

## Curriculum Overview



## BANDS C TO F CURRICULUM OVERVIEW

### Introduction

- There are 8 modules for each band and between 9 to 12 lessons per module.
- Each band will take 2 academic years to complete. Depending on the total number of lessons in each Module, between 4 and 6 lessons are taught each year.
- Please see below the breakdown for the number of lessons per band.
- For a more detailed proposed timetable see Appendix 1.

Module Number	Module title	Total No. Of Lessons Per Module			
		Band C	Band D	Band E	Band F
1	Allah and His Creation	11	12	12	10
2	Divine Guidance	11	11	11	11
3	Rasulullah (s)- Communicating the Message	11	11	12	12
4	The A'immah (a)- Safeguarding the Message	12	12	12	10
5	Upholding the Message during Ghaybah	11	11	12	11
6	Roadmap to Self-purification	10	11	12	11
7	Societal Wellbeing	11	12	11	12
8	The Hereafter (Ma'ad)	9	9	11	11

## LESSON FRAMEWORK

Each *madrasah* teaching week consists of 1 lesson each from 2 consecutive modules. Therefore, 2 periods of 45 minutes each will be required for teaching the Tarbiyah curriculum every week.

A *madrasah* will teach one lesson each from M1 & M2 followed by the same from M3 & M4, then M5 & M6 and finally M7 & M8.

The following components make up a lesson:

### Text Book lessons

Each module consists of a set of main themes. These main themes are further divided into sub-themes, which form the lessons. The sub-themes are grouped into six two-year age bands. Some sub-themes run through several age bands as they develop in complexity, whereas others are only covered at the appropriate age band. See here: <https://madrasahonline.org/wp-content/uploads/2019/04/TARBIYAH-CURRICULUM-OVERVIEW-v10.pdf> )

The text books contain 2 modules for each band.

In total, a child will receive 4 text books over a period of 2 years. The contents of the text book are as follows:

- The overview of the MCE Mission and the 8 Modules
- Introduction with a flow chart of the Module being taught
- Du'a for studying
- Contents page
- The lessons

*MCE provide:*

*The 4 text books per band*



4c06 – Ghadhab: Anger

[Previous Lesson](#) [Next Lesson](#)

[Back to Module](#)

#### Lesson Downloads

[Lesson PDF](#)

[Lesson Print PDF](#)

[Teacher Guide](#)

#### Lesson Specific Resources



4c06 -anger-catcher-directions

[More Resources](#)

### Teaching Guides (TG)

Designed to cover 3 learning objectives (from lower to higher order learning) in a 45-minute lesson. Each learning objective has a corresponding activity which acts as a guide of how it can be met. The connection between the activity and the learning objective must be understood by the teacher and explained correctly. This is a GUIDE, and the teachers are free to alter the activities as they see fit, as long as the learning objectives are met.

*MCE provide:*

*PDF teaching guides (soft copies – on MCE website)*

*All templates/ downloads of resources mentioned in the teaching guides (on MCE website)*

### Additional Resources

A module may have some corresponding resources that are not mentioned in the TG. These can be used as an extension activity, an assessment in class or sent home for the students to work on. This is entirely at the teacher's discretion.

*MCE provide:*

*Additional resources for each module (on MCE website)*

## DETAILS

### TEXT BOOKS:

- Each lesson is designed with most of the following components incorporated within it:
- 1) **Ayah:** The lesson is based on an ayah of the Qur'an
- 2) **Learning Objectives:** Each lesson has three learning objectives based on Bloom's taxonomy
- 3) **Key words:** These are Arabic words that are used in the lesson, along with their meanings
- 4) **Story time:** A true or fictional story related to the lesson
- 5) **Fiqh Facts:** *Fiqh* rulings of Ayatullah Sistani related to the lesson
- 6) **Activity:** An activity for the students to complete in the classroom (or at home – if they miss the lesson) based on the content of the lesson
- 7) **Faith in action:** This explains how the students can apply the learning from the lesson in their daily life. It makes the lesson relevant and applicable
- 8) **Did you know?:** This contains interesting and relevant facts to engage the student further
- 9) **Reflection:** This gives the students ideas to ponder and reflect upon, thus allowing a deeper understanding
- 10) **Higher Level:** This gives additional content and an extension activity for students who need to be challenged further
- 11) **Hadith:** Words of wisdom and guidance from the *ma'sumin*
- 12) **Al-Asma al-Husna:** Beautiful names of Allah relevant to the lesson
- 13) **Key points:** A summary of the main points covered in the lesson
- 14) **Test yourself:** There are questions at the end of the lesson to test basic understanding of the main concepts within it
- In addition to the main content of the lesson, it is important to go through as many of the components mentioned above as possible, as they enable the child to have an integrated/ well rounded understanding of the content. The 'Faith In Action' and 'Test yourself' components should be completed with the parents at home
- The *ayah* associated with the lesson should be written on the board at the start of the lesson to remind the teacher to recite it often and connect it to the lesson content
- There may be more than one story or ayah in a lesson. You can choose to cover at least ONE or more to enable the students to understand the lesson objectives better
- It should be borne in mind that there will be times when teachers cannot cover everything in the lesson in the time allocated. In such situations, enough content should be covered to ensure that the three objectives of the lesson are achieved

