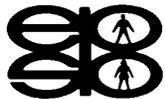


**LOCALLY DEVELOPED
COURSE**

ISLAMIC STUDIES 7-8-9



EDMONTON PUBLIC SCHOOLS

2009

Acknowledgements

Edmonton Public Schools would like to thank the people that contributed to the creation and production of this course:

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RATIONALE

This course is geared towards both non-Muslims and Muslim students alike. It may be offered in Arabic and/or in English. For non-Muslims, the course is designed to provide a better understanding of Islam as one of the three monotheistic world religions. For Muslims, the course is designed to increase their own basic Islamic values, beliefs, and understanding. The main goal is to expose students to the history and basic teachings of Islam and the customs of the Prophet Muhammed based on Sharia (Qur'an and Hadith). These courses may be used to both support and compliment the existing Arabic program in Edmonton Public Schools. It will also target a broad range of other students who have an interest in learning about other faiths. This course will support the basic attitudes, skills, and knowledge to prepare students to be effective global citizens.

PURPOSE

The intended purpose of the course is to:

- Raise awareness about Islam and its teachings in society
- Develop an understanding that Islam promotes cooperation and harmony with people of other cultures and religious traditions
- Promote an inquiring, critical approach to the study of Islam, especially in its individual and corporate expression in the contemporary world
- Highlight the differences between cultural practices versus religious practices
- Encourage students to be tolerant of differing views in the practice and faith of Islam
- Promote the co-existence and common goal between Muslims and non-Muslims in the Western world

PREREQUISITES

The recommended prerequisite for the grade 8 and 9 course is successful completion of the lower course or permission of the Principal based on student knowledge of Islamic Studies.

OUTLINE

The course is divided into four general outcomes. The outcomes are not equal in the time needed to complete the objectives nor in their value for assessment.

General Outcome #1: Students will have an awareness and understanding of the spread and history of Islam.

General Outcome #2: Students will understand that Islam is a complete way of life.

General Outcome #3: Students will have basic understanding of the teachings of the Qur'an and the traditions of the Prophet Muhammad.

General Outcome #4: Students will be able to identify to common links between Islam and other world religions.

GENERAL OUTCOME #1: Students will have an awareness and understanding of the spread and history of Islam.		
7	8	9
1.1 Students will understand aspects of the pre-Islamic era <ul style="list-style-type: none"> • How people lived - behaviors/etiquette, rituals and traditions of the society • Tribalism • Value system Resource 1	1.1 Students will understand the culture and setting in which the Qur'an was revealed. <ul style="list-style-type: none"> • Alcoholism • Polygamy/wives • Value of daughters (honour) • idolism 	1.1 Students will identify aspects of the pre-Islamic era <ul style="list-style-type: none"> • Roman and Persian empires
1.2 Students will describe other prophets <ul style="list-style-type: none"> • Overview of other prophets: Noah, Abraham, Moses, Jesus, Mohammed • Specific study of Adam 	1.2 Students will analyze other prophets with detail study of two prophets. <ul style="list-style-type: none"> • Abraham • Noah 	1.2 Students will analyze other prophets with detail study of two prophets. <ul style="list-style-type: none"> • Moses • Jesus
1.3 Students will identify key aspects of the life of the Prophet Muhammad <ul style="list-style-type: none"> • Pre-Revelation - childhood, way of life, workplace, reputation Resource 2	1.3 Students will describe key aspects of the life of the Prophet Muhammad <ul style="list-style-type: none"> • Birth of the Prophet • Revelation • Preaching • Battles 	1.3 Students will analyze key aspects of the life of the Prophet Muhammad <ul style="list-style-type: none"> • The Significance of the Migration • BH, AH • Post-Revelation • Death of the Prophet • Identification of Islamic countries today
1.4 Students will have a familiarity with the other companions of the Prophet Muhammad <ul style="list-style-type: none"> • Characters, teachings and sayings, after the Prophet's death • Specific Study of <ul style="list-style-type: none"> • Bilal ibn Rab'ah • Fatima, daughter of the Prophet 	1.4 Students will understand the teachings of the other companions of the Prophet Muhammad with specific study of two in detail. <ul style="list-style-type: none"> • Abu Darda • Asma' bint Abi Bakar • Salman Al Farsi • Hamzah, uncle of the Prophet 	1.4 Students will understand the teachings of the other companions of the Prophet Muhammad with specific study of two in detail. <ul style="list-style-type: none"> • Abu Dharr • Abu Huraiah • Kalid ibn Walied • Aisha, wife of the Prophet • Omar ibn I'ss
1.5 Students will have a	1.5 Students will have an	1.5 Students will have an

