Academy, each staff, teacher, student, and parent agrees to abide by this Statement of Rights & Responsibilities and Academic Integrity. Violations may be subject to disciplinary action, including expulsion.

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A DAY AT FVAMC ACADEMY

PreK – Grade 8* (Sundays):

1. 9:45 Arabic Teachers Check-in
2. 9:50 AM Students Check in (Arabic Session)
3. 09:55 AM Arabic Classes Start
4. 10:55 AM Arabic Classes End
5. 11:00 AM Islamic Studies Students Check-in
6. 11:10 AM Islamic Studies Classes Start* (includes a brief in-class snack break)
7. 12:40 PM Instructional Prayers in Musalla (Kindergarten-Third Grade)
8. 12:50 PM Recess (All other levels)
9. 1:00 PM *Dhuhur* (Midday) Congregational Prayer
10. 1:15 PM Dismissal (PreK- Garde3 pick up from classroom)
11. 1:30 PM Teachers – Staff meeting

* Classes will consist of one (1) hour of instruction in Islamic Studies by the homeroom teacher and a half-hour of Quran memorization and proper pronunciation by dedicated the Quran/Arabic teachers.

Grade 9 – Grade 12 (Fridays):

1. 6:00PM - 7:00 PM Instructions in a classroom setting
2. 7:00PM - 8:00 PM Youth Group (combined FVAMC Academy and Ijaza students)

ABOUT FVAMC ACADEMY

In designing our educational program, we started with the question: “what would I like my child to be like at eighteen years of age relative to his/her character and relationship with Allah?” We then worked backward to the beginning to create a pathway that connects the end points.

The Education Committee believes that an eighteen-year old graduating from FVAMC Academy should be someone who: loves God sincerely, is a model Muslim who espouses Islamic ideals and strives to practice them, is a caring and positive member of the Muslim and human community, has been empowered to make decisions based on Islamic values, draws strength from religion and community, is proud to be Muslim, and has formed quality life-long Muslim friends.

Mission

The mission of FVAMC Academy is to offer a quality weekend learning experience that is firmly rooted in our principle to serve God and build community and immersed in an atmosphere of mutual respect, compassion, and caring for all.

Goal

The Goal of FVAMC Academy is to offer students the opportunity to develop their relationship with and servitude to God (*ubudiyah*) and serve society through a responsible and effective citizenship.

Specific Aims of Academy for Students

Aim 1 - Develop a strong Muslim identity and belonging to FVAMC. This means that students:

- a) Develop resiliency through a healthy self-esteem, genuine love for and pride in their American identity and Islamic tradition, and moderation in their spirituality.
- b) Develop a strong connection to the Muslim community by caring for it, taking responsibility for its continued well-being and growth, and drawing benefit from it. A community they feel “at home” in; a community where they feel wanted, safe, nurtured, respected, and valued for who they are; and a community that they can fall back on and know it is there for them when they need it.
- c) Develop a strong peer support system and group of friends, with whom they share a common believe and value system, aspirations and sorrows, and successes and setbacks.

Aim 2 - Develop a strong connection to the society at large. This means that students:

- a) Understand and respect other faiths and value every fellow human being for who they are.
- b) Are responsible citizens with genuine love and compassion for the well-being and prosperity of the homeland.

Core Values

- Respect for all in the human family
- Inclusiveness
- Understanding of “others” through dialogue and good works
- Civic engagement
- Being agents of change

Curriculum Philosophy

Islamic education has traditionally been taught by conveying a fixed set of information to be memorized, rather than living experiences to transform one’s character. For example, a common methodology widely used today in weekend learning programs focuses on teaching the same topic across all grades, and gradually adding new material and nuances to each higher grade. The repetitive nature of this approach seems aimed at helping students memorize, or at least remember the salient points of the lesson. However, we believe this approach is deficient and short-sighted. First, teaching the same material every year will undoubtedly miss other material that may be equally important. Second, the repetitive nature and the perception by students of the information as being outdated and irrelevant engender boredom and disengagement from the learning process. It’s no surprise that many Muslims – young and old – treat Islamic education as an abstract set of information devoid of any relevance to their situation or daily lives. Yet when asked, most Muslims have no problem regurgitating the virtues and ideals of Islam. This gap between values and practice must be addressed if we are to engage our students again on their path to the beautiful tradition of Islam.

The Taribyah Project Framework was proposed in 2007 by Dr. Dawud Tauhidi to address this problem (see Appendix I for more information on the Tarbiyah Project Framework). The Tarbiyah Project Framework takes a more holistic view of the child and the educational system. It aims to impart transformative knowledge to the child in an integrative way with the expressed goal of bridging the wide divide between values and practice. As noted by the Dr. Tauhidi,

“The project founders believe strongly that a program of Islamic values education is the heart of the Islamic education process and the best cure for the moral crisis of Muslim society today”

Given the holistic and organic nature of this approach, FVAMC Academy has adopted the Tarbiyah Project methodology and strives to implement it in all of its activities. We have selected the weekend learning book series published by the Islamic Services Foundation (<https://www.myislamicbooks.com/>), which designed its books and curriculum based on the Tarbiyah Project and field tested it at Bright Horizon Academy, a Full-time Islamic School in Texas. The Series is used at countless Weekend and Full-time schools. Their books are of the highest quality with professional graphics design and glossy paper. The books present material in an integrated fashion whereby Islamic history, Hadeeth, Quran Sciences, *Seerah* (Biography of the Prophet and history of early Islam) are discussed holistically. Each level has a textbook, a worksheet book, and a parent/teacher guide – a highly recommended guide for parents who wish to be part of their child’s learning experience.

Areas of Focus

1. *Aqeeda* (creed/dogma) through a thorough understanding of the five articles of faith: belief in God, angels, holy books, messengers, the hereafter, and *Qada Wa Qadar*.
2. Rituals performed out of a deep sense of love and closeness to God and His prophet – peace be upon him - through practice of the five pillars of Islam: Shahada (testimony of the Uniqueness of God Almighty and the finality of the Message of Prophet Mohammed), Salah (prayer), *Zakah/Sadaqa* (Alms/Charity), Hajj (pilgrimage), *Siyam* Ramadan (fasting the month of Ramadan).
3. *Tawheed* (Uniqueness of God) - its meaning and implications in our daily lives
4. Science of the Qur’an through reading the Qur’an in Arabic, study and memorization of *Surahs*.
5. *Seerah* (Biography) of the Prophet and Islamic history; how Islam and Muslims have helped shape history in the areas of Mathematics, Science and Medicine.
6. Islam and Muslim in America.
7. Memorization of basic shorts *Surahs* of the Quran
8. Arabic reading and writing.
9. Intra- and inter-faith study and engagement (high school class).
10. Outdoor play and socialization. Students will have the opportunity to participate in a host of recreational activities at school to help form and cement bonds of friendships.

ACADEMY SESSIONS

FVAMC Academy is held on Sundays 10:00 am – 1:30 pm for approximately 36 weeks starting the Sunday around Labor Day. Each Sunday consists of an Arabic Language session at 10am, followed by Islamic & Quranic Studies Session.

Arabic Language Session

This session meets 9:55 – 10:55 am and focuses on reading and writing the Arabic Language with ease. Although optional, this session is highly recommended and open to all registered FVAMC Academy students. Read more about this session and curriculum later in this handbook.

Islamic & Quranic Studies Session

This session meets 11:00 am – 1:15 pm and is divided into classes based on the student's grade level in the public school system. Students in Kindergarten – 8th Grade in the public school system are placed in the same levels at the Academy. Grades Nine/Ten (9/10) and Eleven/Twelve (11/12) are combined into two separate high school classes.

During this session, 1st – 8th Graders will receive one (1) hour of instruction in Islamic & Quranic studies by the homeroom teacher and a half-hour of Quran memorization of a predefined set of short *Surahs* with a focus on proper pronunciation by dedicated Arabic teachers. Kindergarteners study early childhood Islamic Studies and Quran with the homeroom teacher. High School students will study Islamic Studies in an open forum and team-based format. Below is the list of books and *Surahs* for each grade level.

ISLAMIC & QURANIC STUDIES BOOKS AND SURAHS		
GRADE LEVEL	BOOK(s)	QURAN MEMORIZATION ASSIGNMENT (Full Text, Translation, and Transliteration at End of Handbook)
Preschool	Play based/Handouts	Students will be introduced to the Surahs and will practice reciting them with the teacher. Memorization is not required. 1. Al-Fatiha (The Opening: Surah #1) 2. Al-Ikhlās (The Sincerity: Surah #112) 3. Al-Falaq (Daybreak: #113) 4. An-Naas (Mankind: #114)
Kindergarten (KG)	AZ Islam	1. Al-Fatiha (The Opening: Surah #1) 2. Al-Ikhlās (The Sincerity: Surah #112) 3. Al-Falaq (Daybreak: #113) 4. An-Naas (Mankind: #114)
1 st Grade	Allah Loves me	5. An-Nasr (The Divine Support: Surah #110) 6. An-Masad (The Palm Fiber: Surah #111) 7. Al-Kawthar (The Abundance: Surah #108) 8. In addition to above Surahs, students memorize At-Tashahud (Testimony)
2 nd Grade	I Love Islam Level 1 (Textbook + Workbook)	9. Al-ʿAsr (The Declining Day: Surah #103) 10. Quraysh (Quraysh: Surah #106) 11. Al-Kafirun (The Disbelievers: Surah #109)
3 rd Grade	I Love Islam Level 2 (Textbook + Workbook)	12. Al-Maʿun (The Small Kindnesses: Surah #107) 13. Al-Fil (The Elephant: Surah #105) 14. Al-Baqara/Al-Kursi (The Cow/The Throne: Surah #2/Verse 255)
4 th Grade	I Love Islam Level 3 (Textbook + Workbook)	15. Al-Humaza (The Slanderer: Surah #104) 16. At-Takathur (The Rivalry in World Increase: Surah #102)
5 th Grade	I Love Islam Level 4 (Textbook + Workbook)	17. Al-Qariʿah (The Calamity: Surah #101) 18. Al-Qadr (The Power: Surah #97)
6 th Grade	I Love Islam Level 5 (Textbook + Workbook)	19. Ash-Sharh (The Relief: Surah #94) 20. Ad-Duhaa (The Morning Hours: Surah #93)
7 th Grade	Learning Islam Level 1	21. At-Teen (The Fig: Surah #95)
8 th Grade	Learning Islam Level 2	Review of Surahs from PK-7 th Grade
9 th -10 th Grade	Selected readings	Review of Surahs from PK-7 th Grade
11 th -12 th Grade	Selected readings	Review of Surahs from PK-7 th Grade

ISLAMIC & QURANIC STUDIES SYLLABUS

CLASS: PRESCHOOL

Students must be four years old, potty-trained, and able to separate from parent. Students will be assessed for readiness to be in this grade.

BOOK: None

Students learn basic Islamic etiquettes and manners, including - but not limited to - eating, drinking, personal hygiene, how to behave in the Mosque, kind treatment of parents and elders, and taking care of neighbors.

Students are also introduced to Allah (SWT) and prophet Mohammad (AS), the daily prayers, and pillars of Islam. Students engage in activities that reinforce their learning, such as running a toy drive for needy children when learning about charity. The teacher uses various aids and supplemental material throughout the year.

Students in this level join others from Kindergarten and First Grade in instructional prayers before dismissal.

CLASS: KINDERGARTEN (KG)

QURAN MEMORIZATION

(Refer to the end of this Handbook for full text, Translation, and Transliteration)

1. *An-Nasr* (The Divine Support: Surah #110)
2. *An-Masad* (The Palm Fiber: Surah #111)
3. *Al-Kawthar* (The Abundance: Surah #108)
4. In addition to above Surahs, students memorize *At-Tashahud* (Testimony)

TEXTBOOK: AZ ISLAM

Students are introduced to early childhood Islamic Studies and Quran. In addition to the book, the teacher supplements with additional materials and handouts.

Students in this level join First Graders in instructional prayers in the Musallah before dismissal.

CLASS: FIRST (1st) GRADE

QURAN MEMORIZATION

(Refer to the end of this Handbook for full text, Translation, and Transliteration)

An-Nasr (The Divine Support: Surah #110)

1. *An-Masad* (The Palm Fiber: Surah #111)
2. *Al-Kawthar* (The Abundance: Surah #108)
3. In addition to above Surahs, students memorize *At-Tashahud* (Testimony)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: ALLAH LOVES ME	
CHAPTER	LESSON
1: I AM A MUSLIM	<ol style="list-style-type: none"> 1. Allah is My Rabb 2. Islam is My Religion 3. The Qur'an is My Holy Book 4. Muhammad is My Prophet 5. The Five Pillars are My Path
2: Allah, My Creator	<ol style="list-style-type: none"> 1. Allah Created the Heavens 2. Allah Created the Angels 3. Allah Created the Earth 4. Allah Created Man 5. Respect In Islam
3: Al-Islam, My Religion	<ol style="list-style-type: none"> 1. The Religion of Mankind 2. The Books of Allah 3. Islam in My Daily Life 4. Islam Around the World
4: Allah Loves Me, and I Love Allah	<ol style="list-style-type: none"> 1. Allah Loves Me 2. I love Allah 3. I Love Others 4. I Remember Allah
5: Al-Qur'an, My Book	<ol style="list-style-type: none"> 1. The Holy Book 2. Knowledge and Guidance 3. Respecting the Qur'an 4. Reading the Qur'an
6: Muhammad, My Prophet	<ol style="list-style-type: none"> 1. Muhammad as a Child 2. Muhammad as a Young Man 3. Muhammad Meets Jibril 4. The Message of Allah
7: Al-Anbiya, My Prophets	<ol style="list-style-type: none"> 1. Prophets of the Qur'an 2. Prophet Nuh 3. Prophet Yunus 4. Prophet Ibrahim
8: As-Sahabah, Companions of the Prophets	<ol style="list-style-type: none"> 1. My Role Model 2. Abu-Bakr As-Siddiq 3. Umar Ibn Al-Khattab 4. Ali Ibn Abi Talib 5. Uthman Ibn Affan
9: As-Salah, the Pillar of Religion	<ol style="list-style-type: none"> 1. The Most Important Worship 2. Getting Ready ... It's Wudu Time 3. The Call for Salah 4. It's Salah Time 5. The House of Worship
10: Time to Worship and Celebrate	<ol style="list-style-type: none"> 1. The Month of Al-Qur'an 2. I Celebrate Eid al-Fitr 3. Al-Ka'bah, My Qiblah 4. Performing Hajj 5. I Celebrate Eid al-Adha

CLASS: SECOND (2nd) GRADE**QURAN MEMORIZATION****(Refer to the end of this Handbook for full text, Translation, and Transliteration)**

1. *Al-'Asr* (The Declining Day: Surah #103)
2. *Quraysh* (Quraysh: Surah #106)
3. *Al-Kafirun* (The Disbelievers: Surah #109)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: I LOVE ISLAM LEVEL 1

UNIT A: MY BELOVED GOD		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Allah, Our Great Creator	<ul style="list-style-type: none"> • Students will recognize that Allah is the creator of everything • Students will learn and recite the du'aa' when looking in the mirror • Students will recite and explain verse 24 in Surat-ul-Hashr • Students will learn and memorize the names of Allah: Allah, Al-Khaliq, Al-Bari', Al-Musawwir • Students will learn to say SubhanAllah whenever they see a wonderful creation of Allah 	1, 3, 4, 5	2
2: Searching for Allah	<ul style="list-style-type: none"> • Students will recognize that Ibraheem is a Prophet of Allah • Students will recognize that Allah is everywhere and will not cease to exist • Students will identify that Allah takes no form • Recognize that Allah is Al-Hadi, the Guide 	3	1
3: God is One	<ul style="list-style-type: none"> • Students will identify that God is One • Students will recognize the many attributes of Allah • Students will learn Suratul-Ikhlās. 	2, 3	1
4: I Love God He Loves Me	<ul style="list-style-type: none"> • Students will recognize the many gifts of Allah 	1	2

UNIT B: MY GREAT PROPHET		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: His Name Was Muhammad (S)	<ul style="list-style-type: none"> • Recognize that Prophet Muhammad is the last prophet • Describe the behavior of Prophet Muhammad • Identify the city in which the Prophet (S) lived in • Conclude that the Prophet (S) must be loved more than ourselves 	2, 3, 4	1

	<ul style="list-style-type: none"> Learn how to ask Allah to give his peace and blessings to Prophet Muhammad by saying Sallallahu Alayhi Wasallam 		
2: Muhammad As a Child	<ul style="list-style-type: none"> Identify that Makkah is the birthplace of the Prophet (PBUH) Name the mother, father, uncle and cousin of the Prophet Muhammad (PBUH) Name the tribe that Prophet Muhammad was from Learn and appreciate the virtue of patience Learn Surat Al-Quraysh 	2, 3	1
3: Muhammad Worked Hard	<ul style="list-style-type: none"> Identify the various jobs that Prophet Muhammad had during his lifetime Generate ideas as to why the Prophet became known as As-Sadiq Al-Amin Learn and value the attitudes of honesty and working hard Learn Surat-ud-Duha 	3	1, 2
4: The Prophet's Family	<ul style="list-style-type: none"> Identify that Khadeejah is the first wife of the Prophet Muhammad (PBUH) List the names of the children of the Prophet (PBUH) Identify that all the Prophet's children died except for Fatimah Name the grandchildren of the Prophet Muhammad (PBUH) Describe the Prophet's character toward his family Learn the Hadeeth of the chapter 	1, 3	2
5: Muhammad Becomes a Prophet	<ul style="list-style-type: none"> Identify at what age Muhammad (PBUH) became a Prophet Name the Angel that was sent down with the revelation Identify the place of revelation Summarize the reaction of Khadeejah when the Prophet approached her with news of the revelation Learn ayaat 1-5 of Al-Alaq 	1	2
6: Sahabah, Friends of the Prophet	<ul style="list-style-type: none"> Define Sahabi, Sahabah, Sahabiyat Identify that Abu Bakr As-Sideeq, Omar Ibn Al-Khattab, Othman, Iban Affan, Ali Ibn Abi Talib were the Prophet's closest friends List other male and female Sahabah of the Prophet Understand that they were good Muslims and are promised Jannah Understand the importance of surrounding one's self with good companionship 	1	

	<ul style="list-style-type: none">• Define what makes a good friend• Learn to say Radiy-Allahu Anhu when mentioning a Sahabi• Develop an attitude of respect and love toward the Sahabah		
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UNIT C: WORSHIPPING ALLAH		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Arkan-ul-Islam: The Five Pillars of Islam	<ul style="list-style-type: none"> Students will name the five pillars of Islam Learn and recite the Hadeeth: “Islam is built on five pillars...” Students will learn the main worships in Islam 	2	3
2: I Love Salah	<ul style="list-style-type: none"> Students will name the five daily prayers and their times Students will prioritize the importance of prayer Students will learn the Hadeeth on the best of deeds 	1, 2	
3: Wudoo’ Makes Me Clean	<ul style="list-style-type: none"> Define what wudoo’ is Students will demonstrate the process of wudoo’ from Niyyah to Shahadah Students will state the things that void wudoo’ Students will recite Surat-ul-Ma’idah Ayah 6 Students will learn the Hadeeth of the chapter Students will memorize and apply the du’aa’s we should say when entering the bathroom, leaving, and when finishing wudoo’ 	1, 3	2
4: Zaid learns How to Pray	<ul style="list-style-type: none"> Students will demonstrate the different movements of prayer Students will state the direction of prayer Students will differentiate between Fard and Sunnah prayers 	2, 4	1
5: I Fast Ramadan	<ul style="list-style-type: none"> Students will express the importance of Ramadan Students will outline the fasting process Students will assess the rewards of fasting Students will recite the Hadeeth of the chapter Students will conclude those who are exempt from fasting 		1, 2

UNIT D: MY MUSLIM WORLD		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: My Muslim Brothers and Sisters	<ul style="list-style-type: none"> Students will describe that Muslims come from many places Students will know that they are a part of a large Ummah Students will learn Ayah 10 of Surat-ul-Hujurat Students will learn the Hadeeth of the chapter 	1, 2	3
2: Assalamu-Alaikum	<ul style="list-style-type: none"> Students will state the Muslim greeting Students will learn to respond to the greeting Students will apply the etiquettes of salam Students will define how Allah is As-Salam Students will be inspired to exchange the Islamic Greeting Assalamu Alaikum Students will learn the Hadeeth on spreading the Islamic greeting 	2, 3	1
3: Eid Mubarak	<ul style="list-style-type: none"> Students will distinguish between Eid-ul-Fitr and Eid-ul-Adha Students will define what udhiyah is Students will recite the Eid takbeer 	1, 2, 4	3
4: Beautiful Makkah	<ul style="list-style-type: none"> Students will know where Makkah is Students will learn basic facts about Makkah Students will recognize Makkah as the holiest city in Islam Students will learn what Al-Ka'bah is and recognize it as the holiest place in Islam Students will learn that the Ka'bah is located in Masjid al-Haram 	2	1
5: Madina, The City of Light	<ul style="list-style-type: none"> Students will learn basic facts about Madina Know the importance of Masjid An-Nabawi and that it is the second holiest Masjid in Islam Students will know why Madina is the second holy city to Muslims Know why the Prophet and the Muslims moved there from Makkah Know Prophet Muhammad was buried there 	2, 3	1
6: Al-Quds, The Holy Jerusalem	<ul style="list-style-type: none"> Students will learn basic facts about Al-Quds, the Holy Jerusalem Students will learn why Jerusalem is the third holiest city to Muslims Students will recognize the importance of Masjid-ul-Aqsa and Qubbat-us-Sakhrah Students will learn that Al-Isra'Wal-Mi'raj occurred there Students will learn the first Ayah of Surat-ul-Israa' 	1, 2	3
UNIT E: MY MUSLIMS MANNERS		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK

1: Allah Loves Kindness	<ul style="list-style-type: none"> • Students will know the importance of being kind to all creation • Students will define how Allah is Al-Lateef • Students will learn the two Ahadeeth about kindness and gentleness • Students will be inspired to be kind and gently with others 	1	2
2: Ithaar and Caring	<ul style="list-style-type: none"> • Students will know the importance of sharing and become inspired to share • Students will define Al-Kawthar, and know its significance • Students will understand Ithaar and become motivated to practice it • Students will learn Surat-ul-Kawthar • Students will learn the Hadeeth of the chapter 	2, 3	1
3: I Obey My Parents	<ul style="list-style-type: none"> • Students will know the importance of obeying our parents and showing kindness to them 	1	2
4: I Am A Muslim I Must Be Clean	<ul style="list-style-type: none"> • Students will define and give an example of Taharah • Students will define and give an example of Najasah • Students will learn that a Muslim should take a shower and wear clean and neat outfits when going to observe Al-Jumu'ah prayer • Learn the Hadeeth of the chapter • Students will be inspired to keep themselves clean and in a state of Taharah, and avoid Najasah all the time 	1, 2	
5: A Dinner in Our Neighbor's Home	<ul style="list-style-type: none"> • Students will know the importance of maintaining good etiquettes when going to someone's house • Students will learn the du'aa's of going outside, riding a car or other means of transportation and entering a house • Students will learn the du'aa's of starting to eat and finishing eating • Students will learn the Hadeeth of the chapter • Students will be inspired to practice the Islamic etiquettes of visiting others and eating with them 	1	2
6: Leena and Zaid Sleep Over at Their Grandparents' House	<ul style="list-style-type: none"> • Students will know the etiquettes of going to sleep and waking up • Students will learn Al-Mu'awwihat (Surat Al-falaqa/Annas) • Students will learn the du'aa' of going to bed • Students will be inspired to show love and respect to grandparents 	1, 2	