### TEACHING GUIDES (TG):

- These are a guide as to how to conduct the lesson. Teachers can amend parts to make it more suitable for their class
- The Learning Objectives form the basis of the lesson and the teacher must ensure that they are covered. Each Learning Objective has a corresponding activity
- The list of resources required in the lesson is included at the top of the teaching guide. Most are available to download and print (according to the quantity required). Some may need to be arranged by the teacher/ *madrasah*
- The teaching guide also includes KEY WORDS. These are Arabic words taken from the main ayah or other content of the lesson
- The teaching guide contains 'Writer's notes' in the right hand side column. These contain important tips and suggestions for the attitude/ style that the teacher should adopt in certain scenarios
- In some teaching guides there are 'Extra Resources' available. This is extra information for the teacher to read in order to be more familiar with the lesson content
- The 'Higher level' activity mentioned within the teaching guide is for students that need to be challenged further. Before embarking on this activity, the teacher should ensure that they have understood the lesson's learning objectives through the testing activities and then allow them to proceed
- An example of the front page of a sample teaching guide is below

## LESSON OBJECTIVES

By the end of the lesson the child should be able to:

- To explain the link between Allah's justice and His guidance
- To state, with examples, the sources of divine guidance available to us
- To evaluate the importance of Divine Guidance

Key Words:		Before the class, I need to have the following items ready:	
عَدَالَة : justice    هِدَايَة : guidance    هادي : guide		White board, marker, Ayah card with meaning, student's course book, blindfold, obscure 3D object (see Topic Discussion)	
Skills I am working on	Time it might take	The activities that will help me achieve my lesson objectives	Writer's notes
Warm up/ Starter and Ayah Explanation	15 mins	<b>1. Allah's Justice and His Guidance:</b> <ol style="list-style-type: none"> <li>Ask the students: <ul style="list-style-type: none"> <li>Do humans have any choice?</li> <li>Humans have been given the freedom to choose which path to take in life. Why do you think Allah gave us the freedom to choose?</li> <li>Would it make any sense to reward us for our good actions and hold us accountable for our bad actions if we did not have the freedom to choose?</li> </ul> </li> <li>Put up ayah 10:25 with meaning and recite. Elicit what Allah is conveying to us in this Ayah.</li> <li>Discuss Allah as our 'Hadi'.</li> </ol>	<b>1b: Al-Hadi (The Guide):</b> The word <i>hadi</i> comes from the root word <i>hada</i> , which means 'to guide'.
Topic Discussion	15 mins	<b>2. Need Of Divine Guidance:</b> <ol style="list-style-type: none"> <li>Elicit from students the need for divine guidance.</li> <li>Discuss the 3 reasons given in the student's book. Read writers notes for further explanation and then discuss.</li> </ol>	<b>2b. Reasons:</b> <ol style="list-style-type: none"> <li>It gives us a true understanding of Allah: Ask a student to volunteer. Blindfold him/her. Place a 3D object on the table - something that the class is not familiar with. Ask the blindfolded student to say what is on the table. He/she wouldn't know due to the blindfold. Then ask to touch and give the answer. Then explain to the class the 1st reason, that without divine guidance, we would not know Allah, just as the blindfolded person cannot know what is on the table. You can also just explain by giving the example of the elephant being described by blind people (see student notes)</li> <li>It gives us the laws to govern our lives: students, consider this scenario: you have never played a game of football. You have watched it earlier. You have no idea of the rule of the game and you have been asked to referee. You make your own rules and start refereeing the game. What will happen?</li> <li>It keeps away superstitious beliefs: explain from notes.</li> </ol>
Prevention & Practical Hadith Application	15 mins	<b>3: How does Allah Guide us:</b> <ol style="list-style-type: none"> <li>Elicit from students how Allah guides us. - Expect answers such as Internal guidance, Prophets, Imams, Divine books, Quran etc.</li> <li>Activity: <ul style="list-style-type: none"> <li>Divide students into 3 groups and give one type of guidance to each group</li> <li>Ask them to discuss and explain in brief. (They can use the student notes to prepare)</li> </ul> <ol style="list-style-type: none"> <li>What is the role of that form of guidance?</li> <li>Why is it important to follow this guidance?</li> </ol> <ul style="list-style-type: none"> <li>Present their explanations to the whole class</li> </ul> </li> <li>Discuss 1c in writer's notes.</li> </ol>	<b>3c:</b> This is why Rasulullah (s) said, <i>'I leave among you two important things: the book of Allah [the Qur'an] and my progeny; if you hold firmly to them you will never go astray. And these two shall never separate from each other till they meet at the heavenly fountain [of Kawthar].'</i>
Higher Level		Read higher level and complete	
Possible Homework		Read faith in action and ponder.	

