



REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
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August 28, 2004

**DepEd Order**  
No. **51**, s. 2004

To: **Undersecretaries/Assistant Secretaries**  
**Regional Secretary – DepEd ARMM**  
**Regional Directors**  
**Schools Division Superintendents**  
**Principals/Private Madaris**  
**School Heads/Public Schools**

**Standard Curriculum for Elementary Public Schools  
and Private Madaris**

1. The global commitment on Education for All to provide access to quality education is a call that includes all forms of educational delivery systems. All children as rights-holders must be given quality education opportunity irrespective of their race, color, religion or culture.
2. For the Muslims of Mindanao and other parts of the country, the rightful and legitimate aspiration is to have an Islamic Education that is authentic and appropriate for the Bangsa Moro population. They aim to establish Islamic schools that would prepare generations of learned and intellectual Muslims imbued with Islamic values and spiritually prepared to serve the people and the country as a whole.
3. In the interest of national unity and the implementation of the 1996 Peace Agreement, Madrasah Education is declared a vital component of the National Educational System.
4. The significant role of Islamic education through the Madaris to provide access to education must be recognized. It is a mechanism of teaching the unreached and providing education that is meaningful, relevant and culture-sensitive for Muslim children.
5. The crucial issue that confronts most Muslim educators is the unification of curriculum amongst the Madaris. There is no uniformity in the curricular offerings. Public schools do not include Arabic language and Islamic values, making the Muslims ignorant of their religion and the language of the Holy Qur-an. Private Madaris do not follow the Philippine education curriculum, thereby turning students into virtual foreigners in their own country.

*Andres*

*"Educating for a Strong Republic"*

6. The Department of Education, in its effort to address these concerns, facilitated the formulation of a standard and viable curriculum for the public schools and for the private Madaris in Muslim communities, in consultation with concerned associations and stakeholders such as the Project Madrasah Education (PME) of DepED ARMM, Accrediting Association of Muslim Schools and Colleges, Inc. (AAMSCI) and the Bangsa Moro Development Agency (BDA) in the Seminar-Workshop on Curriculum Review and Enrichment held at Cotabato City on August 20-23, 2004. This curriculum that was formulated would be acceptable and responsive to the needs of Muslim Filipino children.

7. The Curriculum for both schools would aim to:

- establish a smooth transfer of students from public to private Madrasah or vice versa;
- unify the long history of dichotomy among Muslims;
- promote the Filipino national identity and at the same time preserve the Muslims' cultural heritage.

8. It is in this context that all public schools and private Madaris in Muslim communities are hereby enjoined to implement this standard curriculum provided in Inclosure 1 during the pilot year SY 2005-2006.

9. Series of orientation on the implementation prior to the opening in June 2005 will be spearheaded by the DepED Central Office in coordination with the different regions including DepED ARMM.

10. Immediate dissemination of this Order is required.



**EDILBERTO C. DE JESUS**  
Secretary

Encls.:  
As stated

Reference:  
MECS Order: No. 24, s. 1985

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

**CURRICULUM**

**POLICY**

**SCHOOLS**

## **GUIDELINES ON THE IMPLEMENTATION OF THE CURRICULUM FOR PUBLIC SCHOOLS AND PRIVATE MADRASAH**

### **1. Subject Nomenclature and Description**

The Curriculum focuses on the following learning areas for an adequate development of competencies for learning how-to-learn.

#### **ENGLISH**

English as a subject is concerned with developing competencies in listening, speaking, reading and writing among the learners. The specific skills constituting these competencies shall be developed in communication situations using varied materials to the point of mastery.

Science and Health concepts will be used as content in English for Grades I and II but not to the extent of neglecting the content in the English books for the grade. The learners shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogs, stories, etc. suited to their grade level and interest.

#### **SCIENCE AND HEALTH**

Science and Health is introduced as a separate learning area in Grade III. This learning area aims to help the Filipino child gain a functional understanding of science concepts and principles, linked with real-life situations, acquire science skills as well as scientific attitudes and values needed in solving everyday problems pertaining to health and sanitation, nutrition, the environment and conservation.

Teaching strategies that may be used in teaching Science and Health concepts are Inquiry Learning, Practical Work Approach, and Cooperative Learning.