GENERAL OUTCOME #1: Students will have an awareness and understanding of the spread and history of Islam.		
7	8	9
familiarity with the lives of the four caliphs <ul style="list-style-type: none"> • Abu Bakar, Omar, Uthman, Ali • Characters, teachings and sayings, reigns after the Prophet's death Resource 3	understanding of the lives of two of the four caliphs <ul style="list-style-type: none"> • Abu Bakar • Omar Resource 3	understanding of the lives of two of the four caliphs <ul style="list-style-type: none"> • Uthman • Ali Resource 3
1.6 Students will be expected to have an overview of the five schools of thought within Islam <ul style="list-style-type: none"> • Imam Ash-Shafi'i • Imam Abu-Hanifa • Imam Malik Ibn Anas • Imam Ahmed Ibn Hanbal • Iman Ja'fari as Sadiq Resource 4	1.6 Students will describe the teachings of two of the five schools of thought. <ul style="list-style-type: none"> • Imam Ash-Shafi'i • Imam Abu-Hanifa 	1.6 Students will use the five different schools of thought to examine the potential outcome of a given issue after gaining an understanding of three of the five schools of thought. <ul style="list-style-type: none"> • Imam Malik Ibn Anas • Imam Ahmed Ibn Hanbal • Iman Ja'fari as Sadiq
1.7 Students will recognize the contributions of the following academic scholars: <ol style="list-style-type: none"> 1. Al-Ghazali 2. Ibn Rushid 3. Ibn Sina 4. Al-Khawarizmi 5. Al-Farabi Resource 5	1.7 Students will recognize the contributions to the Arts from the Islamic world. <ul style="list-style-type: none"> • Calligraphy • Geometric tessellation • architecture 	1.7 Students will recognize the contributions to government and economic systems from the Islamic world. <ul style="list-style-type: none"> • Welfare • Workers' compensation
1.8 Students will discuss key issues surrounding Islam today <ul style="list-style-type: none"> • Key issues facing Muslims today (e.g. role of women) Resource 6	1.8 Students will discuss key issues surrounding Islam today <ul style="list-style-type: none"> • Key issues facing Muslims today (e.g. hijab) 	1.8 Students will discuss key differences in following the schools of thought <ul style="list-style-type: none"> • Choosing which school of thought to follow • Accepting the validity of all choices

