

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



*Ad-Duha Institute*

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## **Ad-Duha Institute Islamic Studies & Arabic Program Curriculum Scope and Sequence**

Introduction

This scope & sequence gives a brief overview of the breadth and depth of topics covered in the Ad-Duha Islamic Studies & Arabic Program. However, before reviewing the scope & sequence, it is essential to understand the overall goals of the program. The chart below illustrates all subjects taught in the Ad-Duha curriculum and what goals students should accomplish after completeing all levels of the program, insha-Allah. The Scope & Sequence that follows will detail the manner in which these goals are addressed in each level of the program. Finally, the Methodology & Educational Philosophy section (at the end of this document) will detail the how and why of the development process used to formulate the Ad-Duha curriculum.

Please keep in mind that the upper levels\* of the Ad-Duha curriculum are currently under revision. This means that although we have included information on these levels, they are not yet available for purchase. We will be adding information on each level to our website as it becomes available. If you would like to be informed by e-mail when new courses are available please join our mailing list.

*\*Upper Levels F and G although currently available, will eventually be revised to meet the scope and sequence detailed in this document. For information on the current format and content of these levels, please visit the Level F & G pages on the website.*

Copyright & Fair Usage Policy:

If you would like to use the Ad-Duha Scope & Sequence as a basis for developing your own personal curriculum or the curriculum for an Islamic School (full-time, Sunday, etc.) you may do so. We only ask that you make dua for Ad-Duha, acknowledge in your documentation that the Ad-Duha Scope & Sequence was utilized in the making of your program, and refrain from selling this information, or derivative works based on it, for profit, Jazak-Allah.

Online Postings (blogs and web sites):

If you would like to post this scope and sequence on your blog or web site, please include a link to the Ad-Duha web site ([www.ad-duha.org](http://www.ad-duha.org)).

| Qur’aan   | Hifz   | Tafseer  | Islamic Studies  | Fiqh/Aqeedah  | Ad’iyaa   | Arabic   | Tareekh Ul-Islaam/Seerah  | Ahadith  |
|---|--|--|--|---|---|--|---|--|
| Memorize all of the smaller surahs needed to make the daily prayers (Juz 29 and 30) | Memorize the entire Qur’aan in 3 or 6 years (depending on which recommended schedule you choose to follow) | Study the Tafseer of the entire Qur’aan, based on the classic Tafseer of Ibn Kathir. | In depth study of the five pillars of Islaam and the six pillars of Imaan. | Learn the principles of Fiqh regarding the most common issues faced by Muslims (i.e. Tahaarah, Halaal and Haraam actions, Hudood punishments, etc.) | Memorize all of the most common daily ad’iyaa and situational ad’iyaa as compiled in the classic book of Ad’iyaa, Hisnul-Muslim. Learn the methods, benefits, best times, and recommended manners of making dua’. | Learn to read, write, and understand Qur’aanic Arabic to an intermediate level including the following skills: vocabulary, translation, dictation, handwriting, etc. | Learn about the history of Islaam from the time of Adam to modern times including the Seerah of Rasulullah, the lives of the Tabi’een, the Muslim Empires, and Modern Muslim States | Become familiar with hadith methodology, scholars, and the Sahih Sittah (6 major collections of authenticated Hadith), in particular Sahih Bukhari |