# LESSONS & TEACHER GUIDE

## NAVIGATING THROUGH THE TEACHER GUIDE:

The Teaching Guide as the name suggests is a guide to teach the lesson.  
It will guide you to plan your lesson.

TARBIYAH  
تربية

## MODULE 1D | LESSON 02 OUR RELATIONSHIP WITH ALLAH

### LESSON OBJECTIVES

By the end of the lesson the child should be able to:

- Explain the concept 'We are from Allah and to Him we will return'
- Demonstrate that everyone has a unique relationship with Allah
- Value both the formal and informal modes of communication with Allah

The 3 LO's (Lesson Objectives) are very important and have to be covered in the lesson.

### Key Words:

قُرْبَةً إِلَى اللَّهِ : seeking closeness to Allah  
رَجَاء : hope      تَسْلِيم : submission

Before the class, I need to have the following items ready:

*Ayah* card with meaning, computer, projector, speaker, clips on USB - Allah is near to you - <https://www.youtube.com/watch?v=nANJeAzE3Ps>, student Madrasah book, A4 paper, white board, marker and *ayah* translation puzzle (topic and Qur'an 2)  
Higher level : clip - <https://www.youtube.com/watch?v=GSRQwgNAPsE> and worksheet 1D02

Key words have been taken from the lesson.  
Please focus on the main *ayah* during the lesson.

Skills I am working on	Time it might take	Activities that will help me achieve my lesson objectives	Writer's notes
Warm up / Starter Discussion.	15 mins	<p><b>1. Activity: Starter Activity:</b></p> <p>i) Come to class with your phone in your hand and try connecting to the internet. Ask the children do we have WiFi? After they reply, say 'Hmmm, these connections are so temporary just like our connection with this world is temporary'.</p> <p><b>2. Activity: Connecting with Allah:</b></p> <p>i) Ask them what relationships they have? Once they have given the names ask them what kind of relation they have with them. Can they depend on these relationships all the time? Are they going to last forever in this world? Give them the example of a WiFi connection by showing them a picture of WiFi. What kind of a connection is this? Then explain that our connections in the <i>dunya</i> are the same; temporary.</p> <p>ii) Elicit from them the Data connection that is constantly there and how we can depend on that all the time (as a metaphoric example). Then ask them; who are they connected constantly with and the connection will never end? Answer 'ALLAH'. Explain 2c in writers note.</p> <p>iii) Explain how since the time we were in the womb of our mothers our time to go back to Allah had started. Explain 2d in writers notes.</p>	<p>1b. ii) There is only one thing that is stable, constant and perfect; and that is Allah. There is only one relationship that should define our self-worth and only one source from which we should seek our ultimate happiness, fulfillment and security. That source is Allah and that relationship is between Allah and us. Ensure that the students understand that this does not mean that we should not have hope or expectations from the people around us, but means that we should not have complete hope or expect our expectations from people to be fulfilled every single time. It means that instead of placing all our hopes and trust in those people and the transient nature of the world we should place our hope and complete faith in Allah who is eternal, perfect and complete.</p> <p>1b. iii) As an imperfect human being constantly striving for perfection we are ultimately working towards Allah, the perfect one, Who is <i>al-awwal</i> and <i>al-aakhir</i>, the beginning and the end. <i>Al-awwal</i> is the One we came from and <i>al-aakhir</i>, the One we will return to. Understanding that everything we do in this life is in preparation to meet our Lord in the next. Allah created the world so that through His signs we can understand His spiritual teachings and act in accordance with His commands. Our purpose of existence is to always be conscious that we are from Allah and to Him we shall return.</p>
Topic and Qur'an Discussion	15 mins	<p><b>2: Activity: Unique Relationship With Allah:</b></p> <p>a) Give the class 2 minutes to ponder and write down 'what kind of relationship/ connection they have with Allah'. Elicit the ways and explain the formal and informal relationship we have with Allah.</p>	<p>2: Unique Relationship With Allah: Our relationship with Allah is not restricted to talking, remembrance, or <i>dhikr</i>. Our general actions are just as important in developing and strengthening our connection with Allah. It is not enough to say: 'O Allah I trust you'; our actions must back up our words!</p>

