

MAYA School Islamic Studies Curriculum (2017-2018)

Below are the intended curriculums for grades 5-8; kindly note that the subjects do not necessarily have to be in the following order, but rather are contingent on the flow of classroom ideas, discussions, needs, et al.

Grade 5:

1. Unit 1 – Qur’an

- a. Al-Taw’heed
- b. Al-‘Asr
- c. Al-Nasr
- d. Al-Qadr
- e. Al-Falaq
- f. Al-Nās
- g. Quraysh
- h. Al-Feel
- i. Al-Mā’ūn
- j. Al-Takāthur
- k. Al-Masad
- l. Al-Teen
- m. Al-Kāfiroun
- n. Al-A’la

2. Unit 2 – Ethics

- a. Introduction to Islamic Ethics
 - Why did God create human beings?
 - How can human beings represent God?
 - Why is it important to learn Islamic Ethics?
 - What is meant by Islamic Ethics?
- b. Lessons in Islamic Ethics
 - *Gheeba* (backbiting)
 - *Nameema* (instigating)
 - *Kibar* (arrogance)
 - *‘Ujb* (self-admiration)
 - *Kethib* (lying)
 - *‘Hasad* (envy)
- c. Concepts in Islamic Ethics
 - Good & Evil
 - Islamic laws and mannerism: 2 sides to the same coin
 - Perfection: a possible goal

3. Unit 3 – Theology

- a. Introduction to *Usūl al-Deen*
 - What are the 5 principles of the religion?
 - How did the 5 principles of the religion come about?
 - Why is it important to know and understand the 5 principles of the religion?
- b. Answering inquiries on *Usūl al-Deen*

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- Why the belief in God?
- Why the belief in one God and not several gods?
- Why the belief in God's prophets?
- Why the belief in the Imams of Ahl al-Bayt (a)?
- Arguments for divine justice (*al-'adl al-ilāhī*)
- Why did God appoint the prophets?
- Why did God appoint the Imams?
- Why do we believe in an afterlife?
- c. *Usūl al-Deen* in Muslims' daily lives
 - How must we respond to the role of God's power?
 - How must we respond to the role of God's traits (particularly divine justice)?
 - How must we respond to our understanding of the mission of the prophets?
 - How must we respond to our understanding of *imāmat*?
 - How must we respond to the period of our Imam's (aj) occultation?
 - How must we respond to the belief in a hereafter?
 - How does one's understanding of theology impact their ethics and vice-versa?
 - A cursory glance at the 10 sections of the religion

4. Unit 4 – Islamic History

- a. The Story of 'Āshūrā'
 - Why did Hussein (a) revolt?
 - Who are the Umayyads?
 - Ethical and spiritual lessons from Karbala
- b. Read-in: Stories of the Imams (a)
 - Imam Ali al-Murtadha (a)
 - Sayeda Fātima al-Zahraa (a)
 - Imam Hassan al-Mujtaba (a) and Imam Hussein al-Shaheed (a)
 - Imam Ali al-Sajjād (a)
 - Imam Muhammad al-Bāqir (a)
 - Imam Ja'far al-Sādiq (a)
 - Imam Mūsa al-Kādhim (a)
 - Imam Ali al-Ridha (a)
 - Imam Muhammad al-Jawād (a), Imam Ali al-Hādi (a) and Imam Hassan al-'Askari (a)
 - Imam Mahdi (aj)
 - Ethical, spiritual and political perspectives on Ahl al-Bayt (a)

5. Unit 5 – *Fiqh*

- a. Prayer
 - How and why do we perform *wudhū*'?
 - How and why do we pray?
 - Spiritual and ethical perspectives on prayer
- b. Social interaction
 - How do males and females speak to one another? Why?
 - How does a Muslim dress? Why?
 - How does a Muslim treat money? Why?

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Grade 6:

I. Theology ('*aqā'id*') – handouts/notes¹

1. Principles of the Religion (*usūl al-dīn*)
 - a) Monotheism
 - b) Divine Justice
 - c) *Nubuwwat*
 - d) *Imāmat*
 - e) Accountability after Death
2. Sections of the Religion (*furū' al-dīn*)
 - a) Prayer (*salāt*)
 - b) *Hajj*
 - c) Fasting (*sawm*)
 - d) *Jihād*
 - e) *Khums*
 - f) *Zakāt*
 - g) Commanding good (*amr bil-ma'rūf*)
 - h) Inhibiting evil (*nahy 'an al-munkar*)
 - i) Linkage (*tawalli*)
 - j) Disassociation (*tabarri*)
3. Islamic Philosophy
 - a) Discourses on God and Life
 - b) The Importance of Religion
 - c) Islam and Human Perfection

II. Ethics (*sayr w sulūk*) – copied lessons derived from last year's book

1. Supplication
2. Self-Accounting
3. Leadership in Islam
4. Social Interaction
5. Hospitality in Islam
6. Caring for Orphans
7. Charity in Islam
8. Sickness and Disability
9. Greed and Contentment
10. Envy

III. Islamic law/jurisprudence (*fiqh*) – demonstrations, handouts & copied lessons

1. The *Qiblah* (derived from last year's book)

¹ Students will only be studying the topics mentioned in theology from a definitive perspective. It is important for them to know what is meant by each of the *usūl* and *furū'*, but their theology curriculum will mostly be focused on matters pertaining to Islamic philosophy (n.3) – i.e. God, life, purpose, spirituality. The younger the students are, the less inclined they are to material life and the more important it is to begin constructing their God-centered world-view.