## Ad-Duha Institute Islamic Studies & Arabic Program Curriculum Scope and Sequence: Preschool – 4<sup>th</sup> Grade

|   | <b>Qur’aan</b><br>(Basic Memorization)  | <b>Tafseer</b>                            | <b>Islamic Studies</b>   | <b>Ad’iyaa</b>  | <b>Arabic</b>  | <b>English</b>   |
|---|---|---|--|---|--|--|
| <b>Mini Mu’mín</b><br>(2-3 years)                                       |   |   |  | Introduction to ad’iyaa for sleeping, rain, sneezing, when sick, waking up, wudoo’, getting dressed, and eating   | Introductions to alphabet, colors, numbers, shapes, identification and naming, simple vocabulary                                 | Introductions to alphabet, colors, numbers, shapes, identification and naming, simple vocabulary |
| <b>ALP</b><br>(4-5 years)<br>PreK-KG                                    | Juz ‘Ammā (30):<br>Quraysh-Naas & Faatiha   | Juz ‘Ammā (30):<br>Quraysh-Naas & Faatiha | Three Branches of<br>Tawheed<br>(i.e. build awareness of<br>and love of Allah)   | Daily Ad’iyaa (memorize):<br>Shahaada, waking/sleeping, eating, sneezing,<br>leaving/entering the house, vehicle  | Alphabet, colors, numbers, shapes,<br>writing practice (optional)  | Alphabet, colors, numbers, shapes,<br>writing practice (optional)                                |
| <b>Level A</b><br>(5-6 years)<br>KG-1 <sup>st</sup> Grade               | Juz ‘Ammā (30) cont’d:<br>Feel-Balad  | Juz ‘Ammā (30) cont’d:<br>Feel-Balad      | Asmaa Ul-Husnaa<br>(1-40)<br>Lessons include stories<br>from the Qur’aan that<br>illustrate each name                    | Daily Ad’iyaa (memorize):<br>Ayatul-Kursee, Khawateem Suratul-Baqarah,<br>Entering the Bathroom, Leaving the Bathroom,<br>Qunoot, Sayyid Al-Istaghfaar, Visiting the<br>sick/bereaved/graves                                | Connecting letters, writing 3 letter<br>roots, identification of letters in the<br>Qur’aan, vocabulary                           |  |
| <b>Level B</b><br>(6-7 Years)<br>1st-2nd Grade                          | Juz ‘Ammā (30) cont’d:<br>Fajr-Naba’  | Juz ‘Ammā (30) cont’d:<br>Fajr-Naba’      | Asmaa Ul-Husnaa<br>(41-99)<br>Lessons include stories<br>from the Qur’aan that<br>illustrate each name                   | Daily Ad’iyaa (memorize):<br>ad’iyaa used in Wudoo/Salaah and those associated<br>with good manners in social situations (i.e.<br>marriage, visits, travel, etc.)   | Reading Tashkeel (i.e. Fat-ha,<br>Dumma, Kasra, Sukoon, Shuddah,<br>etc.) writing short ayaat, reading<br>phrases                |  |
| <b>Level C</b><br>(7-8 years)<br>2 <sup>nd</sup> -3 <sup>rd</sup> Grade | Juz Tabaruk (29):<br>Moorsalaat – Jinn<br>Khatmul-Qur’aan:<br>Read Qur’aan beginning to<br>end once (optional)    | Juz Tabaruk (29):<br>Moorsalaat – Jinn    | Salaah: How to perform,<br>prerequisites, Fard/Sunnah<br>aspects, special prayers<br>(i.e. Eidain, Istikhaarah,<br>etc.) | Daily Ad’iyaa (memorize):<br>Entering the market, protecting children, Adhaan,<br>after Adhaan Iqaamah, host, morning, evening,<br>Istiftaah, Isti’aadha, going to the masjid, seeking<br>Allah’s help, Istikhaarah, Eidain | Rules of Tajweed (rules of<br>recitation), reading/writing longer<br>ayaat, dictation, vocabulary,<br>translation of short ayaat |  |
| <b>Level D</b><br>(8-9 years)<br>3 <sup>rd</sup> -4 <sup>th</sup> Grade | Juz Tabaruk (29) cont’d:<br>Mulk – Nooh<br>Khatmul-Qur’aan:<br>Read Qur’aan beginning to<br>end once with Tajweed | Juz Tabaruk (29) cont’d:<br>Mulk – Nooh   | Zakaah: Definition, how to<br>calculate, who pays, who<br>receives, Sadaqah,<br>Zakatul-Fitr                             | Daily Ad’iyaa (memorize):<br>Manners of making dua’, preferred times, ad’iyaa<br>of the prophets and righteous people   | Rules of Tajweed cont’d, study of<br>Tarteel, reading/writing long<br>passages, vocabulary, dictation,<br>translation            |  |