GENERAL OUTCOME #2: Students will understand that Islam is a complete way of life.		
7	8	9
<p>2.1 Students will be able to identify and understand the pillars of faith (beliefs)</p> <ul style="list-style-type: none"> • Oneness of God • Belief in angels • Belief in holy books • Belief in all prophets • Belief in the day of judgement • Belief in destiny and fate <p>Resource 7</p>	<p>2.1 Students will understand specifics about the pillars of faith.</p> <ul style="list-style-type: none"> • 99 Attributes of God • Torah • 4 stages of life (life, death, grave, judgement day) • Heaven and Hell 	<p>2.1 Students will understand specifics about the pillars of faith including verses from the Qur'an.</p> <ul style="list-style-type: none"> • Shirk (Associations, opposite of oneness) • Gospel • Hell
<p>2.2 Students will identify the relationship of the Night Journey and Ascession (<i>Sahih Al Burkhar</i>) to pillars of faith</p>	<p>2.2 Students will understand the relationship of the Night Journey and Ascession (<i>Sahih Al Burkhar</i>) to pillars of faith</p>	<p>2.2 Students will describe the relationship of the Night Journey and Ascession (<i>Sahih Al Burkhar</i>) to specific pillars of faith</p>
<p>2.3 Students will be able to identify and understand the pillars of Islam (practices)</p> <ul style="list-style-type: none"> • The testimony of one God and Muhammad as His messenger • Prayer (Salaat) • Alms-giving (Zakat) • Fasting (Ramadan) • Pilgrimage (Hajj) <p>Resource 7</p>	<p>2.3 Students will describe the importance of details of the pillars of Islam.</p> <ul style="list-style-type: none"> • Types of prayer <ul style="list-style-type: none"> • Du'as, Supplication • 5 daily prayers • Optional physical prayers • Muslim celebrations <ul style="list-style-type: none"> • Eid Al Fitr • Eid Al Adha • Islamic calendar • Main steps of Hajj 	<p>2.3 Students will describe how the pillars of Islam mean peace</p> <ul style="list-style-type: none"> • Reason and outcome of the Zakat, alms giving • Meaning of each step in the Hajj
<p>2.4 Students will appreciate and understand the etiquette of the practicing Muslim</p> <ul style="list-style-type: none"> • Respect, manners, honoring parents and family <p>Resource 8</p>	<p>2.4 Students will appreciate and understand the etiquette of the practicing Muslim</p> <ul style="list-style-type: none"> • Marriage • Divorce • Community relations 	<p>2.4 Students will appreciate and understand the etiquette of the practicing Muslim</p> <ul style="list-style-type: none"> • Contributing to society • Part of society in adherence
<p>2.5 Students will identify various Islamic Laws</p> <ul style="list-style-type: none"> • Marriage, usury, inheritance, permissible 	<p>2.5 Students will identify aspects of Islamic Laws</p> <ul style="list-style-type: none"> • Virtuous deeds • Punishment 	<p>2.5 Students will identify appropriate choices and actions for the five schools of the thought and the</p>

GENERAL OUTCOME #2: Students will understand that Islam is a complete way of life.		
7	8	9
vs. prohibited rulings, and taxes Resource 9	<ul style="list-style-type: none"> • Forgiveness • Categories of Halal and Haram <ul style="list-style-type: none"> • Halal • Mustahabb 	consequences. <ul style="list-style-type: none"> • Categories of Halal and Haram <ul style="list-style-type: none"> • Mubaah • Makrooh • Haraam
2.6 Students will appreciate the importance of acquiring knowledge in Islam <ul style="list-style-type: none"> • Reading, seeking out answers, becoming life-long learning Resource 11	2.6 Students will appreciate the importance of acquiring knowledge in Islam <ul style="list-style-type: none"> • Reading, seeking out answers, becoming life-long learning 	2.6 Students will appreciate the importance of acquiring knowledge in Islam <ul style="list-style-type: none"> • Reading, seeking out answers, becoming life-long learning
2.7 Purpose of Human beings <ul style="list-style-type: none"> • Individual • Family 	2.7 Purpose of Human beings <ul style="list-style-type: none"> • Community 	2.7 Purpose of Human beings <ul style="list-style-type: none"> • Life
2.8 Students will describe the characteristics of a Muslim.	2.8 Students will describe the characteristics of a practicing Muslim.	2.8 Students will describe the actions that demonstrate the belief of a true Muslim.

