

Arabic & Islamic A & B

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>But those who believe are stronger in love for Allah</p> <p>Surat Al-Infitaar (1-10) The Real Bankrupt The Most Beloved of Deeds to Allah SWT Loving Allah Doing Good to People Calling (Dawah) the People of Taif to Islam</p>	<p>Global interactions</p>	<p>Doctrines</p>	<p>How we express ourselves.</p>	<p>Thinking, social and Communication</p>	<p>Discover the ways by which they can keep their credit of good deeds using the qur'anic texts.</p>	<ul style="list-style-type: none"> - Approach the method of narration and change the accents according to the educational situation and ask students questions to uphold the educational experience. - Ask students to conclude the reasons which led the Prophet "PBUH" to head to Taif - Distribute students in cooperative groups and assign educational tasks to them - Depict some situations of the Prophet's Syrah or listen to tapes and watch videos that talk Isra and Mi'raj. - Students are to determine the location of Taif City on the map of Arab Peninsula - Approach the method of discussion, dialogue and self-learning - Use an interesting method of narration - Conclude the role of bint Abdul Malik (may Allah be pleased with her) in supporting her husband (Caliph Omar bin Abdul Aziz - may Allah be pleased with him) 	<ul style="list-style-type: none"> - Provides evidence on the prophet Mohammed wisdom in the call to Allah. Writes in a proper language on how he/she takes the prophet as an ideal in terms of his wisdom in calling to Allah and his most significant qualities. Concludes the evidences of Allah's support of the prophet by caring and interesting. Provides evidences on the justice and asceticism of Omar Ibn Al Khattab, his checking of the nation conditions and his fear of Allah. Provides evidences of following the steps of Omar Ibn Al Khattab in his fear from Allah and taking care of the weak and needy people. Writes a list of works that allow him/her to serve Islam and Muslims. Concludes the impacts of the bravery on individuals and society.



<p>And say, "Work [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers.</p> <p>Surat Al-Infitaar (11-19) The Holy Qur'an is My Intercessor Belief in the Day of Judgement The Night Journey and Ascension (Al Isra wal Me'raj) The Etiquette of Using Means of Public Transport The Migration to Al Madinah Public utilities</p>	<p>Time, place and space</p>	<p>Morality</p>	<p>Sharing the planet.</p>	<p>Thinking, social and Communication</p>	<p>Why does Allah SWT judge us on the day of Judgment, when He SWT could have sent us directly in Paradise or Hell (as Allah SWT knows the end result anyway)?</p>	<p>- End of unit assessment</p> <p>Students will share their outputs to an online platform (e.g. flipgrid/ seesaw / google classroom / Vocaroo) of the following required items;</p> <ol style="list-style-type: none"> 1. Recitation recordings. 2. Memorisation recordings. 3. Overall meaning of the verses. 	<p>Recite the curriculum surahs with Tajweed and Interprets the total meaning of the surahs.</p> <p>Recite the curriculum hadiths and Concludes the most important Prophetic guidance included in the hadiths.</p> <p>explaining awareness and belief of the basics of faith in Allah and his qualities, angels, books and prophets with proper ability of inducing the existence of Allah and to believe in him using the research and thinking tools.</p> <p>Understanding of the Islamic individual and group values and applies them to his/her behavior.</p> <p>Explaining some acts of worship and performing them properly.</p> <p>Discovered main aspects of the life of the prophet, peace be upon him, Syrah from his birth to the immigration (Hijrah) and demonstrate how to follow his personality.</p> <p>Appreciation of the heritage, culture, and compliance with the principles, habits and traditions and understanding of the recent issues and challenges, and ability to analyze them and to find solutions for it, depending on the Islamic principles and rules.</p>
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<p>Compete with each other in righteousness</p> <p>Surat Abasa (1-15) Omar ibn al Khattab (R.A) Friday Prayer and the Prayer of the Two Feasts The Blessing of the Human Mind Man and the Universe Make Things Easy and Do Not Make Them Difficult</p>	<p>Time, place and space</p>	<p>Symbolism</p>	<p>How we organize ourselves.</p>	<p>Thinking, social and Self-management</p>	<p>Recall a situation from the biography of prophet Mohammad about ease of Islam (yusr). Give evidence from Sunnah.</p>	<p>- End of unit assessment</p> <p>Students will share their outputs to an online platform (e.g. flipgrid/ seesaw / google classroom / Vocaroo) of the following required items;</p> <ol style="list-style-type: none"> 1. Recitation recordings. 2. Memorisation recordings. 3. Overall meaning of the verses. 	<p>Recite the curriculum surahs with Tajweed and Interprets the total meaning of the surahs.</p> <p>Recite the curriculum hadiths and Concludes the most important Prophetic guidance included in the hadiths.</p> <p>explaining awareness and belief of the basics of faith in Allah and his qualities, angels, books and prophets with proper ability of inducing the existence of Allah and to believe in him using the research and thinking tools.</p> <p>Understanding of the Islamic individual and group values and applies them to his/her behavior.</p> <p>Explaining some acts of worship and performs them properly.</p> <p>Discovered main aspects of the life of the prophet, peace be upon him, Surah from his birth to the immigration (Hijrah) and demonstrate how to follow his personality.</p> <p>Appreciation of the heritage, culture, and compliance with the principles, habits and traditions and understanding of the recent issues and challenges, and ability to analyze them and to find solutions for it, depending on the Islamic principles and rules.</p>
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Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