## Ad-Duha Institute Islamic Studies & Arabic Program

### Curriculum Scope and Sequence: 5<sup>th</sup> – 12<sup>th</sup> Grade

|   | Hifz: 3 year<br>Intensive Schedule<br>(Optional)  | Hifz: 6 year<br>Moderate Schedule<br>(Optional)   | Tafseer                        | Islamic Studies   | Fiqh/Aqeedah   | Arabic  | Tareekh Ul-<br>Islaam/Seerah   | Ahadith                                      |
|---|---|---|--------------------------------|---|--|---|--|--|
| <b>Level E</b><br>(9-10 years)<br>4 <sup>th</sup> -5 <sup>th</sup> Grade    | ½ page per day (4 days a week, 5 <sup>th</sup> day for review) starting with Juz 1: Suratul Baqarah | ½ page per day (4 days a week, 5 <sup>th</sup> day for review) starting with Juz 1: Suratul Baqarah | Juz 1 and 2                    | Saum: Ramadan, recommended fasting days, how to fast, what breaks the fast, benefits                                  | Introduction to scholars of Fiqh, major works and general overview of the science of Fiqh                      | Basic grammar (i.e. nouns, verbs, damaair (gender), reading, writing, handwriting, dictation, vocabulary, translation | Qasas Al-Anbiyaah (Stories of the Prophets) Adam-Isa                                       | Scholars of Hadith/Hadith Methodology/grades |
| <b>Level F</b><br>(10-11 years)<br>5 <sup>th</sup> -6 <sup>th</sup> Grade   | 1 page per day (4 days per week, 5 <sup>th</sup> day for review)                                    | ½ page per day (4 days a week, 5 <sup>th</sup> day for review)                                      | Juz 3 and 4                    | Hajj: How to perform, Fard/Sunnah aspects, what to avoid, Rasulallah's Hajj   | Adab (Etiquettes & Good Manners): towards Rasulallah, the Qur'aan, parents, family, neighbors, patience, etc.) | Basic grammar (i.e. masculine, feminine, plural), reading, writing, handwriting, dictation, vocabulary, translation   | Seerah (life) of Rasulallah (Birth to death)   | Short Ahadeeth of Good Manners (memorize)    |
| <b>Level G</b><br>(11-12 years)<br>6 <sup>th</sup> -7 <sup>th</sup> Grade   | 1 page a day (5 days a week, weekend for review)  | ½ page per day (4 days a week, 5 <sup>th</sup> day for review)                                      | Juz 5-7                        | Imaan: Belief in Allah (i.e. Allah's signs in the creation, Allah's caring for all, etc.)                             | Adab (Etiquettes & Good Manners) cont'd: the Muslim community, when eating/drinking, traveling, dressing, etc. | Vocabulary, dictation, reading writing, translation (i.e. from the tafseer assignments)                               | Ahlul-Bayt (member of Rasulallah's family) (i.e. wives, children, household members, etc.) | Short Ahadeeth of Good Manners (Memorize)    |
