



BASAER بصائر

التربية الإسلامية
ISLAMIC EDUCATION
ÉDUCATION ISLAMIQUE



Document of the **Islamic Education Curriculum for Private Schools**

in Non-Arabic Speaking
Countries

- Prepared by:
Basaer for Educational
Consultations

In the name of Allah, the Most Compassionate, the Most Merciful

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Introduction

Praise be to Allah alone, and Salah and peace be upon the Last Prophet.

This product derives from the mission of Basaer for Educational Consultations of developing religious education curricula and extends its projects in the service of religious education. It serves private schools, or governmental schools in the countries whose educational systems allow Muslims to add the teaching of the Islamic Education Course.

Achieving this aim has been a persistent request from the field and a question that was frequently posed to Basaer when communicating with those concerned with Islamic education.

We have strived to adapt this project to the actual needs of Muslim students who do not usually receive religious education outside schools and usually live in open and non-conservative societies.

Additionally, we have spared no effort to make this curriculum, in addition to teaching students what we see they need of religious education, contribute to building Faith, religiousness, enhancing identity and belonging to Islam and taking pride in it, as well as the needs related to building their characters in such environments.

The scholarly committee built the general framework of the curriculum which was then discussed in workshops. After that, a specialized team was commissioned to prepare the document in the light of this framework. The document was then referred to reviewers. Finally, the supervising scholarly committee modified it in the light of the reviews and approved it.

We ask Allah the Almighty to make this work pure for His sake, make it of benefit to people, and protect us from the evils of ourselves and of our

doings. May Allah's Salah and blessings be upon our Prophet Muhammad, and upon his family and companions.

Project Supervisor:

Dr. Muhammad bin 'Abd Allah Al-Dewīsh

General Framework of the Curriculum

Praise be to Allah, the Lord of all beings. Salah and peace be upon our Prophet Muhammad, and upon all his family and companions.

Basaer for Educational Consultations has finalized, by the grace of Allah, the project of Curricula of Religious Education for Islamic Arabic Schools. This project targets religious institutes and schools. These schools mainly focus on Arabic language and religious scholarly disciplines and aim at a special category of learners who are interested in specialized religious study.

However, the greater number of young male and female Muslims study at schools which teach the curricula of public education prevalent in their countries, in addition to the course of Islamic Education.

Basaer's courses for Arabic and Islamic schools have been received well; thanks to Allah. A special version was produced for South-East Asia and was translated into Indonesian.

There remains an urgent need for serving a category of Muslims who do not study at Arabic and Islamic schools; hence this project came out.

We started with a field study that comprised many countries from the west to the east of Africa, as well as South-East Asia. We consulted educational and scientific studies, held workshops in different countries, and requested the written contributions of a number of African educational personages, in order to identify all that relates to Islamic education in public schools.

The results of those efforts were submitted to the team concerned with designing this document. The team included specialists who participated in Basaer's project of courses for Arabic Islamic schools, and some of them participated in those visits and field studies.

The building of this document took all that is mentioned above into consideration, as well as students' age, and environmental, academic, and linguistic characteristics.

Learner's Most Important Characteristics

The target learner in this document shares with his/ her age group the developmental traits that are often common irrespective of the respective environments.

As for the environment of the learner targeted in this document, he/ she is very often a Muslim belonging to the countries of the Third World. Students live in Africa and Asia. The most common characteristics of these learners are as follows:

- non-Arabic Speakers.
- Largely having weak religiousness.
- Variation in the family's religiousness and observance of religion.
- Weakness of the sources of untaught religious topics.
- Living in a community where Shariah does not prevail.
- Constant dealing with non-Muslims.
- Being exposed to heretical matters and Belief deviations.
- Living in an open, unreligious environment.
- Probably suffering from an inferior view of Muslims.
- Largely having worldly ambitions.
- Weakness of paying attention to time and civilizational values.
- Largely weak in self-management.
- Largely belonging to a tribal community that is not devoid of fanaticism.

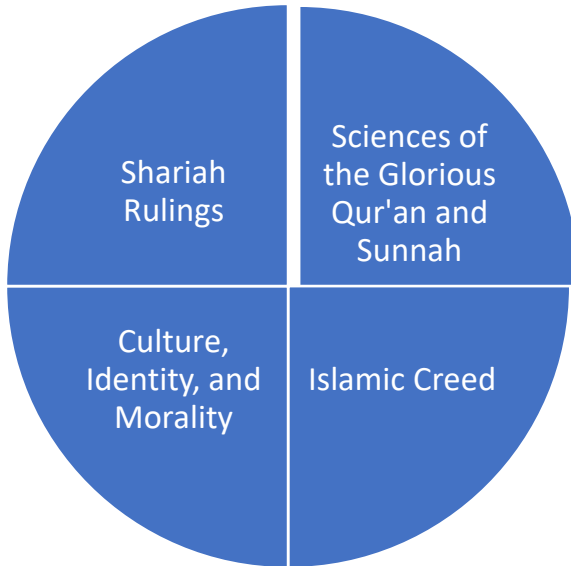
Vision

The curriculum aims to graduate students who: **believe in Allah the Almighty, have deeply rooted Belief, understand the foundations of worships and dealings, take pride in Islam, have good manners, and are aware of their roles in their respective communities.**

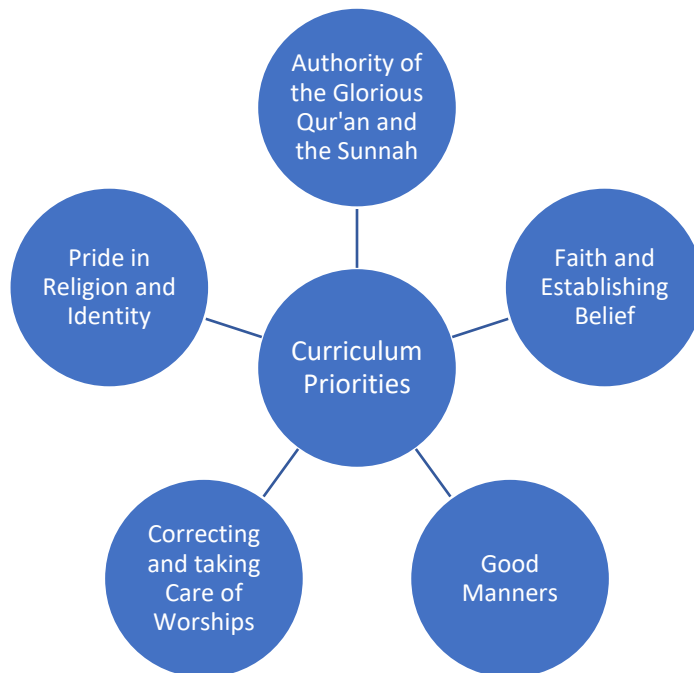
Upon their graduation, students are expected to:

1. believe in Allah and His Prophet, and take care of purifying one's self and observing one's Faith.
2. Abide by the manners of Prophet Muhammad (PBUH) and his companions, and shun heretical matters, ungrounded religious innovations, and pre-Islamic-like clan fanaticism.
3. Worship Allah with knowledge and awareness.
4. Strive to do one's religious obligations, shun the prohibitions of religion, and persist in pursuing ḥalāl in one's dealings, earning, and food.
5. Adopt good manners and deal well with others.
6. Have self-confidence, appreciate one's responsibility for oneself and for one's family and community, and manage one's personal life efficiently.
7. Be proud of belonging to Islam, appreciate one's responsibility in terms of understanding Islam and applying its rules, without extremism or lack of good manners.
8. Believe in the comprehensiveness and dominance of Islam, appreciate Islamic culture and the Arabic language, and learn diligently.

Main Learning Fields



Curriculum Priorities



Values, Attitudes, and Skills

Values	Attitudes	Skills
<ul style="list-style-type: none">• Truthfulness• Justice• Benevolence• Achievement• Responsibility	<ul style="list-style-type: none">• Pride in religion and identity• Taking care of oneself and one's family and community• Belief in one's responsibility for the fate of the nation	<ul style="list-style-type: none">• Thinking skills• Communication skills• Dialogue skills• Life skills

The learning fields, priorities, values, attitudes, and skills represent focal and central aspects that the curriculum should take care of and establish through different and variegated inputs, so that they can become manifest in the curriculum document and student books through contents, activities, and exercises. Their treatment should not necessarily be limited to the direct form of presentation through content; rather, all this is integrated in all the topics and tacklings of the curriculum.


Regulations and Standards


In all its outcomes, the curriculum observes the following:


- Focus on:
 - The main learning fields.
 - Priorities
 - Values, attitudes, and skills.
- Attention to establishing the authority of Divine Revelation.

- Relating knowledge to practice, and focusing on practical aspects.
- Steering away from the controversial issues that the learner does not need.
- Steering away from tackling sects and factionalism.
- Paying careful attention to the questions of Belief ('aqidah) and jurisprudential differences.
- Attending to general knowledge; not paying too much attention to particulars.
- Customizing scholarly knowledge to the learner's needs.
- Tackling contemporary issues.


General Standards


	<p>First: The field of the Glorious Qur'an</p>	<p>1. To love and honor the Glorious Qur'an, cherish and take care of it in terms of reciting, memorizing, and understanding it, feel its grace. Adopt the manners it teaches, and realize its most important scholarly disciplines and the manifestations of its miraculousness/ inimitability (i'jāz) and greatness.</p>
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	<p>Second: The field of Sunnah and the Prophet's manners</p>	<p>2. To appreciate the status of the Prophet's Sunnah, demonstrate its authority, memorize and cite some of its texts, infer some of its benefits, and get acquainted with some of its scholarly disciplines.</p> <p>3. To love and respect Prophet Muhammad, get acquainted with his biography and manners, be guided by his guidance and manners, and summarize the biography of the rightly-guided Caliphs.</p>
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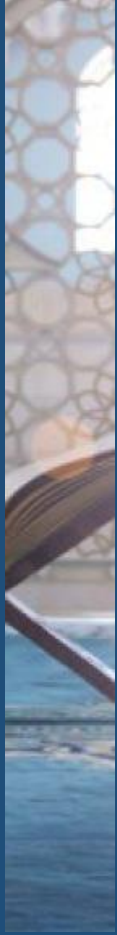
	<p>Third: The field of Faith and self-purification</p>	<p>4. To love Allah the Almighty, believe in Him and His greatness, attend to one’s Faith, purify one’s self, deduce the main Belief issues, and shun heretical acts and deviant thoughts.</p>
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	<p>Fourth: the field of the jurisprudence of religious rulings</p>	<p>5. To attend to ritual purification, explain its rules, honor the status of Salah (Salah), persist in its observance, differentiate its aspects, stipulations, and obligatory components, show the most important rules of Zakat and fasting (Sawm), and demonstrate the aspects of Hajj and ‘Umrah, the goals of worships, and their Shariah rules.</p> <p>6. To steer away from ill-gotten money, differentiate ḥalāl and ḥarām transactions and dealings, show their rulings, realize their most important objectives and wisdoms, explain family rulings and status, and avoid what Shariah prohibits in terms of wearing, drinking, or eating.</p>
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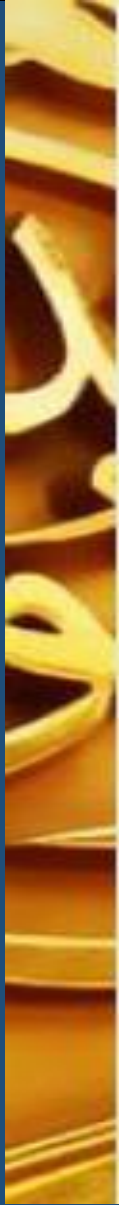
	<p>Fifth: The field of morality and values</p>	<p>7. To realize the position of morality in religion, adopt good manners, avoid bad manners, be proud of the values of Islam, and manage one's self and personal life efficiently and positively.</p>
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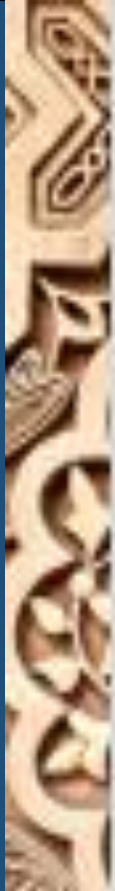
	<p>Sixth: The field of culture and identity</p>	<p>8. To appreciate the comprehensiveness of Islam, summarize the characteristics of Islamic systems, discuss the most important misconceptions, be proud of their Islamic identity, identify its most important components and manifestations, and abide by it in one's daily conduct.</p>
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The matrix of extent and sequence


		1 st round (1-3)	2 nd round (4-6)	3 rd round (7-9)	4 th round (10-12)
	The Glorious Qur'an	<ul style="list-style-type: none"> - Reciting the short surahs of Al-Mufaṣṣal. - Memorizing Surah Al-Fātiḥah, and memorizing the surahs from An-Nās to Aḍ-Ḍuḥā. - Meanings of the memorized surahs' 	<ul style="list-style-type: none"> -Reciting from Al-Layl Surah to Nūḥ Surah. - Memorizing from Al-Layl Surah to Al-A'la Surah. - Meanings of the memorized surahs' vocabulary. - The 	<ul style="list-style-type: none"> - Reciting from Al-Ma'ārij Surah to Al-Mujādilah Surah. - Memorizing from Aṭ-Ṭāriq Surah to An-Naba' Surah. -Meanings of the memorized surahs' vocabulary. - The attributes of the Glorious Qur'an. 	<ul style="list-style-type: none"> - Reciting from Al-Ḥadīd Surah to Al-Ḥujurāt Surah - Memorizing the surahs from al-Mursalāt Surah to al-Jinn Surah. - Meanings of the memorized surahs' vocabulary. - Lessons derived the stories narrated in the Glorious Qur'an. - The miraculous nature and greatness of the Glorious Qur'an.


		<p>vocabulary.</p> <p>- Politeness and respect in dealing with the Glorious Qur'an Book.</p>	<p>etiquettes of reciting the Glorious Qur'an</p> <p>- Cherishing and honoring the Glorious Qur'an.</p>	<p>- the tajweed recitation of the Glorious Qur'an, its importance, and its most important rules.</p>	
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	<p>Sunnah and the Prophet's Manners</p>	<ul style="list-style-type: none"> - Memorizing the Hadith of Dhikr. - Giving an introduction about the Prophet (PBUH), his wives, and his manners. - Loving the Prophet (PBUH) and praying on him. 	<ul style="list-style-type: none"> - Memorizing some Hadith related to Dhikr and etiquettes. - The Prophet's status, his guidance in dealing with people, and the characteristics of this guidance. - some of the Prophet's attributes and manners. 	<ul style="list-style-type: none"> - Memorizing some Comprehensive Hadiths. - Deducing benefits from Hadith. - Summary of the most important events in the life of the Prophet. -the Prophet's guidance in worship, Da'wah, and education. - the Prophet's rights. - The Rightly-Guided Caliphs. 	<ul style="list-style-type: none"> - Memorizing some of the Comprehensive Hadiths. - Deducing the most important benefits from the Hadith. - The Prophet's Sunnah as a full proof. - Questions in Hadith scholarly disciplines. - The Prophet's manner of dealing with different classes of people. - The rights of the Prophet's kins and companions.
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	<p>Faith and the Self-purification.</p>	<ul style="list-style-type: none"> - Allah the Lord of all Beings. - Thanking Allah the Almighty. -Some of Allah's Most Beautiful Names. - Worshipping Allah alone. 	<ul style="list-style-type: none"> - the Oneness of Allah the Almighty & loving and obeying Him. - The ranks of religion. - The pillars of Faith. 	<ul style="list-style-type: none"> - The concept and pillars of worship, its pillars, and examples of the opposite of worship. - Allah's most beautiful names and their role in purifying the soul. - The pillars of Faith. 	<ul style="list-style-type: none"> - The evidence of Allah's existence and His divinity - Atheism, polytheism, hypocrisy and apostasy. - Faith enhancing and diminishing. - Introducing the People of Sunnah, their traits, moderation, and approach. - The self-purification and works of hearts. - The most important contemporary philosophies and trends.
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		1st round (1-3)	2nd round (3-6)	3rd round (7-9)	4th round (10-12)
	Jurisprudence of religious rulings	<ul style="list-style-type: none"> - Pillars of Islam. - Performance of ritual purification and Salah. - Shunning theft and cheating. - Dutifulness and gratitude to parents 	<ul style="list-style-type: none"> - Character of ritual purification and Salah - Honoring the status of Islam's pillars - Preserving others' possessions. - Rights of the family and blood relatives 	<ul style="list-style-type: none"> - the most important rules of ritual purification - the virtues and most important rules of Salah - the most important rules of Zakat and fasting - the most important rules of financial dealings - the sanctity of others' money - the most important 	<ul style="list-style-type: none"> - the rank of Salah. - the Predecessors' attention to Salah. - special Salah and optional worships. - character of Hajj and 'Umrah - the most important rules of contemporary transactions - ḥalāl earning of money - a Muslim's responsibility for seeking sustenance - the most important family rules

				rules of clothes and ornamentation	
	Morality and values	<ul style="list-style-type: none"> - truthfulness and cooperation - respecting adults and old people - cleanliness 	<ul style="list-style-type: none"> - rights of Muslims - respect - cooperation - truthfulness - self-expression and communication with others 	<ul style="list-style-type: none"> - noble morals - bad morals - thinking skills - time management - self-confidence - the etiquettes of Salām. - technology and dealing with it. 	<ul style="list-style-type: none"> - the rank of morals in religion - moral sublimity. - methods of developing morals. - dialogue and communication skills. - characteristics of Islamic values. - the differences between Islamic values and contemporary material values.

	<p>Islamic culture and identity</p>		<ul style="list-style-type: none"> - attributes of a Muslim. - Taking pride in Islam. - Islamic fraternity. 	<ul style="list-style-type: none"> - traits of the young Muslim - advantages of Islam - social system in Islam - human rights in Islam 	<ul style="list-style-type: none"> - fundamentals of the Muslim character - the pride of the Companions and Predecessors in their identity - the legislative, political and economic system in Islam. - misconceptions about Islam. - a brief overview of the history of the Muslim nation and Muslims' most important civilizational contributions. - the status of Arabic.
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General and Subsidiary Standards


First: The Field of the Glorious Qur'an

	The First Standard			
	To love and honor the Glorious Qur'an, take care of it in terms of reciting, memorizing, and understanding it, feel its grace, adopt the manners it teaches, and realize its most important scholarly disciplines and the manifestations of its inimitability and greatness.			
	Subsidiary Standards			
	1-3	4-6	7-9	10-12
- to recite the short surahs of Al-Mufaṣṣal, read from memory Al-Fātiḥah Surah and from An-Nās Surah to Aḍ-Ḍuḥā Surah, show a relevant understanding of	- to correctly recite from to Al-Layl Surah to Nūḥ Surah, read from memory from Al-Layl Surah to Al-A'ālā Surah, show the meanings of unfamiliar words, feel the love of the	- to correctly recite from Al-Ma'ārij Surah to al-Mujādilah Surah, read from memory from Aṭ-Ṭāriq Surah to An-Naba' Surah, observing the most important rules of tajweed recitation, explain the meanings of Qur'anic	- to recite from Adh-Dharyāt Surah to Yasīn Surah, read from memory from al-Mursalāt Surah to al-Jinn Surah, following the rules of recitation, explain their overall meanings, summarize some Qur'anic stories, highlighting their morals, and show the aspects of the	


	<p>their meanings, honor the Holy Book, and abide by the etiquettes of dealing with it.</p>	<p>Glorious Qur'an, and apply the rules of its recitation.</p>	<p>ayahs, and appreciate the status of the Glorious Qur'an and its effect upon one's life.</p>	<p>inimitability and greatness of the Glorious Qur'an.</p>
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Second: The field of Sunnah and the Prophet's manners


The Second Standard			
To appreciate the status of the Prophet's Sunnah, demonstrate its authority, memorize and cite some of its texts, infer some of its benefits, and get acquainted with some of its scholarly disciplines.			
Subsidiary Standards			
1-3	4-6	7-9	10-12
- read from memory some Hadiths of Dhikr and abide by them daily.	- read from memory some Hadiths of Dhikr and etiquettes, realize their meanings, and apply their etiquettes.	- read from memory some of the Comprehensive H, understand their meanings, and deduce their most important benefits, and appreciate the status of the Prophet's Sunnah	- read from memory some of the Comprehensive Hadiths, explain them, deduce their most important benefits, get acquainted with the most important scholarly disciplines of Hadith, appreciate their importance, and demonstrate the authority of Sunnah.

	The Third Standard			
	To love and respect Prophet Muhammad, get acquainted with his biography and manners, be guided by his guidance and manners, and summarize the biography of his Caliphs.			
	Subsidiary Standards			
	1-3	4-6	7-9	10-12
	- enumerate the names of the Prophet (PBUH), those of his offspring and wives, and some of his morals, and feel love for him.	- explain the most important moral and physical traits of the Prophet, honor his status, and narrate some stories of his dealing with relatives, neighbors, and young people.	- summarize the most important events in the Prophet's biography, deduce the most important moral lessons from it, explicate his rights, apply his guidance in one's life, and summarize the biography of his Caliphs.	- demonstrate the Prophet's good treatment with all segments of society, summarize the most important virtues and rights of his family and Companions, and appreciate their status and perseverance in championing religion.

