



1st 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)
1st Week	introductions, syllabus, Assigning the Books & reviews, Islamic Studies	Objective(s): Introducing the Curriculum & syllabus, Assigning the Books	Key Skills: 1. Communicating 2. Follow directions Mapping
2 nd , 3 rd , and 4 th Week	UA, Ch# 1: THE FAITH OF DEFINE TAWHEED, KUFR & SHIRK	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. What is Tawheed-Al-uluhiyah توحيد الألوهية . 2. What is Tawheed-Ar-Rubobiyah توحيد الربوبية . 3. What is Tawheed-ul-Asmaa توحيد الأسماء . 4. Recite & Learn the Ayaat on page A3 + A4+ A5+ A7+ A8 Recite & Learn the Ahadeeth on page A8 + A10.	Key Skills: Learning Outcomes: The TEKS for Islamic Studies have a clear and convincing focus on the basic values and heritage of our Faith at each of the grade levels. 1. Comparing skills between things. 2. Gaining the moral knowledge 3. Discussion skills. 4. Concept of respect. 5. Richness of vocabulary. 6. Math (tables). Integrating Technology (PowerPoint).
5 th , and 6 th Week	U A, Ch. (2 + 3), Ninety-Nine Names- One Creator # 1 + 2	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. Define some of the Names of Allah. 2. Describe how many Names of Allah. 3. Describe what we should learn from the Names of Allah? 4. Describe Names of Allah. 5. Describe the rewards we receive when we learn these beautiful Names of Allah & memorize them. 6. Recite & memorize the Ayaat on page A14 + A15. Recite, Learn & memorize the Ahadeeth on page A13 + A19+ A25.	Key Skills: Learning Outcomes: 1. Role modeling, & Morality 2. Comparing skills between things. 3. Gaining the moral knowledge 4. Concept of respect. 5. Discussion skills. 6. Richness of vocabulary. 7. Integrating Math (tables). Integrating Technology (PowerPoint).
7 th , and 8 th Week	U A, Ch.4, Away from Tawheed (Reading & Reflecting)	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. Classify the opposite of Tawheed? 2. Define Shirk? 3. Describe how bad is to believe in or worship anything other than Allah? 4. Explain the effects of Shirk?	Outcomes: 1. Gaining Islamic Manners toward our Faith & other's. 2. Comparing skills between things. 3. Gaining the moral knowledge 4. Discussion skills. 5. Concept of respect. 6. Richness of vocabulary.



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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
		5. List the different types of Shirk. Recite & memorize the Hadeeth of the chapter pg.A47.	7. Technology (PowerPoint, comic strips). 8. Appreciating family values. 9. Critical thinking skills which make the students analyse, describe, re-tell, justify, give examples, summarize, demonstrate & specify.
9 th Week	UB, CH1, PROPHETS OF ISLAM	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains) 1. List the main message to all Prophets. 2. Explain what type of people were the Prophets of Allah. 3. Describe the characteristics of the Prophets. 4. Describe the miracles that the Prophets brought with them 5. Which Prophets that are not mentioned in the Bible? Name & memorize the names of the twenty-five Prophets & messengers.	Key Skills: Learning Outcomes: 1. Comparing skills between things. 2. Gaining the moral knowledge 3. Discussion skills. 4. Concept of respect. 5. Richness of vocabulary. 6. Math (tables). 7. Technology (PowerPoint). Critical thinking skills which make the students analyze, describe, re-tell, justify, give examples, summarize, demonstrate & specify.

2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st , 2 nd , 3 rd , 4 th , and 5 th Week	UB, CH2, PROPHETS & MESSENGERS	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. List who are the Prophets & messengers of Allah. 2. Describe how there were many messengers with the same message. 3. Define the difference between the prophets & messengers. 4. Define the role of messengers. 5. Name the prophets who were messengers. List the messengers who received books & know their names & their Books.	Key Skills: Learning Outcomes: 1. Comparing skills between things. 2. Gaining the moral knowledge 3. Discussion skills. 4. Concept of respect. 5. Richness of vocabulary. 6. Math (tables) & calculations. 7. Technology (PowerPoint). Critical thinking skills which make the students analyze, describe, re-tell, justify, give examples, summarize, demonstrate & specify.



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
6 th - 9 th Week	UB, CH3, PROPHET NUH	<p>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains):</p> <ol style="list-style-type: none"> 1. Name who the first prophet of Allah was. 2. Name who the first messenger of Allah was. 3. Describe how prophet Nuh called his people to Islam. 4. Discuss how the people of Nuh reacted to his message. <p>Describe what Allah did to the believers & the disbelievers.</p>	<p>Key Skills: Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Comparing skills between things. 2. Gaining the moral knowledge 3. Discussion skills. 4. Concept of respect. 5. Richness of vocabulary. 6. Math (tables). 7. Technology (PowerPoint). <p>Critical thinking skills which make the students analyze, describe, re-tell, justify, give examples, summarize, demonstrate & specify.</p>

3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st + 2 nd Week	U.D. Ch6, AL-KHUSHO3 THE HEART OF WORSHIP	<p>Objective(s): Standards/ Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains):</p> <ol style="list-style-type: none"> 1. How important is you prayer to you? 2. Define Khusho3 in Prayer. 3. Describe why Khusho3, in Prayer, is important & develop appreciation of it. 4. Point out the steps for experiencing Khusho3. <p>Memorize the Hadeeth of the lesson</p>	<p>Key Skills: Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Defining, Analyzing & drawing the right conclusion 2. Appreciating 3. Demonstrating <p>Synthesis: To win we have to be united</p>
3 rd - 7 th Week	UD2, Ch.(2 + 3) The Voluntary Prayers general (2 days):	<p>Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains):</p> <ol style="list-style-type: none"> 1. Recognize the importance of the five daily prayers. 	<p>Key Skills: Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Defining: <ol style="list-style-type: none"> a. Sujood-ush-shukr b. Sujood- Us-Sahw.



