

Al-Azhar Al-Sharif  
Presidency of Al-Azhar Institutes Sector

Pilot Edition

# A Glimpse of Revelation III

## An ESP Course for Al-Azhar Secondary Schools

Teacher's Guide



2025 - 2026

غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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## **A Glimpse of Revelation III**

Teacher's Guide

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**A Glimpse of Revelation**

**Teacher's Guide**

**Year Three Secondary**

## Introduction

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Thanks, and all praise be to Allah. I thank Him, repent to him, and ask Him for His forgiveness. We take refuge in Allah from the evil of ourselves and the evil consequences of our actions. Those whomsoever Allah guide, no one can misguide and those whomsoever Allah leave to go astray, no one can guide. I declare and bear witness that there is no one who has the right to be worshiped but Allah alone. There is no partner to Him, and I declare and bear witness that Mohammad is the messenger of Allah (PBUH). Allah has guided humans to gain knowledge and inspired their learning. In fact, all the knowledge are an endowment from the All-Knowing.

Al-Azhar New Curriculum *A Glimpse of the Revelation* for the secondary stages at Al-Azhar institutes provides a comprehensive set of progressive learning outcomes of what Al-Azhar learners should *know* and *be able to communicate* in the English language, using Islamic terminologies to spread the Islamic principles, values and ethics.

*A Glimpse of the Revelation* for Al-Azhar secondary institutes includes:

- Islamic contextual information in the English language.
- English language for religious purposes.
- Activities to help the learner implement the learning outcomes.
- developing competence in using language for Islamic perspectives.

## Rationale of Curriculum Development

*A Glimpse of the Revelation* is based on the integration and consideration of the prior knowledge of learners. It introduces Islamic concepts and aspects that students should learn, understand, and utilize.

The integrated scope and sequence works as a road map to ensure comprehensiveness, and to provide learning experiences specifically designed to support learners of English as a foreign language at various levels of development.

## The aims of the Course

*A Glimpse of the Revelation* aims to enable Al-Azhar learners, at secondary Institutes, to communicate confidently and effectively and to develop critical thinking skills to respond to a range of information, media and texts with **enjoyment** and **understanding**. In addition, it promotes a **cross-cultural understanding** about **sound creed and ethics as well as Islamic Moderate Core values** that Al-Azhar propagates. More and above, the framework is founded on best practices in teaching English as a foreign language and is designed to engage learners in an active, interactive and creative learning journey.

*A Glimpse of the Revelation* focuses on helping students to acquire a solid knowledge of the Islamic ethics and principles, preparing them for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating the 21st century skills in the light of the basic principles, ethics, issues and Values of Islam. Life skills and issues can, therefore, be found throughout the course. In addition to these universal skills and themes, the course maintains a distinct Islamic focus, with an emphasis on Al-Azhar vision.

*A Glimpse of the Revelation* has global perspectives that provide learners with the opportunity to develop these skills:

1. Analysis.
2. Collaboration.
3. Communication.
4. Evaluation.
5. Reflection.
6. Research.
7. Curiosity about the world around the students.
8. Knowledge + Understanding + Skills that can be applied in across subjects

Global perspective helps students to develop an understanding of different cultures. It also allows them to see how their own culture fits into the larger world. Global citizenship aims to encourage young people to develop their knowledge, skills and values they need to engage with the world. A student is a global citizen who is aware of and



understands the wider world. A global citizen takes an active role in their community and works with others to make our planet more peaceful, sustainable and fairer.

*A Glimpse of the Revelation* curriculum helps learners to lay the foundations for lifelong learning, including:

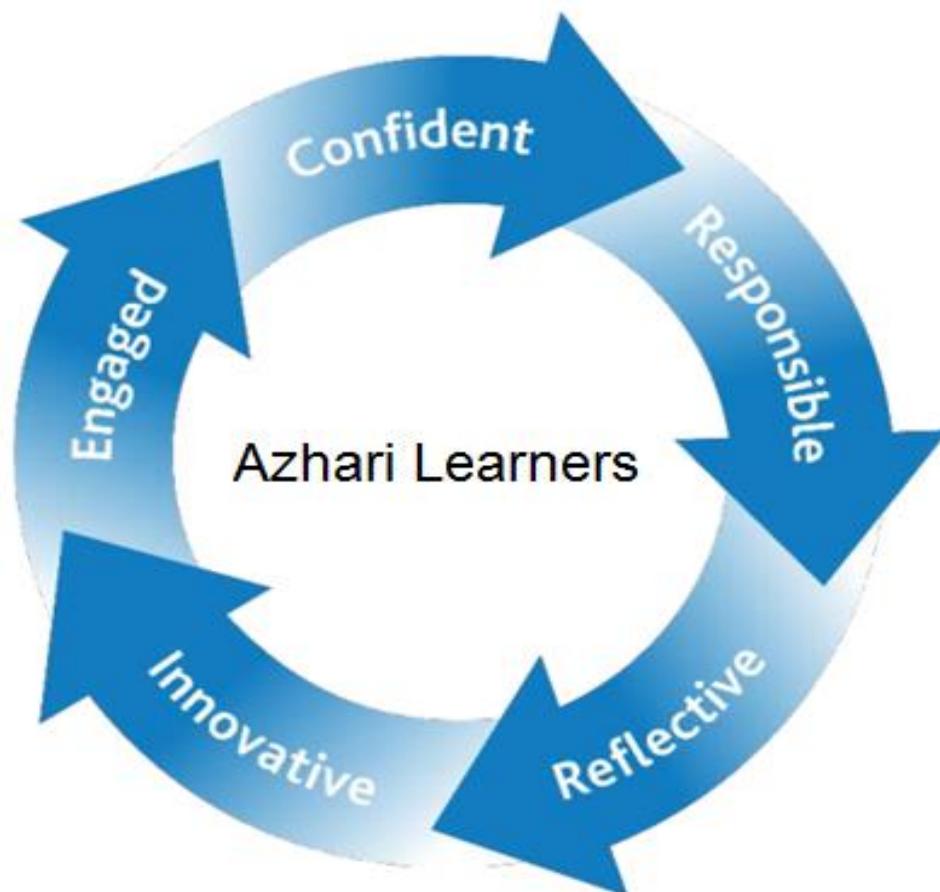
- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in their lives
- effective and confident communication skills, through the skills of reading, writing, speaking and listening
- understanding personal and local context, as well as having global awareness.
- seeing themselves as successful language learners
- developing a solid foundation in the skills required for continued study of English as a Foreign Language for special purposes.
- developing students' interest in Islamic texts and give them a clear reason for listening, reading, speaking or writing about Islam in English.
- making sure that students understand what they are listening, reading, speaking or writing about and why.
- encouraging students to deduce meaning from context and focus on what they can understand instead of what they can't understand.
- giving students time to talk about the text and focus on any new / blocking language.
- encouraging students to use writing conventions and strategies.
- encouraging students to write purposefully and meaningfully.

*A Glimpse of the Revelation* curriculum supports learners to become:

**Responsible** – Learners take responsibility for their learning, ask questions and look for opportunities to use their linguistic skills to express themselves.

**Innovative** – Learners actively explore and experiment with new language, making connections (to their own language) to build on what they already know and are able to do.

**Confident** – Learners develop their reading, writing, speaking and listening to become confident communicators in English. They feel empowered to take risks, try new language, and reflect on and learn from their mistakes.



**Engaged** – Learners are curious about other languages, cultures and perspectives and take opportunities to discover new areas of interest through the medium of English.

**Reflective** – Learners develop the skills to plan, monitor and evaluate their own learning. They reflect on language learning strategies they have used before to consider how they will approach a new task.

## The Three Categories of the 21st Century Skills:

The skills presented and practiced in this course aim to enable students to handle the 21st Century challenges and accept differences in opinions. According to Egypt vision 2030, life skills exercises provide students with the chance to develop critical thinking skills. The life skills presented and practiced in this course aim to enable students to effectively accept differences in opinions and handle the 21st Century challenges that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes..

The Essential Rules Of 21st Century Learning are:

- Instruction should be student-centered.
- Education should be collaborative.
- Learning should have context.
- Schools should be integrated with society.

Each 21st Century skill is broken into one of three categories:

1. Learning skills
2. Literacy skills
3. Life skills

**Learning skills (the four C's)** teaches students about the mental processes required to adapt and improve a modern work environment.

**Literacy skills (IMT)** focuses on how students can discern facts, publish outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

**Life skills (FLIPS)** take a look at intangible elements of a student's everyday life which focus on both personal and professional qualities.

The preceding skills are supported and developed by a group of values that help these life skills to develop.

## Values

In addition to the life skills that are easily recognized, the course also establishes the Islamic values which students need to be equipped with. These values include:

- **Work values:** How to make something perfect with honesty and good communication, bearing in mind that Allah is watching everyone.
- **Academic values:** Respecting knowledge, working with integrity, curiosity and objectivity; showing appreciation of science, scientists and scholars.
- **Personal values:** Showing moderation, balance, patience, appreciation of others, compassion and independence.
- **Coexistence values:** Appreciating peace, tolerance and acceptance of others; respecting rules, law, rights and traditions; participation in helping others.
- **Tolerance:** the ability or willingness to tolerate and accept the existence of opinions, feelings, habits, behaviour or beliefs that are different from your own or that one dislikes or disagrees with.
- **Mercy:** compassion or forgiveness shown towards someone whom it is within one's power to punish or harm.
- **Moderation:** the avoidance of excess or extremes, especially in one's behavior or opinions.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.
- **Decision-making:** How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy:** How to understand and show understanding for other people's situations or experiences.
- **Negotiation:** How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving:** How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.

- **Self-management:** How to take responsibility for your own work, and show good behavior.
- **Sharing:** How to decide which information to share with other people clearly.

## Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These Issues include:

- **Peace:** Appreciating peaceful co-existence is necessary for the community. The absence of hostility and violence between individuals or groups helps to achieve the levels of trust, cooperation and inclusiveness needed for societies to be resilient to shocks, manage disputes and adapt to changes in the environments.
- **Non-Discrimination issues:** Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues:** Appreciating loyalty and belonging, national unity, rights and duties; showing legal awareness.
- **Environmental and developmental issues:** Showing awareness of environmental pollution and responsibility towards keeping the environment clean, and an appreciation of sustainable development and community participation.
- **Health and population issues:** Appreciating hygiene, cleanliness, preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalisation:** Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

## Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent, and the vast majority of people use technology. This is reflected in the inclusion of text types such as writing messages via e-mail. Students are required to utilize technology to in the activities.

## The Role of the Teacher

### **Teachers should:**

- divide content into meaningful short chunks;
- keep practice time short (10-15 minutes);
- keep practice periods frequent and close together when exploring new content;
- review material periodically from previous learned content; and
- give students immediate feedback.

### Teacher should be:

#### **Model**

A model is a person with a role either to promote or display to serve as a visual aid for students. Model education refers to a preferred model of education by the teacher to assist the highest level of teaching and retention of information within their students.

#### **Planner**

The teacher thoroughly takes into consideration the aims and learning outcomes of each lesson, then decides what is taught, how it is taught, and what equipment and materials required to help students learn.

#### **Instructor**

The teacher introduces the language to be learned, gives instructions to students, and decides what language and activities need to be practised.

#### **Language model**

The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

## **Manager**

The teacher organizes the class in order to fulfil the requirements of the different exercises. Sometimes this may mean putting learners into pairs or groups.

## **Controller**

The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

## **Decision maker**

The teacher decides what activities students will participate in, which students to ask questions to and how long each activity should last.

## **Advisor**

The teacher monitors the progress of the class, deciding how learners are performing and what extra help should be given, such as explaining the task further or providing extra examples of relevant language.

## **Monitor**

When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

## **Personal tutor**

The teacher identifies individual students' areas of difficulty and finds ways of helping them.

## **Assessor**

At different points in a class the teacher may observe the performance and progress of particular students in order to award marks for ongoing assessment and participation.

## **Application of Content and Language**

New content and abstract concepts need to be presented in personally relevant ways that spark a student's prior knowledge and experiences. Some examples include the following:

- Keeping personal learning journals
- Playing roles for reviewing content
- Writing test questions
- Creating problems for another student to solve
- Teaching a concept to another student

## Lesson Delivery

Lesson delivery includes how well the stated content and language objectives are supported during the lesson, to what extent students are engaged in the lesson, and how appropriate the pace of the lesson is to students' abilities. The research relating to engaged time on task states that instruction that is understandable to students, that creates opportunities to talk about the lesson's concepts, and that provides hands-on activities to reinforce learning, captures students' attention and keeps them more actively engaged.

## Content and Language Objectives

Content objectives describe **what** the students will learn during the lesson. Language objectives describe **how** the student will learn the content of the lesson. Content objectives and Language objectives should be stated orally; be written where all will see, preferably in the same space each time; and be limited to one or two per lesson. Clarifying these objectives helps:

- provide a focus for the lesson;
- provide a structure for carrying out the procedures of the lesson;
- allow students to be aware of the purpose of the lesson; and
- provide ways for teacher and students to evaluate the lesson in respect to the content objectives.

## Approaches

### Overview of teaching approaches

It is expected that teachers will adopt an integrated approach to planning and teaching ***A Glimpse of the Revelation Curriculum*** in English as a Foreign Language. Each lesson and unit need to provide opportunities for practice of all four skills as well as a focus on one or more learning objectives from the Use of English strand. The Use of English strand provides the linguistic features learners need to engage with the language receptively in the Reading and Listening strands and productively in the Writing and Speaking strands.

### Integrating Use of English and the four skills:

- enhances learners' communicative competence
- enables teachers to build a lesson or a topic relevant to the learners
- motivates learners to learn by building more variety into the lesson
- works at the level of realistic communication, where language tasks involve more than one skill
- exposes learners to authentic language
- challenges learners to interact naturally.

This integrated approach can, and should, be implemented from the start of Stage 1 secondary. For example, asking and responding to simple questions related to Islamic topics draws on listening and speaking skills as well as an understanding of Islamic words and phrases. As learners move through the stages, previously studied language should be reviewed, extended and integrated into different practice tasks. For example, at Stage 1 secondary, learners are introduced to pillars of Islam. At Stage 2 secondary, this understanding is extended to include a wider range of written texts for comprehension.

The ***Teacher Guide*** will support you to plan and deliver lessons using effective teaching and learning approaches.

## CALLA “Cognitive Academic Language Learning Approach”

*Basic Components of CALLA - The approach incorporates three basic components, which include:*

1. **Content Topics** – topics that are not a repetition of the regular classroom material, but enhanced topics for better understanding which sparks the interest of students.

2. **Academic Language Skills** – including all four communicative skills—listening, speaking, reading, and writing. Language is used as a tool for academic learning as students are required to analyze and evaluate information as well as their own learning preferences.

3. **Language Learning Strategy Instruction** – Explicit instruction in language learning strategies assists students in becoming active learners who mentally analyze and reflect on their learning. Through the use of language learning strategies, students are able to learn and apply the strategies to all types of learning situations. The three types of language learning strategies include those that target metacognitive processes, those that deal with cognitive aspects of learning, and those that address social and affective skills.

- It was created mainly for students with limited proficiency / command of English.
- It enables students to become more proficient so that they are more able to take part in content directed instruction.
- Develop language across the curriculum
- Focus on literacy in all subjects
- Link to prior linguistic knowledge and skills
- Provide balanced instruction

## The 5 Steps of CALLA

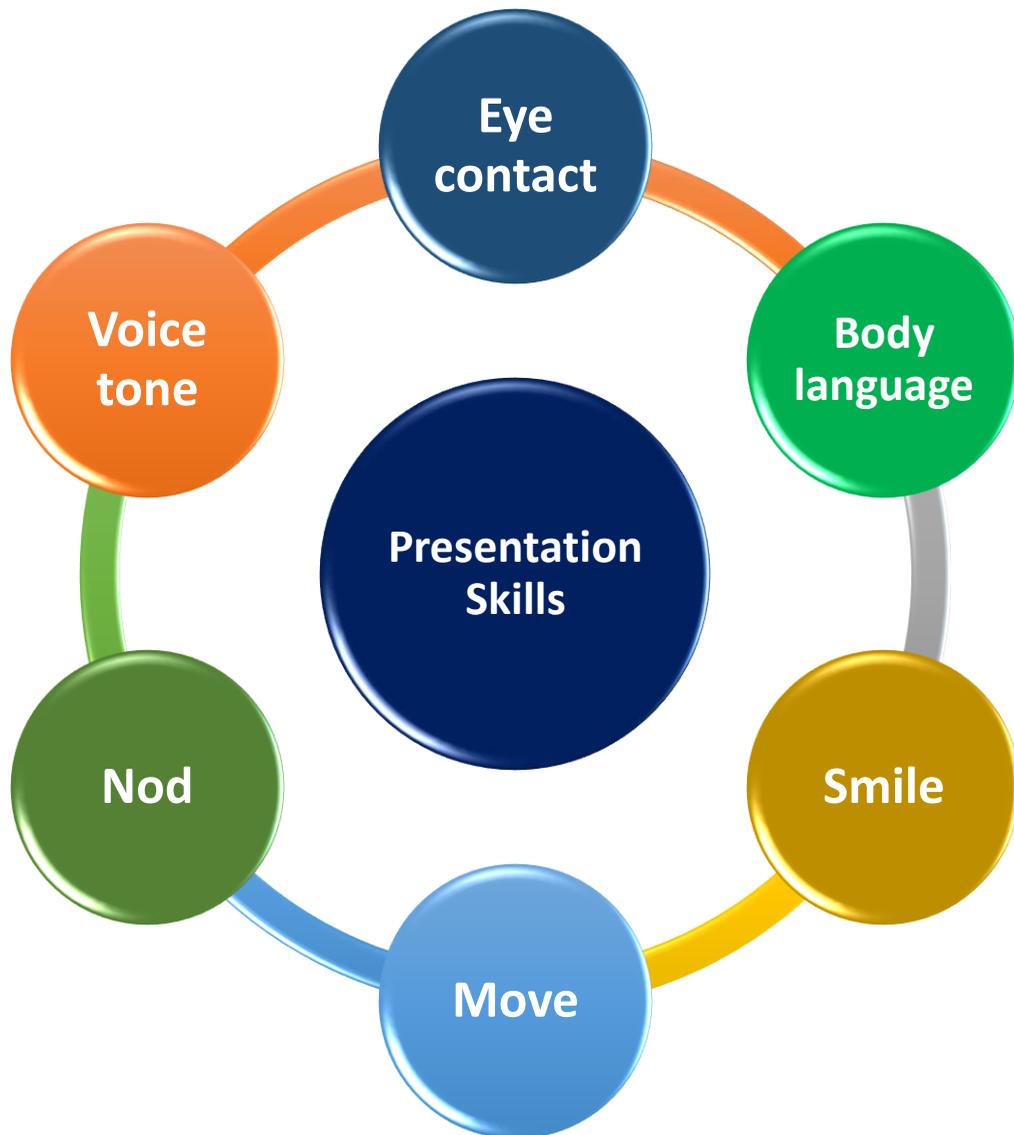


➤ CALLA related Strategies; SIOP

**The Sheltered Instruction Observation Protocol**



## ➤ Presentation Skills



### Tips for Giving Effective Presentations

- Plan
- Organize
- Be Audience-Centered
- Present, Practice, Produce!
- Use Easily Readable Notes
- Eliminate Distracting Habits
- Speak Slowly and Clearly
- Use Your Body Effectively

