

IQRA'
Grade – One
Curriculum
Grade 2
Aqidah, Fiqh & Ahklaq

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We at IQRA' International Education Foundation are grateful to Allah (SWA) for enabling us to present this Elementary Curriculum of Islamic Studies.

This volume represents years of painstaking research, study, writing, field-testing and evaluation by IQRA's team of educators, scholars and teachers.

This volume marks the completion of the second stage of IQRA's program development. We are now well on our way to completing the junior high school and high school curricula, Insha Allah.

The development and production of this syllabus is a part of IQRA's vision for a comprehensive system of Islamic education that includes:

1. An integrated curriculum from pre-school to high school.
2. A comprehensive program of Islamic and Arabic studies at all grade levels. This includes writing and development of graded *textbooks*, *workbooks*, *enrichment literature*, *parent/teacher manuals*, *educational software* and *educational aids* for five basic Islamic subjects.
3. An Open University and Home-Based Education Program.

In each area, IQRA's work is progressing in an organized and well-planned manner and we hope that by the year 2000, IQRA's vision will become a reality, Insha Allah.

This effort needs a solid commitment to make Islamic education our foremost priority, mobilization of the community's human and financial resources, institutionalization of efforts and coordination with other organizations.

We appeal to all concerned Muslims and Islamic organizations to cooperate with IQRA' and become Ansar of its educational program.

Together, let us establish IQRA' International Foundation as the finest institution of Islamic educational research and development. It would be the best gift that we, the North American Muslims, can give to our children and to the 'Ummah as a whole. Amin.

Chief Editors

Friday, 10 June 1996

Development During the School Years

PHYSICAL DEVELOPMENT

The middle years, between the ages of six and twelve, are often referred to as the school years. During this period of development, children undergo a steady growth rate, increase in muscle strength and fine-tune their motor abilities. During this time also, the average child grows about 2 inches and gain 3-6 pounds each year. A rapid development of social skills also takes place during this time.

Between the ages of nine and eleven, the children have 20/20 vision while binocular vision is usually attained by the ages of six.

Through play and interaction with peers, the child expands and refines his or her motor skills. Activities such as jumping, running or throwing help him or her to coordinate and finely-tune basic motor behaviors.

The amount of sleep gradually decreases as the child ages. A normally active and healthy six year old sleeps an average of twelve hours. By the age of twelve, this time is reduced to nine or ten hours of sleep per night. Parents are reminded to regulate their child's daily schedule so that he/she can retire to bed on time and get sufficient sleep.

COGNITIVE DEVELOPMENT

By this stage in a child's cognitive development, confusions, distractions and inconsistencies of pre-operational thought are gradually being replaced by basic logic. Children become adept at making logical decisions about problems involving "real" or concrete objects. In addition, the development of a new and reversible system of mental operations and the ability to form stable hierarchies of classes and relations begins. The ability to conserve quantity, number and some aspects of space and time forms. They can usually conserve numbers by about six or seven, mass and length between seven and eight, and weight by around nine or ten.

The pre-operational egocentrism found in pre-schoolers is replaced in the school years by increased flexibility, logic and objectivity: children are now able to appreciate situations and circumstances from others' view points. It is important that adults respect their opinions and discuss their ideas and convictions with them in a mature fashion.

During this time, rules and regulations serve as important guidelines for the behavior of six and seven year old. To children of this age, adults are always right. Parents and teachers become serious role models for these children and the Islamically-oriented behavior that is displayed to the children may become a source of their inspiration and training.

Decentration:

Children can now take into account several aspects of an object or event at the same time. They are able to recognize that there may be more than one way to arrive at a conclusion and they are able to delay action until they consider every option.

They begin to understand the process of transformation (for example, the metamorphosis of a mealworm into a beetle). They are able to understand that certain aspects of the environment are permanent and unchanged, despite changes in their appearance.

Time and Distance:

After the age of eight, children gain better understanding of the passage of time and they are able to classify past and future events according to how recently they occurred. The ability to understand the concept of distance improves as the child grows through the school years.

Classification and Seriation:

Children begin to understand the relationship between a whole and its parts, and can use this to classify objects in sequential order (for example girls may organize their dolls from their least favorite to their most favorite).

Memory and Language Development:

In general, children during this stage have a better long and short term memory capacity than do pre-schoolers. Their ability to communicate improves primarily because they become less concrete, less literal and less egocentric. School-aged children greatly expand their reading vocabulary and improve their understanding of words and word meanings. Emphasis should be placed on providing good literature for the children. Quality Islamic literature especially should be made available for the children to read and enable them to expand their language and religious concepts.