	<ul style="list-style-type: none"> Students will be inspired to practice the Islamic etiquettes of going to sleep and waking up 		
4: Lesson 3: Surat-ul-Qalam (The Pen) 17-34 Greed Leads to Destruction	<ul style="list-style-type: none"> The student can understand that greed is not blessed by Allah and it leads to destruction. Understand that we must say InshaAllah when planning to do a thing. Learn that greediness and miserliness leads to loss. Learn that the world is a test and not a game. 	N/A	
4: Lesson 4: Surat-ul-Qalam (The Pen) 35-43 The Reward for Those Who Fear Allah	<ul style="list-style-type: none"> Understand that disbelievers will one day want to make sujood. Understand that they will not be able to do so because Allah will not permit it. 	N/A	
4: Lesson 5: Surat-ul-Qalam (The Pen) 44-52 Standing by Allah	<ul style="list-style-type: none"> Understand that Allah gives people chances to believe and follow righteousness. Understand that envy can harm others and we must protect ourselves from Hasad. Learn how Allah gives people chances to accept and follow His Guidance Learn why believers must educate non-believers. 	N/A	
5: Sadaqah, Without Paying Money	<ul style="list-style-type: none"> Learn the different types of Sadaqah that do not involve money. Learn the importance of Dhikr and remembrance of Allah. Learn the importance of helping other. Learn the importance of doing good deeds. 	N/A	

CLASS: THIRD (3rd) GRADE

QURAN MEMORIZATION

(Refer to the end of this Handbook for full text, Translation, and Transliteration)

1. *Al-Ma'un* (The Small Kindnesses: Surah #107)
2. *Al-Fil* (The Elephant: Surah #105)
3. *Al-Baqara/Al-Kursi* (The Cow/The Throne: Surah #2/Verse 255)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: I LOVE ISLAM LEVEL 2

UNIT A: MY BELOVED GOD		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: I Obey Allah	<ul style="list-style-type: none"> • Read and discuss the story of Adam's creation • Read and discuss who Shaytan is and what his purpose is • Recognize the lessons from Adam's life – that it is important to obey Allah and disobey Shaytan 	1, 3, 4	2
2: I Think of Allah First	<ul style="list-style-type: none"> • Identify the idea of intentions (Niyyah) • Describe how our intentions that please Allah will lead us to do good deeds • Recognize that pleasing Allah first should be our main goal 	1, 2	
3: The Sons of Adam	<ul style="list-style-type: none"> • Describe the two sons of Adam and their characters • Define jealousy and anger • Recognize that being angry and jealous makes us weak and easy prey for Shaytan's influences • Recognize that having Taqwa helps us be a good person 	1-3, 5	4
4: I Love God He Loves Me	<ul style="list-style-type: none"> • Recognize how our parents love us and we love our parents • Recognize that Allah's love is even more than the love we get from our parents • Identify ways in which Allah shows his love for us • Explore ways we can show our love for Allah 	1, 2, 5	3, 4
5: I Trust Allah: The Story of Prophet Nuh	<ul style="list-style-type: none"> • Identify Prophet Nuh and his message • Define trust • Recognize that Prophet Nuh trusted Allah • Explore reasons why we must trust Allah 	2, 3	1
6: Turning to Allah: The Story of Prophet Yunus	<ul style="list-style-type: none"> • Identify Prophet Yunus and his message • Recognize how Allah taught Prophet Yunus a lesson in patience • Identify and discuss ways in which we can turn to Allah when we have done something wrong • Identify Allah as Al-Mujeeb and Al-Aleem 	2-4	1

7: Taqwa: Allah Sees Me All the Time	<ul style="list-style-type: none"> Identify Taqwa and understand its meaning Recognize how Allah is seeing and watching us all the time Identify and discuss ways in which we can turn to Allah when we have done something wrong Identify Allah as Al-Baseer, As-Samee', Al-Aleem and Al-Khabeer Learn, by heart if possible, Surat Al-Balad 		1, 2
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UNIT B: I LOVE MUHAMMAD		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Aam-ul-Feel: The Year of the Elephant	<ul style="list-style-type: none"> Read and discuss the story Aam-ul-Feel. Read and discuss who are Abdul- Muttalib and Abraha Recognize and understand what Iman is. Learn where Al Ka'bah is and where Makkah is. 	1, 2	3
2: Muhammad As a Child	<ul style="list-style-type: none"> Identify where Yathrib is and understand that it is the birthplace of the prophet Muhammad. Identify the parents of the prophet Muhammad Identify why was the prophet Muhammad sent to the desert and who took care of him there. Understand what the Seerah is. Recognize the prophet's character and why it is important to try and follow his example. 	1-3	4
3: The Orphan	<ul style="list-style-type: none"> Recognize how Allah rewarded Haleemah's family for their kindness. To learn what happened to Muhammad when he returned to Makkah. To understand the importance of his relationship between Muhammad and his grandfather Abdul-Muttalib. To learn and understand what is an Orphan and the importance of taking care of them. To learn and understand what is Barakah. To learn surat-ul-Duha and surat-ul- Ma'oon. Recognize the prophet's example of being patient during sad and hard times. 	1, 2	3
4: The Praised Young Man	<ul style="list-style-type: none"> To learn more about Muhammad's early life before he became a prophet To learn about the relationship between Muhammad and his uncle Abu-Talib. To learn the story of Bahoora To understand what Muhammad's job was before he became a prophet, To recognize the greatness in the prophet's manners; honesty, saying only what is good, not bad words, being kind and generous, 	1, 2	3

	<ul style="list-style-type: none"> Explore ways we can follow the prophet's example of manners 		
5: As-Sadiq, Al Ameen: The Truth Teller, The Trustworthy	<ul style="list-style-type: none"> To recognize why Muhammad was called As-Sadiq and Al- Ameen. To recall the story of Al Hajar Al Aswad. To learn about the prophet's life as a merchant To learn how he married his first wife Khadeejah. To learn who were the prophet's children and how long they lived. To learn Surat-ul-Qari'ah. Explore ways we can be honest and truthful every day and how it can help us solve problems 	1	3
6: The Happy Marriage	<ul style="list-style-type: none"> Recognize that Khadeejah was the first and only wife of the prophet until her death Recognize how they treated each other Learn what to say every time we hear or say Khadeejah's name Recognize that she is a role-model for Muslim ladies Identify and explore the best ways to treat others by using the example of Prophet Muhammad 	1, 2, 3	4

UNIT C: BORN TO WORSHIP		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: The Shining Treasures	<ul style="list-style-type: none"> Identify the language the Qur'an is written in Recognize that the Qur'an is the actual words of Allah Identify how the Qur'an was revealed and to whom Recognize and understand that the Qur'an is filled with beautiful stories that teach important lessons Recognize and understand what the Sunnah is Recognize and understand from whom do we learn the Sunnah Identify how the prophet learned the behaviors that please Allah Learn the bedtime du'aa', hadeeth shareef, Learn Surat-ul-Bayyinah 	1, 3	2
2: I am Seven, I Pray the Right Way	<ul style="list-style-type: none"> Recognize and display the correct way to make wudoo Recognize and display the correct way to make salah 	1	

	<ul style="list-style-type: none"> Recognize mistakes that some people make in salah and how to avoid them Identify what Fard prayers are Define and understand what khushoo' is and why it is important to have it during our prayers 		
3: Thikr after Salah	<ul style="list-style-type: none"> Define and understand the importance of thikr Define and understand the importance of tasbeeh, and istighfar Identify the names and time order of the Fard prayers Learn Sura-un-Nasr Understand that we are truly rich when we do good deeds that please Allah Learn the name of Allah Al-Muhsi and learn its meaning 	1	2
4: Du'aa': Ask, and You Will be Answered	<ul style="list-style-type: none"> Define and understand the importance of du'aa' Learn and demonstrate how to do du'aa' properly Learn Ayah 60 of Surat Ghafir Learn the du'aa' of the chapter Learn the Hadeeth on du'aa' Memorize the name of Allah Al-Mujeeb and learn its meaning Become inspired to practice du'aa' and make it a habit on a daily basis 		3
5: Bilal Makes Athan	<ul style="list-style-type: none"> Recognize and recite the Athan Understand the reason for the Athan Define and understand who is the Mu'athin and what he does Know who made the first Athan Learn the du'aa' during the Athan Learn the du'aa' after the Athan 	1-3	4
6: I Fast Ramadan	<ul style="list-style-type: none"> Recognize what is fasting and when it is done Recognize the importance of fasting Define and explain the vocabulary and their connection with fasting Learn Surat-al-Baqarah, Ayah 185 Learn Hadeeth Shareef 	1, 2	3

UNIT D: ISLAM IN THE WORLD		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: It is Eid, Allahu Akbar!	<ul style="list-style-type: none"> Learn about Eid-ul-Fitr and Eid-ul-Adha Recognize the importance of Eid in Islam Define the difference between both Eids Demonstrate the Eid Salah 	2	1
2: Eid Around The World	<ul style="list-style-type: none"> Identify the similarities and differences of celebrations around the world 	1, 3	2

	<ul style="list-style-type: none"> Learn about some countries around the world and how Eid is celebrated there Develop brotherly feelings toward Muslims around the world 		
3: Masajid Around The World	<ul style="list-style-type: none"> Learn what a Masjid is Recognize that the Masajid are the best places on earth Define the parts of a Masjid Identify the three most important Masajid Learn basic information about different Masajid in America and around the world Learn the du'aa' they should say when entering the Masjid and when leaving it Understand the Hadeeth on the Masajid 	1, 2	3 (English only),

UNIT E: MY MUSLIMS MANNERS		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Who is my Hero?	<ul style="list-style-type: none"> Understand the concept of Qudwah, or role model Recognize who should be the Muslim children's heroes Learn some inspiring facts and stories of Muslim role models Inspire the child to appreciate and admire his/her parents and teachers 	1 (English only), 2	3
2: I am a Muslim, I am Honest	<ul style="list-style-type: none"> Recognize and understand the importance of honesty Recognize and understand that Allah watches us all the time therefore we should be honest all the time, and with all people Recognize that the Prophet was nicknamed As-Sadiq Al-Ameen, which means the honest and the trustworthy Deeply understand that Allah is watching over us all the time Learn the two Ahadeeth of this chapter (the first on truthfulness, and the second on prohibiting cheating) Learn the du'aa' one should say when losing something 	1, 3	2
3: I love my Family	<ul style="list-style-type: none"> Recognize and understand the importance of being good to our families Identify and explore ways to help our family members Identify and explore good ways to treat our brothers and sisters Identify and explore the good ways to treat our parents 	1, 2	3

	<ul style="list-style-type: none"> • Learn the Hadeeth of the chapter • Recognize and understand that by treating our family well we are pleasing Allah 		
4: I Respect my Teachers and Elders	<ul style="list-style-type: none"> • Recognize and understand the importance of respecting our elders and teachers • Identify and understand the meanings of obey and disobey • Identify and understand the meanings of rules and their purposes • Recognize and understand the importance of saying sorry when we have done wrong to others • Learn the Ayah and Hadeeth on obedience 	2, 3	1
5: Zaid and Leena go to the Masjid	<ul style="list-style-type: none"> • Recognize and understand the importance of going to the Masjid • Understand what to do in the Masjid • Understand and display the proper behaviors when visiting the Masjid • Define and understand the meanings of the vocabulary words • Learn the du'aa' upon entering and leaving the Masjid • Learn the Hadeeth of the chapter • Identify the purpose and importance of Jumu'ah prayer 	1, 2, 4	3
6: First Things First	<ul style="list-style-type: none"> • Recognize the importance of remembering Allah and calling upon him Learn the du'aa' upon leaving the house • Learn the du'aa' while traveling • Recognize and recite the greeting and reply between Muslims • The importance of saying thank you and giving thanks to Allah • Recognize what comes first, fun or things that are important • Learn the Hadeeth of the chapter 	1, 2	3
7: My Muslim Room	<ul style="list-style-type: none"> • Recognize and understand the importance of cleanliness • Recognize and understand that taking care of the blessings that Allah has given us shows thanks • Learn the Hadeeth of the chapter 	1-3	

CLASS: FOURTH (4th) GRADE**QURAN MEMORIZATION****(Refer to the end of this Handbook for full text, Translation, and Transliteration)**

1. *Al-Humaza* (The Slanderer: *Surah #104*)
2. *At-Takathur* (The Rivalry in World Increase: *Surah #102*)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: I LOVE ISLAM LEVEL 3**UNIT A: ARKANUL IMAN: PILLARS OF FAITH****WORKBOOK EXERCISES**

CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Arkanul Iman: Pillars of Faith	<ul style="list-style-type: none"> • Review the Pillars of Islam • Define and understand the meaning of Iman • Recognize the high importance of Iman • Identify what Iman is and how it relates to Islam • Compare and contrast the meanings of Islam and Iman • Identify and memorize the Arkanul-Iman • Define and understand the meanings of each Rukun ul-Iman 	1, 4	2
2: I Believe in Allah	<ul style="list-style-type: none"> • Review and memorize the Six Pillars of Iman • Identify the first Pillar of Iman • Understand who Allah is • Recognize and understand why belief in Allah is the first pillar of Iman • Learn the Hadeeth of the chapter • Practice a form of Dhikr on daily basis 	1, 2	3
3: Allah's Angels	<ul style="list-style-type: none"> • Define who the angels are and what they are made of • Recognize that the belief in the unseen angels is one of the six pillars of Iman • Identify why Allah created the angels • Identify some of the jobs the angels do • Name some of the angels and their duties • Understand the duties we have toward the angels 	1	2
4: The Books of Allah	<ul style="list-style-type: none"> • Recall that belief in all of the books of Allah is one of the six pillars of Iman • List all the books of Allah sent to humankind • Identify the reasons Allah sent these books to humankind • Identify the book sent to Prophet Muhammad • Recognize how the books were sent • Identify to whom the books were sent • Compare the prior books of Allah to Al-Qur'an 	1, 2, 3	

	<ul style="list-style-type: none"> Recognize the importance of learning about the Books of Allah Recognize the importance of memorizing Al-Qur'an Recognize that no one can reproduce even one ayah comparable to those of Al-Qur'an 		
5: Prophet and Messengers	<ul style="list-style-type: none"> Identify who the prophets of Allah are Explain why Allah sent prophets to mankind Recall how many Prophets' names are mentioned in Al-Qur'an List all the names of the prophets and messengers found in Al-Qur'an Describe the differences between a prophet and a messenger Know the Arabic words for prophet and messengers 	1, 2, 3	4
6: Yawm-ul-Qiyamah: The Day of Judgement	<ul style="list-style-type: none"> Explain what is Yawm-ul-Qiyamah Understand when Yawm-ul-Qiyamah will take place Describe some of the main events that will take place during Yawm-ul-Qiyamah Define why every day is a preparation for the Day of Judgement Name some of the Suwar that explains Yawm-ul-Qiyamah in some detail Learn the importance of sincerely asking for forgiveness when we make mistakes Learn the two names of Allah: Al-Khafid and Ar-Rafi' Explain why it is important to believe in the Day of Judgement Learn Surat-ul-Qari'ah and Surat-ul-Zalzalah 	1, 2	
7: Al-Qadar: Fate	<ul style="list-style-type: none"> Recognize what a Muslim should do if something bad happens Understand that Allah controls the whole universe Understand what Al-Qadar is 	1, 2	

UNIT B: FAITH IN ACTION: THE STORY OF PROPHET IBRAHEEM		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Ibraheem Searches for Allah	<ul style="list-style-type: none"> Recount the events in the story of Prophet Ibraheem's life Define truth as being Tawheed, recognizing that there is only one creator of all things and we are here to worship him Define Worship Define Al-Hadi Discuss Prophet Ibraheem's search for the truth 	1	2

	<ul style="list-style-type: none"> • Relate Prophet Ibraheem’s search for the truth • Relate prophet Ibraheem’s search for truth with everyone’s responsibility to search for the truth • Describe why it is important to search for the truth • Specify that it is Allah who guides the person’s heart to the truth. 		
2: Prophet Ibraheem: Iman Made Him brave	<ul style="list-style-type: none"> • Recall the vents of Prophet Ibraheem’s life and the challenges he faced by his people when delivering the message of Islam • Describe the type of society Ibraheem was born into • Describe the character of the ruler at that time • Explain why a human being cannot be God • Explain why idols cannot be God • Discuss what made Ibraheem brave enough to face the powerful ruler. Identify how the truth of Allah can make a person stronger and fearless of others even if they are stronger than them in this life 	1	2
3: When Fire Does Not Burn!	<ul style="list-style-type: none"> • Students will relate the story of Prophet Ibraheem and King Numrude • Students will defin and apply the word Al-Hafeath 	1, 3	2
4: Prophet Ibraheem Travels to Makkah	<ul style="list-style-type: none"> • Know where Makkah is • Know who Ibraheem’s first son was • Know who Isma’eel’s mother was • Describe why Ibraheem took his family to Makkah • Identify why ZamZam water is special • Explain that Ibraheem was being tested by Allah because he loves him • Recognize Ar-Razzaq as one of the names of Allah • Learn and recite the Ayah on page B31 • Learn the Hadeeth Shareef of page B36 	2, 3, 4	1,
5: The Hardest Test	<ul style="list-style-type: none"> • Recount the story of Prophet Ibraheem’s vision • Define and give examples of Al-Wakeel • Explain how and why Prophet Ibraheem became Khaleel-Ullah • Show how and why certain rituals during Hajj evolved from this story • Explain the lessons derived from the life of Prophet Ibraheem 	2, 3	1
6: Building Al-Ka’abah	<ul style="list-style-type: none"> • Recount the story of how Al-Ka’abah was built • Specify who built Al-Ka’abah and why • Explain why Al-Ka’abah is a holy place for Muslims • Define Al-Hajj 	2	1

UNIT C: WORSHIPPING ALLAH

WORKBOOK EXERCISES

CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Hajj: The Fifth Pillar of Islam	<ul style="list-style-type: none"> Define and understand what Hajj is Describe how a Muslim performs Hajj Clarify the wisdom behind the Hajj rituals Recognize that Hajj is the fifth pillar of Islam Understand all of the benefits we receive when we go to Hajj Learn the Hadeeth of the chapter in page C11 	1, 2, 3	
2: Making Wudoo' Right	<ul style="list-style-type: none"> Define what Wudoo' is Describe the steps of Wudoo' Identify when Wudoo' is needed Identify mistakes people might make when making Wudoo' Practice how to perform Wudoo' properly Learn Ayah 6 of Surat-ul-Ma'idah 	1, 3	2
3: Salatul Jama'ah: A Prayer Allah Loves	<ul style="list-style-type: none"> Recognize the importance of Salat-ul-Jama'ah Describe how to pray in Jama'ah Explain where we pray Salat-ul-Jama'ah Pray Salat-ul-Jama'ah properly Define Qiyam-ul-layl Learn the Hadeeth of the chapter, page C24 	1	3
4: How to Pray Salatul Jama'ah	<ul style="list-style-type: none"> Describe how to pray Salat-ul-Jama'ah Explain that Salat-ul-Jama'ah can be prayed at the masjid, home, or in school Explain the steps in Salat-ul-Jama'ah Express why salat-ul-Jama'ah is important for Muslims Learn the Hadeeth Shraeef on page C24 	1, 2	3
5: Thikr: Easy Ibadah, Great Rewards	<ul style="list-style-type: none"> Define Thikr Describe the importance of Thikr Describe the rewards of Thikr Explain the feelings that one gets when they do Thikr Show how to make Thikr Express how often we should make Thikr Learn the Hadeeth Shraeef on page C45 	1, 3	2, 4,
6: Zakah: The Fourth Pillar of Islam	<ul style="list-style-type: none"> Define Zakah Know it is the third pillar of Islam Describe the importance of Zakah Explore when we give Zakah Define Sadaqah Explain why Allah wants us to give Zakah and Sadaqah Learn the two Ahadeeth in the chapter in pages C52 and C53 Learn the Ayah on page C55 	1	2

UNIT D: PROPHET MUHAMMAD IN MAKKAH		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Muhammad Becomes a Prophet	<ul style="list-style-type: none"> Define the word Prophet Define the word Messenger Identify the Arabic words for prophet and messenger Identify the last messenger of Allah Name some of the Prophets and messengers of Allah Learn Surat-ul-Alaq Learn and Ayaat 1-10 Surat-ul-Muddathir Recognize and understand the name of Allah; An-Noor 	2, 3	1
2: Muhammad Teaches his Family and Friends	<ul style="list-style-type: none"> Report who were the first people to become Muslim Explain why these people were the first to believe in Prophet Muhammad Define Sahabi Learn about the early Muslims and their character 	1	2
3: Early Muslims Suffer	<ul style="list-style-type: none"> Learn the characteristics of the early Muslims Learn about the types of persecution and suffering the early Muslims faced Define kuffar Define shirk Recognize Allah's reward to the early Muslims' patience Learn how the early Muslims kept their faith in very difficult circumstances Learn about the Sahabi Bilal ibn Rabah Learn Surat-ul-Humazah Learn the Hadeeth of the chapter in page D32 Recognize the name of Allah; As-Saboor Learn about Islam in Ethiopia 	1	2
4: Prophet Muhammad was Strong and Patient	<ul style="list-style-type: none"> Define Patience Explore ways to control anger Explain the example of the Prophet and the way he handled his enemies Discuss what did the Quraysh offer the Prophet in return for him to stop spreading the message of Islam Discuss the Prophet's answer to their offer and the wisdom behind it Recite, learn, Suratut-Tariq 	1, 4	1
5: The Boycott Against Muslims	<ul style="list-style-type: none"> Discuss the reasons why the Quraysh wanted to hurt the Prophet Discuss why they wanted him to stop teaching people Islam Discuss the ways they tried to stop the Prophet 	1, 2	3

	<ul style="list-style-type: none"> Discuss what the Prophet did in the face of opposition 		
6: Al-Israa' Wal Miraj: The Heavenly Trip	<ul style="list-style-type: none"> Explain the next set of events that took place in the life of Prophet Muhammad Describe Allah's plan in the revelation of the Qur'an Define Al-Israa' Wal-Mi'raj, Al-Buraq, Rajab, and Sidrat-ul-Muntaha Explain the importance of the city of Jerusalem Explain the importance of Al-Aqsa Mosque Recite and learn Ayah 1 of Surat-ul-Isra' Recite and learn Ayaat 1-18 of Surat-un-Najm 	2, 3	1
7: The Faithful Wife: Khadeejah Bintu Khuwaylid	<ul style="list-style-type: none"> Describe who Khadeejah bint Khuwayled was Explain how she supported Prophet Muhammad when he needed help Explain why we call her Umm-ul-Mu'mineen 	1	2

