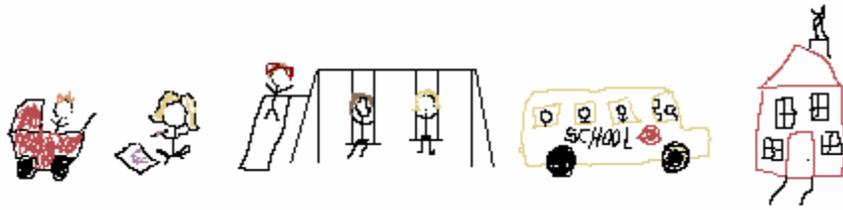


**Kindergarten Islamic Studies**

**Curriculum Framework**



Designed and Created By:  
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v.1\_06/07



As Salamu Alaykum wa Rahmatullahi wa Barakatuh,

Dear Teacher,

You have the document in your hand, now what? You are in a unique position to influence the lives of Muslim children for many years to come. When you view the curriculum framework please keep one thing in mind: **This document is for you.** It is to help guide your lesson plans and ensure that the children you teach leave your classroom with a solid, authentic understanding of Islam. **Please keep in mind, at the kindergarten level you will not say such words as “Ruboobiyah” and “Uloohiyyah” as these are words that are far beyond the capacity of a four or five year old.** What you will be able to do insha’Allah is teach the basic concept. This means that children at this age can understand that Allah is One, that He subhana wa ta ‘ala Created everything, that no one shares in His Power, etc. So you will teach insha’Allah the basic concept, not an in depth study of these concepts. Again, this is beyond their capacity. A child at this age can understand that Allah Created us to worship Him. With your guidance this can be done insha’Allah. When you explain these basic concepts in a language that is suitable for four and five year olds it can be done. You must make it fun, keep it light. Present as much of the curriculum as you can in stories or through art work and activities. Avoid lectures and direct instruction as much as possible. We have provided sample lesson plans to show how this can be done insha’Allah. For example, when you tell the stories of the wives of the Propeht ﷺ keep the story interesting and make them exciting. The children can remember three to four names of the wives of the Prophet ﷺ and they will be able to retell, in their own words, why these women were great. You will guide them along and it will be a step by step process but we are confident that if children at this age can tell you everything about their favorite cartoon then they most certainly have the ability to tell you about their Lord, His Prophet ﷺ and The Mothers of the Believers.

We ask that Allah accept this work from us and place it on our scales of good deeds on the Day of Judgment and we ask that He make you successful as you mold and shape the Muslims of tomorrow. Ameen.

Jazakum Allahu Khairan



## Islamic Studies Curriculum Framework

### Brief explanation of how the framework is organized

The curriculum is organized into **Grade Level Expectations (GLEs)** and each expectation contains statements defining what students are expected to know and be able to do. The expectations are divided into five content strands: Tawheed (T), Aqeedah (A), Seerah (S), Fiqh (F), and History, Hadith and Biographies (H). Within each strand there may exist several sub-strands. In addition to the strands and their accompanying sub-strands, concrete examples are provided insha'Allah that will guide teachers through the process of incorporating GLEs into their curricular planning. The educator will also find that Bloom's Taxonomy structure is interwoven into the framework ensuring that students are challenged at the various levels of learning whenever and as often as possible insha'Allah. Whenever appropriate, activities that incorporate the different levels of Bloom's Taxonomy (i.e. knowledge, comprehension, application, analysis, synthesis, and evaluation) are included. These activities are suggestions and teachers should modify the activities only to the extent that the Bloom's structure is not significantly altered. The framework, in so far as its physical look is concerned, was adapted from various national school districts throughout the country. It is the hope that this familiar design will facilitate ease in comprehension and application of the material insha'Allah. We will now turn our attention to the structure and content of the Framework insha'Allah.

Each expectation falls within one of the five content strands and also contains a grade level, expectation number and a sub-strand. An example follows:

**A:AW:00:01** would indicate:

A - Aqeedah

AW - Allah's Will

00 - Kindergarten (SK) Expectation

02 - Second expectation in the grade level Allah's Will sub-strand.

