

## Q-cip 2008 Workshop (Qur'an-Curriculum Integration Project)

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### Introduction

This workshop complements the author's earlier work on Q-cip submitted to ISNA Annual Education Forums of 2006 and 2007. To prepare for this workshop, participants may wish to visit [www.isna.net](http://www.isna.net) or [www.muslimeducators.com](http://www.muslimeducators.com)

### Presentation Time Table

No.	Activity	Minutes
1	Assignment 1: Writing up your lesson plan	10
2	The Q-cip Model: Quick overview	15
3	Assignment 2: Q-cip the 8 observed lessons	15
4	Assignment 3: Developing AKT lesson plans	30
5	Assignment 4: Q-cip your own lesson plan	5
6	Question period	15

## **Assignment 1:**

### **Writing up your Lesson Plan**

#### **Instructions:**

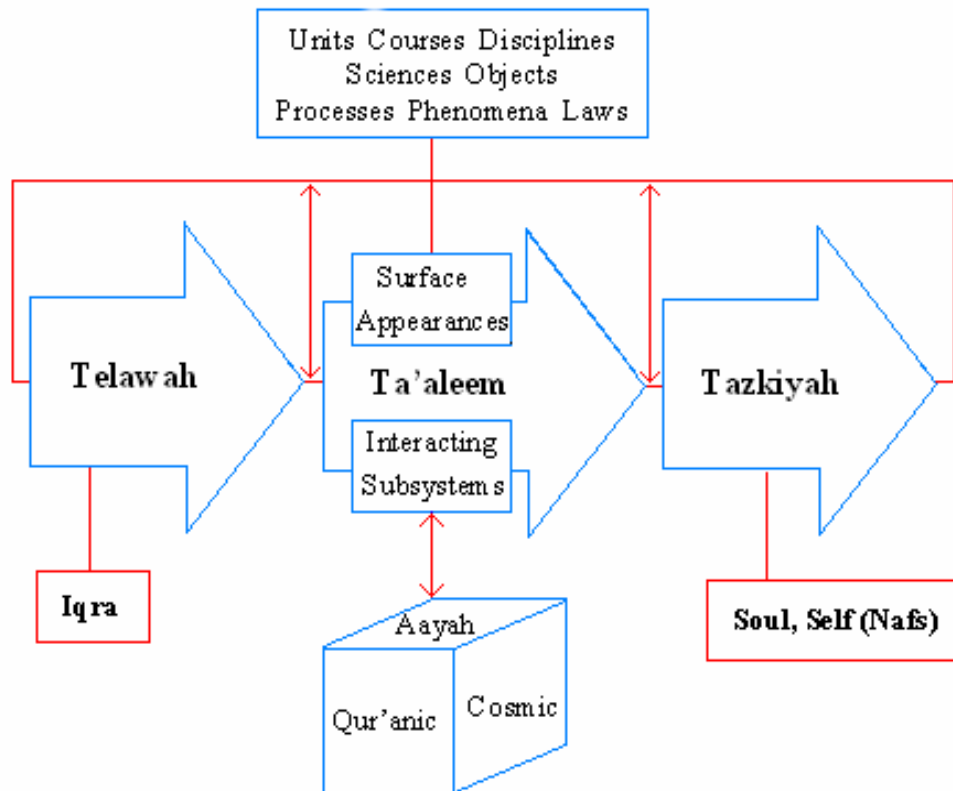
- Please answer the questions given on the handout sheet
- Write up a plan for a lesson you taught recently and would like to share. Time allowed 10 minutes
- Follow the Q-cip presentation and think of how to improve your lesson plan
- At the end of the presentation please review your lesson plan and make required additions to fit the Q-cip model. You will be given a signal to start this editing process
- These plans will be collected and kept for the development of the Q-cip project
- If you wish to receive a copy of your lesson plan please mark the handout sheet in the proper place
- You may pick up your copy from the Q-cip folder to be left with the ISNA staff at the information desk in the main lobby

#### **Project Foundation**

ربنا وابعث فيهم رسولا منهم يتلو عليهم آياتك ويعلمهم الكتاب والحكمة ويزكيهم انك أنت العزيز الحكيم

“Our Lord! Send amongst them a Messenger of their own, who shall recite Your Signs (Aayaat) to them and teach them the Book and Wisdom, and purify them: for You are the Exalted in Might, the Wise.” (2: 129)