GENERAL OUTCOME #3: Students will have basic understanding of the teachings of the Qur'an and the traditions of the Prophet Muhammad.		
7	8	9
<p>3.1 Students will understand the compilation of the Qur'an</p> <ul style="list-style-type: none"> • Arrangement of chapters, verses and parts of the Qur'an 	<p>3.1 Students will understand the period in which the Qur'an was revealed.</p> <ul style="list-style-type: none"> • Madinah • Makkah 	<p>3.1 Students will understand the preservation of the writings of the Qur'an.</p>
<p>3.2 Students will develop an understanding of the interpretation of selected chapters from the Qur'an</p> <ul style="list-style-type: none"> • <i>Al Fathah</i> – The Opener • <i>Al Falaq</i> – The Daybreak • <i>Al Takathur</i> – The Piling up • <i>Al Ikhlās</i> – The Purity of Faith • <i>Ad Duha</i> – The Glorious Morning Light • <i>An Nas</i> - Mankind • <i>Al Qari'ah</i> – The Great Calamity • <i>Al Adiyat</i> – Those That Run • <i>Al Alaq</i> – The Clinging Clot • And additional verses to highlight certain rulings and ways of life. <p>Resource 9</p>	<p>3.2 Students will develop an understanding of the interpretation of selected chapters from the Qur'an</p> <ul style="list-style-type: none"> • <i>Al Masad</i> – The Plaited Rope • <i>An Nasr</i> – The Help • <i>Az Zilzal</i> – The Earthquake • <i>Al Kafirun</i> – Those Who Reject Faith • <i>Al Bayyinah</i> – The Clear Evidence • <i>Al Kawthar</i> – The Abundance • <i>Al Qadr</i> – The Night of Power • <i>Al Maun</i> – The Neighborly Assistance • <i>Quraish</i> – The Tribe of Quraish • <i>At Tin</i> – The Fig • And additional verses to highlight certain rulings and ways of life. 	<p>3.2 Students will develop an understanding of the interpretation of selected chapters from the Qur'an</p> <ul style="list-style-type: none"> • <i>Af Fil</i> – The Elephant • <i>Al Sharh</i> – The Expansion • <i>Al Humazah</i> – The Scandalmonger • <i>Al Layl</i> – The Night • <i>Ayat Al Kursi</i> – The Verse of the Throne • And additional verses to highlight certain rulings and ways of life.
<p>3.3 Students will use the Qur'an to investigate topics.</p> <ul style="list-style-type: none"> • Creation of the World • Adam and Eve • Satan - who is he 	<p>3.3 Students will use the Qur'an to investigate topics to understand.</p> <ul style="list-style-type: none"> • Creation of everything in the World • Categories of Satan 	<p>3.3 Students will use the Qur'an to investigate topics for understanding.</p> <ul style="list-style-type: none"> • Creation of the universe and galaxy • Role, goal or Mission of Satan
<p>3.4 Students will understand the structure of the Hadith</p>	<p>3.4 Students will understand the definitions of Hadiths and</p>	<p>3.4 Students will understand examples of Hadiths and how</p>

GENERAL OUTCOME #3: Students will have basic understanding of the teachings of the Qur'an and the traditions of the Prophet Muhammad.		
7	8	9
<ul style="list-style-type: none"> • The Sanad • The Matn • Overview of Categories <ul style="list-style-type: none"> • Saheeh (Sound) • Da'eef (Weak) • Mawdou (Forged) • Qudsi (from God) • Hasan (Strong) 	its categories and the importance of Hadiths	the Hadith affect Islamic lifes
<p>3.5 Students will have a basic understanding of the interpretation of selected traditions and sayings of the Prophet Muhammad</p> <ul style="list-style-type: none"> • Analysis of selected <i>Hadiths</i> <ul style="list-style-type: none"> • Jealousy • Permission • Cheating • Innovations • Islam in Theory • In addition, selections from "The 40 Hadith of An-Nawawi" <p>Resource 12</p>	<p>3.5 Students will have a basic understanding of the interpretation of selected traditions and sayings of the Prophet Muhammad</p> <ul style="list-style-type: none"> • Analysis of selected <i>Hadiths</i> <ul style="list-style-type: none"> • Bribery • Considering the feelings of others • Backbiting • Saying ""Bismillah" before eating • Speaking good • In addition, selections from "The 40 Hadith of An-Nawawi" <p>Resource 12</p>	<p>3.5 Students will have a basic understanding of the interpretation of selected traditions and sayings of the Prophet Muhammad</p> <ul style="list-style-type: none"> • Analysis of selected <i>Hadiths</i> <ul style="list-style-type: none"> • Good Deeds • Self control • Signs of hypocrisy • In addition, selections from "The 40 Hadith of An-Nawawi" <p>Resource 12</p>