- 
- Effective & Confident Communication Skills
  - Develop students' Global Awareness

There are various reasons why teaching presentation skills is very important. Presentation is an essential outcome of the school experience. When learners learn how to present in front of the whole class, it helps them build confidence and self-esteem, and become more aware of themselves in terms of thoughts and emotions. Furthermore, learning how to give a presentation from a young age makes learners more comfortable with public speaking, which is absolutely necessary in high school, college, and in their professional life as well. Here are some benefits that come along when kids learn and practice presentation skills. Presentation skills help learners to:

- communicate with others
- increase self-confidence
- take on responsibility
- become organized
- prepare well

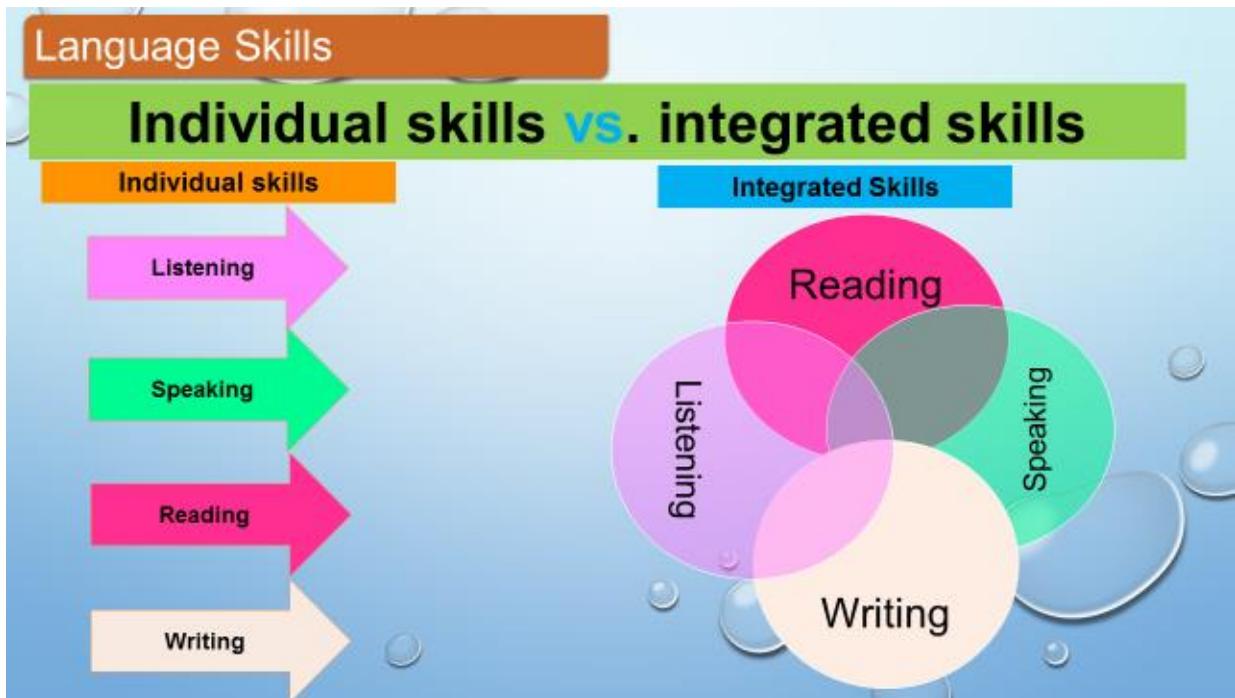
## The Integrated skills Approach

Learning through integrated approaches is extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives. This curriculum is based on the four skills (reading, writing, listening and speaking). Each lesson is followed by a set of activities that aim to allow the students to practice these skills.

*Al-Azhar Framework Document for Teaching A Glimpse of the Revelation in English as a Foreign Language for Secondary Institutes* is designed and based on the following principles:

### ***1. Integration of receptive and productive skills in Islamic contexts***

- Receptive Skills (Listening & Reading)
- Productive Skills (Speaking & Writing)



Learning objectives are organized into five strands:

1. Listening
2. Speaking
3. Reading
4. Writing

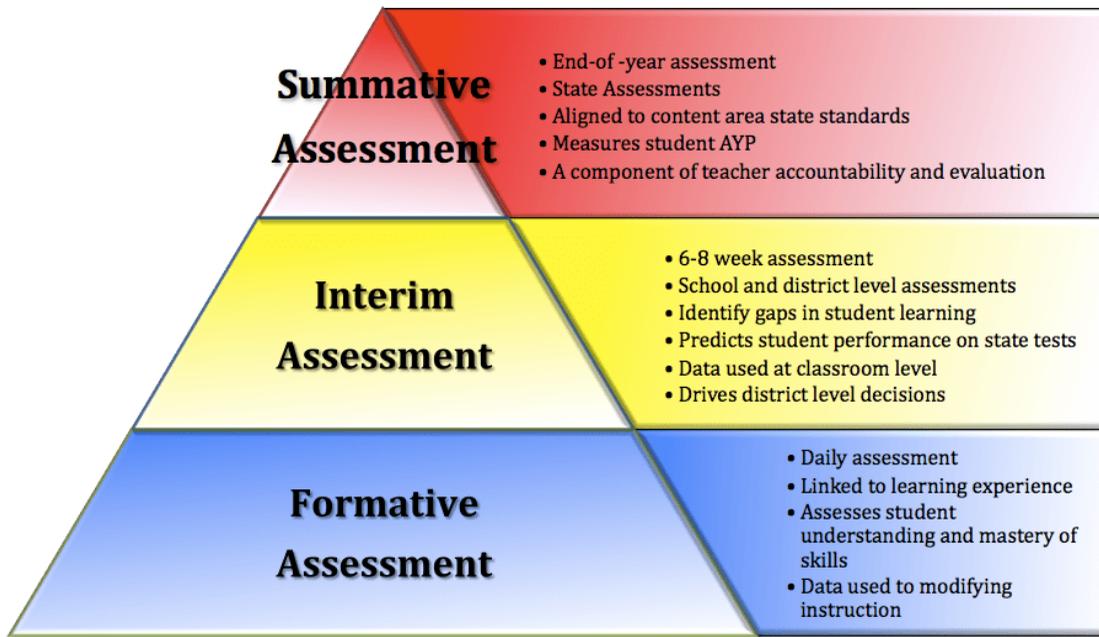
## ➤ Catering for students learning styles (VAK)

- One size does not fit all.



## ➤ Assessment

### Types of Assessments



There are various types of assessment.

#### Pre-assessment or diagnostic assessment

Before creating the instruction, it's necessary to know what kind of students you're creating the instruction for. Your goal is to get to know your students' strengths, weaknesses, skills and knowledge before taking the instruction. Based on the data you've collected; you can create your instructions.

#### Formative assessment

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps identifying the first gaps in your instruction. Based on this feedback you'll know what to focus on for further expansion for your instruction.

#### Summative assessment

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend your course, or test. You are able to see whether and how they use the learned knowledge, skills and attitudes.

## Confirmative assessment

When your instruction has been implemented in your classroom, it's still necessary to take assessment. Your goal with confirmative assessments is to find out if the instruction is still a success after a year, for example, and if the way you're teaching is still on point. You could say that a confirmative assessment is an extensive form of a summative assessment.

## Norm-referenced assessment

This compares a student's performance against an average norm. This could be the average national norm for the subject History, for example. Other example is when the teacher compares the average grade of his or her students against the average grade of the entire school.

## Criterion-referenced assessment

It measures student's performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course.

## Ipsative assessment

It measures the performance of a student against previous performances from that student. With this method you're trying to improve yourself by comparing previous results. You're not comparing yourself against other students, which may be not so good for your self-confidence.

## Assessment OF FOR Learning

- Both assessment FOR and OF learning are important
- Assessments FOR learning serve to help students learn more (Classroom Assessment)

- Assessments OF learning provide evidence of achievement for public reporting (Standardized Testing)

### **Assessment**

Assessment is designed to complement this Curriculum Framework for Stages 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Secondary.

- **Teacher's Capacity Building and CPD**
  - Reflective teacher
  - Text- based training

## Key benefits

*A Glimpse of the Revelation* empowers learners to communicate confidently and effectively, and to develop the critical thinking skills needed to respond to a range of information, media and texts.

*A Glimpse of the Revelation* also promotes active learning, develops thinking skills and encourages intellectual engagement. The Curriculum develops a solid foundation for further study of Islamic terms in English as a Foreign Language, and for study through the medium of English.

*A Glimpse of the Revelation* is designed to support effective teaching of the Islamic teachings in English within and across the Secondary stages. There is a clear progression of reading, writing, speaking and listening skills across the stages.

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. Throughout the curriculum, learners revisit and engage with language at deeper levels and in different contexts.

### **What knowledge, skills and understanding does the subject develop?**

*A Glimpse of the Revelation* develops:

- \* Effective use of English for the purposes of practical communication
- \* Confidence in reading a range of Islamic texts
- \* An awareness of the nature of language and language-learning skills
- \* A solid foundation for the further study of English as a Foreign Language, and for study through the medium of English.

## Backward design

**Backward design** is a method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum typically involves three stages:

1. Identify the results desired (big ideas and skills)
  - What the students should know, understand, and be able to do
  - Consider the goals and curriculum expectations
  - Focus on the "big ideas" (principles, theories, concepts, point of views, or themes)
2. Determine acceptable levels of evidence which support that the desired results have occurred (culminating assessment tasks)
  - What teachers will accept as evidence that student understanding took place
  - Consider culminating assessment tasks and a range of assessment methods (observations, tests, projects, etc.)
3. Design activities that will make desired results happen (learning events)
  - What knowledge and skills students will need to achieve the desired results
  - Consider teaching methods, sequence of lessons, and resource materials

## Teaching time

For guidance, this Curriculum Framework is based on learners having 4 hours of English as a Foreign Language per month. The actual number of teaching hours may vary according to the context.

## Overview of learning objectives

There are learning objectives for each of Stages 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> secondary, and the learning objectives in each stage are unique to that stage. To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. It is expected that teachers will plan lessons and select topics, activities and resources appropriate to their learners 'context.

To support effective development of all skills (reading, writing, speaking and listening) and Use of English, you should try to plan lessons that include learning objectives from more than one strand.

***A Glimpse of the Revelation Curriculum*** is designed to indicate the types of activities you may use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each secondary stage. You should use other activities with a similar level of difficulty, for example, those from endorsed resources.

This series is designed for teaching Islamic culture to young Muslims in Al-Azhar Institutes. The series aims to enable students to identify the foundations, principles and rules of the religion of Islam by building a strong knowledge base to enable them to maintain their faith and identity and interact with others. Each grade contains the following books:

- Islamic Studies Syllabus.
- Student's Book
- Teacher's Guide
- CD

## **Lesson Planning**

### **1. Warm-Up and Review**

Each lesson plan should begin with a lead in or review warm up; fun activity to either review or introduce a topic or information. This activity helps pupils to both recall the language and switch to an English-speaking mode.

## **2. Introduce the Target Language**

A new language is introduced before pupils open their Pupil's Book so that they focus on the meaningful demonstration of the language. Step-by-step suggestions explain how to introduce the target language using Pics and/or Word Cards, realia, drawings, and/or gestures.

## **3. Talk about the picture**

Before introducing the target language, pupils can look at some pictures to make previewing, and to brainstorm ideas related to these pictures. This helps them recall their schemata. This activity is purely productive and engaging for pupils.

## **4. Practice the Target Language**

The Teacher's Book provides detailed instructions on how to fully use the Pupil's Book pages.

## **5. Activities**

A lesson plan should include various activities to offer pupils further practice with the target language.

## **6. Finish the Lesson**

Each lesson plan should conclude with a quick, fun activity which reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.

The units are divided into themes to cover the various Islamic topics. Each theme constitutes a separate lesson.

## **Course outline**

The course has the following components:

### **Pupil's Book**

The Pupil's Book consists of two terms. Each term has three main units. Each unit includes various activities to enhance understanding.

## Digital materials

Links are included throughout the Teacher’s Guide to help teachers to explain unfamiliar concepts.

## Teacher’s Guide

A full-color Teacher’s Guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. It aims to help the teachers to get the most out of the materials they have

Each lesson in the teacher’s guide has step-by-step teaching notes suggesting how to approach the lesson. Every lesson begins with suggested warm up activities such as lead in activities or to revise language from previous lessons. The activities can be adapted to suit pupils who are making rapid progress or slow pupils. The notes suggest ideas about how to access previous knowledge and experiences within new topics.

The Teacher’s Guide provides suggestions for proper classroom management. Teaching large classes is demanding so it is important to vary teaching approaches to enable each individual pupil to participate, as well as to use pair work, group work and class work effectively. The Teacher’s Guide suggests how you can adopt a ‘stop and check’ approach to ensure pupils have achieved objectives before moving on. This approach supports the assessment of pupils’ progress on an ongoing basis.

### Scaffold student learning through

- **Paraphrasing**—rephrase a sentence to help in clarifying a word;
- **Systematic word study**—since isolated word lists and dictionary definitions do not necessarily promote vocabulary or language development, it is important for students to be able to become familiar with and study words in a variety of ways (write them, say them, see them, act them out, draw them, sing them, etc.); and
- **Word study books** or personal dictionaries—student-made personal books in which students enter frequently used words, concepts, and ideas.
- **Pace of Lesson**

Pacing refers to the rate at which information and concepts are delivered during a lesson. The pacing rate for ELL students must be quick enough to keep students' interest but not so quick that it makes understanding difficult.

- **Engaged Students**

- For lesson delivery to be considered effective students should be actively engaged 90% to 100% of the time period set-aside for the lesson.
- Students should be engaged in activities that relate directly to material that they will be tested on.
- Effective teachers minimize off task activities such as making announcements, passing papers etc.

**These are some factors that contribute to high levels of student engagement:**

- Well planned lessons
- Clear explanation of academic tasks or instructions
- Appropriate allocation of time for academic task
- Strong classroom management skills
- Opportunities for students to apply learning in relevant and meaningful ways
- Active student involvement in planning and implementation of activities
- Lesson design that meets the language proficiency and learning needs of students

### **Review of Key Content Concepts**

Review key concepts before, during, and after a lesson using the following strategies:

- Informal summarizing—“Lead students to discuss with partners the three most important things they have learned up to this point.”
- Chunking of information—Lead students in a periodic review aloud of text or material.

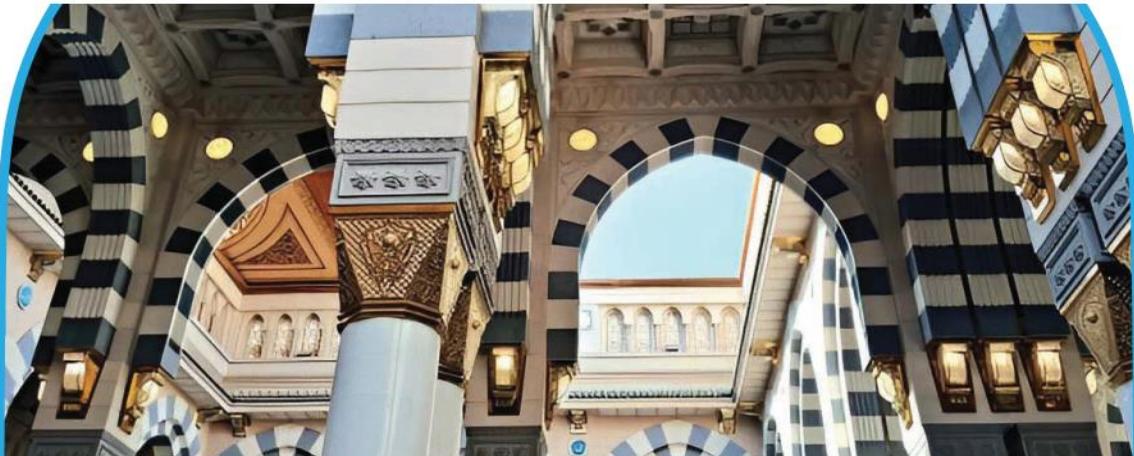
- Structured review—Students summarize with partners or in small groups, listing key points.
- Linking review—Link the review back to content objectives to ensure a focus on essential concepts.
- Final review—Allow students to ask questions to clarify their own understanding.

Providing feedback during review clarifies and corrects misconceptions, helps students develop English proficiency, and allows teacher to paraphrase and model correct grammar and usage.



# Unit 1

## The Rightly-Guided Caliphs



### UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Cherish the significant role of the Rightly-Guided Caliphs in Islam and delineate the circumstances surrounding the Prophet Muhammad's (BPUH) death and the choice of his successor.
- ◆ Appreciate the contributions of Abū Bakr al-Ṣiddīq (APWH), including his reactions to the Prophet's (BPUH) death, his role in the Apostasy Wars, and the compilation of the Noble Qur'ān.
- ◆ Value the deeds of Umar ibn al-Khaṭṭāb (APWH) in establishing the Islamic judicial and administrative systems, his policy of religious tolerance, and his role in the expansion of the Islamic nation.
- ◆ Appreciate the contributions of Uthmān ibn 'Affān (APWH), including his appointment as caliph, the establishment of the marine military fleet, and the development of the Islamic economic system.
- ◆ Recognize the role of Alī ibn Abī Ṭālib (APWH) as caliph, the circumstances of his caliphate, and his contributions to the development of the Islamic nation.