SOCIAL DEVELOPMENT

During these middle years of development, children begin to spend more time with their peers and learn to share and cooperate with them. They can be separated from their parents for longer periods of time with little or no problem. At this point, parents can allow their child to make independent choices, thus helping him or her to prepare for the "real world." However, the selection of friends should be carefully screened by parents, as peers begin to assert greater influence on their children during this crucial time in their moral and social development.

Peer Relationships:

At this stage, children begin to form groups. Friendships are most likely to form between children of the same age, sex, race and among those who share common interests. (1) The most popular children within this age group tend to have good communication skills and they are able to interact well with old friends and new acquaintances.

Games undergo transition from being those that require a high expenditure of energy (such as jump rope and tag) to ones that are more competitive and organized (baseball, kickball). It is at this stage in a child's social development more than any other, that he or she is likely to conform to his/her peers.

(Footnote 1)

In an Islamic school setting, every effort should be made to discourage racial cliques and race should not be a factor in choosing friends among Muslims.

The Function of Peers:

The interaction between children of the same age group is vital at this stage. Through these interactions, children are able to transmit values and ideas and function as playmates and friends. A child's peers influence his or her behavior through modeling and reinforcement and they serve as a standard for comparison. It is important for parents to provide their school-aged children with a Muslim peer group, either through an Islamic school, Masjid, or through social activities.

EMOTIONAL DEVELOPMENT

Fear:

By the time children reach school age, most of their fears have subsided, since they are better able to separate reality from fantasy. On the other hand fears, such as of failure in school or rejection by teachers, peers and parents, begin to form within the child.

Aggression:

Children begin to engage in hostile aggression directed towards other people while verbal insults and playground fights that involve pushing, kicking, and hitting become more common. Emphasis on Islamic Akhlaq and manners should be constantly provided by the parents and teachers.

Understanding Others' Feelings:

Between the ages of six and twelve, children become more skilled at recognizing the causes of emotions in others (e.g. sadness is caused by a specific circumstance or incident). However, they have not yet reached the stage at which they can recognize emotions in others who are of a different age or when a situation that they are faced with is an unfamiliar one.

How to use elementary curriculum

IQRA' International Educational Foundation has developed a comprehensive course of study spanning the six years of Elementary schooling. This curriculum covers four areas of Islamic knowledge:

Qur'anic Studies

Sirah and Hadith of Rasulullah (S)

Fiqh and Ibadah (Islamic Akhlaq and Adab)

Islamic Social Studies: Geography and History of the Muslim people,

Islamic system of government and laws of economics for Muslims

We have also developed a separate curriculum for Qur'anic reading, recitation and study of the Arabic language.

The curriculum is comprehensive, in the sense that it covers all basic fields of study of Islamic education at each grade level. It is also very carefully graded, keeping in mind the cognitive, social, emotional and physical characteristics of elementary aged children at each grade level. Following are some special features of this course of study:

Statement of Philosophy:

The syllabus opens with an introduction and a statement of philosophy. We request you to read the statement and formulate a clearly defined philosophical basis for your school and classroom.

Characteristics of Elementary-Aged Children:

Under this heading is a brief description of the physical, cognitive, social and emotional development of elementary aged children. We urge you to read it and understand the behavior and learning process of children under your supervision in the school. Many teachers and parents will need more information about the developmental process of young children than that which is provided here, and this can be easily obtained by studying any of the recommended books on Child Development.

Scope and Sequence Chart:

This chart represents the total sequence of units to be covered during the course of one academic year of Elementary school. The term Scope refers to the amount of information which is made available to the children at a particular grade level.

The Scope of the Islamic history curriculum is developed keeping in mind the physical, cognitive, social and emotional development of children between the ages of six to twelve. The amount of time available to the teacher of Islamic history is also a contributing factor in determining the Scope.

The Scheme:

The course of study is a detailed description of the goals to be achieved during each year of study and over the period of six years of elementary schooling. The goals for each subject at each grade level are clearly defined at the beginning of each section. A few sample activities that may be implemented to achieve these goals are also provided. These activities are merely suggestions for guidance. The teachers are advised to develop their own lesson plans using the pattern of the Kindergarten curriculum lessons as a guide. The goals of each subject are independent enough to be specific to the content of the subject under study, yet integrated enough to present a comprehensive view of the area of study.

