

IQRA'
Grade – One
Curriculum
Grade 6
Qur'an

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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.

Qur'anic Studies

Reading, understanding and practice of the teachings of the Qur'an

The Philosophy

(Arabic Text)

In the name of Allah, Most Gracious, Most Merciful.

Alif Lam Mim

This is the Book; in it is Guidance sure, without doubt, for those who fear Allah

Who believe in the Unseen, are steadfast in prayer and spend out of what We have provided for

them.

And who believe in the Revelation sent to you, and sent before your time, and (in their hearts)

have assurance of the Hereafter.

They are on (true guidance) from their Lord, and it is they who prosper.

(Al-Baqarah 2:1-5)

Allah (SWA) informs us in the above verses that the Qur'an is the "Book of Guidance" for all Muslims. It is our primary duty to read, understand and practice the teachings of the Qur'an in our daily lives. Thus, learning to read, understand and follow the Qur'an should be the primary goal of every curriculum designed for Muslim students. The focus of this curriculum should be the firm belief that the source of all knowledge is the Revelation and that any theory contradicting any part of the Revelation is false.

The above verses describe the personality of a Believer in a most beautiful manner. We should focus on developing the personality of our children so that they learn to:

- fear Allah (SWA)
- believe in the Unseen
- be steadfast in prayer
- spend out of what Allah (SWA) has provided for them
- believe in the Revelation sent to Rasulullah (S) and to other Prophets who came before him
- believe (in their hearts) and have assurance of the hereafter.

According to Allah (SWA), these are the characteristics of a true Believer. Teachers and parents, as models of Islamic behavior, should work hard to acquire these same qualities so that they may inspire younger generations. Children will be encouraged to adopt the teachings of the Qur'an into their own personalities at their own level.

Qur'anic Studies

Reading, understanding and practice of the teachings of the Qur'an

The Philosophy

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Grade 6

Qur'anic Studies

Goal One:

Decoding and Recitation of the Arabic Text

Developing the ability to decode the Arabic text

Of the Qur'an and learning to recite it fluently.

Statement of Performance Objectives	Examples
The Students will: Be able to fluently decode the 17 th , 18 th , 19 th , 20 th , 21 st and 22 nd 'Ajza' of the Qur'an unaided.	Recitation and decoding of the six 'Ajza' of the Holy Qur'an from 17-22 or more.
Recite with <i>Tajwid</i> at least once the 1-22 'Ajza'.	Listen to an audio/video tape of the above 'Ajza' by a good <i>Qari</i> .

Grade 6

Qur'anic Studies

Goal Two:

Memorization and Recitation of the Suwar

Memorization and recitation of some of the 'Ayat and *Suwar* of the Qur'an

Statement of Performance Objectives The Students will:	Examples
Memorize and recite the required <i>Suwar</i> of the Qur'an.	Memorization and recitation of the following <i>Suwar</i> : <i>Al-Infitar</i> <i>Al-Takwir</i> <i>'Abasa</i> <i>An-Nazi'at</i> <i>An-Naba'</i>
Memorize and recite from memory the required <i>Suwar</i> of the Qur'an.	Recite fluently.

Introduction to Allah's Last Book: The Qur'an

Qur'an as the Book of Allah (SWA), Qur'an as *Wahi*, Qur'an as the guidance from Allah (SWA)

Arabic as the language of the Qur'an. Divisions of the Qur'an into '*Ayah*, *Surah* and *Juz*.

Compilation of the Qur'an; early *Huffaz* of the Qur'an.

Statement of Performance Objectives The Students will:	Examples
Comprehend the concept of <i>Wahi</i> and its significance to our faith.	<i>Wahi</i> to Prophet Muhammad (S); <i>Wahi</i> to other Prophets
Study and understand the origin of a <i>Surah</i> : <i>Makki</i> or <i>Madani</i> .	Characteristics of <i>Makki</i> and <i>Madani Suwar</i>
Characteristics of the <i>Suwar</i> that begin with letters of the alphabet (<i>Muqatta'at</i>).	Categories of one, two and three letter <i>Suwar</i>

Grade 6

Qur'anic Studies

Goal Four (contd.):

**Meaning and Understanding of
the Selected *Suwar* of the Qur'an**

Demonstrating their knowledge and understanding of the contents of the *Suwar* and explaining the assigned *Suwar* and analyzing various aspects of the *Surah* under study.

Statement of Performance Objectives	Examples
The Students will: Realize and believe that arrogance and uncontrolled pride is condemned by Allah (SWA), as it destroys the soul and heart of an individual.	Surah An-Naba'
Appreciate (and thank Allah (SWA) for) the countless bounties and blessings that He has bestowed upon us.	<i>Surah An-Naba'</i> and <i>Surah An-Nazi'at</i> (Section 2)
Understand that the Day of Judgement will be a severe punishment for the Disbelievers and a blessing for the righteous (those who follow Allah's commands) as they have the promise of Paradise.	

