

QURANIC ARABIC 2021

IHSAN LEVEL: HIGH SCHOOL YEARS

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Overview

This year, Ihsan level students from all backgrounds will be learning Quranic Arabic in the same classroom. They will explore the language of the Quran based on the topic:

Personal development and growth

This theme will be explored theoretically but the class activities aim to actualise parts of this by increasing students' confidence in reading and understanding the Quran through grammar, vocabulary, fluency and concept extraction and organisation. The aim of this is to facilitate for a better understanding of the Quran. This will help students identify the lessons that Allah (SWT) wishes to teach us in His Holy Book. Generally, two of the three language features of the class, the vocabulary and fluency, will be integrated into the interactive aspect of these classes. The grammar will have its individual time allocated to it in each class (~30-45 mins including activities and homework).

Below, we have split the overview to the aspects focused on in the class:

Grammar:

The aim of grammar is to understand why Allah (SWT) has phrased a sentence the way He has, as it gives more meaning to the sentences than the individual words do. Hence, we will be exploring the types of sentences there are in Arabic (verb and noun sentences) and be able to identify them in ayat (as an ayat is not necessarily a sentence). After, we will be reaffirming and revisiting the content from 2019 on pronouns and verbs. However, we will have an increased focus on verb identification: looking at a verb tense and identifying the original verb (3 letter verb), the pronoun of the subject of the verb and the pronoun of the object of the verb. For example:

يَخَادِعُونَهُ

Tense: present (indicated by the ي)

Subject: 3rd person plural pronoun هم (indicated by the ون)

Object: 3rd person singular pronoun هُوَ (indicated by the هُ)

There will only be 8 content classes for grammar; 1 revision and consolidation class and a test (Week 11). Note: The test will also include a fluency and vocabulary aspect.

Fluency:

As all students, regardless of language skills, will be studying in the same class, activities and homework will be tailored to the language abilities of students. In classes and for non-Arabic speaking students, reading Arabic will be encouraged through English activities written in Arabic letters (the opposite of transliteration). Each week, students will receive clues about a movie, book, TV show, etc. and they must guess what it is (to get a point). Other activities include “scavenger hunt through history” (Week 1), “Guess the object” (Week 2), etc. The Quranic word flowers resource will be used for homework for non-Arabic speaking students.

For Arabic speaking students (from the comprehensive Arabic stream in prior years); the class resources such as the movie, book, TV show clues, will all be in the Arabic language to encourage fluency. These students will also be continuing with the reading and comprehension exercise of 2020 (they will be given an Arabic text with questions for homework). This is to ensure that Arabic speakers keep up with their individual Arabic development.

Students that complete their home learning tasks will receive points.

Vocabulary:

With almost every topic, a new letter of focus is selected. This year we will look at the letters ن، ح، غ، خ، ع، ق، ت. With each letter 6 words are taken from the ayat that we would study for that week. The context specific definition of each of these words will be explored and compared to the common / normal definition of the word to illuminate the precision of Allah (swt)’s selection of the word in this particular ayat. These definitions are derived from tafseer (exegesis) including:

- 1) Al-Amthal
- 2) Al-Mizan
- 3) Majma’ Al-Bayan
- 4) Al-Mubeen
- 5) Al-Kashani
- 6) Al-Janabuthi
- 7) Tafsir Sadr Al-Muta’liheen

Topics being discussed in exploration of Personal growth in the Quran:

Here is the topic list for this year with a brief summary.

Week 2- “Why is learning important in Islam?”

Here we will discuss the hadith of the Prophet (pbuh): “Seeking knowledge is an obligation on every believer” and discover why this is linked to “the human purpose” by analysing the tafseer of the 1st 5 ayat of Surat Al-Alaq.

Week 3- “Humans: The Creators by Will”

Here we go back to the origin of human creation in the Quran (Surat al-Ahzab and the story of Adam (as)) and why humans are so different from animals, jin and angels.

Week 4- “The Ultimate Creation created by Humans”

Here we look at the components of a human being via the Hadith of Imam Sadiq (as). We will look at 4 examples given at the end of Surat Al-Tahrim to see how these components are used to create the ultimate creation...

Week 5- “The World is a Spider’s Web”

Here we will discuss how our perspective and approach to life can make us fall for the traps which stop us from “being human”. We will look at strategies to correct our perspective so that we can avoid “the spider web” (Surat Al-Ankaboot).