Scope and Sequence:

This is the actual planning of the range and order of the amount of information to be shared with students of a specific age group during any given class period. Sequence represents the order in which the entire course of study will be taught during the course of the year and further over the course of six years. The sequence guards the curriculum planners against unnecessary repetition of topics and the scope helps the teachers prepare each lesson at the level of understanding and maturity of the target audience. The depth and maturity of a well-developed and pedagogically conceived curriculum grows with each lesson and attempts to offer fresh challenges to both teachers and students.

Bibliography:

This section contains the recommended books for each subject at each grade level. Most of the textbooks and workbooks listed have been prepared and published by IQRA' International Educational Foundation as an integral part of its; '*Comprehensive and Systematic Program of Islamic Education*'. Each topic of the curriculum is covered in the recommended textbook and accompanying workbook. Within the last ten years, the field of Islamic literature for children has made tremendous progress and the number of books available has grown many-fold. Some of these relevant books have also been recommended as further reading.

At the end of the syllabus, a bibliography of children's books on Islam and Muslims has been provided for the teachers and parents to obtain for their children's enrichment and enjoyment. Insha Allah, our young children will grow to be fine examples of *Muttaqi' Mu'minun*.

Field Testing:

The entire syllabus has been thoroughly tested in a formal school setting under the direct supervision of in-house educators at IQRA' International Educational Foundation. It is only after suggestions and corrections made by cooperating school teachers and editors have been incorporated into this work that the present manuscript is ready for use in the classroom.

Aqidah and Fiqh

-The understanding and knowledge of Islamic law-

The Philosophy

Fiqh is defined as "understanding and knowledge." Thus, *Fiqh* is actually a branch of knowledge that defines and clarifies the Islamic way of worship and living. Generations of great scholars, *Fuqaha*, have worked to define and interpret Islamic laws in the light of the Qur'an and *Sunnah* of Rasulullah (S).

As *Fiqh* pertains to the law of all Muslim practices at every stage of life, children, too, should be well-versed in the science of *Fiqh*. They should learn and adopt the right conduct, *Ma'ruf*, and refrain from that which is wrong, *Munkar*.

During the early grades, emphasis should be placed on education and training in Islamic ways of living our lives. Islamic beliefs should permeate every phase of the curriculum. The teachers and principal should be models of *Mu'minun*, guiding the younger generations. At the elementary level, the syllabus focuses on the very basic laws and practices of Islam, as agreed upon by the scholars (*Al-Fuqaha*) of all the major schools of *Fiqh*. Emphasis here is on the development of basic concepts of *Iman* and Islamic practices. Children are helped to develop their identity as Believers (*Mu'minun*). They are trained to incorporate Islamic etiquette and manners into their daily activities.

We at IQRA' believe that the foundation of Islamic etiquette and manners should be laid at an early age. As such, these concepts are an integral part of the *'Aqidah* and *Fiqh* curriculum at each grade level.

Special attention is paid to helping children develop a habit of using Islamic vocabulary in their conversations with family and friends both at home and in the school. This helps them to remember Allah (SWA) many times during the day. It also aids in identifying themselves with the other members of the *'Ummah*, speaking the same language and practicing the same moral behavior.

The Primary goal of IQRA's Islamic educational program is to help our young children grow to be the finest examples of Islamic behavior in practice and to become valuable members of their communities. Indeed, Allah (SWA) enjoins this duty upon us in the Qur'an:

(ARABIC TEXT)

And let there be from among you a nation

Who invites to goodness and enjoins right conduct,

And forbids indecency.

Such are those who are successful.

(Al-Imran 2:104)

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Grade 2

'Aqidah and Fiqh

Goal One:

Conceptual Development of Iman

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

Statement of Performance Objectives	Examples
The Students will: Develop and build upon the concept of <i>Tawhid</i> : Allah (SWA) is the ONLY Creator. No one Shares His power of creation.	Examples of things created by Allah (SWA) - human beings, the earth, sky, trees, animals, etc.

Begin to understand the concept of Prophethood, learn special qualities of the prophets and understand that they were special human beings.	Discuss some of the special qualities of some of the prophets of Allah (SWA).
Learn about the revealed books of Allah (SWA) and understand that the Qur'an is the final message of Allah (SWA). See the syllabus for Qur'anic Studies.	Share copies of the Tawrat, Injil and the Qur'an. Discuss some of the teachings and the prophets to whom they were revealed. Know that only the Qur'an remains unchanged.
Begin to understand that we have a limited time on this earth.	Discuss the process of aging and passing away to another, eternal life.
Start to formulate ideas about Life after Death.	Going to <i>Jannah</i> for our good deeds.