To Summarize:

The students should be able to understand the themes of *Surah Al-Fatihah* and all the *Suwar* studied in the 30th *Juz* and deduce that:

Most of these *Suwar* are *Makki*.

The most common theme is the promise of blessings for the Believer and punishment for those who reject the Faith in the Hereafter.

Allah's power in creating this beautiful, unique and orderly universe.

Encouragement to practice justice and equality in our dealings.

Condemnation of arrogance and false pride.

Equal treatment of people irrespective of their social and economic status

Qualities of a person of Faith as opposed to the one who rejects the Faith and clings hard to worldly interests.

Condemnation of the scandalmongers, the backbiters, and those who collect wealth and do not share it with the needy or the poor.

Praise for those who do righteous deeds and join together in mutual teachings and practice patience.

Vivid and graphic descriptions of the Day of Judgement.

Constant reminder of the final and eventual destruction of the earth and everything in it, except for the human soul.

Use of historical events to expand upon a point; constant reference to individuals, Prophets and nations in the past as strong reminders.

Qualities of Allah (SWA) are described and discussed, e.g:

One: (*Ahad*)

The Most Merciful: (*Ar-Rahman*)

The Most Kind: (*Ar-Rahim*)

He is not born (*Lam Yalid*).

He does not give birth (*Lam Yulad*).

The Creator, The Sustainer, Master of the Day of Judgement, The Helpful, etc.

**Meaning and Understanding of
the Selected *Suwar* of the Qur'an**

Demonstrating their knowledge and understanding of the contents of the *Suwar* and explaining the assigned *Suwar* and analyzing various aspects of the *Surah* under study.

<p style="text-align: center;">Statement of Performance Objectives</p> <p style="text-align: center;">The Students will:</p>	<p style="text-align: center;">Examples</p>
<p>Comprehend the meaning and themes of the <i>Suwar</i> studied.</p>	<p>Study the <i>Suwar</i> # 78-82.</p>
<p>Be able to appreciate the linguistic qualities of the Qur'an, the rhyme, similes and metaphors, etc.</p>	<p><i>Surah Al-'Infitar, Surah At-Takwir, Surah 'Abasa</i> (to mention a few).</p>
<p>Study the vivid language used to describe the condition of the world on the Day of Judgement and try to follow the path of the Righteous.</p> <p>Learn and understand that only our souls will survive the <i>Qiyamah</i>, everything else in this physical world, including the sun, the stars and the mountains, will be destroyed.</p>	<p><i>Surah Al-'Infitar, Surah At-Takwir, Surah An-Nazi'at.</i></p>

<p>Realize that human beings, even Prophets, can make mistakes and Allah (SWA) corrects our mistakes and guides us to the right path. Specifically, learn the <i>Sabab Nuzul</i> (the occasion of revelation) of <i>Surah 'Abasa</i>.</p>	<p><i>Surah 'Abasa</i> and the incidence of the blind man's question being ignored by Prophet Muhammad (S) while he was engaged in conversation with the leaders of <i>Quraish</i>.</p>
<p>Realize that Allah (SWA) does not like us to treat people according to their position in society, their wealth, their education or their physical fitness or looks; know that the most important characteristic of an individual is his/her <i>Taqwa</i> and eagerness to learn the Din of Allah (SWA).</p>	<p><i>Surah 'Abasa</i></p>
<p>Believe that no one can escape Allah's Law. He knows everything we do, think and believe. Allah (SWA) has appointed His angels to watch over us and record all our actions.</p>	<p><i>Surah An-Nazi'at</i>: the story of Prophet Musa (AS) and Pharaoh, who rejected the Truth.</p>

Grade 6

Qur'anic Studies

Goal Five:

**'Adab Related to the Qur'an and
Our Obligations Towards the Qur'an**

Learn the etiquette (*'Adab*) of the Qur'an and practice at all times.

Gaining knowledge and understanding of the following five obligations
towards the Qur'an.