GENERAL OUTCOME #4: Students will be able to identify to common links between Islam and other world religions.

7	8	9
<p>4.1 Students will recognize the similarities among other monotheistic religions</p> <ul style="list-style-type: none"> • The Oneness of God • The day of judgement • Prayer • Good and evil • Afterlife • Angels <p>Resource 13, 14</p>	<p>4.1 Students will compare two similarities of other monotheistic religions to Islam.</p> <ul style="list-style-type: none"> • The Oneness of God • The day of judgement • Prayer • Good and evil • Afterlife • Angels 	<p>Students will compare the positions of the prophets in Islam to other religions.</p> <ul style="list-style-type: none"> • The Oneness of God • The day of judgement • Prayer • Good and evil • Afterlife • Angels
<p>4.2 Students will examine the various religious celebrations among the other monotheistic religions</p> <ul style="list-style-type: none"> • Eid, Christmas and Easter, Hanukkah 	<p>4.2 Students will compare the structure and hierarchy of other monotheistic religions to Islam.</p>	<p>4.2 Students will examine the various Holy Places among the other monotheistic religions</p>
<p>4.3 Students will understand and appreciate the beliefs and practices of other religions</p>	<p>4.3 Students will understand the similarities and differences in the beliefs and practices of other religions to appreciate all religions</p>	<p>4.3 Students will understand the symbolism of other religions in an appreciation of the beliefs and practices of those religions.</p>
<p>4.4 Students will analyze and discuss contemporary issues surrounding Islam</p> <ul style="list-style-type: none"> • Misconceptions of Muslim religion and Arab culture • Equality of women • Jihad • Polygamy • Size and growth of religion <p>Resource 15</p>	<p>4.4 Students will analyze and discuss contemporary issues surrounding Islam</p> <ul style="list-style-type: none"> • Suppression of Muslims in Middle East countries • Mixture of culture, traditions, and religion 	<p>4.4 Students will analyze and discuss the media's representation of Islamic beliefs and values</p> <ul style="list-style-type: none"> • through the presentation of minority groups such as the Taliban and Saudi Arabia • stereotypical roles for Muslim characters in western entertainment

PROJECTED ENROLMENT

Currently the projected enrolment is the following:

Grade 7	30 students
Grade 8	30 students
Grade 9	30 students (starting September 2003)

SPECIAL FACILITIES OR EQUIPMENT

A regular classroom is required, while a separate prayer room may assist with the presentation of the course.

SPECIAL BACKGROUND/QUALIFICATIONS OF THE TEACHER

The teacher of this course must be knowledgeable in the content of the course, be culturally sensitive and able to present the main goal of the course. A teacher may present a letter of reference from the Canadian Islamic Centre/Al-Rashid Mosque or a number of university level courses in Islam or Islamic history to indicate qualifications.

ASSESSMENT GUIDELINE

a) Homework	10%
b) Quizzes & Tests	25%
c) Group Projects	15%
d) Reports & Essays	15%
e) Class Presentations	15%
f) Final Exam	20%

IDENTIFICATION OF CONTROVERSIAL OR SENSITIVE COURSE COMPONENTS

Misconceptions exist about Islamic practices especially due to the lack of understanding of the difference between the culture in the Middle East and Islam as a religion practiced throughout the world. Examples of misconceptions include: Women's dress code, Marriage and divorce, and Struggle of the Soul.