Grade 2

Aqidah and Fiqh

Goal Two:

Islamic Ways of Worship

Salah, Saum, Zakah and Haj

Statement of Performance Objectives The Students will:	Examples
Begin to learn important steps of <i>Salah</i> .	<i>Niyah, Ruku', Sujud, etc.</i> Memorize the required verses of Qur'an to be recited.
Know the timings of each of the five daily prayers, and feel the urge to pray.	Say the names and look for the timings of the five daily prayers.
Know the required preparation for <i>Salah</i> and follow them.	<i>Wudu', cleanliness, Adhan etc.</i>
Learn the meaning of fasting and the conditions for <i>Fard</i> fasting. Learn the length of fasting.	Participate in sighting the moon in Ramadan. Learn to be extra good in the month of Ramadan, especially from sunrise to sunset.
While fasting, participate in activities which please Allah (SWA).	Read Qur'an, control anger and bad temptations, offer prayers, help others and share your wealth. Give up some T.V. shows/games during this month and practice their <i>Din</i> .
Learn the <i>Du'a</i> for making the <i>Niyah</i> and for opening the fast.	Recite the <i>Du'a</i> while eating <i>Iftar</i> with their families.

<p>Develop a concept of the journey to Ka'bah for the sake of Allah (SWA), the significance of <i>Haj</i>.</p>	<p>Watch the <i>Sound Vision</i> video "Take me to the Kaba" again. Chart a course from New York to Jeddah to Makkah, etc. Read about the meaning of <i>Haj</i> and the history from the time of Prophet Ibrahim (AS).</p>
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Grade 2

Aqidah and Fiqh

Goal Three:

The Permitted and The Prohibited

The *Halal* and *Haram* in the Islamic *Shari'ah* as it relates

To the belief, action and behavior of every Muslim.

Statement of Performance Objectives The Students will:	Examples
Develop the concept of Tawhid and know that faith in any other god besides Allah (SWA) is Shirk.	Learn, memorize and recite the Shahadah every day.
Know that Muslims should pray five times a day on time, every day. Learn the Adhan and Iqamah.	Begin to respond to the Adhan by getting ready for prayer whenever it is heard.
Practice courtesy and understanding in their relationship with parents, siblings, and friends.	Practice sharing, waiting their turn, helping with chores, etc.
Learn some of the prohibited foods and drinks.	Begin to study and discuss the animals whose meat is prohibited to us (pig, birds of prey, etc); bring in empty food cartons and learn how to read ingredients.
Begin to develop Islamic personality by practicing patience, kindness, honesty, etc.	Kindness to relatives, friends and neighbors, the elderly and the sick, birds and animals, etc. Patience in all dealings, honesty in daily interactions with others, etc.
Practice Islamic behavior.	Islamic greetings, respect for elders, use Islamic vocabulary, etc.

Grade 2

Aqidah and Fiqh

Goal Four (contd):

Islamic 'Adab and Akhlaq

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

Statement of Performance Objectives	Examples
The Students will: Learn the correct manners of yawning.	Turn your face away from the people, hold hand over mouth; avoid making sounds during yawning (especially in the company of others).
Learn the correct manners of eating.	Eat only <i>Halal</i> foods; use right hand for eating; eat slowly and do not rush to swallow the food; begin eating with the words <i>Bismi-(A)llah</i> and <i>Du'a'</i> ; preferable to sit while eating, instead of standing or lying down.
Practice proper behavior while in the <i>Masjid</i> .	Accompany an adult when going to the <i>Masjid</i> ; keep the <i>Masjid</i> clean; enter with the right foot and exit with the left foot; treat every one in the <i>Masjid</i> kindly and respectfully.
Learn proper behavior during the recitation or reading of the Qur'an.	Sit quietly and listen carefully; do not sit in a higher seat than that in which the person reciting the Qur'an is sitting; learning to decode the Arabic text; memorization of some of the <i>Suwar</i> .
Treat Friday as a special day of the week for the Muslims.	Special preparation for <i>Taharah</i> and cleanliness: clip finger nails, shower, wear clean clothes, <i>Jumu'ah</i> prayers.

Grade 2

Aqidah and Fiqh

Goal Four:

Islamic 'Adab and Akhlaq

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

Statement of Performance Objectives The Students will:	Examples
Be aware of some of our duties to Allah (SWA) and practice those duties.	We do not associate any one with Allah (SWA) know the meaning of <i>Shirk</i> and <i>Kufr</i> , begin to offer <i>Salah</i> and practice other acts of <i>Ibadah</i> .
Learn and practice their duties towards their parents.	Treat parents with love and affection, take care of them, listen to them, make gifts for them, try to keep them happy, etc.
Learn Islamic manners of treating and interacting with their relatives and elders.	Show respect by greeting them, addressing them respectfully, listening to them.
Learn the manners of behaving during the performance of bodily functions.	Washing hands after going to the bathroom, etc.
Learn and practice proper 'Adab of friendship.	Always greet friends politely; exchange gifts, share books, etc. Be truthful and honest in dealing with friends.

