

**IQRA'**  
**Grade – One**  
**Curriculum**  
**Grade 3**  
**Islamic Social Studies**

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Curriculum

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.

# Islamic History and Geography

-a study of the Prophets and nations in the Qur'an and Ahadith-

## The Philosophy

(Arabic Text)

**All that We relate to you of the stories of the messengers**

*With it We make firm your heart; in them comes to you the*

*Truth, as well as an exhortation and a message of remembrance*

*to those who believe.*

*(Al-Hud 11:120)*

The History Curriculum for an Islamic elementary school should attempt to provide experiences in Islamic living through the example of those Muslims who have lived before us. Life and stories of the Prophets of Allah (SWA), as mentioned in the Qur'an and the *Hadith* are the best medium to introduce Islamic history to young Muslims. We believe in developing a historical perspective where historical materials are not merely used as a chain of events, dates and names. Rather, they become a basic fountain of learning through which students are able to relate their own life experiences and which guide them in understanding their environment and in finding their own place in society. Students studying the attitudes and reactions of different people to the messages brought to them by the Prophets of Allah (SWA) serve to help them understand the process of the presentation of the truth, its rejection, and its ultimate triumph.

The children should be made aware of the relationship between obedience to Allah's commands and Allah's rewards, and disobedience to His commands and the consequent punishment. Gaining insight into these processes will enable the children to be receptive to the teachings of the Qur'an and *Sunnah*. They will be encouraged to productively incorporate the teachings into their daily lives at their own level.

An Islamic history program in an Islamic school should be focused on what Allah (SWA) has told us in the Qur'an:

(ARABIC TEXT)

*There is in their stories instruction for men endowed with understanding. It is not a tale invented but a confirmation of what went before it. A detailed exposition of all things and a Guide and a Mercy to those who believe.*

*(Al-Yusuf 12:111)*

Grade 3

Islamic Social Studies

Goal One:

**Geography Concepts**

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

<b>Statement of Performance Objectives</b>	<b>Examples</b>
The Students will: Talk or write about the position of places and people on the surface of the Earth.	Locate North America on the map of the Earth or a globe.  Locate Saudi Arabia and other historically important Islamic countries and cities on the map.  Locate specific oceans, rivers, mountains, deserts, and forests in a

	specific continent or country.
Discuss the similarities and differences between various geographical features of the Earth's surface.	<p>Mountains, lakes, oceans, woodlands, plains and deserts.</p> <p>Climate, vegetation, animals, natural resources, etc.</p> <p>Locate the Appalachian and Rocky Mountains; the Great Lakes; the Mississippi River; identify the Missouri Traits.</p> <ul style="list-style-type: none"> <li>- Locate Mount Sinai</li> <li>- Find the Nile and Tigris Rivers</li> <li>- Trace the <i>Hijrah</i> route from Makkah to Madinah</li> </ul>
Relate to the impact of various early environmental changes to the surface of the earth.	Glaciers, melting of the glaciers, bodies of water, continents, etc.
Know that people have always moved from one region to another region.	<p>Migration of people from different parts of the world to America.</p> <p>Explore the causes and effects of migration.</p> <p>Migration of Muslims from Makkah to Madinah</p>

## Geographical Skills

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

<b>Statement of Performance Objectives</b>	<b>Examples</b>
The Students will: Learn to pinpoint distinct features of an area on the map and use these features to locate a place.	Study the map of a city, find the street on which their homes, school and Masjid are situated.
Learn to use the letter and number coordinates to locate a feature on a map.	Use street maps of their city or town to locate designated places.
Learn to read aerial photographs of their city and identify special features.	Identify lakes, special high rise buildings, railway lines, airports, etc. in an aerial photograph.

## Human Geography

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

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Recognize the fact that people move and give reasons why they move. Prophet Muhammad's migration from Makkah to Madinah.	Discuss many reasons for moving: jobs, climate, war, education, etc.
Recognize and point out special features of different neighborhoods and settlements.	Identify special features on site visits such as <i>Masajid</i> , churches, parks, rivers, beaches, hotels, holiday resorts, factories and industries, etc.
Differentiate between the speed, economy and usefulness of different kinds of transportation. Give reasons why people use different kinds of transportation.	Discuss the usage of air, road and sea transports and their uses for different kinds of cargo, (time, expenses, routes, etc). Which mode of transport is required to go for <i>Hajj</i> ?

Differentiate between various uses of land.	Describe the use of land for farming, gardening, for building houses, shopping centers, hospitals, play grounds, roads, bridges and highways, etc.
Understand that this earth is the creation of Allah (SWA) and that it is a gift to us: we should take care of its resources.	

## Environmental Geography

Knowledge and comprehension of the concepts and related issues of:

the environment as an *Amanah* from Allah (SWA); using natural resources wisely and avoiding

their misuse; ways to guarantee the quality of the environment; the fact that the environment

is vulnerable to: steps to protect the environment; ways to better manage the environment.

