

**IQRA'**  
**Grade - One**  
**Curriculum**  
Grade 5  
**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)*

# Aqidah and Fiqh

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Grade 5

'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.

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Formulate a conscious but clear schema (mental maps) of the <i>Iman Mufassal</i> .	Recite <i>Iman Mufassal</i> in Arabic, know its meaning and believe and practice it in daily living.
Comprehend the meaning of <i>'Ibadah</i> (at their own level) and begin to join parents, teachers (the adults) and friends in <i>Salah</i> , and fasting for the sake of Allah (SWA) only.	Offering prayers in <i>Jama'ah</i> , fasting in the month of Ramadan, sharing pocket money with the poor, participating in volunteer activities for the elderly and poor and other members of the community around them, visit the sick, etc.

## Islamic Ways of Worship

### Salah, Saum, Zakah and Haj

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Experience the <i>Tarawih</i> prayers.	Participate in <i>Tarawih</i> prayers with the family.
Learn the meaning of thankfulness to Allah (SWA) and participate in the celebration of <i>'Id</i> .	Participate in the congregational <i>'Id</i> prayers and enjoy meeting with family and friends.
Know and understand the meaning of <i>Zakah</i> (Qur'an and <i>Hadith</i> ), the fourth pillar of Islam.	Learn the concept of sharing and charity.
Learn the conditions of paying and receiving <i>Zakah</i> , and its benefits to the community at large.	<i>Nisab</i> , and distribution of <i>Zakah</i> money.

Grade 5

Aqidah and Fiqh

Goal Two:

## Islamic Ways of Worship

### Salah, Saum, Zakah and Haj

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Have learned and put into practice the five daily <i>Salawat</i> .	Offer prayers with punctuality and regularity ( <i>Fard</i> and <i>Sunnah</i> )
Know the importance of <i>Sawm</i> for Muslims.	Read Qur'anic verses enjoining <i>Sawm</i> ( <i>Al-Baqarah</i> 2:183). Hadith Bukhari and Muslim quoted on p.26 <u>Teachings of the Qur'an</u> , IQRA' Foundation
Learn the place of the month of Ramadan in the Islamic calendar. Concept of lunar calendar versus solar calendar: <i>Hijrah</i> calendar. Sighting of the new moon.	Work with the Islamic calendar along with the Gregorian calendar every day, using both dates on homework assignments, etc.
Learn about the <i>Barakah</i> of Ramadan	Allah's forgiveness. <i>Lailat al-Qadr</i> , revelation of the Qur'an, more reward given for each good deed, but not more punishment for bad deeds.
Study the history of fasting.	Fasting was enjoined for other communities and people.

Learn the requirements of fasting and the conditions under which one is exempt.	For example <i>Iman</i> , age, health, purity, intention, etc.
Understand the different types of fasting.	<i>Fard</i> and <i>Nafl</i> .

Grade 5

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.

<b>Statement of Performance Objectives</b>	<b>Examples</b>
The Students will: Learn the proper ways of <i>'Ibadah</i> according to the guidance of Allah (SWA) and Prophet Muhammad (S).	Correct ways of <i>Salah</i> and fasting.
Learn to be on their best behavior during the month of Ramadan.	Reciting the Qur'an, offering <i>Salah</i> , helping others, avoiding prohibited actions.
Learn and practice the responsibilities towards relatives, friends and neighbors.	Sharing food and other items with friends and neighbors, providing help and support.
Begin to feel the responsibility as the <i>Khalifah</i> of Allah (SWA) towards other creations of Allah (SWA).	Keeping the environment clean and healthy, recycling, avoiding pollution, saving energy, etc. Not killing animals for sport.
Learn the conditions of <i>Halal</i> food and drink according to <i>Shari'ah</i> .	Parts of animals which are forbidden (like blood and carrion), ways of killing animals, taking the name of Allah (SWA) at the time of slaughtering.
Learn that Allah (SWA) has guided us to	Working hard with honesty and

the proper way of earning a living.	diligence, trading, inheritance.
Know that certain ways of earning money are prohibited.	Gambling, stealing, usury, etc.
Cultivate and encourage human characteristics and qualities in each other.	Kindness, contentment, humility, mercy, gratefulness, etc.
Gain knowledge of the activities prohibited by the <i>Shari'ah</i> and take practical steps in avoiding such forbidden actions.	Backbiting, anger, hatred, jealousy, and flattery.

Grade 5

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)

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Begin to learn the <i>Adab</i> of reading and reciting the Qur'an.	Taking, giving or holding of the Qur'an should be done only with the right hand; listening carefully while the Qur'an is being recited; disputing or arguing about the Qur'an must be avoided as it is the book of Allah (SWA)
Observe Islamic manners during the celebrations of 'Id al-Fitr and 'Id al-'Adha'.	Taking a shower/bath; dressing in new/clean clothes; joining the 'Id prayers; listening to the <i>Khutbah</i> quietly; congratulating other Muslims; giving <i>Sadaqah al-Fitr</i> before the prayer; visiting friends and relatives, etc.