UNIT E: ISLAM IS CHARACTER		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Cleanliness and Purity: It's My Nature	<ul style="list-style-type: none"> Recognize specific ways Islam teaches us to keep clean Describe how cleanliness is part of Islam Describe how we are to keep our bodies clean Describe how we can keep our home and the places around us clean Describe how we can keep our school and masjid clean Learn how to observe the etiquettes of using the bathroom Recognize the meanings of Taharah, Najasah and Nathafah Learn the Hadeeth on purity in page E3 Learn the du'aa's of entering the bathroom and leaving it 	2	1
2: Cooperation: It's My Strength	<ul style="list-style-type: none"> Describe why cooperation is important Demonstrate ways that one can cooperate Define and understand Team Define and understand Unity Learn Ayah on page E13 Learn Hadeeth on page E17 	1	2
3: Cooperation in My Daily Life	<ul style="list-style-type: none"> Explain that life cannot be happy without cooperation Explain that a person cannot be successful without cooperation Express ways one can cooperate at home Express ways one can cooperate at school 	2	1

	<ul style="list-style-type: none"> Express ways one can cooperate at the masjid Learn the Ayah on page E28 		
4: Perseverance: It's My Challenge	<ul style="list-style-type: none"> Discuss how the Prophet's life exhibits perseverance Explain that we should follow the example of the Prophet's perseverance in times of difficulty Explore ways which we can exhibit perseverance Learn Surat-ul-Burooj 	2, 3	1, 3
5: Respect: It's My Duty	<ul style="list-style-type: none"> Define Respect Explore who we should respect and why Explain the ways we can show respect for parents, elders, teachers, and principals Explain the ways we can show respect for the feelings of others Explain the ways we can show respect for the privacy of others Explain the ways we can show respect for the property of others Explain the ways we can show respect Learn the Hadeeth on page E41 		1
6: Truthfulness: It's My Style	<ul style="list-style-type: none"> Define truthfulness Explain why it is important to tell the truth Explain the consequences of not telling the truth Explain how in the Prophet we have an example of a truthful character Explain the punishment for those who lie Learn & understand the name of Allah, Al Haqq Learn the Hadeeth on page E55 Learn the Hadeeth on page E61 	1, 2	
7: Saying It The Prophet's Way	<ul style="list-style-type: none"> Exhibit the Islamic expressions that Prophet Muhammad used to say in daily life Explain the wisdom of these expressions Explain why they are important to a Muslim character Learn the Hadeeth Shraeef on page E65 Learn the Hadeeth Shareef on page E72 	1	2

CLASS: FIFTH (5th) GRADE**QURAN MEMORIZATION****(Refer to the end of this Handbook for full text, Translation, and Transliteration)**

1. *Al-Qari'ah* (The Calamity: Surah #101)
2. *Al-Qadr* (The Power: Surah #97)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: I LOVE ISLAM LEVEL 4

UNIT A: FAMILY OF FAITH		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Prophet Ibraheem's Children: The Story of Propher Isma'eel	<ul style="list-style-type: none"> • Tell the story of Prophet Ibraheem's family. • Describe the events of Prophet Isma'eel's life. • Describe the events of Prophet Ibraheem's life relevant to the Hajj rituals. • Exhibit an understanding of patience, perseverance, and keeping faith in Allah during difficult times. • Learn verses 102-112 of Surat-us-Saffat and verses 127-128 of Surar-ul-Baqarah. 	1-3	4-5
2: Prophet Ibraheem's Children	<ul style="list-style-type: none"> • Describe who Prophet Is'haaq is. • Know who was the mother of Prophet Is'haaq. • Tell the Story of the birth of Prophet Is'haaq. • Describe where Prophet Is'haaq lived and died • Learn and appreciate the value of generosity with guests • Learn basic information about the city of Al-Khaleel (Hebron) • Learn the Hadeeth Shareef on page A17 and verses 30-41 od Surat-Ibraheem. 	1-2	3 (English only)
3: Prophet Lout and the People of Sodom	<ul style="list-style-type: none"> • Learn the story of Prophet Lut. • Describe the society that Prophet Lut lived in. • Identify the location of the village of Sodom. • Describe why Allah sent the angels to the people of Sodom. • Identify what happened to those who ignored the truth. • Learn basic information about the Deak Sea. • Learn verses 33-40 of Surat-ul-Qamar 	1	2
4: Prophet Ya'qoub and his beloved son	<ul style="list-style-type: none"> • Identify Prophet Ya'qoub the son of Is'haaq. • Describe the family of Prophet Ya'qoub. • Recognize Prophet Yusuf. 	1-3	4

	<ul style="list-style-type: none"> • Show how jealousy leads people to hating and wishing bad to one another. • Describe what Hasad is. • Describe the life of Prophet Yusuf and his qualities. • Learn the Hadeeth Shareef on page A36. 		
5: Prophet Yusuf: A leader in Egypt	<ul style="list-style-type: none"> • Describe the life of Prophet Yusuf. • Describe the character of Prophet Yusuf as a leader. • Identify the main lessons learned from Prophet Yusuf's life. 	1-3	4
6: Surat-ul-Inshiqaq	<ul style="list-style-type: none"> • Understand Surat-ul-Inshiqaq. • Understand what Allah is telling us in this Surah • Learn the main lessons from the Surah. 	1	

UNIT B: PROPHET MUHAMMAD IN MADINA		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: The Quraysh try to Try to Hurt the Prophet	<ul style="list-style-type: none"> • Learn how the Quraysh mistreated the Prophet Muhammad and opposed his message. • Learn how the Quraysh tried to kill Prophet Muhammad. • Recognize and understand the name of Allah "Al-Muhammin." 	1-2	3
2: Al-Hijrah	<ul style="list-style-type: none"> • Define the Hijrah and recognize it is one of the most important events in the history of Islam. • Describe who Asmaa' bint Abu Bakr was. • Appreciate the value of hard work and sacrifice as exhibited by Asmaa' bint Abu Bakr and others during the Hijrah event. • Describe what happened to the Prophet on the Hijrah trail. • Learn the Du'aa' of riding transportation means for Travel on page B16. • Learn the Hijrah song on page B16. 	1-2	3-4 (write in English)
3: Building the Mosque	<ul style="list-style-type: none"> • Once Prophet Muhammad arrived in Yathrib the people were supporting of him. • They were called Al-Ansar which means the supporters. • The Prophet built the first mosque in Yathrib 	1-2	3
4: Courage & Faith: The Battle of Badr	<ul style="list-style-type: none"> • Define Badr and locate where it is. • Learn and understand the main cause of the Battle of Badr. • Describe the events of the Battle of Badr. 	1-2	3

	<ul style="list-style-type: none"> Describe why the Battle of Badr was an important event. Appreciate the courage and sincere faith shown by the Sahabah during the Battle of Badr. 		
5: Disobedience is Harmful: The Battle of Uhud	<ul style="list-style-type: none"> Locate the place of Uhud. Describe the event of the Battle of Uhud. Understand and internalize the disobedience of Allah and His Prophet cause defeat. Appreciate the courage and sincere faith shown by the Sahabah during the Battle of Uhud. 	1	2
6: Surat-ul-Ghashiyah	<ul style="list-style-type: none"> Learn the meaning of Surat-ul-Ghashiyah. Learn the main lessons of the Surah. 		

UNIT C: PRAYING THE PROPHET'S WAY		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: I Don't miss my prayers (C2-C11)	<ul style="list-style-type: none"> Recognize the importance of the five daily prayers. Recognize the great necessity and benefits of praying on time. Learn Hadeeth Shareef on page C6 and C7 Learn Surat-ul-Ma'oon 	1-2	3 (English only)
2: Beware of Najasah	<ul style="list-style-type: none"> Recognize the importance of Tahara (purity) in Islam. Develop alertness against Najasah. Describe which things are considered Najasah (impure). Understand how to purify one's self, clothes, and belongings from Najasah. Learn Hadeeth Shareef on page C16 	1-2 (English only)	3
3: I do my Sunnah prayers	<ul style="list-style-type: none"> List what Sunnah prayers are. Appreciate Sunnah prayer and become motivated to pray it regularly. Explain where we get Sunnah from. Define what things we can do that will count as Sunnah. 		
4: Satat-ul-Jumu'ah: The Friday Prayer	<ul style="list-style-type: none"> Define Friday as the most special day of the week for Muslims. Describe why this day is so special. Describe what Muslims do on this day. Describe how prayer on this day is different than on other days. Learn the Hadeeth Shareef on page C27. Learn verses 9-11 of Surat-ul-Jumu'ah. 	1-3	4 (English only)

5: Mubtilat-us-Salah: Things that break the prayer	<ul style="list-style-type: none"> Describe the actions that break a person's wudoo'. Explain why it is important to know the things that break wudoo'. Describe the actions that break a person's prayer. Explain why it is important to know the things that break a person's prayer. 	1-2	3
6. Surat-un-Nazi'aat	<ul style="list-style-type: none"> Learn Surat-un-Nazi'aat 	2-4	

UNIT D: FASTING RAMADAN		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: The Islamic Year	<ul style="list-style-type: none"> Define the word lunar. Describe when Muslims know when it is Eid-ul-Fitr. Learn and memorize the names of Islamic calendar months. Learn the Hadeeth Shareef on page D5. 	1-4	5
2: Ramadan: The Month of Fasting	<ul style="list-style-type: none"> Define Ramadan as the month of fasting and worship. Explain what we do when we fast. Appreciate and love the spiritual value of Ramadan. Describe the religious events that take place during the Month of Ramadan. Describe the special events that took place during the time of the Prophet Muhammad in the month of Ramadan. Learn the Hadeeth Shareef on pages D12, D14, and D16. 	1-2	4 (English only)
3: Fasting, the Prophet's way	<ul style="list-style-type: none"> Define Suhoor and Iftar. List some of the things that the Prophet did during the Month of Ramadan. Learn the Du'aa on page D23. Learn the Ramadan Daily Dozen on page D25. Learn the Hadeeth Shareef on page D26. 	1-5	5-6 (English only),
4: Mubtila-us-Siyam: The things that break fasting	<ul style="list-style-type: none"> List the things that can break the fast. Explain the importance of not breaking the fast. Recognize the bad and evil manners during Ramadan may cause Allah to reject the fast. Recognize the similarities between what breaks a fast and what breaks a Wudoo and Salah. Learn the Hadeeth Shareef on page D28. 	1-2	
5: Salat-ut-Taraweeh	<ul style="list-style-type: none"> Define Salat-ut-Taraweeh. Describe the benefit of Salat-ut-Taraweeh. 	1-2	

	<ul style="list-style-type: none"> Describe the Masjid environment during the night in the Month of Ramadan. Define how many Rak'at in Salat-ut-Taraweeh. List the benefits of praying Salat-ut-Taraweeh. Learn the Hadeeth Shareef on page D35. Learn Surat-ul-Muzzammil (Ayah 1-19) on page D38. 		
6: The month of seeking knowledge	<ul style="list-style-type: none"> Define Ibadah. Describe how we can gain knowledge during Ramadan. Describe the reasons we should seek knowledge. Describe where Muslims get their knowledge. Appreciate the value of seeking knowledge. Learn Surat-Taha (Ayah 114). 	1	2
7: Eid-ul-Fitr	<ul style="list-style-type: none"> Define the word Eid. Define what is Eid-ul-Fitr Describe what people do on Eid-ul-Fitr. Appreciate the value of pure celebration in Islam. Define Zakat-ul-Fitr Learn and memorize the Takbeer of Eid. 	1-2	3-4
8: Surat-ul-Infitar	<ul style="list-style-type: none"> Learn Surat-ul-Infitar 	None	3

UNIT E: MY ISLAMIC LIFESTYLE		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Sleeping well: Adab-un-Nawm	<ul style="list-style-type: none"> Describe the correct manners of sleeping well in Islam. Describe the best way to wake up in the morning. Explain the benefits of following the example of the Prophet's Adab for sleeping. Explain the benefit of reciting the sleeping Du'aa and the morning Du'aa. Recite the benefits of reciting the Al-Mu'awwihat before going to sleep. Learn the Du'aa of sleeping. Learn the Du'aa of waking-up. 	1-3	4 (English only)
2: Surat-un-Naba	<ul style="list-style-type: none"> Learn Surat-un-Naba. 	1-2	
3: Sunan-ul-Fitra: Islamic natural hygiene	<ul style="list-style-type: none"> Describe the difference things a person can do to keep him/herself clean. Recognize the source of information for personal hygiene. Describe the reasons why it is important to stay clean. 		

	<ul style="list-style-type: none"> Learn the Hadeeth Shareef on pages E15 and E16. 		
4: Eating right: Adab-ut-Ta'am	<ul style="list-style-type: none"> Describe the etiquette of eating in Islam. Recognize how we should be grateful for the food we eat. Describe whom we should thank for the food we have. Describe what's Halal and Haram food. Explain what we should do before we eat. Explain what hand we should use to eat. Describe what we should do after we eat. Learn Surat-ul-Baqarah Ayah 172 on page E21. Learn the Du'aa on pages E22 and E23. Recognize and understand the meaning of the name of Allah "Al-Muqet." 	1-2	3 (English only)
5: Surat-Abasa	<ul style="list-style-type: none"> Learn Surat-Abasa 	None	No Homework

UNIT G: MY ISLAMIC CHARACTER		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Brotherhood in Islam	<ul style="list-style-type: none"> Define and understand brotherhood in Islam. Describe the relationships of brothers and sisters in Islam. List examples of brotherhood. Learn Surat-ul_Hujurat Ayah 20 (page G2). Learn Hadeeth Shareef on page G6. 	1	2
2: Muslims love each other	<ul style="list-style-type: none"> Define Islam as a religion of love and mercy. Describe how we should love our Muslim brothers and sisters. Define what it means when Muslims love one another for the sake of Allah. Describe ways we can make others love and respect us. Appreciate the value of loving other Muslims for the sake of Allah alone. Learn the Hadeeth Shareef on pages G10 and G12. 	1-2	3 (English only)
3: The six rights of Muslims on each other	<ul style="list-style-type: none"> Describe how we should treat one another. Describe the six rights of Muslims on each other. Learn the Hadeeth Shareef on page G19. 	1-2	
4: Helping others, helping yourself	<ul style="list-style-type: none"> Describe what it means to help others. Describe what it means to help ourselves. List ways of how we can help others and ourselves. Learn that Allah will help us when we help others. Learn Surat-al-Imran Ayah 134 (page G22). 	1-2	

	<ul style="list-style-type: none"> Learn the Hadeeth Shareef on page G24 and G27 		
5: I do not hurt others	<ul style="list-style-type: none"> Describe the importance of not hurting one another. Describe ways in which people hurt each other. Explain what a Muslim earns when s/he hurts another. Explain what a Muslim earns when s/he does a good deed. Learn Surat-ul-Hujurat Ayaat 11-12 (page G31) Learn Surat-ul-Israa Ayah 53 (page G32) Learn the Hadeeth Sharief on page G35. 	1-2	
6: Surat-ul_Mutaffifeen	<ul style="list-style-type: none"> Learn Surat-ul_Mutaffifeen. 		

CLASS: SIXTH (6th) GRADE**QURAN MEMORIZATION****(Refer to the end of this Handbook for full text, Translation, and Transliteration)**

1. *Ash-Sharh* (The Relief: Surah #94)
2. *Ad-Duhaa* (The Morning Hours: Surah #93)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: I LOVE ISLAM LEVEL 5**UNIT A: TAWHEED: THE FAITH OF ALL PROPHETS****WORKBOOK EXERCISES**

CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Tawheed: The Faith of All Prophets	<ul style="list-style-type: none"> • Define Tawheed, Kufr and Shirk. Describe the meaning of Surah-ul-Ikhlās. • Define the three parts of Tawheed. • Describe Tawheed-ul-Khaliq. • Describe Tawheed-ul-Ibadah. • Describe Tawheed-ul-Asmaa. • Recite and learn the Ayaat on pages A3, A4, A5, A7 and A8. • Recite and learn the Ahadeeth on pages A8 and A10. 	1-4	5 (English only)
2: Ninety Nine Names: One Creator I	<ul style="list-style-type: none"> • Describe how many names Allah has. • Describe what we should learn from the names of Allah. • Describe the rewards we receive when we learn these beautiful names. • Define some of the names of Allah. • Recite and learn the Ayaat on pages A16, A19, A20, A22, A23 and A24. • Recite and learn the Ayaat on pages A14 and A15. • Learn Ahadeeth Shareefah on pages A13, A19 and A25 	1-3	
3: Ninety Nine Names: One Creator II	<ul style="list-style-type: none"> • Define the names of Allah that only Allah can hold. • Describe why these names pertain to Allah. • Define the proper name Allah. • Describe the reason it is important to know the names of Allah. 	1-2	2
4: Away from Tawheed	<ul style="list-style-type: none"> • Define what the opposite of tawheed is. • Define shirk • Know how bad it is to believe in or worship anything other than God? 	1-4, 8	5,7
5: Surat-ul-Mulk Lesson 1	<ul style="list-style-type: none"> • Allah is the Only Creator of the Universe. • We know Allah through His wonderful Creation. 	None	None

	<ul style="list-style-type: none"> • Allah's Creation is flawless. • We must offer Allah our best worship & effort 		
5: Surat-ul-Mulk Lessons 2 and 3	<ul style="list-style-type: none"> • Allah is the Only Creator of the Universe. • We know Allah through His Creation. • Allah's Creation is flawless. • We must offer Allah our best worship & effort. 	Lesson 2: 1,3, 4 (English only) Lesson 3: 1,2,3	Lesson 2: 2 Lesson 3: 4
UNIT B: MANY PROPHETS, ONE GOD		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Prophets of Islam	<ul style="list-style-type: none"> • Describe the main message of all the prophets. • Explain what type of people the prophets of Allah were. • Describe the characteristics of the prophets. • Describe the miracles that the prophets brought with them. • Compare the prophets that are mentioned in the Qur'an to the ones mentioned in the Bible. • Name the final Prophet of Allah. • Describe how we should respect our Prophet. • Learn the names of the twenty five prophets and messengers. • Learn Ayah 285 of Surat-ul-Baqarah on page B4. • Learn the Hadeeth of the chapter on page B4. 	1- 3, 5 (English only), 6 (English only)	4
2: Prophets and Messengers	<ul style="list-style-type: none"> • Discuss who the prophets and messengers of Allah were. • Describe how there were many messengers with the same message. • Define the difference between the prophets and messengers. • Define the role of a messenger. • Know the prophets who were messengers. • List the messengers who received books and know the names of their books. 	2	1
3: Prophet Nuh	<ul style="list-style-type: none"> • Name who the first prophet of Allah was. • Name who the first messenger of Allah was. • Describe how Prophet Nuh called his people to Islam. • Discuss how the people of Nuh reacted to his message. • Describe what Allah did to the disbelievers. • Learn the Hadeeth on page B27. • Learn the Hadeeth on page B34. 	1, 3	2
4: Surat Nuh – Lessons 1 - 3	<ul style="list-style-type: none"> • Describe the meaning of Surat Nuh. • Learn the lessons drawn from the Ayaat. 	Lesson 1: 2, 3	Lesson 1: 1 Lesson 3: 1

	<ul style="list-style-type: none"> Describe the importance of Istighfar, or seeking Allah's forgiveness. Learn the Du'aa' "Master of Istghfar." Describe some of the gifts of Allah in the universe. Describe some negative influences of wealth and power, Describe how idol worshipping started. 	Lesson 2: 1, 2 Lesson 3: 2	
5: Prophet Hud	<ul style="list-style-type: none"> Describe the people 'Aad. Tell what did the people of 'Aad worship. Tell who Allah chose as a prophet for the people of 'Aad. Describe how the people of 'Aad reject Prophet Hud. Describe how Allah punished the disbelievers among the people of 'Aad. Recite and learn Ayaat 18-22 of Surat-ul-Qamar 	2-4	1
6: Prophet Salih	<ul style="list-style-type: none"> Describe who the people of Thamood were. Tell who Prophet Salih was. Describe how the Thamood disobeyed Allah. Define the miracle of Thamood, Describe what happened to the disbelievers. Recite and learn Ayaat 23-32 of Surat-ul-Qamar. 	2	1

UNIT C: MUSLIMS UNDER SIEGE		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Searching for the Truth: The Journey of Salman Al-Farisi	<ul style="list-style-type: none"> Describe who Salman Al-Farisi was? Tell his life story. Describe how racism is not tolerated in Islam. Learn the Hadeeth on page C6. 	1	2
2: All Arabia Attacked Madina	<ul style="list-style-type: none"> Define the term "Al-Khandaq," (The trench) Describe the events that lead to The Battle of the Trench. Describe the disbelievers' plans to attack Madina. Describe the Muslims plans to defend Madina. Describe the events that lead to the failure of the tribes' attack. Describe why many tribes in Arabia were against the Muslims. Recite and learn the Ayaat 9-11 of Surat-ul-Ahzab on page C16. 	2	
3: Muslims under Siege: The Battle of Al-Khandaq	<ul style="list-style-type: none"> Define the term "Betrayal." Describe how Muslims were betrayed during the Battle of Al-Khandaq. 	1, 2, 3 (English only)	

	<ul style="list-style-type: none"> Describe the disbelievers' plans to invade Madina. Describe the Muslims plans to defend Madina. Describe the events that lead to the failure of the tribes' attack. Learn the Du'aa' on page C20. Learn the Du'aa' on page C24. 		
4: Surah-ul-Mursalat Lessons 1-5	<ul style="list-style-type: none"> Describe the meaning of Surat-ul-Mursalat Learn the main lessons drawn from the Ayaat. Describe when the Surah was revealed. Describe under what circumstances this Surah was revealed. Recite and learn Ayaat of Suratul-Mursalat. Learn the main lessons drawn from the Ayaat. Describe some of the punishments the disbelievers will win in the Hellfire. Describe some of the rewards the believers will win in Jannah. 	2	

UNIT D: WORSHIP WITH HEART		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Al-Khushoo: The Heart of Worship	<ul style="list-style-type: none"> Describe who Salman Al-Farisi was? Tell his life story. Describe how racism is not tolerated in Islam. Learn the Hadeeth on page C6. Learn the Hadeeth on page 85. 	1, 2, 4 (English only)	3, 5
2: The Voluntary Prayers	<ul style="list-style-type: none"> Define Salat-ut-Tatawwo'. Appreciate the importance of voluntary prayers. Describe when do we pray Salat-ut-Tatawwo'. Describe when we should not pray Salat-ut-Tatawwo'. Define Salat-ul-Fard, Salat-ul-Nawafil and Salat-us-Sunnah. Learn the Hadeeth on page D12. Learn the Hadeeth on page D14. 	1	
3: Salat-ud-Duha	<ul style="list-style-type: none"> Define Salat-ud-Duha Describe what kind of prayer is it. Describe the reward one gets if he or she keep praying Salat-ud-Duha. Appreciate the Importance of Salat-ud-Duha and become encouraged to pray regularly. Describe how it should be prayed and how many Rakaat it has. 	2 (English only)	1