Strand 1 <u>Tawheed</u>	Strand 2 <u>Aqeedah</u>	Strand 3 <u>Seerah</u>	Strand 4 <u>Fiqh</u>	Strand 5 <u>History, Hadith &amp; Biographies</u>
<b>Sub-Strands</b>				
Tawheed ar-Rubobiyyah (TR) - Allah's Above-ness (AA) - Allah's Knowledge(AK) Tawheed al Uloohiyyah (TU) Tawheed al-Asma wa Siffat (TA)	Allah's Will (AW) Day of Judgment(DOJ) Al-Qadr (AQ) The Angels (MA) The Messengers (M) The Books (B)	Early Childhood of the Prophet (EC) Family of the Prophet (F) Advent of Prophethood (AP) Miracles of the Prophet (M) Life in Mecca and Medina (LMM)	Wudo (W) As-Salat (AS) Eating & Drinking (ED) Cleanliness(C) • Etiquette of using the Bathroom • Entering & Leaving the bathroom Sleeping & Waking (SW)	Sahaba/Companions (C) Dua'at (D)

The framework was designed with students and teachers in mind insha'Allah. It is the hope that these expectations will provide teachers with the tools to plan exciting units that will enable our children to attain more than a topical understanding of Islam. It is hoped that units designed from this framework will give our students the tools needed to not only understand their religion but to also practice and live Islam according the Quran and Sunnah insha'Allah as the Sahaba understood them.

The societies in which many of our students are raised are not based on the shari'ah of Allah aza wa jal and it is our duty to provided not only the pieces of the religion of Islam, we must give the students the glue and teach them how to put those pieces together and benefit from the whole of the religion insha'Allah. As a teacher you have the unique opportunity to mold the Muslims of tomorrow insha'Allah by what you teach them today. Make it count.

## Tawheed

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### Tahweed Ar-Ruboobiyyah

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Students will...

T.TA.00.01: demonstrate knowledge of the existence of Allah (i.e. Know and state that Allah is alive, He was not born and He will never die).

T.TA.00.02: know that Allah is the Creator of everything living and non-living.

T.TA.00.03: independently provide examples of living and non-living things that Allah created.

T.TA.00.04: be able to support their examples of living and non-living things created by Allah with (grade level) appropriate, meaningful rationale.

T.TA.00.05: recognize and discuss who sustains and maintains the universe. With teacher guidance identify and discuss why Allah has no need for or from the creation (He does not need any help from anyone or anything); recognize that the opposite is not true.

T.TA.00.06: know that Allah is the sole Lord of the universe and its inhabitants and there is no challenge to His *Ruboobiyyah* (Sovereignty).

T.TA.00.07: identify that nothing moves or changes without the Will of Allah.

T.TA.00.08: know that nothing happens in creation except what Allah allows to happen. Discuss and demonstrate knowledge of why nothing happens except what Allah Wills.

T.TA.00.09: describe some of the things that Allah created using pictures and/ or drawings (without faces), words, word-like clusters, and/ or sentences.

T.TA.00.010: know, sequentially list, and briefly describe the five pillars of Islam.

## Allah's Knowledge

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### Students Will...

A.AK.00.01: know that Allah has knowledge of everything, without a beginning and having no end.

A.AK.00.04: demonstrate understanding that ignorance cannot be attributed to Allah – ever.

A.AK.00.05: realize that nothing escapes Allah's Knowledge.

A.AK.00.06: demonstrate (behaviorally) that their actions must be done knowing that Allah is All-Aware of what they do.

A.AK.00.07: provide examples of things that Allah has Knowledge of (i.e. all of our actions, our thoughts, our good deeds and bad deeds, etc.).

## Allah's Aboveness

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### Student's Will...

A.AA.00.01: explain that Allah is **not** everywhere. He *subhana wa ta'ala* is above the seven heavens [6: 18 and 16: 50].

A.AA.00.02: with teacher guidance, demonstrate an understanding of the error in saying that Allah is everywhere by providing correct examples of places that would constitute 'everywhere' and would not be fitting for Allah to be (i.e. bathrooms, places where haram is committed, inside of His Creation, etc.).

A.AA.00.03: memorize ayat al-kursi in surah al-Baqara in which it states that Allah is above His

## Tawheed al – Uloohiyyah

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### Students Will...