Learn and practice proper <i>'Adab</i> of treating the guests in the house.	Great them cheerfully, invite them in and ask them to sit comfortably, offer them food and drink, share toys and books, etc.
Learn the manners of visiting others.	Bringing gifts for the host; ask permission to visit; do not stay for a long period of time, etc.
Learn that it is a <i>Sunnah</i> to visit a person who is sick.	Take gifts and flowers; always visit with a parent, sit quietly and do not make noise; if children can't visit, send cards, gifts, etc.
Learn to properly greet every Muslim.	Greet with <i>'Assalam-u-'Alaikum</i> and learn to respond with <i>Wa'alaikum Assalam</i> .

Grade 2

Aqidah and Fiqh

Second Grade Curriculum:

Scope and Sequence

1. Islamic Greeting

Should be a habitual practice by now.

Children should be practicing it at home and at school.

2. Identity of Self as a Muslim

Activities

Human Relationships

Responsibility towards Allah (SWA)

3. Membership to the Muslim 'Ummah

Responsibility towards other Muslims

Responsibility as a member of the 'Ummah

4. Responsibility as a Citizen of the Society/Country

Relationship with fellow citizens (Muslims or non-Muslims)

Rights of the society/country

Duties towards the society/country

5. *Salah*: The Obligatory Prayer

Salah: the second pillar of Islam

Importance and meaning

Number of times a day

Names of the five daily prayers

Timings of the five daily prayers

Steps of *Salah*

Preparation for *Salah* (*Wudu'*, cleanliness, *Adhan*)

Memorization of the necessary *Suwar* and *Du'a'*

6. *Saum*: The Third Pillar of Islam

Ramadan: a special month for Muslims

Meaning of fasting

Sighting the moon

Why do we fast? Allah's gift to Muslims

Necessary conditions for fasting

A day in the life of a Muslim family during the month of Ramadan

Duration of the daily fast

Length of the month of Ramadan

Activities which please Allah (SWA) during the month of Ramadan

Activities which are disliked by Allah (SWA) during Ramadan

Tarawih: a special prayer during the month of Ramadan

7. 'Id al-Fitr: A Celebration of Thanks

Thankfulness to Allah (SWA) for being able to Fast

Joy of *Ibadah* (worship) during Ramadan

A time of Sharing with family, friends and neighbors

Celebrations of 'Id around the world

8. Zakah: An Obligatory Sharing

A special form of sharing with other Muslims

Concept of *Zakah*: how much do we give?

9. Haj: The Annual Pilgrimage

The meaning of *Haj*

Preparation for Haj

Steps in performing the Haj

Special places to be visited during the Pilgrimage

Haj: a special time to worship Allah (SWA) with other Muslims from around the world

Concept of the 'Ummah as being made up of all races and nationalities (universal)

10. Earning a living

Concept of Halal and Haram earnings

Relationship with co-workers

Work ethics (getting to work on time, being productive, striving hard, loyalty, etc.)

11. Muslim Etiquette

Manners in the mosque:

Love for the Masjid

Keeping the Masjid clean

Keeping quiet while in the Masjid

Entering the Masjid with the right foot

Du'a' as we enter mosque

Praying two Raka'at Nafil upon entering the Masjid

Etiquette of Salah:

Complete *Taharah* is a necessary requirement

Praying at the appointed times

Being regular in offering the prayers

Remaining calm and patient during *Salah*

Rushing during the *Salah* is not encouraged

Keeping the lines straight during *Salah*

Relationship With Parents

Having respect for parents

Being kind to them

Being thankful to parents

Making them happy

Serving the parents

Love for the parents

Du'a' for the parents

Respect and care for the relatives of the parents

Etiquette of Friendship

Selecting friends that have good character

Caring for friends and helping them

Keeping the trust and secrets of friends

Exchange gifts with friends

Participating in meaningful activities with friends

Respect for the family of friends

12. *Halal and Haram*

The concept

Identify foods as *Halal* and *Haram*

Identify lifestyles that are considered *Halal* or *Haram*

Distinguish between *Halal* or *Haram* earnings

Distinguish between *Halal* or *Haram* spendings

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