	<ul style="list-style-type: none"> Define Tasbeehah, Tahmeedah and Tahleelah. Learn the Hadeeth on page D19, 		
4: Salat-ul-Witr	<ul style="list-style-type: none"> Define Salat-ul-Witr. Describe how it should be performed. Define Du'aa-ul-Qunoot. Describe how the Prophet prayed Salat-ul-Witr every night. Learn at least one version of Du'aa-ul-Qunoot. Learn the Hadeeth on page D28. 		1 (English only)
5: Salat-ul-Musafir	<ul style="list-style-type: none"> Define what Salat-ul-Musafir is. Describe when and how we shorten our prayers. Describe when we can combine prayers. 	1, 3	2
6: Appreciating Allah's Gifts	<ul style="list-style-type: none"> Discuss who gave us everything we have. Describe how we should be to the One who gave us everything we have? Describe how we can be grateful to Allah. Learn the Hadeeth on page D42. Learn the Hadeeth on page Recite and learn Ayaat on pages D41, D43, D44 and D46. 	1	2
7: Sujood-ush-Shukr	<ul style="list-style-type: none"> Define Sujood-ush-Shukr Describe how important it is to appreciate Allah's gifts. Describe what we should do if something good happens to us. Learn how to perform Sujood-ush-Shukr. Recite and learn Ayah 7 of Surat Ibraheem on page D53. Learn the Hadeeth Shareef on page D53. Learn the Du'aa' on page D54. 	1, 3 (English only)	2

UNIT E: ISLAMIC CHARACTER		WORKBOOK EXERCISES	
CHAPTER	OBJECTIVES	IN CLASS	HOMEWORK
1: Forgiveness	<ul style="list-style-type: none"> Describe what it means to forgive a person. Describe how we should behave when someone hurts our feelings. Describe who is a truly strong person. Recite and Learn Ayah [42:37] on page E4 and Ayaaat 34-36 of Surat Fussilat. Learn Hadeeth Shareef on page E7. Learn Du'aa on page E8. Learn Du'aa on page E12. 	1, 3 (English only), 4 (English only)	2
2: Respect: A Pillar of Good Muslim Character Lesson 1: Respecting Humanity Lesson 2: Respecting Parents Lesson 3: Respecting Teachers	<p>Introduction:</p> <ul style="list-style-type: none"> Define Ihtiram. Describe whom we should respect. Describe who created human beings. Describe the way the Creator treats human beings. Describe how we should respect humanity. Learn Ayah 13 of Surat-ul-Hujurat on page E17. Learn Ayah 17 of Surat-ul-Israa' on page E17. Learn and recognize the name of Allah; Al-Muhyee. Describe why we should respect our parents Describe how we should respect our parents. Learn Ayaat 23-24 of Surat-ul-Israa' on page E21. Learn the Hadeeth on page E24. Learn Ayah 17 of Surat-ul-Israa' on page E17. Learn and recognize the name of Allah; Al-Barr. Describe how important our teachers are. Describe why teachers are important. Name the best teacher for all Muslims. Describe what teachers do for us. Describe how we should treat our teachers. Learn the Hadeeth about teachers on page E28. 	<p>Lesson 2: 2, 4 (English only), 5 (English only)</p> <p>Lesson 3: 2, 3 (English only)</p>	<p>Lesson 1: 1</p> <p>Lesson 2: 1, 3</p> <p>Lesson 3: 1, 4</p>
2: Lesson 4: Respecting Elders Lesson 5: Respecting Others Lesson 6: Respecting Yourself Lesson 7: Respecting Nature	<ul style="list-style-type: none"> Define elders. Describe why we should treat them with special appreciation and respect. Learn the Hadeeth Shareef on page E33. Describe how important it is to respect others. Describe how a Muslim should respect others. Define the priceless gifts that are given to us in this life. Describe how you can respect what Allah gave you. 	<p>Lesson 4: 1, 3, 4 (English only)</p> <p>Lesson 5: 1</p> <p>Lesson 6: 1, 2</p>	<p>Lesson 4: 2</p> <p>Lesson 5: 2</p> <p>Lesson 7: 1</p>

	<ul style="list-style-type: none"> • Describe how we should respect our environment. • Describe why we should respect our environment. • Learn the Hadeeth on page E46. 	Lesson 7: 2	
3: Surah-ul-Insan Lessons 1-3	<ul style="list-style-type: none"> • Describe the meaning of Surat-ul-Insan Ayaat 1-11. • Draw the main lessons found in the Ayaat. • Learn the Hadeeth Shareef on page E52. • Describe the meaning of Surat-ul-Insan Ayaat 12-22. • Draw the main lessons found in the Ayaat. • Describe the meaning of Surat-ul-Insan Ayaat 23-31. • Draw the main lessons found in the Ayaat. 	Lesson 1: 1, 2	
4: Muslim Fashion	<ul style="list-style-type: none"> • Describe the important rules for dressing in Islam. • Describe the different requirement for boys and girls. • Explain why there is a dress code for Muslims. • Learn the Hadeeth Shareef on page E67. 	1	
5: Muslims Online	<ul style="list-style-type: none"> • Describe the different things that the internet is used for. • List the rules of the internet. 	1	

CLASS: SEVENTH (7th) GRADE**QURAN MEMORIZATION****(Refer to the end of this Handbook for full text, Translation, and Transliteration)**

1. At-Teen (The Fig: Surah #95)

In addition to above Surahs, students must memorize Surahs from all previous grades.

TEXTBOOK: LEARNING ISLAM LEVEL 1**UNIT A: THE WONDERFUL UNSEEN WORLD**

CHAPTER (PAGES)	OBJECTIVES
1: Belief in the Unseen (A2-A11)	<ul style="list-style-type: none"> • Belief in the unseen. • Some evidence on the existence of the unseen world. • How to maintain unshakeable faith in Allah and the unseen.
2: Learning About Allah (A12-A23)	<ul style="list-style-type: none"> • Who is Allah? • Allah is the Creator of the universe. • Allah is the Creator of mankind. • Why did Allah create us? • The Names and Attributes of Allah.
3: The Universe Speaks Tawheed (A24-A37)	<ul style="list-style-type: none"> • Think about the world • The World of Harmony • Signs of the One Great God • Many Creations: One God • Atheism, Polytheism, and Monotheism
4: The World of the Angels (A38-A53)	<ul style="list-style-type: none"> • What are angels? • How important is the belief in angels? • What are angels made of? • What do angels do in this life and in the Hereafter? • Who are the main angels?
5: Jibreel, the Holy Spirit (A54-A63)	<ul style="list-style-type: none"> • Who is Jibreel? • What is the significance of Angel Jibreel? • What is the main role of Angel Jibreel? • Is Angel Jibreel the Holy Spirit? • How is the Holy Spirit viewed in Christianity? • How does the Qur'an describe the "Holy Spirit?"
6: The Great Hadeeth of Jibreel (A64-A79)	<ul style="list-style-type: none"> • The great Hadeeth of Jibreel • What are the ethics of seeking knowledge? • What is Islam? • What are the pillars of Iman? • What is Ihsan? • What are some of the signs of the Day of Judgement?
7: Lesson 1: Surat-ul-Jinn: A Group of Jinn Believe in the Quran (A80-A87)	<ul style="list-style-type: none"> • What are the jinn? • What are the different types of jinn? • How are the jinn different to us?
7: Lesson 2: Muslim Jinn and Evil Jinn (A88-A91)	<ul style="list-style-type: none"> • Who is the father of all jinn?

	<ul style="list-style-type: none"> • How, in the past, would the jinn get their news about what was going on in Heaven? • Why did Allah stop the jib from sneaking into the Heavens? • What are the two types of jinn? • What is the name we use for evil jinn? • Are there Muslim Jinn?
7: Lesson 3: The Messenger of Allah Calls People to Islam (A92-A94)	<ul style="list-style-type: none"> • Masajid are Houses of Allah • Worshipping Allah Alone
7: Lesson 4: Only Allah Knows When the Day of Judgement Is (A95-A99)	<ul style="list-style-type: none"> • Only Allah knows when Punishment is Due • Only Allah has Full Knowledge of the Unseen and the Future • It is Haram to Deal with Fortune-Tellers • Allah Protected the Qur'an from Change

UNIT B: FAITH AND MIRACLES: THE STORY OF PROPHET MUSA	
CHAPTER (PAGES)	OBJECTIVES
1: In the Palace of Phir'oun (B2-B11)	<ul style="list-style-type: none"> • Know the concept of destiny • Obedience and Trust in Allah pays off • Know the meaning of tawakkul. Allah controls hearts
2: Musa Leaves Egypt (B12-B23)	<ul style="list-style-type: none"> • Why did Prophet Musa side with the Israeli man when he saw the two men fighting? • Why did the Israeli man tell of Musa's mistake? • Whom did Prophet Musa meet when he fled Egypt? • Why did Prophet Musa decide to return to Egypt after many years?
3: Musa the Prophet (B24-B31)	<ul style="list-style-type: none"> • How did Musa become a prophet of Allah? • What did Allah order Musa to do in Egypt? • Why was Musa fearful of returning to Egypt? • How did Phir'oun receive Musa's message?
4: Musa and the Magicians (B32-B43)	<ul style="list-style-type: none"> • What miracles did Musa perform in front of Phir'oun? • What was Phir'oun's reaction to Musa's miracles? • Why did Phir'oun seek the greatest magicians from all over Egypt? • What happened at the event with Musa and the magicians? • How did the magicians react? • How did Phir'oun react to the magicians prostrating to Allah? • What does Islam say about magic and witchcraft?
5: God is with Me (B44-B57)	<ul style="list-style-type: none"> • What punishments did Allah bring to Phir'oun and the Egyptians? • Did the Egyptians fulfill their promise of releasing the children of Isra'eel? • What did Allah order Musa and the children of Isra'eel to do? • What kind of miracles happened when the children of Isra'eel reached the Dead Sea? • What happened to Phir'oun and his men? • Are locusts halal for Muslims to eat?
6: Wavering Faith (B58-B69)	<ul style="list-style-type: none"> • How did the children of Isra'eel respond to Prophet Musa? • Why did Allah command Musa to go and stay for thirty days? • How did Musa react to his people worshipping the golden calf?

	<ul style="list-style-type: none"> • What happened to the seventy elders that Musa chose to listen to the Lord near Mount Sinai? • Where is the grave of Prophet Musa? Support answer with a hadeeth.
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UNIT C: AL-QUR'AN-UL-KAREEM: THE LAST HOLY BOOK	
CHAPTER (PAGES)	OBJECTIVES
1: The Last Holy Book (C2-C7)	<ul style="list-style-type: none"> • What is Al-Qur'an? • When was Al-Qur'an revealed? • What are the main elements of Al-Qur'an message? • What makes Al-Qur'an a special and great book?
2: Short History of Al-Qur'an (C8-C15)	<ul style="list-style-type: none"> • When and where was Al-Qur'an revealed? • How was Al-Qur'an recorded and preserved? • Translations of Al-Qur'an
3: Suwar and Ayaat (C16-C21)	<ul style="list-style-type: none"> • The structure of Al-Qur'an • What are the longest suwar of Al-Qur'an? • How is Al-Qur'an organized?
4: You Love It, Then Respect It (C22-C31)	<ul style="list-style-type: none"> • Al-Qur'an deserves our respect • How should we respect Al-Qur'an?
5: Mission Possible: becoming a Hafith (C32-C37)	<ul style="list-style-type: none"> • Is it important to memorize the Qur'an? • What are the things that would help us memorize Al-Qur'an?
6: Surat-ul-Muzzammil Lesson 1: Stand Up and Pray at Night (C38-C42)	<ul style="list-style-type: none"> • What is the meaning of Al-Muzzammil? • What did Allah order Prophet Muhammad (PBUH) to do in the beginning of this surah? • Why did Rasoolullah (PBUH) want to pray tahajjud so much? • What does the word "tarteel" mean? • Why did Allah describe Al-Qur'an as "words of weight?"
6: Surat-ul-Muzzammil Lesson 2: Be Patient (C43-C46)	<ul style="list-style-type: none"> • What did Allah order Prophet Muhammad to do with those who insulted him? • What did Allah prepare for the evil people in the next life? • Describe what will happen on the Day of Judgment • What special value did Allah mention about the Qur'an?
6: Surat-ul-Muzzammil Lesson 3: Pray, Recite, and Give Charity (C47-C51)	<ul style="list-style-type: none"> • What did Allah change regarding Qiyam-ul-Layl for Muslims? • What good deeds did Allah tell Muslims to do in this ayah? • What did Allah say about good deeds? • What does Al-Qayoom mean? Support answer with an ayah.

UNIT D: PROPHET MUHAMMAD CALLS FOR PEACE	
CHAPTER (PAGES)	OBJECTIVES
1: The Peaceful March to Makkah (D4-D11)	<ul style="list-style-type: none"> • What are Al-Ash-hur-ul-Hurum? • The Prophet decides to go to Makkah for Umrah • Why did Rasoolullah travel toward Makkah? • The events that led to the Pledge of Ar-Ridwan • What is Bay-at-ur-Ridwan?
2: Sulh-ul-Hudaybiyah	<ul style="list-style-type: none"> • What was Sulh-ul-Hudaybiyah?

(D12-D19)	<ul style="list-style-type: none"> • What did the Treaty of Hdaybiyah call for? • What were the benefits of Sulh-ul-Hdaybiyah? • What were the main events that followed the treaty?
3: Ummu Salamah (D20-D27)	<ul style="list-style-type: none"> • Who was Ummu Salamah? • Ummu Salamah embraces Islam • The Hijrah to Abyssinia • Ummu Salamah's heartbreaking story of her Hijrah to Madinah • The death of Abu Salamah • Ummu Salamah marries Rasoolullah
4: Ja'far and the King of Abyssinia (D28-D37)	<ul style="list-style-type: none"> • Who was Ja'far Ibn Abi Talib? • How did he embrace Islam? • Where did he migrate to from Makkah? • What did Ja'far say to the King of Abyssinia? • What were the King's questions to Jafar? • What did the King do to Muslims in Abyssinia? • What religion did the King choose before he died?
5: A Threat from the North (D38-D45)	<ul style="list-style-type: none"> • What nations and tribes used to live to the north of Arabia? • Where is Mu'tah? • What were the events that led to the Battle of Mu'tah? • Who were the commanders of the Muslim army? • How did the battle come about? • Which commander became well-known after this battle? • What lessons do we learn from the events of this battle?
6: Surat-us-Saff Lesson 1: Struggling on Allah's Path (D46-D53)	<ul style="list-style-type: none"> • What do the creations of Allah do all the time? • What is the behavior that Allah dislikes as mentioned in the beginning of this Surah? • What are the signs of a hypocrite's behavior? Support answer with a hadeeth. • What is the proper meaning of jihad? • What did Allah order the Muslims to do when facing the enemies?
6: Surat-us-Saff Lesson 2: God's True Religion Will Prevail (D53-D58)	<ul style="list-style-type: none"> • What did Prophet Musa say to his people as described in this surah? • What happened to the disbelievers among Prophet Musa's people when they deviated? • What did Prophet Isa say to his people, as described in this surah? • What is the greatest injustice one can do, according to this surah? • What do disbelievers try to do against the prophets as described in ayah 8? • What promise did Allah give in ayah 9 of this surah?
6: Surat-us-Saff Lesson 3: The Successful Business (D59-65)	<ul style="list-style-type: none"> • What "business" did Allah describe to the believers in this surah? • What is jihad? Describe five types. • Can a person fight others whenever he or she wants? Why/why not? • What is the best type of jihad that doesn't involve fighting? • Describe seven enjoyments the believers will receive in Jannah • What was the last instruction Allah gave to the believers in this surah?

UNIT E: PRAYER IS LIGHT	
CHAPTER (PAGES)	OBJECTIVES
1: Praying the Prophet's Way (E2-E21)	<ul style="list-style-type: none"> • The place of salah in Islam • The importance of salah for every Muslim • Prayer times • How to perfect prayers • Important thikr and du'aa' during salah
2: Salat-us-Sunnah: Voluntary Prayer in Islam (E22-E31)	<ul style="list-style-type: none"> • The different types of recommended or voluntary prayers • The importance and beauty of recommended prayers • Apply your knowledge by performing recommended prayers as often as you can
3: Congregational Prayers in Islam: Lesson 1: Salat-ul-Jumu'ah (E32-E39)	<ul style="list-style-type: none"> • The different types of congregational prayers in Islam • Obligatory and recommended congregational prayer • The importance of Salat-ul-Jama'ah and other congregational prayers
3: Congregational Prayers in Islam: Lesson 2: Salat-ul-Jumu'ah: The Friday Prayer (E40-E47)	<ul style="list-style-type: none"> • What day of the week is Jumu'ah? What do some people call this day? • What is the best day of the week for Muslims? Why? Support answer with a hadeeth. • Name three special things Muslims do on Fridays • What is the jumu'ah khutba? • Can Muslims men miss Salat-ul-Jumu'ah? Why/why not?
3: Congregational Prayers in Islam: Lesson 3: Eid Prayers (E48-E51)	<ul style="list-style-type: none"> • What does Eid mean? • How do we know when Eid-ul-Fitr is? • What does Salat-ul-Eid include? • How is the Eid prayer different from the five daily prayers? • How do Muslims celebrate their Eid?
4: Prayer in Times of Difficulty (E52-E61)	<ul style="list-style-type: none"> • Learn when a Muslim can shorten or combine two prayers together • Appreciate Allah and his favors in making worship easier in times of difficulty • Learn the Islamic rules of prayer in sickness, during travel, and severe weather

CLASS: EIGHTH (8th) GRADE**QURAN MEMORIZATION****(Refer to the end of this Handbook for full text, Translation, and Transliteration)**

Students must memorize Surahs from all previous grades. Talented students who have memorize the curricular surah will be given the option to memorize Surat Al-Mulk, Surat Al-Waqi'a, and Surat Yasin.

TEXTBOOK: LEARNING ISLAM LEVEL 2**UNIT A: ALLAH'S MESSAGE AND MESSENGERS**

CHAPTER (PAGES)	OBJECTIVES
Introduction (A2-A3)	To reinforce idea that belief in the prophets is one of the Six Pillars of Iman
1: Allah Sent Prophets to All Nations (A4-A6)	<ul style="list-style-type: none"> Recall the six pillars of Iman and recognize belief in Prophets as one pillar of faith. Identify and learn about Prophets and Messengers in Islam. Learn the names of all the 25 prophets mentioned in the Qur'an. Explore the duties of a prophet and a messenger. Identify the main message of all prophets. Learn about some of the miracles that Allah gave to our prophets. Identify the last and final prophet. Learn, recite and understand the ayaat in the chapter.
2: Prophets Are the Best of Mankind (A8-A13)	<ul style="list-style-type: none"> Identify the main message of all prophets Learn about the main characteristics of prophets Learn about some of the miracles of our prophets Learn the ayaat in the chapter
3: The Messengers and their Message (A14-A25)	<ul style="list-style-type: none"> Define the names of Allah that only Allah can hold. Realize that all messengers came with the same basic message about the belief in the One True God. Understand the difference between a prophet and a messenger. Identify the main holy books that Allah sent to mankind. Recognize that Al-Qur'an is the final holy book sent to mankind. Learn the ayaat in the chapter.
4: The Prophet King: The Story of Prophet Dawood (A26-A35)	<ul style="list-style-type: none"> Learn the story of Prophet Dawood (AS). Appreciate the value of courage and heroism. Appreciate the value of reciting the Qur'an according to Tajweed rules and with beautiful voice. Learn how Prophet Dawood (AS) used to worship Allah. Learn the Hadeeth on how Prophet Dawood (AS) used to pray and fast. Appreciate the value of Justice. Understand that rushing to judgment and listening to one side of an argument and ignoring the other leads to injustice. Learn, recite and understand the ayaat in the chapter. Learn the Ahadeeth in the chapter.
5: The Greatest King: The Story of Prophet Suleyman (A36-A43)	<ul style="list-style-type: none"> Explore the great stories of Prophet Suleyman. Learn about the great characteristics of this messenger of Allah. Appreciate the attitudes of gratefulness, humility and piety shown by prophet Suleyman

6: Bilqees: The Queen of Faith (A44-A50)	<ul style="list-style-type: none"> • Learn about the Queen of Saba', or Sheba • Explore how the nation of Saba' came to Islam • Appreciate the value of Da'wa, or inviting others to Islam • Recite and learn the ayaat in the chapter • Learn the hadeeth in the chapter.
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UNIT B: JOURNEY TO THE HEREAFTER	
CHAPTER (PAGES)	OBJECTIVES
1: Death the Gate to the Unseen World (B2-B11)	<ul style="list-style-type: none"> • Learn what death is. • Acquire the proper understanding of death. • Acquire the proper belief in the Angel of Death. • Recognize the Importance of remembering death. • Learn the Hadeeth on becoming mindful of death. • Learn the Du 'aa in this chapter.
2: Salat-ul-Janazah (B12-B19)	<ul style="list-style-type: none"> • Learn the importance of Salat-ul-Janazah. • Learn how to perform Salat-ul-Janazah. • Learn the benefits of Salat-ul-Janazah. • Learn and understand the Hadeeth on the reward of praying Salat-ul-Janazah. • Learn the Ahadeeth in this chapter. • Learn the Du'aa in this chapter. • Learn about un-Islamic practices some Muslims
3: The Life in the Grave (B20-B27)	<ul style="list-style-type: none"> • Learn what happens to the human being after death? • Explore the life in the grave. • Explore what the believer will experience in the grave. • Explore what the disbeliever will experience in the grave. • Learn and understand the Hadeeth narrated by Al-Baraa' about life in the grave. • Learn the Hadeeth about the punishment in the grave. • Learn the Du'aa in this chapter.
4: The End of Time (B18-B35)	<ul style="list-style-type: none"> • Learn about the signs of "the Hour" • Recognize the Minor Signs of "the Hour". • Learn the Major Signs of "the Hour". • Explore what will happen when Ad-Dajjal appears. • Learn the Hadeeth on preparing for the Hour.
5: Lesson 1: Surat-ul-Haqqah (Verses 1-12) (B41-B46)	<ul style="list-style-type: none"> • Learn Ayaat 1-12 of Surat-ul-Haqqah. • Explore ancient nations' attitudes toward the Day of Judgment, • Learn about the fate of disbelieving perished nations.
5: Lesson 2: Surat-ul-Haqqah (Verses 13-18) (B41-B46)	<ul style="list-style-type: none"> • Learn Ayaat 13-18 of Surat-ul-Haqqah. • Explore the beginnings of the Day of Judgment. • Learn about the Hisab, or the questioning during the Day of Judgment. • Appreciate the great importance of the Hisab and become inspired to prepare for it. • Learn the Hadeeth on preparing for after death. • Understand the names of Allah "Al-Ba'ith" and "Al-Haseeb."