## The Q-cip Model



### **Telawah**

1. Recitation, reading, rehearsing or proclaiming allowed
2. The first word received by the Prophet was Iqra (recite)

### **Ta'aleem**

1. Knowledge – teaching and learning
2. Three types of Foundational knowledge
  - That-ul-Laah (The essence of Allah)
  - Se-fa-tut-Laah (The attributes of Allah)
  - Af-aa-lul-Laah (The creations [the aayaat] of Allah)

## Ta'aleem and Thinking

No.	الأصل العربي	Translation	Number	%
1	ألم ير	Don't they see?	64	37.9
2	ينظرون	To see	25	14.8
3	يعقلون	To use their minds	22	13.6
4	يفقهون	To know	13	7.7
5	يبصرون	To really see	13	7.7
6	يتفكرون	To think	11	6.5
7	أولو الألباب	Those who have minds	9	5.3
8	يتساءلون	To question	8	4.7
9	أولى النهى	Those of intelligence	2	1.2
10	أولى الأبصار	Those who have visions	2	1.2
Total			169	100.0

## Domain of Ta'aleem

1. The process of Ta'aleem (teaching and learning) should go beyond the standard sharia courses
2. "We need to study all branches of industrial, medical, experimental and civil sciences in order to meet the demand of Fard Kefyah to help the Muslim Ummah to recover from weakness, dependence and cultural regression that push Muslims to the end of the line"
3. For more information on Ta'aleem please visit [www.islamdoor.com](http://www.islamdoor.com) and check the contributions of Khalid Bin Abdallah Al Musleh

## Tazkiyah

### 1. Kinds of Nafs (soul)

- The evil – inciting nafs (an-naf-sul-ammarah-bes-sua) (12:53)
- The self reproaching nafs (an-naf-sul-lawwamah) (75:1-2)
- The reassured self (an-naf-sul-mut-ma-ennah) achieves full rest and satisfaction (89:27-30)

### 2. Types of Hearts

- Healthy (alive, sincere and aware)
- Dead (brittle and dead)
- Sick (waivers between either its safety or its ruin)

## The Three Model Symbols

### 1. A (aayah)

- Aayah is the common denominator of the educational processes mentioned above
- Types of aayaat
  - Qur'anic
  - Cosmic
  - Qur'anic-Cosmic
  - Symbol used

**A**

### 2. K (Knowledge) The object of Ta'aleem, Slicing of knowledge

**k**

## **Qur'anic and Sharia Sciences**

### **Cosmic Sciences**

#### 1. Natural Sciences

- 1.1 Space Sciences
- 1.2 Earth Sciences
- 1.3 Environmental
- 1.4 Life Sciences
- 1.5 Chemistry
- 1.6 Physics

## **2. Mathematics and Computer Sciences**

- 2.1 Mathematics
- 2.2 Computer Sciences

## **3. Social sciences**

- 3.1 Anthropology
- 3.2 Economics
- 3.3 Psychology
- 3.4 Geography
- 3.5 Linguistics
- 3.6 Philosophy
- 3.7 Political science
- 3.8 Sociology

## **4 Applied sciences**

- 4.1 Cognitive sciences
- 4.2 Engineering
- 4.3 Health sciences
  - 4.3.1 Medicine
- 4.4 Other

Reference: Wikipedia

## **2. T (Tazkiyah) – Self purification**



1. Tazkiyah involves any activity that brings the soul/ heart to the highest level of purification: reassurance
2. Tazkiyah involves two processes:
3. Curing oneself from diseases and freeing oneself from the control of evil – takh-li-yah تخلية
4. Sweetening the soul/heart with good character – tah-li-yah تحليه
5. Tazkiyah is the main mission of the prophets and messengers
6. Hadith “I was sent to complete the best of characters”

### **The Four Levels of Integration:**

1. Program
2. Subject
3. Unit
4. Lesson

**1. Making Connections at the Program Level**

<b>A Qur'anic Aayaat</b>	<b>K Knowledge</b>	<b>T Tazkiyah Self Purification</b>
Qur'an 10:101	Academic Programs	
Qur'an 10:101	Non-academic Programs	

**2. Making Connections at the Subject Level**

<b>A</b>	<b>K</b>	<b>T</b>
	Language Arts	
	Mathematics	
	Science Physics Chemistry Biology General Science	
	Social Sciences History Geography Economics Sociology	
	Arts	
	Physical Education	
	Information Technology	

