

**IQRA'**  
**Grade – One**  
**Curriculum**  
Grade 6  
**Islamic Social Studies**

**Tasneema Ghazi**  
PhD Curriculum, University of Minnesota



International Educational Foundation  
Chicago

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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.

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Understand that people adapt to their environment. In interaction they also bring about changes in their environment.	Case study of a country influenced by Muslim civilization.
Countries and regions change in population, political boundaries and land use.	Study the former Soviet Union and its Republics, especially the Islamic Republics of Central Asia.

## Geographical Skills

Geographical skills of using maps and field work

techniques in the study of the geography of a region.

<p><b>Statement of Performance Objectives</b></p> <p>The Students will:</p>	<p><b>Examples</b></p>
<p>Use maps in describing the location of places. Use the information in making decisions about selecting a location.</p>	<p>Select a location and evaluate its feasibility for residence by looking into the transport links, highway access, schools, libraries, shopping centers, etc.</p>
<p>Plan a walking or bicycle trip on a trail or on the street by using a map to select routes.</p>	<p>Plan a trip using atlases and road maps (a trip to Makkah for <i>Hajj</i>).</p>
<p>Be able to graphically interpret a landscape through maps.</p>	<p>Draw sketches of a valley with rivers and hills or a field sketch of the downtown of a city.</p>
<p>Measure and record weather patterns using scientific instruments and procedures.</p>	<p>Use a rain gauge, anemometer, weather vane, barograph and a manometer and report results.</p>
<p>Follow a route in a group by using a map and compass.</p>	<p>A back-packing day trip, hiking trail or a bicycle trip, by following a map or compass bearings.</p>
<p>Use a compass to determine the direction of a place, a city or a country.</p>	<p>Use a compass to determine the direction of the <i>Qiblah</i> from different locations.</p>

## 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>
Study and understand global distributions of world populations.	Research and describe the distribution of human population of the world. See the relationship between global distribution of the National Territories, physical features, use of natural resources and levels of urbanization and industrialization.
Analyze patterns of land use in a city or town and discuss issues that develop with the aging of the community (e.g. changes in need/demand of land, etc.)	Discuss zoning patterns of the land in a city or town. Discuss how zoning is important to the value of the land, its accessibility and availability.
Study the settlement patterns of Muslims in a settlement and the possibility of building a <i>Masjid</i> or Community Center. Study what possible effects a sizable Muslim Community would have on the business community.	Analyze and evaluate the population settlement patterns of Muslims in a community.

<p>Discuss and analyze the advantages and disadvantages of different forms of transportation available to a community.</p>	<p>Study the methods of transportation available to their community. Offer suggestions for change and improvement: offer actual examples.</p>
<p>Identify the economic activities of regions of their study and discuss any benefits and/or hardship to the community due to these businesses.</p>	<p>Conduct field or library research to identify various economic and business activities of a region of their choice: industries, farming, retail malls, insurance, electronics, manufacturing, etc. Discuss related issues, taxes, crowding, safety, pollution, noise, etc.</p>
<p>Learn various indexes of economic development for selected countries of the world.</p>	<p>Collect and compare per capita income, Gross National Product (GNP), rate of literacy, percentage of high school graduates, number of patients per available medical staff, 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.

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Develop an awareness that the misuse of our natural resources damages the environment.	Research and document the effects of the exploitation of coal and oil: the over-usage of energy and its effect on our environment.  <u>or</u>  generation of electricity from nuclear and thermal or hydro-electric power and its effect on the environment.
Take one special energy source (oil, coal, nuclear, etc) and study how its over-use	Discuss some agencies (governmental or private) that abuse the environment

<p>can be damaging to the environment.</p>	<p>(e.g. destroying forests to build buildings or railroads, the damaging effects of the Industrial Revolution, etc.)</p> <p>Discuss the pros and cons of industrial progress with reference to the use of natural resources.</p>
<p>Recognize the demands of different interest groups on the use and exploitation of our resources such as land or water.</p>	<p>Over-zealous tourist industry and the exploitation of scenic landscapes (e.g. littering at the Grand Canyon and other National Parks), etc.</p>
<p>Analyze the effects of industrial and technological development on the environment.</p>	<p>Example of industrial pollution and wastage; air and water pollution; landscape pollution.</p>

## 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>
Understand the phenomena of weathering and identify effects of weathering on buildings and other structures in their neighborhoods.	Look at and describe the effects of frost, snow, rain, wind and the sun on their houses, local buildings, school, etc.
Explain the causes of rainfall, the rising of cooling air, also discuss the convection and relief as they are related to the lifting of the air.	Discuss and analyze the relationship between them.