| <b>Level H</b><br>(12-13 years)<br>7 <sup>th</sup> -8 <sup>th</sup> Grade   | Review 3 Ajzaa' per day (5 days a week)   | ½ page per day (4 days a week, 5 <sup>th</sup> day for review)                                      | Juz 8-10                       | Imaan: Belief in Angels/unseen creations  | Ibaadah (Acts of Worship): Taharah, Salaah, Zakaah, Saum, Hajj, Umrah, Janaazah                                | Vocabulary, dictation, reading writing, translation.  | Sahabah (companions of Rasulallah): 30 most famous   | Forty Hadith An-Nawawi                       |
| <b>Level I</b><br>(13-14 years)<br>8 <sup>th</sup> -9 <sup>th</sup> Grade   | Review 3 Ajzaa' per day (5 days a week)   | ½ page per day (4 days a week, 5 <sup>th</sup> day for review)                                      | Juz 11-14                      | Imaan: Belief in Books/Messengers of Allah  | Al-Mu'amalaat (Deeds): Jihaad, treaties, sports, business deals, Riba, sales, contracts                        | Vocabulary, dictation, reading writing, translation   | Tabi'een (generation after the Sahaabah): 30 most famous                                   | Forty Hadith Qudsi An-Nawawi                 |
| <b>Level J</b><br>(14 -15 years)<br>9 <sup>th</sup> -10 <sup>th</sup> Grade | Review 3 Ajzaa' per day (5 days a week)   | ½ page per day (4 days a week, 5 <sup>th</sup> day for review)                                      | Juz 15-18                      | Imaan: Belief in the Day of Judgment  | Al-Mu'amalaat (Deeds) cont'd: marriage, divorce, child custody, inheritance,                                   | Vocabulary, dictation, reading writing, translation.  | History of Islaam (Umayyad, Abbasid, and Ottoman Empires)                                  | Bukhari Vol. 1-3 Study of topics             |
| <b>Level K</b><br>(15-16 years)<br>10 <sup>th</sup> -11 <sup>th</sup> Grade | Maintenance: 1 Juz per day (5 days a week)  | Review 1 Juz per day (5 days a week)  | Juz 19-23                      | Imaan: Belief in Qadr   | Al-Mu'amalaat (Deeds) cont'd: Oaths, killing animals, food, drink  | Vocabulary, dictation, reading writing, translation   | History of Islaam Cont'd (Umayyad, Abbasid, and Ottoman Empires)                           | Bukhari Vol. 4-6 Study of topics             |
| <b>Level L</b><br>(16-17 years)<br>11 <sup>th</sup> -12 <sup>th</sup> Grade | Maintenance: 1 Juz per day (5 days a week)  | Maintenance: 1 Juz per day (5 days a week)  | Juz 23-28 (Juz 29-30 reviewed) | Ihsaan: Worshipping Allah as if you see Him, knowing He sees you. Types of Souls: Nafsil-Ammaarah, Lawaama, Mutmainah | Al-Mu'amalaat (Deeds) cont'd: Major crimes Hudood punishments, blood money, Judgment, testimony, slavery       | Vocabulary, dictation, reading writing, translation.  | History of Islaam (Modern States)  | Bukhari Vol. 7-9 Study of topics             |