You will find many activities within the lesson. Depending on the time allocated for the lesson pick the activity that works for your class.  
At least 1 activity will ensure your class is student centered.

## LESSONS & TEACHER GUIDE

### NAVIGATING THROUGH THE TEACHER GUIDE:

Skills I am working on	Time it might take	Activities that will help me achieve my lesson objectives	Writer's notes
Topic and Qur'an Discussion (continued)		<p>b) Divide them into groups of 2 or 3. Put up the Arabic verse (Surah A'raf: 205) and recite it. Give them the puzzle of the <i>ayah</i> translation. Inform them they have 2 minutes to put the translation into order.</p> <p>c) Once they have the translation completed in front of them, discuss the <i>ayah</i>; how Allah is asking us to remember Him in our hearts continuously. Explain point A in writer's notes.</p> <p>d) Inform children to open their Madrasah book to the story of Mujtaba and Nur. Tell them you will be reading the story and while you do so they have to circle the different ways in which Mujtaba and Nur connect with Allah during their day.</p> <p>e) Write down the words in italics from the writer's notes (A5) on the board and explain the words briefly through the story.</p>	<p>2b: <b>AYAH:</b>  <i>"And remember your Lord within your heart humbly and fearing, without being loud, morning and evening, and do not be among the heedless."</i></p> <p>2e: <b>VERY IMPORTANT TO MENTION:</b>            Each one of us has a unique and special relationship with Allah. We can connect with Allah through <i>shukr</i> (thankfulness), <i>sabr</i> (patience), <i>tawakkul</i> (trust), <i>taslim</i> (acceptance), <i>taqwa</i> (piety), <i>raj'a</i> (hope), <i>ibadah</i> (worship), and <i>ubudiyyah</i> (servitude).</p>
Prevention & Practical Hadith Application	15 mins	<p><b>3. Activity: Take hold of the Connection with Allah.</b></p> <p>Watch this clip (Allah is near to you) <a href="https://www.youtube.com/watch?v=nANJeAzE3Ps">https://www.youtube.com/watch?v=nANJeAzE3Ps</a></p> <p>Discuss the above. Explain how Imam Ali (a) advises his son to take hold of the connection with Allah.</p> <p>Give them each an A4 sheet and ask them to make a mind map.</p> <p>Inform them that they have to write the word 'Allah' in the centre and the words written on the board around it.</p> <p>Now ask them to ponder again and write ways they can improve their relationship with Allah for each word they wrote.</p>	<p>The advice that Imam Ali (a) gave to his son after returning from the Battle of Siffin is the perfect template for us all to follow in developing our relationship with Allah:</p> <p>"I advise you to fear Allah, O my child, accept His commands, fill your heart with remembrance of Him, and to cling to Him in hope. No connection is more reliable than the connection between you and Allah provided you take hold of it."</p> <p>Think about how you could have connected with Allah even more. Remember that your relationship with Allah is always developing and growing. Whenever we try to build on our connection with Allah He always helps us. If we take one step toward Him, he will take ten steps towards us.</p>
Higher Level		<p><b>A: Activity: Relationship with Allah: (to be done in warm up activity 2)</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to watch this clip. <a href="https://www.youtube.com/watch?v=GSRQwgNAPsE">https://www.youtube.com/watch?v=GSRQwgNAPsE</a></li> <li>2. Inform them to complete the '1D02- Relationship with Allah Higher Level Worksheet'.</li> </ol>	
Possible Homework		<ol style="list-style-type: none"> <li>1. Ask them to look at the mind map that they have made and to try and employ them in their daily life.</li> <li>2. Read the Faith in action and follow the instructions.</li> </ol>	

Writer's notes are important tips given by the writers.