Week 6- “Avatar, Death and Beyond”

Using the movie “AVATAR” for the basis of our discussion, we will look at how our actions will look like in the Akhirah and at what Barzaak, Heaven and Hell are. This then will shed light on the experience of death for different people.

Week 7- “A Waking Call”

Now that we have developed a new understanding to our existence, we will recognize our current trajectory in life. We will then look at the means Allah (swt) helps us towards Sirat Al-Mustaqeem by analysing 2 stories in the Quran: Qabeel with the crow and Yunus (as) in the Ocean, and 2 examples from media: Edmund Pevensie and Prince Zuko

Week 8- “The Trance of Reality”

After receiving guidance from Allah (swt) we will look at an example of someone who kept this channel of reception open: Salman Al-Mohammedi (the companion of the Prophet (pbuh)). We will then look at how the secondary level of Quranic tafseer opens up to the recipient by using the Tafseer of Surat Al-Ghashyia as an example (a good summary of everything we have done).

Week 9- “Scouting Equipment”

Now that we have had a taster of what life could be like, we will look at 2 strategies to try and become like Salman Al-Mohammedi. Strategy 1 is to use “Hijab”- the true definition of it as told to us by Allah (swt) in Surat Al-Fatih and the tafseer of this Ayat by Imam Al-Ridha (as).

Week 10- “The Path WE’VE Trodden”

Strategy 2 is keeping record of everything you do and what has been done so that you don't repeat the same mistakes over and over again. Taking the advice of Niccoló Machiavelli we will look at the civilisations given to us in the Quran and try to deduce their mistakes.

Again, note: all the content is derived from the list of tafseers above, books from our Imams like Nahjul Balagha, Hadith or esteemed scholars and speakers such as Sheikh Panahian, Sheikh Al-Wa'ili, Saied Tabataba'í, Sadr Al-Muta'liheen, Sheikh Leghaie, Ustath Khalil Jaffar.

Expectations from the Students and classroom management:

- 1) Students will receive a binder with all the semesters work included. Additional sheets during the semester will be added to the binder. This binder will continue with the student for the coming 4 years they are in Ihsan Quranic Arabic. It is expected that the students bring their binders every week and take them home every week.
- 2) Students will select a historical character (from the "scavenger hunt through history" activity) to represent them throughout the semester from the list below:
 - 1) Niccoló Machiavelli
 - 2) Napoleon Bonaparte
 - 3) Guido "Guy" Fawkes
 - 4) Musa bin Nasyer
 - 5) Goyahkla "Geronimo"
 - 6) Hannibal Barca
 - 7) Hatshepsut
 - 8) Florence Nightingale
 - 9) Eleanor of Aquitaine
 - 10) Mary "Mark" Read
 - 11) Alexander the Great
 - 12) Boudicca

This will also be the subjects of their final presentation. Thus, it is expected that the students learn the name of their figure as well as pertain the case file sheets from Week 1 in their binders.

- 3) The only prescribed homework is pre-reading before every class (and the practice test given in Week 10). Students are expected to come to class having read and annotated the content with questions ready.
- 4) The grammar sheets and clue sheets will be done in class. If they are incomplete, the student may finish them at home if they please. If the student finishes a grammar sheet or gets the movie/book/TV series correct, they will get a point.
- 5) The flowers/reading and comprehension will be set for those wanting to gain additional points and are not necessarily set homework

Point System:

There will be an arrow display separated into 10, 20, 30, 40 and 50 points. The students' character token will be placed on the arrow. The points will help them in the escape rooms that will be run in Week 13.

Points	0-20	20-30	30-40	40-50	50
Advantages in the escape room		Participate in the escape room	1 hint	2 hints	3 hints

Points can be achieved:

- Grammar sheet (completed, doesn't need to be right)
- Reading Practice (get the right story)
- Reading flowers + identify ayat with word (non-Arabic) / stories sent by mama (Arabic)
- In class activities / helping each other with work

Escape the Room:

On the last week, two escape rooms will be run:

Escape Room #1:

- Theme: Museum with a missing mask. Need to find the missing mask
- The historical characters will be important for this room
- Link to classes: How to “read” the things around us to learn from them

Escape Room #2:

- Theme: A scientific lab is creating a chemical weapon. You find out and so they have trapped you
- English-Arabic transliteration will be used
- Link to classes: Your actions have consequence and you decide whether they will be good or bad