**Unit 1: The Rightly Guided Caliphs****Lesson 1: Muslims' Tragic Loss****Intended Learning Outcomes (ILOs):****Affective**

- Cherish the great role played by the Rightly Guided Caliphs in Islam (APWT).
- Highlight the Prophet's (PBUH) Hadith about the Rightly Guided Caliphs (APWT).

**Cognitive**

- List the names of the four Rightly Guided Caliphs (APWT).
- Demonstrate the circumstances that accompanied the Prophet's (PBUH) death concerning choosing his successor.
- Delineate the role of Abū Bakr in protecting the Islamic nation after the Prophet's death.

**Psychomotor**

- Translate some sentences about the Rightly Guided Caliphs using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

## Notes for the Teacher

- Encourage respect during discussions about the four Rightly Guided Caliphs (APWT).
- Ensure that students understand the importance of learning about the Rightly Guided Caliphs.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

### Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work: Agree-Disagree Line (5 minutes)
5. Closure/assessment (5 minutes)

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### Lesson Procedure Details

#### 1. Warming-up (5 minutes)

1. Agree-Disagree Line (5 minutes)

Objective: Engage students in a physical and reflective activity to express their views on the four Rightly Guided Caliphs.

#### Instructions:

- Statement: Read a statement related to the lesson, such as ‘Prophet Muhammad’s (PBUH) death was such a tragic loss to all Muslims’.
- Positioning: Ask students to work in pairs and groups.
- Share: Ask students from different groups to explain their reasoning.

- Encourage a few students from each pair or group to share their thoughts.
- Discuss: Highlight the variety of viewpoints and relate them to the lesson's objectives about the four Rightly Guided Caliphs (APWT).

## New Vocabulary

Pre-teach any vocabulary

- Check the meanings of these words in your dictionary.
- Focus attention on unfamiliar words.
- Write the words on the board and ask different students to pronounce them.
- Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

### 1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about the four Rightly Guided Caliphs (APWT).

#### Instructions:

- Begin with a discussion about: ‘Prophet Muhammad’s (PBUH) death as a tragic loss to all Muslims, Discuss’.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

---

### 2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about the good reputation the four Rightly Guided Caliphs (APWT).

### **Instructions:**

- Read the provided text about the four Rightly Guided Caliphs (APWT) aloud.
- Explain why dark grief filled the Islamic nation after the death of Prophet Muhammad (BPUH).
- Discuss the critical problems Muslims faced after the Prophet's death.
- Highlight the role of the Caliphs in the unity of the Muslim state.

### **Key Points to Cover:**

- The death of Prophet Muhammad (PBUH)
- The Arabian tribes' state
- People who started claiming prophethood
- The first four caliphs

### **3. Activities (10 minutes)**

Objective: Reinforce understanding through interactive exercises.

#### **A. Circle the right choice.**

1 Tell the students to read through the gapped sentences carefully.

2 Explain that they must complete them using the correct word.

They can do this in pairs or groups.

3 Ask them to refer to the text if they need further help.

4 Check answers as a class.

### **Answers**

1-sadness    2-crucial    3-heir    4-assassination    5-innovative

**B- Complete the following table.**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct Synonyms.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

	Word	Synonym
1-	succeed	follow
2-	tragic	dramatic
3-	heir	successor /inheritor
4-	assassination	killing
5-	administrative	managerial/organizational

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with students. Explain that students must decide if the sentences are true or false.
- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

**Answers**

1-T      2-T      3-F      4-F      5-T

**D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1-b 2-d 3-a 4-e 5-c

**E) Answer the following questions:**

- Tell the students to read through the questions carefully
- Explain that students will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.

**Answers**

- 1- Dark grief filled the Islamic nation Because of the Prophet's death.
- 2- Some of the most critical problems that Muslims faced were that some of the Arabian tribes apostatized, and some men and even women started claiming prophethood.
- 3- The reign of the Caliphs lasted for 29 years.
- 4- Islam spread beyond the borders of Arabian Peninsula. The Muslim

state stretched out from the borders of China to West Asia and North Africa, all the way to Andalusia in Europe.

5- They faced the challenge of how to provide a smooth transition after the Prophet's (BPUH) death, and to preserve his cause and work hard to get the Muslim state.

## F) Translation

(Model Translation, any relevant translation would be accepted):

**Before translation ask students to** understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### \* Translate the following into Arabic:

كان دور الخلفاء في وحده الدولة الإسلامية بالغ الأهمية، إذ وفروا انتقالا سلسا للسلطة بعد وفاة النبي صلي الله عليه وسلم.

### \* Translate the following into English:

Islam flourished and spread widely during the reign of the four rightly- guided caliphs because they followed the teachings of the Prophet (BPUH).

## 4. Pair Work (5 minutes)

**Mind map creation** (5 minutes)

**Objective:** Enhance understanding through the following:

### Instructions:

- Each pair creates a mind map with 'The first four caliphs' as the central

idea.

- Branches should include key terms with sub-branches for example and related ideas.
  - Pairs present their mind maps to the class.
- 

### 5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

#### **Instructions:**

- Summarize key points of the lesson and address any remaining questions.

#### **Homework:**

- Write a short informative essay about the Rightly-Guided Caliphs (APWH).
- 

#### **Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in mind map presentations.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: The First Caliph Abū Bakr al-Ṣi'ddīq****Intended Learning Outcomes (ILOs):****Affective**

- Cherish the great role played by Abū Bakr al-Ṣiddīq (APWH).
- Depict the reactions of Abū Bakr al-Ṣiddīq (APWH) concerning the death of the Prophet (PBUH).

**Cognitive**

- Identify the role of Abū Bakr al-Ṣiddīq (APWH) in the Apostasy Wars (Riddah Wars).
- Demonstrate the role of Abū Bakr al-Ṣiddīq (APWH) in the compilation of the Noble Qur'ān in one book.

**Psychomotor**

- Translate some sentences about Abū Bakr al-Ṣiddīq (APWH) using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the First Caliph Abū Bakr al-Ṣi'ddīq (APWH).
- Ensure that students identify the role of Abū Bakr (APWH) after the Prophet's (PBUH) death.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.



## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair or group work: Quick Write (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### 2. Warming-up (5 minutes)

#### Quick Write (5 minutes)

**Objective:** Get students to articulate their thoughts about the First Caliph Abū Bakr al-Ṣi'ddīq (APWH).

**Instructions:**

- Prompt: Ask students to write a sentence in response to the prompt: Abū Bakr (APWH) was the senior companion to the Prophet (PBUH)
  - Share: ask a few volunteers to read their sentences aloud.
  - Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.
- 

## New Vocabulary

### Pre-teach any vocabulary

- Check the meanings of these words in your dictionary.
- Focus attention on unfamiliar words.
- Write the words on the board and ask different students to read them.

- Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about what the most challenging uprising was that Abū Bakr (APWH) had to face.

**Instructions:**

- Begin with a discussion about: ‘Why Abū Bakr held a war-council at Madīna’.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about the greatest achievements Abū Bakr (APWH) made.

**Instructions:**

- Read the provided text about the first Rightly-Guided Caliph.
- Explain how Abū Bakr (APWH) faced the new challenges.
- Discuss how Abū Bakr (APWH) collected the Qur’ān.
- Highlight the role of Abū Bakr (APWH).

**Key Points to Cover:**

- Abū Bakr (APWH) as the senior companion to the Prophet (PBUH)
- The role of Abū Bakr (APWH) at this critical period
- Abū Bakr was unanimously accepted to be the first Caliph
- The greatest achievements Abū Bakr (APWH) made.

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

#### A) Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
  - Explain that they must complete them using the correct word. They can do this in pairs or groups.
  - Ask them to refer to the text if they need further help.
  - Check answers as a class.
- 1-confused    2-apostate    3-deluding    4-successor    5-bequeathed

#### B) Complete the following table:

#### Answers

	Word	Synonym
1-	honorific	glorified
2-	confused	Uncertain/puzzled
3-	consolidate	sustain
4-	crucial	critical
5-	triumph	victory

#### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

**Answers**

1-T      2-F c      3-T      4-T      5-F

**D) Match the words with their meanings:**

- Tell the students to read through the gap sentences carefully.
- Explain that they should choose the correct words to complete full meaning sentences. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1-b    2-d    3-a    4-e    5-c    5-c

**E) Answer the following questions:**

Ask students to write their full answers of the questions. They do not have to use the very words used in the context provided.

- Put the students into pairs.
- Put them in groups to compare their answers.
- Ask some students to share their answers with the class.
- Check answers as a class.

**Answers**

1- The Prophet's death was a very sad event which affected all Muslims so badly.

2-Apostasy Wars were the most challenging uprising that Abū Bakr had to face.

3- Abū Bakr held a war-council at Madīna because he decided to fight

the apostates to consolidate the Muslim state again.

4-The compilation of the Noble Qur'an was the greatest achievements Abū Bakr (APWH) contributed to Islam.

5- Abū Bakr (APWH) left only a servant, a camel and a garment when he died.

## F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### \* Translate the following into Arabic:

قاد أبو بكر الصديق رضي الله عنه الدولة الإسلامية حيث تمت مبايعته بالإجماع ليكون أول الخلفاء الراشدين، وكان عليه أن يواجه عدة تحديات خلال فترة خلافته رضي الله عنه.

### \* Translate the following into English:

One of the most important achievements of the Rightly – Guided Caliph “Abu Bakr( APWH)” was the compilation of the Noble Qur'an.

## 4. Pair Work (5 minutes)

### Jigsaw Reading (5 minutes)

**Objective:** Enhance understanding through Reading silently.

### Instructions

- Divide the reading passage into paragraphs.
- Divide the class into groups. Three groups read silently to make comments. The other three groups read silently to write questions.

- Hold a class discussion.
  - Appoint other groups to summarize the passage.
- 

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the lesson.

**Instructions:**

- Assign students to write a short essay about how they understand the role of Abū Bakr (APWH).
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short informative essay on ‘The first Caliph Abū Bakr (APWH)’.
- 

**Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 3: The Second Caliph "Umar ibn al-Khaṭṭāb"****Intended Learning Outcomes (ILOs):****Affective**

- Cherish the great deeds played by Umar Ibn al-Khaṭṭāb (APWH).
- Depict the role of Umar Ibn al-Khaṭṭāb (APWH) in establishing the Islamic judicial system.

**Cognitive**

- Exhibit the role of Umar Ibn al-Khaṭṭāb (APWH) in establishing the Islamic administration system.
- Reveal the policy of religious tolerance of Umar Ibn al-Khaṭṭāb (APWH) towards the Christians and Jews, and non-Muslims.
- Highlight the role of Umar Ibn al-Khaṭṭāb (APWH) in expanding the Islamic nation.

**Psychomotor**

- Translate some sentences about Abū Bakr al-Ṣiddīq (APWH) using proper jargon.

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**Lesson Materials**

- Exercises and activities based on the text.
  - Dictionaries: Paper or digital for individual, pair, or group work.
  - A soundtrack of the lesson text.
-

## Notes for the Teacher

- Encourage respect during discussions about the second Rightly Guided Caliph of Islam.
- Ensure that students understand the significant contributions of ‘Umar (APWH), the second Rightly Guided Caliph.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

### Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work: various activities (5 minutes)
5. Closure/assessment (5 minutes)

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### Lesson Procedure Details

#### 3. Warming-up (5 minutes)

##### Four Corners Debate (5 minutes)

**Objective:** Engage students in a dynamic discussion about ‘Umar (APWH) the second Rightly Guided Caliph.

**Instructions:**

- **Statement:** Present a statement, such as " ‘Umar (APWH) made great contributions to the establishment of religious justice."
- **Corners:** Label each corner of the room with "Examples" "Sayings"
- **Positioning:** Ask students to move to the corner that best represents their opinion on the statement.
- **Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

## New Vocabulary

### Pre-teach any vocabulary

**Check the meanings of these words in your dictionary.**

- 1 Focus attention on unfamiliar words.
- 2 Write the words on the board and ask different students to pronounce them.
- 3 Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

#### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how Abū Bakr (APWH) decided to confer the caliphate on ‘Umar (APWH).

**Instructions:**

- Begin with a discussion about: ‘Umar was the second Rightly Guided Caliph of Islam.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

---

#### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about ‘Umar was the second Rightly Guided Caliph of Islam’.

**Instructions:**

- Read the provided text about ‘Umar was the second Rightly Guided Caliph of Islam.

- Explain how Abū Bakr (APWH) decided to confer the caliphate on ‘Umar (APWH).
- Discuss What contributed to the stability of the rapidly developing Islamic world.
- Think about how ‘Umar (APWH) revolutionized the system of land ownership.
- Highlight how ‘Umar (APWH) established religious justice and intellectual freedom in the Islamic state.

### **Key Points to Cover:**

- Abū Bakr (APWH) decided to confer the caliphate on ‘Umar (APWH)
- The rapidly developing Islamic world
- the system of land ownership
- establishment of religious justice and intellectual freedom

### **3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

#### **A. Circle the right choice:**

- Ask students to circle the correct answers. Then they can discuss their answer. (Per assessment)
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

### **Answers**

1-consult    2-conferred    3-contributions    4-intellectual    5-subjugated

**B) Complete the following table:**

- 1 Tell the students to read through the table carefully.
- 2 Explain that they must complete the table with correct words. They can do this individually or in pairs.
- 3 Students can reflect on themselves before discussing their answers.
- 4 Ask them to refer to the text if they need further help.
- 5 Check answers as a class.

**Answers**

	Word	Antonym
1-	construction	destruction
2-	public treasury	private treasury
3-	appealing	unappealing
4-	expansion	reduction
5-	stability	instability

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to mark statements as true (T) or false (F) based on the lesson. They can justify their answers to enhance learning.
- Ask students to read the text again to complete the task.
- Check their answers as a class

**Answers**

1-T      2-T      3-F      4-T      5-T

**D) Match the words with their meanings:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

**Answers**

1-c      2-d      3-a      4-e      5-b

**E) Answer the following questions:**

- Ask students to write their full answers to the questions.
- Tell the students to discuss the questions in pairs.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

**Answers**

1- Abū Bakr (APWH) decided to confer the caliphate on 'Umar (APWH) by consulting senior companions of the Prophet (BPUH).

2- Faith and knowledge of Islam by the expansion of the Islamic state.

3-Establishing institutions of law contributed to the stability of the rapidly developing Islamic world.

4-'Umar revolutionized the system of land ownership by setting up a department entrusted with the task of surveying and assessing the newly conquered lands.

5-A Persian slave, Abu Lulua the Magian assassinated 'Umar (APWH).

**F) Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, and ensure natural flow.

**Answers****\* Translate the following into Arabic:**

قدم عمر بن الخطاب رضى الله عنه إسهامات كبيرة لإرساء العدل والحرية الفكرية في جميع أنحاء الدولة الإسلامية.

**\* Translate the following into English:**

Muslims and non-Muslims enjoy freedom, justice and security during the era of the Rightly Guided Caliphate.

**4. Pair Work (5 minutes)****Mind Mapping (5 minutes)**

**Objective:** Enhance understanding through e-dictionary use.

**Instructions:**

- Each pair creates a mind map of ideas with " the second Rightly Guided Caliph" as the central idea.
- Branches should include some achievements.
- Pairs present their mind maps to the class.

**5. Homework/ Assessment (5 minutes)****Homework:**

- Write a short informative essay about (the second Rightly Guided Caliph).

**Lesson 4: The Third Caliph 'Uthmān ibn 'Affān****Intended Learning Outcomes (ILOs):****Affective**

- Cherish the great roles played by Uthmān ibn 'Affān (APWH).
- Demonstrate how Uthmān (APWH) was appointed as a caliph.

**Cognitive**

- Depict the role of Uthmān ibn 'Affān (APWH) in establishing the marine military fleet.
- Highlight the role of Uthmān (APWH) in expanding the Islamic nation.
- Portray the role of Uthmān ibn 'Affān (APWH) in the development of the Islamic economic system.

**Psychomotor**

- Translate some simple sentences about Uthmān ibn 'Affān (APWH).

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the third Caliph was 'Uthmān ibn 'Affān (APWH).
- Ensure that students understand why Uthmān was a notable companion of Prophet Muhammad (PBUH).
- struggling with the content, structure, vocabulary or questions. Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work: various activities (5 minutes)
5. Closure/assessment (5 minutes)

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## Lesson Procedure Details

### 4. Warming-up (5 minutes)

**Word Association** (5 minutes) Objective: Encourage students to think about how ‘Umar ibn al-Khattāb (APWH) appointed a committee of trustees to elect the next Caliph.

#### Instructions:

- **Prompt:** Write the word "Immigration" on the board.
- **Respond:** Ask students to quickly write down the first word or phrase that comes to mind when they think of "committee of trustees".
- **Pair:** Have students pair up to share and compare their responses.
- **Share:** Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

## New Vocabulary

### Pre-teach any vocabulary

**Check the meanings of these words in your dictionary.**

- 1 Focus attention on unfamiliar words.
- 2 Write the words on the board and ask different students to read them.
- 3 Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

## 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students to thinking about how ‘Uthmān (APWH) continued the policies of the previous Caliphs and followed in their footsteps.

**Instructions:**

- Begin with a discussion about: " The various extraordinary achievements of ‘Uthmān (APWH)."
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about how ‘Uthmān (APWH) had an autonomous military approach.

**Instructions:**

- Read the provided text about the rightly Caliph ‘Uthmān (APWH) aloud.
- Explain why ‘Umar (APWH) appointed a committee of trustees.
- Discuss the Caliph ‘Uthmān’s distinguished achievements.
- Think about why the caliph ‘Uthmān’s supporters didn’t fight the rebels.
- Highlight good and effective financial reforms done by the rightly Caliph ‘Uthmān (APWH).

