



1<sup>st</sup> Quarter

Resources: I Love Islam, Book of Ahadith. Du'a in the Life of a Muslim, Fiqh As-Sirah (M, El- Ghzaly), Sirah of the Prophet

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<p>1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>  Week</p>	<p>UA, Ch.#1, Prophet Ibrahim's children the Story of Prophet Isma'el</p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Re-tell the story of Prophet Ibrahim's family.</li> <li>2. Describe how the events of Prophet Ibrahim's life are relevant to the Hajj rituals.</li> <li>3. Exhibit an understanding of patience, perseverance, and keeping faith in Allah during difficult times.</li> <li>4. Outline the basic beliefs of Iman</li> <li>5. Explain the meaning of each of the Six Pillars of Iman</li> <li>6. Rephrase the values of the Six Pillars of Iman with the duties of it on believers.</li> <li>7. Analyze &amp; recite all Ayat in the chapter.</li> <li>8. Analyze the differences between a Prophet &amp; a Messenger.</li> <li>9. Name some miracles of the Prophets.</li> <li>10. Identify the last &amp; final Prophet &amp; his relation with Prophet Isma'eel, draw the family tree.</li> <li>11. List names of the Prophets &amp; Messengers in Islam</li> <li>12. Identify the main message of all prophets.</li> </ol> <p>Memorize the vocabulary of the lesson.</p>	<p><b>Key Skills:</b></p> <ol style="list-style-type: none"> <li>1. Islamic studies concepts are presented in an accurate and factual manner, أخلاقية : Morality</li> <li>2. the standards promote ideological neutrality by balancing, شاملة : Comprehensive</li> <li>3. Underlying Processes and Analyzing Tools, المشاركة</li> <li>4. promoting Investigation and Reasoning Skills</li> <li>5. Social Skills by cooperate learning</li> <li>6. Comparing Skills</li> <li>7. Re-telling the story, Analyzing, Outlining, explaining, describing</li> <li>8. Enriching their Vocabularies</li> <li>9. Outlining skills</li> </ol>
<p>4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>  Week</p>	<p>UA,Ch# 2 : Prophet Ibraheem's Children: the story of prophet Ishaq</p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Tell, who is Prophet Is'haaq.</li> <li>2. Know who the mother of Prophet Is'haaq was.</li> <li>3. Re-Tell the story of the birth of Prophet Is'haaq.</li> <li>4. Describe where Prophet Is'haaq lived and died.</li> <li>5. Learn and appreciate the value of generosity with guests.</li> <li>6. Learn basic information about the city of Al-Khaleel in Palestine.</li> </ol> <p>Recite and learn ayaat 30-41 of Surat-Ibraheem on page A18.</p>	<p><b>Key Skills: Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. The TEKS for Islamic Studies have a clear and convincing focus on the basic values and heritage of our Prophets at each of the grade levels.</li> <li>2. integrating technology by writing a short story about Prophet Is'haaq &amp; draw the map of where was he living</li> <li>3. Doing Research. Essays, Peer Teachings. Projects, Stories, Illustrations, Video &amp; PPT &amp; in most of the units.</li> </ol>



1<sup>st</sup> Quarter

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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> Week	U A, Ch. 3, Prophet Lut and the People of Sodom. (A22- A35)	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Re-Tell the story on Prophet Lut.</li> <li>2. Describe the society that Prophet Lut lived in.</li> <li>3. Identify where the village of Sodom was located.</li> <li>4. Describe why Allah sent the angels to the people of Sodom.</li> <li>5. Identify what happens to those who ignore the truth.</li> </ol> <p>Learn basic information about the Dead Sea.</p>	<p><b>Key Skills: Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Comparing skills between things.</li> <li>2. Gaining the moral knowledge</li> <li>3. Concept of respect.</li> <li>4. Discussion skills.</li> <li>5. Richness of vocabulary.</li> <li>6. Integrating Math (tables).</li> </ol> <p>Integrating Technology (<b>PowerPoint</b>).</p>

2<sup>nd</sup> Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Week		<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Identify Prophet Ya'qoub the son of Is'haaq.</li> <li>2. Outlines the family of Prophet Ya'qoub (family tree).</li> <li>3. Sympathise with Prophet Yousuf. Showing how jealousy leads to hating one another and wishing bad for each other.</li> <li>4. Define what Hasad (Envy) is.</li> <li>5. Describe Prophet Yousuf's qualities.</li> </ol> <p>Learn and memorize the hadeeth Shareef on page A36.</p>	<p><b>Key Skills: Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Gaining Islamic Manners toward family &amp; others.</li> <li>2. Sympathy for others in hardship, which encourages helping others.</li> <li>3. Avoiding envy &amp; jealousy.</li> <li>4. Appreciating family values.</li> <li>5. Great thinking skills which make the students analyze, describe, re-tell, justify, give examples, summarize, demonstrate &amp; specify.</li> </ol>