Use the higher level activity for students or class that need to be challenged with the topic.

Ensure that they have covered the 3 LO's through testing activities and then go ahead.

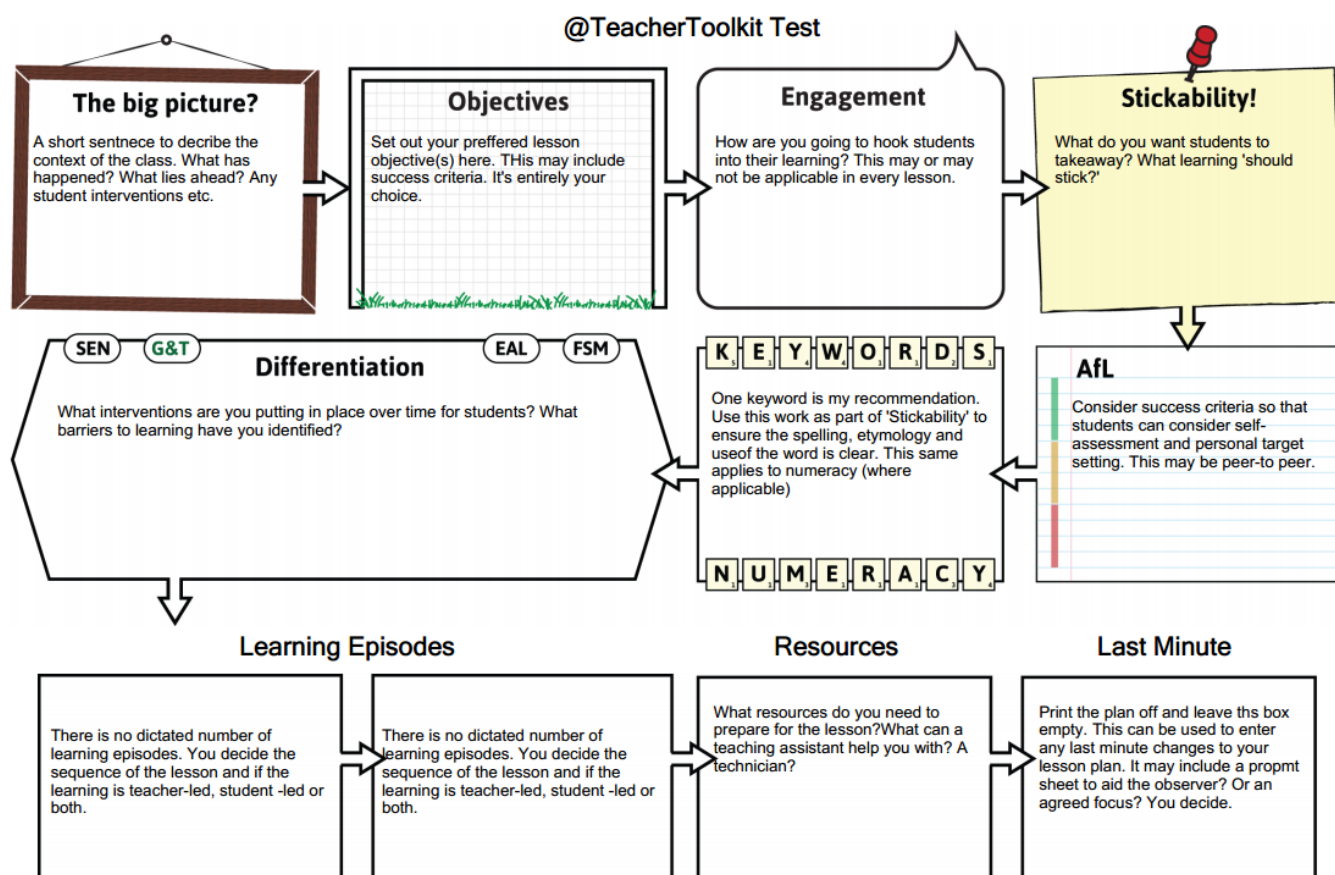
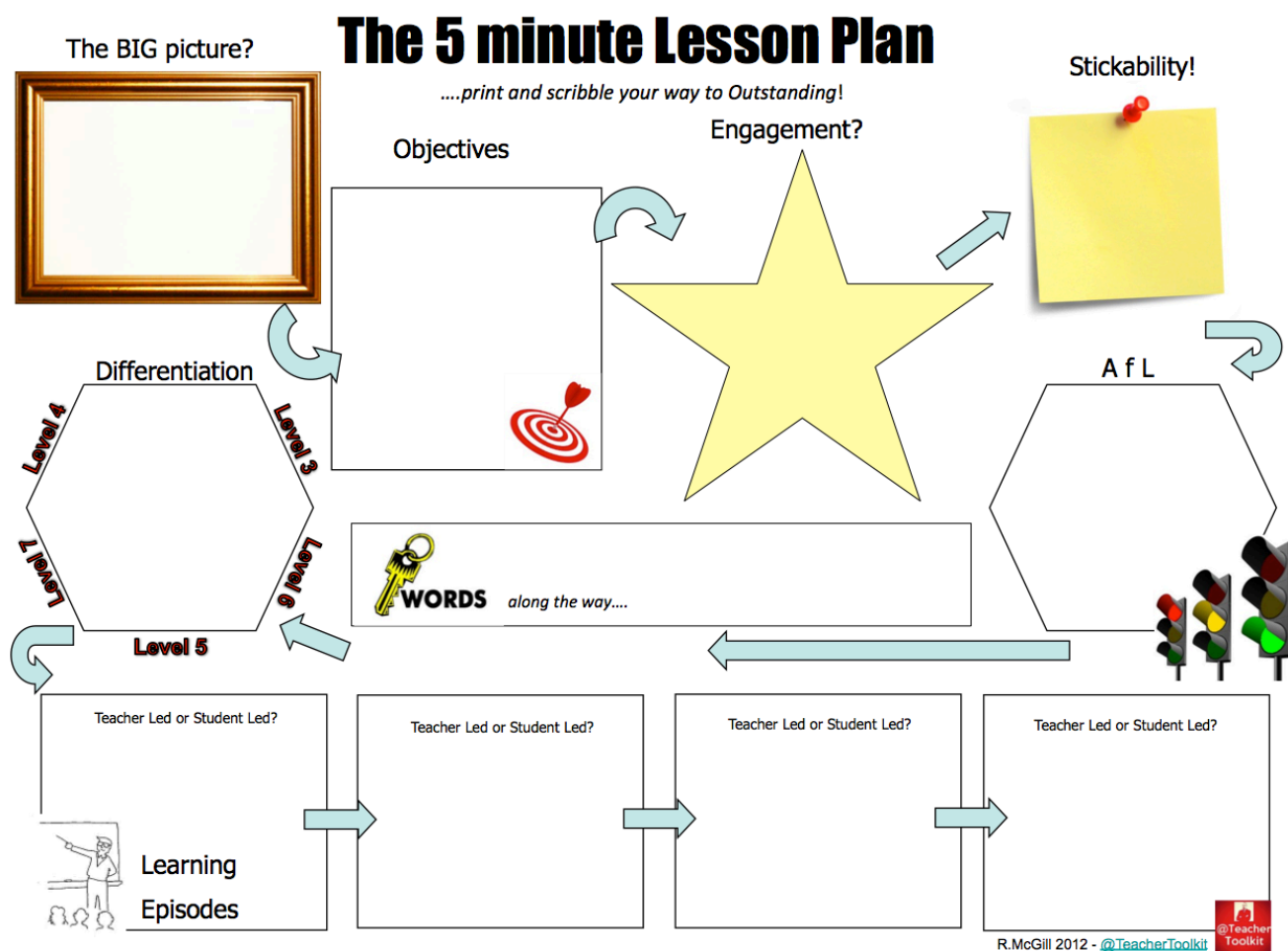
### ADDITIONAL RESOURCES FOR TEACHERS