Third: The field of Faith and self-purification

	The Fourth Standard			
	To love Allah the Almighty, believe in Him and His greatness, attend to one's Faith, purify one's soul, deduce the main Belief issues, and shun heretical acts and deviant thoughts.			
	Subsidiary Standards			
	1-3	4-6	7-9	10-12
	- get acquainted with some attributes of the Lordship of Allah, show awareness of their meanings, feel the love of Allah the Almighty, and become sure of His worthiness of worship.	- love Allah the Almighty, realize His Oneness in His Lordship and Divinity, and demonstrate the pillars of Faith.	- love, glorify, and fear Allah the Almighty, embody one's servitude to Him and avoid what contradicts it, concern oneself with knowing His Names and Attributes, and summarize the pillars of Faith.	- demonstrate Allah's Existence and Divinity, differentiate among atheism, polytheism, hypocrisy, and apostasy and avoid what leads to them, get acquainted with the most important contemporary philosophies, concern oneself with increasing one's Faith, purify one's soul, and abide by the method of mainstream Sunni Islam.

Fourth: the field of the jurisprudence of religious rulings

	The Fifth Standard			
	To attend to ritual purification, explain its rules, honor the status of Salah, persist in its observance, differentiate its aspects, stipulations, and obligatory components, show the most important rules of Zakat and fasting, and demonstrate the aspects of Hajj and ‘Umrah, the goals of worships, and their Shariah rules.			
	Subsidiary Standards			
	1-3	4-6	7-9	10-12
	- enumerate the pillars of Islam, love Salah, ritually purify oneself, and pray correctly.	- describe the acts of ritual purification, Salah, and fasting, and observe Salah at mosques.	- elucidate the virtues of ritual purification and Salah, explain the most important rules, differentiate among the pillars, obligations, and non-obligatory acts of Salah, avoid neglecting it, explain the most important rules of Zakat and fasting, and show their most important goals.	- show the status and position of Salah, how the Predecessors paid attention to it, and the most important optional Salah, summarize the aspects of Hajj and ‘Umrah, and show their most important goals.




The Sixth Standard

To steer away from ill-gotten money, differentiate religiously legal and illegal transactions, show their rulings, realize their most important objectives and wisdoms, explain family rulings, and status, and avoid what Shariah prohibits wearing, drinking, or eating.

Subsidiary Standards

1-3	4-6	7-9	10-12
<p>- observe Faithfulness, avoid theft and cheating, and meet the rights of one's parents.</p>	<p>- show the privacy of others' possessions and elucidate the Muslim's obligations to family and relatives.</p>	<p>- show the most important rules of financial dealings and of clothes and ornamentation, ḥalāl and ḥarām foods and drinks, and the dangers of alcohols and drugs.</p>	<p>- be pious in earning money, realize the Muslim's responsibility for seeking one's sustenance, and show the most important rules of contemporary transactions and of the family.</p>

Fifth: The field of morality and values

	The Seventh Standard			
	To realize the position of morality in religion, adopt good manners, avoid bad manners, be proud of the values of Islam, and manage one's self and personal life efficiently and positively.			
	Subsidiary Standards			
	1-3	4-6	7-9	10-12
	- stick to truthfulness, respect grownups and old people, and cooperate with others.	- be honest in one's speech, respect and cooperate with others, show a Muslim's obligations to another Muslim, and be good in communicating with others.	- stick to noble morals and abstain from bad ones, apply the values of honesty, cooperation, benevolence, responsibility, and chastity, observe salām and its etiquettes, and take care of self-management and personal life.	- show the status of morality in religion, seek moral sublimation, develop one's own values of honesty, cooperation, benevolence, responsibility, and chastity, be proud of Islam's values, show the shortcomings of contemporary materialistic values, and develop one's self and personal life.

Sixth: The field of culture and identity

The Eighth Standard			
To appreciate the comprehensiveness of Islam, summarize the characteristics of Islamic systems, discuss the most important misconceptions, be proud of Islamic identity, identify its most important components and manifestations, and adopt it in one’s daily conduct.			
Subsidiary Standards			
1-3	4-6	7-9	10-12
	- show the traits of the Muslim and be proud of belonging to Islam.	- show the traits of the young Muslim, warn against extremism and harshness, explain the advantages of Islam, believe in the fact that Islam is the last religion, and summarize the aspects of the social system and human rights in Islam.	- adopt the traits of the young Muslim, be proud of one’s belonging to Islam, believe in Shariah’s comprehensive suitability for life, explain the legislative, political and economic system in Islam, expose the most important misconceptions about Islam, summarize the history and civilization of Islam, love the Arabic language, and show its status.

The first and second rounds (1-6)

First: The field of the Glorious Qur'an



The First Standard

To love and honor the Glorious Qur'an, take care of it in terms of reciting, memorizing, and understanding it, feel its grace, adopt the manners it teaches, and realize its most important scholarly disciplines and the manifestations of its inimitability and greatness.

Subsidiary Standard

To recite the short surahs of Al-Mufaṣṣal, read from memory Al-

Fātiḥah Surah and from An-Nās Surah to Aḍ-Ḍuḥa Surah, show a relevant understanding of their meanings, honor the Holy Book, and abide by the etiquette of dealing with it.

1st Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - to recite the short surahs of Al-Mufaṣṣal - to read from memory Al-Fātiḥah Surah and from Al-Fīl Surah to An-Nās Surah - to recite what has been memorized without distortion in speech - to show the general meaning of the Qur’anic ayahs 	<ul style="list-style-type: none"> - recitation of the short surahs of Al-Mufaṣṣal - reading from memory from Al-Fīl Surah to An-Nās Surah - the general meaning of the Qur’anic ayahs 	<ul style="list-style-type: none"> - calling attention to the common mistakes in pronouncing or intoning some words. - phrasing the general meaning of the Qur’anic ayahs in short and clear statements. - elucidating the meanings of the difficult words which contribute to elucidating the general meanings of the Qur’anic ayahs. - designing activities that include: <ol style="list-style-type: none"> 1. listening to a tajweed recitation by a good reciter of the Glorious Qur’an. 2. repetition and revision for mastering memorization.
2nd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - to recite the short surahs 	<ul style="list-style-type: none"> - recitation of the short 	<ul style="list-style-type: none"> - calling attention to the common mistakes in

<p>of Al-Mufaṣṣal</p> <ul style="list-style-type: none"> - to read from memory from Az-Zalzalah Surah to An-Nās Surah - to recite what has been memorized without distortion in speech - to show the general meaning of the Qur’anic ayahs - to read from memory a Hadith that shows the virtues of learning the Glorious Qur’an. 	<p>surahs of Al-Mufaṣṣal</p> <ul style="list-style-type: none"> - reading from memory from Az-Zalzalah Surah to An-Nās Surah - the general meaning of the Qur’anic ayahs - the Hadith: “The best among you is the one who learns and teaches the Glorious Qur’an.” 	<p>pronouncing or intonating some words.</p> <ul style="list-style-type: none"> - phrasing the general meaning of the Qur’anic ayahs in short and clear statements. - elucidating the meanings of the difficult words which contribute to elucidating the general meanings of the Qur’anic ayahs. - calling attention to the mistaken behavioral acts when dealing with the Glorious Qur’an. - designing activities that include: <ol style="list-style-type: none"> 1. listening to a tajweed recitation by a good reciter of the Glorious Qur’an. 2. training learners on reading from the Glorious Qur’an. 3. repetition and revision for mastering memorization. 4. reading from memory with correction, e.g., asking a student to listen to, and correct the
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3rd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - to recite the short surahs of Al-Mufaṣṣal - to read from memory from Aḍ-Ḍuḥa Surah to An-Nās Surah - to recite what has been memorized without distortion in speech - to show the general meaning of the Qur’anic ayahs - to enumerate the etiquettes of dealing with the Glorious Qur’an. to apply the etiquettes of 	<ul style="list-style-type: none"> - recitation of the short surahs of Al-Mufaṣṣal - reading from memory from Aḍ-Ḍuḥa Surah to Al-Bayyinah Surah - the general meaning of the Qur’anic ayahs - the etiquettes of dealing with the Glorious Qur’an. 	<p style="text-align: center;">reading of, a colleague.</p> <ul style="list-style-type: none"> - calling attention to the common mistakes in pronouncing or intonating some words. - phrasing the general meaning of the Qur’anic ayahs in short and clear statements. - elucidating the meanings of the difficult words which contribute to elucidating the general meanings of the Qur’anic ayahs. - selecting short and clear texts about the etiquettes of dealing with the Glorious Qur’an. - calling attention to the mistaken behavioral acts when dealing with the Glorious Qur’an either at the level of the content or that of activities. - the following book may be consulted: Imam An-Nawawī’s <i>Elucidation of the Manners of the Glorious Qur’an’s Bearers</i>.

dealing with the Glorious Qur'an.		<p>- designing activities that include:</p> <ol style="list-style-type: none"> 1. listening to a tajweed recitation of the Glorious Qur'an while following up from an open copy of the Glorious Qur'an. 2. training learners on reading from the Glorious Qur'an. 3. repetition and revision for mastering memorization. 4. training learners on grasping what the ayahs guide to.
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Subsidiary Standard

To correctly recite from Al-Layl Surah to Nūḥ Surah, read from memory from Al-Layl Surah to Al-A'ālā Surah, show the meanings of unfamiliar words, feel the love of the Glorious Qur'an, and apply the rules of its recitation.

4th Grade Indicators	Content	Authorship Instructions
<p>- to recite from Al-Inshiqāq Sura to Al-Layl Surah.</p> <p>- to read from memory from</p>	<p>- recitation from Al-Inshiqāq Sura to Al-Layl Surah.</p>	<p>- calling attention to correcting the common mistakes in pronouncing or intonating the recitation.</p> <p>- phrasing the general meaning of the Qur'anic ayahs in</p>

<p>Ash-Shams Surah to An-Nās Surah.</p> <ul style="list-style-type: none"> - to recite memorized surahs in a tajweed way. - elucidate the general meaning of the ayahs. - show the most important benefits of the ayahs. - show the meanings of unfamiliar words. - mention the virtues of reciting the Glorious Qur'an. 	<ul style="list-style-type: none"> - Memorizing from Ash-Shams Surah to An-Nās Surah. - meanings of unfamiliar words. - the general meanings of the ayahs. - the most important benefits of the ayahs. - the virtues of reciting the Glorious Qur'an. 	<p>clear statements.</p> <ul style="list-style-type: none"> - selecting clear religious texts about the virtues of reciting the Glorious Qur'an. - including images of the Sun, moon, and sky in the content. - designing activities that include: <ol style="list-style-type: none"> 1. learners' listening to a tajweed recitation of the Glorious Qur'an by a good reciter. 2. making use of the Glorious Qur'an apps on smart devices. 3. training learners on reading from the Glorious Qur'an. 4. repetition and revision for mastering memorization. 5. relating the Qur'anic ayahs to the pillars of Faith. 6. training learners on grasping what the ayahs guide to.
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5 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - to recite from An-Naba' Surah to Al-Muṭaffifin Surah. - to read from memory from Al-Fajr Surah to An-Nās Surah. - to recite memorized surahs in a tajweed way. - elucidate the general meaning of the ayahs. - show the most important benefits of the ayahs. - show the meanings of difficult words and structures. - apply the most important 	<ul style="list-style-type: none"> - recitation from An-Naba' Surah to Al-Muṭaffifin Surah. - Memorizing from Al-Fajr Surah to An-Nās Surah - meanings of difficult words and structures. - the general meanings of the ayahs. - the most important benefits of the ayahs. - the etiquettes of reciting the Glorious Qur'an. 	<ul style="list-style-type: none"> - calling attention to correcting the common mistakes in pronouncing or intoning the recitation. - phrasing the general meaning of the Qur'anic ayahs in clear statements. - showing the meanings of unfamiliar words and difficult structures. - alerting to the mistaken behavioral acts in dealing with the Glorious Qur'an. - designing activities that include: <ol style="list-style-type: none"> 1. listening to a tajweed recitation of the Glorious Qur'an while following up with a copy of the Glorious Qur'an in hand. 2. training learners on reading from the Glorious Qur'an. 3. making use of the Glorious Qur'an apps on smart devices.

<p>etiquettes of reciting the Glorious Qur'an.</p>		<p>4. repetition and revision for mastering memorization.</p> <p>5. relating the Qur'anic ayahs to the Islamic Belief.</p> <p>6. training learners on grasping what the ayahs guide to.</p>
6 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - to recite from Nūḥ Surah to Al-Mursalāt Surah. - to read from memory from Al-A'ālā Surah to An-Nās Surah. - to recite memorized surahs in a tajweed way. - show the meanings of difficult words and structures. - elucidate the general 	<ul style="list-style-type: none"> - recitation from Nūḥ Surah to Al-Mursalāt Surah. - memorizing the surahs of Al-A'ālā and Al-Ghāshiyah. - meanings of difficult words and structures. - the general meanings of the ayahs. - the most important benefits of the ayahs. - love of the Glorious 	<ul style="list-style-type: none"> - calling attention to correcting the common mistakes in pronouncing or intoning the recitation. - phrasing the general meaning of the Qur'anic ayahs in clear statements. - showing the meanings of unfamiliar words and difficult structures. - selecting short and clear texts about the etiquettes of dealing with the Glorious Qur'an. - designing activities that include: <ul style="list-style-type: none"> 1. listening to a tajweed recitation of the Glorious Qur'an while following up with a copy of the

<p>meaning of the ayahs.</p> <ul style="list-style-type: none"> - show the most important benefits of the ayahs. - express one's love of the Glorious Qur'an. 	<p>Qur'an.</p>	<p>Glorious Qur'an in hand.</p> <ol style="list-style-type: none"> 2. training learners on reading from the Glorious Qur'an. 3. making use of the Glorious Qur'an apps on smart devices. 4. repetition and revision for mastering memorization. 5. relating the Qur'anic ayahs to the Islamic Belief. 6. training learners on grasping what the ayahs guide to.
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Second: The field of Sunnah and the Prophet's manners



The Second Standard		
To appreciate the status of the Prophet's Sunnah, demonstrate its authority, memorize and cite some of its texts, infer some of its benefits, and get acquainted with some of its scholarly disciplines.		
Subsidiary Standard		
To read from memory some Hadith of Dhikr and abide by them daily.		
1st Grade Indicators	Content	Authorship Instructions
- read from memory the	- food and drinks Dhikr:	- selecting verified Hadith.

<p>food Dhikr.</p> <ul style="list-style-type: none"> - read from memory the drinking Dhikr. - read from memory the clothes Dhikr. - thank Allah the Almighty for the blessing of food, drinking and clothes. 	<p>e.g., basmallah at the beginning, as in the Hadith saying, “When anyone of you eats, ...”, and thanking Allah after finishing, as in the Hadith saying, “Many good and blessed thanks to Allah”.</p> <ul style="list-style-type: none"> - clothes Dhikr, as in the Hadith of saying basmallah when putting clothes on and off. 	<ul style="list-style-type: none"> - selecting short and clear texts as far as possible. - showing the meanings of difficult words in a table. - including in the content images from the learners’ community of some types of food, clothes, and utensils that they use. - writing short accounts on Faith and behavioral benefits in activities, and sometimes in the content. - calling attention to mistaken behavioral acts related to food, drinks, and clothes through the content or the activities. - designing activities that include: <ol style="list-style-type: none"> 1. repetition, revision, and reading from memory the Dhikr related to food, drinks, and clothes. 2. coloring some sorts of the clothes available in the community. 3. coloring boards containing Dhikr related to food, drinks, and clothes.
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2nd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory some Dhikr related to sleep and waking up. - practice the Dhikr related to sleep and waking up. 	<ul style="list-style-type: none"> - from the Dhikr related to sleep: reading Al-Kursī Verse; reading Al-Falaq and An-Nās surahs, saying, “With Your Name my Lord, I lay myself down; and with Your Name I rise.” - from the Dhikr related to waking up: “Thank Allah Who has made us alive again after He has made us die.” 	<ul style="list-style-type: none"> - selecting verified Hadith. - selecting short and clear texts as far as possible. - showing the meanings of difficult words in a table. - writing short accounts on Faith and behavioral benefits in activities, and sometimes in the content. - designing activities that include: <ol style="list-style-type: none"> 1. coloring boards containing Dhikr related to food, drinks, and clothes. 2. assigning to the learner the task of writing a daily table of one’s daily activities from waking up until sleeping. 3. repetition, revision, and reading from memory the Dhikr.
3rd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory some of the Dhikr related to the 	<ul style="list-style-type: none"> - from the Dhikr related to the morning and the 	<ul style="list-style-type: none"> - selecting verified Hadith. - selecting short and clear texts as far as possible.

<p>morning and the evening.</p> <ul style="list-style-type: none"> - persistently practice the Dhikr related to the morning and the evening. - enumerate some of the virtues of saying the Dhikr. 	<p>evening: reading Al-Kursī Verse, and the surahs of Al-Ikhlāṣ, Al-Falaq and An-Nās; saying, “Oh Allah, with You, we have become in the morning, and with You, we have become in the evening;” saying, “In the Name of Allah with Whose Name we cannot be harmed;” and saying, “I have accepted Allah as my Lord.”</p> <ul style="list-style-type: none"> - the virtues of mentioning Allah. 	<ul style="list-style-type: none"> - showing the meanings of difficult words in a table. - writing short accounts on Faith and behavioral benefits in activities, and sometimes in the content. - designing activities that include the repetition, revision, and reading from memory the Dhikr related to the morning and the evening.
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Subsidiary Standard

To read from memory some Hadith of Dhikr and etiquettes, realize their meanings, and apply their etiquettes.

4th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory the Dhikr said when entering and getting out of toilets. - enumerate the etiquettes of relieving nature. - feel the blessing of getting rid of bodily wastes. - appreciate the importance of personal cleanliness. 	<ul style="list-style-type: none"> - the Dhikr said when entering the toilet: “Oh, Allah! I seek Your protection against male and female devils.” - the Dhikr said when getting out of the toilet: “We seek Your forgiveness.” - the etiquettes of relieving nature. 	<ul style="list-style-type: none"> - selecting verified Hadith. - selecting short and clear texts as far as possible. - showing the meanings of difficult words in a table. - The content of the etiquettes of relieving nature can be divided into before, during, and after relieving nature. - writing short accounts on Faith and behavioral benefits in activities, and the content. - designing activities that include: <ol style="list-style-type: none"> 1. calling attention to the mistaken behavioral acts when relieving nature. 2. repetition and reading from the memory when alone in order to master memorization.
5th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory the Dhikr said when entering and getting out of the 	<ul style="list-style-type: none"> - the Hadith narrated by Abu Ḥamīd or Abu Asīd: “When anyone of you enters 	<ul style="list-style-type: none"> - selecting verified Hadith. - selecting short and clear texts as far as possible. - showing the meanings of difficult words in a table.

<p>mosque.</p> <ul style="list-style-type: none"> - honor the status of mosques. - apply mosque etiquettes. 	<p>the mosque, ...”.</p> <ul style="list-style-type: none"> - mosque etiquettes. 	<ul style="list-style-type: none"> - including in the content images of mosques from learners’ community or the sacred mosques such as the two Holy Mosques and Al-Aqṣā Mosque. - writing short accounts on Faith and behavioral benefits in activities, and the content. - designing activities that include: <ul style="list-style-type: none"> 1. repetition, revision, and reading from the memory of mosque Dhikr. 2. calling attention to the mistaken behavioral acts when being in mosques. 3. imitation and simulation of mosque etiquettes.
6 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - mention the manner of saying and responding to salām. - enumerate the etiquettes of 	<ul style="list-style-type: none"> - mention the manner of saying and responding to salām. - etiquettes of saying salām. 	<ul style="list-style-type: none"> - selecting verified Hadith. - selecting short and clear texts as far as possible. - showing the meanings of difficult words in a table. - writing short accounts on Faith and behavioral benefits

<p>saying salām.</p> <ul style="list-style-type: none"> - differentiate saying salām from responding to it. - infer the effect of the spread of saying salām upon the community. - read from memory the Dhikr said when entering and getting out of one’s house. - enumerate the times of the etiquettes of asking permission to enter private places. - apply the etiquettes of asking permission to enter private places. 	<ul style="list-style-type: none"> - the virtues of spreading saying salām. - Abu Mālik Al-Ash’arī’s Hadith: “When a man enters his own house, ...”. - Anas’s Hadith: “The who says when he gets out of his house, ...”. - the etiquettes of asking permission to enter private places. - the times when the etiquettes of asking permission to enter private places inside the house is necessary. 	<p>in activities, and the content.</p> <ul style="list-style-type: none"> - designing activities that include: <ol style="list-style-type: none"> 1. repetition, revision, and reading from the memory of Dhikr said when entering or getting out of the house. 2. calling attention to the mistaken behavioral acts when the etiquettes of saying salām and asking permission to enter private places. 3. inferring the effect of the spread of saying salām upon the community.
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- warn against neglecting the etiquettes of asking permission to enter private places.		
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The Third Standard

To love and respect Prophet Muhammad, get acquainted with his biography and manners, be guided by his guidance and manners, and summarize the biography of the Rightly-Guided Caliphs.