2<sup>nd</sup> Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<p>6<sup>th</sup> , and 7<sup>th</sup>  Week</p>		<p>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</p> <ol style="list-style-type: none"> <li>1. Re-Tell the story of Prophet Yousuf</li> <li>2. Analyze the relationship between Prophet Yousuf &amp; his brothers</li> <li>3. Describe the life of Prophet Yousuf.</li> <li>4. Illustrate the characteristics of Prophet Yousuf as a leader.</li> <li>5. Identify the main lessons learned from Prophet Yousuf's life.</li> <li>6. Recite, comprehend, and memorize Surat-ul-in-Shiqaq.</li> <li>7. Conclude, what Allah's message to us in this Surah.</li> <li>8. Learn the main lessons learned from the Surah.</li> </ol>	<p><b>Key Skills:</b> Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Re-Telling</li> <li>2. Analyzing</li> <li>3. Illustrating</li> <li>4. Identifying</li> </ol> <p>concluding</p>
<p>8<sup>th</sup>, and 9<sup>th</sup>  Week</p>	<p><b>U B, CH.1, The Quraysh try to hurt PROPHET MUHAMMAD</b></p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS</b> <b>Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Locate the place of Uhud on the Map.</li> <li>2. Describe the events of the Battle of Uhud.</li> <li>3. Understand and internalize the disobedience of Allah and his Prophet Causes defeat.</li> <li>4. Appreciate the courage and the sacrifices of the Prophet and the Sahabah during the Battle of Uhud.</li> </ol>	<p>Key Skills: Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. <b>Describing</b></li> <li>2. <b>Analyzing</b></li> <li>3. Demonstrating</li> <li>4. Identifying</li> <li>5. Skill of Art</li> </ol>



3<sup>rd</sup> Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<p>1<sup>st</sup> , 2<sup>nd</sup> , 3<sup>rd</sup> ,and, 4<sup>th</sup> Week</p>	<p>UB, CH2, PROPHET MUHAMMAD Migrated to MADINAH</p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. What Migrate means?</li> <li>2. Who was Muhammad exactly?</li> <li>3. What did Muhammad teach?</li> <li>4. Why Muhammad was loved so much by some and hated so much by others?</li> <li>5. Did Muhammad live up to his claims?</li> <li>6. Was Muhammad a holy man?</li> <li>7. Was Muhammad a Prophet of God?</li> <li>8. What is the truth about this man (Muhammad)? You be the judge of that!</li> <li>9. Learn how the Quraysh mistreated Prophet Muhammad and opposed his message.</li> <li>10. Learn how the Quraysh tried to kill Prophet Muhammad.</li> <li>11. The Hijri date marks the <b>lunar</b> Calendar.</li> <li>12. Memorize the names of the Hijri year.</li> <li>13. Do you know how to calculate your birth day in Hijri year?</li> <li>14. Memorize and comprehend the name of Allah "Al-Muhaymin." with its meaning.</li> </ol>	<p>Key Skills: Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Investigating, Analyzing &amp; drawing the right conclusion</li> <li>2. Appreciating</li> </ol> <p>Calculating their Birth date according to the <b>lunar</b> Calendar.</p>
<p>5<sup>th</sup> Week</p>	<p>UB, CH.4 THE BATTLE OF BADR (COURAGE AND FAITH)</p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Define Badr and locate where it is.</li> <li>2. State the main cause of the Battle of Badr.</li> <li>3. Describe the events of the Battle of Badr.</li> <li>4. Demonstrate why the Battle of Badr was an important event.</li> <li>5. Appreciate the courage and sincere faith shown by the Sahabah during the Battle of Badr.</li> </ol>	<p>Key Skills: Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Defining, Analyzing &amp; drawing the right conclusion</li> <li>2. Appreciating</li> <li>3. Demonstrating</li> <li>4. Synthesis: To win we have to be united.</li> <li>5. Integrating Geography in I.S. for drawing the map of Badr.</li> <li>6. Appreciate the Sahabah &amp; learn some of their name.</li> </ol>