**Key Points to Cover:**

- Appointing ‘Uthmān as the next Caliph
- Impartial justice for all, adopting mild and humane policies
- Various extraordinary achievements of ‘Uthmān (APWH)
- Financial skills and financial reforms of ‘Uthmān (APWH)

- How 'Uthmān (APWH) prevented bloodshed among fellow believers

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

#### A) Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

#### Answers

1-bloodshed    2-humane    3-mild    4-generous    5-trustees

#### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

#### Answers

	Word	Antonym
1-	autonomous	dependent
2-	generous	miser/stingy
3-	impartial	biased
4-	humane	inhumane-cruel
5-	delegated	abrogated-retained

**C) Write (T) for true statements and (F) for the false ones:**

- Tell students to read through the statements as a class.
- Check understanding.
- Tell students that they may need to read the text again.
- Students should try to remember, or make a note of, why the false sentences are false.
- Students should try to correct the false sentences.

**Answers**

1-T      2-T      3-F      4-T      5-T

**D) Match the words with their meanings:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

**Answers**

1-c      2-a      3-e      4-b      5-d

**E) Answer the following questions:**

- Tell students to discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to compare their answers.

## Answers

- 1- 'Umar (APWH) appoint a committee of trustees to elect the next caliph.
- 2- Six companions were selected to choose one of them to be the next caliph After 'Umar (APWH).
- 3- The caliph 'Uthmān's distinguished achievements were building up the first Islamic military marine fleet, changing administrative divisions and completed many public projects and the compilation of the Qur'an in a single codex.
- 4- Rebels from all over the caliphate gathered in Madīna to protest against the Caliph Uthman (APWH) and besieged his house.
- 5- The Caliph 'Uthmān's didn't allow his supporters to fight the rebels to prevent bloodshed among fellow believers.

## F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### \* Translate the following into Arabic:

كان عثمان رضى الله عنه قادرًا على القيام بالإصلاحات المالية التي أدت بشكل كبير إلى ازدهار الخلافة، وكان على استعداد للتبرع بمعظم ثروته بسخاء من أجل رخاء المسلمين.

### \* Translate the following into English:

The Muslim must prevent bloodshed and spread peace.

#### 4. Pair Work (5 minutes)

Role-Play Scenarios (5 minutes)

Objective: Encourage students to explore different perspectives on the way to choose a Caliph through role-play.

Instructions:

1. Scenarios: Prepare a debate involving how ‘Uthmān (APWH) was chosen as the third caliph."
2. Assign: Divide students into small groups and assign each group a scenario.
3. Role-Play: Give groups suitable time to discuss and plan a short role-play.
4. Share: Each group performs their role-play for the class. After each performance, facilitate a quick discussion about the different perspectives presented.

#### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short narrative essay about ‘the Various extraordinary achievements of the third Caliph, ‘Uthmān (APWH)’.
-

**Lesson 5: The Fourth Caliph ‘Alī ibn Abī Ṭālib (APWH)****Intended Learning Outcomes (ILOs):****Affective**

- Cherish the great role played by Alī ibn Abī Ṭālib (APWH).

**Cognitive**

- Demonstrate how Alī ibn Abī Ṭālib (APWH) was appointed as a caliph.
- Illustrate the circumstances echo the period of Alī ibn Abī Ṭālib (APWH) as the Muslims’ caliph.
- Depict the role of Alī ibn Abī Ṭālib (APWH) in the development of the Islamic nation.

**Psychomotor**

- Translate some sentences about Uthmān ibn ‘Affān (APWH) using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the fourth Caliph was ‘Alī ibn Abī Ṭālib (APWH).
- Ensure that students understand what ‘Alī ibn Abī Ṭālib had to do when he took power.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: Dictionary use or Values Clarification (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### 5. Warming-up (5 minutes)

#### Word Association (5 minutes)

**Objective:** Encourage students to think about the fourth Caliph ‘Alī ibn Abī Ṭālib (APWH).

#### Instructions:

- **Prompt:** Write the sentence " The fourth Caliph was ‘Alī ibn Abī Ṭālib (APWH)." on the board.
- **Respond:** Ask students to quickly write down the first word or phrase that comes to mind when they think of "The fourth Caliph".
- **Pair:** Have students pair up to share and compare their responses.
- **Share:** Invite pairs to share their responses with the class. Write some keywords on the board to visualize the range of associations and themes.

## New Vocabulary

### Pre-teach any vocabulary

- Check the meanings of these words in your dictionary.
- Focus attention on unfamiliar words.
- Ask different students to read them.

- Check that they understand the meanings of the words.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the fourth Caliph (APWH).

**Instructions:**

- Begin with a discussion about: "'Alī (APWH) was recognized as a devoted, fair, courageous, and wise Muslim."
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about the several problems faced 'Alī (APWH) when he took power.

**Instructions:**

- Read the provided text about the fourth caliph 'Alī ibn Abī Ṭālib (APWH) aloud.
- Explain that the Sabites party was the main cause of troubles during the reign of 'Alī (APWH).
- Discuss why Alī's (APWH) election was not recognized by 'Uthmān's (APWH) supporters in Levant.
- Highlight the prominent civil and cultural accomplishments of 'Alī (APWH).

**Key Points to Cover:**

- 'Alī (APWH) was one of the appointed companions by 'Umar
- The several problems faced 'Alī when he took power

- The Sabites party as the main inciter of troubles
- The prominent civil and cultural accomplishments

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive activities.

#### A) Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

#### Answers

1-thrives    2-provokes    3-civil    4-fair    5-deteriorated

#### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

#### Answers

	Word	Synonym
1-	compromise	settlement
2-	fled	escaped
3-	mischief	trouble-naughtiness
4-	arbitration	mediation-conciliation
5-	emergence	appearance

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1-T      2-T      3-F      4-F      5-T

**D) Match the words with their meanings:**

- Direct students' attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check answers.

**Answers**

1-b      2-a      3-e      4-c      5-d

**E) Answer the following questions:**

- 1 Tell the students to discuss the questions in pairs.
- 2 Encourage them to use the language from the reading text to give their opinions.
- 3 You may want to do an example with one of the pairs to demonstrate the idea.
- 2 Continue the discussion with the whole class.

## Answers

- 1- 'Alī (APWH) selected to succeed Caliph 'Uthmān (APWH) as he was one of those who were appointed by Umar (APWH).
- 2- Alī's (APWH) election was not recognized by 'Uthmān's (APWH) supporters in Levant as they demanded revenge for Uthman's murder first.
- 3- The main cause of troubles among Muslims was the Sabites party.
- 4- The reign of Alī (APWH) was characterized by prominent civil and cultural accomplishments.
- 5- The first split among Muslims (Sunni and Shia) was during Ali's (APWH) caliphate and became more pronounced following his assassination.

## F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, edit for polish, and double-check accuracy.

## Answers

\* Translate the following into Arabic:

على الرغم من أن علي رضي الله عنه كان فقيهاً معروفاً بإخلاصه وعدله وشجاعته وحكمته إلا أن فتره حكمه اتسمت بالمشاكل التي تسببت فيها طائفة السبائية.

\* Translate the following into English:

Abd Allah ibn Saba', the Jew, sought, as his ancestors did, to spread anarchy and discord among Muslims.

## 4. Pair Work (5 minutes)

## **Values Clarification**

**Objective:** Help students explore their personal values related to civil and cultural accomplishments.

### **Instructions:**

- **Statements:** Prepare a series of ideas related to civil and cultural accomplishments.
- **Reflect:** Read each statement aloud and ask students to silently reflect on whether they agree or disagree.
- **Share:** Invite students to share their reflections and reasons. Facilitate a discussion about the diversity of values and beliefs in the classroom.

## **5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

### **Instructions:**

- Summarize key points of the lesson and address any remaining questions.

### **Homework:**

- Write a short informative essay about ‘The fourth Caliph ‘Alī ibn Abī Ṭālib (APWH)’.
-



## Unit 2

# Transactions in Islam



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Value Islam's promotion of a balanced way of living and cite some Qur'anic verses which support this concept.
- ◆ Identify and describe the main components of a Muslim's life, including the comprehensiveness of Islam.
- ◆ Appreciate and enumerate the main features and components of the Islamic economic system.
- ◆ Describe the effects of the Islamic economic system on daily financial activities and outline its core principles.
- ◆ Illustrate the principles and ethics of business dealings in Islam, including the conditions for valid contracts and the principles of choice in transactions.

**Unit 2: Transactions in Islam****Lesson 1: The Islamic Perspective of Transaction**

Intended Learning Outcomes (ILOs):

**Affective**

- Value the Islam promotion of balancing a way of living.

**Cognitive**

- Cite some verses from the Holy Qur’ān supporting that the Islamic life is balanced.
- Depict the main components of the Muslim’s life.

**Psychomotor**

- Translate some sentences about the comprehensiveness of Islam using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about Transactions in Islam.
- Ensure that students identify that Islam is a balanced way of living.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work: Interactive Reading (5 minutes)
  5. Closure/assessment (5 minutes)
- 

### **Lesson Procedure Details**

#### **6. Warming-up (5 minutes)**

- Refer students to the photos.
- Ask them what they can see.
- Ask them if they have any ideas about that.
- Draw attention to the photos and initiate a class discussion. You can say, e.g. Look at the photos. What do you know about religious beliefs? Why do you think religion is good for people?
- Provide vocabulary as necessary.
- Accept all reasonable answers.
- Do not discuss their ideas at this point since this will be done later.

#### **Quick Write (5 minutes)**

Objective: Get students to articulate their thoughts about Islam as a balanced way of living.

#### **Instructions:**

- Prompt: Ask students to write a sentence in response to the prompt: "Islam does not separate secular from spiritual life."
  - Share: After writing, ask a few volunteers to read their sentences aloud.
  - Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.
-

### 1. Pre-Reading Discussion (5 minutes)

#### **Discuss the pre-question in pairs.**

- Allow students for two or three minutes to read through the first text quickly to find out the answer. Then discuss the answers.
- Tell them not to worry about the words in bold at this stage.
- Tell students that they do not always need to understand every word of a text to comprehend the main ideas.
- Ask students to guess the meaning of words from the context.
- Ask them to discuss the questions.
- Elicit answers from the class and give comments on whether any of the students' predictions were correct.
- Invite some students to report their answers to the class.

**Objective:** Engage students in thinking about how Islam promotes a balanced way of living.

#### **Instructions:**

- Start a discussion about: " What the scope of Islamic jurisprudence involves."
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

---

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about financial transactions, legal issues or social dealings in Islam.

#### **Instructions:**

- Read the provided text about the Islamic perspective of transaction.

- Explain how Islam encompasses the way of life as ordained by Allah.
- Discuss the good merits of the comprehensiveness of Islam.
- Highlight that Islam comprises doctrine, jurisprudence and ethics.

### **Key Points to Cover:**

- Islam as a balanced way of living
- The scope of jurisprudence applies to practices including personal behaviors
- The scope of jurisprudence applies to practices including financial transactions
- The scope of jurisprudence applies to practices including legal issues and social dealings

### **3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

#### **A) Circle the right choice:**

- Tell students to read the text again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

### **Answers**

1- balanced 2-transactions 3- encompasses 4-malfunction 5-branch

#### **B) Complete the following table:**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words.

- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

	Word	Synonym
1-	encompass	Include-surround
2-	secular	Nonreligious-temporal
3-	malfunction	Breakdown-fail
4-	offences	Violations-infractions
5-	integrate	Combine-unite

### C) Write (T) for true statements and (F) for the false ones:

Ask students to mark statements as true (T) or false (F) based on the lesson.

- Read through the statements as a class.
- Check understanding.
- They can justify their answers to enhance learning.
- Students should try to correct the false sentences.

## Answers

1-F      2-F      3-F      4-F      5-T

### D) Match the words with their meanings:

- Direct students' attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

## Answers

1-c      2-a      3-e      4-b      5-d

### E) Answer the following questions:

- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

## Answers

- 1- The scope of Islamic jurisprudence involves acts of worship, family affairs, transactions, etc.....
- 2- the Islamic systems are integrated in governing the human society to lead a balanced life and care about all components of human beings.
- 3- Jurisprudence of family affairs deals with marriage, divorce, inheritance and guardianship.
- 4- Islam is a comprehensive system of life because it covers all aspects of a person's life.
- 5- Islam generally cares about all components of a human being: spirit, intellect, body, beliefs, actions, and morality.

### F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

Ask students to translate sentences from English to Arabic and vice versa

### \* Translate the following into Arabic:

نظرا لأن الإسلام دين إلهي فإنه يتسم بالشمولية لما يوفره من هداية وإرشاد للبشر في جميع أفعالهم، فالإسلام لا يفرق بين حاجة الروح وحاجة البدن.

### \* Translate the following into English:

Islam is a religion of doctrine, worship, transaction, and ethics.

### 4. Pair Work (5 minutes)

**Interactive Reading :** Text Highlighting or Summarization

**Objective:** Develop reading comprehension and summarization skills.

1. Provide students with time to read the passage.
2. In pairs, students highlight key points, unfamiliar terms, or significant ideas.
3. Pairs discuss their highlights and clarify any uncertainties.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the lesson.

#### **Instructions:**

- Assign students to write a short essay about how they understand the Islamic jurisprudence.
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

#### **Homework:**

- Write a short reflective essay about 'Islam as a complete and a balanced way of living.'

### **Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in Interactive Reading
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: Economic System of Islam**

Intended Learning Outcomes (ILOs):

**Affective**

- Value the economic system of Islam.

**Cognitive**

- Identify the main features of the economic system of Islam.
- Enumerate the main components of the economic system of Islam.
- Depict the effect of the economic system of Islam on of the financial activities.

**Psychomotor**

- Translate some sentences about the economic system of Islam using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage discussions about the Islamic Economic system.
- Ensure that students understand that Islamic economics place a strong emphasis on achieving economic justice.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work: Vocabulary Building (5 minutes)
  5. Closure/assessment (5 minutes)
- 

### Lesson Procedure Details

#### 7. Warming-up (5 minutes)

Four Corners Debate (5 minutes) Objective: Engage students in a dynamic discussion about the Islamic economic system.

Instructions:

- Statement: Present a statement, such as " Islam ensures a balanced and sustainable economy."
- Corners: Label each corner of the room with "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."
- Positioning: Ask students to move to the corner and that best represents their opinion on the statement.
- Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.
- Discuss: Highlight the variety of viewpoints and relate them to the lesson's objectives.

#### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the economic system of Islam.

**Instructions:**

- Begin with a discussion about: " The Islamic concept of economic freedom."
- Encourage students to share their thoughts and ideas.

- Write key points on the board to refer to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about ‘This Islamic concept of economic freedom’.

**Instructions:**

- Read the provided text about the economic system of Islam.
- Explain how Islam governs the economic system and gives clear directives to ensure a balanced and sustainable economy.
- Discuss how Islam places great emphasis on one’s freedom.
- Think about how Islam promotes free market with due respect of government policies and due fundamental ethics of business.
- Highlight how Islam opens the door for cooperation and service-based scheme (takāful).

**Key Points to Cover:**

- The Islamic Economic system achieves economic justice
- Economic system of Islam seeks morality
- The right to gain, possess, enjoy, and use wealth
- Promoting free market

## 3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Read the text again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word.

They can do this in pairs or groups.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

- 1- framework                  2- insurance                  3- sustenance  
4- satisfaction                  5- livelihood

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they have to complete the table with correct words.  
They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

	Word	Antonym
1-	permissible	prohibited
2-	prohibited	allowed
3-	imbalance	balance
4-	legitimate	illegal/unlawful
5-	uncertainty	certainty

### C-Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.

- They can justify their answers to enhance learning.
- Go through the exercise with the class.

### Answers

1-T      2-F      3-F      4-T      5-T

#### D) Match the words with their meanings:

- Ask to read through the words carefully before matching them.
- Ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1-e      2-d      3-a      4-b      5-c

#### E) Answer the following questions:

- Ask students to write their full answers in their notebooks.
- Tell the students to read through the questions carefully.
- Ask them to look through the text to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Check answers as a class.
- Accept all correct answers.

### Answers

1- The Islamic economic system of Islam seeks morality, social justice and the unity of society, wealth circulation, and satisfaction of basic human needs.

2- The Islamic economic system emphasizes One's freedom in all

actions and at all aspects.

3- Islam places great importance on a person's freedom in all actions because each person is responsible for his or her deeds in this life.

4- The best way for humanity to address the issue of economic imbalance is through Zakat system.

5- Islam promotes free market and keep an eye on it so that one doesn't violate the limits of freedom or business ethics.

### **F) Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

#### **\* Translate the following into Arabic:**

إن النظام الاقتصادي الإسلامي ليس مجرد نظرية؛ بل يتكامل الإطار النظري للقرآن مع الإطار العملي للسنة النبوية لقيام نظام اقتصادي عادل.

#### **\* Translate the following into English:**

Islam is keen on meeting people's needs legitimately to maintain social peace.

### **4. Pair Work (5 minutes)**

**Vocabulary Building:** Word Association or Flashcards

Objective: Enhance vocabulary related to religion and diversity.

1. Provide students with a list of key terms (e.g., permissible, prohibited, imbalance, legitimate, uncertainty).
2. In pairs, students come up with words or phrases they associate with each term.

3. Pairs share their associations and discuss how they relate to the key terms.

### **5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Assign students to write a short essay about how they understand the economic system of Islam.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

Write a short expository essay about economic system of Islam.

**Lesson 3: Basic Rules**

Intended Learning Outcomes (ILOs):

**Affective**

- Value the economic system of Islam.

**Cognitive**

- Describe the main effects of the Islamic economic system on the daily financial activities.
- Delineate the main principles of the economic system of Islam.

**Psychomotor**

- Translate some sentences about the economic system of Islam using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the main principle in Islamic business transactions.
- Ensure that students understand the importance of the major maxim 'There should be neither harm nor reciprocating harm'.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: Dictionary use or mind map creation (5 minutes)
  5. Closure/assessment (5 minutes)
- 

### Lesson Procedure Details

#### Warming-up (5 minutes)

**Word Association** (5 minutes) Objective: Encourage students to think about the main principle in Islamic business.

#### Instructions:

- **Prompt:** Write the word "Islamic basic rules " on the board.
- **Respond:** Ask students to quickly write down the first word or phrase that comes to mind when they think of "Islamic business ".
- **Pair:** Have students pair up to share and compare their responses.
- **Share:** Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

#### 1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about the main principles in Islamic business.

- Begin with a discussion about: ‘necessities render prohibited things legally permissible’.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about the main principle in Islamic business transactions.