Subsidiary Standard

To enumerate the names of the Prophet (PBUH), those of his offspring and wives, and some of his morals, and feel love for him.

1st Grade Indicators	Content	Authorship Instructions
- show the mission of the Prophet (PBUH). - mention the names of the Prophet (PBUH).	- Muhammad the Messenger of Allah. - introducing the Prophet (PBUH).	- the sentences used in the content should be short, and figurative language should not be used. - selecting verified Hadith. - designing activities that include:

<p>- read from memory a Hadith about the virtues of the Prophet (PBUH).</p>	<p>- the virtues of the Prophet (PBUH).</p>	<ol style="list-style-type: none"> 1. repeating, after the teacher, the texts contained in the lessons, using a correct language and an appropriate manner of articulating sounds. 2. repeating a short chant about the Prophet (PBUH). 3. some situations from the Prophet's biography.
<p>2nd Grade Indicators</p>	<p>Content</p>	<p>Authorship Instructions</p>
<p>- mention the names of the most famous of the Prophet's wives, offspring, and grandchildren.</p> <p>- honor the status of the family of the Prophet (PBUH).</p> <p>- read from memory a Qur'anic ayah about the manners of the Prophet (PBUH).</p> <p>- enumerate some of the</p>	<p>- the wives of the Prophet (PBUH).</p> <p>- the offspring of the Prophet (PBUH).</p> <p>- the manners of the Prophet (PBUH).</p> <p>- situations that show some of the manners of the Prophet (PBUH, such as truthfulness and</p>	<p>- selecting the most famous wives such as Kadījah, 'Āishah, and Ḥafṣah (may Allah bless their souls), referring to their parents, and referring to the husbands of his daughters.</p> <p>- It is sufficient to mention his famous offspring.</p> <p>- selecting verified Hadith.</p> <p>- designing activities that include:</p> <ol style="list-style-type: none"> 1. the virtues of the family of the Prophet (PBUH). 2. situations illustrating his manners. 3. repeating the texts contained in the lessons after

Prophet's morals.	Faithfulness.	the teacher using correct language and the accurate manner of articulation.
3rd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory a Hadith about the love for the Prophet (PBUH). - express one's love for the Prophet (PBUH). - enumerate the most important contexts of praying for the Prophet (PBUH). - pray for the Prophet (PBUH) in the proper contexts. 	<ul style="list-style-type: none"> - love for the Prophet (PBUH). - praying for the Prophet (PBUH). 	<ul style="list-style-type: none"> - selecting the easiest and most frequent contents of praying for the Prophet (PBUH), for students, such as when his name is mentioned, and when saying tashahhud and hearing the Adhān. - designing activities that include: <ol style="list-style-type: none"> 1. reference to some of the signs of love for the Prophet (PBUH). 2. relating love for the Prophet (PBUH) to praying for him.
Subsidiary Standard		
To explain the most important moral and physical traits of the Prophet, honor his status, and narrate some stories of his dealing with relatives, neighbors, and young people.		
4th Grade Indicators	Content	Authorship Instructions

<ul style="list-style-type: none"> - demonstrate the status of the Prophet (PBUH) at Allah the Almighty. - enumerate some of the attributes of the Prophet in this world and in the afterlife. - express one's pride in following the Prophet. 	<ul style="list-style-type: none"> - the status of the Prophet (PBUH) at Allah the Almighty. - the attributes of the Prophet in this world. - the attributes of the Prophet in the afterlife. 	<ul style="list-style-type: none"> - selecting verified Hadith. - selecting short and clear texts as far as possible. - relating honoring the Prophet and applying his Sunnah. - designing activities that include: <ol style="list-style-type: none"> 1. situations showing how the Companions honored the Prophet. 2. using cards as a game among learners for knowing what is correct and what is wrong. 3. coloring the cards designed to illustrate the concepts contained in the lessons. 4. differentiating among his attributes in this world and those in the afterlife.
5th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - demonstrate how the Prophet was benevolent with his relatives. 	<ul style="list-style-type: none"> - the Prophet's benevolence with his relatives. - the Prophet's benevolence 	<ul style="list-style-type: none"> - selecting clear and short situations as far as possible. - reference to deriving guidance from the Prophet when showing examples of his manners.

<ul style="list-style-type: none"> - recount situations showing the Prophet’s benevolence with his neighbors. - give examples of how he was merciful with children. - imitate the Prophet’s benevolence and mercy. - express one’s admiration of the manners of the Prophet. 	<ul style="list-style-type: none"> with his neighbors. - the Prophet’s mercy with children. 	<ul style="list-style-type: none"> - writing short accounts of Faith and behavioral benefits in the content and activities. - reference to the effect of good treatment in terms of obtaining the pleasure of Allah and gaining the liking of people. - designing activities that include: <ol style="list-style-type: none"> 1. using cards as a game among learners for knowing what is correct and what is wrong. 2. writing short essays and delivering them aloud after having revised them with the teacher. 3. deducing the sites of guidance from his life.
6th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - illustrate the physical features of the Prophet (PBUH). - demonstrate the good manners of the Prophet 	<ul style="list-style-type: none"> - the physical features of the Prophet (PBUH). - the good manners of the Prophet (PBUH). 	<ul style="list-style-type: none"> - selecting the most important physical features of the Prophet (PBUH). - explaining unfamiliar words in a simply manner. - selecting obvious situations as far as possible.

<p>(PBUH).</p> <ul style="list-style-type: none"> - recount situations showing the patience, courage and generosity of the Prophet (PBUH). - honor the status of the Prophet (PBUH). - express one's admiration of the manners of the Prophet (PBUH). - imitate the manners of the Prophet (PBUH). 	<ul style="list-style-type: none"> - patience of the Prophet (PBUH). - the courage of the Prophet (PBUH). - the generosity of the Prophet (PBUH). 	<ul style="list-style-type: none"> - writing short accounts on Faith and behavioral benefits in the content and activities. - reference to the position of morality in religion. - reference to deriving guidance from the Prophet (PBUH) when citing examples of his manners. - designing activities that include: <ol style="list-style-type: none"> 1. writing short essays and delivering them aloud after having revised them with the teacher. 2. judging situations that contradict the behaviors of the Prophet (PBUH). 3. writing an education card that contains the physical and moral attributes of the Prophet (PBUH).
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Third: The field of Faith and self-purification



The Fourth Standard		
To love Allah the Almighty, believe in Him and His greatness, attend to one's Faith, purify one's soul, deduce the main Belief issues, and shun heretical acts and deviant thoughts.		
Subsidiary Standard		
To get acquainted with some attributes of the lordship of Allah, show awareness of their meanings, feel the love of Allah the Almighty, and become sure of His worthiness of worship.		
1 st Grade Indicators	Content	Authorship Instructions
- illustrate the meaning that Allah is the Lord of the	- Allah is my Lord. - examples of Allah's	- including in the content clear images of the most important features of the sky, the earth and human body.

<p>Beings.</p> <ul style="list-style-type: none"> - demonstrate the existence of Allah via the signs of Allah in the universe. - distinguish Allah's most important creatures in the universe. - show the benefits of body organs. - enumerate examples of Allah's sustenance of oneself. - show how Allah alone is the One worthy of worship. 	<p>creatures in the universe.</p> <ul style="list-style-type: none"> - examples of Allah's blessings upon the learner in oneself. - examples of Allah's sustenance of His creatures. - Worship Allah alone. 	<ul style="list-style-type: none"> - connecting the meanings of Lordship and worshipping Allah alone. - designing activities that include: <ol style="list-style-type: none"> 1. learners' writing of religious texts that deal with the meanings of Lordship contained in the lessons. 2. designing a board or posters showing examples of creatures and sustenance. 3. repeating some of Allah's Most Beautiful Names. 4. repeating a chant on Allah's creation of the universe. 5. coloring some pictures of the universe. 6. watching a video on some of the features of the sky, the earth, or the human body.
2nd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the meaning of shahadatayn. 	<ul style="list-style-type: none"> - the meaning of shahadatayn. - Allah the Almighty is the 	<ul style="list-style-type: none"> - including in the content relevant images illustrating the meanings of mercy, such as a female bird feeding a

<ul style="list-style-type: none"> - read from memory a religious text on Allah's mercy. - demonstrate that Allah is the Owner of everything. - enumerate some of Allah's favors upon His servants. - connect Allah's favors and thanking Him for them. - thank Allah for His favors. 	<p>Most Compassionate.</p> <p>Allah the Almighty is the King.</p> <ul style="list-style-type: none"> - examples of Allah's favors upon His servants. - thanking Allah for His favors. 	<p>young bird.</p> <ul style="list-style-type: none"> - including in the content images of the most famous favors that the learner sees and feels. - connecting the meanings of Lordship here and what has been learnt in the first grade. - using short sentences and avoiding metaphorical styles. - designing activities that include: <ol style="list-style-type: none"> 1. students' writing of religious texts that indicate the meanings of Lordship contained in the lessons. 2. repeating a chant about some of Allah's attributes contained in the lessons. 3. linking Allah's names with images showing their meanings or effects.
3rd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - infer Allah's Oneness. 	<ul style="list-style-type: none"> - Allah is the One and the 	<ul style="list-style-type: none"> - writing about situations where the learner feels Allah's

<ul style="list-style-type: none"> - read from memory a Qur'anic ayah that indicate the attributes of hearing and sight. - express one's feeling of Allah's hearing and sight. - enumerate some manifestations of Allah's Omnipotence. - express one's love for Allah. - correlate Allah's Lordship and worshipping and loving Him. 	<p>Only.</p> <ul style="list-style-type: none"> - Allah is the Omni-Hearing, the Omni-Seeing. - images of some manifestations of Allah's Omnipotence. 	<p>hearing and seeing.</p> <ul style="list-style-type: none"> - writing about manifestations of Allah's Omnipotence. - connecting the meanings of Lordship here and what has been learnt in the first and second grades. - using short sentences and avoiding metaphorical styles. - designing activities that include: <ol style="list-style-type: none"> 1. students' writing of religious texts that indicate the meanings of Lordship contained in the lessons. 2. repeating a chant about some of Allah's attributes contained in the lessons. 3. linking Allah's names with images showing their meanings or effects. 4. extracurricular activity where students convey some of what they have learnt to their families.
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Subsidiary Standard

To love Allah the Almighty, realize His Oneness in His lordship and divinity, and demonstrate the pillars of Faith.

4th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the meaning of monotheism. - show the virtues of monotheism. - mention the virtues of loving Allah. - correlate loving and obeying Allah. - express one's love for Allah. 	<ul style="list-style-type: none"> - the meaning of monotheism. - the virtues of monotheism. - types of monotheism. - worshipping Allah alone. - love for Allah. - obeying Allah. 	<ul style="list-style-type: none"> - selecting clear texts and Qur'anic ayahs known by the learner, such as Al-Fātihah and Al-Ikhlāṣ surahs, etc. - including in the content color images of the most important features of the sky and the earth and of the human body. - writing short accounts of Faith correlating the meanings of Lordship and worshipping Allah alone. <p>Designing activities that include:</p> <ol style="list-style-type: none"> 1. repeating a chant about the greatness of Allah or love for Him. 2. drawing some of Allah's favors. 3. life situations showing love for Allah. 4. preparing radio speeches on the content topics.
5th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory the 	<ul style="list-style-type: none"> - the Hadith of Jibrīl (Peace be 	<ul style="list-style-type: none"> - a general overview of the ranks of religion without

<p>Hadith of Jibrīl (Peace be upon him).</p> <p>- order the ranks of Faith.</p> <p>Differentiate among Islam, Faith, and benevolence.</p> <p>- enumerate the pillars of Faith.</p> <p>- relate Faith to good deeds.</p>	<p>upon him).</p> <p>- the ranks of Faith.</p> <p>- definition of Islam and its pillars.</p> <p>- definition of Faith and its pillars.</p> <p>- definition of benevolence.</p>	<p>going into detail because the details will be taught in the next grade.</p> <p>- When defining benevolence, the abstract meaning should be illustrated, as the concept of benevolence may be hard for the learner to grasp.</p> <p>- drawing a map of the ranks of religion.</p> <p>- maps showing the ranks of Islam, Faith, and benevolence.</p> <p>- designing activities that include:</p> <ol style="list-style-type: none"> 1. repeating Qur’anic ayahs that convey the most important meanings contained in the lessons. 2. delivering radio speeches about the most important ideas contained in the Hadith of Jibrīl. 3. searching for texts related to the content in the Glorious Qur’an and Sunnah.
6 th Grade Indicators	Content	Authorship Instructions
<p>- demonstrate the pillars of</p>	<p>- pillars of Faith.</p>	<p>- Each pillar is approximately dealt with in one lesson,</p>

<p>Faith.</p> <ul style="list-style-type: none"> - illustrate the obligatory components of each pillar of Faith. - show the most important attributes of angels. - appreciate the importance of revealing Holy Books and sending messengers. - enumerate the stages of the Judgement Day. - trust Allah's Omnipotence and wisdom. 	<ol style="list-style-type: none"> 1. believing in Allah the Almighty. 2. believing in the angels. 3. believing in the Holy Books. 4. believing in the Allah's messengers 5. believing in the Judgement Day. 6. believing in fate. 	<p>and it should be noted that the details would be studied at a later grade.</p> <ul style="list-style-type: none"> - attention to the affective aspect. - not using specialized Belief accounts. - designing activities that include: <ol style="list-style-type: none"> 1. deducing Qur'anic ayahs from the 30th Part of the Glorious Qur'an dealing with the pillars of Faith. 2. designing posters about the pillars of Faith and the components of each pillar. 3. assigning to students the task of giving their families an introductory idea about Faith. 4. writing short essays and delivering them orally after revising them with the teacher.
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Fourth: the field of the jurisprudence of religious rulings



The Fifth Standard		
To attend to ritual purification, explain its rules, honor the status of Salah, persist in its observance, differentiate its aspects, stipulations, and obligatory components, show the most important rules of Zakat and fasting, and demonstrate the aspects of Hajj and ‘Umrah, the goals of worships, and their Shariah rules.		
Subsidiary Standard		
To enumerate the pillars of Islam, love Salah, ritually purify oneself, and pray correctly.		
1 st Grade Indicators	Content	Authorship Instructions
- read from memory the Hadith dealing with the pillars of Islam.	- pillars of Islam, - the five daily Salah. - the rak’ahs of the five daily	○ at this stage, the following are enough: - stating the pillars of Islam and their meanings using a language accessible to students, “without sticking to

<ul style="list-style-type: none"> - enumerate obligatory Salah. - mention the number of rak'ahs in each Salah. - apply the acts of Salah. 	<p>Salah.</p>	<p>jurisprudential definitions.”</p> <ul style="list-style-type: none"> - stating the five daily Salah and the number of rak'ahs in each Salah. ○ employing charts and images in illustrating the pillars of Islam and the numbers of the rak'ahs of the five daily Salah.
2nd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the rule of ablution. - feel the importance of cleanliness in Islam. <p>Show the acts of ablution.</p> <ul style="list-style-type: none"> - apply the acts of ablution. - apply the acts of Salah. - attend to perfecting the acts of ablution and Salah. 	<ul style="list-style-type: none"> - Islam is a religion of cleanliness. - ablution for praying. - the acts of ablution. - the acts of praying. 	<ul style="list-style-type: none"> - attention to cleanliness, especially personal cleanliness, using images of personal cleanliness tools, and adding the use of the tooth-stick, showing its merits and its relation to ablution and Salah. - practically showing how to perform ablution and pray. - employing high-resolution images that illustrate the acts of ritual purification and praying. - focusing on the obligatory acts and the famous non-obligatory acts (e.g., washing the two palms of the hand; raising hands when saying/ hearing, “Allah is great”;

		<p>etc.).</p> <ul style="list-style-type: none"> - devoting sufficient lessons for practical application to both ablution and Salah, so that the teacher can make sure that each student has mastered the acts of ablution and Salah. - designing activities that include: <ol style="list-style-type: none"> 1. repeating a chant about the merits of praying. 2. dividing learners into groups and employing a method of assessing the acts of ablution and praying for each group. 3. detecting the wrong acts when performing ablution and praying.
3rd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the acts of ablution. - apply ablution more perfectly. - enumerate the invalidators of 	<ul style="list-style-type: none"> - revision of the acts of ablution. - ablution invalidators. - revision of the acts of 	<ul style="list-style-type: none"> - selecting the invalidators of ablution and Salah that suit the age of the learner. - relating the contents of the lessons to what has been studied in the second grade about the acts of ablution

<p>ablution.</p> <ul style="list-style-type: none"> - show the acts of praying. - apply the acts of praying more perfectly. - memorize the Dhikr necessary upon the completion of praying. - construct the general meaning of the Dhikr said after praying. 	<p>praying.</p> <ul style="list-style-type: none"> - the Dhikr necessary upon the completion of praying (e.g., reading Al-Fātihah Surah, kneeling, etc.) 	<p>and praying.</p> <ul style="list-style-type: none"> - overall reference the meanings of Dhikr (e.g., exalting and thanking Allah, etc.) with a language that suits the learner. - designing activities that include: <ol style="list-style-type: none"> 1. using cards when ordering the acts of praying and the Dhikr said after them. 2. dividing learners into groups to correct the mistakes done while performing ablution or praying. 3. designing competitions for differentiating the similarities between lessons. 4. designing questions that learners pose to parents and the surrounding environment. 5. designing paintings that illustrate the acts of ablution and praying in an ordered and sequential form.
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Subsidiary Standard

To describe the acts of ritual purification, Salah, and fasting, and observe Salah at mosques.

4 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none">- apply the act of wiping over the boots.- perform tayammum correctly.- repeat the utterances of adhān and iqamah in order.- enumerate the conditions of Salah.- differentiate between the pillars and non-obligatory acts of praying.- express the easiness of Shariah in one's own style.- show Allah's mercy upon	<ul style="list-style-type: none">- wiping over the boots.- tayammum.- the acts of adhān and iqamah.- the conditions of Salah.- the pillars and non-obligatory acts of praying.- the invalidators of Salah.	<ul style="list-style-type: none">- when dealing with worships, focus should be on the acts of the worship and the affective aspects.- when dealing with the conditions of ablution, focus should be on the nature of the water that ablution may be performed with.- attention to illustrative images.- drawing mental maps of the concepts contained in the content.- designing activities that include:<ol style="list-style-type: none">1. using colors when dealing with non-colored images related to the lesson.2. drawing pictures that express the learner's understanding of the lesson contents.3. repeating the adhān after the mu'azzin.

His servants.		<ol style="list-style-type: none"> 4. using imitation. 5. using cards in enumerating the pillars and non-obligatory acts of praying.
5th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - infer the merits of praying in a group. - show the acts of praying in a group. - appreciate the importance of praying in a group. - show the acts of the Salah of the Two Feasts. - express rejoicing at the Feast. - compare the rites of the Two Feasts. 	<ul style="list-style-type: none"> - the merits of praying in a group. - the acts of Jum’ah Salah. - the acts of the Salah of the Two Feasts. - the acts of the Two Feasts. - Muslims’ rejoicing at the Two Feasts. 	<ul style="list-style-type: none"> - designing activities that include: <ol style="list-style-type: none"> 1. using imitation as regards the in-group, Jum’ah, and Feat Salah. 2. hanging sign boards directing to the location of the mosque. 3. designing Da’wah cards having content that is appropriate for the age of the learner, and distributing them in relevant places. 4. designing artistic boards in the classroom, showing the contents of the lesson. 5. designing competitions for differentiation among the similarities in the content of lessons.
6th Grade Indicators	Content	Authorship Instructions

<ul style="list-style-type: none"> - define fasting in one's own language. - show the position of fasting in Islam. - show the virtues of fasting. - mention the pillars of fasting. - enumerate the invalidators of fasting. - honor the month of Ramadan. 	<ul style="list-style-type: none"> - definition of fasting. - the position of fasting in Islam. - the virtues of fasting. - the pillars of fasting. - the invalidators of fasting. 	<ul style="list-style-type: none"> - relating the content to the pillars of Islam. - conceptual mapping of content. - using advanced explanatory and comparative organizers. - designing activities that include: <ol style="list-style-type: none"> 1. using cards that contain the lesson information and exchanging them in the manner of games. 2. using stories related to the content of the lessons, making use of suspense and imagination provocation. 3. memorizing poetic passages about the month of Ramadan 4. f.
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The Sixth Standard

To steer away from ill-gotten money, differentiate religiously legal and illegal transactions, show their rulings, realize their

most important objectives and wisdoms, explain family rulings, and status, and avoid what Shariah prohibits wearing, drinking, or eating.

Subsidiary Standard

To observe Faithfulness, avoid theft and cheating, and meet the rights of one’s parents.