- T.TU.00.01: know and understand what constitutes worship.
- T.TU.00.02: provide concrete examples of worship (i.e. salat, fasting, etc.).
- T.TU.00.03: know the Arabic word for worship and pronounce it with approximate accuracy.
- T.TU.00.04: understand that all forms of worship must be directed to Allah.
- T.TU.00.05: identify that Allah alone deserves to be worshipped.
- T.TU.00.06: realize and communicate that worshipping any other created living or non-living thing constitutes shirk and that Allah hates shirk.
- T.TU.00.07: define the meaning of shirk in their own words.
- T.TU.00.08: know that when we obey Allah as He has commanded us to do, Allah fills our lives with blessings and we are happy.
- T.TU.00.09: know that when we disobey Allah and do things He has forbidden us from doing our lives will not be happy and the blessings will be removed from us.
- T.TU.00.10: know that Allah is the only One that can grant benefit (reward) to man for worshipping Him.
- T.TU.00.11: list some benefits that Allah grants to His slaves for worshipping Him.

## Tawheed al-Asma wa-Siffat

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Students will...

T.TA.00.01: know that Allah must be referred to according to how He Himself and His Messenger ﷺ described Him.

T.TA.00.02: listen to two ayat from the Quran in which Allah aza wal jal describes Himself. Listen to two authentic ahadith in which the Prophet ﷺ describes Allah.

T.TA.00.03: understand be able to explain that Allah's Attributes bear no similarity whatsoever to anything in creation; realize that the similarity of Allah's Attributes and the attributes of mankind is in name only.

T.TA.00.04: with teacher guidance, discuss Allah's Attributes, in context, and give at least three examples of His Attributes (i.e. Seeing; Hearing; Anger, Loving, Knowing, Forgiving). Know the authentic Most Beautiful Names of Allah in Arabic that correspond to His Perfect Attributes.

T.TA.00.05: understand that we do not assign any new names or attributes to Allah. Allah may not be given a Name or Attribute that He did not give Himself or His Messenger ﷺ did not use.

T.TA.00.06: know and be able to explain that Allah's Attributes must not be assigned to creation and the attributes of creation must not be assigned to Allah.

Allah's Will

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Students Will...

A.AW.00.01: understand that nothing happens in the universe except by the will of Allah.

A.AW.00.02: understand that everything happens according to His

decree and Will, and His Will is accomplished. The only will that people have is what He wills for them. What He wills for them occurs and what He does not Will for them does not occur.

A.AW.00.03: understand that Allah has no restrictions on His capabilities or intentions.

A.AW.00.04: discuss, with teacher guidance, how human capabilities and intentions can and often are frustrated against their will.

A.AW.00.06: know that everything that Allah does is according to His wisdom whether we grasp it or not [95:8 and 5:50].

A.AW.00.07: Understand that Allah is never unjust to His slaves But the slaves of Allah are often unjust to themselves and one another but Allah is above any imperfection.

## The Day of Judgment

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### Student's Will...

- A.DIJ.00.01: know that Muslims must believe in the Day of Judgment. It is the fifth article of our faith.
- A.DIJ.00.02: know that the believers will see Allah on the Day of Judgment with our own two eyes and that it is a 'literal' seeing. Know that this is the greatest reward that Allah will give to the people of jannah.
- A.DIJ.00.04: discuss and retell some events that will occur on the Day of Judgment (i.e. the believers will be admitted to Jannah by the Mercy of Allah where they will eat wonderful foods; Allah will reward the believers for all of the good things they have done on Earth, some Muslims may be punished because of the bad things they did in the dunya).
- A.DIJ.00.05: discuss how believing in the Day of Judgment helps and benefits the Muslims. Have this knowledge reflected in their own behavior (i.e. we want to do many good deeds so that when we meet Allah He will be happy with us).
- A.DIJ.00.06: know that no one but Allah knows when the Day of Judgment will occur.

## Al Qadr

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### Students will...