### 3. Making Connections at the Unit Level (Example 1, Honey Bee)

A	K	T
<p>Qur'an 10:101 16:68-69 “And your Lord taught the Bee to build its cells in hills, on trees and in (men’s) habitation. Then to eat of all the produce (of the earth) , and find with skill the spacious paths of its Lord: there issues from within their bodies a drink of varying colors, wherein is healing for men: verily in this is a sign for those who give thought.”</p>	<p>1. The Honey Bee as a Creation of Allah</p>	
	<p>2. The Honey Bee Body</p>	
	<p>3. Honey Bee Biology</p>	
	<p>4. What Bees Eat</p>	
	<p>5. Honey Bees and their Homes</p>	
	<p>6.Honey Bee Senses</p>	
	<p>7. Honey Bee Dances</p>	
	<p>8. The Dance Language and Orientation of Bees</p>	
	<p>9. Parts of Flowers</p>	
	<p>10. Honey Bees are Important Pollinators</p>	
	<p>11.Insects are Beneficial            11.1 Food for Humans and Wildlife            11.2 Clothes            11.3 Medicine            11.4 Agricultural            11.4 Recycling and Soil Improvement            11.5 Aesthetics</p>	
	<p>12. Poems and Proverbs about Bees</p>	

	13. Africanized Honey Bee and European Honey Bees	
	14. Bee Safety	
	15. Honey Recipes 15.1 Fruit Combo Float 15.2 Honey and Poppy Seed Salad Dressing	
	16. Bees and Beekeeping	
	17. The Life of The Bee	
	18. Pheromones	
	19. Components of the Colony 19.1 Queen 19.2 Drones 19.3 Workers	
	20. Activities and Behavior of the Colony as an Organism 20.1 Temperature Regulation 20.2 Secretion of Wax and Comb Building 20.3 Foraging for Nectar and Pollen 20.4 Robbing 20.5 Fanning 20.6 Swarming 20.7 Colony Defenses	
	21. Nutrition 21.1 Carbohydrates 21.2 Protein 21.3 Fats 21.4 Vitamins, Water and Minerals	
	22. Geography Map Work to Show Correlation Between Crops and Raising Honey Bees	

	23. Mathematics of Honey Bees Honey Bee and Quantum Mechanics Barbara Shipman's PhD in mathematics of Honey Bees	
	24. Chemistry of Bees	
	25. Art	
	26. Field Trip	
	27. Honey Bee Fair and Dress-like-a- Bee Day	
	Teachers may wish to add more topics	

**Making Connections at The Unit Level ( Example 2: Water )**

<b>A</b>	<b>K</b>	<b>T</b>
10:101	1. Introduction	
21:30	2. Aquatic Origin of Life	
	3. Water Cycle	
	4. Water Equation	
	5. Precipitation	
2:265 24:43	5.1 Form	
23:18	5.2 Amount of Rainfall	
35:9	5.3 Location	
	5.4 Associated Phenomena	
2:19	5.4.1 Lightning	
2:19	5.4.2 Thunder	
2:19	5.4.3 Thunder Strike	
31:34	5.5 Rain and Five Mysteries	

	6. Evaporation	
79:31	6.1 Evapotranspiration	
6:99	6.2 Sama (Sky) and Sahab (Clouds)	
24:43	6.3 Stages of Cloud Formation	
	7. Surface Runoff	
13:3 13:7	7.1 Rivers – Valleys	
55:53	7.2 Seas	
39:21	8. Underground Water	
	9. Water Vocabulary	
42:28	9.1 Rain after Despair – Special Dua and Prayer	
30:50	9.2 Rain that gives Life to Earth after Death	
45:5	9.3 Rain Putting Life in Dead Earth	
50:9	9.4 Rain Charged with Blessings	
25:48	9.5 Pure Rain Water – Purification	
78:14	9.6 Water in Abundance	
77:27	9.7 Sweet Water – Mountain Rain	
56:70	9.8 Saltish and Unpalatable	
24:43	9.9 Rain from Cumulus Clouds	
7:56 26:101 28:77	10. The Need to Conserve	

#### **4. Making Connections at The Lesson Level**

<b>A</b>	<b>K</b>	<b>T</b>
<b>Corresponding Aayah ( Qur'an 10:101 )</b>	<b>Any Topic of any Subject</b>	<b>Names and Attributes of Allah Self-Purification</b>