1st Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - enumerate some of the favors of parents upon oneself. - express one’s love for one’s parents. - illustrate the meaning of Faithfulness. - feel the importance of Faithfulness. - illustrate the concept of theft. - express one’s hatred of theft. - safeguard colleagues’ objects in the classroom. 	<ul style="list-style-type: none"> - the favors of parents. - Faithfulness. - theft. 	<ul style="list-style-type: none"> - liking love for parents with respecting and obeying them. - including images of dutiful to parents in the content. - illustrating how the Prophet was characterized with Faithfulness. - calling attention to the fact that Allah the Almighty, His prophet, and people hate stealers. - designing activities that include: <ol style="list-style-type: none"> 1. repeating a chant about love for parents. 2. showing situation where thefts are frequent. 3. writing a Qur’anic ayah of a Hadith that deals with the importance of Faithfulness.

		4. the role-play and story-telling strategy that deal with the virtue of Faithfulness and warn against theft.
2nd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - enumerate the rights of parents. - read from memory a Hadith about cheating. - list some forms of cheating. 	<ul style="list-style-type: none"> - the rights of parents. - forms of cheating. 	<ul style="list-style-type: none"> - focusing on the etiquettes of taking permission to enter private places, lowering one’s voice, obeying parents, etc. - showing some forms of cheating in food and commerce. - elucidating some forms of cheating in students’ daily dealings. - designing activities that include: <ol style="list-style-type: none"> 1. situations showing respect for parents or its lack. 2. showing situations where some students cheat. 3. treating the causes that lead some children to steal. 4. drawing a mental or conceptual map of parents’ rights.
3rd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - demonstrate the virtues of 	<ul style="list-style-type: none"> - dutifulness to parents. 	<ul style="list-style-type: none"> - showing the manifestations of disobedience to parents

<p>dutifulness to parents.</p> <ul style="list-style-type: none"> - show the meaning of disobedience to parents. - mention some forms of disobedience to parents. - express one's hatred of disobedience to parents. - be guarded against taking parents' money without permission. 	<ul style="list-style-type: none"> - the position of disobedience to parents. - some forms of disobedience to parents. - safeguarding the possessions of the family. 	<p>suitable for the age of the students.</p> <ul style="list-style-type: none"> - relating the forms of disobedience to parents to the learners' environment. - designing activities that include: <ol style="list-style-type: none"> 1. commenting on stories in order to make students repulse from disobedience to parents. 2. correcting some mistaken behaviors regarding transgression against public funds.
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Subsidiary Standard

To show the privacy of others' possessions and elucidate the Muslim's obligations to family and relatives.

5th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - illustrate the concept of the family. - enumerate one's duties towards one's family. 	<ul style="list-style-type: none"> - the concept of the family. - a Muslim's duties towards one's family. - the virtues of maintaining 	<ul style="list-style-type: none"> - using images that illustrate the meanings of the lessons. - using advanced organizers at the start of every lesson. - designing educational activities that include: <ol style="list-style-type: none"> 1. giving realistic examples, in the activities, of the

<ul style="list-style-type: none"> - enumerate one's duties towards one's relatives. - safeguard the possessions of the family. - appreciate the value of having a family. - show the virtues of maintaining good relations with blood relatives. - elucidate the rights of blood relatives. - enumerate the means of maintaining good relations with blood relatives. - be guarded against severing blood ties. 	<p>good relations with blood relatives.</p> <ul style="list-style-type: none"> - the rights of blood relatives. - the means of maintaining good relations with blood relatives. 	<p>means of maintaining blood relations, and the manifestations and cause of breaching them.</p> <ol style="list-style-type: none"> 2. giving realistic examples of damaging the family's possessions. 3. making lists of acceptable and unacceptable behaviors in family relationships. 4. differentiating between the forms of keeping the trust and those of breaching the trust, using images or cards. 5. using stories that support the meanings contained in the lessons. 6. relating religious evidence and texts to the meanings contained in the lessons.
6th Grade Indicators	Content	Authorship Instructions

<ul style="list-style-type: none"> - illustrate the concept of the privacy of others' possessions. - be guarded against violating the privacies of others. - enumerate the types of others' possessions. - show the manifestations of maintaining the possessions of others. - cite religious texts that deal with maintaining the possessions of others. 	<ul style="list-style-type: none"> - the concept of the privacy of others' possessions. - the types of others' possessions. - the manifestations of maintaining the possessions of others. - religious evidence of maintaining the possessions of others. 	<ul style="list-style-type: none"> - giving examples from learners' lived reality of transgressing against the possessions of colleagues and neighbors and against public possessions. - supporting the content with images that highlight the effect of expropriating others' possessions. - designing activities that include: <ul style="list-style-type: none"> - designing questionnaires about the meanings contained in the lessons and conducting them within the extended family. - using modern media such as social networking media for searching for realistic stories about the meanings contained in the lessons, and making personal interactions through writing comments or articles expressing the learner's feelings as regards the ideas dealt with in the content.
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Fifth: The field of morality and values



The Seventh Standard		
To realize the position of morality in religion, adopt good manners, avoid bad manners, be proud of the values of Islam, and manage one's self and personal life efficiently and positively.		
Subsidiary Standard		
To stick to truthfulness, respect grownups and old people, and cooperate with others.		
1 st Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory a religious text about the virtues of truthfulness. - show the virtues of truthfulness. - apply truthfulness in one's 	<ul style="list-style-type: none"> - the virtues of truthfulness. - the punishment of telling lies. 	<ul style="list-style-type: none"> - relating the value of truthfulness to deriving guidance from the Prophet (PBUH). - show how Allah, the Prophet, and people hate telling lies and liars. - linking truthfulness to courage, and telling lies to cowardice. - designing activities that include:

community. - show disapproval of telling lies.		<ol style="list-style-type: none"> 1. the learner's judgement of situations where some people tell lies. 2. the learner's coloring or writing Qur'anic ayahs and Hadith that commend truthfulness and disapprove of telling lies.
2nd Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - enumerate the forms of cooperation with one's colleagues, family, and neighbors. - relate cooperation with people to loving them. - deduce the positive effects of cooperation. 	<ul style="list-style-type: none"> - forms of cooperation. - the positive effects of cooperation. 	<ul style="list-style-type: none"> - relating these values to deriving guidance from the Prophet (PBUH). - stating the forms of cooperation with one's colleagues, family, and neighbors, and relate these forms to the learner's environment. - designing activities that include: <ol style="list-style-type: none"> 1. correcting mistaken behaviors of cooperation. 2. writing a religious text that illustrates the virtues of cooperation.
3rd Grade Indicators	Content	Authorship Instructions
- cite a religious text that	- respecting grownups.	- selecting suitable life images that illustrate the value of

<p>shows the virtues of respecting grownups.</p> <ul style="list-style-type: none"> - mention the virtues of respecting grownups. - show respect for adults. - enumerate the favors of teachers. - show respect for teachers. 	<ul style="list-style-type: none"> - the favors of teachers. - the rights of teachers. 	<p>respecting grownups.</p> <ul style="list-style-type: none"> - relating the value of respecting grownups to Allah’s pleasure and to deriving guidance from the Prophet. - designing activities that include: <ul style="list-style-type: none"> 1. the effect of respecting grownups in terms of obtaining their love and care. 2. relating respecting grownups to respecting the teacher.
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Subsidiary Standard

To be honest in one’s speech, respect and cooperate with others, show a Muslim’s obligations to another Muslim, and be good in communicating with others.

4th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory a religious text about a Muslim’s rights. - show the rights of a Muslim. 	<ul style="list-style-type: none"> - explanation of the Hadith: “The Muslim owes his fellow Muslim six things...”. 	<ul style="list-style-type: none"> - learners’ repetition of the texts contained in the lessons after the teacher in a clear manner, observing the correct manner of articulation. - memorizing a chant expressing the meanings of the lessons. - writing posters and directive boards that express the rights

		<p>of a Muslim in the form of designs and charts.</p> <ul style="list-style-type: none"> - using the techniques of storytelling, role-playing and problem-solving strategies in designing the activities related to lessons.
5 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - demonstrate the value of respect in Islam. - give examples of how to apply the respect for others. - appreciate the importance of respecting others. - demonstrate the value of cooperation in goodness. - enumerate the types of cooperation. - infer the effect of cooperation upon the 	<ul style="list-style-type: none"> - the value of respect in Islam. - applied examples of respect for others. - citing religious texts that show the value of cooperation. - types and forms of cooperation. 	<ul style="list-style-type: none"> - mentioning situations showing the cooperation of the Prophet (PBUH) with his Companions such as the building of the mosque or digging the trench. - mentioning life situations that illustrate cooperation and respect. - designing educational activities that include: <ol style="list-style-type: none"> 1. judging mistaken behaviors related to cooperation and respect. 2. the learner's inference of the effect of cooperation and respect upon the community and the family. 3. linking studied texts to life situation, and deriving lessons from them.

community.		<p>4. attention to field visits that apply the notion of interaction with the community as regards the content of the lessons.</p> <p>5. deducing the effect of cooperation on the family and the community from the situations showing the cooperation of the Prophet with his Companions.</p> <p>6. using modern means such as social networking media for searching for real stories on the meanings contained in the lessons, and making personal interactions by writing comments or articles that express the learner' attitude towards the ideas contained in the content.</p>
6th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - illustrate the concept of truthfulness. - enumerate the types of truthfulness. - cite religious texts that show 	<ul style="list-style-type: none"> - the concept of truthfulness. - the types of truthfulness. - the virtues of 	<ul style="list-style-type: none"> - supporting lessons with correct religious texts that students can understand easily. - drawing a mental map of the types of truthfulness. - Communication with other people should be tackled in a simple manner that suits learners, focus on the skills of

<p>the virtues of truthfulness.</p> <ul style="list-style-type: none"> - deduce the importance of truthfulness in the life of Muslims. - appreciate the value of truthfulness. - express oneself well. - effectively communicate with others. 	<p>truthfulness.</p> <ul style="list-style-type: none"> - communication skills. 	<p>listening and good expression, and attend to cite examples from the Prophet's life.</p> <ul style="list-style-type: none"> - designing educational activities that include: <ol style="list-style-type: none"> 1. situations illustrating truthfulness in dealing with people, truthfulness with Allah, and shunning telling lies when joking. 2. using the style of deduction and inference to activate the role of the learner in interacting with the text. 3. employing real/ historical stories in elucidating the concepts of the lesson, through the teacher and the imagination of the learner. 4. using the problem-solving strategy to determine how to solve problems through the concepts of the lessons, paying attention to the procedural steps in solving them.
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Sixth: The field of culture and identity



The Eighth Standard

To appreciate the comprehensiveness of Islam, summarize the characteristics of Islamic systems, discuss the most important misconceptions, be proud of Islamic identity, identify its most important components and manifestations, and adopt it in one's daily conduct.

Subsidiary Standard

To show the traits of the Muslim and be proud of belonging to Islam.

5 th Grade Indicators	Content	Authorship Instructions
- show the attributes of a Muslim. - relate the attributes of a Muslim to	- the attributes of a Muslim. - loving Muslims.	- relating the attributes of a Muslim to Islamic identity.

<p>Islamic identity.</p> <ul style="list-style-type: none"> - show the signs of loving Muslims. - appreciate the importance of Islamic fraternity. 	<ul style="list-style-type: none"> - the importance of Islamic fraternity. 	<ul style="list-style-type: none"> - emphasizing Islamic fraternity among all the members of the nation. - supporting the content by drawing a mental map of the rights of Muslim. - relating the attributes of the believer to what is said in religious texts, such as the Qur’anic ayah: “Certainly will the believers have succeeded: They who are during their Salah humbly submissive, And they who turn away from ill speech”. - using advanced organizers. - designing educational activities that include: <ol style="list-style-type: none"> 1. deducing the signs of love for Muslims from students’ lived reality. 2. relating the attributes of a Muslim to Islamic identity through Qur’anic texts and the Sunnah.
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		3. writing a short essay on what distinguishes a Muslim.
6th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - illustrate the importance of Belief in Allah in the life of a Muslim. - express one's pride in belonging to Islam. - explain how to achieve one's religious straightforwardness. 	<ul style="list-style-type: none"> - the importance of Belief in Allah. - belonging to Islam. - manner of achieving religious straightforwardness. 	<ul style="list-style-type: none"> - relating Belief in Allah to pride in Islam. - relating Belief in Allah and religious straightforwardness to the principal component of Islamic identity, i.e., Islamic Belief. <ul style="list-style-type: none"> a. designing educational activities that include: <ul style="list-style-type: none"> 2. searching for the manifestations of Belief in Allah the Almighty and relating them to Islamic Belief. 3. writing a list of the manifestations of pride in Islam.

The Third and Fourth Rounds (7-12)

First: The field of the Glorious Qur'an



The First Standard		
To love and honor the Glorious Qur'an, take care of it in terms of reciting, memorizing, and understanding it, feel its grace, adopt the manners it teaches, and realize its most important scholarly disciplines and the manifestations of its inimitability and greatness.		
Subsidiary Standard		
To recite from Al-Ma'ārij Surah to al-Mujādilah Surah, read from memory from Aṭ-Ṭāriq Surah to An-Naba' Surah, observing the most important rules of tajweed recitation, explain the meanings of Qur'anic ayahs, and appreciate the status of the Glorious Qur'an and its effect upon one's life.		
7 th Grade Indicators	Content	Authorship Instructions
- recite from Al-Mulk Surah	- reciting from Al-Mulk	- attention to the normative and behavioral aspects of

<p>to Al-Ma‘ārij Surah.</p> <ul style="list-style-type: none"> - read from memory from Al-Inshiqāq Surah to An-Nās Surah. - recite what is memorized in a tajweed manner. - show the general meaning of the ayahs. - show the meanings of difficult words and structures. - deduce what the ayahs guide to. - show the benefits of the scholarly disciple of the tajweed recitation of the Glorious Qur’an. 	<p>Surah to Al-Ma‘ārij Surah.</p> <ul style="list-style-type: none"> - memorization of Al-Inshiqāq, Al-Burūj, and Aṭ-Ṭāriq surahs. - the general meaning of the ayahs. - meanings of difficult words and structures. - what the ayahs guide to. - the benefits of the scholarly disciple of the tajweed recitation of the Glorious Qur’an. - distortion in speech and its types. - the rules of the non-voweled Nūn and 	<p>what the ayahs guide to.</p> <ul style="list-style-type: none"> - drawing summative maps of the most important topics in surahs and lessons. - consulting the authorized books of exegesis when explaining the Qur’anic ayahs. - typing the Qur’anic texts with the Uthmanic script through the Madinah Edition of the Glorious Qur’an. - selecting examples of the studied tajweed recitation rules from what learners memorize as far as possible. - making use of illustrative drawings in explaining the rules of the tajweed recitation of the Glorious Qur’an. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision for perfecting the memorization. 2. deducing the main topics of the surah. 3. relating the explained ayahs to the enhancement of Faith and correcting behavior.
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<ul style="list-style-type: none"> - appreciate the importance of the scholarly discipline of the tajweed recitation of the Glorious Qur'an. - differentiate between overt and covert distortion of speech. - apply the rules of the non-voweled Nūn and nunnation. <p>Apply the rules of the doubled Nūn and the doubled Mīm.</p>	<p>nunnation (manifestation, assimilation, implication, and conversion).</p> <ul style="list-style-type: none"> - the rules of the doubled Nūn and the doubled Mīm. 	<ol style="list-style-type: none"> 4. relating the explained ayahs to similar or complementary ayahs and Hadith. 5. listening to a tajweed recitation of the Glorious Qur'an while correlating what is listened to with what is read in the open copy of the Glorious Qur'an. 6. training on deducing the studied rules of tajweed recitation from the ayahs. 7. watching videoclips of how to pronounce words while applying the rules of the tajweed recitation of the Glorious Qur'an. 8. making use of apps of the Glorious Qur'an and tajweed recitation on smart devices.
8 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - recite from Al-Jum'ah Surah to At-Taḥrīm Surah. - read from memory from 	<ul style="list-style-type: none"> - reciting from Al-Jum'ah Surah to At-Taḥrīm Surah. - memorizing Al-Takwīr, 	<ul style="list-style-type: none"> - attention to the normative and behavioral aspects of what the ayahs guide to. - consulting the authorized books of exegesis when

<p>Al-Takwīr Surah to An-Nās Surah.</p> <ul style="list-style-type: none"> - recite what is memorized in a tajweed way. - show the general meaning of the ayahs. - illustrate the meanings of difficult words and structures. - deduce the main topics of the surah. - infer what the ayahs guide to. - demonstrate the descriptions of the Glorious Qur'an. - honor the Glorious Qur'an. 	<p>Al-Infiṭār, and Al-Muṭaffifīn surahs.</p> <ul style="list-style-type: none"> - the general meaning of the ayahs. - the meanings of difficult words and structures. - the topics of the surahs. - what the ayahs guide to. - the descriptions of the Glorious Qur'an (Guidance – Light – Furqān – Soul – the Wise). - the rules of the non-voweled Mīm. - the rules of Rā' and Lām. 	<p>explaining the Qur'anic ayahs.</p> <ul style="list-style-type: none"> - typing the Qur'anic texts with the Uthmanic script through the Madinah Edition of the Glorious Qur'an. - drawing summative maps of the most important topics in surahs and lessons. - selecting examples of the studied tajweed recitation rules from what learners memorize as far as possible. - making use of illustrative drawings in explaining the rules of the tajweed recitation of the Glorious Qur'an. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision for perfecting the memorization. 2. deducing the main topics of the surah. 3. relating the explained ayahs to the enhancement of Faith and correcting behavior. 4. relating the explained ayahs to similar or complementary ayahs and Hadith.
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<p>- apply the rules of Rā' and Lām.</p>		<ol style="list-style-type: none"> 5. relating the explained ayahs to the lived reality of the learners as far as possible. 6. listening to a tajweed recitation of the Glorious Qur'an while correlating what is listened to with what is read in the open copy of the Glorious Qur'an. 7. training on deducing the studied rules of tajweed recitation from the ayahs. 8. watching videoclips of how to pronounce words while applying the rules of the tajweed recitation of the Glorious Qur'an. 9. making use of apps of the Glorious Qur'an and tajweed recitation on smart devices.
<p>9th Grade Indicators</p>	<p>Content</p>	<p>Authorship Instructions</p>
<p>- recite from al-Mujādilah Surah to Aş-Şaff Surah. - read from memory from</p>	<p>- reciting from al-Mujādilah Surah to Aş-Şaff Surah.</p>	<p>- attention to the normative and behavioral aspects of what the ayahs guide to. - consulting the authorized books of exegesis when</p>

<p>An-Naba' Surah to An-Nās Surah.</p> <ul style="list-style-type: none"> - recite what is memorized using the tajweed manner of recitation. - show the general meaning of the ayahs. - show the meanings of difficult words and structures. - infer the main topics of the surah. - deduce what the ayahs guide to. - show the status of the Glorious Qur'an. - show the effect of the 	<ul style="list-style-type: none"> - memorization of An-Naba', An-Nazi'āt, and 'Abasa surahs. - the general meaning of the ayahs. - the meanings of difficult words and structures. - the topics of the surahs. - what the ayahs guide to. - the status of the Glorious Qur'an. - the influence of the Glorious Qur'an upon the Belief. - the influence of the Glorious Qur'an upon the hearts and feelings. 	<p>explaining the Qur'anic ayahs.</p> <ul style="list-style-type: none"> - typing the Qur'anic texts with the Uthmanic script through the Madinah Edition of the Glorious Qur'an. - drawing summative maps of the most important topics in surahs and lessons. - selecting examples of the studied tajweed recitation rules from what learners memorize as far as possible. - making use of illustrative drawings in explaining the rules of the tajweed recitation of the Glorious Qur'an. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision for perfecting the memorization. 2. deducing the main topics of the surah. 3. relating the explained ayahs to the enhancement of Faith and correcting behavior. 4. relating the explained ayahs to similar or complementary ayahs and Hadith.
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<p>Glorious Qur'an in the life of Muslims.</p> <ul style="list-style-type: none"> - demonstrate the importance of the Glorious Qur'an. - appreciate the effect of the Glorious Qur'an in the life of Muslims. - differentiate among the types of vowel elongation. - apply the rules of vowel elongation. - apply the rules of pausing and recommencement after a pause. 	<ul style="list-style-type: none"> - the influence of the Glorious Qur'an upon the manners and behavior. - types of vowel elongation (original – subsidiary). - types of subsidiary vowel elongation (connected, separate, substitute, subject to a pause, necessary). - the rules of vowel elongation (obligatory, possible, necessary). - the rules of pausing and recommencement after a pause. 	<ol style="list-style-type: none"> 5. relating the explained ayahs to the lived reality of the learners as far as possible. 6. listening to a tajweed recitation of the Glorious Qur'an while correlating what is listened to with what is read in the open copy of the Glorious Qur'an. 7. training on deducing the studied rules of tajweed recitation from the ayahs. 8. watching videoclips of how to pronounce words while applying the rules of the tajweed recitation of the Glorious Qur'an. 9. making use of apps of the Glorious Qur'an and tajweed recitation on smart devices.
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Subsidiary Standard

To recite from Al-Ḥadīd Surah to Al-Ḥujurāt Surah, read from memory from Al-Mursalāt Surah to al-Jinn Surah,

following the rules of recitation, explain their overall meanings, summarize some Qur’anic stories, highlighting their morals, and show the aspects of the inimitability and greatness of the Glorious Qur’an.