<https://www.youtube.com/watch?v=PMq0cRvw09U>  
 QFatima Excellent Stories, Volume 1.

These are ONLY for teachers and their research on the topic.



To better plan your class using the teaching guide, please use the following '5 minute lesson planner' that is available for print and PDF download. You can follow the guidelines below which explain how to plan the lesson effectively.



## APPENDIX 1

(KEY: 4E07 = MODULE 4 – BAND E – LESSON NO. 7)

### PROPOSED TIMETABLE FOR TARBİYAH CURRICULUM

Band	Band C		Band D		Band E		Band F	
Class	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Class 11
Age	8	9	10	11	12	13	14	15
Week no. 1	1C01, 2C01,	1C07 2C07	1D01, 2D01,	1D07 2D07	1E01, 2E01,	1E07 2E07	1F01, 2F01,	1F07 2F07
2	1C02, 2C02,	1C08 2C08	1D02, 2D02,	1D07 2D08	1E02, 2E02,	1E08 2E08	1F02, 2F02,	1F08 2F08
3	1C03, 2C03,	1C09 2C09	1D03, 2D03,	1D09 2D09	1E03, 2E03,	1E09 2E09	1F03, 2F03,	1F09 2F09
4	1C04, 2C04,	1C10 2C10	1D04, 2D04,	1D10 2D10	1E04, 2E04,	1E10 2E10	1F04, 2F04,	1F10 2F10
5	1C05, 2C05,	1C11 2C11	1D05, 2D05,	1D11 2D11	1E05, 2E05,	1E11 2E11	1F05, 2F05,	2F11 RECAP
6	1C06, 2C06,	3C06 4C06	1D06, 2D06,	1D12 RECAP	1E06, 2E06,	1E12 RECAP	1F06, 2F06,	3F06 4F06
7	3C01, 4C01,	3C07 4C07	3D01, 4D01,	3D07 4D07	3E01, 4E01,	3E07 4E07	3F01, 4F01,	3F07 4F07
8	3C02, 4C02,	3C08 4C08	3D02, 4D02,	3D08 4D08	3E02, 4E02,	3E08 4E08	3F02, 4F02,	3F08 4F08
9	3C03, 4C03,	3C09 4C09	3D03, 4D03,	3D09 4D09	3E03, 4E03,	3E09 4E09	3F03, 4F03,	3F09 4F09
10	3C04, 4C04,	3C10 4C10	3D04, 4D04,	3D10 4D10	3E04, 4E04,	3E10 4E10	3F04, 4F04,	3F10 4F10
11	3C05, 4C05,	3C11 4C11	3D05, 4D05,	3D11 4D11	3E05, 4E05,	3E11 4E11	3F05, 4F05,	3F11 3F12
12	5C01, 6C01,	4C12 RECAP	3D06, 4D06,	4D12 RECAP	3E06 4E06	3E12 4E12	5F01, 6F01,	5F07 6F07
13	5C02, 6C02,	5C06 6C06	5D01, 6D01,	5D07 6D07	5E01, 6E01,	5E07 6E07	5F02, 6F02,	5F08 6F08
14	5C03, 6C03,	5C07 6C07	5D02 6D02	5D08 6D08	5E02 6E02	5E08 6E08	5F03, 6F03,	5F09 6F09
15	5C04, 6C04,	5C08 6C08	5D03, 6D03,	5D09 6D09	5E03, 6E03,	5E09 6E09	5F04, 6F04,	5F10 6F10
16	5C05, 6C05,	5C09 6C09	5D04, 6D04,	5D10 6D10	5E04, 6E04,	5E10 6E10	5F05, 6F05,	5F11 6F11
17	7C01, 8C01,	5C10 6C10	5D05, 6D05,	5D11 6D11	5E05, 6E05,	5E11 6E11	5F06, 6F06,	7F07 8F06
18	7C02, 8C02,	5C11 RECAP	5D06 6D06	7D06 8D06	5E06, 6E06,	5E12 6E12	7F01, 8F01,	7F08 8F07
19	7C03, 8C03,	7C07 8C07	7D01, 8D01,	7D07 8D08	7E01, 8E01,	7E07 8E07	7F02, 8F02,	7F09 8F08
20	7C04, 8C04,	7C08 8C08	7D02 8D02	7D08 8D08	7E02 8E02	7E08 8E08	7F03 8F03	7F10 8F09
21	7C05, 8C05,	7C09 8C09	7D03, 8D03,	7D09 8D09	7E03, 8E03,	7E09 8E09	7F04, 8F04,	7F11 8F10
22	7C06, 8C06,	7C10 7C11	7D04 8D04	7D10 7D11	7E04, 8E04,	7E10 8E10	7F05, 8F05,	7F12 8F11
23			7D05, 8D05,	7D12 RECAP	7E05, 8E05,	7E11 8E11	7F06 RECAP	
24					7E06 8E06			