## Ad-Duha Institute Islamic Studies & Arabic Program Methodology and Educational Philosophy

Ad-Duha Methodology & Educational Philosophy is based on twenty-seven years of research, conducted by experienced educators, into homeschooling and the teaching of Islamic Studies & Arabic to non-Arabic speakers in the west. This document summarizes the results of this research and the Ad-Duha Program (which was developed based on the research) in an accessible format. This document presents information on the Ad-Duha program only, and does not claim to represent every option or program that may be available on the market. This document is for informational purposes only and should be understood as such. May Allah grant us what is good in it, make it beneficial to the Ummah and forgive us for our shortcomings.

**Educational Philosophy:** The Ad-Duha Educational Philosophy is that students should follow a traditional (also known as classical) approach to homeschooling. The traditional approach means that the students have daily lesson manuals, textbooks, workbooks, software, and enrichment materials (similar to what they would receive in a brick and mortar school). These materials are used following a schedule of lessons/units and include tests and evaluations to demonstrate progress over the course of the program. Ad-Duha has chosen this methodology based on experience with homeschoolers and the nature of teaching Islamic Studies by parents who may not had previous experience with Islamic Studies and/or Arabic.

Although there are other educational philosophies, we have found that parents who follow the traditional approach to home schooling (particularly when teaching Islamic subjects) are more likely to stick with home schooling for the long-run, avoid burn out, cover the broadest spectrum of material, obtain consistent results when schooling multiple children, avoid teaching incorrect or unsubstantiated information about Islaam and have a more pleasant experience homeschooling (i.e., less stress, less commitment to research and development of materials, acceptance from friends and family, ease of reporting to the state, etc.). The Ad-Duha Educational Philosophy includes the following main ideas:

- Teaching based on authentic guidance from the Qur’aan and Sunnah
- Use of classic texts within the curriculum (higher levels) or as a basis of age appropriate texts (lower levels)
- Materials that can be utilized by parents who have no background in Islamic Studies or Arabic language
- Materials that can be used in a homeschool environment (especially if there is no teacher/school/program in the local area to provide assistance)
- Professional tips and advice included in the daily lesson manual (to help parents teach more effectively and avoid the most common mistakes)
- Focus on Qur’aanic Arabic and vocabulary (rather than modern standard or spoken Arabic)
- Materials with no pictures of humans or animals
- Age appropriate reading material that is both educational and entertaining

**Methodology:** The Ad-Duha methodology (manner of deciding which topics to teach and how to teach them) is based on the following main points:

- The Sunnah of Rasulullah (peace be upon him) in regards to the traditions of teaching Islaam
- The methodology used by the scholars of the Islamic Sciences
- Child development guidelines
- The most common goals that parents have for their child’s Islamic Education
- Our experience with homeschooling

Below is a brief description of the methodology used in the sequencing of each subject taught in the Ad-Duha program:

**Qur’aan (Level ALP-D):** We have sequenced the curriculum based on the goals that most parents have for their children. Therefore, we begin with memorization of Juz Amma (30) and Tabarak (29), and then move on to Khatmul Qur’aan (reading the Qur’aan from beginning to end in Arabic) in Level ALP-D (up to age 8/9).

**Hifz (Level E-L):** The Ad-Duha program offers two Hifz schedules (3 or 6 year) for those parents who wish to complete the memorization of the entire Qur’aan with their child (after completing the memorization of Juz 29 and 30 in the early levels of the program). If a parent chooses to follow the Hifz program, their child will complete their Hifz by age 11/12 or 14/15 depending on which schedule they follow. The schedules have been designed based on research into successful Hifz programs and our own observations of how homeschool students can progress through the schedules. The resulting program and advice will help parents to implement their own Hifz program, even if they are not a Haafiz and/or there is no local teacher/school/program to assist, insha-Allah.

**Tafseer:** The Tafseer sequence follows that of the Qur’aan sequence in the early levels. The focus is on studying each surah individually using small booklets that summarize the main points in age appropriate language. When the Hifz Program is introduced in Level E, the Tafseer sequence then follows a gradually increasing program of 2-5 Ajzaa’ per year. This schedule has been designed to allow students to increase their capacity to study the Qur’aan each year as they progress through the levels. Emphasis is placed on understanding the major themes of the Qur’aan, the reasons of revelation (stories of what happened when each verse was revealed) and Qur’aanic vocabulary (this is tied into the Arabic lessons as well).

**Islamic Studies:** We have based the sequence of topics in this subject on the well-known hadith of Angel Gibreel coming to teach the Sahaaba their religion. In this hadith, Gibreel taught the five pillars of Islaam, then the six pillars of Imaan and finally Ihsaan. The first levels of the program (Level ALP-B) focus almost entirely on building a relationship and knowledge of Allah through the study of Tawheed (i.e. thus addressing the first pillar of Islaam, Belief in Allah or Shahaada). The remaining pillars of Islaam/Imaan are each taught for a full academic year in order for students to spend time understanding the importance of each in detail.

The lesson material is taught using short stories. The goal is to make learning the facts of the topic more enjoyable by linking it to entertaining stories and characters that the student can identify with. The books in this subject include characters from different countries (i.e. America, Saudi Arabia, Syria, Senegal, etc.) to give students a worldview of Islaam. The stories also feature different economic and social environments to allow students to see different family structures and situations (i.e. nuclear family, orphans, needy people, widows, interracial families, etc.)