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	<ol style="list-style-type: none"> 1. Salat-Ud-Du7a. (3 days) 2. Salat-UI-Witr (2 days). 3. Salat-UI-Musafir (2 days). 4. Sujood Ash-Shukr & Sujood Us-Sahw (2 days). 	<ol style="list-style-type: none"> 2. Recognize the great necessity and benefits of praying on time. 3. Recognize the importance of Taharah, purity in Islam. 5. Understand how to purify one's self, clothes, and belongings from najasah. 6. List Sunnah prayers. 7. Appreciate Sunnah prayer & motivation to pray it. 8. Define Salat-Ud-Du7a & what kind of prayer is it? 9. Describe the reward one gets if he/she keeps praying Salat-Ud-Du7a. 10. Point out the importance of Salat-Ud-Du7a. Describe when it should be prayed & how many Rak3at 	<ol style="list-style-type: none"> 2. Analyzing. 3. Drawing the right conclusion 4. Demonstrating: <ol style="list-style-type: none"> a. Sujood-ush-shukr b. Sujood- Us-Sahw. 5. Synthesis.
<p>8th – 9th Week</p>	<p>UD, Ch.6, Appreciating Allah s Gifts, pg. (D40-D47)</p>	<p>Objective(s): Standards/ Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains):</p> <ol style="list-style-type: none"> 1. Explain the means of forgiveness. 2. Demonstrate how to behave if someone hurt his/her feelings. 3. Recognize that the true stronger is the most forgiving. <p>Recite & memorize the Ayah & the Hadeeth of the lesson.</p>	<p>Key Skills:</p> <ol style="list-style-type: none"> 1. Comparing skills between things. 2. Gaining the moral knowledge 3. Appreciating God's blessing & each other. 4. Discussion skills. 5. Concept of respect. 6. Richness of vocabulary. 7. Math (tables). <p>Technology (PowerPoint).</p>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st – 3 rd Week	Introduction of: E2-E7, Chs:(2-7), RESPECT ALL, pg. (E14-E49) UE2, RESPECTING Humanity+ Parents pg. (E16-E25) E7, Respecting Teachers, Elders & Other, pgs. (E26-E49)	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. Define Ihtram. 2. Outline whom does we should respect. 3. Explain the importance of having community. 4. Name the best teacher for all Muslims. 5. Outline how we should treat each other's. 6. Explain the importance of having teachers. Outline how we should treat our teachers.	Key Skills: 1. Comparing skills between things. 2. Gaining the moral knowledge 3. Appreciating God's blessing & each other. 4. Discussion skills. 5. Concept of respect. 6. Richness of vocabulary. 7. Math (tables). (PowerPoint).
4 th -5 th Week	E1, Islamic Character, Forgiveness, pg. (E2-E13)	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. Discuss the important rules for dressing in Islam. 2. Describe the different requirement for boys & girls. 3. Relate why there is a dress code for Muslims. 4. Why perfecting one's manner is an act of worship? Recite & memorize the Hadeeth on the lesson pg. E67.	Key Skills: 1. Islamic Manners 2. Comparing skills between things. 3. Gaining the moral knowledge 4. Discussion skills. 5. Concept of respect. 6. Richness of vocabulary. 7. Math (tables). Technology (PowerPoint).
6 th -8 th Week	E2, Muslim Fashion Pgs. (E62-E67)	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. Define the term "Hijab 2. Define Awrah. 3. What is The Wisdom in the Islamic Dress Code? 4. Do men have to be modest? How? 5. Do men have a dress code as Muslim? Elaborate 6. Do the different colors mean anything? What do these Islamic clothing terms mean? (Hijab, khimar, niqab, abaya, jilbab, burqa, shalwar khamis).	Key Skills: 1. Islamic Manners 2. Comparing skills between things. 3. Gaining the moral knowledge 4. Discussion skills. 5. Concept of respect. 6. Richness of vocabulary. 7. Math (tables), measurements. 8. Design an Islamic dress as project.



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
9 th Week	E5, Muslim Online pgs. (E68-E73)	Objective(s): Standards/Benchmarks: TEKS/TAKS Objectives of Bloom's Taxonomy (Cognitive & Affective Domains): 1. Describe the different ways that internet is used for. 2. List the rules of the internet. Islamic way to be on line.	Key Skills: 1. Comparing skills between things. 2. Gaining the morals (God conscious) 3. Discussion skills. 4. Concept of respect. 5. Richness of vocabulary. 6. Math (tables). Technology (PowerPoint).

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