	<ul style="list-style-type: none"> Learn and understand the saying of 'Omar Ibn-ul-Khattab about the Hisab. Become encouraged to scrutinize your actions before you will be questioned about them in the Hereafter.
5: Lesson 3: Surat-ul-Haqqah (Verses 19-24) (B47-B53)	<ul style="list-style-type: none"> Learn Ayaat 19-24 of Surat-ul-Haqqah. Learn about the Book of Deeds. Recognize and develop an unshakable belief that the believers will win Jannah. Explore the wonders of Jannah, or Paradise. Appreciate how invaluable are the delights of Jannah and become inspired to work hard to win it. Learn the Hadeeth on the delights
5: Lesson 4: Surat-ul-Haqqah (Verses 25-37) (B54-B61)	<ul style="list-style-type: none"> Learn Ayaat 25-37 of Surat-ul-Haqqah. Learn about the sorrows of the disbelievers and the sinful when they receive their books of Deeds in their left hands. Recognize and develop an unshakable belief that the disbelievers and the sinful will suffer in Jahannam, or Hell. Explore the tortures of Jahannam. Realize how painful and devastating the punishment in Jahannam is and become inspired to work hard to avoid it. Learn the Du'aa' on Jahannam.
5: Lesson 5: Surat-ul-Haqqah (Verses 38-52) (B62-B65)	<ul style="list-style-type: none"> Learn Ayaat 38-52 of Surat-ul-Haqqah
5: Lesson 6: Tajweed: The Ghunnah (B66-B69)	<ul style="list-style-type: none"> Recognize and develop an unshakeable belief that Prophet Muhammad (SAW) is a True Messenger Learn about the Tajweed concept of Ghunnah Learn how to pronounce the letters of Meem and Noon, when they come with Shaddah, when reciting the Qur'an
5: Lesson 7: Tajweed: The noon with Sukoon (B70-B73)	<ul style="list-style-type: none"> Learn about the rules of the An-Noon As-Sakinah in Tajweed Recognize Ithaar places in the Qur'an and learn how to recite it properly Recognize Ikhfaa' places in the Qur'an and learn how to recite it properly

UNIT C: ISLAM PREVAILS OVER ARABIA	
CHAPTER (PAGES)	OBJECTIVES
1: Prophet Muhammad (SAW) Reaches out to Arabia and Beyond (C2-C11)	<ul style="list-style-type: none"> Learn what the Prophet focused on after the Treaty of Al-Hudaybiyah. Identify the tribes that he communicated with in Arabia. Identify the nations that the Prophet invited to Islam outside Arabia. Appreciate the value of sharing the beautiful message of Islam with others.
2: Ibn-ul-Waleed Embraces Islam (C12-C17)	<ul style="list-style-type: none"> Learn about the events that proceeded Khalid's turn to Islam? Learn about Khalid Ibn-ul Waleed and how he embraced Islam. Appreciate the value of courage and leadership that Khalid demonstrated. Recognize how family members should care about each other's faith.
3: Islam before Kinship (C18-C25)	<ul style="list-style-type: none"> Understand that Quraysh broke the Treaty of Al-Hudaybiyah

	<ul style="list-style-type: none"> • Learn about Quraysh's attempts to salvage the Treaty including Abu Sufyan's visit to Madina. • Learn about and appreciate the story of Ummu Habeebah. • Gain insight into the visit of Abu Sufyan to Ummu Habeebah. • Learn basic information about how a marriage contract is performed in Islam.
4: Surat-ul-Mumtahinah (C26)	<ul style="list-style-type: none"> • Learn Surat-ul-Mumtahinah. • Understand various lessons one can learn from the Sura.
4.1: Surat-ul-Mumtahinah (Verses 1-3) Beyrayal of the Muslim Society is a Major Sin (C27-C32)	<ul style="list-style-type: none"> • Learn Ayaat 1-3 of Surat-ul-Mumtahinah. • Learn how a Muslim should deal with hostile enemies? • Learn about the sin of betraying the Muslim society. • Learn who are the enemies of Islam? • Learn the Hadeeth on the attitudes of a hypocrite.
4.2: Surat-ul-Mumtahinah (Verses 4-7) Faith Comes First: The Example of Prophet Ibraheem (C33-C37)	<ul style="list-style-type: none"> • Learn Ayaat 4-7 of Surat-ul-Mumtahinah. • Learn how Prophet Ibraheem put his faith before family. • Learn the Du'aa' of Prophet Ibraheem and his followers. • Understand that hostile non-Muslims are not necessarily Muslims' permanent enemies • Learn the wisdom of Ali Ibn Abi Talib about being balanced in your love and hate of others
4.3: Surat-ul-Mumtahinah (Verses 8-9) Relation with Non-Muslims (C38-C42)	<ul style="list-style-type: none"> • Learn Ayaat 8-9 of Surat-ul-Mumtahinah. • Understand that Muslims should treat peaceful non-Muslims in a kind manner. • Understand that Muslims should not take hostile non-Muslims as friends or confidants. • Learn the Hadeeth on the types of friends one can have.
4.4: Surat-ul-Mumtahinah (Verses 10-11) When Women Embraced Islam (C43-C47)	<ul style="list-style-type: none"> • Learn 10-11 of Surat-ul-Mumtahinah. • Learn how to take care of women new to Islam. • Learn the rules of marriage to non-Muslim spouses. • Understand that Muslims should treat peaceful non-Muslims in a kind manner. • Understand that Muslims should not take hostile non-Muslims as friends or confidants. • Learn the Hadeeth on the types of friends one can have.
4.5: Surat-ul-Mumtahinah (Verses 12-13) Women Making the Pledge of Allegiance (C48-C53)	<ul style="list-style-type: none"> • Learn Ayaat 12-13 of Surat-ul-Mumtahinah. • Learn the concept Of Bay'ah. • Learn about the Importance of Women in Muslim Society. • Learn the major sins in Islam.
4.6: Tajweed: Noone with Sukoon 2 (C54-C57)	<ul style="list-style-type: none"> • Recognize Idghaam places in the Qur'an and learn how to recite it. • Recognize Iqlaab places in the Qur'an and learn how to recite it.
5: The Way to Liberating Makkah (C58-C65)	<ul style="list-style-type: none"> • Learn about Prophet Mohammad (SAW)'s preparations to liberate Makkah. • Learn about the mistake of Hatib Ibn Abi Balta'ah. • Learn about the events before Fateh Makkah.

	<ul style="list-style-type: none"> Learn Ayaat 1-3 of Surat-ul-Fateh.
6: Fateh Makkah: The Great Victory (C66-C76)	<ul style="list-style-type: none"> Recognize Prophet Mohammad (SAW)'s love of peace. Learn about the events of Fateh. Learn about Prophet Mohammad (SAW)'s actions upon his entry to Makkah. Appreciate the Prophet's forgiveness of Quraysh. Appreciate the virtue of Hilm, or tolerance and forgiveness. Learn Ayaat 33-35 of Surat Fussilat Understand the meaning of the names of Allah "Al-Fattah" and "Al-Haleem."
7: The Battle of Hunayn (C76-C85)	<ul style="list-style-type: none"> Learn about the Tribe of Hawazin. Learn about the events before the Battle of Hunayn. Learn about the events of the Battle of Hunayn. Learn about the conclusion of the Battle of Hunayn. Appreciate the importance and the virtue of courage and understand the danger of quitting or fleeing especially in difficult times. Appreciate Islam's high war ethics. Learn the Ayaat 25-27 of Surat-ut-Tawbah. Learn the Hadeeth on people born according to Fitrah. Learn the Hadeeth on the three attitudes that may save a person and three destructive ones.

UNIT D: MUSLIMS LIFE STYLE	
CHAPTER (PAGES)	OBJECTIVES
1: Hayaa': Modesty, Shyness and Honor Together (D2-D9)	<ul style="list-style-type: none"> Learn the meaning of Hayaa'. Appreciate and understand the place of Hayaa' in Islam. Learn the relation between Iman and Hayaa'. Learn the virtues and the benefits of Hayaa'. Recognize the levels of Hayaa'. Realize how the society would be without Hayaa'. Learn the three Ahadeeth about Hayaa' in this chapter. Become inspired to adopt Hayaa' as virtue throughout your life.
2: Males and Females (D10-D21)	<ul style="list-style-type: none"> Learn that males and females are partners in Islam. Recognize the importance of avoiding temptations. Recognize the importance of marriage. Recognize the dangers of sexual relations outside marriage. Learn the Ayaat on lowering the gaze, the blessing of marriage and the evil of Zina in this chapter. Learn the Hadeeth on equity of men and women, and the one on encouraging them to get married. Learn the Ahadeeth on forbidding Khulwah and touching between the two genders.
3: The Islamic Etiquette of Clothing (D22-D31)	<ul style="list-style-type: none"> Learn the Islamic view of clothing. Learn the concept of 'Awrah. Understand the standards of Islamic dress. Learn the Du'aa' of dressing. Learn the lawful and unlawful types of dresses for males and females.

	<ul style="list-style-type: none"> • Learn the Ayaat 26-27 of Surat-ul-A'raf and Ayah 31 of Surat-un-Noor. • Learn the Ahadeeth on the limits of 'Awrah, forbidding men to wear gold and forbidding each gender to imitate the other
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UNIT E: PRAYER IS LIGHT	
CHAPTER (PAGES)	OBJECTIVES
1: Zakah: The Third Pillar of Islam (E2-E13)	<ul style="list-style-type: none"> • Learn what Zakah is. • Learn and appreciate significance of Zakah • Recognize benefits of Zakah • Learn and understand the rules of Zakah • Understand what Nisaab and rate are. • Learn the Ayaat in the chapter
2: Some Rules and Ethics of Giving out Zakah and Sadaqah (E14-E21)	<ul style="list-style-type: none"> • Learn the main rules and ethics of giving Sadaqah • Recognize the importance of sincere intention • Compare the merits of secret sadaqah vs. public sadaqah • Learn the importance of showing kindness to Zakah and Sadaqah recipients • Recognize that Allah only accepts good money • Understand the importance of giving to needy relatives first • Recognize the importance of a gracious spirit in giving Sadaqah • Learn how to give Sadaqah on behalf of the dead and the importance of doing this. • Learn how to calculate Zakah. • Learn the Ayaat in the chapter. • Learn the hadeeth of the chapter.
3: Sadaqah: The Proof of Goodness (E22-E29)	<ul style="list-style-type: none"> • Learn the meaning of Sadaqah • Learn the differences between Sadaqah and Zakah. • Learn the types of Sadaqah. • Learn who should receive Sadaqah • What are invalidators of Sadaqah and Sadaqah Jariyah • Learn the meaning of Sadaqah Jariyah. • Learn the rewards of Sadaqah.
4: Surat-ul-Qalam (The Pen) Introduction (E30)	<ul style="list-style-type: none"> • Understand the introduction of Surat-ul-Qalam. • Learn basic historical facts about this sura.
4: Lesson 1: Surat-ul-Qalam (The Pen) 1-7 The Great Character of the Prophet Mohammad (SAW) (E31-E35)	<ul style="list-style-type: none"> • Understand the level of perfection of the Prophet's (PBUH) character • Understand that the Prophet (SAW) was the best role model for mankind.
4: Lesson 2: Surat-ul-Qalam (The Pen) 8-16 The Bad Character of the Disbelievers (E36-E42)	<ul style="list-style-type: none"> • Learn why struggling against evil enemies is necessary to protect faith. • Learn how backbiting and gossip harm individuals and societies. • Learn that Muslims cannot compromise their faith.

<p>4: Lesson 3: Surat-ul-Qalam (The Pen) 17-34 Greed Leads to Destruction (E43-E51)</p>	<ul style="list-style-type: none"> • The student can understand that greed is not blessed by Allah and it leads to destruction. • Understand that we must say InshaAllah when planning to do a thing. • Learn that greediness and miserliness leads to loss. • Learn that the world is a test and not a game.
<p>4: Lesson 4: Surat-ul-Qalam (The Pen) 35-43 The Reward for Those Who Fear Allah (E52-E55)</p>	<ul style="list-style-type: none"> • Understand that disbelievers will one day want to make sujood. • Understand that they will not be able to do so because Allah will not permit it.
<p>4: Lesson 5: Surat-ul-Qalam (The Pen) 44-52 Standing by Allah (E56-E61)</p>	<ul style="list-style-type: none"> • Understand that Allah gives people chances to believe and follow righteousness. • Understand that envy can harm others and we must protect ourselves from Hasad. • Learn how Allah gives people chances to accept and follow His Guidance • Learn why believers must educate non-believers. • Learn the ayaat in the chapter.
<p>5: Sadaqah, Without Paying Money (E62-E71)</p>	<ul style="list-style-type: none"> • Learn the different types of Sadaqah that do not involve money. • Learn the importance of thikr and remembrance of Allah. • Learn the importance of helping other. • Learn the importance of doing good deeds. • Learn the ahadeeth of the chapter.

CLASS: HIGH SCHOOL (9TH- 12TH) GRADES

For this age group, the class is divided into two segments. The first segment is instructions in an open, discussion-based setting. The second segment involves non-academic youth group activities to bond with one another. Activities such as movie night, discussion groups, and game-night to name a few, will be planned for the students.

For the academic segment, the goal is for each student to understand one essential question, what does it mean to be a “Muslim.” As simple as this question may appear, there is a depth to what a Muslim believes, thinks and does. To be able to assess what it means to be a Muslim fully, the class will revolve around one book: **Being Muslim A Practical Guide** by Asad Tarsin. The book gives through all the major topics of Islam in a straightforward manner that is easy to grasp.

The course will cover three main areas:

1. Beliefs / Framework formation. What does a Muslim believe in? What is the Islamic worldview? What are other worldviews?
 - This will be covered in the fall, each class will cover one of the 6 main pillars of belief
 - **Objective:** To inspire a *rational basis* for the Islamic worldview being 1) true and the 2) best for the world.
2. Purification of the heart: How do I become better, what is the heart, and what is its function?
 - This will be covered after “beliefs.” Each class will cover a disease of the heart, its definition, causes, and treatment.
 - The module will revolve around the book “Purification of the heart,” handouts will be provided in class.
 - **Objective:** To inspire a *spiritual awareness* between the student and God. Self – Improvement.
3. Worship – Fiqh:
 - The last part of the class will cover specific actions that are necessary to know for each Muslim
 - The actions as well as the spirit of the action will be taught to the students. By leaving this section by the end, it will help solidify how actions, beliefs, and spirituality orients oneself towards Allah.
 - **Objective:** To *operationalize* the Islamic intellect and spirit. Understanding the “how” and the “why” of ritual actions will promote habit formations

Furthermore, individual classes will contain 3 essential components:

- Creative “warm-up” activities: These activities will get the students ready to learn and participate.
- Lesson: The core of the class, covering the main topic and what the students will read for homework.
- Exit Ticket: A small brief prompt which each student has to answer and hand in before the class ends. This assists the class in knowing what topics were grasped and which were found a bit more challenging.

Lesson 1: Islamic Worldview (I) - Introduction & Frameworks	
Objective	<ul style="list-style-type: none"> • Introduce structure of class, to challenge student's life framework and establish that it is one framework of many
Classwork	<ul style="list-style-type: none"> • Icebreakers (20 minutes) • Expectations / Rules (10 minutes) • Writing Prompt <ul style="list-style-type: none"> ○ Ascetic, what would make people do that? • Lesson (30 minutes), <ul style="list-style-type: none"> ○ How do you know what you know? ○ Secularism: "f I took someone and put them in Buddhist school for 13 years would you be surprised he came out as a Buddhist?" ○ Take home question →
Homework	<ul style="list-style-type: none"> • Being Muslim Foreword + Chapter 1 (pgs xiii – 15)
Exit Survey	<ul style="list-style-type: none"> • One fact about icebreaker partner • What is a framework, what stuck out to you about today's discussion • Emoji Exit Ticket, I choose this emoji because....

Lesson 2: Islamic Worldview (II) - Allah	
Objective	Establish what is it mean to submit <i>wholly</i> to Allah, Nature/Proof of God
Classwork	<ul style="list-style-type: none"> • Pair Share (15 minutes) <ul style="list-style-type: none"> ○ One person asks the other about God/Religion while other responds to this questions, then switch pg 24 <ul style="list-style-type: none"> ▪ Questions will be given • Lesson (45 minutes) <ul style="list-style-type: none"> ○ Who is Allah, (taken from pg 18 – 24) ○ Who created God?, "arguments" against His existence ○ Proof God Exists
Homework	Being Muslim, 18 – 24, 95 - 101
Exit Survey	<ul style="list-style-type: none"> • If someone asks you, who is Allah, how would you respond? • What's something you learned today, that you did not know before? • Emoji Exit Ticket, I choose this ticket because....

Lesson 3: Islamic Worldview (III) - Shahada + True Freedom	
Objective	To understand submission and freedom are only in relation to Allah. To learn that which submits to Allah is the heart
Classwork	<ul style="list-style-type: none"> • Pair Share: (15 minutes) <ul style="list-style-type: none"> ○ What are the 99 names of Allah • Writing Prompt (15 minutes) <ul style="list-style-type: none"> ○ Write down how you would prove the existence to God to someone • Lesson (30 minutes) <ul style="list-style-type: none"> ○ Negation of worldview first → Shahaada ○ What is freedom? What is Submission? Are they opposites ○ The Heart and its submissive type. ○ List all diseases of the Heart

	<ul style="list-style-type: none"> ▪ Write one that you recognize and want to work on (will come back on this in week 11/12)
Homework	Being Muslim, 25 -35
Exit Survey	<ul style="list-style-type: none"> • Given what you learned today, what is freedom? What does it mean to be truly free? • The disease I recognized and want to learn more about is... • Emoji Exit Ticket, I choose this emoji because....

Lesson 4: The world of the Unseen (I): Angels	
Objective	To understand submission and freedom are only in relation to Allah. To learn that which submits to Allah is the heart
Classwork	<ul style="list-style-type: none"> • Game that allows students to list all the prophets they know: (15 minutes) • Writing Prompt (15 minutes) <ul style="list-style-type: none"> ○ What are the different types of heart? What is the importance of the heart? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ Is seeing believing? ○ The world of unseen, why is it important ○ Angels: Function, when they interact with is, etc
Homework	Being Muslim, 102-117
Exit Survey	<ul style="list-style-type: none"> • How would you respond to someone who says “I only believe in what I can see) • What can you do get the presence of the angels • Emoji Exit Ticket, I choose this emoji because....

Lesson 5: The World of the Unseen (II): Jinns	
Objective	To Understand the reality and history of Jinns, as well as protection from them
Classwork	<ul style="list-style-type: none"> • Pair share: • Writing Prompt (15 minutes) <ul style="list-style-type: none"> ○ Who is Shaytan? Is he from the Angels or the Jinn? ○ Do you think a person can see Shaytan? Is that important? (Think about our class on “Seeing is Believing”) ○ Have you had an experience that you would consider, Shaytani, demonic, or downright scary? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ What are Jinns, and do they really exist? ○ Jinn stories, Protection from Jinn
Homework	Being Muslim, Quran 155-167
Exit Survey	<ul style="list-style-type: none"> • What was Shaytan’s crime? • Why was Shaytan in the company of the angels? • Emoji Exit Ticket, I choose this emoji because....

Lesson 6: The Books: Quran	
Objective	To Understand the miraculous nature of the Qur'an, and its themes
Classwork	<ul style="list-style-type: none"> • Pair Share: Name all the surahs you know (15) • Writing Prompt: (15 minutes) <ul style="list-style-type: none"> ○ When's the last time you read Qur'an ○ Things that prevent me from reading Qur'an • Lesson <ul style="list-style-type: none"> ○ How do we know Quran is preserved? ○ Compilation of the Quran ○ Qiraat
Homework	Being Muslim, 121 -132 (Prophet Muhammad %)
Exit Survey	<ul style="list-style-type: none"> • How was the Quran preserved • Emoji Exit Ticket, I choose this emoji because....

Lesson 7: The Prophet Muhammad % (I): Mekkah	
Objective	To instill the value of the Prophet Muhammad and his Purpose
Classwork	<ul style="list-style-type: none"> • Role Play: <ul style="list-style-type: none"> ○ Describe to your partner who the Prophet Muhammad % is and his importance • GAME? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ The Purpose of Prophets ○ The Mission of Prophet % ○ Mekkan Seerah
Homework	Being Muslim, 133 – 154 (Biography of Prophet Muhammad %)
Exit Survey	<ul style="list-style-type: none"> • What is the one thing about the Prophet's life that sticks out to you • Why do you think people did not follow the Prophet &? Do you see those reasons today? • Emoji Exit Ticket, I choose this ticket because....

Lesson 8: The Prophet Muhammad (II): Medina	
Objective	To instill the value of the Prophet Muhammad and his Purpose
Classwork	<ul style="list-style-type: none"> • Role Play: <ul style="list-style-type: none"> ○ Describe to your partner who the Prophet Muhammad & is and his importance • GAME? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ The Purpose of Prophets ○ The Mission of Prophet % ○ Mekkan Seerah
Homework	Shamail Reading Two person to present Shamail next week (2/6)
Exit Survey	<ul style="list-style-type: none"> • What is the one thing about the Prophet's life that sticks out to you • Why do you think people did not follow the Prophet &? Do you see those reasons today? • Emoji Exit Ticket, I choose this ticket because....

Lesson 9: The Prophet Muhammad (III): Death, Shamail	
Objective	To know the death event of the Prophet ﷺ and the following succession
Classwork	<ul style="list-style-type: none"> • Role Play: <ul style="list-style-type: none"> ○ Describe to your partner who the Prophet Muhammad ﷺ is and his importance • Shamail Presentation (10 minutes) • Lesson (30 minutes) <ul style="list-style-type: none"> ○ Last few events of Prophet's ﷺ Life ○ Death of Prophet ﷺ
Homework	Shamail Reading Two person to present Shamail next week (4/6)
Exit Survey	<ul style="list-style-type: none"> • What is the one thing about the Prophet's life that sticks out to you • If you could meet the Prophet ﷺ what would you ask him? • Emoji Exit Ticket, I choose this ticket because....

Lesson 10: Day of Judgement (I): Reality and Purpose	
Objective	To fully appreciate the reality of Day of Judgement
Classwork	<ul style="list-style-type: none"> • Kahoot: Facts from Prophet's ﷺ life • Shamail Presentation (10 minutes) • Lesson (30 minutes) <ul style="list-style-type: none"> ○ What is DOJ? What occurs on the DOJ? ○ Justice, the need for accountability, ○ What is Justice, and who defines it? ○ Reminder about Heart, its types, and defects
Homework	Shamil Reading
Exit Survey	<ul style="list-style-type: none"> • What is the one thing about the Prophet's life that sticks out to you • If you could meet the Prophet ﷺ what would you ask him? • Emoji Exit Ticket, I choose this ticket because....

Lesson 11: Day of Judgement (II): Signs	
Objective	To increase awareness of the moral decay of our time
Classwork	<ul style="list-style-type: none"> • Pair Share? • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ Write two things that you want to change in your life ○ One to share, one to keep. • Lesson (30 minutes) <ul style="list-style-type: none"> ○ Signs of DOJ ○ Meaning of Fahsha: Lewdness and indecency ○ The "Pure" heart: Hayaa
Homework	Reading: Yaqeen Article: The Prophecies of Prophet Muhammad
Exit Survey	<ul style="list-style-type: none"> • What is the one thing about the Prophet's life that sticks out to you • If you could meet the Prophet ﷺ what would you ask him? • Emoji Exit Ticket, I choose this ticket because....

Lesson 12: The Heart: Riya	
Objective	Understand the meaning, cause, and treatment of Riya
Classwork	<ul style="list-style-type: none"> • Pair Share: • Lesson (30 minutes)
Homework	Being Muslim
Exit Survey	<ul style="list-style-type: none"> • Emoji Exit Ticket, I choose this ticket because...