#### **MATHEMATICS**

Mathematics provides learners with opportunities in the acquisition of skills and competencies necessary to gain understanding and appreciation of the subject.

The specific content for each grade level are as follows:

- Grade 1 and 2 include the study of whole numbers, addition and subtraction, basic facts of multiplication and division, basic concepts of geometry, fractions, metric and local measurements, the use of money, and the application of these concepts to practical problems based on real live activities.
- Grades 3 and 4 deal with the study of whole numbers, the four fundamental operations, fractions and decimals including money, angles, plane figures, measurement and graphs.

- Grades 5 and 6 learners are expected to have mastered the four fundamental operations of whole numbers, performed skills in decimals and fractions, and learned the meaning of ratio and proportion, percent, integers, simple probability, polygons, spatial figures, measurement and graphs. Simple concepts in Algebra are also introduced but will be articulated in high school.

Mathematics teaching shall encourage learners to learn through hands-on and minds-on or manipulative and interactive activities. Pupils learn on their own, explore, discover, generalize and apply what they learned in their daily lives. These activities shall be made effective by way of using appropriate teaching strategies/approaches/ techniques and adequate instructional materials.

## **FILIPINO**

Ang asignaturang ito ay lumilinang sa mga kasanayan sa pakikinig, pagsasalita, pagbabasa, pagsusulat at pag-iisip sa Filipino.

Para sa mabisang pagtuturo, ang mga tiyak na kasanayan ay malilinang sa pamamagitan ng mga sitwasyon at iba't ibang kagamitan tungo sa lubusang pagkatuto. Ang mga bata ay tuturuan ng angkop na kagamitang pangliteratura tulad ng kasaysayan ng mga Propeta sa Islam, tugma, tula, diyalogo at iba pa.

Konsepto ng Sibika at Kultura ang nilalaman ng Filipino sa Una hanggang Ikatlong Baitang. Inaasahang ang mga batayang kasanayan sa pagbabasa ay matututunan nang lubusan sa unang tatlong baitang.

## **IJTIMAIYAH (MAKABAYAN)**

Ang Makabayan para sa Una, Ikalawa at Ikatlong Baitang ay binubuo ng Sibika at Kultura na nagsisilbing batayang aralin sa Sining, at Edukasyon sa Pagpapalakas ng Katawan. Ang Heograpiya/Kasaysayan/Sibika (H/K/S) para sa Ikaapat na Baitang ay nakatuon sa Heograpiya. Naglalayon ito na mabigyan ang mga mag-aaral ng parianaw tungkol sa kapaligirang pisikal, panlipunan at pangkabuhayan; ang mga paraan ng pakikibagay/pakikiangkop at ang wastong pangangasiwa nito.

Para sa Ikalimang Baitang, ang pokus na disiplina ay Kasaysayan. Naglalahad ito ng mga suliranin, tagumpay at mga pangyayari na nakaimpluwensiya sa kasalukuyan at sa pagkakamit ng magandang kinabukasan. Para sa Ikaanim na Baitang, ang pokus ay ang Sibika. Tumatalakay ito sa ugnayan ng tao at ng pamahalaan; mga karapatang tinatamasa, bahaging dapat gampanan, tungkulin at pananagutan bilang mamamayang Muslim.

Ang Edukasyong Pantahanan at Pangkabuhayan (EPP) ay nakatuon sa paglinang sa pagiging responsable at karapat-dapat na kasapi ng tahanan na magiging daan sa pagpapatatag ng pamilya. Ang mga gawain ay nagbibigay din sa paglinang ng kanais-nais na saloobin, batayang kasanayan at mga gawi sa paggawa sa pamamagitan ng mga araling may kaugnayan sa pang-araw-araw

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na gawain sa tahanan, paaralan at sa pamayanan at ang paglikha ng mga bagay na kapaki-pakinabang na naayon sa Islam.