10 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - recite the surahs of Ar-Raḥmān, Al-Wāqi‘ah, and Al-Ḥadīd. - read from memory the surahs of Al-Mursalāt and Al-Insān. - recite what is memorized using the tajweed manner of recitation. - show the general meaning of the ayahs. - show the meanings of difficult words and structures. 	<ul style="list-style-type: none"> - recitation of the surahs of Ar-Raḥmān, Al-Wāqi‘ah, and Al-Ḥadīd. - memorization of the surahs of Al-Mursalāt and Al-Insān. - the meanings of difficult words and structures. - the general meaning of the ayahs. - the topics of the surahs. - what the ayahs guide to. - the benefits of Qur’anic stories. 	<ul style="list-style-type: none"> - attention to the normative and behavioral aspects and religious and Belief rules in what the ayahs guide to. - consulting the authorized books of exegesis when explaining the Qur’anic ayahs. - typing the Qur’anic texts with the Uthmanic script through the Madinah Edition of the Glorious Qur’an. - drawing summative maps of the most important topics in surahs and lessons. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision for perfecting the memorization. 2. making use of apps of the Glorious Qur’an and tajweed recitation on smart devices. 3. deducing the main topics of the surah.

<ul style="list-style-type: none"> - infer the main topics of the surah. - deduce what the ayahs guide to. - show the benefits of Qur’anic stories. - summarize the stories of the pharaoh’s magicians, that of the people of Paradise, and that of Ṭālūt and Jalūt. - derive Faith lessons from the stories of the pharaoh’s magicians, that of the people of Paradise, and that of Ṭālūt and Jalūt. 	<ul style="list-style-type: none"> - examples of the stories in the Glorious Qur’an: - the story of the pharaoh’s magicians. - the story of the people of Paradise. - the story of Ṭālūt and Jalūt. - Faith lessons derived from the stories of the pharaoh’s magicians, that of the people of Paradise, and that of Ṭālūt and Jalūt. 	<ol style="list-style-type: none"> 4. supporting the Qur’anic stories with Qur’anic ayahs and Hadith. 5. relating the explained ayahs to the enhancement of Faith and correcting behavior. 6. relating the explained ayahs to similar or complementary ayahs and Hadith. 7. deriving Faith and behavioral benefits from the ayahs and stories.
11th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - recite the surahs of At-Tūr, 	<ul style="list-style-type: none"> - recitation of the surahs of 	<ul style="list-style-type: none"> - drawing summative maps of the most important

<p>An-Najm, and Al-Qamar.</p> <ul style="list-style-type: none"> - read from memory the surahs of Al-Muddaththir and Al-Qiyāmah. - recite what is memorized using the tajweed manner of recitation. - show the general meaning of the ayahs. - show the meanings of difficult words and structures. - infer the main topics of the surah. - deduce what the ayahs guide to. - summarize the story of 	<p>At-Tūr, An-Najm, and Al-Qamar.</p> <ul style="list-style-type: none"> - memorization of the surahs of Al-Muddaththir and Al-Qiyāmah. - the meanings of difficult words and structures. - the general meaning of the ayahs. - the main topics of the surahs. - what the ayahs guide to. - examples of the stories in the Glorious Qur'an: - Sulaymān (Peace be upon him) and the hoopoe. - the young people of the 	<p>topics in surahs and lessons.</p> <ul style="list-style-type: none"> - attention to the normative and behavioral aspects and religious and Belief rules in what the ayahs guide to. - consulting the authorized books of exegesis when explaining the Qur'anic ayahs. - typing the Qur'anic texts with the Uthmanic script through the Madinah Edition of the Glorious Qur'an. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision for perfecting the memorization. 2. making use of apps of the Glorious Qur'an and tajweed recitation on smart devices. 3. deducing the main topics of the surah. 4. supporting the Qur'anic stories with Qur'anic ayahs and Hadith. 5. relating the explained ayahs to the enhancement of Faith and correcting behavior.
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<p>Sulaymān and the hoopoe, that of the people of the cave, and that of Mūsa and Al-Khiḍr.</p> <p>- derive Faith and behavioral benefits from the story of Sulaymān and the hoopoe, that of the people of the cave, and that of Mūsa and Al-Khiḍr.</p>	<p>cave.</p> <p>- Mūsa and Al-Khiḍr (Peace be upon them).</p> <p>- the Faith and behavioral benefits from the story of Sulaymān (Peace be upon him) and the hoopoe, that of the people of the cave, and that of Mūsa and Al-Khiḍr (Peace be upon them).</p>	<p>6. relating the explained ayahs to similar or complementary ayahs and Hadith.</p> <p>7. deriving Faith and behavioral benefits contained in the ayahs and stories.</p>
12 th Grade Indicators	Content	Authorship Instructions
<p>- recite the surahs of Al-Ḥujurāt, Qāf, Adh-Dhariyāt.</p> <p>- read from memory the</p>	<p>- recitation of the surahs of Al-Ḥujurāt, Qāf, Adh-Dhariyāt.</p>	<p>- attention to the normative and behavioral aspects and religious and Belief rules in what the ayahs guide to.</p> <p>- reference to some questions related to Jinn such as</p>

<p>surahs of Aj-Jinn and Al-Muzzammil.</p> <ul style="list-style-type: none"> - recite what is memorized using the tajweed manner of recitation. - show the general meaning of the ayahs. - show the meanings of difficult words. - infer the main topics of the surah. - deduce what the ayahs guide to. - show the inimitability of the Glorious Qur'an. - give examples of the inimitability of the Glorious 	<ul style="list-style-type: none"> - memorization of the surahs of Aj-Jinn and Al-Muzzammil. - the meanings of difficult words and structures. - the general meaning of the ayahs. - the main topics of the surahs. - what the ayahs guide to. - the concept of the inimitability of the Glorious Qur'an. - aspects of the inimitability and greatness of the Glorious Qur'an: <ol style="list-style-type: none"> 1. the rhetorical 	<p>seeking Allah's protection against them, protecting oneself against them, etc.</p> <ul style="list-style-type: none"> - typing the Qur'anic texts with the Uthmanic script through the Madinah Edition of the Glorious Qur'an. - consulting the authorized books of exegesis when explaining the Qur'anic ayahs. - drawing summative maps of the most important topics in surahs and lessons. - selecting clear examples of the aspects of the inimitability of the Glorious Qur'an. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision for perfecting the memorization. 2. making use of apps of the Glorious Qur'an and tajweed recitation on smart devices. 3. deducing the main topics of the surah. 4. relating the explained ayahs to the enhancement
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<p>Qur'an.</p> <ul style="list-style-type: none"> - explain the regulations of scientific inimitability in the Glorious Qur'an. - show some aspects of the greatness of the Glorious Qur'an. - explain how the Glorious Qur'an has changed the life of Muslims. 	<p>inimitability.</p> <ol style="list-style-type: none"> 2. the legislative inimitability. 3. the occult inimitability. 4. the historical inimitability. 5. the scientific inimitability and its regulations. 	<p>of Faith and correcting behavior.</p> <ol style="list-style-type: none"> 5. relating the explained ayahs to similar or complementary ayahs and Hadith. 6. deriving Faith and behavioral benefits contained in the ayahs and stories. 7. training the learner on deducing the aspects of the inimitability of the Glorious Qur'an.
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Second: The field of Sunnah and the Prophet's manners



The Second Standard		
To appreciate the status of the Prophet's Sunnah, demonstrate its authority, memorize and cite some of its texts, infer some of its benefits, and get acquainted with some of its scholarly disciplines.		
Subsidiary Standard		
To read from memory some of the comprehensive Hadiths , understand their meanings, and deduce their most important benefits, and appreciate the status of Prophet's Sunnah		
7th Grade Indicators	Content	Authorship Instructions
- read from memory the Hadith: "Whoever recites a letter from the Book of Allah, he will..."; "A true	- the Hadith: ("Whoever recites a letter from the Book of Allah, he	- showing the meanings of the difficult words in a designated table. - writing brief biographies of Hadith narrators,

<p>believer is not involved in taunting, or frequently cursing others...”; “Avoid sitting on roadsides...”.</p> <ul style="list-style-type: none"> - show the meanings of difficult words and structures. - summarize the biographies of Hadith narrators. - give the general meanings of the Hadith. - deduce the lessons derived from the Hadith. - apply the etiquettes and rules contained in the Hadith. 	<p>will...”). (“A true believer is not involved in taunting, or frequently cursing others...”) (“Avoid sitting on roadsides...”).</p> <ul style="list-style-type: none"> - the meanings of difficult words and structures. - explanation of the Hadith. - the lessons derived from the Hadith. 	<p>focusing on their being role models.</p> <ul style="list-style-type: none"> - writing the most important lessons derived from the Hadith, using short and clear sentences. - writing the Hadith, using a calligraphy different from that used in typing the content, and using diacritical signs. - designing activities that include: <ol style="list-style-type: none"> 1. suggesting titles for the Hadith. 2. repetition and revision so as to memorize the studied Hadith. 3. deriving the Faith and behavioral benefits from the Hadith. 4. showing the relation of the studied Hadith to some other Hadith and Qur’anic ayahs. 5. applying the lessons derived from the Hadith to behavioral situations.
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		<p>6. relating the reality where the learner lives to the meanings of the Hadith.</p> <p>7. making judgements on some realistic situations related to the studied Hadith.</p>
8th Grade Indicators	Content	Authorship Instructions
<p>- read from memory the Hadith: “The five daily Salahs, and from one Friday Salah to the next Friday Salah...”; “No one of you shall become a true believer until he desires for his brother what he desires for himself”; “Avoid the seven noxious things...”; “Every one of my followers will be forgiven except those who expose openly their wrongdoings...”.</p> <p>- show the meanings of difficult</p>	<p>- the Hadith: ("The five daily Salahs, and from one Friday Salah to the next Friday Salah...")</p> <p>(“No one of you shall become a true believer until he desires for his brother what he desires for himself".)</p> <p>(“Avoid the seven noxious things...”).</p> <p>(“Every one of my followers</p>	<p>- showing the meanings of the difficult words in a special table.</p> <p>- writing brief biographies of Hadith narrators, focusing on their being role models.</p> <p>- writing the most important lessons derived from the Hadith, using short and clear sentences.</p> <p>- writing the Hadith, using a calligraphy different from that used in typing the content, and using diacritical signs.</p> <p>- designing activities that include:</p> <ol style="list-style-type: none"> 1. suggesting titles for the Hadith.

<p>words and structures.</p> <ul style="list-style-type: none"> - give the general meanings of the Hadith. - summarize the biographies of Hadith narrators. - deduce the lessons derived from the Hadith. - apply the etiquettes and rules contained in the Hadith. 	<p>will be forgiven except those who expose openly their wrongdoings...”.)</p> <ul style="list-style-type: none"> - the meanings of difficult words and structures. - explanation of the Hadith. - the lessons derived from the Hadith. 	<ol style="list-style-type: none"> 2. repetition and revision so as to memorize the studied Hadith. 3. deriving the Faith and behavioral benefits from the Hadith. 4. showing the relation of the studied Hadith to some other Hadith and Qur’anic ayahs. 5. applying the lessons derived from the Hadith to behavioral situations. 6. relating the reality where the learner lives to the meanings of the Hadith. 7. differentiating between right and wrong situations in the light of the studied Hadith. 8. deducing religious and Belief rules from the studied Hadith.
9th Grade Indicators	Content	Authorship Instructions
- recite from memory the Hadith:	- the Hadith: (“The Religion	- showing the meanings of the difficult words in

<p>“Fear Allah wherever you are...”; “Allah has made certain things binding, so do not cause them to be lost...”</p> <ul style="list-style-type: none"> - show the meanings of difficult words and structures. - summarize the biographies of Hadith narrators. - give the general meanings of the Hadith. - deduce the lessons derived from the Hadith. - apply the etiquettes and rules contained in the Hadith. - show the status of Sunnah in the life of Muslims. - honor the words of the Prophet 	<p>is sincerity."); (“Fear Allah wherever you are...”); (“Allah has made certain things binding, so do not cause them to be lost...”)</p> <ul style="list-style-type: none"> - the meanings of difficult words and structures. - explanation of the Hadith. - the lessons derived from the Hadith. - the status of Sunnah. 	<p>a special table.</p> <ul style="list-style-type: none"> - writing brief biographies of Hadith narrators, focusing on their being role models. - writing the most important lessons derived from the Hadith, using short and clear sentences. - writing the Hadith, using a calligraphy different from that used in typing the content, and using diacritical signs. - designing activities that include: <ol style="list-style-type: none"> 1. suggesting titles for the Hadith. 2. repetition and revision so as to memorize the studied Hadith. 3. deriving the Faith and behavioral benefits from the Hadith. 4. showing the relation of the studied Hadith to some other Hadith and Qur’anic ayahs.
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<p>(PBUH) and all that is narrated about him.</p>		<ol style="list-style-type: none"> 5. applying the lessons derived from the Hadith to behavioral situations. 6. relating the reality where the learner lives to the meanings of the Hadith. 7. stating the right conduct in some real-life situations in the light of what is indicated by the studied Hadith.
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Subsidiary Standard

To read from memory some of the Comprehensive Hadiths , explain them, deduce their most important benefits, get acquainted with the most important scholarly disciplines of Hadith, appreciate their importance, and demonstrate the authority of Sunnah.

10th Grade Indicators	Content	Authorship Instructions
<p>- read from memory the Hadith: “Faith has over sixty branches...”; “Four are the qualities which, when found in a person, make him a sheer hypocrite...”; “Seven people will be</p>	<p>- the Hadith: (“Faith has over sixty branches...”). (“Four are the qualities which, when found in a</p>	<p>- showing the meanings of the difficult words in a special table. - writing brief biographies of Hadith narrators, focusing on their being role models. - writing the most important lessons derived</p>

<p>shaded by Allah under His shade...”; “Whosoever gives me a guarantee to safeguard what is between his jaws...”</p> <ul style="list-style-type: none"> - show the meanings of difficult words and structures. - summarize the biographies of Hadith narrators. - give the general meanings of the Hadith. - deduce the etiquettes and rules indicated in the Hadith. - apply the etiquettes and rules contained in the Hadith. - show the status of Sunnah in the life of Muslims. - honor the words of the Prophet 	<p>person, make him a sheer hypocrite...”).</p> <p>(“Seven people will be shaded by Allah under His shade...”).</p> <p>(“Whosoever gives me a guarantee to safeguard what is between his jaws...”)</p> <ul style="list-style-type: none"> - the meanings of difficult words and structures. - explanation of the Hadith. - the lessons derived from the Hadith. 	<p>from the Hadith, using short and clear sentences.</p> <ul style="list-style-type: none"> - writing the Hadith, using a calligraphy different from that used in typing the content, and using diacritical signs. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision so as to memorize the studied Hadith. 2. suggesting titles for the Hadith. 3. deriving the Faith and behavioral benefits from the Hadith. 4. showing the relation of the studied Hadith to some other Hadith and Qur’anic ayahs. 5. applying the lessons derived from the Hadith to behavioral situations. 6. relating the reality where the learner lives to the meanings of the Hadith.
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<p>(PBUH) and all that is narrated about him.</p>		<ol style="list-style-type: none"> 7. writing educational cards containing the most important themes of the Hadith. 8. drawing a conceptual map that shows the concepts contained in the Prophet's Hadith: "Seven people will be shaded by Allah under His shade...". 9. what would you do: <ul style="list-style-type: none"> ○ if you saw someone who has one of the attributes of the hypocrites mentioned in the Hadith? ○ in order to be one of the seven people who will be shaded by Allah under His shade on the Judgement Day? ○ to keep your tongue from committing sins?
11th Grade Indicators	Content	Authorship Instructions
- read from memory the Hadith: "I	- the Hadith:	- showing the meanings of the difficult words in

<p>am to my servant as he thinks of Me...”; “If anyone introduces into this affair of ours anything which does not belong to it...”; “A sign of man's good observance of Islam (his piety) is to...”; “Avoid that which I forbid you to do...”.</p> <ul style="list-style-type: none"> - show the meanings of difficult words and structures. - give the general meanings of the Hadith. - summarize the biographies of Hadith narrators. - deduce the etiquettes and rules indicated in the Hadith. - apply the etiquettes and rules contained in the Hadith. 	<p>(“I am to my servant as he thinks of Me...”.)</p> <p>(“If anyone introduces into this affair of ours anything which does not belong to it...”.)</p> <p>(“A sign of man's good observance of Islam (his piety) is to...”.)</p> <p>(“Avoid that which I forbid you to do...”.)</p> <ul style="list-style-type: none"> - the meanings of difficult words and structures. - explanation of the Hadith. - the lessons derived from the Hadith. 	<p>a special table.</p> <ul style="list-style-type: none"> - writing brief biographies of Hadith narrators, focusing on their being role models. - writing the most important lessons derived from the Hadith, using short and clear sentences. - writing the Hadith, using a calligraphy different from that used in typing the content, and using diacritical signs. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision so as to memorize the studied Hadith. 2. suggesting titles for the Hadith. 3. deriving the Faith and behavioral benefits from the Hadith. 4. showing the relation of the studied Hadith to some other Hadith and Qur’anic ayahs.
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		<ol style="list-style-type: none"> 5. applying the lessons derived from the Hadith to behavioral situations. 6. relating the reality where the learner lives to the meanings of the Hadith. 7. writing educational cards containing the most important themes of the Hadith. 8. making judgements regarding some behaviors which abide by or violate the religious rulings contained in the studied Hadith.
12th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - read from memory the Hadith of Jibrīl (Peace be upon him). - show the meanings of difficult words and structures. - give the general meanings of the Hadith. 	<ul style="list-style-type: none"> - the Hadith of Jibrīl (Peace be upon him). - the meanings of difficult words and structures. - explanation of the Hadith. - the lessons derived from 	<ul style="list-style-type: none"> - showing the meanings of the difficult words in a special table. - writing brief biographies of Hadith narrators, focusing on their being role models. - writing the most important lessons derived from the Hadith, using short and clear

<ul style="list-style-type: none"> - infer the lessons derived from the Hadith. - summarize the biography of Hadith narrator. - deduce the etiquettes and rules indicated in the Hadith. - give an overview of the efforts of the Hadith narrators in collecting Sunnah and following the Hadith memorizers. - define the scholarly disciples of Hadith. - show the importance of the scholarly disciples of Hadith. - compare the Mutawātir Hadith (verbally recurrent Hadith) and the Āḥād Hadith (Hadith narrated by few 	<p>the Hadith.</p> <ul style="list-style-type: none"> - the efforts of the Hadith narrators in collecting Sunnah and following the Hadith memorizers. - introducing the scholarly disciples of Hadith and their importance. - the Mutawātir Hadith (verbally recurrent Hadith) and the Āḥād Hadith (Hadith narrated by few narrators). - the Marfū' Hadith (traceable Hadith) and the Mawqūf Hadith (untraceable Hadith). - the concept of the verified 	<p>sentences.</p> <ul style="list-style-type: none"> - writing the Hadith, using a calligraphy different from that used in typing the content, and using diacritical signs. - designing activities that include: <ol style="list-style-type: none"> 1. repetition and revision so as to memorize the studied Hadith. 2. deriving the Faith and behavioral benefits from the Hadith. 3. showing the relation of the studied Hadith to some other Hadith and Qur'anic ayahs. 4. applying the lessons derived from the Hadith to behavioral situations. 5. relating the reality where the learner lives to the meanings of the Hadith. 6. writing a short research paper on the evolution of the scholarly disciplines of
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<p>narrators).</p> <ul style="list-style-type: none"> - differentiate between the Marfū' Hadith (traceable Hadith) and the Mawqūf Hadith (untraceable Hadith). - explain the concept of the verified Hadith. - show the specifications of the verified Hadith. - show the authority of the Prophet's Sunnah. - appreciate the importance of the scholarly disciples of Hadith. 	<p>Hadith.</p> <ul style="list-style-type: none"> - the specifications of the verified Hadith. - the authority of the Prophet's Sunnah. 	<p>Hadith.</p> <ol style="list-style-type: none"> 7. giving examples of the different types of Hadith. 8. researching the position of citing of the Marfū' Hadith (traceable Hadith) and the Mawqūf Hadith (untraceable Hadith) as evidence.
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The Third Standard		
To love and respect Prophet Muhammad, get acquainted with his biography and manners, be guided by his guidance and manners, and summarize the biography of his Caliphs.		
Subsidiary Standard		
To summarize the most important events in the Prophet’s biography, deduce the most important moral lessons from it, explicate his rights, apply his guidance in one’s life, and summarize the biography of rightly-guided Caliphs.		
7th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - describe the religious state of the world before the Mission of the Prophet (PBUH). - summarize the most important events before the Mission of the Prophet (PBUH). - illustrate the life of the Prophet (PBUH) before the 	<ul style="list-style-type: none"> - the religious state of the world before the Mission of the Prophet (PBUH). - the birth and upbringing of the Prophet (PBUH). - the life of the Prophet (PBUH) before the Mission. - the Mission of the Prophet (PBUH). - the 	<ul style="list-style-type: none"> - a brief and clear presentation of the most remarkable events. - reliance on approved historical accounts as far as possible. - drawing conceptual maps of the lessons and the sequence of events. - making use of illustrative images and historical maps in presenting the content. - elucidation of the educational and Da’wah lessons and benefits as brief as possible and without