Instructions:

- Read the provided text about the basic rules in Islamic business transactions aloud.
- Explain how the Islamic economic system clearly demands that uncertainty corrupts the business deals.
- Discuss the characteristics of permitted businesses in Islam.
- Highlight that uncertainty corrupts the business deal.

### Key Points to Cover:

- The main principle in Islamic business transactions
- Uncertainty corrupts the business deals
- Necessities render prohibited things legally permissible
- “Al-ghunm bil- ghurm” (entitlement to profit is dependent on taking risks)

## 3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

### A-Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

1- unlawful      2-risk      3- retaliation      4- dispute      5-persist

### B-Complete the following table:

- Tell the students to read through the sentences carefully.
- Explain that they must complete the table with the correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

	Word	Antonym
1-	permissible	prohibited-unauthorized
2-	unlawful	lawful
3-	intentionally	unintentionally-accidentally
4-	uncertainty	certainty
5-	necessary	unnecessary

### C-Write (T) for true statements and (F) for false ones:

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

## Answers

1-F      2-T      3-F      4-T      5-T

### D-Match the words with their meanings:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check answers.

## Answers

1-c      2-d      3-e      4-a      5-b

### E-Answer the following questions:

- 1 Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- 3 Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

1-Everything is permissible except for what is deemed to be unlawful by Muslim jurists.

2- Transaction that causes harm is not permissible because the Prophet said, "There should be neither harm nor reciprocating harm".

3- Any business dealing with evident uncertainty not permitted because

uncertainty corrupts the business deals.

4- If a necessity persists, one is allowed to go for it within specific limits.

4- The principle that has a big role in all financial dealings is that there is no reward without risk (to gain a profit necessarily means one must agree to bear losses too).

### F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to choose the right words, use proper grammar, ensure natural flow, and double-check accuracy.

### Answers

Translate the following into Arabic:

لا يصح أي عقد بيع أو شراء سلع محرمة كما لا تصح العقود القائمة على الربا أو الميسر أو الغرر.

Translate the following into English:

The Prophet (BPUH) forbade deception (gharar) in contracts because it leads to disputes.

### 4. Pair Work (5 minutes)

**Dictionary use** (5 minutes)

**Objective:** Enhance understanding through e-dictionary use.

- Divide students into pairs and provide a list of unfamiliar vocabulary.
- Each pair looks up definitions in the dictionary and writes them.
- Pairs discuss and ensure both partners understand each term.

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short essay about the main principle in Islamic business transactions.
-

**Lesson 4: General Principles**

Intended Learning Outcomes (ILOs):

**Affective**

- Value the economic system of Islam.

**Cognitive**

- Illustrate the main principles upon which Muslim scholars laid down the conditions and ethics of business dealing.
- Delineate the most important ethics of transaction in Islam.
- List the main Islamic conditions of the sellers and buyers to have a right contract.
- Enumerate the principles of choice in business dealing.

**Psychomotor**

- Translate some sentences about the economic system of Islam using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about when an economic deal will be illegitimate.
- Ensure that students understand the benefits of the principle of Choice.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: Interactive Media (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### 8. Warming-up (5 minutes)

#### Word Association (5 minutes)

**Objective:** Encourage students to think about conditions and ethics that must be followed in any business dealing.

#### Instructions:

- Prompt: Write the sentence "The Prophet (PBUH) emigrated from Mecca to Medina." on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of "Immigration".
- Pair: Have students pair up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.
- Discuss: Highlight the variety of viewpoints and relate them to the lesson's objectives.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the benefits of the principle of choice.

**Instructions:**

- Begin with a discussion about: ‘some conditions and ethics that must be followed in any business dealing’.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

**2. Reading and Explanation (15 minutes)**

**Objective:** Introduce thoughts about some ethics in Islamic transactions.

**Instructions:**

- Read the text about Islamic transactions general principles aloud.
- Explain how Muslims established the new Islamic society.
- Discuss how scholars and jurists laid down some conditions and ethics that must be followed in any business dealing.
- Highlight that dealings should not be for any forbidden things that Islamic laws made unlawful.

**Key Points to Cover:**

- Conditions and ethics to be followed in any business dealing
- Conditions for the sellers and buyers
- The principle of choice

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive activities.

**A-Circle the right choice:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell students to read through the gap sentences carefully.
- Tell students to look through the text again to choose the correct words.
- Check the answers.

## Answers

1- compensation 2-deceit 3- conditions 4- owner 5-compulsion

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

	Word	Synonym
1-	illegitimate	unlawful/illegal
2-	merchandise	goods – trade
3-	purchase	buy-obtain
4-	waive	give up – disregard
5-	defer	postpone – put off

### C-Write (T) for true statements and (F) for the false ones:

- 1 Read through the sentences with the class.
- 2 Ask students to read the text again to complete the task. They can do this in pairs.
- 3 Check their answers as a class

## Answers

1-F      2-F      3-F      4-F      5-T

### D-Match the words with their meanings:

- Direct students' attention to the unfamiliar vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check answers.

## Answers

1-d      2-e      3-a      4-b      5-c

### E-Answer the following questions:

- Discuss these questions in pairs.
- Tell the students to discuss the questions in pairs.
- 2 Encourage them to use the language from the reading text to give their opinions.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

## Answers

1- A deal be illegitimate in the Islamic law:

- If there is compulsion, oppression or exploitation from any partner.
- If the deal is for any forbidden things that Islamic laws made unlawful.

2-The deal will be illegitimate if there is compulsion, oppression or exploitation in the deal.



3- Truthfulness, fairness, and honesty are the most important ethics in Islamic transactions.

4- Conditions that make sellers and buyers' transactions acceptable are:

-They should be adults and sane.

-They should have the intention to sell and purchase.

-They shouldn't be coerced to sell or buy.

5- The Islamic economic system protects the customer from fraud and deceit in transactions through "the principle of choice" and the right of withdrawal in many cases.

### **F) Translation**

(Model Translation, any relevant translation would be accepted):

Let students choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Translate the following into Arabic:

يجب أن يتفق كل من البائع والمشتري على شروط الصفقة دون إكراه أو ظلم أو استغلال.

Translate the following into English:

The Muslim must be truthful in buying and selling, and refrain from false oaths.

### **4. Pair Work (5 minutes)**

#### **Interactive Media**

Video Clip Discussion or Podcast Review

Objective: Use media to engage students and prompt discussion.

Video Clip Discussion

- Show a short video clip related to religion or religious diversity.
- In pairs, students discuss their reactions to the video and any new insights gained.
- Pairs share their discussions with the class and relate them to the lesson's objectives.

### 5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- Write a short narrative essay about 'conditions and ethics that must be followed in any business dealing'.
-



## Unit 3

# Sufism



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Appraise the significance of purification and spirituality in Islam and identify the concept of Sufism.
- ◆ Highlight the main features and principles of Sufism and list the stages of the Sufi path.
- ◆ Outline the spiritual journey undertaken by a Sufi and recognize the various outward practices of Sufism.
- ◆ Demonstrate the concept of intuitive knowledge in Sufism and its distinction from outward sciences.
- ◆ Recognize the role of mystical guides (shaykhs) and the process of spiritual training in achieving closeness to Allah (GBTH).

**Unit 3: Sufism****Lesson 1: The Concept of Sufism****Intended Learning Outcomes (ILOs):****Affective**

- Appraise the significance of purification and spirituality.

**Cognitive**

- Identify what is meant by Sufism.
- Highlight the main features of Sufis.

**Psychomotor**

- Translate some sentences about Sufism using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the concept of Sufism.
- Ensure that students recognize that the Islamic concept of Sufism is defined as a mystical form of Islam.
- Be prepared to provide additional support for students to understand that Islam focuses on purification and spirituality.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)

4. Pair Work / Group Work: Quick Write (5 minutes)
  5. Closure/assessment (5 minutes)
- 

### Lesson Procedure Details

#### Warming-up (5 minutes)

#### Quick Write

**Objective:** Get students to articulate their thoughts about Sufism.

**Instructions:**

- Prompt: Ask students to write a sentence in response to the prompt: "Sufism is a spiritual path to Allah."
  - Share: After writing, ask a few students to read their sentences aloud.
  - Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing that submission will only occur when there is complete love for Allah.
- 

#### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the concept of Sufism.

**Instructions:**

- Begin with a discussion about: " Sufism "
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

#### 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about Sufism.

**Instructions:**

- Read the provided text about Sufism.
- Explain how Sufism is characterized by seeking knowledge and the

inward search for Allah.

- Discuss the meaning of Sufism as a spiritual path to Allah.
- Highlight how Sufism embodies deep belief in developing an inner spiritual power.

**Key Points to Cover:**

- The Islamic concept of Sufism
- The root of the word ' Sufism '
- How should a Sufi understand the purpose of life

**3. Activities (10 minutes)**

Objective: Reinforce understanding through interactive exercises.

**A-) Circle the right choice:**

**Answers**

1- inward    2-ultimate    3- seek    4- aspired    5-wisdom

**B) Complete the following table:**

**Answers**

	Word	Synonym
1-	mystical	spiritual/enigmatic
2-	Purification	refinement-rebirth
3-	Ultimate	final
4-	Tenet	Principle/doctrine
5-	Influential	effective - powerful

**C) Write (T) for true statements and (F) for the false ones:**

- Go through the first sentence and elicit the answer.
- Then allow students a few minutes to complete the exercise before

checking with a partner and then class feedback.

## Answers

1-T      2-T      3-F      4-T      5-F

### D) Match the words with their meanings:

- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check answers in pairs.

## Answers

1-d      2-e      3-a      4-b      5-c

### E) Answer the following questions:

- Read through the questions and answer options with the.
- Give students about five minutes to read the text more carefully to look for the answers.
- Check answers as a class, encouraging students to tell you where they found the answers in the text.

## Answers

1- The word Sufi derived from the Arabic word” suf” for ‘wool’ or from the word “safa” for purity or Ahl al-suffa.

2- The Sufi understands the purpose of life in the light of this verse,  
“I created the Jinns and human kind only that they may worship me.”

(Qura’51-56)

3- The Sufi aspires to find the truth of knowledge and divine love .

4-Sufism refers to the deep belief in an inner spiritual power leading to discover the ultimate truth.

5- Sufism embodies deep belief in an inner spiritual power because Sufis conceive Sufism as the heart of Islam.

### F) Translation

(Any relevant translation would be accepted):

- Students should choose the right words, use proper grammar, ensure natural flow, and double-check accuracy.

## Answers

**Translate the following into Arabic:**

تشير الصوفية إلى إيمان عميق بالقوة الروحية التي تؤدي إلى اكتشاف الحقيقة المطلقة.

**Translate the following into English:**

Sufism aims to purify the soul through righteous deeds.

### 4. Pair Work (5 minutes)

#### Interactive Reading

Text Highlighting or Summarization

Objective: Develop reading comprehension and summarization skills.

#### Summarization

- Provide students with a short passage related to religion.
- In pairs, students summarize the passage in their own words.
- Pairs share their summaries and compare them to ensure understanding.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the lesson.

**Instructions:**

- Assign students to write a short essay about how they understand the meaning of Sufism.
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short reflective essay about ‘the Islamic concept of Sufism’.
- 

**Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in Interactive Media
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: Sufism as Behavior**

Intended Learning Outcomes (ILOs):

**Affective**

- Appraise the significance of purification and spirituality.

**Cognitive**

- Illustrate the main principles of Sufism.
- List the stages of Sufism.

**Psychomotor**

- Translate some sentences about Sufism using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about Sufism as Behavior.
- Ensure that students understand the various acts of Sufism.
- Be prepared to provide additional support for students to understand that Sufism is not a separate sect.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work / Group Work: Four Corners Debate (5 minutes)
5. Closure/assessment (5 minutes)

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Four Corners Debate (5 minutes)

**Objective:** Engage students in a dynamic discussion about how a Sufis should place a high value on kindness and love.

#### Instructions:

- **Statement:** Present a statement, such as "Sufis should follow the teachings of the Qur'ān and the Sunna."
- **Corners:** Label each corner of the room with "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."
- **Positioning:** Ask students to move to the corner that best represents their opinion on the statement.
- **Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how Sufis should focus on avoiding the prohibited and unnecessary permissible things.

#### Instructions:

- **Begin with a discussion about:** "how Sufis believe that people can discover inner peace by purifying the heart and being polite."
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts that Sufism is characterized by constant internal struggle to control the (*nafs*) and strive to overpower the soul’.

### Instructions:

- Read the provided text about Sufism as behavior.
- Explain the several stages a Sufi must pass through this road.
- Discuss the main stages prescribed by Sufism to be a Sufi.

### Key Points to Cover:

- following the teachings of the Qur’ān and the Sunna as a way for the Divine Love.
- avoiding prohibited and unnecessary permissible things
- The main stages prescribed by Sufism

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### A) Circle the right choice:

- Invite three or four students to read their answers out to the class
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

1- clear    2-strive    3- overpower    4- gratitude    5-devout

### B) Complete the following table:

- Tell the students to read through the table carefully.

- Explain that they may need to look through the text again for help.
- Ask them to think of their own answers.
- Encourage them to discuss their answers in pairs.
- Go over their answers as a class.
- Accept all correct answers.

## Answers

	Word	Synonym
1-	inner	interior/internal
2-	compassion	sympathy-kindness
3-	repentance	remorse/contrition
4-	asceticism	abstinence/moderation
5-	dependence	reliance

### C) Write (T) for true statements and (F) for the false ones:

- Read through the sentences with the class and explain unfamiliar words.
- Give students a few minutes to answer the questions and to correct the mistakes.
- Check answers as a class.

## Answers

1-T      2-T      3-T      4-F      5-T

### D) Match the words with their meanings:

1 Tell the students to read through the words carefully before trying to match them.

2 You may want to ask them to reread the text and check their dictionary.

3 Put them in pairs to compare their answers.

4 Check answers as a class.

## Answers

1-c      2-a      3-e      4-b      5-d

### **E) Answer the following questions:**

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

## Answers

1- Sufism open the heart to the Divine love by following the teachings of the Qur'an and the Sunnah.

2- Sufis place a high value on kindness and love as they believe that people can discover inner peace and have a better relationship with Allah (GBTH) by purifying the heart and being polite.

3- Sufism is characterized by constant internal struggle to control the nafs and strive to overpower the soul.

4- The main stages prescribed by Sufism to achieve knowledge; Tawba,

Zuhd, Wara', Fakr, Sabr, shukr, khawf, and Tawakkul.

5- We should be grateful and thankful to Allah because He is the creator and the sustainer.

### **F) Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## **Answers**

### **\* Translate the following into Arabic:**

يعتقد الصوفيون أن الناس يمكنهم اكتشاف السلام الداخلي وأن يكونوا علي علاقة أفضل مع الله  
باتباع سبيل المحبة والرحمة.

### **\* Translate the following into English:**

The Muslim should repent a lot as it is the first step towards Allah  
(GBTH).

### **4. Pair Work (5 minutes)**

#### **Word Association**

**Objective:** Quickly gather students' initial thoughts and feelings about religion.

#### **Instructions:**

1. Prompt: Write the word "Religion" on the board.
2. Respond: Go around the room and ask each student to quickly say the

first word or phrase that comes to mind when they hear "Religion."

3. Discuss: After all students have responded, discuss any patterns.

Write these on the board to refer back to during the lesson.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

#### **Instructions:**

- Assign students to write a short essay about how they understand Sufis' behavior.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

Homework:

- Write a short expository essay about Sufism as behavior.
-

**Lesson 3: The Spiritual Journey of Sufis****Intended Learning Outcomes (ILOs):****Affective**

- Appraise the significance of purification and spirituality.

**Cognitive**

- Outline the journey that the Sufi should undertake.

**Psychomotor**

- Translate some sentences about Sufism using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the spiritual journey of Sufis.
- Ensure that students understand the various acts of Sufism.
- Be prepared to provide additional support for students to understand that Sufism is not a separate sect.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work / Group Work: Four Corners Debate (5 minutes)
5. Closure/assessment (5 minutes)

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Four Corners Debate

**Objective:** Engage students in a dynamic discussion about the ultimate truth to be realized in the existence of each individual.

#### Instructions:

- **Statement:** Present a statement, such as "Sufis do not consider the mere intellectual belief to be enough."
- **Corners:** Label each corner of the room with "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."
- **Positioning:** Ask students to move to the corner that best represents their opinion on the statement.
- **Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives.

### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how Sufis should focus on avoiding the prohibited and unnecessary permissible things.

#### Instructions:

- Begin with a discussion about how the element of love can promote asceticism into mysticism.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
-

**Reading and Explanation (15 minutes)**

**Objective:** Introduce thoughts about how the concept of divine love became more central for Sufis.

**Instructions:**

- Read the provided text about Sufis' behavior.
- Explain what Sufis should do to undertake such a spiritual journey.
- Discuss what should be the central tenet of Sufism.

Key Points to Cover:

- The ultimate truth to be realized in the existence of each individual.
- The element of love can promote asceticism into mysticism.
- What Sufis should do to undertake such a spiritual journey.

**Activities (10 minutes)**

Objective: Reinforce understanding through interactive exercises.

**A) Circle the right choice:**

- Complete these sentences with the correct word.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1- equate      2-voluntary      3- reputedly      4- elevate      5-ponder

**B) Complete the following table:**

- Complete the table with the correct synonym.
- Tell the students to read through the gap table carefully.
- Students insert the correct synonym to complete the table.
- Ask them to refer to the glossary if they need further help.
- Check answers as a class.

**Answers**

	word	Synonym
1-	intellectual	mental/scholarly
2-	asceticism	self-denial/religiousness
3-	empathy	compassion/kindness
4-	elevate	raise-ennoble
5-	equate	equalize/correlate

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1-T      2-F      3-F      4-T      5-T

**D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.

- You may want to ask them to reread the text and check their glossary.
- Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

1-d      2-e      3-a      4-b      5-c

### **E) Answer the following questions:**

- Tell the students to read through the questions carefully.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.
- Accept any possible answers.

## Answers

1-To be a real Sufi.

2-Knowledge that confirms monotheism is the central concern of the Sufis.