Sa Sining at Edukasyon sa Pagpapalakas ng Katawan (SEP), ang mga bata ay nakapagpapahayag ng kanilang damdamin, ideya at imahinasyon. Sa pamamagitan ng sining at edukasyong pagpapalakas ng katawan, at iba pang malikhaing gawain at proyekto, malilinig ang pagpapahalaga sa mga katutubo at kontemporaring sining. Bibigyan ng pagkakataon ang mga bata na magamit ang kanilang natutuhan sa mga gawaing nakaaaliw. Habang papataas ng baitang ang bata, ang kaangkupang pisikal at mga kasanayang panlaro (lead-up games) at pagkamalikhain sa disenyo at craft construction ay higit pang lilinangin at ang mga ito ay naayon sa katuruang Islam.

### **ARABIC LANGUAGE**

Arabic language as a subject is concerned with developing competence in the (macro) listening, speaking, reading and writing skills.

Listening includes skills in auditory discrimination and cognitive comprehension.

Speaking includes skills in using correctly the language expressions and grammatical structure in oral communication.

Reading includes skills in vocabulary development, levels of comprehension and literary appreciation and study skills.

Writing includes writing, readiness skills, guided writing, functional and creative writing.

Critical thinking includes higher order thinking skills.

### **ISLAMIC STUDIES**

Islamic Studies aims to inculcate in the minds of the learners the Oneness of ALLAH (SWT) in all their endeavors to mold them as good and productive believers seeking Allah's pleasure.

- Qur-an is a word of Allah (SWT) that guards the previous books and restores the eternal truth of Allah (SWT). It guides humanity to the straight path. It deals with acquisition of knowledge and skills in reading, memorizing and analyzing Ayaat (verses); understanding its meaning, practicing its teachings; interpreting and applying these beliefs, attitudes to real life situation and transmit these beliefs, attitudes, values and its significance to others.
- Seerah and Hadith deal with the life, sayings and actions of Rasulullah (SAW). This is designed to let the learners acquire and emulate the Prophet's (SAW) personalities, characteristics, teachings and ways of life and to transmit these to others.

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- Aqeedah and Fiqh deal with the Islamic laws and the development of Eeman, prepare Muslims for correct Ebadaah (worship) to Allah (SWT) in all aspects of life, distinction between *halal* and *haram*, right and wrong actions and behavior of every Muslim to acquire, interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

## ISLAMIC VALUES

These values focus on the development of Muslim personality, the self, which remains conscious of Allah (SWT) as he undergoes the process of internalizing the different value concepts or virtues.

Since it is the teacher who knows his pupils best he then is given the freedom to choose among three options (English, Filipino, Vernacular) as to the medium of instruction he will use in teaching this subject.

## 2. Time Allotment

### Enriched Curriculum for Public Schools

Learning Area	I	II	III	IV	V	VI
English	100	100	100	80	80	80
Filipino	80	80	80	60	60	60
Arabic*	60	60	60	60	60	60
Science & Health			40	60	60	60
Mathematics	80	80	80	60	60	60
Islamic Values*	40	40	40	60	60	60
Makabayan	60	60	60			
- SK/HKS				40	40	40
- MSEP				20	40	40
- EPP				40	40	40
<b>Grand Total</b>	<b>420</b>	<b>420</b>	<b>460</b>	<b>480</b>	<b>480</b>	<b>480</b>

\* Special schedule can be done in consultation with parents.

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## Standard Private Madrasah Curriculum

Learning Areas	I	II	III	IV	V	VI
Islamic Studies*						
- Qur-an	40	40	40	40	40	40
- Seerah & Hadith	40	40	40	40	40	40
- Aqeedah & Fiqh	40	40	40	40	40	40
Arabic	80	80	80	80	80	80
English	80	80	80	80	80	80
Filipino	40	40	40	40	40	40
Hisab (Mathematics)	60	60	60	60	60	60
Oloom was Sihhat (Science & Health)			40	60	60	60
Ijtimaiah (MAKABAYAN)*						
• Tarikh (SK/HKS)	40	40	40	40	40	40
• Muslim local culture/ Bangsamoro History						
• Reyaadah (PE), Arts, Music						
• EPP						
<b>Grand Total</b>	<b>420</b>	<b>420</b>	<b>460</b>	<b>480</b>	<b>480</b>	<b>480</b>

\* Components will be taught in a prescribed schedule  
e.g. 2x a week

### 3. EXPECTATIONS

#### ENGLISH

English, as a subject is concerned with developing competence in listening, speaking, reading and writing. Learning activities to develop competence in these phrases of communication should be varied, meaningful and realistic. Science and Health concepts may be used as content in English especially for Grades I and II but not to the extent of neglecting the content in English books for the grade.