<p>Mission.</p> <ul style="list-style-type: none"> - survey the traits of the Prophet (PBUH) before the Mission. - sequence the most important events from the Mission to Hijrah to Madinah. - appreciate the sacrifices of the Prophet (PBUH) and his Companions. - deduce the most important attributes of those who call for Allah. 	<p>secret Da'wah. - the announcement of Da'wah and the attitude of the inhabitants of Makkah. - the patience of the Prophet (PBUH) and of his Companions. - the migration to Abyssinia. - the trip to Ṭā'if. - Isrā'a and Mi'rāj (Night Journey and Ascension). - the two 'Aqabah Bay'ahs. - Hijrah to Madinah.</p>	<p>exaggeration.</p> <ul style="list-style-type: none"> - making use of geographical maps to identify the places and events. - designing activities that include: <ol style="list-style-type: none"> 1. deriving lessons and exhortations from the events. 2. exciting the affective attitude towards the Prophet (PBUH), his family, and his Companions. 3. sequencing events in a chronological order and inferring the causes and effects of their occurrences. 4. assuming the non-occurrence of some events and the possible consequences. 5. linking and comparing similar events. 6. stating the causes and effects of the events of the Prophet's life.
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		<p>7. deducing the most important attributes of those who call for Allah in the light of the Prophet's guidance.</p> <p>8. drawing a flowchart of the sequence of the most important events from the Mission to Hijrah to Madinah.</p>
8th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - summarize the foundations of building the Islamic community in Madinah. - survey the stages of relations between Muslims and the Jews of Madinah. - summarize the most important confrontations between Muslims and the people of Makkah after 	<p>- the foundations of building the Islamic community in Madinah.</p> <ol style="list-style-type: none"> 1. the building of the mosque. 2. the treaty with the Jews and Madinah Charter. 3. fraternization between Muhajirīn 	<ul style="list-style-type: none"> - a brief and clear presentation of the most remarkable events. - reliance on approved historical accounts as far as possible. - drawing conceptual maps of the lessons and the sequence of events. - making use of illustrative images and historical maps in presenting the content. - elucidation of the educational and Da'wah lessons and benefits as brief as possible and without

<p>Hijrah.</p> <ul style="list-style-type: none"> - illustrate how the Prophet confronted the hypocrites' sedition. - interpret the spread of Islam after the Conquest of Makkah. - infer the factors that led to the success of the Prophet's Da'wah. 	<p>and Anṣār.</p> <p>4. social solidarity in Madinah.</p> <ul style="list-style-type: none"> - the Jews' attitude towards the Prophet (PBUH) and their breach of their promises. - the stages of the relations between Muslims and the Jews of Madinah. - fighting confrontations with the people of Makkah and their consequences. (Badr – ‘Uḥud - Al-Khandaq - Al-Ḥudaybiyyah – the Conquest of Makkah). 	<p>exaggeration.</p> <ul style="list-style-type: none"> - designing activities that include: <ol style="list-style-type: none"> 1. deriving lessons and exhortations from the events. 2. exciting the affective attitude towards the Prophet (PBUH), his family, and his Companions. 3. sequencing events in a chronological order and inferring the causes and effects of their occurrences. 4. assuming the non-occurrence of some events and the possible consequences. 5. linking and comparing similar events. 6. stating the causes and effects of the events of the Prophet's life. 7. These take the form of questions beginning with "What would have happened if", including:
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	<ul style="list-style-type: none"> - the Prophet's confrontation of the hypocrites' sedition. - the reasons of the spread of Islam after the Conquest of Makkah. - the factors that led to the success of the Prophet's Da'wah. 	<ul style="list-style-type: none"> ○ Makkah had not been conquered at the time of the Prophet (PBUH)? ○ Madinah had been devoid of hypocrites? ○ the Jews had not breached their promises at the time of the Prophet (PBUH)?
9 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - summarize the aspect of the Prophet's guidance in terms of worshipping. - enumerate the basics of the Prophet's guidance in terms of Da'wah and education. - demonstrate the rights of the 	<ul style="list-style-type: none"> - the Prophet's guidance in terms of worshipping. - the basics of the Prophet's guidance in terms of Da'wah and education. - the rights of the Prophet 	<ul style="list-style-type: none"> - selecting rightly attributed examples that have as clear meanings as possible. - exciting the affective attitude in the content and activities. - highlighting the aspects of deriving guidance from the Prophet (PBUH). - drawing conceptual maps of the content of the

<p>Prophet (PBUH).</p> <ul style="list-style-type: none"> - feel one's lack of proper care and attention as far as the rights of the Prophet (PBUH) are concerned. - summarize the biographies of the Rightly-Guided Caliphs. 	<p>(PBUH).</p> <ol style="list-style-type: none"> 1. Belief in the Prophet (PBUH). 2. honoring the Prophet (PBUH). 3. one's love for the Prophet (PBUH). 4. obedience to the Prophet (PBUH). 5. advocating the Prophet (PBUH). 6. praying upon the Prophet (PBUH). <ul style="list-style-type: none"> - the Rightly-Guided Caliphs. 	<p>lessons.</p> <ul style="list-style-type: none"> - designing activities that include: <ol style="list-style-type: none"> 1. situations illustrating how the Companions honored the Prophet (PBUH) and responded to his guidance. 2. relating the Prophet's guidance to the reality where the learner lives. 3. correcting some wrong notions and behaviors that violate the Prophet's rights. 4. proposing contemporary applications of the Prophet's guidance. 5. stating the causes and effects of the events of the Prophet's life. 6. making judgements of the real-life situations related to the rights of the Prophet (PBUH). 7. These take the form of questions beginning with "What would have happened if", including:
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		<ul style="list-style-type: none"> ○ the Prophet’s guidance in terms of Da’wah and education has been relied upon? ○ Muslims have followed the Prophet’s guidance in social relationships?
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Subsidiary Standard

To demonstrate the Prophet’s good treatment with all segments of society, summarizes the most important virtues and rights of his family and Companions, and appreciate their status and perseverance in championing religion.

10th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - give examples of the Prophet’s good treatment of his wives and daughters. - show the manifestations of the Prophet’s compassion upon his family and relatives. - give examples of the Prophet’s good treatment of 	<ul style="list-style-type: none"> - the Prophet’s good treatment of his wives and daughters. - the Prophet’s compassion upon his family and relatives. - the Prophet’s treatment of his believing relatives. 	<ul style="list-style-type: none"> - correlating honoring the Prophet (PBUH) and applying his Sunnah. - selecting rightly attributed examples that have as clear meanings as possible. - exciting the affective attitude in the content and activities. - highlighting the aspects of deriving guidance from the Prophet (PBUH).

<p>his believing and non-believing relatives.</p> <ul style="list-style-type: none"> - recount situations of how the Prophet (PBUH) tolerated the mischief of his neighbors and how he was benevolent to them. - demonstrate how the Prophet (PBUH) fulfilled the rights of companionship and friendship. 	<ul style="list-style-type: none"> - the Prophet's treatment of his non-believing relatives. - the Prophet's treatment of his neighbors. - the Prophet's treatment of his Companions and friends. - the Prophet's tolerance of the mischief of his neighbors and his benevolence to them. - the Prophet's fulfilment of the rights of companionship and friendship. 	<ul style="list-style-type: none"> - drawing conceptual maps of the content of the lessons. - designing activities that include: <ol style="list-style-type: none"> 1. relating the Prophet's guidance to the reality where the learner lives. 2. correcting some wrong notions and behaviors that violate the Prophet's rights. 3. proposing contemporary applications of the Prophet's guidance. 4. deriving lessons and exhortations from the Prophet's good way of treating others. 5. looking for situations that illustrate the Prophet's good treatment of his neighbors, companions, relatives, and wives.
11th Grade Indicators	Content	Authorship Instructions

<ul style="list-style-type: none"> - give examples of the Prophet's kindness with children, slaves, and the weak people. - enumerate the aspects of the Prophet's appreciation of women and their role in society. - show the foundations of the Prophet's treatment of his enemies at the times of both war and peace. - demonstrate how the Prophet was anxious to guide his enemies. - give examples of the Prophet's good manners 	<ul style="list-style-type: none"> - the Prophet's treatment of children. - the Prophet's treatment of slaves and weak people. - the Prophet's appreciation of women and their role in society. - the Prophet's treatment of his enemies at the time of war. - the Prophet's treatment of his enemies at the time of peace. 	<ul style="list-style-type: none"> - correlating honoring the Prophet (PBUH) and applying his Sunnah. - selecting rightly attributed examples that have as clear meanings as possible. - exciting the affective attitude in the content and activities. - highlighting the aspects of deriving guidance from the Prophet (PBUH). - drawing conceptual maps of the lessons. - designing activities that include: <ol style="list-style-type: none"> 1. relating the Prophet's guidance to the reality where the learner lives. 2. correcting some wrong notions and behaviors that violate the Prophet's rights. 3. proposing contemporary applications of the Prophet's guidance. 4. showing the role of women in contemporary
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when dealing with his enemy.		society. 5. writing educational cards covering the foundations of the Prophet's treatment of his enemies at the times of both war and peace.
12th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - illustrate the concept of the Prophet's Family. - demonstrate the merits of the Prophet's Family. - enumerate the rights of the Prophet's Family. - warn against extremism in appreciating the concept of the Prophet's Family. - illustrate the rights of the Prophet's Companions. - disapprove of discrediting 	<ul style="list-style-type: none"> - introducing the Prophet's Family. - the merits of the Prophet's Family. - the rights of the Prophet's Family. - the virtues of the Prophet's Companions. - the rights of the Prophet's Companions. - the punishment of cursing the Prophet's 	<ul style="list-style-type: none"> - correlating honoring the Prophet (PBUH) and appreciating his Family and Companions. - selecting rightly attributed examples that have as clear meanings as possible. - exciting the affective attitude in the content and activities. - highlighting the aspects of deriving guidance from the Prophet Family and Companions. - drawing summative maps of the lessons. - correcting some wrong notions and behaviors that violate the rights of the Prophet's Family and Companions.

<p>or cursing the Prophet's Companions.</p> <p>- honor the status of the Prophet's Family and Companions.</p>	<p>Companions.</p>	<ul style="list-style-type: none"> - writing situations showing how the Prophet's Family and Companions honored him and responded to his guidance. - writing a short research paper on the rights of the Prophet's Family and the virtues of his Companions. - This paper includes answers to questions beginning with "What are the outcomes of..."; e.g., <ul style="list-style-type: none"> ○ extremism in appreciating the Prophet's Family? ○ the disapproval of discrediting or cursing the Prophet's Companions?
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Third: The field of Faith and self-purification



The Fourth Standard		
To love Allah the Almighty, believe in Him and His greatness, attend to one's Faith, purify one's soul, deduce the main Belief issues, and shun heretical acts and deviant thoughts.		
Subsidiary Standard		
To love, glorify, and fear Allah the Almighty, embody one's servitude to Him and avoid what contradicts it, concern oneself with knowing His Names and Attributes, and summarize the pillars of Faith.		
7 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the meaning of worship. - specify the types of worship. - give examples of Belief-related and heart-related worships. 	<ul style="list-style-type: none"> - the meaning of worship. - the types of worship (verbal/ practical – manifest/ heart-related). 	<ul style="list-style-type: none"> - linking heart-related acts and behavioral acts. - illustrating the Belief-related concepts and terminology. - giving examples to embody abstract

<ul style="list-style-type: none"> - explain the pillars of worship. - demonstrate the signs of Allah’s love for His servants. - infer the relationship of monotheism to worship. - link worshipping Allah and the self-purification. - enumerate the acts that contradict worship. - criticize some of the behaviors that contradict worshipping Allah. 	<ul style="list-style-type: none"> - examples of Belief-related and heart-related worships. - the pillars of worship (love, fear, and expectation). - the signs of Allah’s love for His servants. - examples of the acts that contradict worshipping and glorifying Allah: (invoking the help of other entities than Allah – regarding dead people as saints – divination – mocking Shariah). 	<p>meanings in learners’ minds.</p> <ul style="list-style-type: none"> - designing activities that include: <ol style="list-style-type: none"> 1. deducing the Belief-related information indicated by the ayahs and Hadith. 2. making judgements regarding real-life situations and behaviors. 3. surveying the reality of applying Belief-related rules. 4. proposing solutions to the problems concerning the application of Belief-related rules. 5. deducing the relationship of monotheism to worship. 6. criticizing some of the behaviors that contradict worshipping Allah. 7. deducing the effect of worshipping Allah upon the self-purification.
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8 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show what is intended by the monotheism of Allah’s Names and Attributes. - differentiate between Allah’s Names and His Attributes. - give examples of Allah’s Names and Attributes related to mercy and forgiveness. - give examples of Allah’s Names and Attributes related to sublimity and greatness. - enumerate the aspects of the acts of worship related to Allah’s Names and Attributes. - feel the effects of the acts of worship related to Allah’s Names 	<ul style="list-style-type: none"> - what is intended by the monotheism of Allah’s Names and Attributes. - differentiation between Allah’s Names and His Attributes. - examples of Allah’s Names and Attributes related to mercy and forgiveness (the Most Compassionate, the Most Merciful, the Pardoner, the Forgiver). - examples of Allah’s Names and Attributes related to sublimity and greatness (the Exalted, the Magnificent, the 	<ul style="list-style-type: none"> - linking heart-related acts and behavioral acts. - illustrating the Belief-related concepts and terminology. - focus should be on stating Allah’s Names and Attributes, their indication of His greatness, and their effects upon the believer’s behavior and life (giving examples), without dealing with the deviations of the sects under the section of the Names and Attributes. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the Belief-related information indicated by the ayahs and Hadith. 2. making judgements regarding real-life situations and behaviors related to Allah’s Names and Attributes. 3. surveying the reality of applying the

<p>and Attributes.</p> <ul style="list-style-type: none"> - appreciate the importance of knowing Allah's Names and Attributes. 	<p>Great).</p> <ul style="list-style-type: none"> - Names and Attributes mentioned in Sunnah ("Your Lord is modest and generous..."; "...then He will make him confess his sins. He will ask him: "Do you confess?" He will say: "O Lord, I confess." This will continue as long as Allah wills, then He will say: "I concealed them for you in the world, and I forgive you for them today."..."; ...). - aspects of worshipping Allah through His Names 	<p>rules related to Allah's Names and Attributes.</p> <ol style="list-style-type: none"> 4. drawing a conceptual map of the aspects of worshipping Allah through His Names and Attributes.
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	<p>and Attributes.</p> <ul style="list-style-type: none"> - the effects of worshipping Allah through His Names and Attributes upon the self-purification. 	
9th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - demonstrate the necessity of believing in the existence of angels. - show angels' attributes and functions. - show the effects of believing in the existence of angels. - demonstrate the necessity of believing in the revealed holy books. - give an overview of Allah's revealed holy books. 	<ul style="list-style-type: none"> - Belief in the existence of the angels (their attributes and functions). - the effects of believing in the existence of angels. - Belief in the revealed holy books. - an overview of Allah's revealed holy books. - the effects of believing in the revealed holy books. 	<ul style="list-style-type: none"> - linking heart-related acts and behavioral acts. - illustrating the Belief-related concepts and terminology. - giving examples to embody abstract meanings in learners' minds. - Belief in fate and destiny should be dealt with briefly and concisely, without entering into the details which are hard to be understood by the learner. - designing activities that include: <ol style="list-style-type: none"> 1. writing short essays and reading them

<ul style="list-style-type: none"> - show the effects of believing in the revealed holy books. - show the meaning of believing in Allah’s messengers. - demonstrate the importance of sending the messengers. - cite references that show the status of the messengers. - show the status of the Prophet in this world and in the hereafter. - show the effects of believing in Allah’s messengers upon the self-purification. - honor the Judgement Day. - summarize the most important occurrences on the Judgement Day. - cite references that prove the 	<ul style="list-style-type: none"> - Belief in Allah’s messengers. - the status of the messengers. - the status of the Prophet (PBUH). - the effects of believing in Allah’s messengers. - Belief in the Judgement Day (signs of the Hour, Barzakh, Resurrection, Reward and Judgement). - evidence of Resurrection in the Glorious Qur’an. - the effect of believing in the Judgement Day. - believing in fate and 	<p>aloud after having been revised with the teacher.</p> <ol style="list-style-type: none"> 2. deducing the Belief-related information indicated by the ayahs and Hadith. 3. making judgements regarding real-life situations and behaviors. 4. proposing solutions to the problems concerning the application of Belief-related rules. 5. drawing a tree diagram of the names of the messenger mentioned in the Glorious Qur’an.
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<p>existence of Resurrection.</p> <ul style="list-style-type: none"> - feel the awe of the Judgement Day. - elucidate the necessity of believing in fate and destiny. - show the effects of believing in fate and destiny. 	<p>destiny.</p> <p>The effects of believing in fate and destiny.</p>	
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Subsidiary Standard

To demonstrate Allah’s Existence and Divinity, differentiate among atheism, polytheism, hypocrisy, and apostasy and avoid what leads to them, get acquainted with the most important contemporary philosophies, concern oneself with increasing one’s Faith, purify one’s soul, and abide by the method of mainstream Sunni Islam.

10th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show what is meant by the monotheism of Divinity and Lordship. - differentiate between the monotheism of Divinity and Lordship. 	<ul style="list-style-type: none"> - the meaning of the monotheism of Divinity and Lordship. - differentiation between the monotheism of Divinity and Lordship. 	<ul style="list-style-type: none"> - linking heart-related acts and behavioral acts. - illustrating the Belief-related concepts and terminology. - giving examples to embody abstract meanings in learners’ minds. - reliance on the books of Belief authorized by

<ul style="list-style-type: none"> - link Divinity and Lordship. - enumerate some of the signs that show Allah’s presence in souls and horizons. - refute some of the atheists’ misconceptions about the existence of Allah and the beginning of the universe. - differentiate between polytheism and atheism. - enumerate the forms of the Greater polytheism. - enumerate the forms of contemporary atheism. - differentiate between hypocrisy and apostasy. - enumerate the forms of hypocrisy 	<ul style="list-style-type: none"> - evidence of the existence of Allah. - atheists’ misconceptions and their refutation. - polytheism and its types. - differentiation between polytheism and atheism. - hypocrisy and apostasy. - atheism and its most important contemporary forms. 	<p>mainstream Sunni Islam.</p> <ul style="list-style-type: none"> - When dealing with the misconceptions of atheism, focus should be on the remarkable ones, without entering into the details which are hard to be understood by the learner. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the Belief-related information indicated by the ayahs and Hadith. 2. making judgements regarding real-life situations and behaviors. 3. surveying the reality in terms of applying Belief-related rules. 4. proposing solutions to the problems concerning the application of Belief-related rules. 5. making comparisons among monotheism of Allah’s Names and
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<p>and apostasy.</p> <ul style="list-style-type: none"> - be guarded against the forms of atheism, polytheism, hypocrisy, and apostasy. 		<p>Attributes, Divinity, and Lordship.</p>
<p>11th Grade Indicators</p>	<p>Content</p>	<p>Authorship Instructions</p>
<ul style="list-style-type: none"> - demonstrate the increase and decrease in Faith. - indicate the rivalry of the believers for precedence in Faith. - take care of what consolidates one’s Faith. - explain the factors of constancy in Faith. - elucidate the concept of the People of Sunnah, and their attributes and moderation. - take care to follow the Glorious 	<ul style="list-style-type: none"> - the correlation of Faith and practice. - the increase and decrease in Faith. - the rivalry of the believers for precedence in Faith. - the factors of constancy in Faith. - the People of Sunnah, and their attributes and moderation. - following the Glorious 	<ul style="list-style-type: none"> - When dealing with the branches of Faith, practical and affective aspects should be combined. - When dealing with the correlation of Faith and practice, focus should be on their relationship, and the effect of Faith and how it is influenced by good deeds, giving examples from religious evidence (Ṣaḥīḥ Al-Bukhārī, the Book of Faith, can be made use of), without discussing the Belief-related controversies as regards the inclusion of “deeds” under the panel of Faith.