Lesson 13: The Heart: Hayaa	
Objective	Understand meaning and role of Hayya in daily life
	<ul style="list-style-type: none"> • Pair Share: <ul style="list-style-type: none"> ○ Share with each other something embarrassing that happened to you or you happened to someone else • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ What does “Awkward” mean ○ What does “cringe” mean? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ What is Hayya (to be seen by Allah) ○ Adam and Hawa ○ Clothes, secular vs Islam
Homework	Yaqeen Article: Haya: More than modesty
Exit Survey	<ul style="list-style-type: none"> • How can I exhibit hayya in my life? • Why is hayyaa a virtue? • Emoji Exit Ticket, I choose this ticket because...

Lesson 14: The Heart – Hatred / Envy	
Objective	<ul style="list-style-type: none"> • Learning the disease and it’ daily effects
Classwork	<ul style="list-style-type: none"> • Pair Share: <ul style="list-style-type: none"> ○ Share with each other something embarrassing that happened to you or you happened to someone else • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ Is Hatred good? If Yes when? If No, why not? ○ Is Envy good? If Yes, when? If no, why not? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ What is Hatred ○ What is Envy ○ Social Media intro.
Homework	<ul style="list-style-type: none"> • Fiqh of Social Media: Umar Osman (Handout)
Exit Survey	<ul style="list-style-type: none"> • Check your screen time, and right down your weekly average • I think I use social media, circle one, rarely, sometimes, often, always on it • Emoji Exit Ticket, I choose this ticket because...

Lesson 15: The Heart – Riya and Social Media	
Objective	<ul style="list-style-type: none"> • To learn about the effects of Social Media
Classwork	<ul style="list-style-type: none"> • Pair Share: <ul style="list-style-type: none"> ○ If you went back in time 200 years, how would you explain social media to the people living in that time?

	<ul style="list-style-type: none"> • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ How does talking with your friends on social media differ from talking to your friends face to face? ○ Or, would you prefer to have 100 followers on social media who love what you share, or 1 million followers who don't really care about what you share? Why? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ What is Social Media ○ Riya, Showing off ○ Documentary clips: The Social Dilemma ○ Youth Group: Parent – Service Preparation (in two weeks)
Homework	<ul style="list-style-type: none"> • Purification of the Heart and related Readings
Exit Survey	<ul style="list-style-type: none"> • Why is Riya considered minor shirk • After today's class, I think social media is... • Emoji Exit Ticket, I choose this ticket because....

Lesson 16: The Heart – Love of this World	
Objective	<ul style="list-style-type: none"> • Understand the function of this world and danger of extreme love
Classwork	<ul style="list-style-type: none"> • Pair Share: (10 minutes) <ul style="list-style-type: none"> ○ What are the 5 things you would do with a billion dollars? • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ Do you think extremely rich people are happier than people who are not? Why or why not? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ What is dunya? Verses from Quran ○ “Be in this world like a stranger, or a way farer,” airport terminal example ○ Loving Praise from others ○ Youth Group: Parent – Service Preparation (next week)
Homework	<ul style="list-style-type: none"> • Being Muslim 38-43, Parent Service project
Exit Survey	<ul style="list-style-type: none"> • Is loving this dunya wrong? Why or why not? • What is the purpose of this world? • Emoji Exit Ticket, I choose this emoji because....

Lesson 17: Worship – The Five Rulings	
Objective	<ul style="list-style-type: none"> • To introduce the five rulings of legal classification in Islam
Classwork	<ul style="list-style-type: none"> • Pair Share: (10 minutes) <ul style="list-style-type: none"> ○ One person list all the things that are haram, the other list all the things that are halal • Lesson (40 minutes) <ul style="list-style-type: none"> ○ The Five objectives of Shariah ○ The Five Rulings and examples ○ 40 Hadith al-Nawawi: Hadith #6 ○ Why does Islam demand so many things? (Demand-on-life)
Homework	<ul style="list-style-type: none"> • Being Muslim 44-62 (Salah)
Exit Survey	<ul style="list-style-type: none"> • List the five rulings, and their definition • What's the point of all the rules and regulations in Islam? • Emoji Exit Ticket, I choose this ticket because....

Lesson 18: Worship - Salah	
Objective	<ul style="list-style-type: none"> To learn the basics of Purification and Prayer
Classwork	<ul style="list-style-type: none"> Pair Share: (10 minutes) <ul style="list-style-type: none"> Your partner just became muslim, show him/her how to pray Writing Prompt (10 minutes) <ul style="list-style-type: none"> Does Allah need us to pray? If not, why does He ask us to pray? Lesson (30 minutes) <ul style="list-style-type: none"> Salah: A re-orientation about life Wudu Demonstration Salah Demonstration and Practice
Homework	<ul style="list-style-type: none"> Being Muslim 67-73. 173-177 (Salah continued)
Exit Survey	<ul style="list-style-type: none"> Give two conditions of prayer Can I make wudu from the following types of water, yes or no? Emoji Exit Ticket, I choose this ticket because...

Lesson 19: Worship – Congregational Prayers	
Objective	<ul style="list-style-type: none"> To understand types and virtues of congregational prayers
Classwork	<ul style="list-style-type: none"> Pair Share: (10 minutes) <ul style="list-style-type: none"> Your partner just became muslim, show him/her how to make wudu Reverse roles your partner just became muslim, show him/her how to pray Lesson (50 minutes) <ul style="list-style-type: none"> Jumuah Prayer, importance, rules Janazah, rites of the diseased, ghusl. Praying together, making mistakes, gender differences
Homework	<ul style="list-style-type: none"> Rules for Financial Success: Joe Bradford (handout)
Exit Survey	<ul style="list-style-type: none"> What are the different types of Fard? Am I sinful if I don't attend a Janazah prayer? Emoji Exit Ticket, I choose this ticket because...

Lesson 20: Worship – Finances, Halal and Haram	
Objective	<ul style="list-style-type: none"> To understand ethics of Islamic Finances
Classwork	<ul style="list-style-type: none"> Pair Share: (20 minutes) <ul style="list-style-type: none"> Shark Tank: Pick a business idea and sell your partner to invest in it. Lesson (40 minutes) <ul style="list-style-type: none"> Is being rich bad? What is not allowed in business, and why? (usury, deception, gambling) Sahabha who were wealthy Stocks, Misc,
Homework	<ul style="list-style-type: none"> Being Muslim: 74-76, Zakat Handouts
Exit Survey	<ul style="list-style-type: none"> Is being rich bad? When can it be? Besides alcohol and pig, what are other things a Muslim cannot buy or sell?

	<ul style="list-style-type: none"> • Emoji Exit Ticket, I choose this ticket because....
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Lesson 21: Worship – Zakat	
Objective	<ul style="list-style-type: none"> • To understand ethics of Islamic Finances
Classwork	<ul style="list-style-type: none"> • To learn how to give zakat and its wisdoms
Homework	<ul style="list-style-type: none"> • Pair Share: (20 minutes) <ul style="list-style-type: none"> ○ Shark Tank: Pick a charity and get your partner to donate. • Lesson (40 minutes) <ul style="list-style-type: none"> ○ What is Zakat? 8 Categories ○ How to give it? ○ Wisdoms, jizya, etc
Exit Survey	<ul style="list-style-type: none"> • What is the benefit of giving zakat? • Can people who are not poor get zakat? • Emoji Exit Ticket, I choose this ticket because....

Lesson 22: Ramadan Workshop	
Objective	<ul style="list-style-type: none"> • To Read and Practice Quran
Classwork	<ul style="list-style-type: none"> • Tafseer of Quran: Surah Ikhlas (30 minutes) <ul style="list-style-type: none"> ○ Attributes of Allah ○ Cosmological Argument ○ Vocabulary • Reading Practice (30 minutes)
Homework	None
Exit Survey	<ul style="list-style-type: none"> • What is one blessing I am thankful for...? • Emoji Exit Ticket, I choose this ticket because....

Lesson 23: Ramadan Workshop	
Objective	<ul style="list-style-type: none"> • To Read and Practice Quran
Classwork	<ul style="list-style-type: none"> • Tafseer of Quran: Surah Duha (20 minutes) <ul style="list-style-type: none"> ○ Context of the Prophet ﷺ ○ Vocabulary • Writing Prompt <ul style="list-style-type: none"> ○ When were you “lost” in your life and Allah guided you? • Reading Practice (30 minutes)
Homework	<ul style="list-style-type: none"> • None
Exit Survey	<ul style="list-style-type: none"> • How has Ramadan going for your? What are the positives and what are the challenges • Emoji Exit Ticket, I choose this ticket because....

Lesson 24: Ramadan Workshop	
Objective	<ul style="list-style-type: none"> • To Read and Practice Quran
Classwork	<ul style="list-style-type: none"> • Tafseer of Quran: Surah Sharh (20 minutes) <ul style="list-style-type: none"> ○ Context of the Prophet ﷺ ○ Vocabulary • Writing Prompt

	<ul style="list-style-type: none"> ○ What is something challenging you went through in life, was there ease in it? ● Reading Practice (30 minutes)
Homework	<ul style="list-style-type: none"> ● None
Exit Survey	<ul style="list-style-type: none"> ● What do I want Allah to forgive me for? Have I asked Him for it this Ramadan? ● Emoji Exit Ticket, I choose this ticket because....

Lesson 25: Ramadan Workshop

Objective	<ul style="list-style-type: none"> ● To Read and Practice Quran
Classwork	<ul style="list-style-type: none"> ● Tafseer of Quran: Surah Fatiha (30 minutes) <ul style="list-style-type: none"> ○ Virtue ○ Eloquence of the Surah ○ Vocabulary ● Importance of last ten nights ● Writing Prompt <ul style="list-style-type: none"> ○ If you were to wake up tomorrow, only with the things you were thankful to Allah for, what would you wake up with? ● Reading Practice (30 minutes)
Homework	<ul style="list-style-type: none"> ● None
Exit Survey	<ul style="list-style-type: none"> ● What do I want Allah to forgive me for? Have I asked Him for it this Ramadan? ● Emoji Exit Ticket, I choose this ticket because....

Lesson 26: Worship – Hajj / Umrah

Objective	<ul style="list-style-type: none"> ● To gain a brief overview of Hajj/Umrah and to understand importance of Dhikr
Classwork	<ul style="list-style-type: none"> ● Pair Share (10 minutes) <ul style="list-style-type: none"> ○ Role play: Your partner is a friendly non-muslim who wants to know more about Ramadan, explain to them Ramadan ● Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ What was Ramadan like for you? What were some of the positives, and what were some of the challenges? ● Lesson (30 minutes) <ul style="list-style-type: none"> ○ What is Hajj/Umrah, importance, how to ○ Dhikr/salawat, importance of, main dhikrs to memorize
Homework	<ul style="list-style-type: none"> ● Memorize dhikr for sleeping and waking up, Being Muslim: 82-94
Exit Survey	<ul style="list-style-type: none"> ● What’s the point of Hajj? ● Can someone else do Hajj on your behalf? ● Emoji Exit Ticket, I choose this ticket because....

Lesson 27: Character – The Muslim Man & The Muslim Woman

Objective	<ul style="list-style-type: none"> ● To understand the Islamic characteristics of being an Muslim Adult
Classwork	<ul style="list-style-type: none"> ● Pair Share (10 minutes) <ul style="list-style-type: none"> ○ What makes someone a “man?”

	<ul style="list-style-type: none"> ○ What makes someone a “woman?” • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ Name one characteristic from the list that you think is the most important one to learn. • Lesson (30 minutes) <ul style="list-style-type: none"> ○ Quran and Gender ○ Jalaly vs Jamaly characteristics of God and His creation ○ Gender Framework: Roles, respect, culture
Homework	<ul style="list-style-type: none"> • Being Muslim: 205-215, Futuwwa Reading
Exit Survey	<ul style="list-style-type: none"> • What are some qualities that you think that you have? • What are some Jalaly and Jamaly characteristics? • Emoji Exit Ticket, I choose this ticket because....

Lesson 28: The Family: Parents	
Objective	<ul style="list-style-type: none"> • To gain skills working with Parents
Classwork	<ul style="list-style-type: none"> • Pair Share (10 minutes) <ul style="list-style-type: none"> ○ Two Truths and a lie game about your family • Writing Prompt (10 minutes) <ul style="list-style-type: none"> ○ What countries did your family come from? What is the culture like in those countries, and how do you see and celebrate those things in your family? ○ Or, If you could hang out with one of your parents when they were a kid, what would you do together? Do you think you would get along? • Lesson (30 minutes) <ul style="list-style-type: none"> ○ Why is family important? ○ Verses on Parents ○ Cases: What if my Parents are abusive?
Homework	<ul style="list-style-type: none"> • Being Muslim: 197-205, Verses on Prophet Lut’s People
Exit Survey	<ul style="list-style-type: none"> • List sacrifices your parents have made for you • Was there a time your parents got into a conflict with you, but later it was solved? How was it solved? • Emoji Exit Ticket, I choose this ticket because....

Lesson 29: The Family: Marriage and Relations	
Objective	<ul style="list-style-type: none"> • To Understand the Islamic Position on Gender Interaction
Classwork	<ul style="list-style-type: none"> • Pair Share (10 minutes) <ul style="list-style-type: none"> ○ Two Truths and a lie game about your family • Lesson and Discussion (40 minutes) <ul style="list-style-type: none"> ○ What types of relationships are allowed? ○ “Love is love:” where does the line stop? ○ Being Proud of Islamic Values, seeking Help
Homework	<ul style="list-style-type: none"> • Summer Activities Brainstorming
Exit Survey	<ul style="list-style-type: none"> • Are you sinful for having haram thoughts? • Emoji Exit Ticket, I choose this ticket for the entire year because....

ARABIC LANGUAGE CURRICULUM

The session is divided into four cohorts based on age and proficiency in the Arabic Language

COHORT 1: BEGINNER LEVEL 1A – 5-7 Years Old BOOK: THE ARABIC WRITING WORK BOOK

For beginners ages five to seven who do not know the Arabic alphabets. Student will learn the principles of reading and writing by studying all letters of the alphabet - including the letter forms (in different position within the word), sound -, and vowels (long and short). Student will also learn some basic words.

Teachers will customize their teaching method to address each student's needs relative to his/her age. The textbook is systematic, the lessons are sequential, and the concepts are coherent. The lessons include activities that reinforce the lesson objectives in a style that's suitable to each student's abilities.

At the end of the school year, students will be able to:

1. Distinguish the sounds and positions of the 28 letters.
2. Identify and trace the forms of 28 letters in their different positions within words.
3. Identify the word in which sound is heard.
4. Write letters using the correct form in words.
5. Read words and simple sentences.

COHORT 2: BEGINNER LEVEL 1B - 8 Years of Age and Older BOOK: THE KEY TO ARABIC BOOK 1 (مفتاحك الي العربية)

For beginners ages eight years and older who do not know the Arabic alphabets. Student will learn the principles of reading and writing by studying all letters of the alphabet - including the letter forms (in different position within the word), sound , and vowels (long and short). Student will also learn basic words, such as names of animals, colors, and everyday objects.

The book contains extensive written exercises to give the students ample opportunity to put into practice the skills they have learned. It also allows them to practice some short passages of dialogues to acquire confidence in speaking the language.

At the end of the school year, students will be able to:

1. Identify and trace the forms of 28 letters in their different positions within words.
2. Identify the word in which sound is heard.
3. Write letters using the correct form in words.
4. Engage in a basic conversation.

COHORT 3: LEVEL 2A INTERMEDIATE
BOOK: GATEWAY TO ARABIC – BOOK TWO (مِفْتَاحُ الْعَرَبِيَّةِ)

For student who possess basic reading and writing skills in Arabic. This level introduces fundamental concepts of the language with simple grammatical structures. Students start learning basic grammar such as pronouns, gender of nouns, prepositions, and conjunctions, etc. They will also work on syntactic structures of simple sentences to help improve their conversation skills.

At the end of the school year, students will be able to start understanding simple sentences and speaking simple conversations, and improve reading and writing skills.

WEEK	LESSON	OBJECTIVES	PAGE
1 - 3	Gender of Nouns	<ul style="list-style-type: none"> ➤ Learn that all nouns in Arabic are either masculine or feminine. ➤ Recognize the taa marbuta feminine ending. ➤ Practice gender using Arabic vocabularies using objects found in the classroom and at home. 	2,3
4 - 5	Demonstrative Pronoun/ Part One	<ul style="list-style-type: none"> ➤ Learn to construct sentences using the ‘This is...’ format. ➤ Learn the (haadhaa هَذَا, haadhihi هَذِهِ) as masculine and feminine forms. ➤ Learn the concept of the agreement of gender nouns. 	4,5
6 - 8	Adjectives	<ul style="list-style-type: none"> ➤ Learn the concept of gender agreement in adjectives. ➤ Learn how to build up more complex sentences such as “this is a small house, and this is a big house.” ➤ Learn 10 Arabic adjectives (small, big, short, tall, light, heavy, new, old, opened and closed). 	6,7
9 -10	Interrogative Pronouns - Part One	<ul style="list-style-type: none"> ➤ Learn Yes/No questions format using أ، هل. ➤ Practice Yes/No questions using words and adjectives learned in previous lessons. ➤ Learn to answer the Yes/No questions appropriately. 	8,9
11	Interrogative Pronouns – Part Two	<ul style="list-style-type: none"> ➤ Learn “What is this?” question format. ➤ Learn to ask “What is This?” and answer correctly based on gender. 	10,11
12	Interrogative Pronouns – Part Two	<ul style="list-style-type: none"> ➤ Practice “What is this?” question using vocabulary for shapes (on page 12). 	10,12
13 - 14	Demonstrative Pronoun - Part Two	<ul style="list-style-type: none"> ➤ Learn how to form sentences using “ That is... ” format. ➤ Learn the (thaleka تِلْكَ, telka تِلْكَ) as masculine and feminine forms. ➤ Recognize the difference between “This is” هذه، هذا and “ That is” تِلْكَ ، تِلْكَ 	14,15
15	The Definite Article	<ul style="list-style-type: none"> ➤ Review the Moon and Sun letters. ➤ Learn the Arabic form of article ال. 	16

		<ul style="list-style-type: none"> ➤ Recognize that ال is always used with nouns. ➤ Be able to use articulate correctly in sentences. ➤ Learn that there is NO verb “to be” in the present tense in Arabic (am, are, and is). 	
16	People and Personal Pronouns	<ul style="list-style-type: none"> ➤ Learn basic vocabularies such as: girl, boy, woman, and man. ➤ Construct sentences using words learned in this lesson and the adjectives from previous lessons. ➤ Learn the singular personal pronouns such as: He, She, I, and You. ➤ Learn how to introduce oneself to others using “I am..” format. 	17
17 - 18		<ul style="list-style-type: none"> ➤ Learn limited range of vocabularies relating to people, including some professions. ➤ Review all pronouns learned and create complex sentences using pronouns and words in the adjectives bank. ➤ Combine two pronouns in one sentence. 	18,19
19 - 20	Singular Attached Possessive Pronouns	<ul style="list-style-type: none"> ➤ Learn ssingular aattached possessive pronouns such as: My, Your, His, Its and Her. ➤ Learn to use possessive pronouns in sentences. ➤ Learn new vocabularies about the family such as: mother, father, brother, sister, son ... etc. 	20
21 - 22	Family and Friends	<ul style="list-style-type: none"> ➤ Learn how to write their names in Arabic. ➤ Read a small passage in page 32. ➤ Write a small passage introducing their self and their families. 	28,32
23	Colors in their Masculine/ Feminine Forms.	<ul style="list-style-type: none"> ➤ Learn the basic primary colors. ➤ Practice colors using the animal vocabularies already acquired by way of illustrating the agreement of gender when using colors. 	21
24 - 25	Prepositions	<ul style="list-style-type: none"> ➤ Learn six keys prepositions such as: in, under, on, between... etc. ➤ Get a brief outline of how they change the case ending of the following noun to a kasra. ➤ Be able to use prepositions in sentences. 	25
26	Where is ...?	<ul style="list-style-type: none"> ➤ Learn “Where is...?” format using أين. ➤ Practice prepositions from previous weeks as answers to the “where is” question. 	26
27 - 28	Interrogative Pronouns; part three	<ul style="list-style-type: none"> ➤ Learn the “who is...?” question format using ما، مَنْ؟ ➤ Ask and answer “who is this/that?” questions. 	29
29	Review	<ul style="list-style-type: none"> ➤ Review and assessment. 	

COHORT 4: LEVEL 2B INTERMEDIATE
BOOK: MADINAH ARABIC READER BOOK 2

For students with advanced reading and writing skills. The book contains intense grammar exercises to help the students understand the parts of Speech and provide them with tools so they can write and engage in Arabic conversations with confidence. It is important to mention that students in this class use a lot more Arabic than other classes.

At the end of this book students will be able to: Write and read long texts with confidence, understand and engage in Arabic conversations with confidence, and develop a better understanding of Quran.

WEEK	LESSON	OBJECTIVES	PAGE
1 – 3	Lesson 1: بَيْتِي	<ul style="list-style-type: none"> ➤ Learn two new words I like أُحِبُّ and it has (Feminine and masculine) فِيهَا/فِيهِ and practice using them in sentences example: Do you like Allah? أَنْحَبُ؟ اللهُ I love the Arabic language. الْعَرَبِيَّةُ اللُّغَةُ أُحِبُّ. ➤ Practice reading and writing a small text. 	5,6,7
4 –6	Lesson 2: Pronouns	<ul style="list-style-type: none"> ➤ Learn the attached pronouns (feminine & Masculine) example; where is your pen mother? أُمِّي؟ يَا قَلْمُكِ أَيْنَ؟ سيدي؟ يَا بَيْتِكَ أَيْنَ؟ ➤ Learn about the pronoun, that (Feminine & Masculine); الَّذِي/الَّتِي ➤ Practice asking and answering questions like; How are you father? أَنَا؟ حَالُكَ كَيْفَ؟ I am good thank you son. أَنَا شُكْرًا إِنِّي بِخَيْرٍ ➤ Lesson review. 	8,9,11, 12,13 and 14
7			
8	Lesson 3: Singular and plural Part A (أ) Nouns	<ul style="list-style-type: none"> ➤ Learn about singular and plural nouns example; This is a teacher (Male) مُدْرَسٌ هَذَا. These are teachers (Male). هَؤُلَاءِ مُدْرَسُونَ ➤ Learn about singular and plural subject example; Who is this lady? هَذِهِ مَنْ؟ الْمَرْأَةُ؟ This lady is the doctor's wife. هَذِهِ الطَّبِيبِ زَوْجَةُ الْمَرْأَةُ ➤ Learn about demonstrative pronouns example; that is a farmer فَلَاحٌ ذَلِكَ. These are students. طَلَبَةٌ أُولَئِكَ ➤ Lesson review 	15 to 24 25 to 30
9	Part B (ب) Subjects		31 to 34
10	Part C (ج) Demonstrative pronouns that & these، أُولَئِكَ، ذَلِكَ، تِلْكَ،		
11			

12	Lesson 4: Possessive pronouns	➤ Learn about possessive pronouns example; Our father is your uncle's friend. عَمَّكُمْ صَدِيقُ أَبُونَا.	35 to 42
13 – 14 15	Lesson 5: Adverbs	➤ Learn about adverbs example, where is your sister? أَيْنَ أَخْتُكَ؟ ➤ Lesson review	43 to 48
16	Lesson 6: Singular and plural (Review of lesson 3)	➤ Practice the singular and plural forms of subjects, possessive, and demonstrative pronouns.	49 to 54
17	Lesson 7: Singular and plural (Review of lesson 3)	➤ Practice the singular and plural forms of subjects, and nouns.	55 to 59
15 - 16	Lesson 8: Doubles المُتَّي	➤ Learn about the doubles, example; How many sisters do you have? أَحْتِ مِنْ كَمْ؟ I have two sisters. إِخْوَتَانِ لِي.	60 to 64
18-19	Lesson 9: Counting things (Part1)	➤ Attribute numbers to nouns example; One book and four pencils. أَقْلَامٍ وَأَرْبَعَةٌ وَاجِدُ كِتَابٍ.	65 to 70
20 -21	Lesson 10: Counting things (Part2)	➤ Attribute numbers to nouns example; In this school, there are eight teachers. أَسَاتَاذَاتٍ ثَمَانِيَةَ الْمُدْرَسَةِ هَذِهِ فِي. ➤ Lesson Review	71 to 75
22	Lesson 11: My school مَدْرَسَتِي	➤ Reading comprehension	76 to 78
23	Lesson 12: Dialogue practice and Diptotes (Nouns that don't receive tanween) مِنَ الْمَمْنُوعَةِ الْأَسْمَاءِ الصَّرْفِ	➤ Dialogue practice ➤ Learn about diptotes example; older أَكْبَرُ, better أَحْسَنُ, Zainabo زَيْنَبُ	79 to 83
24	Lesson 13: Diptotes (Practice)	➤ Continue to learn about diptotes.	84 to 87
25 - 29	Lessons review	➤ Review previous lessons.	