- A.AQ.00.01: know that belief in al-Qadr is the sixth article of faith in Islam.
- A.AQ.00.02: understand the basic meaning of al-Qadr (i.e. What Allah Wills that will happen to each created thing/person).
- A.AQ.00.03: introduce and discuss the basic implications of belief in al-Qadr has on a Muslims life (i.e. we do not get upset when we do not get something that we want because we know that whatever Allah wrote for us to have we will have it).
- A.AQ.00.04: accurately communicate who has full control of al-Qadr – only Allah.
- A.AQ.00.06: know two authentic things that a Muslim can do to change the Qadr by the Decree of Allah (i.e. being good to parents/family, maintaining good ties with your kin and making dua to Allah).

## The Angels

### Students Will...

A.MA.00.01: know that the angels are a creation of Allah and do not share in His divinity in any way, nor do share any kinship with Him (i.e. they are not His daughters).

A.MA.00.02: understand that Allah created the angels from light and they bear no resemblance to human beings nor do they have any tangible physical attributes similar to mankind and we do not see them.

A.MA.00.03: know that angels never disobey the command of Allah, they are pure servants of Allah and have no offspring.

A.MA.00.04: realize that for a Muslims' faith to be complete he/she must believe in the angels.

A.MA.00.05: know that angels have the ability by the Will of Allah to take human form.

A.MA.00.06: describe some of the duties that the angels are charged with (i.e. carry out Allah's commands by distributing provisions and rain).

A.MA.00.07: describe some of the interactions that angels are responsible for regarding human beings (i.e. encouraging seekers of knowledge, encouraging believers to worship Allah).

A.MA.00.08: know that the number of angels is vast but that Allah alone knows their exact number.

A.MA.00.09: understand the effect of belief in the angels has on the life of a believer (i.e. they love us and make dua for us, they record our good and bad deeds).

A.MA.00.10: discuss the errors non-Muslims have committed with regard to belief in the angels (i.e. worshipping them, assigning them kinship with Allah, making dua to them, drawing pictures of them, creating figurines of beings they claim are angles, etc.).

## The Messengers

### Students Will...

- A.M.00.01: know that a Muslim's faith is not complete unless he/she believes in every one of the messengers that Allah mentions in the Quran.
- A.M.00.02: realize that Allah sent other messengers whose names are known only to Allah and we are to believe in those messengers as well.
- A.M.00.03: know the reason Allah sent messengers to mankind.
- A.M.00.04: know that Allah sent messengers starting with Nuh (alayhi salam) and ending with Muhammad ﷺ
- A.M.00.05: learn the names of the Best Messengers starting with the Prophet Muhammad ﷺ.
- A.M.00.06: know the qualities of the Messengers (i.e. they are human with no share in divinity, cannot give life or control death, etc.).
- A.M.00.07: retell some of the stories from the lives of the messengers ﷺ.
- A.M.00.08: construct visual presentation using pictures (without faces), drawings, words, word-like clusters and/ or sentences as a page for a class book telling about the messengers of Allah.
- A.M.00.09: show interest in selecting authentic grade level books that tell stories of the prophets and messengers ﷺ.
- A.M.00.10: identify some of the characteristics of the prophets and messengers ﷺ that we should strive to incorporate into our own personalities (i.e. they were obedient to Allah, they treated their families well, they did not lie, they were kind to their neighbors, etc.).
- A.M.00.11: select some of the characteristics of the prophets and messengers and begin to emulate their behavior and manners in their daily lives.

## The Books

### Students Will...

A.B.00.01: know that Muslims believe that Allah revealed books to His messengers as guidance for the righteous believers.

A.B.00.02: in their own words be able to tell why Allah revealed books to His messengers.

A.B.00.03: know from authentic sources (i.e. sahih al-bukhari and sahih Muslim) the methods Allah chose to reveal the Quran to the Prophet Muhammad ﷺ (i.e. the angel Jibril would come to him and teach the Quran to him, etc.).

A.B.00.04: know that the messengers purified and taught people wisdom with the books that Allah revealed to them (the messengers).

A.B.00.05: know that Allah sent books to every messenger and that our knowledge of this is to be found in surah 57:25. Listen to the aya being recited and attempt to recite the aya with approximate accuracy.

A.B.00.06: list the names of the revealed books that are known to us.