3-The Nubia Dhu al-Noon introduced the technical term (ma'rifah).

4-The real Sufi is considered to have been representative of the doctrine of annihilation of the self.

5- The Sufis should do the following to undertake the spiritual journey:

- \* Recite the names of the Divine aloud or silently
- \* Surrender to love.
- \* Open the heart when praying.

\* Practice loving kindness and selfless service.

### F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and check accuracy.

## Answers

\* **Translate the following into Arabic:**

افتح قلبك أثناء الصلاة حتى يدخله النور الإلهي.

\* **Translate the following into English:**

Don't be preoccupied with the transient world and be diligent in securing the everlasting Hereafter.

### 4. Pair Work (5 minutes)

#### Mind Mapping

**Objective:** Enhance understanding through Mind Mapping use.

#### Instructions

- Each pair or group creates a mind map of ideas with "spiritual " as the central idea.
- Branches should include the acts and behaviors of Sufism.
- Pairs and groups present their maps to the class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

#### Instructions:

- Assign students to write a short essay about Sufism as a spiritual

journey.

- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay about what Sufis should do to undertake such a spiritual journey.
-

**Lesson 4: The True Struggle****Intended Learning Outcomes (ILOs):****Affective**

- Appraise the significance of purification and spirituality.

**Cognitive**

- Identify the various outward practices of the Sufis.
- Demonstrate the concept of intuitive knowledge in Sufism and its distinction from outward sciences.
- Recognize the role of a mystical guide (shaykh).

**Psychomotor**

- Translate some sentences about Sufism using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about How the mystic tries to purify the self from selfishness.
- Ensure that students recognize that the concept of mysticism.
- Be prepared to provide additional support for students to understand new terms and concepts.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work / Group Work: Quick Write (5 minutes)
  5. Closure/assessment (5 minutes)
- 

### Lesson Procedure Details

#### Warming-up (5 minutes)

#### Quick Write

**Objective:** Get students to articulate their thoughts about Sufism true struggle.

#### Instructions:

- Prompt: Ask students to write a sentence in response to the prompt: "Strict adherence to religious laws and close following of the Prophetic teachings are essential for the mystics."
  - Share: After writing, ask a few students to read their sentences aloud.
  - Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing that close following of the Prophetic teachings has to be reflected in both inward and outward manifestations.
- 

#### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the concept of Sufism.

#### Instructions:

- Begin with a discussion about: " Sufism true struggle "
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about Sufism.

### **Instructions:**

- Read the provided text about Sufism true struggle.
- Explain how strict adherence to religious laws and close following of the Prophetic teachings are essential for the mystics.
- Discuss the meaning of Sufism compared to mysticism.
- Highlight what should represent the foundation of love-mysticism.

### **Key Points to Cover:**

- How mystics try to purify the self from selfishness
- The root of the word 'mysticism'
- Intuitive knowledge
- The highest mystical stages

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### **A-) Circle the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

1- inspiration.    2- grace    3 – decency    4- interpret    5-strict

**B) Complete the following table:**

Word	Antonym
1- strict	moderate-mild
2-outward	inner-inside
3-rigid	flexible-soft
4- decency	impoliteness - wrong
5- grace	stiffness-ugliness

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class.

**Answers**

1-T          2- T          3- T          4- F          5- F

**D) Match the words with their meanings:**

- Direct students' attention to the words in the glossary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

**Answers**

1- b          2-d          3-a          4-e          5-C

**E) Answer the following questions:**

- Put the students into pairs.
- Tell the students to read through the questions carefully before trying to answer them.
- Tell them to think about their answers again.
- Put them in groups to compare their answers.
- Ask some students to share their answers with the class.
- Check answers as a class.

**Answers**

1. The declaration that Allah (GBTH) loves the Sufis and they love Him.
2. Strict adherence to religious Laws and close following to Prophetic teachings.
3. Ikhlas (sincerity) as it leads to absolute purity of intention and act.
- 4- Wali.
5. The one who is in close relation with Allah (GBTH) is called Wali.

**F)- Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to choose the right words, use proper grammar, ensure natural flow, and double-check accuracy.

**Answers****Translate into Arabic**

كما وجد الصوفيون وعيد يوم القيامة في القرآن، فلقد وجدوا أيضاً أن الله سبحانه و تعالي يحبهم ويحبونه.

## Translate into English

The path to Allah (GBTH) begins with the descent of repentance and ends with the descent of contentment.

### 4. Pair Work (5 minutes)

#### Scenario Analysis

**Objective:** Get students thinking critically about the significance of purification and spirituality.

#### Instructions:

- **Scenario:** Present a brief scenario involving Sufism true struggle.
- **Discuss:** Ask students to discuss in pairs what they think should be done in the scenario and why.
- **Share:** Have a few pairs share their discussions with the class, highlighting different approaches and solutions.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the lesson.

#### Instructions:

- Assign students to write a short essay about how they understand the meaning of mysticism.
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

#### Homework:

- Write a short reflective essay about ‘the highest mystical stages’.

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#### Assessment

- Participation: Evaluate student engagement during discussions and



activities.

- Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in mind map presentations.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-



## Unit 4

# Qur'ān



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Value the significance of the Noble Qur'ān as the final testament revealed by Allah (GBTH), and define its uniqueness compared to other scriptures.
- ◆ Identify the core ideas emphasized by the Qur'ān, including its teachings on peace and societal stability.
- ◆ Describe how the Qur'ān governs human interactions, moral principles, family values, and the emphasis on self-improvement and knowledge.
- ◆ Depict the Qur'ānic descriptions of human embryonic development, mountains, and the universe, and illustrate how these align with modern scientific understanding.

**Unit 4: Qur'ān****Lesson 1: The Miracle of Qur'ān****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of Noble Qur'ān as the final testament revealed by Allah.

**Cognitive**

- Define the uniqueness of the Noble Qur'ān compared to other books.
- Identify the components of the Qur'ān's message, including its physical and spiritual aspects.
- Delineate the principles in the Qur'ān that address various societal problems.
- Compare the miracles of Prophet (PBUH) to those of other prophets.

**Psychomotor**

- Translate some sentences about the Noble Qur'ān.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about the Noble Qur'ān.
- Ensure the importance of reciting the Qur'ān.
- Be prepared to provide additional support for students to understand that the miracle of the Prophet Muhammad (PBUH) differs from those of other prophets.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work / Group Work: Think, pair, share (5 minutes (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming-up (5 minutes)

Think, pair, share (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their passion to recite the Qur'ān.

### Instructions:

- **Statement:** Read a statement related to the Noble Qur'ān.
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students to express their feelings. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight that the Noble Qur'ān is the final testament Allah revealed for humankind.

### Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about the Noble Qur'ān.

### Instructions:

- Begin with a discussion about the miracle of the Noble Qur'ān.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
-

**Reading and Explanation (15 minutes)**

**Objective:** Students introduce their thoughts about the Noble Qur'ān.

**Instructions:**

- Read the provided text about the Noble Qur'ān aloud.
- Explain that all the miracles of prophets were timed and physical whereas that of Prophet Muhammad (PBUH) was an eternal one.
- Discuss how the Noble Qur'ān serves as a guiding light for the Muslim community worldwide.
- Highlight how the Noble Qur'ān is relevant to the global and comprehensive Message the Prophet (PBUH) was sent with.

**Key Points to Cover:**

- The more the Qur'ān is recited, the more people benefit from it
- The Qur'ān generally describes the physical and spiritual aspects of life
- All the miracles of prophets were timed and physical whereas that of Prophet Muhammad (PBUH) was an eternal one.
- The Noble Qur'ān affirms everything that was revealed to all previous messengers and prophets

---

**Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A) Circle the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.



## Answers

1- obsolete 2- affirm 3-aspects 4-arguments 5-Judicial

### **B) Complete the following table:**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct Synonyms.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Synonym
wording	phrasing-terminology
principle	element-factor
judicial	legal / court-related
obsolete	outdated-antiquated
affirm	assure

### **C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

## Answers

1- F 2-T. 3-F. 4- T. 5- T

**D) Match the words with their meanings:**

- Tell the students to read through the words carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1-b.      2- d.      3- e.      4- q.      5 - C

**E) Answer the following questions:**

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.
- Accept any possible answers.

**Answers**

1. The Qur'ān is the word of Allah (GBTH) which He revealed to His Prophet Muhammad (BPUH). It's a challenge to mankind to produce something similar.
- 2- The Qur'ān.
- 3- The Qur'ān describes the physical and spiritual aspects of life.

4- The Qur'ān affirms everything revealed to all previous messengers and prophets.

5- The Qur'ān was revealed to guide people in all times and places.

### F) Translation

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning in the target language
- make final edits to further refine and “polish” the translated text
- confirm they haven't missed or misinterpreted any content
- Accept any possible answers.

## Answers

### Translate into Arabic:

القرآن الكريم هو كلام الله سبحانه وتعالى الذي أوحاه إلى نبيه محمد صلى الله عليه وسلم نصًّا.

### Translate into English:

The Noble Qur'an is the final revelation from Allah (GBTH) to humanity.

### Pair Work (5 minutes)

### Word Association (5 minutes)

**Objective:** Gather students' initial thoughts and enhance understanding:

### Instructions:

- Prompt: Write the word "miracle" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear "miracle."

- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer to during the lesson.

---

**Homework / Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize key points of the lesson.

**Homework:**

- Write a short descriptive essay about The Miracle of Qur'ān.

---

**Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding.
  - Presentations: Assess clarity and comprehension in mind map presentations.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: The Word of Allah****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of Noble Qur'ān as the final testament revealed by Allah.

**Cognitive**

- Identify the five core ideas emphasized by the Qur'ān as essential for humanity.
- Interpret the Qur'ānic teachings on peace and social stability.

**Psychomotor**

- Translate some sentences about the Noble Qur'ān.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage effective communication during discussions about how the Qur'ān emphasizes core ideas that people have recently begun to acknowledge as the essence of humanity.
- Ensure that Allah tells us about the unseen and makes predictions unknown to anyone except through revelation.
- Be prepared to provide additional support for students to appreciate that the Qur'ān is the constitution that Allah has revealed to discipline and regulate life.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work / Group Work: Quick Write (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming up (5 minutes)

#### Quick Write

**Objective:** Get students to articulate their thoughts about how the Qur'ān emphasizes core ideas that people have recently begun to acknowledge as the essence of humanity.

#### Instructions:

- Prompt: Ask students to write a sentence in response to the prompt: "The Qur'ān has certain unique features and characteristics."
  - Share: After writing, ask a few students to read their sentences aloud.
  - Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.
- 

### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the outstanding beauty of the Qur'ānic style.

#### Instructions:

- Begin with a discussion about: " the outstanding beauty of the Qur'ānic style."

- Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how the outstanding beauty of the Qur'ānic style and its rhetorical beauty is unrivaled.

**Instructions:**

- Explain that the rhetoric of the Qur'ān is beyond the reach of Jinn or human beings.
- Discuss how the Qur'ān provides the knowledge of prohibited and the non-prohibited.
- Highlight that the Qur'ān is a comprehensive and complete set of legislations for all dimensions.

**Key Points to Cover:**

- The core principles the Qur'ān emphasizes
- The certain unique features and characteristics the Qur'ān has
- The outstanding beauty of the Qur'ānic style
- The knowledge of prohibited and the non-prohibited

## 3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

**A) Circle the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word.  
They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

1- regulates    2- essence    3-infer    4-unrivaled    5-unseen

### B) Complete the following table:

- Tell the students to read through the gapped table carefully.
- Explain that they must insert the correct antonym to complete them. They can do this individually or in pairs.
- Ask them to refer to the glossary if they need further help.
- Check answers as a class.

## Answers

Word	Antonym
1-dignity	humility-indignity
2-stability	instability-frailty
3- progression	regression-stoppage
4- coherent	incoherent- unsystematic
5- discipline	chaos -agitation

### C) Write (T) for true statements and (F) for the false ones:

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class.

## Answers

1- T    2-T    3-T    4-F    5- T

**D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1-e      2-c      3-a      4-b      5-d

**E) Answer the following questions:**

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.
- Accept any possible answers.

**Answers**

1- The major divine ideas explained in the Qur'an are:

- oneness or unity of humanity,
- dignity of human beings,
- justice and peace.

2- The Prophet (PBUH) was unlettered which signifies his prophethood.

3- The Qur'anic style is unrivaled and above the reach of Jinn or human beings. It's a miracle in all cases.

4- The Qur'an discipline and regulate life and the relationship with

oneself, other people and with Allah (GBTH).

5- The Qur'ān constitute a comprehensive and complete set of legislations By providing the knowledge of prohibited and non-prohibited matters.

### F)- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### Translate into Arabic:

إن جمال الأسلوب القرآني الرائع وجمال بلاغته لا مثيل لهما.

### Translate into English:

The Noble Qur'an is a comprehensive system that contributes to the stability of life.

### 4. Pair Work (5 minutes)

#### Silent Discussion

**Objective:** Allow students to express their thoughts about the five major divine ideas explained in the Qur'ān.

#### Instructions:

1. Question: Write a thought-provoking question about the Qur'ānic style and its rhetorical beauty.
2. Respond: Ask them to write their responses to the question.
3. Review: Read and discuss the various responses as a class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the lesson.

**Instructions:**

- Assign students to write a short essay about How the Qur’ān constitutes a comprehensive and complete set of legislations for all dimensions.
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short reflective essay about the Qur’ānic style and its rhetorical beauty.

---

**Assessment**

- Participation: Evaluate student engagement during discussions.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in Silent Discussion Activity.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 3: The Message of Qur'ān****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of the Noble Qur'ān as the final testament revealed by Allah.
- Evaluate the Qur'ān's emphasis on self-improvement, seeking knowledge, and studying science.

**Cognitive**

- Describe how the Qur'ān governs human interactions with all creatures.
- Identify the moral principles outlined in the Qur'ān.
- Delineate the Qur'ān's teachings on family values, rights and responsibilities.

**Psychomotor**

- Translate some sentences about the Noble Qur'ān.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage discussions about the message of Qur'ān.
- Ensure that students understand that the Qur'ān has certain provisions and messages to regulate our life.
- Ensure that students recognize that the Qur'ān states that this world is temporary, and that the real, permanent life will be in the Hereafter.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work / Group Work: Four Corners Debate (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming-up (5 minutes)

Four Corners Debate (5 minutes)

#### Objective:

Engage students in a dynamic discussion about how the Qur'ān has outlined moral principles like justice, kindness, compassion, and honesty.

#### Instructions:

- Statement: Present a statement, such as " The Qur'ān governs people's behavior with each other and with all creatures."
- Corners: Label each corner of the room with " justice," " kindness," " compassion," and " honesty."
- Positioning: Ask students to move to the corner that best represents their opinion on the statement.
- Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the message of Qur'ān.

**Instructions:**

- Begin with a discussion about the message of Qur'ān.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

**Reading and Explanation (15 minutes)**

**Objective:** Introduce thoughts about 'How the Qur'ān imparts true knowledge that there is only one God, Allah'.

**Instructions:**

- Read the provided text about the message of Qur'ān.
- Explain how the Qur'ān states that this world is temporary, and that the real, permanent life will be in the Hereafter.
- Think about how the Qur'ān has outlined moral principles.

**Key Points to Cover:**

- The Qur'ān teaches and emphasizes the importance of worship as well as science and morality.
- Stating that this world is temporary, and that the permanent life will be in the Hereafter
- The moral principles the Qur'ān has outlined
- The value of belonging to one's family and the community

**Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A) Circle the right choice:**

- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They

can do this in pairs or groups.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

1. charity    2. spared    3. permanent    4. impart    5. civilization

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct synonyms.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Antonym
1. perseverance	weakness/abandonment
2. belonging	hatred/ alienation
3-modesty	arrogance
4- conceit	humility – modesty
5- arrogance	politeness/humbleness

### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1-T.    2-T    3-F.    4-T.    5-T

### **D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

1- d    2 - a    3- e    4- c    5-b

### **E) Answer the following questions:**

- Tell the students to read through the questions carefully.
- Explain that they will need to look through the text again to find the correct answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Accept all correct answers.

## Answers

1- Worship and the human behavior towards each other connect man with His Creator, Allah (GBTH) and to govern people's behavior with each other and with all creatures.

2- There is only one God, Allah (GBTH). He is the Only one in control of the entire globe.

- 3- The Qur'ān inspires the value of belonging to one's family and the community to achieve social cohesion and create a sense of solidarity and responsibility within the community.
- 4- The Qur'ān emphasizes seeking knowledge to attain closeness to Allah (GBTH) and understand His creation.
5. The Qur'ān calls for submission to Allah's (GBTH) will and to follow His guidance and stick to piety in all aspects of life.

### F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- use the grammatical structure of the target language
- compose that meaning in the target language
- make final edits to further refine and “polish” the translated text
- confirm they haven't missed any content

## Answers

### \* Translate into Arabic:

يدعو القرآن إلى التواضع والإحسان ويحذر من الغرور والأنانية.

### \* Translate into English:

The Qur'an urges us to seek knowledge because it is the path that leads to Paradise.

### 4. Pair Work (5 minutes)

#### Mind Mapping (5 minutes)

**Objective:** Enhance understanding through Mind Mapping.

**Instructions**

- Each pair creates a mind map of ideas with "moral principles" as the central idea.
  - Branches should include examples of principles.
  - Pairs present their maps to the class.
- 

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Assign students to write a short essay about how they understand the Message of Qur'ān.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay about the Message of Qur'ān.
-

**Lesson 4: Qur'ān and Science****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of the Noble Qur'ān as the final testament revealed by Allah.
- Highlight the Qur'ānic account of the origin of the universe as a cloud of 'smoke'.

**Cognitive**

- Depict the Qur'ānic description of human embryonic development.
- Describe how the Qur'ān's depiction of mountains aligns with modern geological understanding.
- Illustrate how the scientific facts presented in the Qur'ān support their claim as a divine revelation.

**Psychomotor**

- Translate some sentences about the Noble Qur'ān.