QURAN SURAHS

We are providing the Quran Transliteration to aid in pronouncing the Arabic words. Quran Transliteration means each Quranic (Arabic) word is converted in English letters which upon pronunciation sounds very similar to the Arabic version. We strongly recommend that every student strive to learn Arabic in to read the Holy Quran properly using the Arabic script. Transliteration should be used as a secondary aid only.

Al-Fatiha (The Opening: Surah #1)

سُورَةُ الْفَاتِحَةِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ (١)

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ (٢) الرَّحْمَنِ الرَّحِيمِ (٣) مَلِكِ يَوْمِ الدِّينِ (٤)

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ (٥) اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ (٦) صِرَاطَ الَّذِينَ

أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ (٧)

Bismillaahir Rahmanir Raheem

1. Alhamdu lillaahi Rabbil 'aalameen
2. Ar-Rahmaanir-Raheem
3. Maaliki Yawmid-Deen
4. Iyyaaka na'budu wa Iyyaaka nasta'een
5. Ihdinas-Siraatal-Mustaqeem
6. Siraatal-latheena an'amta 'alaihim ghayril-maghdoobi 'alaihim wa lad-daaalleen

In the name of Allah, Most Gracious, Most Merciful

1. Praise be to Allah, the Lord of all the worlds.
2. Most Gracious, Most Merciful.
3. Master of the Day of Judgment.
4. You alone we do worship, and to you alone we seek help.

Guide us to the right path. The path of those on whom You have granted favors, not of those whom wrath is brought down, nor of those who are lost.

An-Nas (The Mankind: Surah #114)

سُورَةُ النَّاسِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ أَعُوذُ بِرَبِّ النَّاسِ (١) مَلِكِ النَّاسِ (٢) إِلَهِ النَّاسِ (٣) مِنْ شَرِّ الْوَسْوَاسِ

الْخَنَّاسِ (٤) الَّذِي يُوَسْوِسُ فِي صُدُورِ النَّاسِ (٥) مِنَ الْجِنَّةِ وَالنَّاسِ (٦)

Bismillaahir Rahmanir Raheem

In the name of God, the Gracious, the Merciful

1. Qul a'uthu birabbin naas
2. Malikin naas
3. Ilaahin naas
4. Min sharril was waasil khannaas
5. Al lathee yuwas wisu fee sudoorin naas
6. Minal jinnati wan naas

1. Say I seek refuge in the Lord of mankind.
2. The Lord of mankind.
3. The God of mankind.
4. From the evil of the sneaky whisperer.
5. Who whispers into the hearts of mankind.
6. From among jinn and mankind.

Al-Falaq (The Daybreak: Surah #113)

سُورَةُ الْفَلَقِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ (١) مِنْ شَرِّ مَا خَلَقَ (٢) وَمِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ (٣)

وَمِنْ شَرِّ النَّفَّاثَاتِ فِي الْعُقَدِ (٤) وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ (٥)

Bismillaahir Rahmanir Raheem

In the name of God, the Gracious, the Merciful

1. Qul a'uthoo bi rabbil-falaq
2. Min sharri ma khalaq
3. Wa min sharri ghasiqin iza waqab
4. Wa min sharrin-naffaa-saati fil 'uqad
5. Wa min shar ri haasidin iza hasad

1. Say, I seek refuge with the Lord of Daybreak.
2. From the evil of that which He created.
3. And from the evil of the darkness when it settles.
4. And from the evil of the blowers in knots.
5. And from the evil of an envier when he envies.

Al-Ikhlās (The Sincerity: Surah #112)

سُورَةُ الْإِخْلَاصِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ هُوَ اللَّهُ أَحَدٌ (١) اللَّهُ الصَّمَدُ (٢) لَمْ يَلِدْ وَلَمْ يُولَدْ (٣) وَلَمْ يَكُنْ لَهُ كُفُوًا

أَحَدٌ (٤)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Qul huwal laahu ahad
2. Allah hus-samad
3. Lam yalid wa lam yoolad
4. Wa lam yakul-lahu kufuwan ahad

1. Say, He is God, the One.
2. God, the Absolute.
3. He did not beget, nor was He begotten.
4. And there is nothing comparable to Him.

An-Masad (The Palm Fiber: Surah #111)

سُورَةُ لَهَبٍ / الْمَسَدِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ (١) مَا أَغْنَىٰ عَنْهُ مَالُهُ، وَمَا كَسَبَ (٢) سَيَصْلَىٰ نَارًا

ذَاتَ لَهَبٍ (٣) وَأَمْرَأَتُهُ حَمَّالَةَ الْحَطَبِ (٤) فِي جِيدِهَا حَبْلٌ مِّن مَّسَدٍ (٥)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Tab bat yadaa abee Lahabinw-wa tabb
2. Maa aghna 'anhu maaluhu wa ma kasab
3. Sa yas laa naran thaata lahab
4. Wam ra-atuhu hamma latal-hatab
5. Fee jeediha hab lum mim-masad

1. Condemned are the hands of Abee Lahab, and he is condemned.
2. His wealth and what he earned will not benefit him anything.
3. He will burn in a Flaming Fire.
4. And his wife—the firewood carrier.
5. Around her neck is a rope of thorns.

An-Nasr (The Divine Support: Surah #110)

سُورَةُ النَّصْرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِذَا جَاءَ نَصْرُ اللَّهِ وَالْفَتْحُ (١) وَرَأَيْتَ النَّاسَ يَدْخُلُونَ فِي دِينِ اللَّهِ أَفْوَاجًا (٢)

فَسَبِّحْ بِحَمْدِ رَبِّكَ وَاسْتَغْفِرْهُ إِنَّهُ كَانَ تَوَّابًا (٣)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Itha jaa-a nas rullahi walfath
2. Wa ra-aitan naasa yadkhuloona fee deenil laahi afwajah
3. a sab bih bihamdi rabbika was taghfir, innahu kaana tawwaaba

1. When there comes God's victory, and conquest.
2. And you see the people entering God's religion in multitudes.
3. Then glorify the praises of your Lord and seek His forgiveness. For certainly, He is ever accepting of Repentance.

Al-Kafirun (The Disbelievers: Surah #109)

سُورَةُ الْكَافِرُونَ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ يَا أَيُّهَا الْكَافِرُونَ (١) لَا أَعْبُدُ مَا تَعْبُدُونَ (٢) وَلَا أَنْتُمْ عَابِدُونَ مَا أَعْبُدُ

(٣) وَلَا أَنَا عَابِدٌ مَّا عَبَدْتُمْ (٤) وَلَا أَنْتُمْ عَابِدُونَ مَا أَعْبُدُ (٥) لَكُمْ دِينُكُمْ

وَلِيَ دِينِ (٦)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Qul yaa-ai yuhal kaafiroon
2. Laa a'budu ma t'abudoon
3. Wa laa antum 'aabidoona maa a'bud
4. Wa laa ana 'abidum maa 'abattum
5. Wa laa antum 'aabidoona ma a'bud
6. Lakum deenukum wa liya deen

1. Say, O disbelievers.
2. I do not worship what you worship.
3. Nor are you worshippers of what I worship 4. Nor will I be a worshipper of what you worship.
5. Nor will you be worshippers of what I worship.
6. For you is your religion and for me is my religion.

Al-Kawthar (The Abundance: Surah #108)

سُورَةُ الْكَوْثَرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ (١) فَصَلِّ لِرَبِّكَ وَانْحَرْ (٢) إِنَّ شَانِئَكَ هُوَ الْأَبْتَرُ (٣)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Innaa a'taina kal kauthar
2. Fa salli li rabbika wanhar
3. Inna shani-aka huwal abtar

1. Indeed, We have given you plenty.
2. So pray to your Lord and sacrifice.
3. Surely your hater is the one cut off. He who hates you is the loser.

Al-Ma'un (The Small Kindnesses: Surah #107)

سُورَةُ الْمَاعُونِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَرَأَيْتَ الَّذِي يُكَذِّبُ بِالْإِيمَانِ (١) فَذَلِكَ الَّذِي يَدْعُ الْيَتِيمَ (٢) وَلَا يَحْضُرُ
عَلَى طَعَامِ الْمَسْكِينِ (٣) فَوَيْلٌ لِلْمُصَلِّينَ (٤) الَّذِينَ هُمْ عَنْ صَلَاتِهِمْ سَاهُونَ
(٥) الَّذِينَ هُمْ يُرْآؤُونَ (٦) وَيَمْنَعُونَ الْمَاعُونَ (٧)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Ara-aital lathee yu kathibu bid deen
2. Fa thaalikal lathi yadu'ul-yateem
3. Wa la ya huddu 'alaa ta'amil miskeen
4. Fa wai lul-lil mu salleen
5. Al latheena hum 'an salaatihim sahoon
6. Al latheena hum yuraa-oon
7. Wa yamna'oonal ma'oon

1. Have you considered him who denies the religion?
2. It is he who mistreats the orphan.
3. And does not encourage the feeding of the poor.
4. So woe to those who pray.
5. Those who are heedless of their prayers.
6. Those who do good deeds only to show off.
7. And withhold the assistance.

Quraysh (Quraysh: Surah #106)

سُورَةُ قُرَيْشٍ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لِإِيلَافِ قُرَيْشٍ (١) إِيلَافِهِمْ رِحْلَةَ الشِّتَاءِ وَالصَّيْفِ (٢) فَلْيَعْبُدُوا رَبَّ هَذَا

الْبَيْتِ (٣) الَّذِي أَطْعَمَهُمْ مِنْ جُوعٍ وَآمَنَهُمْ مِنْ خَوْفٍ (٤)

Bismillaahir Rahmanir Raheem

In the name of God, the Gracious, the Merciful

1. Li-ilaafi quraish
2. Elaafihim rihlatash shitaai wass saif
3. Fal y'abudu rabba haazal-bait
4. Allathi at'amahum min ju'inw-wa-aamana hum min khawf

1. For the tradition of Quraish.
2. Their tradition of traveling during winter and summer.
3. Let them worship the Lord of this House.
4. Who has provided them with food against hunger, and has secured them against fear.

Al-Fil (The Elephant: Surah #105)

سُورَةُ الْفِيلِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ (١) أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضَلِيلٍ

(٢) وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيلَ (٣) تَرْمِيهِمْ بِحِجَارَةٍ مِنْ سِجِّيلٍ (٤)

فَجَعَلَهُمْ كَعَصْفٍ مَأْكُولٍ (٥)

Bismillaahir Rahmanir Raheem

In the name of God, the Gracious, the Merciful

1. Alam tara kaifa fa'ala rabbuka bi ashaabil feel
2. Alam yaj'al kai dahum fee tad leel
3. Wa arsala 'alaihim tairan abaabeel
4. Tar meehim bi hi jaaratim min sij jeel
5. Faja 'alahum ka'asfim m'akool

1. Have you not considered how your Lord dealt with the Army of the Elephant?
2. Did He not turn their plan into confusion?
3. He sent against them swarms of birds.
4. Throwing at them rocks of baked clay.
5. Leaving them like chewed-up leaves.

سُورَةُ الْهُمَزَةِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَيْلٌ لِّكُلِّ هُمَزَةٍ لُّمَزَةٍ (١) الَّذِي جَمَعَ مَالًا وَعَدَّدَهُ، (٢) يَحْسَبُ أَنَّ مَالَهُ
 أَخْلَدَهُ، (٣) كَلَّا لَيُنْبَذَنَّ فِي الْحُطَمَةِ (٤) وَمَا أَدْرَاكَ مَا الْحُطَمَةُ (٥) نَارُ اللَّهِ
 الْمُوقَدَةُ (٦) الَّتِي تَطَّلِعُ عَلَى الْأَفْئِدَةِ (٧) إِنَّهَا عَلَيْهِمْ مُّوَصَّدَةٌ (٨) فِي عَمَدٍ
 مُّمَدَّدَةٍ (٩)

Bismillaahir Rahmanir Raheem

In the name of God, the Gracious, the Merciful

1. Wai lul-li kulli hu mazatil-lumaza
2. Al-lathi jama'a maalaw wa'addadah
3. Yahsabu anna maalahu akhladah
4. Kalla layum ba zanna fil hutamah
5. Wa maa adraaka mal-hutamah
6. Narul laahil-mooqada
7. Al latee tat tali'u 'alalafidah
8. Innaha 'alaihim moosada
9. Fee 'amadim-mu mad dadah

1. Woe to every slanderer backbiter.
2. Who gathers wealth and counts it over.
3. Thinking that his wealth has made him immortal.
4. By no means. He will be thrown into the Crusher.
5. And what will make you realize what the Crusher is?
6. God's kindled Fire.
7. That laps to the hearts
8. It closes in on them.
9. In extended columns.

Al-'Asr (The Declining Day: Surah #103)

سُورَةُ الْعَصْرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ (١) إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ (٢) إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ

وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ (٣)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Wal' asr
2. Innal insaana lafee khusr
3. Il lal latheena aamanu wa 'amilus saali haati wa tawa saw bil haqqi wa tawa saw bis sabr

1. By the declining day.
2. Surely man is indeed at loss.
3. Except those who believed and did good. , and advised each other to truth and advised each other to patience.

سُورَةُ التَّكَاثُرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْهَلِكُمْ التَّكَاثُرُ (١) حَتَّى زُرْتُمُ الْمَقَابِرَ (٢) كَلَّا سَوْفَ تَعْلَمُونَ (٣) ثُمَّ كَلَّا

سَوْفَ تَعْلَمُونَ (٤) كَلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ (٥) لَتَرَوُنَّ الْجَحِيمَ (٦) ثُمَّ

لَتَرَوُنَّهَا عَيْنَ الْيَقِينِ (٧) ثُمَّ لَتُسْأَلُنَّ يَوْمَئِذٍ عَنِ النَّعِيمِ (٨)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Al haaku mut takathur
2. Hatta zurtumul-maqaabir
3. Kalla sawfa ta'lamoona
4. Thumma kalla sawfa ta'lamoona
5. Kalla law ta'lamoona 'ilmal yaqeen
6. Latara-wun nal jaheem
7. Thumma latara wunnaha 'ainal yaqeen
8. Thumma latus alunna yauma-izin 'anin na'eem

1. The abundance distracts you.
2. Until you visit the graveyards.
3. Indeed, you will know.
4. Certainly, you will know.
5. If you knew with knowledge of certainty.
6. You would see the hellfire.
7. Then you will see it with the eye of certainty.
8. Then, on that Day, you will be questioned about the Bliss.

Al-Qari'ah (The Calamity: Surah #101)

سُورَةُ الْقَارِعَةِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْقَارِعَةُ (١) مَا الْقَارِعَةُ (٢) وَمَا أَذْرَكَ مَا الْقَارِعَةُ (٣) يَوْمَ يَكُونُ النَّاسُ
كَالْفَرَاشِ الْمَبْثُوثِ (٤) وَتَكُونُ الْجِبَالُ كَالْعِهْنِ الْمَنْفُوشِ (٥) فَأَمَّا مَنْ
ثَقُلَتْ مَوَازِينُهُ (٦) فَهُوَ فِي عِيشَةٍ رَاضِيَةٍ (٧) وَأَمَّا مَنْ خَفَّتْ مَوَازِينُهُ (٨)
فَأُمُّهُ هَاوِيَةٌ (٩) وَمَا أَذْرَكَ مَا هِيَ (١٠) نَارٌ حَامِيَةٌ (١١)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Al qaari'ah
2. Mal qaariah
3. Wa maa adraaka mal qaari'ah
4. Yauma ya koonun naasu kal farashil mabthooth
5. Wa ta koonul jibalu kal 'ihnul manfoosh
6. Fa-amma man thaqulat mawa zeenuh
7. Fahuwa fee 'ishatir raadiyah
8. Wa amma man khaffat mawa zeenuh
9. Fa-ummuhu haawiyah
10. Wa maa adraaka maa hiyah
11. Naarun hamiyah

1. The Calamity.
2. What is the Calamity?
3. What can make you know what is the Calamity?
4. The Day when the people will be like scattered moths.
5. And the mountains will be like tufted wool.
6. As for he whose scales are heavy.
7. He will be in a pleasant life.
8. But as for he whose scales are light.
9. His home is the Abyss.
10. And what can make you know what that is?
11. A Raging Fire.

سُورَةُ الْقَدْرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّا أَنْزَلْنَاهُ فِي لَيْلَةِ الْقَدْرِ (١) وَمَا أَدْرَاكَ مَا لَيْلَةُ الْقَدْرِ (٢) لَيْلَةُ الْقَدْرِ خَيْرٌ مِّنْ

أَلْفِ شَهْرٍ (٣) تَنْزَلُ الْمَلَائِكَةُ وَالرُّوحُ فِيهَا بِإِذْنِ رَبِّهِمْ مِّنْ كُلِّ أَمْرٍ (٤)

سَلَامٌ هِيَ حَتَّىٰ مَطَلَعِ الْفَجْرِ (٥)

<p>Bismillaahir Rahmanir Raheem</p> <ol style="list-style-type: none">1. Innaa anzalnaahu fee lailatil qadr2. Wa maa adraaka ma lailatul qadr3. Lailatul qadri khairum min alfee shahr4. Tanaz zalul malaa-ikatu war roohu feeha bi ithni-rab bihim min kulli amr5. Salaamun hiya hattaa mat la'il fajr	<p>In the name of God, the Gracious, the Merciful</p> <ol style="list-style-type: none">1. We sent it down on the Night of Decree.2. But what will convey to you what the Night of Decree is?3. The Night of Decree is better than a thousand months.4. In it descend the angels and the Spirit, by permission of their Lord, with every command.5. Peace it is until the rise of dawn.
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سُورَةُ التِّينِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالتِّينِ وَالزَّيْتُونِ (١) وَطُورِ سِينِينَ (٢) وَهَذَا الْبَلَدِ الْأَمِينِ (٣) لَقَدْ خَلَقْنَا
الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ (٤) ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَافِلِينَ (٥) إِلَّا الَّذِينَ ءَامَنُوا
وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ (٦) فَمَا يُكَذِّبُكَ بَعْدُ بِالذِّينِ (٧)
أَلَيْسَ اللَّهُ بِأَحْكَمَ الْحَاكِمِينَ (٨)

Bismillaahir Rahmaanir Raheem

1. Wat teeni waz zaitoon
2. Wa toori sineen
3. Wa haathal balad-il ameen
4. Laqad khalaqnal insaana fee ahsani taqweem
5. Thumma ra dad naahu asfala saafileen
6. Ill-lal latheena aamanoo wa 'amilus saalihaati; falahum ajrun ghairu mamnoon
7. Fama yu ka thibuka b'adu bid deen
8. Alai sal laahu bi-ahkamil haakimeen

In the name of God, the Gracious, the Merciful

1. By the fig and the olive.
2. And Mount Sinai.
3. And this safe land.
4. We created man in the best design.
5. Then reduced him to the lowest of the low.
6. Except those who believe and do righteous deeds, for them is a reward without end.
7. So why do you still reject the religion?
8. Is God not the Wisest of the wise?

سُورَةُ الشَّرْحِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ (١) وَوَضَعْنَا عَنْكَ وِزْرَكَ (٢) أَلَّذِي أَنْقَضَ ظَهْرَكَ (٣)

وَرَفَعْنَا لَكَ ذِكْرَكَ (٤) فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦) فَإِذَا

فَرَغْتَ فَأَنْصَبْ (٧) وَإِلَىٰ رَبِّكَ فَارْغَبْ (٨)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Alam nashrah laka sadrak
2. Wa wa d'ana 'anka wizrak
3. Allathee anqada zahrak
4. Wa raf 'ana laka zikrak
5. Fa inna ma'al usri yusra
6. Inna ma'al 'usri yusra
7. Fa itha faraghta fansab
8. Wa ilaa rabbika far ghab

1. Did We not soothe your heart?
2. And lift from you your burden.
3. Which weighed down your back?
4. And raised for you your reputation?
5. With hardship comes ease.
6. With hardship comes ease.
7. When your work is done, turn to devotion.
8. And to your Lord turn for everything.

سُورَةُ الضُّحَى

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالضُّحَى (١) وَاللَّيْلِ إِذَا سَجَى (٢) مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَى (٣) وَاللَّأخِرَةُ
خَيْرٌ لَّكَ مِنَ الْأُولَى (٤) وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَى (٥) أَلَمْ يَجِدْكَ يَتِيمًا
فَآوَى (٦) وَوَجَدَكَ ضَالًّا فَهَدَى (٧) وَوَجَدَكَ عَائِلًا فَأَغْنَى (٨) فَأَمَّا الْيَتِيمَ
فَلَا تَقْهَرْ (٩) وَأَمَّا السَّائِلَ فَلَا تَنْهَرْ (١٠) وَأَمَّا بِنِعْمَةِ رَبِّكَ فَحَدِّثْ (١١)

Bismillaahir Rahmaanir Raheem

In the name of God, the Gracious, the Merciful

1. Wad duhaa
2. Wal laili itha sajaa
3. Ma wad da'aka rabbuka wa ma qalaa
4. Walal-aakhiratu khairul laka minal-oola
5. Wa la sawfa y'uteeka rabbuka fatarda
6. Alam ya jidka yateeman fa aawaa
7. Wa wa jadaka daal lan fahada
8. Wa wa jadaka 'aa-ilan fa aghnaa
9. Fa am mal yateema fala taqhar
10. Wa am mas saa-ila fala tanhar
11. Wa amma bi ni'mati rabbika fahad dith

1. By the morning light.
2. And the night as it settles.
3. Your Lord did not abandon you, nor did He forget.
4. The Hereafter is better for you than the First.
5. And your Lord will give you, and you will be satisfied.
6. Did He not find you orphaned, and sheltered you?
7. And found you wandering, and guided you?
8. And found you in need, and enriched you?
9. Therefore, do not mistreat the orphan.
10. And do not repulse the beggar.
11. And as the bounty of your Lord, do proclaim.