The course is written to permit the study of Islam, but does not permit the practicing of any religion (prayers or services) as part of this course

Students will be exposed to the beliefs in Islam of the Creationist view and that abortion is considered unacceptable.

RESOURCES

Items 1 to 9 are available in Arabic or English

- 1 *“What Islam Is All About”* by Yahiya Emerick
- 2 *“The Sealed Nectar”* by Safi-ur-Rahman Al-Mubarakpuri
- 3 *“Stories of the Caliphs: Early Rulers of Islam”* by Denys Johnson-Davies
- 4 *“Fiqh us-Sunnah”* by Sayyid Sabiq
- 5 *“The Oxford History of Islam”* Edited by John L. Esposito
- 6 *“Women in the Middle East: Tradition and Changes”* by Ramsay M. Harik & Elsa Marston
- 7 *“The Pillars of Islam and Iman”* by Muhammad bin Jamil Zeno
- 8 *“Riyadh us Saliheen”* compiled by Imam An-Nawawi (ARABIC?????)
- 9 *“The Holy Qur’an”* by Abdullah Yusuf Ali
- 10 *“The Lawful and the Prohibited in Islam”* by Yusuf Al-Qardawi
- 11 *“Muhammad – His Life Based on the Earliest Sources”* by Martin Lings
- 12 *“The 40 Hadith of An-Nawawi”* compiled by Imam An-Nawawi
- 13 *“Lives of the Prophets”* by Leila Azzam
- 14 *The Old Testament*
- 15 *“Islam: A Primer”* by John Sabini

Teacher Resources on Islam

- “Strategies and Structures for Presenting World History”* by Susan L. Douglas
- “Teaching About Islam and Muslims in the Public School Classroom”* 3rd Edition 1995
- “Muslim Holidays: Teacher’s Guide and Student Resources”* 1997
- “Learning About Islam”* by Yahiya Emerick
- “What Islam Is All About”* by Yahiya Emerick
- “The Messenger of Allah”* text and workbook by Abidullah al-Ansari Ghazi
- “The World of Islam”* by Elma Ruth Harder
- “The Holy Qur’an for School Children”* compiled by Yahiya Emerick
- “Gender Equity in Islam”* by Jamal Badawi
- “Islamic Studies”* books 1, 2, & 3 by Abu Ameenah Bilal Philips
- “Studies in Islam”* grades one to five by (Maulvi) Abdul Aziz
- “Our Faith and Worship I”* text and workbook by Abidullah al-Ansari Ghazi

GLOSSARY

AL-HAMDU LILLAH: Praise be to Allah. Should be said on all occasions and especially after sneezing.

ALLAH: The Name of the Creator of the universe.

ASR: Late afternoon prayer

AYAH: Verse of the Holy Quran (also means a 'sign' of Allah)

BIDAH: Any innovated practices introduced in the religion of Islam.

BISMILLAH: 'In the Name of Allah', this statement is usually made by Muslims who are about to indulge in a lawful task.

CALIPH: A Muslim ruler of an Islamic State.

DAJJAL: Anti-Christ.

DAWAH: Propagation of Islam through word and action, calling the people to follow the commandments of Allah.

DEEN: Usually translated as 'religion'. Deen is a comprehensive word, which means a total way of life, following the commandments of Allah.

DUA: Supplication: invoking Allah for whatever one desires.

EID AL-FITR: three day festival marking the end of Ramadan - the 9th month (the month of fasting).

EID-AL-ADHA: The feast of Sacrifice. This feast commemorates the Prophet Abraham's obedience to Allah by being prepared to sacrifice his only son Ishmael. A four-day festival that completes the rites of pilgrimage and takes place on the 10th-13th of Dhul Hijjah (the last Islamic month)

FAJR: Early morning prayer

FATIHA: The opening Chapter of the Quran.

