

# **DRAFT 1**

## **Resolving Conflict Teaching Arabic in the Weekend School**

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Cutting back resistance to learning Arabic in the Weekend School by one segment of the Community and taming the aggressive desire to learn by the other segment and uniting them through a uniquely strategic approach. First, memorize the Qur'an and a set of Hadith for up to 5 years while sharpening Tajweed and Tarteel. Simultaneously learn a large number of vocabulary words that do two things: Make Arabic functional and Make understanding verses of the Qur'an easier. Also, learn to identify grammatical structures in that period. Then into the 6<sup>th</sup> grade formally and gradually wade into the language. We would, iA, then have the permission of resistant parents to take their children wherever we can in this regard! Spread out Grammar skill over a long period of time and teach language with a functional approach just as we teach children their Vernacular at home and with an eye to always connecting to the Qur'an and the Hadith. Also, teach in a modular form with the circle of information being repeated while increasing its radius. Need to either develop or identify resources for this purpose so that non-Arabic speaking parents can properly assist their eager young children gain this skill.

Organizers must remember that it's a Buyers' Market in our Islamic Weekend School. So, having a clear vision and a very exact set of steps will be necessary to convince parents and engage the students. If we lose Arabic in this generation then we may find it very difficult to come back. Also, we must remember the nature of the population mix among Muslims in the West. It would be unhealthy for the this segment of the Ummah to have the Arabic language skill solely resident in the hands of 2<sup>nd</sup> generation children of Arab language origin!

Perhaps a majority of students who attend Islamic schools do so during the weekend. For these students, the curriculum generally includes knowledge of Arabic and Islamic Religious Studies. What learning Arabic means to them could vary by curriculum as well as by what is ultimately achieved! The Community in several cities has gotten divided on this issue. Thus, we see a move to a different masjid by the Arab members or to a different day of the week, say, Saturday. This effectively divides the community since now celebrations, such as, picnics are done on different days and the scarce teaching pool resource is also divided by allegiance, need and convenience.

How the weekend school mitigates and enhances a student's Arabic language skill depends largely on the make-up of the Islamic center's members and board and the corresponding school committee.

Without a doubt it could be claimed that the single most important mission of a town Islamic center is to cater to the perceived and unperceived needs of its young students. This requires vision, detail orientation, anticipation, erudition, courage, selflessness, honesty, diplomacy, trust, a holistic knowledge of the competing and encroaching environment, a measure of flamboyance and rhetorical skills as well as a smooth grasp of spoken English. Missing such a collection of aptitude, knowledge and skills essentially handicaps the leadership of such organizations and, unfortunately, to varying degrees, makes their academic mission suspect, incomplete and incompetent.

In order to uncontentiously teach Arabic to the children of Arab and non-Arab families, the school organizers must do the following and convey their findings and position to the community unflinchingly:

1. A thorough need analysis from the point of view of the society as well as the individual.
2. Emphasize service quality in product development and vending
3. Understand the potential conflict of interest inherent in the center's board and the school committee regarding this item
4. Allay nationalistic and personal fears
5. Indicate how the benefits will fall into place
6. Emphasize unity
7. Differentiate between memorization skills and years involved vs. language skills and years involved
8. Phase in Arabic curriculum accordingly as well as by grandfathering it in so as not to impact senior students unduly
9. Locate or develop resources to pull off the new agenda