#### **Grade I**

**At the end of Grade I, the pupil:**

is expected to recognize differences in speech sounds, words stress, intonation patterns in sentences heard; speaks clearly and use appropriate expressions in talking about one's self and Allah's creations and the immediate environment.

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## **Grade II**

### **At the end of Grade II, the pupil:**

is expected to listen critically to 1-2 paragraphs, use appropriate expressions in varied situations, about places and Allah's bounties to His creations and topics of interest and appreciation; read critically and fluently in correct thought units, text for information and entertainment; respond properly to environmental prints like signs, posters, commands and requests; and write legibly simple sentences and messages in cursive form.

## **Grade III**

### **At the end of Grade III, the pupil:**

is expected to listen critically to get information from text heard; demonstrate independence in using the basic language structure in oral and written communications; and read with interest, comprehension and understanding.

## **Grade IV**

### **At the end of Grade IV, the pupil:**

is expected to listen critically to news reports, radio broadcasts, lectures and express ideas on the situation accurately in oral and written forms; demonstrate more independence in the use of language to meet everyday needs; and read independently for concern, Allah's pleasure and get information from various useful text types and able to distinguish good and bad, right and wrong, and halal and haram (allowable and forbidden).

## **Grade V**

### **At the end of Grade V, the pupil:**

is expected to listen critically to different text types; express ideas, rights and aspirations logically and legally in oral and written forms; demonstrate interest and willingness in reading to meet one's various needs.

## **Grade VI**

### **At the end of Grade VI, the pupil:**

is expected to listen critically; communicate one's feelings and ideas orally and in writing with high level of proficiency; and read various useful text types materials including on human rights to serve one's own learning needs in meeting the welfare of the Ummah and various purposes of life.

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## **SCIENCE AND HEALTH**

Aims to help the pupils gain a functional understanding of science concept and principles linked with real life situation, acquire science skills as well as scientific attitudes and values needed in solving everyday problems. This pertains to health and sanitation, nutrition, food production and the environment and its conservations. There is no science and health for Grades I & II. But simple science help concepts that include the child's interaction to his immediate environment are incorporated in English.

Science and Health aims to help the Filipino child to gain a functional understanding of science concepts and principles linked with real life situations, acquire science skill as well as scientific attitudes and values needed in solving everyday problems. These pertain to health and sanitation, nutrition, food production and environment and its conservation.

Teaching Science and Health will formally start in Grade III using English and Arabic as medium of instruction. In Grade IV to VI, more complex study of Science concepts will be taken up in preparation for High School work.

## **MATHEMATICS**

### **Grades I & II**

includes the study of whole numbers, addition and subtraction, basic facts of multiplication and division, angles, fractions, metrics and local measurements, the use of money and their applications to practical problems based on real life activities.

### **Grades III & IV**

deals with the study of whole numbers, the four fundamental operations, fractions and decimals including money, angles, plane figures, measurement and graphs.

### **Grades V & VI**

the pupil is expected to have mastered the four fundamental operations of whole numbers, perform skills in decimals and fractions; conceptualize the meaning of ratio and proportion, percent, integers, simple probability, polygon, special figures, measurements and graphs. Simple concepts in algebra are also introduced to be articulated in the high school. Besides further development of the basic mathematical skills, the child is expected to solve problems related to business and industrial activities in the community.

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## **FILIPINO**

### **Unang Baitang**

**Pagkatapos ng Unang Baitang, inaasahang nakabibigkas at nakababasa ang mga mag-aaral:**

ng mga alpabeto at mga simpleng salita at pangalan ng mga Propeta nang may wastong tunog; nakagagamit ng magagalang na pagbati at nakikita ang mga biyaya na kaloob ng Allah; naisusulat ang sariling pangalan at nakasusulat ng mga payak na pangungusap.