**Ad’iyaa (Level ALP-D):** The du’a sequencing has been based on those ad’iyaa that are most needed by the average Muslim and which are used on a daily/regular basis. All ad’iyaa chosen come from one of the most authentic and popular ad’iyaa compilations, Hisnul Muslim. The goal was to make sure that children know all of these ad’iyaa and their meanings and begin to practice these ad’iyaa on a regular basis from a young age. Also focus is put on understanding the methods and times of making dua based on the Qur’aan, Sunnah, and examples of the righteous people (prophets, sahaaba, etc.) so that young people will know how to make dua in a way that is most pleasing to Allah, and Allah knows best. Specially designed software is utilized in each lesson to assist in correct pronunciation.

**Fiqh/Aqeedah (Level E-L):** The sequence of topics in this subject is based on the sequence followed by the scholars of Fiqh/Aqeedah in the classic works on this science. We have divided the information according to themes that have similarities, and sequenced it according to the age of the child and their maturity level as well. So for example, students will learn the rules of Tahaarah (i.e. Ghusl, menstruation, wet dreams, etc.) at the time that is most appropriate (puberty or age 12-13) and the rules regarding marriage and divorce when serious consideration of this subject is most likely to begin (age 14-15)..

**Arabic:** The sequence of topics in this subject is based on child development theory and on our experience with teaching Arabic to non-Arabic speakers. The materials that Ad-Duha has developed have the following features:

- Transliterations of all Arabic (in Levels ALP-C) to assist parents who are non-Arabic speakers teach their children (students in Levels D and above should already know how to read Arabic themselves so transliterations are not necessary)
- Audio/visual software (Levels ALP-G) to teach correct pronunciation and make learning fun (especially for those who do not have a local teacher/school/program to take advantage of)
- Qur’aanic Arabic vocabulary and examples directly from the Qur’aan (rather than modern standard or spoken Arabic)
- Daily worksheets so that parents do not have to develop or search for enrichment materials (our workbooks contain between 200-400 worksheets for the year)
- Teaching tips and advice from experienced Arabic/Qur’aan teachers included in the daily lesson manual
- Teaching script (what you are supposed to say to the child during the lesson) included in the workbooks (directly on each worksheet) so that parents learn along with their child and do not need to do extensive research before giving each lesson
- Uthmani script (this is the script used in the Qur’aan so that the letters/words in the workbook look the same as they do in the Arabic text of the Qur’aan)
- Color-coded examples (to make identification of letters/rules being taught easier)
- Cross-curricular connections (Arabic lessons tie in information from the other subject areas, for example Qur’aan or Tafseer lessons)

**Tareekh Al-Islaam/Seerah (Level E-L):** The sequence of this subject is chronological (from the first man until modern times). This format was chosen because it would give students the proper order of events and help them place events in time correctly. This is also the format used in the most accepted classic texts on the subject. By following this method, we also teach students that Islaam is the path of all mankind rather than a personal choice, “lifestyle” or culture, as is commonly understood by many young Muslims in the west.

**Ahadith:** The sequence of this subject is based on first learning about the scholars of this science and then moving on to an in-depth study of the most famous collections (i.e. Sahih Sittah, Forty Hadith, Hadith Qudsi). Familiarity with these topics will help students in other subjects that are taught in the program. It is also essential that the student understand that Ahadith are an important part of Islaam. We cannot say we accept the Qur’aan but reject the Sunnah. Part of this understanding is the knowledge of how to evaluate the authenticity and grade of a hadith. An understanding of this information will help students avoid misunderstanding the ahadith, misinterpreting ahadith or being misled by others as to what a hadith teaches or implies.

**English (Mini-Mu’min-ALP):** English is taught in the first two levels of the program as materials for this age level are needed that address Islamic values and practice, and that do not contain images of humans/animals. Additional standard subjects will insha-Allah be added to the upper levels in the future. Our hope is to eventually offer both Islamic and Standard subjects from Pre-K to 12<sup>th</sup> grade that adhere to the Islamic principles stated in our philosophy and methodology (see above).

May Allah help us in the task ahead, bless the work that has been completed so far, and make this program of benefit to the Muslim Ummah, Ameen.