**KG Curriculum**  
2003 – 2004

**Learning Objectives**

1. Learn to give salaam and reply to it.
2. Learn to say Awudhu Billah himinash shaitanir rajeem, bismillahir Rahmanir Raheem.
3. Learn the Shahada.
4. Learn to say in shaa' Allah, al hamdulillah, subhan Allah and jazak Allah.
5. Learn about Allah (swt) and Muhammed (sm)
6. Learn about Quran (Mt. Hira, Jibreel (asm), memorization and writing down on leather, bones, etc., Quran-e-Hafiz, and Allah's promise to preserve it, written in Arabic, letters are different from English, read right to left, etc.) and Sirah (orphaned early, poverty, loved by the family, shepherd, illiterate, kindness, honesty, courage, etc).
7. Learn about Makkah (Ka'ba, Ibrahim, Hagar and Ismail (asm), Abaraha, Black stone, etc.) and Medinah.
8. Learn about Muhammed (sm)'s family and life.
9. Learn about the five pillars of Islam.
10. Emphasize the salah – 5 times-a-day.
11. Memorize the alphabet.
12. Memorize the Fatihah.
13. Memorize Suratul Ikhlas.
14. Memorize Suratul Kawthar.
15. Memorize Suratul 'Asr.
16. Memorize 1 – 10 in Arabic
17. Memorize the days of the week
18. Memorize the colors in the rainbow.
19. Memorize Rabbana atena fidduniya hasanataw wa fil akhirate hasanataw waqina azab an nar
20. Memorize Rabbana zalamna anfusina wa illam taghfir lana wa tar hamna lana qunanna minal khasireen

**Method**

1. Use the coloring book.
2. Listen to tapes
3. Watch Islamic videos
4. Read out from story books
5. Break the class into two groups of seven, each to be led by one teacher

## **QAS Curriculum I-IV.B (Level I - IV Beginner)**

2003 – 2004

### **Learning Objectives**

21. Learn and understand to give salaam and reply to it.
22. Learn with meaning when to say Awudhu Billah himinash shaitanir rajeem, bismillahir Rahmanir Raheem.
23. Learn and understand the Shahada.
24. Learn when to say in-shaa' Allah, al hamdulillah, subhan Allah, jazak Allah, etc.
25. Memorize and write the alphabet.
26. Be able to do conjugation of letters with tashkeel.
27. Memorize and read the Fatihah.
28. Memorize and read Suratul Naas, Falaq, Ikhlas, Lahab, Nasr, Kawthar & 'Asr.
29. Memorize Rabbana atena fidduniya hasanataw wa fil akhirate hasanataw waqina azab an nar
30. Memorize Rabbana zalamna anfusina wa illam taghfir lana wa tar hamna lana qunanna minal khasireen.
31. Memorize the Durood used in salah.
32. Memorize with meaning 25 names of Allah (swt.)
33. Count 1 – 50 in Arabic.
34. Memorize the days of the week.
35. Memorize the months of the year.
36. Memorize twelve colors, including those in the rainbow.

### **Method**

6. Listen to tapes.
7. Watch Islamic videos.
8. Use workbooks.
9. Learn between 3 and 5 ayah per week.
10. Divide the class into two halves between teacher presentation and student activity.

**QAS Curriculum I.I (Level I Intermediate)**  
2003 – 2004

**Learning Objectives**

37. Start tajwid and memorization from Suratul Naas through Suratul ‘Asr (79 ayah).
38. Memorize Allahu maghfirli wa li walidayya wal mu’mineena wal mu’meenat wal muslimeena wal muslimat wal ahyayi minhum wal amwat iinak Karimun Mujibud dawa rabbir ham huma kama rabbayani sageera.
39. Count 1 – 50 in Arabic.
40. Know in Arabic 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, last, etc.
41. Memorize the days of the week.
42. Memorize the months of the year.
43. Memorize and learn with examples use of twelve colors, including those in the rainbow.
44. Memorize and learn with examples use of the pronouns (I – ana Ruquiyyah, we – nahnu muslimeen, you –anta Ahmed, anti Zainab, he – Hu Allah, hua Americki, she – hiya khal, they, this that, his, her, mine, yours, theirs, etc.)

**Method**

11. Use Juz ‘Amma
12. Learn between 3 and 5 ayah per week.
13. Use one word, two and three word sentences in typical context.
14. Divide the class into two halves between teacher presentation and student activity.