### **Ikalawang Baitang**

**Pagkatapos ng Ikalawang Baitang, nakapagsasabi ang mag-aaral:**

ng pangunahing diwa ng napakinggan; nakapaglalarawan ng kagandahan ng mga nilikha ng Allah (SWT), mga tao, pook, nakababasa nang may wastong paglilipon ng mga salita at nakasusulat ng kabit-kabit na mga titik na gumagamit ng wastong bantas at may kaalaman sa mga pag-uugaling Islam at maikling kuwento ng mga propeta.

### **Ikatlong Baitang**

**Pagkatapos ng Ikatlong Baitang, nakapagsasalaysay ang mag-aaral:**

ng buod ng napakinggan/nabasa lalo na sa mga kasaysayan ng mga Propeta; naibibigay ang sariling palagay tungkol sa isyung pinag-uusapan; nakababasa at naipapaliwanag ang kahulugan ng mga salita; natutukoy ang pagkakaiba ng opinyon at nalalaman ang alin mang katotohanan; nakababasa nang may pag-unawa at naisusulat ang mga diniktang iba't ibang anyo ng teksto.

### **Ikaapat na Baitang**

**Pagkatapos ng Ikaapat na Baitang, nakapagpapahayag ang mag-aaral:**

ng sariling ideya at kaisipan tungkol sa mga naririnig; nakapagbibigay rin ng reaksyon at nakafalahok sa iba't ibang talakayan; nakagagamit ng matatalinghagang salita at mga ekspresyong tuwiran at di-tuwiran; naitutuwid ang impormasyon at ayon sa katuruang Islam; natutukoy ang mga pangyayaring nag-uugnay sa sanhi at bunga ng mga pangyayari at napagsunod-sunod ang mga ideya at sitwasyon; nakikilala ang iba't ibang bahagi ng babasahin; nakikilatis ang alin mang mali at tama; nakasusulat ng maikling komposisyon.

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## **Ikalimang Baitang**

### **Pagkatapos ng Ikalimang Baitang, nakapagbubuod ang mag-aaral:**

ng nabasa at napakinggan; nakabubuo ng iba't ibang pangungusap; nakagagamit ng iba't ibang sanggunian lalo na ang mga Hadith ng Propeta at ang Banal na Qur'an sa paghahanap ng tamang impormasyon; nakasusulat ng iba't ibang pahayag at surilanin na may 15-20 pangungusap.

## **Ikaanim na Baitang**

### **Pagkatapos ng Ikaanim na Baitang, nakapag-aayos ang mga mag-aaral:**

ng nabasa at napakinggang teksto at nalilipat ang mga impormasyon tungo sa iba pang anyo ng pagpapahayag; nagagamit ang iba't ibang pangungusap sa pagpapaliwanag, nakakapagbibigay solusyon sa mga surilanin batay sa karanasan at mga natutuhang kaalaman sa Islam at sa anumang sitwasyon at nakasusulat ng ilang uri ng salaysay o dayalogo sa tulong ng mga ideya/tala na binuo ng klase.

## **IJTIMAIYAH (MAKABAYAN)**

### **Nakapagpapakita ng:**

- Sapat na kaalaman at kamalayan sa mga pambansang pagkakakilanlan, kapaligiran at pagpapaunlad ng kabuhayan, agham at teknolohiya.
- Mapanuri at malikhaing pag-iisip tungo sa mapanagutang pagpapasya sa mga isyu o usaping kinakaharap.
- Pagpapahalaga sa sining, laro at iba pang bahagi ng kultura gayundin sa pagiging Pilipino at sa kanyang mga karapatan at pananagutan bilang mamamayang Muslim.
- Positibong saloobin sa paggawa upang makapamuhay nang produktibo sa isang bansang mapayapa; at
- Kakayahang makaagapay sa mabilis na pagbabagong nagaganap sa mundo.

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## **ARABIC**

Use Arabic language in effective communication, both oral and written, show proficiency in logical sequencing of different informations and messages heard and read, and continuing education will make understand Muslim Culture and Islam.