<p>Know and practice some of their duties towards others.</p>	<p>Speak carefully and considerately; try not to hurt others with their comments or remarks; use pleasant facial expressions during conversation, make only those promises that can be kept; be willing to help others; accept the invitation of others, especially a wedding ceremony, etc.</p>
<p>Use proper language and know the difference between desirable and undesirable language.</p>	<p>Avoid usage of slang, curses and slander; taking care not to use abusive expressions, avoid misquoting others; avoid criticizing others or backbiting about them, etc.</p>

Grade 5

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)

<b>Statement of Performance Objectives</b>	<b>Examples</b>
The Students will: Begin to think, talk and act like a <i>Mu'min</i> .	Referring to Allah (SWA) during conversation: e.g. <i>Insha'Allah</i> , <i>Masha'Allah</i> , <i>Alhamdulillah</i> , etc.; avoid participating in those activities that are disliked by Allah (SWA).
Be confident in sharing their faith with others.	Talk with clarity about <i>Tawhid</i> and the teaching of the Prophet Muhammad (S).
Learn to practice their duties towards their parents, teachers, relatives and neighbors.	Share chores, take over responsibilities from parents, be kind and courteous to their parents' relatives, etc. Practice little acts of kindness to help older neighbors: e.g. greeting them kindly, shoveling their snow in the winter, spending time with them, etc. Treat their parents' friends respectfully.

Follow the rules of cleanliness and *Taharah* and purify themselves, their clothes, their immediate environment and, finally, try to achieve purity of thoughts and actions.

Take a shower regularly; keep their rooms, schools and homes clean; wash hands and mouths after eating; learn the things that make our bodies, clothes or a place impure and know the ways or rules to purify ourselves, our clothes and our environment.

## Grade 5

### Aqidah and Fiqh:

#### Fifth Grade Curriculum

#### Scope and Sequence

1. The Islamic form of greeting and the use of Islamic vocabulary should be a habitual practice at this stage.

Children should be following Islamic practices at home and at school with the help of parents and teachers.

They should be able to pray alone and in congregation with ease and without instruction.

#### 2. The Pillars (*Arkan*) of Islam:

Review of *Salah*

#### *Saum*: The Third Pillar of Islam

The Qur'anic verses enjoining fasting as a *Rukn* of Islam

*Ahadith* of Rasullulah (S) concerning fasting

Ramadan is the ninth month of the Islamic calendar

The sighting of the moon and its significance; the question of witnessing the sighting

The importance and *Barakah* of Ramadan

The meaning and purpose of fasting (not being hungry and thirsty but practicing real restraint)

The blessing of fasting

The doors of Allah's *Rahmah* are opened

Qur'an was revealed in the month of Ramadan

*Lailat al Qadr* (the Night of Power)

A historical perspective as fasting was enjoined on the *'Umam* (communities) of other prophets before Rasulullah (S).

Duration of a fast: dawn to sunset

*Suhur*: the pre-dawn meal before starting the fast is a *Sunnah*

*Iftar* is the meal to open the fast after sunset

*Niyah*: making the intention to fasting and its importance

*Du'a'* of intention

*Du'a'* to be recited before breaking the fast

### Requirements for Fasting:

Sighting the moon of the new month of Ramadan

Age

Health

Purity

Iman

*Niyah*: stating the intention to fast

Avoiding food, drink, and impurities of body and thought while fasting

Offering the five daily prayers on time

### People that are Exempt from Fasting:

Young children

A sick person

An insane person

An old and weak person

A pregnant woman

A woman that is nursing a baby

A woman that is passing through her period of impurity

A traveler

A Muslim that is participating in Jihad

### Types of Fasts:

*Fard and Nafil*

**Making up the Missed Days of Fasting and *Kifayah***

### Acts or Conditions Which Make the Fast Invalid:

Eating or drinking before sunset (unless by mistake)

Vomiting

## Days on Which Fasting is not Permitted for a Muslim to Fast:

*Id al-Fitr, Id al-'Adha, Jumu'ah, the Day of 'Arafat*

### **The *Tarawih* Prayer:**

The significance of this special prayer

How it is performed

The number of *Raka'at*

### *'It-tikaf:*

The significance of *'It-tikaf*

How it is performed

The number of *Raka'at*

### *Sadaqat al-Fitr:*

The significance of this form of charity

Who is eligible to receive this charity?

How much should be given?

### *'Id-al-Fitr:*

A celebration of thanks to Allah (SWA)

It is a time of sharing with family, friends, neighbors and other Muslims

*Salat al-'Id:* its importance and how to perform it

## Zakah: The fourth Pillar of Islam

Meaning of *Zakah*

Qur'anic verses enjoining *Zakah*

*Ahadith* of Rasulullah (S) related to *Zakah*

*Nisab*: the necessary condition for the payment of *Zakah*

The calculation of *Zakah* money

Collection of *Zakah* money

Distribution of the collected money

Benefits of *Zakah* to a community

Necessary conditions to be a recipient of *Zakah* money

Payments of *Zakah* in kind (currency, grains, gold, silver, etc.)

Concept of Bait al-Mal

Payment and distribution of *Zakah* money in non-Islamic societies

Charity and *Sadaqah* are acts of kindness and they are different from *Zakah*

Concept of sharing in Islam

## Etiquette of Zakah

Giving to the less fortunate and sharing with our fellow human beings pleases Allah (SWA)

*Zakah* should be given with no ulterior motive

One should never give *Zakah* as a favor to someone

Arrogance is not permitted

Money used to pay *Zakah* must be earned by *Halal* means

Payments of *Zakah* should be made on time

## BIBLIOGRAPHY

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<b>Enrichment Book</b>	Ghazi, Suhaib: <u>Ramadan</u>  Holiday House Publishing Co., New York.