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2. Rules of Prayer
 3. Rules of *Wudū'*
 4. *Salāt al-Jamā'ah* (derived from last year's book)
 5. *Qadā' Salāh* (derived from last year's book)
- IV. Islamic History (*seera*) – handouts/notes**
1. General Overview of the Biography of Prophet Muhammad (p)
 2. The Great Battle of *Badr*
 3. The Battle of *U'hud*
 4. Abridged biographies²
- V. Qur'ānic Studies – weekly features (class readings, verbal quizzes, etc.)³**
1. *Sūrat al-Iklās*
 2. *Sūrat al-Falaq*
 3. *Sūrat al-Nās*
 4. *Sūrat al-'Asr*
 5. *Sūrat al-Qadr*

² Here, the students will be given 3 Imams to study. They will have to memorize the following about the assigned figures: name, byname (كنية), father/mother, lifespan, length of *Imāmat*, date of birth, date of martyrdom, burial site.

³ In addition to the mentioned holy chapters, random selections from the Qur'an will also be worked on in class depending on the progress of the students and in coordination with their Arabic teacher, God-willing.

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Grades 7 & 8:

I. Theology: Part I – handouts/notes

1. Principles of the Religion
 - a) Monotheism & Polytheism
 - b) Divine Justice
 - c) *Nubuwwat*
 - d) *Imāmat*
 - e) Accountability after Death
2. Determinism and Free Will: An Islamic Perspective
 - a) Determinism and Divine Justice
 - b) Factors Supporting the Notion of Determinism
 - c) Free Will
 - d) The Shi'a Perspective

II. Theology: Part II – handouts/notes

1. The *Imāmat* of the Imams of Ahl al-Bayt (a)
 - a) Narrations about the 12 Imams of Ahl al-Bayt (a)
 - b) The Designation of the Imams (a) by Name
 - c) Advantage: Evidence for *Imāmat*
2. Imam Muhammad al-Mahdi (aj)
 - a) Who is Imam Mahdi (aj)?
 - b) Has Imam Mahdi (aj) been born?
 - c) The Era of Imam Mahdi's (aj) Arrival
 - d) *Wilāyat al-Faqīh*

III. Ethics – handouts/notes

1. Introduction to Islamic Ethics
 - a) The Purpose of Life
 - b) The Relationship between Religion and Ethics
 - c) Prophet Muhammad (p): The Complete Human
2. Lessons in Islamic Ethics
 - a) Divine Values: An Islamic Perspective
 - b) Good and Evil
 - c) Self-Accountability
 - d) Self-Respect
3. Social Ethics in Islam
 - a) Islam: A Religion for Everyone
 - b) Seeking God through Social Interaction
 - c) Ethics of Social Interaction
4. Lessons in Islamic Ethics: Part II
 - a) Backbiting (*gheeba*)
 - b) Instigating (*nameeema*)
 - c) Self-Admiration (*hawa al-nafs*)
 - d) Envy (*hasad*)
 - e) Cowardliness (*jubun*)

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- f) Arrogance (*kibar*)
- g) Lying (*kethib*)
- h) Showing Off (*riyā'*)

IV. Islamic law/jurisprudence – demonstrations, handouts & copied lessons

1. *Ghusl*
2. *Mutahhirāt*: Part 1
3. *Mutahhirāt*: Part II
4. *Shakkiyāt al-Salāt*: Part I
5. *Shakkiyāt al-Salāt*: Part II
6. Topical Discussions on Social Issues⁴

V. Islamic History – handouts/notes

1. Stations in the Life of Imam Ali (a)
2. The Great Battle of *Badr*
3. The Battle of *U'hud*
4. Imam Hassan al-Mujtaba's (a) Truce
5. What to know about the Case of Imam Mahdi (aj)

VI. Qur'ānic Studies – weekly features (class readings, verbal quizzes, etc.)

1. *Sūrat al-Falaq*
2. *Sūrat al-Nās*
3. *Sūrat al-Mā'ūn*
4. *Sūrat al-Qadr*
5. *Sūrat al-Takāthur*

⁴ These discussions will be miscellaneous and will be dictated mostly by the students, as a preparatory series of discussions – maybe even Q & A sessions – whereby they can learn more about the social rulings of Islam and how to deal with cultural waves in their environment (particularly in the high school environment).