

IQRA'
Grade – One
Curriculum
Grade 5
Islamic Social Studies

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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.

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)

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.

Statement of Performance Objectives	Examples
The Students will: Describe the physical features of different regions on earth.	Selected regions of the world inhabited by Muslims.
Understand the concept of region (landform, language, culture, religions, etc.)	Special physical characteristics of the region (the Middle East, North Africa, South Asia, etc.)
Describe human characteristics of a region.	Special characteristics of the inhabitants of those regions; racial, linguistic, life style; interaction with the environment, etc.

Grade 5

Islamic Social Studies

Goal Two:

Geographical Skills

Geographical skills of using maps and field work

techniques in the study of the geography of a region.

Statement of Performance Objectives	Examples
The Students will: Will be able to locate features on maps using four or six figure grid.	Locate specific details on the map (e.g. the Nile River and the countries and cities that it flows through)
Read and interpret relief maps.	Tell heights, identify and locate slopes, valleys and hill-tops in contour maps.
Read thematic maps and extract information on distribution patterns.	Talk about the geographical patterns depicted on a map e.g. population of a country or annual rainfall, etc.

Grade 5

Islamic Social Studies

Goal Three

Human Geography

Knowledge and comprehension of the concepts and related issues of:

population, settlement, communication and economic activities.

Statement of Performance Objectives The Students will:	Examples
Analyze factors that contribute to changes in the growth or shrinkage in the size of the population or region.	Discuss factors affecting population size such as migration, births and deaths, wars, etc.
Explain and discuss possible causes for the growth of a specific neighborhood or community. Identify the effects of this growth on the human population and on the environment.	Study the location of different neighborhoods with respect to site, available resources, communication and overall settlement patterns: for example, the effects of the expansion of a suburb on agriculturally important land.
Site examples of various economic activities in a selected location and discuss reasons for the economic growth/decline of that particular location.	Survey a major industrial or commercial area and describe the various economic activities that occur there. State reasons for the economic growth of that location.

<p>Find rail and road networks between different locations and explain how changes in these networks can affect the people living in those locations.</p>	<p>Discuss the uses and benefits of the rail and road networks. Learn about any new additions or changes in these industries and discuss how these changes affect the residents of that community.</p>
<p>Select certain types of economic activities and study the land use and national distribution patterns of those activities.</p>	<p>Compare and contrast land use and national distribution patterns of farming, dairy farming, hill farming, gardening, different types of manufacturing industries (clothing, construction, etc.) shopping centers, strip malls and corner shops, etc.</p>

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.

Statement of Performance Objectives The Students will:	Examples
Discuss and conclude that rivers, lakes, oceans and air are susceptible to pollution and describe ways in which pollution can be controlled and decreased.	Identify sources of pollution e.g. industrial and agricultural waste, sewage and garbage disposal sites, nuclear waste. Discuss how these pollution agents reach our waterways and pollute them.
Find workable solutions for the pollution problem, discuss prevention and cures.	Discuss and develop an awareness of clean water and air, education and training the public.
Identify natural resources as renewable or non-renewable: learn the criteria for this distinction.	Develop a plan to implement the protection of resources, especially the non-renewable ones.

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.

Statement of Performance Objectives	Examples
The Students will: Read and report the mean seasonal distribution of temperature over select states of the United States. Also find out mean seasonal rainfall in selected states.	Research the mean seasonal temperature and rainfall in the selected areas of the U.S. and represent through graphs.
Develop a clear understanding of the term 'weather' and 'climate' - distinction between the two.	Describe the general climate of a region as opposed to particular weather on a specific day of a year.
Identify the seasons during which rivers may flood. Explain possible causes of flooding and its effects on the land and the population. Describe ways to control flood damage.	Discuss why flooding occurs, give an account of a case study of recent flooding (newspapers, observations, video footage, etc). Describe the effects and give possible ways of control. Controlling river flow.

Discuss the effects of flooding on soil.	Some benefits/harmful effects of flooding to the soil.
Describe the phenomenon of clouds and how they are formed.	Identify the conditions which may cause tornados and its effects on the affected areas.
Look at different kinds of soil and compare the characteristics.	Compare texture, color, organic context and uses, etc.

Scope and Sequence

1. Islamic History

Children should know the biographies of all 24 prophets of Allah (SWA) as mentioned in the Quran.

They should also be familiar with the history and geography of those Islamic cities recommended in the first through fourth grade curriculums.

Fifth Graders will begin the study of the period of *Al-Khulafa Ar-Rashidah*.

Abu Bakr Siddiq (RA)

The death of Prophet Muhammad (S)

Succession of Abu Bakr (RA) as the first *Khalifah* of the Muslims

Beginning of the *Khilafah*: its meaning

Early life of Abu Bakr (RA)

Abu Bakr (RA), the first companion of Prophet Muhammad (S)

Migration to Madinah

Mission to Syria

Dealing with the revolting Arab tribes

Spread of Islam in Iraq and Syria

Battle of Yarmuk

Abu Bakr's love for the Prophet Muhammad (S)

Abu Bakr (RA) as a righteous man, leader and administrator

Illness and death of Abu Bakr (RA)

Summary

'Umar Ibn Al-Khattab (RA)

Selection of 'Umar Ibn al-Khattab (RA) as the *second Khalifah*

Early life of 'Umar (RA) and his acceptance to Islam

'Umar's love for Rasulullah (RA)

The task ahead

The conquest of Iraq

The spread of Islam in Syria

Liberation of Palestine and Egypt from the Byzantine Empire

'Umar's care and understanding of the people

'Umar (RA) as an exemplary administrator

'Umar's treatment of the non-Muslim in his kingdom

The assassination of 'Umar (RA)

His advice for the selection of the third *Khalifah*

The years of 'Umar's Caliphate.

2. Geography

Geography of those countries that came under the fold of Islam during the lifetime of Abu Bakr Siddiq (RA) and 'Umar ibn al-Khattab (RA): Damascus and Cairo

Introduction to places where Muslims live as majorities

Describe the physical characteristics of the students' native countries

Define a Region:

Describe special characteristics of regions

1. Borders (physical and political)
2. Land forms
3. Waterways
4. Climate
5. Natural resources
6. Vegetation
7. Human use and interaction, change

Population patterns: determine the percentage of Muslims in a given city

Know the different native languages that are spoken in Muslim countries

Note that Muslims in different countries have different lifestyles

Know how to read six figure grid references

Special study of the Middle East region

Understand that nomadic pastoralization is a common practice in the Middle East

Understand the reason why desert Bedouins have nomadic lifestyles

Identify the animals they herd and study why such animals can survive in the desert

Muslim Communities in the United States/Canada

History of Muslims in the United States

Indigenous Muslims

Immigrant Muslims: nationalities, language, cultural traditions (study of the census)

Areas of the United States and Canada that have the largest Muslim populations

Muslim Organizations and institutions within the United States and Canada

Some prominent Muslim community workers and leaders

3. Civics

The following topics should be covered with a comparative perspective:

Selection of a leader in an Islamic community and state

Duties of a leader of Muslims

Qualities of a Muslim leader

Rights and duties of each member of the Muslim *'Ummah*

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Enrichment Reading	Ahmed, Afzal: <u>Heros of Islam (Series)</u> Muhammad Ashraf Publishers, Karachi.
Teacher/Student Resource	Douglass, Susan: <u>Where in the World Do Muslims Live?</u> IIIT, Herdon.