- a). Believing in the Qur'an as the Word of Allah (SWA)
- b). Understanding its themes and ideas
- c). Practicing its guidance and teaching in every day affairs
- d). Communicating its teachings to others (*Tabligh* and *Dawah*)

Statement of Performance Objectives	Examples
The Students will: Develop a closeness and respect for the Qur'an.	Read it every day without failure: (I) try to avoid doing acts forbidden in the Qur'an (ii) act on the teachings without failure (<i>Insha Allah</i>).
Ask for Allah's guidance while reading the Qur'an.	Ask for Allah's blessings when reading an ' <i>Ayah</i> which discusses His promise to answer our prayers. Ask for His

	forgiveness and help when reading an 'Ayah which talks about His punishment.
Begin to engage in the practice of <i>Tazhakkar</i> (remembering and reminding) and <i>Tadabbar</i> (reflection and analysis) of the memorized and learned 'Ayat of the Qur'an.	Remembering themselves, reminding others in the most polite manner.
Know that the Qur'an is a guidance from Allah (SWA) for human beings " <i>Hudan li (a)n-Nas</i> " and begin to mold their lives according to its teachings.	The teacher and class should begin the day with a thematic teaching from the Qur'an and follow it literally all day. Continue to build behavioral patterns in this way.
Discuss and talk about the blessings of following the teachings of the Qur'an in their daily living.	

Teachings of the Qur'an

Every Muslim should aspire to be a *Mu'min* (*Insha' Allah*) through reading the Qur'an, comprehending its meaning, pondering over each *'Ayah*, internalizing its teachings and acting earnestly upon them.

<p>Statement of Performance Objectives</p> <p>The Students will:</p>	<p>Examples</p>
<p>Be on their way to becoming a <i>Mu'min</i> in thought and in action (<i>Insha' Allah</i>). Read <i>Surah Al-Hujarat</i> (49: 14-15) and reflect upon its meaning.</p>	<p>Formulate a plan of action to follow the message of the <i>Ayat</i> in this <i>Surah</i>.</p>
<p>Always be willing to share and give <i>Sadaqah</i>.</p>	<p>Giving some of their pocket money to charity, <i>Surah Al-Hashr</i> (59:9)</p>
<p>Try to fulfill the <i>Furud</i> of the <i>Din</i>.</p>	<p><i>Iman, Salah, Sawm, Zakah</i> and <i>Haj</i></p>
<p>Try to practice moderation in their behavior.</p>	<p>Walking, talking, dress, food, etc. (<i>Surah Luqman</i> 31:19)</p>

<p>Begin to learn to make small sacrifices for the benefit of friends, family and members of the community.</p>	<p>Working together in community projects, helping friends and siblings, etc.</p>
<p>Learn ways in which they can be supportive of their family and community.</p>	<p>Participating in food drives to benefit the hungry, visiting nursing homes, looking after their younger siblings, not asking their parents for things that they cannot afford, etc.</p>

Grade 6

Qur'anic Studies

Sixth Grade Curriculum

Scope and Sequence

Qur'anic Reading, Understanding and Memorization

A. Introduction of the Qur'an

Names of the Qur'an mentioned in the Qur'an

Al-Qur'an

Al-Kitab

Adh-Dhikr

Al-Majid

Al-Aziz

Al-Arbi

At-Tanzil

Meaning of the *Wahi*

Wahi to Rasulullah (S)

Two ways of *Wahi* to Rasulullah (S)

Wahi to other Prophets of Allah (S)

The Qur'an, at-Tanzil

Study of the Suwar of the Qur'an

Makki and Madani Suwar

Characteristics of Makki Suwar

Characteristics of Madani Suwar

Beginning of some Suwar with disjointed letters of the alphabet:

Huruf Muqatta'at: their meaning and purpose (No one but Allah (SWA) knows the meanings of these letters or clusters of letters. We believe that Allah (SWA) knows best and that He has included these letters for a good reason.)

The miraculous nature of the Holy Qur'an

C. Reading, Memorization and Understanding of some of the Suwar

Al-Infitar

Al-Takwir

'Abasa

An-Nazi'at

An-Naba'

D. Teachings of the Qur'an

Focus should be on the development of the Islamic personality

Responsibility for personal development

Human beings are the best creation of Allah (SWA)

Goodness from within

Taking care of our body and soul

A true believer as opposed to a *Munafiq* or a *Kafir*

Righteous actions for the Muslims

Struggle for the sake of Allah (SWA)

Appreciation for the beautiful things created by Allah (SWA)

Acquisition of Knowledge

Building *Masajid*

Communicating with the best of speech

Kindness

Patience

Justice

Fulfilling promises

Fairness and honesty in all dealings

Following the middle path

Development and nurturing of the Muslim Community

The human family

Working together

The best community

Friendship of the Believers

Muslim brotherhood

Shura: mutual consultation

Company of the truthful

The laws of equality

Rights and responsibilities of a Muslim towards the Muslim community

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Workbook	<p>Ghazi, A & T: <u>Teachings of the Qur'an Vol III</u> IQRA' International Educational Foundation, Chicago.</p>