<p>Qur'an and Sunnah.</p> <ul style="list-style-type: none"> - honor the authority of Revelation. - explain the method of dealing with the mind. 	<p>Qur'an and Sunnah.</p> <ul style="list-style-type: none"> - the method of dealing with the mind. 	<ul style="list-style-type: none"> - focusing on how the People of Sunnah deal with the issue of correlation with the Glorious Qur'an, Sunnah, and moderation, moving away from mentioning sects as far as possible, and only referring to deviations when dealing with the moderation of the People of Sunnah. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the Belief-related information indicated by the ayahs and Hadith. 2. making judgements regarding real-life situations and behaviors. 3. surveying the reality in terms of applying Belief-related rules. 4. proposing solutions to the problems concerning the application of Belief-related rules.
12th Grade Indicators	Content	Authorship Instructions

<ul style="list-style-type: none"> - show the status of the self-purification. - explain the religious method of purifying the soul. - appreciate one's need for purifying one's soul. - take care to purify one's soul. - indicate the meaning of the deeds of hearts, and give examples of them. - show the dangers of the seditions related to misconceptions and lusts, and the means of shunning them. - be guarded against the seditions related to misconceptions and lusts. 	<ul style="list-style-type: none"> - the self-purification. - the religious method of purifying the soul. - the deeds of hearts. - protection from the seditions related to misconceptions and lusts. - an overview of the most important contemporary philosophies and trends (liberalism, secularism, existentialism, materialism). 	<ul style="list-style-type: none"> - When dealing with the aspects of the self-purification and the deeds of the hearts, attention should be paid to texts and the legacy of the predecessors. - The deeds of the hearts should be tackled in a way that deepens Faith and purify the soul, without dealing with deviations. - Contemporary philosophies should be dealt with briefly, focusing on the concepts and their applications in contemporary life.
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Fourth: the field of the jurisprudence of religious rulings



The Fifth Standard		
To attend to ritual purification, explain its rules, honor the status of Salah, persist in its observance, differentiate its aspects, stipulations, and obligatory components, show the most important rules of Zakat and fasting, and demonstrate the aspects of Hajj and ‘Umrah, the goals of worships, and their Shariah rules.		
Subsidiary Standard		
To elucidate the virtues of ritual purification and Salah, explain the most important rules, differentiate among the pillars, obligations, and non-obligatory acts of Salah, avoid neglecting it, explain the most important rules of Zakat and fasting, and show their most important goals.		
7th Grade Indicators	Content	Authorship Instructions
- enumerate the types of water which may be used to	- types of water. - types of impurities.	- Focus should be on the fundamentals of jurisprudential questions, and ramifications and

<p>purify the body.</p> <ul style="list-style-type: none"> - state the most important types of impurities. - state the most important rules of ablution. - enumerate the causes that necessitate making ghusl. - explain the acts of ghusl. - show the most important rules of wiping over the boots. - show the most important rules of tayammum. - differentiate between menstruation and the post-partum period. - explain what is allowed 	<ul style="list-style-type: none"> - the pillars, non-obligatory acts, and invalidators of ablution. - the causes that necessitate making ghusl. - the acts of ghusl. - the rules of wiping over the boots. - the rules of tayammum. - definitions of menstruation and the post-partum period. - what is allowed and what is not allowed during menstruation and the post-partum period. - the conditions of Salah, its pillars, its non-obligatory acts, 	<p>theoretical issues should be left aside.</p> <ul style="list-style-type: none"> - It suffices to cite one piece of evidence for each question; it is not necessary to cite all the pieces of evidence for all questions. - not mentioning the controversial difference between jurists. - selecting the unanimous viewpoints and those which are voiced by the majority of scholars. - supporting the content with illustrative images and summative maps. - raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the rules indicated by the ayahs and Hadith. 2. differentiating between similar terms or rulings.
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<p>and what is not allowed during menstruation and the post-partum period.</p> <ul style="list-style-type: none"> - differentiation between the conditions of Salah, its pillars, its non-obligatory acts, and its invalidators. - feel the importance of Salah in the life of Muslims. - specify the times of obligatory Salah. - illustrate the nature of Adhān and Iqāmah. - indicate the importance of praying with a group. - show the merits of the Friday Salah. 	<p>and its invalidators.</p> <ul style="list-style-type: none"> - the importance of Salah, and the danger of slackening in performing it. - the times of obligatory Salah. - the nature of Adhān and Iqāmah. - the merits of praying with a group. - the rules and merits of the Friday Salah. 	<ol style="list-style-type: none"> 3. applying the jurisprudential rules to new examples. 4. showing different applications of the jurisprudential regulations. 5. relating the religious rulings to the learners' environment. 6. deducing the wise causes of legislating certain rules. 7. training learners on the practice of purification and praying through the activities of practical presentations.
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<ul style="list-style-type: none"> - show the most important rules of the Friday Salah. - describe the Friday Salah. 		
8th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - illustrate the role of Zakat in social solidarity. - enumerate the types of money upon which Zakat should be given. - mention the conditions of Zakat upon cash money and articles of merchandise. - differentiate among the types of the due recipients of Zakat. - infer the wisdom of making Zakat an obligation. 	<ul style="list-style-type: none"> - the importance of Zakat. - the types of money upon which Zakat should be given. - the conditions of Zakat upon cash money and articles of merchandise. - the types of the due recipients of Zakat. - judgment on Fasting during Ramadan. - the conditions of fasting. - the invalidators of fasting. - the contemporary 	<ul style="list-style-type: none"> - Focus should be on the fundamentals of jurisprudential questions, and ramifications and theoretical issues should be left aside. - It suffices to cite one piece of evidence for each question; it is not necessary to cite all the pieces of evidence for all questions. - not mentioning the controversial difference between jurists. - selecting the unanimous viewpoints and those which are voiced by the majority of scholars. - When dealing with the contemporary invalidators, the decisions of jurisprudential assemblies should be depended upon.

<ul style="list-style-type: none"> - enumerate the conditions of fasting. - enumerate the invalidators of fasting. - summarize the most important contemporary invalidators of fasting. - appreciate the importance of fasting for the self-purification. 	<p>invalidators of fasting.</p> <ul style="list-style-type: none"> - the role of fasting in the self-purification. 	<ul style="list-style-type: none"> - supporting the content with illustrative images and summative maps. - raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the religious rulings from pieces of evidence through analytical activities. 2. applying the jurisprudential rules to new examples. 3. deducing the wise causes of legislating the rules of Zakat and fasting. 4. making judgements regarding some behaviors which abide by or violate Shariah in the rules of Zakat and fasting. 5. elucidating the causes of some religious rulings so as to show the objectives of Shariah.
Subsidiary Standard		

To show the status and position of Salah, how the Predecessors paid attention to it, and the most important optional Salah, summarize the aspects of Hajj and ‘Umrah, and show their most important goals.

10 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - explain the position of Salah in Islam. - elucidate the effect of Salah upon the purification and refinement of the soul. - illustrate the Prophet’s attitude towards, and performance of, Salah. - illustrate the promptitude of the Predecessors as regards Salah. - enumerate the types of non-obligatory Salah. - describe the Salah of 	<ul style="list-style-type: none"> - the position of Salah in Islam and the importance of promptitude as regards its performance. - the effect of Salah upon the self-purification. - the Prophet’s attitude towards, and performance of, Salah. - the Predecessors’ attention to Salah. - the types of non-obligatory Salah. - the Salah of asking Allah for 	<ul style="list-style-type: none"> - Attention should be paid to the enhancement of the affective aspects when dealing with the topics of Salah. - When dealing with the Prophet’s attitude towards, and performance of, Salah, attention should be paid to his words and actions. - When dealing with the promptitude of the Predecessors as regards Salah, attention should be paid to what suits the learners, not what suits the people of promptitude and the elite. - focusing on the fundamentals of jurisprudential questions, leaving ramifications and mere hypothetical notions aside. - It suffices to cite one piece of evidence for each

<p>asking Allah for rain.</p> <ul style="list-style-type: none"> - describe the eclipse Salah and the Salah of the two feasts. - describe the Salah for seeking guidance from Allah. - demonstrate the prescription of Hajj and ‘Umrah. - elucidate the importance of Hajj and ‘Umrah. - summarize the performative acts of Hajj and ‘Umrah. - show the wisdom that led to the legislation of Hajj and 	<p>rain.</p> <ul style="list-style-type: none"> - the eclipse Salah. - the Salah of the two feasts. - Tarāwīḥ Salah. - the Salah for seeking guidance from Allah. - the judgement on Hajj and ‘Umrah. - the importance of Hajj and ‘Umrah. - the performative acts of Hajj and ‘Umrah. - from the wisdoms that led to the legislation of Hajj and ‘Umrah. 	<p>question; it is not necessary to cite all the pieces of evidence for all questions.</p> <ul style="list-style-type: none"> - not mentioning the controversial difference between jurists. - selecting the unanimous viewpoints and those which are voiced by the majority of scholars. - supporting the content with illustrative images and summative maps. - raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the religious rulings from the ayahs and Hadith. 2. differentiating similar terms or rulings. 3. applying the jurisprudential rules to new examples. 4. deducing the wise causes of legislating certain
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‘Umrah. - appreciate the importance of Hajj in Islam.		rulings. - When dealing with Hajj and ‘Umrah, it suffices to deal with them in general.
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The Sixth Standard

To steer away from ill-gotten money, differentiate religiously legal and illegal transactions, show their rulings, realize their most important objectives and wisdoms, explain family rulings, and status, and avoid what Shariah prohibits wearing, drinking, or eating.

Subsidiary Standard

To show the most important rules of financial dealings and of clothes and ornamentation, ḥalāl and ḥarām foods and drinks, and the dangers of alcohols and drugs.

8 th Grade Indicators	Content	Authorship Instructions
- enumerate ḥarām foods. - demonstrate the prohibition of ḥarām foods. - state the judgement on ḥarām	- ḥarām foods (meat of dead animals – pork, stolen food, and the likes).	- focusing on the fundamentals of jurisprudential questions, leaving ramifications and mere hypothetical notions aside. - It suffices to cite one piece of evidence for each question; it is not necessary to cite all the pieces of evidence for all

<p>drinks.</p> <ul style="list-style-type: none"> - deduce the danger of drugs and alcohols. - be guarded against using drugs. - mention the types of clothes. - give examples of some abominable and ḥarām clothes. - give examples of some permissible and ḥarām ornaments. - show the specifications of women’s ḥijāb. - describe what males are not allowed to wear. 	<ul style="list-style-type: none"> - ḥarām drinks (alcoholics – drugs). - evidence for ḥarām foods. <p>Examples of abominable and ḥarām clothes.</p> <ul style="list-style-type: none"> - transvestic habits among men and women, and imitating non-Muslims’ clothing. - examples of some permissible and ḥarām ornaments. - the specifications of women’s ḥijāb. 	<p>questions.</p> <ul style="list-style-type: none"> - not mentioning the controversial difference between jurists. - selecting the unanimous viewpoints and those which are voiced by the majority of scholars. - relating religious rulings to the learners’ environment and lived reality. - supporting the content with illustrative images and summative maps. - raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the religious rulings from the ayahs and Hadith. 2. applying the jurisprudential rules to new examples. 3. show different applications of the jurisprudential regulations.
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	- what males are not allowed to wear.	<ol style="list-style-type: none"> 4. surveying the reality of the practical applications of jurisprudential rules in society. 5. deducing the wise causes of legislating certain rulings. 6. identifying ḥarām foods and the likes by surveying the foods present in the learner’s environment. 7. making judgements on some images that include abominable, permissible, and ḥarām clothes. 8. learners’ survey of the ḥarām drinks in their environment. 9. proposing solutions to limit the religious violations in terms of clothes, ornaments, foods, and drinks.
9th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - mention the foundations of financial dealings in Islam. - explain the elements of sale. - elucidate the conditions of each element of sale. 	<ul style="list-style-type: none"> - the foundations of financial dealings in Islam. - sale: its elements and conditions. 	<ul style="list-style-type: none"> - focusing on the fundamentals of jurisprudential questions, leaving ramifications and mere hypothetical notions aside. - It suffices to cite one piece of evidence for each question; it is not necessary to cite all the pieces of evidence for all questions.

<ul style="list-style-type: none"> - state the cause of prohibiting usury. - give examples of prohibited sales. - explain the concept of the lease contract. - mention the judgement on the lease contract. - summarize the most important rules of E-commerce. - be guarded against doing ḥarām financial dealings. 	<ul style="list-style-type: none"> - the wisdom of prohibiting usury, and its most important contemporary forms. - prohibited sales. - the contract of lease. - E-Commerce. 	<ul style="list-style-type: none"> - not mentioning the controversial difference between jurists. - selecting the unanimous viewpoints and those which are voiced by the majority of scholars. - supporting the content with illustrative images and summative maps. - raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the religious rulings from the ayahs and Hadith. 2. differentiating between similar terms or rulings. 3. applying the jurisprudential rules to new examples. 4. showing different applications of the jurisprudential regulations. 5. surveying the reality of the practical applications of jurisprudential rules in society.
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		<p>6. deducing the wise causes of legislating certain rulings.</p> <p>7. giving the causes that led to the religious rulings related to sales, companies, and lease.</p> <p>8. searching the Internet for other pieces of evidence for the rulings of sales, and lease.</p>
Subsidiary Standard		
To be pious in earning money, realize the Muslim’s responsibility for seeking one’s sustenance, and show the most important rules of contemporary transactions and of the family.		
11th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the importance of the family in Islam. - enumerate the foundations of choosing spouses in Islam. - illustrate the rights of the husband and the wife towards each other. - mention the elements of the 	<ul style="list-style-type: none"> - the importance of the family in Islam. - the foundations of choosing spouses in Islam. - the rights of the husband and the wife. 	<ul style="list-style-type: none"> - focusing on the fundamentals of jurisprudential questions, leaving ramifications and mere hypothetical notions aside. - It suffices to cite one piece of evidence for each question; it is not necessary to cite all the pieces of evidence for all questions. - not mentioning the controversial difference between jurisprudents. - selecting the unanimous viewpoints and those which are

<p>marriage contract.</p> <ul style="list-style-type: none"> - specify the conditions of the marriage contract. - differentiate among the types of divorce. 	<ul style="list-style-type: none"> - the elements and conditions of the marriage contract. - the types of divorce in Islam. - the rights of sons and daughters. 	<p>voiced by the majority of scholars.</p> <ul style="list-style-type: none"> - supporting the content with illustrative images and summative maps. - raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life. - designing activities that include: <ol style="list-style-type: none"> 1. deducing the religious rulings from the ayahs and Hadith. 2. differentiating between similar terms or rulings. 3. applying the jurisprudential rules to new examples. 4. showing different applications of the jurisprudential regulations. 5. surveying the reality of the practical applications of jurisprudential rules in society. 6. deducing the wise causes of legislating certain rulings. 7. drawing a conceptual map of the elements, conditions, and types related to the rules of marriage and divorce.
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		8. giving the causes of the religious rulings related to the indicators and the content.
12th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the effects of earning ḥalāl money upon the community. - be keen to earn ḥalāl money and work hard. - explain the meaning of responsibility as regards seeking one's sustenance. - enumerate the types of responsibilities. - state the judgement on the sale on instalments. - differentiate between cooperative insurance and 	<ul style="list-style-type: none"> - the importance of earning ḥalāl money. - responsibility as regards seeking one's sustenance, and its types. - the sale on instalments. - insurance and its types. - credit cards. 	<ul style="list-style-type: none"> - focusing on the fundamentals of jurisprudential questions, leaving ramifications and mere hypothetical notions aside. - It suffices to cite one piece of evidence for each question; it is not necessary to cite all the pieces of evidence for all questions. - not mentioning the controversial difference between jurists. - selecting the unanimous viewpoints and those which are voiced by the majority of scholars. - In contemporary dealings and transactions, reliance should be on the decisions of jurisprudential assemblies. - supporting the content with illustrative images and summative maps. - relating the religious rulings to the learners' environment and

<p>commercial insurance.</p> <p>- elucidate the judgement on using the ATM card.</p>		<p>reality.</p> <p>- raising the Faith aspects in order to urge learners to apply the rulings of Shariah in their practical life.</p> <p>- designing activities that include:</p> <ol style="list-style-type: none"> 1. deducing the religious rulings from the ayahs and Hadith. 2. differentiating between similar terms or rulings. 3. applying the jurisprudential rules to new examples. 4. showing different applications of the jurisprudential regulations. 5. surveying the reality of the practical applications of jurisprudential rules in society. 6. deducing the wise causes of legislating certain rulings. 7. comparing the types of insurance, using a map or a comparison table.
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Fifth: The field of morality and values



The Seventh Standard		
To realize the position of morality in religion, adopt good manners, avoid bad manners, be proud of the values of Islam, and manage one's self and personal life efficiently and positively.		
Subsidiary Standard		
To stick to noble morals and abstain from bad ones, apply the values of honesty, cooperation, benevolence, responsibility, and chastity, observe salām and its etiquettes, and take care of self-management and personal life.		
8 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - show the virtues of the salām greeting. - elucidate the forms of greeting people with salām and responding to it. 	<ul style="list-style-type: none"> - the virtues of the salām greeting. - the forms of greeting people with salām and responding to it. 	<ul style="list-style-type: none"> - drawing a summative map of the elements and concepts of the lessons. - writing short accounts on Faith and behavioral benefits as regards the content and the activities. - relating the content to imitating and deriving guidance

<ul style="list-style-type: none"> - enumerate the etiquettes of salām. - demonstrate the etiquettes of salām. - enumerate the benefits of greeting people with salām. - appreciate the importance of salām greeting in Islam. - demonstrate the effects of propagating the salām greeting upon the consolidation of social relations. 	<ul style="list-style-type: none"> - the etiquettes of salām. - the benefits of greeting people with salām. - the effects of propagating the salām greeting upon the community. 	<p>from the Prophet (PBUH).</p> <ul style="list-style-type: none"> - calling attention to the wrong behaviors in the etiquettes of salām. - designing activities that include: <ol style="list-style-type: none"> 1. writing posters and directive boards or posts on social media, expressing the virtues and importance of propagating the salām greeting, and showing its etiquettes. 2. deducing the effects of not playing one’s proper role in propagating the salām greeting. 3. drawing summative maps of the etiquettes and benefits of salām. 4. proposing suitable solutions of the wrong behaviors related to the etiquettes of the salām greeting.
9th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - deduce the virtues and importance of good manners. 	<ul style="list-style-type: none"> - the virtues and importance of good 	<ul style="list-style-type: none"> - drawing a summative map of the elements and concepts of the lessons.

<ul style="list-style-type: none"> - be guarded against bad manners. - explain the means of acquiring noble manners. - explain the means of achieving noble manners (truthfulness – cooperation – benevolence – responsibility – chastity) in one’s practical life. - be keen to have noble manners. 	<p>manners.</p> <ul style="list-style-type: none"> - bad manners. - the means of acquiring noble manners. - the means of achieving noble manners (truthfulness – cooperation – benevolence – responsibility – chastity). 	<ul style="list-style-type: none"> - selecting significant and novel practical situations. - relating morals to achieving one’s servitude to Allah and one’s deriving guidance from the Prophet. - designing activities that include: <ol style="list-style-type: none"> 1. using brainstorming for proposing means of acquiring and achieving morals. 2. calling attention to the wrong practices of the concepts and behaviors tackled in the lessons. 3. writing posters and directive boards, expressing the morals dealt with in the lessons. 4. writing posts on social media about the means of maintaining good manners.
Subsidiary Standard		
To show the status of morality in religion, seek moral sublimation, develop one’s own values of honesty, cooperation, benevolence, responsibility, and chastity, be proud of Islam’s values, show the shortcomings of contemporary materialistic values, and develop one’s self and personal life.		
11th Grade Indicators	Content	Authorship Instructions

<ul style="list-style-type: none"> - demonstrate the position of good manners in Islam. - relate good manners to the completion of one's religion. - explain the concept of moral sublimity. - enumerate the means of adopting moral sublimity. - explain the means of developing good manners (truthfulness – cooperation – benevolence – responsibility – chastity). - propose means for maintaining good manners in view of contemporary challenges. 	<ul style="list-style-type: none"> - the position of good manners in Islam. - the relationship of good manners to the completion of one's religion. - moral sublimity. - the means of developing good manners (truthfulness – cooperation – benevolence – responsibility – chastity). 	<ul style="list-style-type: none"> - selecting significant and novel practical situations. - supporting the content with conceptual maps of the content of the lessons. - relating morals to achieving one's servitude to Allah and one's deriving guidance from the Prophet. - designing activities that include: <ol style="list-style-type: none"> 1. calling attention to the wrong practices of the concepts and behaviors tackled in the lessons. 2. inferring the effects of the morals dealt with in the lessons upon the individual and the community. 3. anticipating the effects of shunning the morals dealt with in the lessons upon the individual and the community. 4. conducting questionnaires on the manifestations and applications of morals in the surroundings of the school. 5. writing posters and directive boards expressing the
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		<p>morals tackled in the lessons.</p> <p>6. using role-playing, problem-solving, and brainstorming strategies.</p> <p>7. writing posts on the social media on the means of maintaining good manners.</p> <p>8. proposing means for maintaining good manners in view of contemporary challenges.</p>
12th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - explain the concept of Islamic values. - show the most important characteristics of Islamic values. - give examples of Islamic values. - compare Islamic values and the contemporary materialistic 	<ul style="list-style-type: none"> - Islamic values. - characteristics of Islamic values (divine – in harmony with Shariah – comprehensive – constant – balanced). - examples of Islamic values (mercy – justice 	<ul style="list-style-type: none"> - drawing summative maps of the elements and concepts of the lessons. - simplifying the concepts and presenting them concisely in a way that suits the learner’s culture and language. - taking care to present Islamic regulations in a persuasive, not didactic, way. - presenting the materialistic values with a comprehensive brevity and a scientific, not didactic, manner. - designing activities that include:

<p>values.</p> <ul style="list-style-type: none"> - criticize the contemporary materialistic values. - infer the shortcomings of the contemporary materialistic values. 	<ul style="list-style-type: none"> - perfection – freedom). - the contemporary materialistic values (e. g., profit – liberty – equality). - criticism of the contemporary materialistic values in terms of (the source – the regulations – constancy and change). 	<ol style="list-style-type: none"> 1. writing group or individual research papers on specific points of the regulations or of the comparisons of values. 2. conducting questionnaires about how understandable the Islamic values are, and about the differences between the Islamic values and the materialistic values. 3. writing educational cards or posts on social media about the Islamic values and their characteristics. 4. inference of the shortcomings of the contemporary materialistic values.
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Sixth: The field of culture and identity



The Eighth Standard

To appreciate the comprehensiveness of Islam, summarize the characteristics of Islamic systems, discuss the most important misconceptions, be proud of Islamic identity, identify its most important components and manifestations, and adopt it in one's daily conduct.