**Assignment 2:**  
**Q-cip the 8 observed lessons (15 minutes)**

Refer to the Assignment 2 handout and fill in the A and T columns while we are discussing the observed lessons

**Observed Lessons**

No.	Subject	Grade
1	Islamic Studies	4
2	Arabic	2
3	French	4
4	Physical Education	2
5	Language Arts	1
6	Mathematics	4
7	Arabic	8
8	Science	7

**Islamic Studies** – Grade 4

Topic: Salah

Lesson Development:

1. Checking the Salah chart kept by students
2. Movements
3. Conditions
4. Obligations
5. Distribution of handouts
6. Reminding students to do their homework and study for the tests

**Arabic Language** – Grade 2

Topic: Expressions of Greetings

Lesson Development:

1. Teacher greeted students using the greetings vocabulary of Ahlan-wa-Sahlan
2. She asked the students to greet me too
3. Peace be Upon you
4. And Upon you peace

5. Welcome
6. Welcome and hello
7. How are you
8. Fine, In good state
9. Praise to God
10. Good bye with safety

### 3. **French** – Grade 4

Topic: The 12 months

Lesson Development:

1. Naming the 12 months
2. Writing the 12 months on the board
3. Teacher reading and students repeating
4. Playing the CD and students repeated

### 4. **Physical Education** – Grade 2

Lesson Development:

1. Warm up activities
2. Neck and waist movements
3. Group games, example, Freeze

### 5. **Language Art** – Grade 1

Topic: Punctuation

Lesson Development:

1. The teacher counted 5,4,3,2,1,0 to get students attention
2. Handing out worksheets
3. Punctuation – capital letters
4. Rules given (names of people, names of places and the first letter of every sentence have to begin with capital letters)
5. Seat work: write the sentences on the line. Use capital letters when you need them
  - It is time to eat dinner
  - Mom and I baked cookies
  - I was born in Utah
  - Is daddy working late

### 6. **Mathematics** – Grade 4

Topic: Multiplication

Lesson Development:

1. Teacher wrote on the board the following
  - $7 \times 0 = 0$
  - $7 \times 1 = 7$

- $7 \times 2 = 14$
- $7 \times 3 = 22$  (an error)
- $7 \times 4 = 29$  (an error)

2. The teacher introduced the multiplication sentence and asked the students to draw squares and equilateral triangles and then divide them
3. Classroom work was assigned
4. Students had the opportunity to multiply arrays, example, 3 arrays each containing 4 objects equals to  $3 \times 4 = 12$

## 7. Arabic – Grade 8

Topic: Comparison between city and village

مقارنه بين المدينه والقرية

القرية	المدينه
هادئه	صاخبه
صغيره	كبيره
قليلة التنوع	تنوع كبير
يعرف الناس بعضهم	لا يعرف الناس بعضهم
متطلبات مبسطه	متطلبات الحياه معقده
أقل تقدما	الصحة أكثر تقدما

## 8. Science – Grade 7

Topic: The particles model of matter

Lesson Development:

1. All matter is made up of tiny particles
2. Particles of matter are always moving
3. Particles have spaces between them
4. By adding heat to the matter, the particles move faster
5. States of matter (solid, liquid and gas)
6. Types of change (physical and chemical)
7. Processes of change (melting and freezing, evaporation and condensation, and deposition and sublimation)
8. Homework assignment: beside each of the following write physical or chemical change:
  - An egg is boiled
  - Tea made
  - Milk added to tea
  - Leg burnt
  - Firecrackers exploded

### **Assignment 3:**

#### **Developing AKT Lessons (30 minutes)**

Participants will be divided in three groups to do different (AKT) assignments. Please refer to assignment 3 handout and follow instructions. Group 1 will be given (A) to connect with (K) and (T). Group 2 will be given (K) to connect with (A) and (T). Group 3 will be given (T) to connect with (A) and (K).

### **Assignment 4:**

#### **Q-cip your own lesson plan (5 minutes)**

Please hand in the entire handout after you check the option box on the cover.

### **Acknowledgments**

- The author would like to thank Br. Akhtar Mohammed (a student at UBC) for producing this Power Point presentation with a smile and patience.
- A special thanks go to the principals of the Muslim schools in British Columbia for allowing the author to visit and observe classes