## Scope and Sequence

### 1. Islamic History

Children should be familiar with the life and the teachings of the Prophet of Allah (SWA) as mentioned in the Qur'an. They should also be familiar with the history and geography of those Islamic countries and cities recommended in the curriculums of the first through fifth grades.

Sixth graders will study the later part of the period of the Khilafah-Ar-Rashidah

'Uthman Ibn 'Affan (RA)

'Uthman (RA) succession as the third Khalifah

Early life of 'Uthman (RA)

'Uthman's love for Rasulullah (S)

Election of 'Uthman (RA) as the third Khalifah

Address to the 'Ummah as the Khalifah

Occupation of Cyprus

Expansion to North Africa

'Uthman's major contributions to the expansion of Islam

The first naval battle

Compilation of the Qur'an

Conquest of Persia and Tabristan

'Uthman (RA) administration, problems and challenges that he faced

Dissent within the provinces

The civil war

The siege of the Khalifah's house

The assassination of the Khalifah

Summary of the twelve years of the rule of 'Uthman (RA)

'Ali ibn Abu Talib (RA)

Election of 'Ali (RA) as the fourth Khalifah of Islam

Early life of 'Ali (RA)

'Ali's closeness to Rasulullah (S)

'Ali's acceptance of Islam

Marriage with Fatimah (RA)

Participation in the battles

The task ahead as the fourth Khalifah

Differences with 'A'isha (RA) and the Battle of the Camel

Dealing with the replaced governors

Problems with the Kharijite faction

Confrontation with Mu'awiyah (RA)

The plot to assassinate the Khalifah

Assassination of the Khalifah

End of an era

Summary of the era of Khulafa'-ar-Rashidun

## 2. Geography

A brief introduction of the Muslims in Europe, Asia and Africa (Muslims: majorities and minorities)

Study the resources of those countries, their gross national products, exports and services.

Understand how they use their resources to satisfy consumer demand

Note that Muslims in different countries have differing lifestyles

Study the population of Muslims as a minority community in countries such as India, China, Russia,

the United States of America, etc.

Understand that regions and boundaries of countries are changing, e.g. East and West Germany, the former USSR, Yugoslavia, etc.

Interpret the gradient of a hill

Know some important waterways of the Middle East (Red Sea, Mediterranean Sea, the Nile River, etc.)

Discuss why water ways should be kept clean (e.g. to keep trophic levels stable)

Discuss the similarities and differences between renewable and non-renewable resources

Describe how burning excess oil may lead to its ultimate depletion

## 3. Civics

The Islamic system of government: a brief introduction

City government during the time of the Khulafa' ar-Rashidah

System of government in the conquered lands

Rights and duties of the citizens

The selection of the leader

The judiciary system

#### 4. Economics

Management of the finances of the 'Ummah

Bait al-Mal

Payment of taxes

Zakah: its collection and distribution

Kharaj: the land tax

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<b>Textbook</b>	Ahsan, Abdullah: <u>The History of Al-Khilafa' ar-Rashidah, Lessons 18-24</u> IQRA' International Educational Foundation, Chicago.
<b>Workbook</b>	Abiva, Nilofer: <u>The History of Al-Khilafa' ar-Rashidah</u> IQRA' International Educational Foundation, Chicago.
<b>Additional Reading</b>	Ahmad, Fazal: <u>Othman, The Third Caliph</u> Taj Comany, Karachi.  Ahmad, Fazal: <u>Ali, The Fourth Caliph</u> Taj Comany, Karachi.