### **Grade I**

**At the end of Grade I, the pupil is able to:**

- identify and read the alphabet and simple words with correct sounds
- use polite greetings in everyday conversation
- write own name and simple sentences

### **Grade II**

**At the end of Grade II, the pupil is able to:**

- tell the main idea of what is heard
- describe persons, things and places
- read correct phrases of words
- write letters in manuscript with correct use of punctuation marks

### **Grade III**

**At the end of Grade III, the pupil is able to:**

- relate the summary heard
- give his own opinion about the issue being discussed
- read and explain the meaning of words
- pinpoint the difference between opinion and truth
- read correct phrases of words
- write different forms of text from dictation

### **Grade IV**

**At the end of Grade IV, the pupil is able to:**

- express his own idea and thinking based on what is heard
- give reaction and participate in the different discussions
- use figurative words and expressions, direct or indirect
- identify events that connect the stimulus to the response

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## **Grade V**

**At the end of Grade V, the pupil is able to:**

- summarize text or selection heard and read
- construct sentences
- use different references in looking for information
- write different expressions and write formal theme using 15-20 sentences

## **Grade VI**

**At the end of Grade VI, the pupil is able to:**

- arrange logically the text heard, read and transfer the information to other forms of expressions
- use different kinds of sentences in discussion and explanations
- give solutions to problems based on experience and other learned knowledge in any situation
- write some selections or dialogues with the help of ideas or list made by the class

## **ISLAMIC STUDIES**

### **Grade I**

**At the end of Grade I, the pupil:**

is expected to have learned, understood and memorized some Ayaat (verses) from the Holy Book of Allah (SWT) (The Qur-an) such as: Al-Fatiha, An-Naas, Al-Falaq, Al-Ikhlās, Al-Masad, An-Nasr, Al-Kaafiruun, Al-Kauthar, the Eternal and Oneness of Allah (SWT); inculcation of Islamic identity and beliefs, characteristics, responsibilities of a Muslim; rewards to those who believe; distinction between the believer and non-believer; existence of Jannah and Naar; perform Islamic etiquettes; interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

### **Grade II**

**At the end of Grade II, the pupil:**

is able to demonstrate knowledge and understanding of Islamic greetings; Islamic manners and etiquettes; the life of Prophet Mohammad (SAW) as an orphan; the division of the Qur-an in Juz, Surah and Ayah; the five pillars of Islam; earning halal living; interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

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### **Grade III**

**At the end of Grade III, the pupil:**

is able to identify and understand the parts of the Qur-an; chronology of revelation; memorize and understand At-Takaathur, Al-Qaariah, Al-Adiat, Az-Zalزالah, Al-Bayyenah, As-Shams, understand and believe the six pillars of Eeman; the Prophet's (SAW) marriage to Khadija and how he started his Da-wah; interpret, apply these teachings to real situations and transmit these beliefs, attitudes, values and the significance to others.

### **Grade IV**

**At the end of Grade IV, the pupil:**

is able to demonstrate knowledge and understanding of what the Qur-an says about the five pillars of Islam; blessings and will of Allah (SWT) Al-Alaq, At-Teen, As-Shams, Ad-Dhoha, Al-Lail, Al-Inshiqaq, the concept of Allah (SWT) our duties to Allah (SWT) understand and perform prayers; the first who believed on the Prophet (SAW) the attitude of the Quraysh to him and to his companions; memorize and understand some hadith of the Phophet (SAW) acquire, interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

### **Grade V**

**At the end of Grade V, the pupil:**

is able to demonstrate knowledge and understanding of the compilation of the Qur-an, sequence of Suwar, Al-Balad, Al-Fajr, Al-Gashiah, Al-A'la, At-Tariq, Al-Burooj, Al-Mutaffifeen, the concept of truthfulness, honesty or fairness, patience, moderation and justice; the Ansar and their acceptance to Islam; Israh wal Miraaz and the Hijrah; understand and perform fasting; memorize and interpret some Hadith of the Prophet (SAW) interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and the significance to others.

### **Grade VI**

**At the end of Grade VI, the pupil:**

is able to demonstrate knowledge and understanding of the name of the Qur-an, the real meaning of Wahi, the study of the Suwar, Al-Infitar, At-Takwir, Abasa, An-Naziat and An-Naba. The pupils are also introduce to the teachings and significance of performing Hajj, its virtues and benefits; understand and appreciate the historical events on the life of the Prophet Mohammad (SAW) in Madeenah; his gazawaat (battles); the farewell Hajj and his death; memorize and understand the Hadith of the Prophet (SAW) interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and the significance to others.

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