3<sup>rd</sup> Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
6 <sup>th</sup> , and 7 <sup>th</sup>  Week  8 <sup>th</sup> , and 9 <sup>th</sup> Week	<b>UB, B5, CH.5 THE BATTLE OF UHUD (DISOBEDIENCE IS HARMFUL)</b>	<b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b> 5. Locate the place of Uhud on the Map. 6. Describe the events of the Battle of Uhud. 7. Understand and internalize the disobedience of Allah and his Prophet Causes defeat. 8. Appreciate the courage and the sacrifices of the Prophet and the Sahabah during the Battle of Uhud.	<b>Key Skills: Learning Outcomes:</b> 1. Integrating other subjects (Geography - Math) 2. Descriptions of the battle. 3. Following Directions of your leaders, which is a must in Islam (which was the cause of defeat)? 4. Demonstrating projects 5. Appreciating others. 6. Comprehending the advice: "you have To Be United to win". 7. Appreciate the Sahabah & learn some of their name.

4<sup>th</sup> Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 <sup>st</sup> Week	• Unit D: Fasting Ramadan  UD, Ch1: The Islamic Year.	<b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b> 1. Define the term lunar 2. Describe how Muslims know when it is Eid-Ul-Fitr. 3. Learn and memorize the names of the months the Islamic calendar in Arabic and in English 4. Learn and memorize the Hadeeth Shareef on page D5	<b>Key Skills: Learning Outcomes:</b> 1. Integrating other subjects (Geography - Arabic) 2. Describing & summarizing. 3. Name the Hijri months 4. Demonstrating how to calculate their Birth day by the Lunar Calendar.



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
2 <sup>nd</sup> Week	<p>• <b>Unit D: Fasting Ramadan</b></p> <p><b>Ahkam-us-Siyam the Rules of Fasting:</b></p> <p>UD, Ch# 2: <b>Ramadan The Month of Fasting.</b></p> <p>UD, Ch# 3: <b>Fasting the Prophet's way</b></p> <p>UD, Ch# 4: <b>Mubtilat-Us-Siyam: things that Break the Fast.</b></p> <p>UD, Ch# 5: <b>Salat-Ut-Taraweeh.</b></p> <p>UD, Ch# 6: <b>The Month of Seeking Knowledge.</b></p> <p>UD, Ch# 7: <b>Eid-Ul-Fitr.</b></p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Define Ramadan as the month of fasting and worship.</li> <li>2. Explain what we do when we fast.</li> <li>3. Appreciate and love the spiritual value of Ramadan</li> <li>4. Describe the religious events that take place during the month of Ramadan.</li> <li>5. Describe the special events that took place during the time in the Prophet Muhammed in the month of Ramadan.</li> <li>6. Define suhoor and iftar. List some of the things that the prophet did during Ramadan.</li> <li>7. Learn and memorize the Du'aa' on page D23 List things that would break fast.</li> <li>8. Explain the importance of not breaking the fast</li> <li>9. Recognize the bad and evil manners during Ramadan may cause Allah to reject your fast</li> <li>10. Recognize the similarities between what breaks a fast and what breaks wudu and salah</li> <li>11. Define Salat-ut-Taraweeh</li> <li>12. Describe the benefits of Salat-ut-Taraweeh</li> <li>13. Describe the masjid environment during the night in the month of Ramadan</li> <li>14. Define how many Rak'aat are in Taraweeh</li> <li>15. List the benefits of praying Taraweeh</li> <li>16. Define Ibadah</li> <li>17. Describe how we can gain knowledge in Ramadan</li> <li>18. Describe the reasons of seeking knowledge</li> <li>19. Where Muslims get their knowledge from?</li> <li>20. Appreciate the value of seeking knowledge</li> <li>21. Define the word Eid</li> <li>22. Why it is called Eid-ul-Fitr?</li> <li>23. Define Zakat-ul-Fitr</li> <li>24. Learn and memorize Takbeerat of Eid</li> </ol>	<p><b>Key Skills: Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain, Define &amp; criticize expressions &amp; situations.</li> <li>2. Descriptions of events.</li> <li>3. Compare &amp; differentiate</li> <li>4. Demonstrating &amp; judging</li> <li>5. Breakdown the percentage of Zakah (Calculating).</li> <li>6. Summarize the way of fasting &amp; celebrating the month of Ramadan</li> <li>7. Master their Ibadah (worship acts) by learning the Fiqh of salah, Fasting &amp; Zakah.</li> <li>8. Enriching Islamic Vocabularies (Tawheed, Fiqh, Hadeeth, Sirah &amp; Uloum Al-Qur'an) by learning these lessons about Ibadah.</li> </ol>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<p>3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> Week</p>	<p><b>Unit C: Praying The Prophet's Way</b> <b>FIQH, AT-TAHAARAH &amp; Salah</b></p> <ul style="list-style-type: none"> <li>• UC, Ch1, I do not Miss My Prayer</li> <li>• UC, Ch2: Beware of Najasah.</li> <li>• UC, Ch# 3: I do My Sunnah Prayers.</li> </ul> <p><b>UC, Ch# 4: Salat-UI-Jumuaah: Friday Prayer.</b></p>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS</b> <b>Objectives of Bloom's Taxonomy (Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. Recognize the importance of the five daily prayers.</li> <li>2. Recognize the great necessity and benefits of praying the five prayers on time.</li> <li>3. Recognize the importance of Taharah, purity in Islam.</li> <li>4. Develop alertness against najasah in the students' minds.</li> <li>5. Describe which things are considered najasah (impure).</li> <li>6. Understand how to purify one's self, clothes, and belongings from najasah.</li> <li>7. List what Sunnah prayers are.</li> <li>8. Appreciate Sunnah prayer and become motivated to pray it regularly.</li> <li>9. Explain where we get Sunnah from.</li> <li>10. Define what things we can do that will count as Sunnah.</li> <li>11. Define Friday as the most special day of the week for Muslims.</li> <li>12. Describe why this day is so special.</li> <li>13. Describe what Muslims do on this day.</li> </ol> <p>Describe how is the prayer on this day is different than on other days.</p>	<p><b>Key Skills:</b> Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Learning the idealist way to gain more reward on the worship act &amp; how you turn every act of life to be a worship act.</li> <li>2. Perfecting their prayer.</li> <li>3. Adopting the Prophet way of praying.</li> <li>4. Building awareness of Najasah</li> <li>5. Describing &amp; listing prayer's Fard &amp; Sunnan Acts.</li> <li>6. Applying the perfect Taharah</li> </ol>
<p>7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> Week</p>	<ul style="list-style-type: none"> <li>• UC, Ch# 5: Mubtilat-us-Salah: Things that Break the Prayer.</li> </ul>	<p><b>Objective(s): Standards/Benchmarks: TEKS/TAKS</b> <b>Objectives of Bloom's Taxonomy Cognitive &amp; Affective Domains):</b></p> <ol style="list-style-type: none"> <li>1. List the actions that break a person's wudoo'.</li> <li>2. Explain why it is important to know the things that break wudoo'.</li> <li>3. List the actions that will break a person's prayer.</li> </ol> <p>Explain why it is important to know what things break a person's prayer.</p>	<p><b>Key Skills:</b> Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Awareness of their hygiene.</li> <li>2. State the sequence of Wudoo'</li> <li>3. Evaluating their prayer for perfection.</li> <li>4. Learning of the Fiqh of the prayer.</li> <li>5. Explaining</li> <li>6. Listing</li> </ol>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)