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Discuss the effect of pollution on the environment (including water, air, land, plants and animals).	Discuss the effect of oil spills on birds and other marine wild life; carbon monoxide released from car exhausts, etc.
Plan an activity to improve the natural environment of their neighborhood and community.	Recycling drive, plant-a-tree drive, a street clean-up, or describe a major improvement project (flood control, building a park, etc.) undertaken by their city or by another community. Explain how the environment will benefit from the proposed project.

## Physical Geography

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

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Realize and understand that weather conditions vary in different parts of the United States during different times of the year. Understand that while it is winter in the Northern hemisphere it is summer in the Southern hemisphere. (The same applies to the summer season.)	The climate is very different in the East, West, North and South regions of the United States during the month of December.
Identify different climates and weather conditions in selected countries of the world where Muslims live, and relate their life styles with the demands of the weather.	The hot desert climate of Saudi Arabia and the very cold weather in Kashmir during the winter months, and people's life styles in those different climates.

<p>Discuss what happens to rain water once it falls (different surfaces and slopes).</p>	<p>Read, study and observe rainfall on different surfaces and its effect on that surface. For example, on a slope, a rock, on the desert sand, in a gutter, on the lawn, on the roof, on a farm, in a corn field, etc.</p>
<p>Recognize special features of a specific landscape and compare with that of different landscapes.</p>	<p>Study a map and also visit different landscapes and identify various features such as hills, valleys, rivers, mountains, deserts, oceans, rocks, forests, etc.</p>

## Scope and Sequence

### 1. Islamic History

Teachings and the life of the following prophets should be taught in the third grade:

Prophets 'Ilyas, Al-yas'a, Da'ud, Sulaiman and Ayub (*Alaihim as-Salam*)

### 2. Geography

Be able to point out all six continents on the globe

The Middle East (a brief introduction to the Muslim countries of the Middle East)

Be able to identify some well-known cities of the Middle East on a map

Historical Islamic Cities

Bait-al Maqdas in Palestine

Baghdad, Iraq

Study the location of Baghdad

Physical features of Baghdad: flat land, mountains to the North,

West of Baghdad lies the Mediterranean Sea

East of Baghdad is India and China

Climate varies: hot in the summer and cool in the winter

## Trade and business in Baghdad

### **A Brief History of the City**

The founder of the 'Abbasid Khalifate was Al-Mansur in 762 A.D.

Baghdad is the world's center for Islamic learning

### **Map Skills**

Locate the world's main oceans on a map

Locate mountains on physical maps of Asia and North America

Construct simple maps of the classroom

Trace simple maps of the students' native countries and label cities and towns

Follow routes on a street map

Pinpoint certain features of a neighborhood using a street map

Know how to read grid references on a map; be able to locate designated places, given the grid reference

### Conservation of the Environment:

Discuss various uses of land, e.g. real estate, agriculture, mining, etc.

Know that pollution is harmful to the earth

Discuss the ozone layer and its significance

Discuss the global warming theory

Understand the concept of extinction

Study some endangered plant and animals species

Ways to control pollution (recycling, conservation, cleanliness, preservation and planting)

Understand that water is vital for all life forms

Know that the water cycle is a closed system (discuss the meaning of this concept)

### Travel and Migration:

Discuss the different modes of transport used in different climates: why do bedouins use camels to travel in the desert?

Understand the concept of migration

Discuss the reasons for migration (economic, political, educational, etc.)

Compare the migration of humans, birds, animals, etc.

## **3. Civics**

### **Our Community**

A look at some Muslim families within the community

Elements of our community: *Masajid*, schools, Muslim owned shops (bookstores, clothing stores, etc.) post office, clinics, libraries, etc.

### **Food in our community**

Places we purchase food (bakery, grocery store, supermarkets, meat markets and restaurants)

### **The foods we eat**

Meat products (*Halal* and *Haram*), dairy products, cereals and breads, beverages (understand the need to check ingredients for pork products, alcohol, etc.)

## Original sources of food provided by Allah (SWA)

Vegetables, fruits, animals, fish

The leaders of our community

*Imam of the Masjid,*

Director of the Islamic center, principal, members of the educational Board, teachers, etc.

Members of the community involved in other local, national, social, political work.

Communities and the need for government

Need for Structure and rules

Need for laws to maintain the structure (the government)

Structure of the governing board of the local Islamic Center: the rights and responsibilities of the members; the rights and responsibilities of the President of the Center or *Masjid*

## **4. Economics**

Economics are a mutual cooperation, exchange and interaction of services:

professions and services are seen as good or bad according to their benefit or harm to humanity

and society.

Emphasis is placed on production, exchange and responsible consumption.

Students may research a profession of their choice.

**Resources of my community**

Working for the Islamic Center: volunteers, paid staff, etc.

The role of women in community affairs

The role of the youth in the community

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