A.B.00.07: identify that the Quran which was revealed to the Prophet Muhammad ﷺ, the seal of the messengers, was the last book revealed to mankind, and there will be no books revealed after it.

A.B.00.08: with teacher guidance identify and begin to implement into their behavior and lives some of the verses in the Quran that deal with manners, fair treatment to family, neighbors, other Muslims and non-Muslims

A.B.00.09: participate in discussions, contests, or competitions in which striving to implement the Quran into our lives is the main focus.

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## Early Childhood of the Prophet ﷺ

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### Students Will...

S.EC.00.01: discuss and list some aspects of the Arab society and the world before the Prophet's ﷺ birth.

S.EC.00.02: list reasons the world was in need of another prophet from Allah.

S.EC.00.03: retell some of the significant events that accompanied His ﷺ birth.

S.EC.00.04: understand the reason it is considered a *bid'ah* (innovation) to celebrate the *mawlid* of the Prophet ﷺ; listen to the corresponding *hadith* that prohibits Muslims from this act.

S.EC.00.05: with teacher guidance, relate the authentic *hadith* that prohibits celebrating the *mawlid* to their own lives. Know that the *hadith* also prohibits Muslims from celebrating anyone's birthday period.

S.EC.00.06: listen to and retell the story of the Prophet's ﷺ time with Halimah bint Abi Dhu'ayb.

S.EC.00.07: list some of the authentic miracles that occurred when the Prophet ﷺ was with Halimah bint Abi Dhu'ayb.

S.EC.00.08: know (with approximate accuracy) how the Prophet ﷺ came to live with his grandfather Abdul Mutalib and his ﷺ uncle Abu Talib.

## The Family of the Prophet ﷺ

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### Students Will...

S.F.00.01: know and list the names of the Prophet's ﷺ mother, father, grandfather and uncle; listen to stories of how the Prophet's ﷺ uncles loved him and treated him kindly.

S.F.00.02: in a group discussion, learn about two of the prominent wives of the Prophet ﷺ and discuss in their own words some of the qualities these women possessed that made them eligible to be held in such high position among the *ummah* (i.e. they were honest, trustworthy, kind, treated their parents well, etc.).

S.F.00.04: select one of the wives or children of the Prophet ﷺ and submit a one page research paper or report, containing one sentence to accompany drawings/pictures, about their life and character.

S.F.00.05: know and discuss the manners and behavior the Prophet ﷺ exhibited with his family.

S.F.00.06: begin to relate and practice those same behaviors with their own families and other Muslims.

S.F.00.07: Begin to make personal connections to the Prophet's ﷺ behaviors and manners and transfer them to their lives. Discuss and draw a picture with a sentence about how their lives are affected by emulating the Prophet Muhammad's ﷺ manners and etiquettes.

## Advent of Prophethood

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### Students Will...

S.AP.00.01: know and retell two events that occurred prior to the Prophet's ﷺ advent of prophethood (i.e. rebuilding *al-Ka'ba* and the arbitration issue).

S.AP.00.02: know how the events that occurred prior to the prophethood prepared Muhammad ﷺ for the task of prophethood.

S.AP.00.03: know the story of the cave of *Hira* and retell in their own words.

S.AP.00.04: know and recite the *aya* that were revealed to the Prophet ﷺ when *Jibril* ﷺ visited him ﷺ in the cave of *Hira*.

S.AP.00.05: with teacher guidance, know and discuss the interruption in revelation and how this affected the Prophet ﷺ (i.e. he was very sad and longed to receive more revelation from Allah).

## Miracles of the Prophet ﷺ

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### Students Will...

S.M.00.01: know what a miracle is.

S.M.00.02: know three miracles of the Prophet ﷺ and retell the events that surrounded that miracle.

S.M.00.03: know that miracles are feats that Allah allows only His prophets to perform; humans who are not prophets are not able to perform miracles.

## Life in Mecca and Medina

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### Students Will...

S.LMM.00.01: listen to brief discussions about how the people of Quraish treated the Prophet ﷺ before and after the revelation and why.

S.LMM.00.02: retell how the Prophet ﷺ was treated before and after the revelation by the people of Quraish.