خصائص المعايير التربوية: ( وزارة التربية والتعليم : 2003 ، 12 ، 13 )

1. شاملة Comprehensive : حيث تتناول الجوانب المختلفة المتداخلة للعملية التعليمية والتربوية والسلوكية.
2. موضوعية Objective : حيث تركز علي الأمور المهمة في المنظومة التعليمية بلا تحيز , وتنأى عن الأمور والتفصيلات التي لا تخدم الصالح العام.
3. مرنة Flexible حتى يمكن تطبيقها علي قطاعات مختلفة وفقا للظروف البيئية والجغرافية والاقتصادية المتباينة في ربوع مصر.
4. مجتمعية Community أي تعكس تنامي المجتمع وخدمته , وتلتقي مع احتياجاته , وظروفه , وقضاياه
5. مستمرة ومتطورة Continuous and sophisticated : حتى يمكن تطبيقها لفترات زمنية ممتدة تكون قابلة للتعديل ومجاوبة المتغيرات والتطورات العلمية والتكنولوجية.
6. قابلة للقياس Measurable : حتى يمكن مقارنة المخرجات المختلفة للتعليم بالمعايير المقننة للوقوف علي جودة هذه المخرجات.
7. تحقق مبدأ المشاركة Check the principle of participation : بأن تبني علي أساس الأطراف المتعددة والمستفيدين في المجتمع في إعدادها من ناحية , وتقويم نتائجها من ناحية أخرى.
8. أخلاقية Morality : بأن تستند إلي الجانب الأخلاقي وتراعي عادات المجتمع وسلوكياته.
9. داعمة Supportive : فلا تمثل هدفا في حد ذاتها وإنما تكون آلية لدعم العملية التعليمية والنهوض بها.
10. وطنية National : بأن تخدم أهداف الوطن وقضاياه وتضع أولوياته وأهدافه ومصالحته العليا في المقام الأول .