اللَّهُ لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ لَا تَأْخُذُهُ سِنَّةٌ وَلَا نَوْمٌ لَهُ مَا فِي السَّمَاوَاتِ وَمَا
 فِي الْأَرْضِ مَنْ ذَا الَّذِي يَشْفَعُ عِنْدَهُ إِلَّا بِإِذْنِهِ ۚ يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَمَا خَلْفَهُمْ
 وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ ۚ وَسِعَ كُرْسِيُّهُ السَّمَاوَاتِ وَالْأَرْضَ
 وَلَا يَئُودُهُ حِفْظُهُمَا وَهُوَ الْعَلِيُّ الْعَظِيمُ (٢٥٥)

Allahu laaa ilaaha illaa Huwal Haiyul
 Qaiyoom; laa taakhuthuhoo sinatunw wa
 laa nawm; lahoo maa fissamaawaati wa
 maa fil ard; man thal lathee yashfa'u
 indahooo illaa bi-ithnih; ya'lamu maa baina
 aydeehim wa maa khalfahum wa laa
 yuheetoona bishai'im min 'ilmihee illaa
 bima shaa'; wasi'a Kursiyyuhus
 samaawaati wal arda wa laa ya'ooduho
 hifthuhumaa; wa Huwal Aliyyul 'Atheem

255. God! There is no god except Him, the Ever
 Living, the Sustainer of all existence. Neither
 drowsiness overtakes Him, nor sleep. To Him
 belongs whatever is in the heavens and
 whatever on earth. Who is he that can
 intercede with Him except with His permission?
 He knows what is before them, and what is
 behind them; and they cannot grasp any of His
 knowledge, except for what He wants. His
 Throne extends over the heavens and the
 earth, and their preservation does not burden
 Him. He is the Highest, the Great.

سورة الملك
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- تَبَارَكَ الَّذِي بِيَدِهِ الْمُلْكُ وَهُوَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ 1
- الَّذِي خَلَقَ الْمَوْتَ وَالْحَيَاةَ لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلًا وَهُوَ الْعَزِيزُ الْعَفُورُ 2
- الَّذِي خَلَقَ سَبْعَ سَمَاوَاتٍ طِبَاقًا مَا تَرَى فِي خَلْقِ الرَّحْمَنِ مِنْ تَفَاوُتٍ ۗ فَارْجِعِ الْبَصَرَ هَلْ تَرَى مِنْ فُطُورٍ 3
- ثُمَّ ارْجِعِ الْبَصَرَ كَرَّتَيْنِ يَنْقَلِبْ إِلَيْكَ الْبَصَرُ حَاسِنًا وَهُوَ حَسِيرٌ 4
- وَلَقَدْ زَيَّنَّا السَّمَاءَ الدُّنْيَا بِمَصَابِيحٍ وَجَعَلْنَاهَا رُجُومًا لِلشَّيَاطِينِ وَأَعْتَدْنَا لَهُمْ عَذَابَ السَّعِيرِ 5
- وَالَّذِينَ كَفَرُوا بِرَبِّهِمْ عَذَابُ جَهَنَّمَ وَبِئْسَ الْمَصِيرُ 6
- إِذَا أُلْفُوا فِيهَا سَمِعُوا لَهَا شَهيقًا وَهِيَ تَفُورُ 7
- تَكَادُ تَمَيِّرُ مِنَ الْعَيْظِ كُلَّمَا أُلْقِيَ فِيهَا فَوْجٌ سَأَلْتَهُمْ خَزَنَتُهَا أَلَمْ يَأْتِكُمْ نَذِيرٌ 8
- قَالُوا بَلَىٰ قَدْ جَاءَنَا نَذِيرٌ فَكَذَّبْنَا وَقُلْنَا مَا نَزَّلَ اللَّهُ مِنْ شَيْءٍ إِنْ أَنْتُمْ إِلَّا فِي ضَلَالٍ كَبِيرٍ 9
- وَقَالُوا لَوْ كُنَّا نَسْمَعُ أَوْ نَعْقِلُ مَا كُنَّا فِي أَصْحَابِ السَّعِيرِ 10
- فَاعْتَرَفُوا بِذَنبِهِمْ فَسُحْقًا لِأَصْحَابِ السَّعِيرِ 11
- إِنَّ الَّذِينَ يَخْشَوْنَ رَبَّهُم بِالْغَيْبِ لَهُمْ مَغْفِرَةٌ وَأَجْرٌ كَبِيرٌ 12
- وَأَسِرُّوا قَوْلَكُمْ أَوِ اجْهَرُوا بِهِ إِنَّهُ عَلِيمٌ بِذَاتِ الصُّدُورِ 13
- أَلَا يَعْلَمُ مَنْ خَلَقَ وَهُوَ اللَّطِيفُ الْخَبِيرُ 14
- هُوَ الَّذِي جَعَلَ لَكُمْ الْأَرْضَ ذُلُولًا فَامشُوا فِي مَنَاكِبِهَا وَكُلُوا مِنْ رِزْقِهِ وَإِلَيْهِ النُّشُورُ 15
- أَأَمِنْتُمْ مَنْ فِي السَّمَاءِ أَنْ يَخْسِفَ بِكُمْ الْأَرْضَ فَإِذَا هِيَ تَمُورُ 16
- أَمْ أَمِنْتُمْ مَنْ فِي السَّمَاءِ أَنْ يُرْسِلَ عَلَيْكُمْ حَاصِبًا فَسَتَعْلَمُونَ كَيْفَ نَذِيرِ 17
- وَلَقَدْ كَذَّبَ الَّذِينَ مِنْ قَبْلِهِمْ فَكَيْفَ كَانَ نَكِيرِ 18
- أَوَلَمْ يَرَوْا إِلَى الطَّيْرِ فَوْقَهُمْ صَافَاتٍ وَيَقْبِضْنَ مَا يُمَسِّكُهُنَّ إِلَّا الرَّحْمَنُ ۗ إِنَّهُ بِكُلِّ شَيْءٍ بَصِيرٌ 19
- أَمْ مَنْ هَذَا الَّذِي هُوَ جُنْدٌ لَكُمْ يَنْصُرُكُمْ مِنْ دُونِ الرَّحْمَنِ إِنْ الْكَافِرُونَ إِلَّا فِي غُرُورٍ 20
- أَمْ مَنْ هَذَا الَّذِي يَرِزُقُكُمْ إِنْ أَمْسَكَ رِزْقَهُ بَلْ لَجُوا فِي عُتُوٍّ وَنُفُورٍ 21

- أَفَمَنْ يَمْشِي مُكَبًّا عَلَىٰ وَجْهِهِ أَهْدَىٰ أَمَّنْ يَمْشِي سَوِيًّا عَلَىٰ صِرَاطٍ مُسْتَقِيمٍ. 22.
- قُلْ هُوَ الَّذِي أَنْشَأَكُمْ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ. 23.
- قُلْ هُوَ الَّذِي ذَرَأَكُمْ فِي الْأَرْضِ وَإِلَيْهِ تُحْشَرُونَ. 24.
- وَيَقُولُونَ مَتَىٰ هَذَا الْوَعْدُ إِن كُنْتُمْ صَادِقِينَ. 25.
- قُلْ إِنَّمَا الْعِلْمُ عِنْدَ اللَّهِ وَإِنَّمَا أَنَا نَذِيرٌ مُبِينٌ. 26.
- فَلَمَّا رَأَوْهُ زُلْفَةً سَيِّئَتْ وُجُوهُ الَّذِينَ كَفَرُوا وَقِيلَ هَذَا الَّذِي كُنْتُمْ بِهِ تَدَّعُونَ. 27.
- قُلْ أَرَأَيْتُمْ إِنْ أَهْلَكَنِيَ اللَّهُ وَمَنْ مَعِيَ أَوْ رَحِمَنَا فَمَنْ يُجِيرُ الْكَافِرِينَ مِنْ عَذَابِ أَلِيمٍ. 28.
- قُلْ هُوَ الرَّحْمَنُ أَمَّنَّا بِهِ وَعَلَيْهِ تَوَكَّلْنَا فَسَتَعْلَمُونَ مَنْ هُوَ فِي ضَلَالٍ مُبِينٍ. 29.
- قُلْ أَرَأَيْتُمْ إِنْ أَصْبَحَ مَاؤُكُمْ غَوْرًا فَمَنْ يَأْتِيكُمْ بِمَاءٍ مَعِينٍ. 30.

Bismillaahir Rahmaanir Raheem

1. Tabaarakal lazee biyadihil mulku wa huwa 'alaa kulli shai-in qadeer
2. Allazee khalaqal mawta walhayaata liyabluwakum ayyukum ahsanu 'amalaaa; wa huwal 'azeezul ghafoor
3. Allazee khalaqa sab'a samaawaatin tibiaaqam maa taraa fee khalqir rahmaani min tafaawut farji'il basara hal taraa min futoor
4. Summar ji'il basara karrataini yanqalib ilaikal basaru khaasi'anw wa huwa haseer
5. Wa laqad zaiyannas samaaa'ad dunyaa bimasaa beeha wa ja'alnaahaa rujoomal lish shayaateeni wa 'atadnaa lahum 'azaabas sa'eer
6. Wa lillazeena kafaroo bi rabbihim 'azaabu jahannama wa bi'sal maseer
7. Izaaa ulqoo feehaa sami'oo lahaa shaheeqaanw wa hiya tafoor

In the name of God, the Gracious, the Merciful

1. Blessed is the One in Whose Hands rests all authority. And He is Most Capable of everything.
2. He is the One Who created death and life to test which of you is best in deeds. And He is the Almighty, All-Forgiving.
3. He is the One Who created seven heavens, one above the other. You will never see any imperfection in the creation of the Most Compassionate. So, look again, do you see any flaws?
4. Then look again and again, your sight will return frustrated and weary.
5. And indeed, We adorned the lowest heaven with stars like lamps, and made them as missiles for stoning devils, for whom We have also prepared the torment of the Blaze.
6. Those who disbelieve in their Lord will suffer the punishment of Hell. What an evil destination!
7. When they are tossed into it, they will hear its roaring as it boils over.
8. Almost bursting in fury. Every time a group is cast into it, its keepers will ask them, "Did a warner not come to you?"

8. Takaadu tamayyazu minal ghaizz kullamaaa ulqiya feehee fawjun sa alahum khazanatuhaaa alam ya'tikum nazeer
9. Qaaloo balaa qad jaaa'anaa nazeerun fakazzabnaa wa qulnaa maa nazzalal laahu min shai in in antum illaa fee dalaalin kabeer
10. Wa qaaloo law kunnaa nasma'u awna'qilu maa kunnaa fee as haabis sa'eer
11. Fa'tarafoo bizambihim fasuhqal li as haabis sa'eer
12. Innal lazeena yakhshawna rabbahum bilghaibi lahum maghfiratunw wa ajrun kabeer
13. Wa asirroo qawlakum awijharoo bih; innahoo 'aleemum bizaatis sudoor
14. Alaa ya'lamu man khalaqa wa huwal lateeful khabeer
15. Huwal lazee ja'ala lakumul arda zaloolan famshoo fee manaakibihaa wa kuloo mir rizqih; wa ilaihin nushoor
16. 'A-amintum man fissamaaa'i aiyakhsifa bi kumul arda fa izaahiya tamoor
17. Am amintum man fissamaaa'i ai yursila 'alaikum haasiban fasata'lamoona kaifa nazeer
18. Wa laqad kazzabal lazeena min qablihim fakaifa kaana nakeer
19. Awalam yaraw ilat tairi fawqahum saaaffaatinw wa yaqbidn; maa yumsikuhunna il'lar rahmaan; innahoo bikulli shai in baseer
20. Amman haazal lazee huwa jundul lakum yansurukum min doonir rahmaan; inilkaafiroona illaa fee ghuroor
21. Amman haazal lazee yazuqukum in amsaka rizqah; bal lajoo fee 'utuwwinw wa nufoor
22. Afamai yamshee mukibban 'alaa wajhihee ahdaaa ammany

9. They will reply, "Yes, a warner did come to us, but we denied and said, 'Allah has revealed nothing. You are extremely astray.'"
10. And they will lament, "If only we had listened and reasoned, we would not be among the residents of the Blaze!"
11. And so they will confess their sins. So away with the residents of the Blaze!
12. As for those who fear their Lord unseen, for them is forgiveness and a great reward.
13. Whether you speak secretly or openly He surely knows best what is hidden in the heart.
14. How could He not know His Own creation? For He alone is the Most Subtle, All-Aware.
15. He is the One Who smoothed out the earth for you, so move about in its regions and eat from His provisions. And to Him is the resurrection of all.
16. Do you feel secure that the One Who is in heaven will not cause the earth to swallow you up as it quakes violently?
17. Or do you feel secure that the One Who is in heaven will not unleash upon you a storm of stones. Only then would you know how 'serious' My warning was!
18. And certainly those before them denied 'as well', then how severe was My response!
19. Have they not seen the birds above them, spreading and folding their wings? None holds them up except the Most Compassionate. Indeed, He is All-Seeing of everything.
20. Also, which powerless force will come to your help instead of the Most Compassionate? Indeed, the disbelievers are only lost in delusion.
21. Or who is it that will provide for you if He withholds His provision? In fact, they persist in arrogance and aversion to the truth.
22. Who is rightly guided: the one who crawls facedown or the one who walks upright on the Straight Path?
23. Say "He is the One Who brought you into being and gave you hearing, sight, and intellect. Yet, you hardly give any thanks."
24. Say, "He is the One Who has dispersed you all over the earth, and to Him you will all be gathered."
25. Still they ask the believers, "When will this threat come to pass, if what you say is true?"

<p>yamshee sawiyyan 'alaa siratim mustaqeem</p> <p>23. Qul huwal lazee ansha akum wa ja'ala lakumus sam'a wal absaara wal af'idata qaleelam maa tashkuroon</p> <p>24. Qul huwal lazee zara akum fil ardi wa ilaihi tuhsharoon</p> <p>25. Wa yaqooloona mataa haazal wa'du in kuntum saadiqeen</p> <p>26. Qul innamal 'ilmu 'indallaahi wa innamaaa ana nazeerum mubeen</p> <p>27. Falammaa ra-awhu zulfatan seee'at wujoohul lazeena kafaroo wa qeela haazal lazee kuntum bihee tadda'oon</p> <p>28. Qul ara'aytum in ahlaka niyal laahu wa mam ma'iya aw rahimanaa famai-yujeerul kaafireena min 'azaabin aleem</p> <p>29. Qul huwar rahmaanuu aamannaa bihee wa 'alaihi tawakkalnaa fasata'lamoona man huwa fee dalaalim Mubeen</p> <p>30. Qul ara'aytum in asbaha maaa'ukum ghawran famai ya'teekum bimaaa'im ma'een.</p>	<p>26. Say "That knowledge is with Allah alone, and I am only sent with a clear warning."</p> <p>27. Then when they see the torment drawing near, the faces of the disbelievers will become gloomy, and it will be said to them, "This is what you claimed would never come."</p> <p>28. Say "Consider this: whether Allah causes me and those with me to die or shows us mercy, who will save the disbelievers from a painful punishment?"</p> <p>29. Say, "He is the Most Compassionate. In Him alone we believe, and in Him alone we trust. You will soon know who is clearly astray."</p> <p>30. Say "Consider this: if your water were to sink into the earth, then who else could bring you flowing water?"</p>
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APPENDIX 1

Tarbiyah Project Framework

Below are some relevant *excerpts* from the Tarbiyah Project Framework literature that we feel our parents must know.

This vision of Islamic education makes an important distinction between teaching “about Islam” (information) and learning to “be Muslim” (transformation). The goal of Islamic education is not to fill our children’s minds with as much information about Islam as possible; its goal is to guide and assist them in becoming Muslim, and inspiring them to transform themselves in the process. This paradigm shift from information-driven to transformation centered education is essential if we hope to revitalize Muslim society.

Spiritual Education

TP stresses spiritual education, which for long has been absent from our educational programs, in favor of the profane and material.

“Only with the proper spiritual education can we stem the tide of secular materialism in Muslim society, re-strengthen our community’s connection to spiritual and moral values, and save our children from a life of enslavement to the ideology of materialism and other ills of modern living. However, to achieve this, spiritual education cannot simply be an appendage to an otherwise secular and fragmented curriculum. Nor can it be merely a prescriptive or parochial litany of moral do’s and don’ts. Instead, it must be woven skillfully and articulately throughout the curriculum and into the daily educational experiences of our children. To achieve this requires a comprehensive and holistic approach to learning and a unifying principle of education.”

The Content Strands

The TP believes that **VALUES** and that which has an enduring value is what's worth teaching and thus what should constitute the core of the curriculum. To that end, the TP weaves the curriculum into seven structural strands that connect the child to her world. These strands are woven together to form a rope or a lifeline that the student can use to maintain a state of balance and harmony throughout her life.

Strand 1 - Spiritual Literacy

God Consciousness: Wholeness, Holiness & Systems

- ✓ *Awe & Wonder: Discovering God's Wonder*
- ✓ *Wholeness & Worldview: God, the World & Me*
- ✓ *Faith & Piety: Building on Faith*

Strand 2 - Moral Literacy

Noble Character: Force & Causation

- ✓ *Values & Identity: Knowing Yourself*
- ✓ *Conscience & Conviction: A Heart of Gold*
- ✓ *Character & Conduct: Actions Speak Louder*

Strand 3 - Intellectual Literacy

Useful Knowledge: Space, Connection, Relation, Structure

- ✓ *Learning & Literacy: Learning to Learn*
- ✓ *Useful Knowledge: Love of Learning*
- ✓ *Problem Solving: Finding Solutions*

Strand 4 - Physical Literacy

Healthy Living: Form & Proportion

- ✓ *Health & Wellness: The Sacred Vessel*
- ✓ *Fitness & Exercise: Keeping in Shape*
- ✓ *Recreation & Enrichment: Renewing Ourselves*

Strand 5 - Interpersonal Literacy

Human Relations: Motion & Interaction

- ✓ *Communications & Understanding: Understanding & Being Understood*
- ✓ *Relationships & Cooperation: Getting Along With Others*
- ✓ *Community & Belonging: A Sense of Belonging*

Strand 6 - Cultural Literacy

Daily Living: Time, Pattern, Change

- ✓ *Culture & Confidence: Drawing Strength From the Past*
- ✓ *Lifestyle & Modern Living: Islam a Way of Living*
- ✓ *Change & Challenges: Facing the Challenge, Facing the Future*

Strand 7 - Social Literacy

Public Service: Function, Purpose & Outcome

- ✓ *Justice & Peace: Caring for Allah's Creation*
- ✓ *Service & Stewardship: Making a Difference*
- ✓ *Exemplarship: Leading by Example*

Content vs. Process

In education, there has long been a dichotomy between content and process, curriculum and instruction, information and transformation. In the past, education has focused primarily on the former. This was understandable given the prevailing circumstances: the amount of information was relatively small and stable, and society at large was still able to ensure the proper moral upbringing of young people. Today, the situation has changed dramatically. Information is proliferating at an exponential rate and neither society at-large nor individual families are able to ensure the proper upbringing of their children. Because of these fundamental and rapid changes in modern society, educators are now realizing that teaching “process skills” is more essential and durable than trying to keep up with the explosion of information. Current trends in education suggest a fundamental shift away from content learning per se towards process and transformational learning.....”

“Muslims today must realize anew that education, first and foremost, is a process of transformation, more than content and information, and that the latter is but a means and a tool towards the former.”

The Tarbiyah model of education is based on a fully integrated, real-life approach to Islamic education. It has developed a model of instruction called ILM² (pronounced Ilm-squared), which stands for Integrated Learning Model and Islam for Life Mastery.....taking knowledge from theory to practice, from talking about it to walking it, and from information to transformation. The Islamic basis for this idea are the concepts of tawhīd (integration), imān & ‘amal (faith & action), and dīn (way of living or lifeway). The pedagogical basis for this idea is rooted in the belief that knowledge, understanding and real learning occur more powerfully when they are integrated with and implemented in real-life contexts directly related to the learner. This is a simple but powerful paradigm for meaningful and authentic teaching and learning.

ILM Components

The “I” Component. The first component reflects the model’s belief in integrated learning and integrated Islam. It addresses the issues of curriculum content and structure. It answers the questions: What content is worth learning and how best can it be structured to provide maximum understanding

The ‘I’ component includes the following elements:

- ✓ *Informational & Islamic Content: The content includes all knowledge that is useful, since all such knowledge is viewed by Islam as good and as essentially Islamic. This includes the key concepts, understandings and skills from all content areas, viewed from a holistic, integrative and Islamic perspective. This component addresses the so-called academic and Islamic content base of the learning experience.*
- ✓ *Integrated Structure: The content is structured in a way that it lends coherence, wholeness and a “big picture” approach to learning. This structure has the features of being God-centered, holistic, integrative and unified, universal, and systems-oriented.*

The “L” Component

The second component reflects the model’s learning for life philosophy. This component of the model deals with the learning process (instruction) as well as the affective environment for learning (context). It addresses the questions: What is the best way to learn the content and what type of environment is most conducive and supportive of this?

The ‘L’ component includes the following elements:

- ✓ Learning by Discovery: The ILM instructional process is based on the underlying concept of discovering the “awe and wonder” of God’s creation.*
- ✓ Life (Social-emotional Setting): Intention, attitude and character are integral components of the Tarbiyah learning model. ‘How’ and ‘why’ we learn are oftentimes more important than ‘what’ we learn.*
- ✓ Cooperative Learning: This addresses the affective and interpersonal aspects of the learning experience.*
- ✓ Real Life Connections: Real-world, relevant, meaningful instruction. Utilizing a “book of life” or experience-based approach to the curriculum, rather than a textbook approach. Putting learning in the context of the child’s daily living, including his cultural and social context.*

The “M” Component

The third component of the model deals with the application of learning and its assessment. It addresses the questions: How can this learning (knowledge, skills, attitudes) be put to use in real-life and how will students be able to demonstrate authentic mastery of the learning outcomes?

The ‘M’ Component includes the following elements:

- ✓ Mastery by Doing: Hands-on, student-centered, project-based learning.*
- ✓ Mastery by Living: Key skills, behaviors and practices that are being incorporated (inculcated) into the students’ daily life. This addresses the cultural and lifestyle (transformational) aspects of the learning experience.*
- ✓ Mastery by Serving: Service learning & society. This addresses the social aspect of the learning experience.*

- ✓ *Measurable and Authentic Assessment: Authentic work, connected to real life, for a real audience. This component addresses the issue of meaningful, fair and authentic assessment and evaluation of the learning experience. This addresses certain physical (tangible and demonstrable, if not measurable) aspects of the learning experience.*