S.LMM.00.03: during class discussion, listen to how the Quraish reacted in the manner that they did when the Prophet ﷺ came to them with the message of Islam. Make relevant suggestions about the reasons for Quraish's behavior.

S.LLM.00.04: brainstorm and list how the Prophet ﷺ may have felt about Quraish's behavior. Confirm or correct their predictions via authentic ahadith and stories related by the teacher.

S.LLM.00.05: know the one or two of the main reasons and events of Al-Hijrah to Medina.

S.LLM.00.06: listen to brief story of how the Muhajiroon were received and aided by Al-Ansar.

S.LLM.00.07: brainstorm and draft a one page report depicting the Hijrah using pictures and drawings (**without faces and without depicting the Prophet ﷺ or any of the sahaba**) to be presented in a class book, bulletin board or class mural.

S.LMM.00.08: retell some important events that took place during the Prophet's ﷺ stay in Medina.

Fiqh

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Wudhoo

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Students Will...

F.W.00.01: know that before a Muslim can pray he/she must make wudhoo.

F.W.00.02: know the authentic procedures of wudhoo and their sequence (also know that wiping the neck is **not** part of the wudhoo).

F.W.00.03: listen to and retell the story of how the Muslims learned how to make wudhoo.

F.W.00.04: memorize the authentic dua that a Muslims says after completing wudhoo.

F.W.00.05: memorize the authentic dua the Muslims make before entering and leaving the bathroom.

F.W.00.06: demonstrate the authentic procedure for making wudhoo.

F.W.00.07: brainstorm and draft an informational report about the procedures of wudhoo. Deliver the report to an audience.

## As-Salat

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### Students Will...

- F.AS.00.01: know that as-salat is the second pillar of Islam.
- F.AS.00.02: know the names of the five prayers in Islam.
- F.AS.00.03: become familiar with the authentic wording of the adthan.
- F.AS.00.04: know and demonstrate how to respond to the adthan appropriately with authentic wording.
- F.AS.00.05: explain how a Muslim behaves in the musalla of the masjid or their home when the time for salat has come.
- F.AS.00.06: apply appropriate behaviors when proceeding to and returning from the musalla (if your school allows children in this grade to participate in the salat).
- F.AS.00.07: know that the salat is made only for Allah and that praying to anyone else, dead or alive, is shirk.
- F.AS.00.08: explain how a Muslim behaves in the salat (prayer) itself.
- F.AS.00.09: demonstrate proper behavior in the salat (prayer).
- F.AS.00.10: become familiar with the authentic ahkam of the salat and begin to apply them in the salat.
- F.AS.00.11: become familiar with the authentic wording to be recited in the salat in tashahud ibrahim, between the two rakat of salat contain four rakat, etc.
- F.AS.00.12: know the authentic method of making dua after the fard salawaat.
- F.AS.00.13: know and recognize the most common bid'ah related to the salat (i.e. making dua in a group/in unison; wiping the face with the hands after making wudho, etc.).
- F.AS.00.14: brainstorm and draft informational report about the salat. Deliver the presentation to an audience.

## Manners of Eating and Drinking

### Students Will...

F.ED.00.01: begin to develop the habit of saying Bismillah before beginning a meal and/or before drinking.

F.ED.00.02: know the reason Muslims begin their meals with the Basmallah.

F.ED.00.03: listen to one to two authentic ahadith related to saying the Basmallah before eating and drinking, such as the hadith in Sahih al-Bukhari and Muslim narrated by Umar bin Abu Salamah.

F.ED.00.04: know and make progress repeating with approximate accuracy that authentic statement a Muslim says if they forget to say the Basmallah before eating and/or drinking.

F.ED.00.05: know that the shaytan shares in the meal of the one who does not say the Basmallah before eating. Understand why this is reprehensible.

F.ED.00.06: know that a Muslim only uses his/her right hand for eating and drinking and automatically use the right hand for eating and drinking.

F.ED.00.07: listen to one or two authentic ahadith related to eating and drinking only with the left hand.

F.ED.00.08: listen to and repeat the authentic dua one says after completing a meal.

F.ED.00.09: make progress in repeating and memorizing the authentic dua one says after completing a meal.

F.ED.00.10: recognize the prohibition of criticizing food.