GHUSL: Full ritual washing of the body with water.

HADITH: Sayings and traditions of the Holy Prophet Muhammad

HAJJ: Pilgrimage to the Holy city of Makkah.

HIJAB: Veil worn by Muslim women for reasons of modesty and protection.

IMAM: A person who leads the prayer and also for a famous Muslim Scholar.

IMAN: Truth, faith and acceptance.

ISA: Arabic word for Jesus Christ.

ISHA: Night Prayer

ISLAM: literally means 'submission to the will of Allah', the term refers to the religion followed by Muslims

ISRA and MIRAJ: The night journey of the Holy Prophet Muhammad from Makkah to Jerusalem and then through the realms of the seven heavens.

JAHANAM: Hell

JANNAH: Paradise.

JIBREEL: Angel Gabriel.

JIHAD: means struggling one's utmost to be a better person in the sight of Allah.

JINN: a race of created beings that are made out of smokeless fire.

JUMMA: 'Friday', the Muslim's day of gathering on Friday noon prayers, congregational prayer

KAABA: Holiest, and first shrine constructed for the worship of One God, Allah. Muslims face towards the direction of the Kaaba, Makkah.

KHUTBA: Sermon.

MAGHRIB: Sunset Prayer

MAKKAH or MECCA: The Islamic religion's holiest city located in the Kingdom of Saudi Arabia, approximated 50 miles from the Red Sea port city of Jidda

MALAIKAH: Angels.

MASEEH: A title which means "Anointed" or 'Christ' Title given to Prophet Jesus.

MASJID: Mosque, places of worship for the Muslims. In one sense the whole earth is a Masjid for the Muslims, The dome of the heavens its roof.

MUHAMMAD: The name of the final Messenger and Prophet of God to Humanity.

MUHARRAM: The first month of the Islamic Calendar.

MUSLIM: Literally means 'submitting to the will', i.e. to the will of Allah, the Almighty. The term refers to the person or people following the Islamic religion.

QIBLA: Direction in which all Muslims face when praying, which is the Kaaba, in Makkah, Saudi Arabia. The direction is north – east from Edmonton.

QURAN: The last revelation of Allah given to Humanity, through his last Prophet and Messenger, Muhammad.

RAMADAN: The month of Fasting, the 9th month of the Islamic Calendar.

SAHABI: Companion of Prophet Muhammad.

SAJDA: Prostration, as in prayer.

SALAAM: peace

SALAAT: Prayer

SALLALLAHU ALAIHE WA SALLAM: means 'may the peace and blessings of Allah be upon him. This phrase is recited whenever the name of the Prophet Muhammad (peace and blessing of Allah be upon him) is mentioned.

SAUM: Fasting

SHAHADA: The creed of Islam: 'I bear witness that there is no deity worthy of worship except Allah, and I bear witness that Muhammad is the Messenger of Allah.

SHAITAN: Satan.

SHARIA: Islamic Law . It encompasses both the Quran and Hadith, the sayings of Prophet Muhammad (peace be upon him)

SHIRK: Associating partners with Allah. The grave sin of Shirk is not forgiven if a person dies in that state.

SUBHAN ALLAH: means 'Glory be to Allah'.

SURA: Chapter of the Quran. Quran has 114 Suras or chapters.

TAHARA: purification of body, clothing and souls.

TAWHEED: The Divine Unity, in its most profound sense. Allah is One in His Essence and His Attributes and His Acts.

TAYAMMUM: Dry purification when water is not available or is detrimental to health.

UMRA: A pilgrimage to Makkah, but not during the Hajj period.

WITR: A prayer which has an odd number of Rakat (units). Usually referred to the last prayer of the night after the Isha prayer.

WUDU: Purifying with water before performing prayers.

ZAKAT: Obligatory charity or Alms giving

ZUHR: Noon Prayer (early afternoon prayer)



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