**Lesson Materials**

- Exercises and activities based on the text.
  - Dictionaries: Paper or digital for individual, pair, or group work.
  - A soundtrack of the lesson text.
-

## Notes for the Teacher

- During discussions, encourage appreciation of the relation between the Qur'ān and Science.
- Ensure that students understand that the Qur'ān gives great importance of science.
- Support students to realize that the miraculous facts mentioned in the Qur'ān prove that it is a Divine Revelation.

### Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work / Group Work: Word Association (5 minutes)
5. Closure/assessment (5 minutes)

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### Lesson Procedure Details

#### Warming-up (5 minutes)

#### Word Association

**Objective:** Encourage students to think about Qur'ān and Science.

**Instructions:**

- Prompt: Write the phrase "the scientific facts mentioned in the Qur'ān " on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of it.
- Pair: Have students pair up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

**Pre-Reading Discussion (5 minutes)**

**Objective:** Engage students in thinking about the scientific facts expressed in the Qur'ān.

**Instructions:**

- Begin with a discussion about the scientific facts expressed in the Qur'ān.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

**Reading and Explanation (15 minutes)**

**Objective:** Introduce thoughts about how the scientific facts expressed in the Qur'ān.

**Instructions:**

- Read the provided text about Qur'ān and Science aloud.
- Explain how the scientific facts expressed in the Qur'ān recently discovered.
- Discuss that the Qur'ān describes the shape of the mountains far beneath the surface of the earth.
- Think about how the atom, which is the smallest unit of the matter, is mentioned in the Qur'ān.

**Key Points to Cover:**

- The scientific facts mentioned in the Qur'ān
- The undisputed principles of modern technology
- The miraculous facts prove that the Qur'ān is a Divine Revelation.

**Activities (10 minutes)**

**Objective: Reinforce understanding through interactive exercises.**

**A) Circle the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1-barriers    2-proven    3- lightning    4-transgress    5- precise

**B) Complete the following table:**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct synonyms.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

Word	Synonym
1- precise	accurate
2- stabilize	balance-root
3- beneath	under-unworthy
4- undisputed	sure-undeniable
5- transgress	sin-offend-violate

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1-T    2-F    3-F    4-F    5- T

**D) Match the words with their meanings:**

- Now direct attention to the words in the glossary.
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

**Answers**

1-d    2-e    3-a    4- b    5- c

**E) Answer the following questions:**

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

- 1-The Qur'an which was revealed fourteen centuries ago, mentioned so many facts of science very precisely and accurately which have been discovered or proven by scientists recently.
- 2- The origin of the universe is an undisputed fact which has been proven by science and modern technology.
- 3- mentioning the function of mountains in the Qur'an is miraculous because the Qur'an described the function and the shape of the mountains far beneath the surface of the earth in a way that no one could do fourteen centuries ago.
- 4- The scientific ideas expressed in the Qur'an signify that It is a Noble Book revealed by Allah (GBTH).
- 5-The darkness of the deep seas, internal waves, lightning, wind and the formation of clouds, rain, thunder and human embryonic development and stages, and the function and the shape of the mountains far beneath the surface of the earth

### **F) Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### \* Translate the following into Arabic:

إن الحقائق والمعجزات العلمية التي ذكرت في القرآن الكريم الذي نزل في الصحراء قبل أربعة عشر قرناً تثبت أن القرآن وحى من الله.

### Translate the following into English:

The Qur'an is a book of light and guidance.

### Pair or Group Work (5 minutes)

#### Vocabulary Building (5 minutes)

**Objective:** Enhance vocabulary related to Qur'ān and Science.

#### Instructions:

- Provide students with a list of key terms.
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Reinforce learning and prepare for future discussions.

Assign students to research how the Qur'ān values science.

#### Homework:

- Write a short report on the scientific facts mentioned in the Qur'ān



## Unit 5

# Islamic Values



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Appreciate the importance of moderateness (Wasaʿt Wasaʿīyah) within the Muslim community.
- ◆ Identify the foundations of Islamic moderateness, including tolerance, temperance, and justice, and demonstrate its significance as a central characteristic of the Islamic creed.
- ◆ Depict the fine line between moderateness and extremism in religious concerns and the challenges of maintaining balance in various aspects of life.
- ◆ Appreciate the concept of modesty (Ḥayāʾ) in a Muslim's life and demonstrate its influence on behavior and interactions with Allah (GBTH) and others.
- ◆ Identify the relationship between modesty and faith, and the importance of modesty in disciplining the ego and differentiating human behavior from that of animals.

**Unit 5: Islamic Values****Lesson 1: Moderateness****Intended Learning Outcomes (ILOs):****Affective**

- Appreciate the importance of moderateness in the Muslim community.

**Cognitive**

- Define the concept of moderateness (Wasat̤ Wasat̤iyah) in Islam.
- Identify the foundations of Islamic moderateness, including tolerance, temperance, and justice.
- Demonstrate the significance of moderateness as a central characteristic of the Islamic creed.
- Depict the fine line between moderateness and extremism in religious concerns according to Islam.

**Psychomotor**

- Translate some sentences about moderateness.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about moderateness.
- Ensure that students understand the importance of moderateness.
- Be prepared to provide additional support for students to understand the concept of moderateness.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair/Group Work: Word Association (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Agree-Disagree Line (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their views on moderateness.

#### Instructions:

1. Statement: Read a statement related to moderateness.
2. Positioning: Ask students to work in pairs and groups.
3. Share: Ask students to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
4. Discuss: Highlight the variety of viewpoints and relate them to the lesson's objectives about moderateness.

### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about practicing moderateness.

#### Instructions:

- Begin with a discussion about moderateness.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
-

**Reading and Explanation (15 minutes)**

**Objective:** Students introduce their thoughts about how moderateness refers to a balanced lifestyle.

**Instructions:**

- Explain that tolerance, temperance, and justice serve as the foundations for the Islamic understanding of moderateness.
- Discuss how being just or fair is the first step toward the moderate lifestyle.
- Highlight that moderateness is a main characteristic of our religion.

**Key Points to Cover:**

- Moderateness is a central characteristic of the Islamic creed
- Moderateness is a balanced lifestyle.
- Moderateness applies to all acts and deeds of worship, transactions and dealings with others.

**Activities (10 minutes)**

Objective: Reinforce understanding through interactive exercises.

**A) Complete the following sentences:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1- midway      2-moderate      3- extreme      4- fair      5-virtuous

**B) Complete the following table:**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct antonyms.  
They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

	Word	Antonym
1-	moderate	extreme-fanatic
2-	carelessness	carefulness-caution
3-	cowardice	courage-bravery
4-	virtuous	evil – impure-corrupt
5-	justness	injustice-prejudice

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1-T            1-T            2-T            3-T            4-F            5-F

**D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1-c      2-d      3-e      4-a      5-b

### E) Answer the following questions:

- 1 Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1- Moderateness is a central characteristic of the Islamic creed.

2-Tolerance.

3-Being just, fair and living a balanced life away from extremes is the first step to the moderate lifestyle.

4- Exaggeration makes the religion difficult for people to handle.

5-A moderate Muslim should abide by the boundaries set by Allah (GBTH) and do his best to follow the path of the prophet (BPUH).

### F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

**Translate the following into Arabic:**

المسلم المعتدل يلتزم بالحدود التي وضعها الله (سبحانه وتعالى) ويبذل قصارى جهده لإتباع سنة النبي صلى الله عليه وسلم.

**Translate the following into English:**

Moderateness means balance and to be far away from extremism in religion and in various aspects of life.

### 4. Pair Work (5 minutes)

**Word Association** (5 minutes)

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

**Instructions:**

- Prompt: Write the word 'moderateness' on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear 'moderateness'.
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

### Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize key points of the lesson and address any remaining questions.

Homework:

- Write a short descriptive essay about moderateness.
- 

### **Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in Word Association presentations.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: A Moderate Lifestyle****Intended Learning Outcomes (ILOs):****Affective**

- Appreciate the importance of moderateness within the Muslim community.

**Cognitive**

- Identify the significance of the bond of brotherhood in promoting moderateness.
- Display the challenges of maintaining moderateness between exaggeration and deficiency in religious, social, and personal matters.

**Psychomotor**

- Translate some sentences about moderateness using the proper jargon.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about moderateness.
- Ensure that students identify a moderate manner to spend their wealth.
- Be prepared to provide additional support for students to appreciate maintaining moderateness.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work / Group Work: Quick Write (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Quick Write (5 minutes)

**Objective:** Get students to articulate their thoughts about how Muslims can reap the benefits of both this life and the hereafter.

#### Instructions:

1. Prompt: Ask students to write a sentence in response to the prompt: "Muslims are encouraged to practice and nurture moderateness in all facets of their lives."
  2. Share: After writing, ask a few students to read their sentences aloud.
  3. Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing Islam promotes moderateness in every aspect of life.
- 

### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how the virtue of maintaining moderateness must be emphasized.

#### Instructions:

- Begin with a discussion about: 'how Islam encourages Muslims to

maintain moderateness in their wealth’.

- Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

### **Reading and Explanation (15 minutes)**

**Objective:** Students introduce their thoughts about the true sense of moderateness.

#### **Instructions:**

- Read the provided text about the true sense of moderateness.
- Explain that Islam teaches moderateness on all aspects of life.
- Discuss the levels of tolerance.

#### **Key Points to Cover:**

- practicing and nurture moderateness in all facets of life
- Preserving moderateness in wealth
- Maintaining moderateness in religious, social and personal matters

### **Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

#### **A) Circle the right choice:**

- Tell the students to read through the gap sentences carefully.
- Explain that they may need to look through the glossary to choose the correct words.
- Tell students to check their answers in pairs or small groups.
- Check answers as a class.

## Answers

1- adhere      2-facet      3-nurture      4-simplicity      5-miser

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct synonyms.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Synonym
1-facet	aspect
2-spendthrift	waster-extravagant
3-adhere	obey – follow
4-sphere	planet-earth.
5-nonviolent	pacifist-peaceable.

### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1- T      2-T      3-F      4-T      5-F

**D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1-c    2-e    3-a    4-b    5-b

**D) Answer the following questions:**

- Tell the students to read through the questions carefully.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Check answers as a class.
- Accept all correct answers.

**Answers**

1- If Muslims did not nurture moderateness in all facets of their lives They wouldn't reap the benefits of either the world or the hereafter.

2-Muslims practice moderateness spending their wealth when there is midway between being a miser and a spendthrift.

3- We should work hard to adhere to moderateness to succeed in this life and in the hereafter.

4-Islam promote moderateness and simplicity because it is the ideal way that one must follow.

5. Islam discourages overt violence in respect of moderation.

## F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### Translate into Arabic

يدعو الإسلام الي الرحمة التي تحت على العطف والخلق الحسن ومنع العنف.

### Translate into English

Islam calls for spreading moderation and balance in religion and worldly affairs.

### Pair Work (5 minutes)

#### Silent Discussion (5 minutes)

**Objective:** Allow students to express their thoughts on ‘Maintaining moderateness in religious, social and personal matters’.

#### Instructions:

4. Question: Write a thought-provoking question about maintaining moderateness.
5. Respond: Give students markers and ask them to write their responses around the question.
6. Review: After a few minutes, read and discuss the various responses as a class.

**Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the lesson.

**Instructions:**

- Assign students to write a short essay about Maintaining moderateness in wealth.
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short reflective essay about ‘Maintaining moderateness in religious, social and personal matters’.

---

**Assessment**

- Participation: Evaluate student engagement during discussions and activities.
  - Worksheets: Check for accuracy and understanding in completed activities.
  - Presentations: Assess clarity and comprehension in Silent Discussion Activity.
  - Homework: Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 3: Modesty****Intended Learning Outcomes (ILOs):****Affective**

- Appreciate the importance of modesty within the Muslim community.

**Cognitive**

- Identify the significance of acquiring moral excellence as a primary objective for Muslims.
- Define the implication of the modesty concept in a Muslim's life.
- Demonstrate how modesty influences a Muslim's behavior in dealing with Allah, people, and in personal.
- Depict the role of modesty in differentiating human beings from animals.

**Psychomotor**

- Translate some sentences about modesty using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about Modesty.
- Ensure that students understand the elevated principle of modesty.
- Be prepared to provide additional support for students to recognize that modesty is ingrained within the Islamic social system.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work / Group Work: Four Corners Debate (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Four Corners Debate

**Objective:** Engage students in a dynamic discussion about modesty.

**Instructions:**

- **Statement:** Present a statement, such as "Modesty is a superior quality."
- **Corners:** Label each corner of the room with "with Allah," "With the Prophet," "with people," and "with oneself."
- **Positioning:** Ask students to move to each corner and express their opinion on how modesty can be achieved.
- **Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about modesty.

**Instructions:**

- Begin with a discussion about modesty as a great Islamic principle.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about ‘the principle of modesty’.

**Instructions:**

- Read the provided text about principle of modesty aloud.
- Explain how the principle of modesty is applied in the Islamic society.
- Discuss how everyone should be modest.
- Highlight how modesty is apparent in the Prophet’s (PBUH) words and actions.

**Key Points to Cover:**

- The concept of modesty
- Modesty as a superior quality
- The levels of modesty that Islam adopts

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A-) Circle the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they may need to look through the glossary to choose the correct words.
- Tell students to check their answers in pairs or small groups.
- Check answers as a class.

## Answers

1- resembles    2-watchful    3-urge    4-traits    5-potential

**B) Complete the following table:**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct antonyms.  
They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

Word	Antonym
1- modesty	arrogance
2-shyness	boldness-confidence
3-hospitable	miser-unwelcoming
4-obscene	moral-proper
5- decent	bad- inept

**C) Write (T) for true statements and (F) for the false ones:**

- Read through the statements as a class.
- Check understanding.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

**Answers**

1-T      2-F      3-T      4-F      5-F

**D) Match the words with their meanings:**

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1- b                      2-a                      3-e                      4-c                      5-d

**E) Answer the following questions:**

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Accept all correct answers.

**Answers**

1- The primary objective of every Muslim should be acquiring moral excellence.

1- The essence of modesty lies in knowing that Allah is totally aware of what you do and speak.

3. Muslims can be more aware of Allah's presence by cultivating Muslims' spirituality to draw closer to Allah's (GBTH).

4. Modest is the criterion that distinguishes human beings from animals.

5. a Muslim feel ashamed when he or she disobey Allah.

### F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### Translate into Arabic:

المسلم الحقيقي القوي يخاف الله لأن الله يعلم ويرى كل شيء.

### Translate into English:

The Muslim should blush before Allah (GBTH) in both, private and public.

## 4. Pair Work (5 minutes)

### Picture Prompt

**Objective:** Stimulate thinking and discussion about modesty through visual aids.

### Instructions:

- Show: Display a thought-provoking image related to religion, such as modesty.
- Reflect: Give students 2 minutes to silently reflect on the image and jot down their thoughts.
- Discuss: Pair students up to discuss their reflections.
- Share: Invite pairs to share their discussions with the class. Highlight the various interpretations and perspectives.

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Assign students to write a short essay about how they understand modesty.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay about modesty.
-

**Lesson 4: A Modest Person****Intended Learning Outcomes (ILOs):****Affective**

- Appreciate the importance of modesty in the Muslim community.

**Cognitive**

- Explain the relationship between modesty and faith.
- Identify the importance of modesty in disciplining the ego according to Islamic teachings.
- Demonstrate the significance of being modest towards Allah as compared to being modest in front of people.

**Psychomotor**

- Translate some sentences about modesty using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- During discussions, encourage the value of a modest person.
- Ensure that students understand the importance of being modest.
- Be prepared to provide additional support for students to realize the value of being modest.

**Lesson Plan Overview**

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work / Group Work: Word Association (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Word Association

**Objective:** Encourage students to think about the value of being modest.

#### Instructions:

1. Prompt: Write the phrase "Modesty must begin with the heart." on the board.
2. Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of that.
3. Pair: Have students pair up to share and compare their responses.
4. Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how modesty.

#### Instructions:

- Discuss modesty as a manifestation of true faith in Allah.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about how modesty is a manifestation of true faith in Allah.

**Instructions:**

- Read the provided text about ‘how to be a modest person’ aloud.
- Explain how modesty indicates that Islam is a religion of love and peace.
- Think about some examples of being modest.
- Highlight good and effective consequences of modesty on society.

**Key Points to Cover:**

- The concept of being modest
- Modesty indicates that Islam is a religion of love and mercy.
- Being bashful before Allah

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A-) Complete the following sentences with the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word.

They can do this in pairs or groups.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1- Pursue 2-esteem 3-assault 4-cause 5-bashful

**B) Complete the following table:**

- Tell the students to read through the table carefully.

- Explain that they must complete the table with correct synonyms.  
They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Synonym
1- modesty	virtue-simplicity
2- bashfulness	Shyness-timidity
3- mandate	command-authority
4- lewd	vulgar- wicked-indecent
5- adornment	decoration-ornament

### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1-F    2-T    3-F    4-F    5-T

### D) Match the words with their meanings:

- Tell the students to read through the two columns carefully before

trying to match them.

- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

1-b      2-a      3-e      4-c      5-d

### **E) Answer the following questions:**

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

## Answers

1- Modesty is reflected in a Muslim's life style in speaking, dressing and behaving. It's also manifested in one's relationship with others and with his Lord.

2. We should lower our gaze and be modest because this is purer for us.

3- One can develop modesty to think whether one would do the sin they desire in front of their parents and the modesty of a believer in front of Allah (GBTH) must be greater than that in front of people.

4- modesty maintains morals and ethics in society bY encouraging one to be proper in behavior and thought with other people and with Allah (GBTH).

5- True modesty before Allah means to protect your head and what it involves; your stomach and what it contains; to remember death and tribulations and to Leave the adornments of this life.

### **F- Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## **Answers**

### **Translation Translate into Arabic:**

الحياء هو الوسيلة التي نحافظ بها على الأخلاق والآداب في المجتمع ونسعى لتحقيقها.

### **Translate into English:**

Modesty restrains the soul from committing bad acts and encourages doing good deeds as modesty is a branch of faith.

### **4. Pair or Group Work (5 minutes)**

#### **Vocabulary Building (Word Association)**

**Objective:** Enhance vocabulary related to being bashful

**Instructions**

- Provide students with a list of key words.
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

**5. Homework/ Assessment (5 minutes)**

Objective: Reinforce learning and prepare for future discussions.

Assign students to research how being bashful before Allah is highly praised in Islam.