F.ED.00.11: listen to one or two authentic ahadith related to the prohibition of criticizing food and make a global connection of how many in the world go to bed hungry. (Resource: The Hungry Planet by Peter Menzel)

F.ED.00.12: know that one should eat from what is in front of one during a meal.

F.ED.00.13: know that it is desirable for one to eat with three fingers and then lick them when finished eating.

F.ED.00.14: know the merit of sharing food.

F.ED.00.15: listen to one or two authentic ahadith related to the merit of sharing food.

F.ED.00.16: understand the etiquette that one should exercise when drinking water.

F.ED.00.17: contribute appropriate questions and/or comments regarding the manners of eating and drinking during discussions related to the topic.

## About the Etiquette of Cleanliness

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### Students Will...

F.C.00.01: listen to, repeat and memorize the authentic dua one says when entering the bathroom.

F.C.00.02: know and apply the correct method of washing one's private area after using the bathroom.

F.C.00.03: listen to one or two authentic ahadith related to the prohibition of using one's right hand to clean oneself after relieving oneself.

F.C.00.04: listen to, repeat and memorize the authentic dua one says when exiting the bathroom.

### Sleeping and Waking

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### Students Will...

F.SW.00.01: listen to, repeat and move toward accurately memorizing the authentic dua one says before sleeping.

F.SW.00.02: become familiar with the authentic adthkar al-masa'a (evening supplications).

F.SW.00.03: memorize al-muawedatain (surahs, falaq and an-naas) and surah al-ikhlas and know these are to be recited before sleeping.

F.SW.00.04: know the benefit related to reciting al-muawedatain and surah al-ikhlas.

F.SW.00.05: listen to one or two authentic ahadith related to the benefit of reciting al-muawedatain and surah al-ikhlas before sleeping.

F.SW.00.06: know that a Muslim sleeps on his right side.

F.SW.00.07: move toward accurately identifying their right side.

F.SW.00.08: listen to, repeat and move toward accurately memorizing the authentic dua said when waking.

F.SW.00.09: become familiar with the authentic adthkar as-sabah (morning supplications).

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## Sahaba (Companions)

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### Students Will...

H.C.00.01: know the Al Khulafa ar Rashidoon (the four right guided Kalifas). Know that Abu Bakr is first and Umar is second.

H.C.00.02: briefly retell events from the lives of Abu Bakr as-Siddiq, Umar ibn al-Khataab, Uthman ibn Affan, and Ali bin Abi Talib ﷺ.

H.C.00.03: brainstorm and draft a report about a sahabi incorporating pictures and drawings (without faces),

H.C.00.04: listen to a story about a sahaba. Discuss setting, characters, and events in the text.

H.C.00.05: respond to multiple texts about the sahaba by finding evidence to support their answers, discuss the story in a group setting, write to reflect, make meaning and make connections.

H.C.00.06: begin to make text-to-self and text-to-text connections with the literature they interact with pertaining to the sahaba.

Begin making these connections by activating prior knowledge, connecting personal knowledge and/or experiences to the text.

H.C.00.07: begin making meaningful predictions about stories they hear about the sahaba. Verify these predictions using the illustrations and text.

H.C.00.08: chose books and activities related to the sahaba independently during free time. Become enthusiastic about reading and learning about the sahaba.

## Ad'iyah (Supplications)

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### Students Will...

- H.D.00.01: know the meaning of dua in Arabic and in English.
- H.D.00.02: understand that dua can only be made to Allah and making dua to anyone else constitutes shirk – the only sin Allah will not forgive if a person dies upon it.
- H.D.00.03: know the conditions of dua being accepted.
- H.D.00.04: be aware of some of the common bidah related to making dua (i.e. wiping the face with the hands after making dua)
- H.D.00.05: memorize a few authentic dua for the morning (adthkar as-saba).
- H.D.00.06: memorize the authentic dua for waking and sleeping.
- H.D.00.07: memorize the authentic dua for entering and leaving the bathroom.
- H.D.00.08: memorize the authentic dua related to making wudo.
- H.D.00.09: memorize the authentic dua related to eating and drinking.
- H.D.00.10: memorize the authentic dua for the evening (adthkar al-masa'a)