## **QAS Curriculum I.A (Level 1 Advanced)**

2003 – 2004

### **Learning Objectives**

45. Start tajwid and memorization from Suratul Takathur through Suratul Duha (97 ayah).
46. Memorize Ayatul Qursi.
47. Count 1 – 50 in Arabic.
48. Know in Arabic 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, last, etc.
49. Memorize the days of the week.
50. Memorize the months of the year.
51. Memorize and learn with examples use of twelve colors, including those in the rainbow.
52. Memorize and learn with examples use of the pronouns (I – ana Ruquiyyah, we – nahnu muslimeen, you –anta Ahmed, anti Zainab, he – Hu Allah, hua Americki, she – hiya khal, they, this that, his, her, mine, yours, theirs, etc.)
53. Understand the possessive case in Arabic (e.g., RasulAllah, Azizur Rahman, al Kitabul Haq, sayyidina, maulana, kitabi, kitabak, kitabik, etc.)
54. Understand the use of adjectives in Arabic (e.g, hajre aswad, Yaumal Qiyamah, kalimah tayyib, sabroon jameelah, rizqan katheera, khairi ummateen, etc.)
55. Understand the gender difference in words in Arabic (emphasize the role of tamarbuta).
56. Understand the difference in singular, dual and plural words and pronouns in Arabic (masjid, masjid, jabal, jibaal, muslimeen, mu' min, mu' mineen, etc.)

### **Method**

15. Use Juz 'Amma
16. Watch Islamic videos.
17. Learn between 3 and 5 ayah per week.
18. Divide the class into two halves between teacher presentation and student activity.

## QAS Curriculum II.A (Level 2 Advanced)

2003 – 2004

### Learning Objectives

57. Start tajwid and memorization from Suratul Takathur through Suratul Duha (97 ayahs).
58. Memorize Ayatul Qursi and Du'a Qunut.
59. Complete the Arabic Language Book 1 with workbook.
60. Count 1 – 50 in Arabic.
61. Know in Arabic 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, last, etc.
62. Memorize the days of the week.
63. Memorize the months of the year.
64. Memorize and learn with examples use of twelve colors, including those in the rainbow.
65. Memorize and learn with examples use of the pronouns (I – ana Ruquiyyah, we – nahnu muslimheen, you –anta Ahmed, anti Zainab, he – Hu Allah, hua Americki, she – hiya khal, they, this that, his, her, mine, yours, theirs, etc.)
66. Memorize, learn with examples and recognize the use of prepositions (bi, fi, aw, un, etc.)
67. Memorize, learn with examples and recognize such common words as qul, inna, illa, kalla, thumma, hatta, alladhina, ma, la, n'am, li, min, minna, minhum, awwal, akhir, idha, laisa, alam tara, kaifa, sawfa, nasrullah, fath, ashabil fil, tabbat yada, ummatan wasatan, etc.
68. Memorize, learn with examples and recognize common Quranic words such as man, woman, boy, girl, parents, father, mother, brother, sister, son, daughter, husband, wife, earth, heavens, river, sea, mountain, tree, stone, night, day, forgiveness, mercy, home, city, good, bad, hand, finger, face, eye, ear, mouth, tongue, head, hair, foot, leg, faith, truth, justice, hypocrisy, lying, cheating, betraying, earlier, later, beginning, ending, middle small, big, known, unknown, prayer, charity, poor-due, fasting, pilgrimage, angels, revealed books, seerah and sunnah of the Prophet Muhammed (sm), etc.
69. Understand the possessive case in Arabic (e.g., RasulAllah, Azizur Rahman, al Kitabul Haqq, sayyidina, maulana, kitabi, kitabak, kitabik, etc.)
70. Understand the use of adjectives in Arabic (e.g, hajre aswad, Yaumul Qiyamah, kalimah tayyib, sabroon jameelah, rizqan katheera, khairi ummateen, etc.)
71. Understand the gender difference in words in Arabic (emphasize the role of tamarbuta).
72. Understand the difference in singular, dual and plural words and pronouns in Arabic (masjid, masjid, jibal, jibaal, muslimheen, mu'min, mu'mineen, etc.)

### Method

19. Use Juz 'Amma
20. Watch Islamic videos.
21. Learn between 3 and 5 ayah per week.
22. Divide the class into two halves between teacher presentation and student activity.