**Homework:**

- Write a short report on (modesty is the means by which morals are maintained).
-



## Unit 6

# Iconic Figures

### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Recognize the position of Allah's (GBTH) Prophet Jesus ('Isa) (ABPWH) in Islam, including the miraculous aspects of his birth and the miracles he performed.
- ◆ Define Mary (Māryam) and her role in the Qur'ān, including her miraculous conception of Jesus and the provisions provided to her by Allah (GBTH).
- ◆ Appreciate the position of Abū Dharr in the Islamic history, his characteristics, and his pivotal role in declaring his conversion to Islam and inviting his tribe.
- ◆ Recognize the role of the Egyptian scholar Abū Ja'far al-Ṭahāwī in Islamic history, his influence as the head of the Hanafi School in Egypt, and the significance of his works for Sunni Muslims.
- ◆ Recognize Rufaida al-Aslamiya's pioneering role in nursing, surgery, and social work, including her establishment of a nursing school, mobile care units, and contributions during battles.

**Unit 6: Iconic Figures****Lesson 1: Prophet Jesus (PBUH)****Intended Learning Outcomes (ILOs):****Affective**

- Recognize the position of Prophet Jesus (PBUH) in Islam.
- Value that Mary is one of the figures who has a Sura named after her name in the Qur'ān.

**Cognitive**

- Demonstrate the story of Mary's upbringing linked to her miraculous conception of Jesus according to Islamic teachings.
- Illustrate the miraculous birth of Jesus under a palm trunk and the provisions provided by Allah to Mary.
- Enumerate the miracles performed by Jesus.

**Psychomotor**

- Translate some sentences about Allah's Prophet Jesus (PBUH).

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about Prophet Jesus (PBUH).
- Ensure that students value that Prophet Jesus is mentioned in the Quran a lot.
- Be prepared to provide additional support for students to identify that Jesus (PBUH) performed numerous miracles.

## Lesson Plan Overview

- Warm-up and pre-reading discussion (about 5 minutes)
- Reading and explanation (about 10 minutes)
- Activities (20 minutes)
- Pair/group Work: Word Association (5 minutes)
- Closure/assessment (5 minutes)

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Agree-Disagree Line

**Objective:** Engage students in a physical and reflective activity to express their ideas that Jesus (PBUH) is one of the most significant prophets and messengers of Allah.

#### Instructions:

- **Statement:** Read a statement related to the birth of Prophet Jesus (PBUH).
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about Prophet Jesus (PBUH).

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about Prophet Jesus (PBUH).

#### Instructions:

- Begin with a discussion about Prophet Jesus (PBUH).

- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about the birth of Prophet Jesus (PBUH).

### Instructions:

- Read the provided text about Prophet Jesus (PBUH) aloud.
- Explain that Prophet Jesus (PBUH) performed numerous miracles.
- Discuss how Prophet Jesus (PBUH) spoke in his cradle.
- Highlight that Jesus (PBUH) foretells the prophethood of Muhammad (PBUH).

### Key Points to Cover:

- Mary and her family
- The miraculous birth of Prophet Jesus (PBUH)
- The Noble Family journey
- Prophet Jesus' (PBUH) miracles
- Prophet Jesus' (PBUH) fear of bani Israel

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### A-) Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
- Tell students to check their answers in pairs or small groups.
- Check answers as a class.

## Answers

1-bestowed    2- fled    3-tidings    4-stunning    5- revive

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct antonyms.  
They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Antonym
1- Piety	impiety- disbelief
2. laden	unladen-empty
3-resolved	flexible-changeable
4-committed	disloyal- unfaithful
5-fearful	fearless-brave

### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1- T      2- F      3- T      4-T      5- F

### D) Match the words with their meanings:

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

1- c      2- d      3- a      4 - e      5- b

### E) Answer the following questions:

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Accept all correct answers.

## Answers

1- Allah has honored Mary and her family as they have a Surah named after them in the Qur'an.

2-Before Mary was born, her mother had committed her to serving Allah (GBTH).

3- Mary fled her sanctuary fearful of what the people may say or do.

4- Mary took her child and fled to Egypt because she was afraid of the oppression of King Herod.

5-To worship Allah (GBTH) in a proper way and accept the tenets of Islam is the way of salvation in this life and the hereafter.

### **F)- Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## **Answers**

### **Translate into Arabic:**

لقد حمى الله سبحانه وتعالى النبي عيسى -عليه السلام- ورفعاه إلى السماء وسيعود عيسى عليه السلام إلى الأرض قبل يوم القيام ويدعو إلى الإسلام.

### **Translate into English:**

Allah (GBTH) accepted from Imran's wife the child she had committed to serving Allah (GBTH).

### **4. Pair Work (5 minutes)**

Word Association (5 minutes)

Objective: Quickly gather students' initial thoughts and enhance understanding:

Instructions:

- Prompt: Write the word "Prophet Jesus' (PBUH) birth" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear 'Prophet Jesus'.

- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

### **5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short narrative essay about Prophet Jesus (PBUH).

**Assessment**

- Participation: Evaluate student engagement during discussions.
- Worksheets: Check for accuracy and understanding in completed activities.
- Presentations: Assess clarity and comprehension in Word Association presentations.
- Homework: Grade essays based on insightfulness and relevance to the topic.

**Lesson 2: Abū Dharr (APWH)****Intended Learning Outcomes (ILOs):****Affective**

- Value the deeds of the Prophet's (BPUH) companion Abū Dharr (APWH).
- Recognize the significance of Abū Dharr (APWH) in the Islamic history.

**Cognitive**

- Demonstrate Abū Dharr's characteristics.
- Depict Abū Dharr's pivotal role in declaring his conversion to Islam in Mecca.
- Identify Abū Dharr's efforts in inviting his tribe to Islam.

**Psychomotor**

- Translate some sentences about Abū Dharr using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about Abū Dharr (APWH).
- Ensure that students identify that Abū Dharr (APWH) was one of the great companions.
- Be prepared to provide additional support for students to appreciate the companions of the Prophet (BPUH).

**Lesson Plan Overview**

- Wrap-up and pre-reading discussion (about 5 minutes)
- Reading and explanation (about 10 minutes)

- Activities (20 minutes)
- Pair Work / Group Work: Quick Write (5 minutes)
- Closure/assessment (5 minutes)

## Lesson Procedure Details

### 1. Warming-up (5 minutes)

#### Quick Write (5 minutes)

**Objective:** Get students to discuss what they know about Abū Dharr (APWH).

#### Instructions:

- Prompt: Ask students to write a sentence in response to the prompt: “Abū Dharr (APWH) was one of the early Muslims”.
- Share: After writing, ask a few students to read their sentences aloud.
- Discuss: Facilitate a brief class discussion based on the students' responses, emphasizing the modeling of the Prophet companions.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how Abū Dharr (APWH) was known for his courage, calmness, and far sightedness.

#### Instructions:

- Begin with a discussion about Abū Dharr (APWH).
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

### 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how Abū Dharr (APWH) adopted Islam.

**Instructions:**

- Read the provided text about Abū Dharr (APWH).
- Explain that Abū Dharr (APWH) showed great courage when he adopted Islam.
- Discuss how can they follow Abū Dharr's (APWH) footsteps.

**Key Points to Cover:**

- Abū Dharr (APWH) as one of the early Muslims
- Abū Dharr's (APWH) courage, calmness, and far sightedness.
- Abū Dharr's (APWH) sadness on seeing the Muslims' concern for the world and their desire for luxury.

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A -) Circle the right choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they may need to look through the glossary to choose the correct words.
- Tell students to check their answers in pairs or small groups.
- Check answers as a class.

**Answers**

1- pursuit 2- prevail 3-refrain 4-depart 5- confirm

**B) Complete the following table:**

- Tell the students to read through the table carefully.

- Explain that they must complete the table with correct antonyms. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Antonym
1-calmness	violence
2-sightedness	visionless-nonvisual
3-repellent	acceptable-appealing
4-furious	calm
5-mercilessly	compassionately-mildly

### C) Write (T) for true statements and (F) for the false ones:

- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1-T    2-T    3-F    4-F    5-T

### D) Match the words with their meanings:

- Tell the students to read through the two columns carefully before

trying to match them.

- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1- c    2-a    3-e    4-b    5-d

### E) Answer the following questions:

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

### Answers

1- Abū Dharr was known for his courage, calmness; and far sightedness.

2- Abū Dharr refrained from asking anyone about the new prophet So as not to be assaulted.

3- The people of Quraysh pounced on Abū Dharr and beat him mercilessly because he declared his Islam before departing Mecca.

4- Abū Dharr went to Madīna after the Battle of the Trench to be in the service of the Prophet (BPUH).

5- Tension developed between Abū Dharr and the people when he protested against the Muslims' concern for the world and their desire for luxury.

### F)- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

### Translate into Arabic:

كان أبو ذر رابع أو خامس من أسلم وكان أول من ألقى علي النبي - صلى الله عليه وسلم -  
تحية الاسلام

### Translate into English:

The Muslim should strive to emulate the companions of the Prophet (PBUH) in worship, and work.

## 4. Pair Work (5 minutes)

### Silent Discussion (5 minutes)

**Objective:** Allow students to express their thoughts about Abū Dharr (APWH).

### Instructions:

1. Question: Write a thought-provoking question about 'Abū Dharr (APWH).

2. Respond: Ask students to write their responses around the question.
3. Review: After a few minutes, read and discuss the various responses as a class.

### 5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the lesson.

#### Instructions:

- Assign students to write a short essay about Abū Dharr (APWH).
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize key points of the lesson and address any remaining questions.

#### Homework:

- Write a short reflective essay about Abū Dharr (APWH).

#### Assessment

- Participation: Evaluate student engagement during discussions and activities.
- Worksheets: Check for accuracy and understanding in completed activities.
- Presentations: Assess clarity and comprehension in Quick Write presentations.
- Homework: Grade essays based on insightfulness and relevance to the topic.

**Lesson 3: Abū Ja‘far al-Ṭaḥāwī****Intended Learning Outcomes (ILOs):****Affective**

- Recognize the significance of the Egyptian scholar Abū Ja‘far at-Ṭaḥāwī in the Islamic history.

**Cognitive**

- Depict the influence of Imam Abū Ja‘far at-Ṭaḥāwī as the head of the Hanafi School in Egypt.
- Portray the significance of Imam Abū Ja‘far at-Ṭaḥāwī works on Sunni Muslims.

**Psychomotor**

- Translate some sentences about Abū Ja‘far at-Ṭaḥāwī.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- Encourage respect during discussions about Abū Ja‘far at-Ṭaḥāwī.
- Ensure that students understand the elevated principle of acquiring religious knowledge.
- Be prepared to provide additional support for students to recognize the prominent role of Muslim scholars.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work / Group Work: Four Corners Debate (5 minutes)
5. Closure/assessment (5 minutes)

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Four Corners Debate (5 minutes)

**Objective:** Engage students in a discussion about Muslim scholars.

#### Instructions:

- Statement: Present a statement, such as ‘Imām Abū Ja‘far al-Ṭahāwī is one of the trustworthy narrators.’
- Corners: Label each corner of the room with "narrator," "jurist".
- Positioning: Ask students to move to each corner and express their opinions.
- Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about Egyptian Muslim scholars.

#### Instructions:

- Begin with a discussion about Egyptian Muslim scholars.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about Imām Abū Ja‘far al-Ṭaḥāwī.

### Instructions:

- Read the provided text about Imām Abū Ja‘far al-Ṭaḥāwī aloud.
- Explain the importance of scholars in the Islamic society.
- Discuss how everyone should strive to acquire knowledge.
- Highlight how Imām Abū Ja‘far al-Ṭaḥāwī affect the society positively.

### Key Points to Cover:

- Imām Abū Ja‘far al-Ṭaḥāwī the great Imams of Islamic creed jurisprudence
- Imām Abū Ja‘far al-Ṭaḥāwī as a distinguished and prolific writer

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### A-) Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
- Explain that they may need to look through the glossary to choose the correct words.
- Tell students to check their answers in pairs or small groups.
- Check answers as a class.

## Answers

1- transfer      2-reliable      3-attracted      4-expertise      5- disciple

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct synonyms.

They can do this individually or in pairs.

- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Synonym
1-trustworthy	dependable
2-reliable	responsible
3-abundant	plentiful-ample
4-distinguished	dignified-notable
5-expertise	facility – proficiency

### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1-T      2-T      3-F      4-T      5-F

### D) Match the words with their meanings:

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their

dictionary.

- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1- b      2-c      3-a      4-e      5-d

### E) Answer the following questions:

- Give the students time to read through the questions.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Accept all correct answers.

### Answers

1- al-Ṭaḥāwī is one of the trustworthy scholars because he had massive memorizers of the Prophet's hadith. He was regarded as one of the greatest narrators and jurists of his time.

2- al-Ṭaḥāwī transferred from the Shāfi'ī to the Ḥanafī School because he saw his maternal uncle, Ismail ibn Yahya al-Muzani, looking a lot and carefully in Abu Hanifa's books.

3- Ismail ibn Yahya AL Muzani was a leading disciple of the Shāfi'ī school at the time of al-Ṭaḥāwī.

4- His study circles attracted many students to relate hadith from him and later transmitted his works.

5- al-Ṭaḥāwī was famous for his expertise in both hadith and Hanafi jurisprudence even during his own lifetime.

**F)- Translation**

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

**Answers****Translate into Arabic:**

كان الطحاوي أعلم فقهاء الحنفية بمصر، بالإضافة إلى علمه بالمذاهب الفقهية الأخرى.

**Translate into English:**

The student of knowledge must strive diligently in seeking knowledge to become distinguished among his peers.

**4. Pair Work (5 minutes)****Mind Mapping**

**Objective:** Enhance understanding through Mind Mapping.

**Instructions:**

- Each pair creates a mind map of ideas with "Egyptian scholars" as the central idea.
- Branches should include some Muslim scholars' names.
- Pairs present their maps to the class.

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Assign students to write a short essay about the Egyptian Muslim scholars.

- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay about Imām Abū Ja‘far al-Ṭahāwī.

**Lesson 4: Rufaida Al-Aslamiya****(May Allah Be Pleased with Her)****Intended Learning Outcomes (ILOs):****Affective**

- Recognize Rufaida Al-Aslamiyah's role as the first female nurse, surgeon, and social worker in Islam.

**Cognitive**

- Depict Rufaida Al-Aslamiyah's establishment of a nursing school and mobile care units.
- Illustrate Rufaida Al-Aslamiyah's contributions during battles, including setting up a field hospital.
- Demonstrate Rufaida Al-Aslamiyah's impact on social support for the needy.

**Psychomotor**

- Translate some sentences about Rufaida Al-Aslamiyah.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual, pair, or group work.
- A soundtrack of the lesson text.

**Notes for the Teacher**

- During discussions, encourage the value of woman's role in Islam.
- Ensure that students understand the importance of woman's role in all fields of life.
- Be prepared to provide additional support for students to realize the value of woman's role in Islam.

## Lesson Plan Overview

1. Wrap-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work / Group Work: Word Association (5 minutes)
5. Closure/assessment (5 minutes)

## Lesson Procedure Details

### Warming-up (5 minutes)

#### Word Association

**Objective:** Encourage students to think about woman's role in Islam.

#### Instructions:

- Prompt: Write "Rufaida Al-Aslamiya (APWH) was the first Muslim female nurse, surgeon, and social worker.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of that.
- Pair: Have students pair up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how Rufaida Al-Aslamiya (APWH) is a good example of the Muslim women.

#### Instructions:

- Begin with a discussion about how the role of women is the same as men

and sometimes more.

- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about how the role of women is of great importance.

### Instructions:

- Read the provided text about Rufaida Al-Aslamiya (APWH) aloud.
- Explain how Islam is a religion of respect for men and women side by side.
- Think about some examples of effective Muslim women.
- Highlight good and effective consequences of the good role of women on society.

### Key Points to Cover:

- Muslim women positive role
- Man and woman partnership in supporting and defending societies.
- Rufaida Al-Aslamiya (APWH) as the first Muslim female nurse, surgeon, and social worker

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### A-) Circle the right choice:

- Tell the students to read through the gapped sentences carefully.
- Explain that they may need to look through the glossary to choose the correct words.

- Tell students to check their answers in pairs or small groups.
- Check answers as a class.

## Answers

1-alleviate 2- injured 3-hygiene 4- shelter 5-obtain

### B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct antonyms.  
They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

Word	Antonym
encourage	discourage
harsh	smooth-bland- gentle
Injured	uninjured- healthy
skilled	unqualified- unskilled
ordinary	exceptional-distinguished

### C) Write (T) for true statements and (F) for the false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.

- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

## Answers

1- F      2- F      3- T      4- T      5- T

### D) Match the words with their meanings:

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

## Answers

1- c      2- a      3 – b      4-e      5- d

### E) Answer the following questions:

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Accept all correct answers.

## Answers

- 1- Rufaida al-Aslamiya introduced nursing to the Muslim world.
- 2- Her father, Sa'd al-Aslami taught Rufaida the clinical skills.
- 3- Rufaida developed the first ever mobile care units that were able to meet the medical needs of the community.
- 4- Rufaida was interested in nursing because her family had strong ties to the medical community.
- 5- The Prophet (PBUH) assigned a share, equal to that of the soldiers, of the spoils to Rufaida and the women with her of Khaybar they treated the injured and helped the Muslims in the battle.

### F)- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

## Answers

**Translate into Arabic:**

لقد وفرت روفيدة المأوى للمحتاجين لحمياتهم من الرياح وحرارة الصحراء القاسية وطورت أول وحدات رعاية متنقلة قادرة على تلبية الاحتياجات الطبية.

**Translate into English:**

Islam is keen on women's participation in all aspects of life and appreciates their effective role in the Islamic society.

#### 4. Pair or Group Work (5 minutes)

##### Vocabulary Building (Word Association)

Objective: Enhance vocabulary related to Muslim women.

##### Instructions:

- Provide students with a list of key words
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

#### 5. Homework/ Assessment (5 minutes)

Objective: Reinforce learning and prepare for future discussions.

Assign students to research about Rufaida Al-Aslamiya (APWH).

##### Homework:

- Write a short biography of Rufaida Al-Aslamiya (APWH).



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