Subsidiary Standard

To show the traits of the young Muslim, warn against extremism and harshness, explain the advantages of Islam, believe in the fact that Islam is the last religion, and summarize the aspects of the social system and human rights in Islam.

7 th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - enumerate the most important attributes of the young Muslim. 	<ul style="list-style-type: none"> - the attributes of the young Muslim. <ul style="list-style-type: none"> o observance of the rights of 	<ul style="list-style-type: none"> - drawing a summative map of the elements and concepts of the lessons. - selecting clear texts and significant practical

<ul style="list-style-type: none"> - explain the attributes of the young Muslim. - demonstrate the attributes of the young Muslim. - appreciate the importance of the attributes of the young Muslim. - adopt the attributes of the young Muslim in one's daily life. 	<p>Allah the Almighty.</p> <ul style="list-style-type: none"> ○ observance of the rights of people. ○ intermediateness and moderation. ○ Truthfulness and Faithfulness. ○ justice and mercy. ○ positivity and interaction. ○ good use of technology. 	<p>situations related to these attributes.</p> <ul style="list-style-type: none"> - relating these attributes to achieving servitude to Allah and deriving guidance from the Prophet. - relating these attributes to the lived reality of the learners. - designing activities that include: <ol style="list-style-type: none"> 1. proposing means for achieving the attributes of the young Muslim. 2. calling attention to the misconceptions about the concepts and behaviors tackled in the lessons. 3. writing posters, directive boards, and post on social media that show the manifestations of realizing these attributes or urging Muslims to attain them and showing their merits. 4. writing a short research paper on the effects of achieving the attributes of the young Muslim
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		<p>on the community.</p> <p>5. making lists of different behaviors of people by which these attributes become distinguished.</p>
8th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - enumerate the most important good qualities of Islam. - demonstrate the good qualities of Islam. - explain the concepts of Lordship, perfection, comprehensiveness, and equilibrium. - give examples of the ease and equilibrium of Islam. - be proud in belonging to 	<ul style="list-style-type: none"> ○ the good qualities of Islam (Lordship, perfection, comprehensiveness, equilibrium, ease, the last religion). ○ demonstrating the good qualities of Islam. ○ the concepts of Lordship, perfection, comprehensiveness, and equilibrium. ○ examples of the ease and 	<ul style="list-style-type: none"> - drawing a summative map of the elements and concepts of the lessons. - selecting texts from the Glorious Qur'an and Sunnah illustrating the items of the content. - selecting situations from Islamic history and biographies to elucidate the meanings dealt with in the lessons. - concepts such as Lordship, perfection, etc., should be simplified in a manner that suits the learner. - differentiating between the quality and its opposite through references to other rival civilizations. - designing activities that include:

Islam.	equilibrium of Islam.	<ul style="list-style-type: none"> ○ -writing a short essay expressing the learner's pride in Islam. ○ -searching the Internet for other examples of the ease and equilibrium of Islam.
9th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - explain the concept of the social system. - summarize the aspects of the social system in Islam. - indicate the manifestations of Islamic fraternity and the means of enhancing it. - illustrate the rights of non-Muslims in the Islamic society. - enumerate the forms of social solidarity. 	<ul style="list-style-type: none"> - the concept of the social system. - the aspects of the social system in Islam. <ul style="list-style-type: none"> ○ the authority of Shariah. ○ justice among the members of society. ○ social solidarity. ○ enjoining the good. ○ Islamic fraternity and the means of enhancing it. - the rights of non-Muslims in 	<ul style="list-style-type: none"> - selecting texts from the Glorious Qur'an and Sunnah illustrating the items of the content. - explaining some concepts that help achieve the indicators, such as, social solidarity and social control and their relationship to the social system. - reference to what distinguishes Islam from international conventions in terms of human rights. - supporting the content with conceptual and mental maps of its elements and ideas. - designing activities that include: <ol style="list-style-type: none"> 1. comparing the social system in Islam with other social systems.

<p>- explain human rights in Islam.</p>	<p>the Islamic society.</p> <ul style="list-style-type: none"> - the forms of social solidarity. - human rights in Islam. <ul style="list-style-type: none"> ○ life. ○ freedom. ○ protection and safety. ○ ownership. 	<ol style="list-style-type: none"> 2. searching for aspects of the social system in Islam other than those tackled in the content. 3. making lists of different behaviors among people by which these social characteristics are distinguished. 4. discussing realistic problems resulting from abandoning the characteristics of the Islamic society, and searching for solutions of these problems in the Islamic discourse.
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Subsidiary Standard

To adopt the traits of the young Muslim, be proud of one’s belonging to Islam, believe in Shariah’s comprehensive suitability for life, explain the legislative, political and economic system in Islam, expose the most important misconceptions about Islam, summarize the history and civilization of Islam, love the Arabic language, and show its status.

10 th Grade Indicators	Content	Authorship Instructions
<p>- elucidate the components of the character of the</p>	<p>- the components of the character of the young Muslim.</p>	<p>- selecting texts from the Glorious Qur’an and Sunnah illustrating the items of the content.</p>

<p>young Muslim.</p> <ul style="list-style-type: none"> - enumerate the forms of taking pride in Islam. - be proud of the teachings of Islam. - critique the situations of distrust in Islam. - give examples of the good Predecessors' pride in Islam. - explain the importance of learning the Arabic language. - show the position of Arabic in the religion. - be keen to speak Arabic. - deduce the benefits of 	<ul style="list-style-type: none"> ○ Lordship. ○ an Islamic frame of reference. ○ combining knowledge and practice. ○ good manners. ○ reformation of the society. <p>Forms of taking pride in Islam and its teachings.</p> <ul style="list-style-type: none"> - examples of the good Predecessors' pride in Islam. - the importance of learning the Arabic language. - the position of Arabic in Islam. - the benefits of learning Arabic. 	<ul style="list-style-type: none"> - designing conceptual and mental maps of the contents of the lessons. - raising affective aspects inside the learner to enhance one's Islamic identity and make one adopt it in one's daily behaviors. - designing activities that include: <ol style="list-style-type: none"> 1. discussing realistic problems resulting from the weakness of the Islamic character, and searching for solutions of these problems in the Islamic discourse. 2. researching the advantages of the components of the Islamic character. 3. deducing the relationship between the Arabic language and Islamic identity. 4. critique of some behaviors that contradict taking pride in Islam. 5. proposing supportive means of developing the
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learning Arabic.		components of the Islamic character.
11th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - elucidate the characteristics of the Islamic legislative system. - explain the foundations of the political system in Islam. - explain the foundations of the economic system in Islam. - deduce the differences between the Islamic systems and other systems. - appreciate the value of the Islamic systems. 	<ul style="list-style-type: none"> - the characteristics of the Islamic legislative system in Islam (comprehensiveness, flexibility, equilibrium, ...). - the foundations of the political system in Islam: <ul style="list-style-type: none"> ○ Shariah's supremacy. ○ Shūrā ○ justice. ○ obedience to the heads of state in what does represent disobedience to Allah. ○ appointing competent people which 	<ul style="list-style-type: none"> - designing conceptual and mental maps of the contents of the lessons. - selecting texts from the Glorious Qur'an and Sunnah illustrating the items of the content. - selecting situation from Islamic history that illustrate the foundations mentioned in the lessons. - designing activities that include: <ul style="list-style-type: none"> - making lists of different behaviors among people by which good and bad characteristics are distinguished. - making comparisons between the Islamic legislative, economic, and political systems and other systems. - searching for applied examples that illustrate the aspects of the Islamic systems.






	<p>superintending them.</p> <ul style="list-style-type: none"> - the foundations of the economic system in Islam. <ul style="list-style-type: none"> ○ Man is a successor on the earth. ○ urging people to earn their livings except in the fields prohibited by Shariah. ○ freedom of ownership and expenditure according to the regulations of Shariah. ○ social solidarity and the rights of the poor. 	
12th Grade Indicators	Content	Authorship Instructions
<ul style="list-style-type: none"> - explain the meaning of the misconceptions. - show the reasons for 	<ul style="list-style-type: none"> - the meaning of the misconceptions. - the objectives of propagating 	<ul style="list-style-type: none"> - These misconceptions should be tackled briefly; they should not be presented in a way that establishes them in the minds of the learners.

<p>propagating misconceptions about Islam.</p> <ul style="list-style-type: none"> - enumerate the most famous misconceptions about Islam and Shariah. - prove the comprehensiveness of Islam and its suitability for all times. - refute the raised misconceptions about Islam. - illustrate the forms of Islam's honoring of women. - justify the variety of the wives of the Prophet (PBUH). - enumerate the benefits of 	<p>misconceptions about Islam.</p> <ul style="list-style-type: none"> - examples of some famous misconceptions about Islam and their refutations: <ul style="list-style-type: none"> o Islam does not keep pace with the contemporary reality. o Islam was propagated with the sword. o insulting women. o the variety of the wives of the Prophet (PBUH). o violence and terrorism. - demonstrating the comprehensiveness of Islam and its suitability for all times. - the causes of the spread of the 	<p>Designing lessons in a way that highlight the shortcomings and weaknesses of these misconceptions from the mental and logical point of view.</p> <ul style="list-style-type: none"> - designing conceptual and mental maps of the contents of the lessons. - selecting texts from the Glorious Qur'an and Sunnah illustrating the direct refutation of these misconceptions. - highlighting similar practices in other civilizations and religions that deserve to be accused of these misconceptions, not the Islamic civilization (especially the misconception of the spread of Islam with the sword, and highlighting the horrors that were perpetrated in the countries of Islam when non-Muslims invaded them). - designing activities that include:
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<p>polygamy.</p> <ul style="list-style-type: none"> - explain the causes of the spread of the incidents of violence and terrorism. - summarize the history of the major countries of Islam. - trace the map of the spread of Islam around the world. - summarize Muslims' most important civilizational contributions. 	<p>incidents of violence and terrorism, and Islam's stance on them.</p> <ul style="list-style-type: none"> - a brief overview of the history of the Islamic nation. - Muslims' most important civilizational contributions. 	<ol style="list-style-type: none"> 1. summarizing/ rephrasing the most important refutations of these misconceptions. 2. writing literary essays about the issues raised in the lessons. 3. reading the testimonies of orientalist and the enemies of Islam in order to disprove these misconceptions.
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Distribution of syllabus over school grades







The First Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting the short surahs of Al-Mufaṣṣal	8	8
		- Memorizations of Al-Fātihah Surah and the surahs of Al-Fīl, Quraysh, Al-Mā'ūn, Al-Kawthar, Al-Kafirūn, An-Naṣr, Al-Masad, Al-Ikhlāṣ, Al-Falaq, and An-Nās	6	12
	Sunnah and the Prophet's Manners	- The Dhikr related to foods and drinks – the Dhikr related to clothes.	2	4
		- Muhammad is Allah's Messenger.	3	4
	Faith and the Self-purification	- Allah is my Lord.	5	8
	The Jurisprudence of Religious rulings	- Salah.	3	6
		- Parents, Faithfulness.	3	4
	Morals and Values	- Truthfulness and telling lies	2	2
	Culture and Identity	-	-	-
Total Number of Lessons and Classes			32	48







The Second Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting the short surahs of Al-Mufaṣṣal	8	8
		- Memorization of the surahs of Az-Zalzalah, Al-‘Adiyāt, Al-Qāri’ah, At-Takathur, Al-‘Aṣr, and Al-Hamzah.	4	8
		- The virtues of learning the Glorious Qur’an.	1	1
	Sunnah and the Prophet’s Manners	- The Dhikr of sleep and waking up	2	3
		- The Prophet’s wives and children – The manners of the Prophet (PBUH).	5	7
	Faith and the Self-purification	- Allah is my Lord.	5	6
	The Jurisprudence of Religious rulings	- Ablution and Salah.	5	8
		- Parents, Faithfulness.	3	5
	Morals and Values	- Cooperation.	2	2
	Culture and Identity	-	-	-
Total Number of Lessons and Classes			35	48




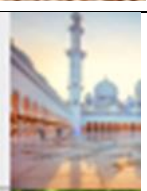


The Third Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting the short surahs of Al-Mufaṣṣal.	8	8
		- Memorization of the surahs of Aḍ-Ḍuḥá, Ash-Sharḥ, At-Tīn, Al-‘Alaq, Al-Qadr, and Al-Bayyinah.	6	12
		- The etiquettes of dealing with the Glorious Qur'an.	1	1
	Sunnah and the Prophet's Manners	- The Dhikr of the morning and the evening – the virtues of mentioning Allah.	3	3
		- Love for the Prophet (PBUH) and asking Allah to pray upon him.	3	4
	Faith and the Self-purification	- Allah is my Lord.	4	4
	The Jurisprudence of Religious rulings	- Ablution and Salah.	6	9
		- Dutifulness to parents.	2	3
	Morals and Values	- Respecting grownups and respecting the teacher.	2	3
	Culture and Identity	-	-	-
Total Number of Lessons and Classes			35	48







The Fourth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting from Al-Inshiqāq Surah to Al-Layl Surah.	9	10
		- Memorization of the surahs of Ash-Shams and Al-Layl	4	8
		- The virtues of reciting the Glorious Qur'an.	1	1
	Sunnah and the Prophet's Manners	- The Dhikr related to relieving nature – the etiquettes of relieving nature.	2	2
		- The status and attributes of the Prophet (PBUH).	4	5
	Faith and the Self-purification	- Monotheism of Allah the Almighty.	6	6
	The Jurisprudence of Religious rulings	- The rules of purification and Salah.	7	10
	Morals and Values	- The rights of the Muslim.	3	6
	Culture and Identity	-	-	-
Total Number of Lessons and Classes			36	48







The Fifth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting from An-Naba' Surah to Al-Muṭaffifin Surah.	7	10
		- Memorization of the surahs of Al-Fajr and Al-Balad.	4	8
		- The etiquettes of reciting the Glorious Qur'an.	1	1
	Sunnah and the Prophet's Manners	- the Dhikr of entering and getting out of the mosque – etiquettes followed in mosques.	2	3
		- The Prophet's benevolence to his neighbors and relatives – His mercy upon children.	4	4
	Faith and the Self-purification	- The ranks of Faith.	5	5
	The Jurisprudence of Religious rulings	- Salah in a group.	4	4
		- The Muslim family.	4	4
	Morals and Values	- Respect and cooperation in Islam.	4	4
	Culture and Identity	- Attributes of the Muslim – Islamic fraternity.	4	5
Total Number of Lessons and Classes			39	48







The Sixth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting from Nūḥ Surah to Al-Mursalāt Surah.	7	10
		- Memorization of the surahs of Al-A'la and Al-Ghashiyah	4	8
		- Love for the Glorious Qur'an	1	1
	Sunnah and the Prophet's Manners	- Salām greeting – etiquettes of asking permission to enter private places.	4	4
		- the manners of the Prophet (PBUH).	5	5
	Faith and the Self-purification	- Pillars of Faith.	6	6
	The Jurisprudence of Religious rulings	- Fasting	4	4
		- Safeguarding possessions.	3	3
	Morals and Values	- Truthfulness – Communication skills.	3	4
	Culture and Identity	- Taking pride in Islam.	3	3
Total Number of Lessons and Classes			40	48






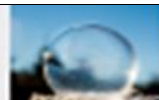
The Seventh Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting from Al-Mulk Surah to Al-Ma'ārij Surah.	6	10
		- Memorization of the surahs of Al-Inshiqāq, Al-Burūj, and Aṭ-Ṭāriq.	3	6
		- Of the rules of the tajweed recitation of the Glorious Qur'an.	4	4
	Sunnah and the Prophet's Manners	- Some Comprehensive Hadith.	4	4
		- A brief account of the events of the Prophet's life in Makkah.	5	5
	Faith and the Self-purification	- Worshipping Allah the Almighty.	5	5
	The Jurisprudence of Religious rulings	- Purification and Salah.	9	10
	Morals and Values	-	-	-
	Culture and Identity	- Attributes of the young Muslim.	4	4
Total Number of Lessons and Classes			40	48


The Eighth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting from Al-Jum'ah Surah to At-Taḥrīm Surah.	6	9
		- Memorization of the surahs of Al-Takwīr, Al-Infītār, and Al-Muṭaffifīn.	3	5
		- the descriptions of the Glorious Qur'an – Of the rules of the tajweed recitation of the Glorious Qur'an.	3	4
	Sunnah and the Prophet's Manners	- Some Comprehensive Hadith.	4	4
		- A brief account events of the life of the Prophet in Madinah.	5	5
	Faith and the Self-purification	- Monotheism of Allah's Names and Attributes.	5	5
	The Jurisprudence of Religious rulings	- The rules of Zakat and fasting.	6	6
		- The ḥalāl and ḥarām of foods and drinks.	4	4
	Morals and Values	- Salām and its etiquettes.	2	3
	Culture and Identity	- The good qualities of Islam.	3	3
	Total Number of Lessons and Classes		41	48







The Ninth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting from Al-Mujādilah Surah to Aş-Şaff Surah.	6	8
		- Memorization of the surahs of An-Naba', An-Nazi'āt, and 'Abasa.	3	5
		- The Glorious Qur'an and its effect upon the life of the Muslim – of the rules of the tajweed recitation of the Glorious Qur'an.	6	6
	Sunnah and the Prophet's Manners	- Some Comprehensive Hadith – the status of the Prophet's Sunnah.	4	4
		- The Prophet's guidance – The rights of the Prophet (PBUH).	5	5
	Faith and the Self-purification	- The pillars of Faith.	5	5
	The Jurisprudence of Religious rulings	- Financial dealings.	6	6
	Morals and Values	- Good manners.	4	4
	Culture and Identity	- The social system in Islam – Human rights in Islam.	5	5
Total Number of Lessons and Classes			44	48


The Tenth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting the surahs of Ar-Raḥmān, Al-Wāqi'ah, and Al-Ḥadīd.	6	10
		- Memorization of the surahs of Al-Mursalāt and Al-Insān.	4	6
		- Of the stories of the Glorious Qur'an.	3	3
	Sunnah and the Prophet's Manners	- Some Comprehensive Hadith	4	4
		- The Prophet's good treatment.	6	6
	Faith and the Self-purification	- The monotheism of Divinity and Lordship and what contradicts them.	6	6
	The Jurisprudence of Religious rulings	- The status of Salah in Islam – The non-obligatory Salah – Hajj and 'Umrah.	7	7
	Morals and Values	-	-	-
	Culture and Identity	- The components of the Muslim character – the status of the Arabic language.	6	6
Total Number of Lessons and Classes			42	48

The Eleventh Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting the surahs of At-Tūr, An-Najm, and Al-Qamar.	6	10
		- Memorization of the surahs of Al-Muddaththir and Al-Qiyāmah.	3	5
		- Of the stories of the Glorious Qur'an.	3	3
	Sunnah and the Prophet's Manners	- Some Comprehensive Hadith	4	4
		- The Prophet's good treatment.	5	5
	Faith and the Self-purification	- Questions on Faith – The People of Sunnah.	6	6
	The Jurisprudence of Religious rulings	- The family in Islam.	5	5
	Morals and Values	- Good manners.	4	4
	Culture and Identity	- The legislative, political, and economic system in Islam.	6	6
Total Number of Lessons and Classes			42	48

The Twelfth Grade

	Field	Unit	Number of Lessons	Number of Classes
	The Glorious Qur'an	- Reciting the surahs of Al-Ḥujurāt, Qāf, and Adh-Dhariyāt.	6	9
		- Memorization of the surahs of Aj-Jinn and Al-Muzzammil.	3	6
		- Qur'anic Inimitability/Miraculousness.	3	3
	Sunnah and the Prophet's Manners	- The Hadith of Jibrīl (Peace be upon him) – The scholarly disciplines of Hadith.	6	6
		- The Prophet's family and his Companions.	4	4
	Faith and the Self-purification	- Self-purification – Contemporary philosophies.	5	6
	The Jurisprudence of Religious rulings	- Contemporary dealings.	4	4
	Morals and Values	- Islamic values.	5	5
	Culture and Identity	- Suspicions about Islam – a brief history of Islam and its civilization.	5	5
Total Number of Lessons and Classes			41	48

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