

The Verification and Renewal Curriculum

An Integrated High School
Curriculum for Muslims

beta draft, continuously updated

*Sciences, Academic Mentoring and Guidance, Social Time,
Moral and Spiritual Instruction, Service, Fine Arts and
Crafts, and Prophetic Health*

Who Are We

Experts from Harvard, Northeastern, Zaytuna, Boston University, and traditional Islamic institutions have contributed and continue to contribute to the development of the Verification and Renewal Curriculum (VRC). Dr. Harun Spevack and Mawlānā Justin Poe head the project. Their biographical details are below.

Dr. Harun Spevack

Harun Spevack is a professor, author, and researcher at Harvard and other top universities. He has trained in traditional studies with scholars, including Shaykh Ṣāliḥ al-Ghursī. He is an experienced teacher at highschool and college levels.

Mawlānā Justin Poe

Justin Poe is a teacher at a traditional Islamic instituion and Islamic high school and a researcher. He graduated from Darussalam Seminary, studied at Darul Qasim, and graduated from the Master's Program at Zaytuna College.

THE CURRICULUM AT A GLANCE

Sciences (*‘ulūm*)

Includes the instrumental and sacred sciences, liberal arts, and natural and social sciences. Integrates these sciences and arts in such a way that students find them overlapping in theory and application throughout their studies. The ‘Sciences’ category forms the basis of the rest of the VRC categories wherein students learn to practice and live what they learn.

Academic Mentoring and Guidance (*irshād*)

Includes college admissions guidance, student mentoring, and collaborative learning skills.

Social Time (*ṣuḥba*)

Social time is simply unstructured free time for students worked into the VRC that allows them to unwind, relax, and be youth adults.

Moral and Spiritual Instruction (*tarbiya* and *tazkiya*)

Leading and implementing daily self-reflection and self-accounting in order to strive for excellence in worship, character, and interpersonal interactions.

Service (*khidma*)

Weekly community service such as volunteering at local masjids, community centers, helping tutor other students, and environmental stewardship.

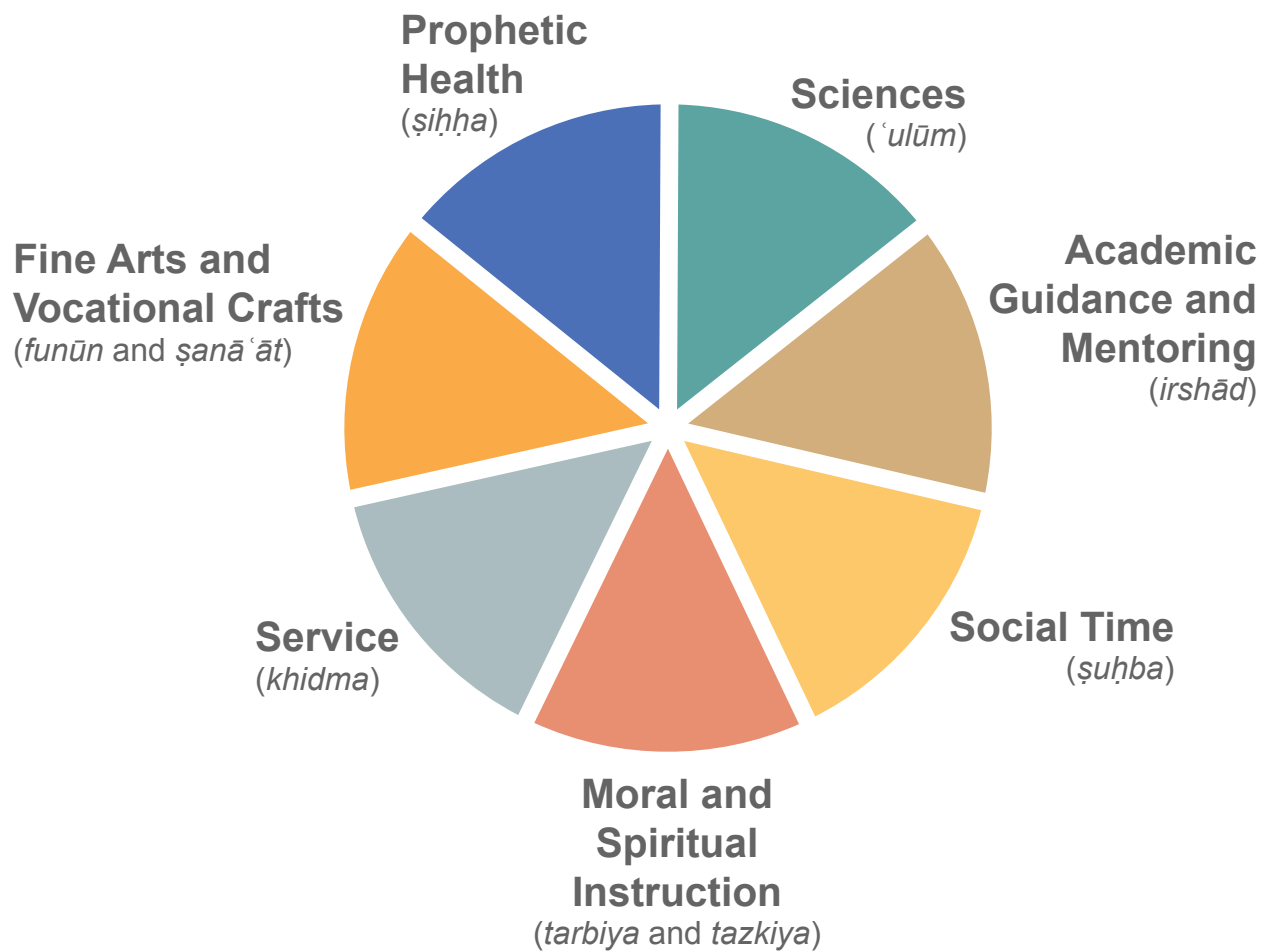
Fine Arts and Vocational Crafts (*funūn* and *ṣanā‘āt*)

In the fine arts and vocational crafts, students develop discipline and patience.

Prophetic Health (*ṣiḥḥa*)

Includes setting up and participating in local sports, striving for balanced and healthy eating, following prophetic advice for health, and implementing prophetic foods in diet.

VRC CURRICULUM



The image shows a well with a decorative archway. The archway is filled with intricate tilework, including a large central sunburst pattern. The well's body is covered in a repeating diamond pattern of tiles in various colors. The background wall is a light, textured surface.

CURRICULUM PHILOSOPHY



The Verification and Renewal High School Curriculum (VRC) presents a suggested curricular map and core reading list for Islamic high schools, Muslim co-op and home-school programs, and after-school supplemental learning for Muslims who attend public and non-Muslim private schools. The curriculum places a balanced emphasis on both the tools of reasoning (e.g., logic and mathematics) and the tools of discovery (e.g., natural sciences) and expression (e.g., grammar and rhetoric) through a holistic and integrated framework that avoids the widespread false dichotomy of the Islamic and secular in the STEM subjects, humanities, and social sciences. The curriculum fully integrates an Islamic framework into the curriculum with attention to awe, gratitude, and the sacred built into every subject and aspect of the curriculum.

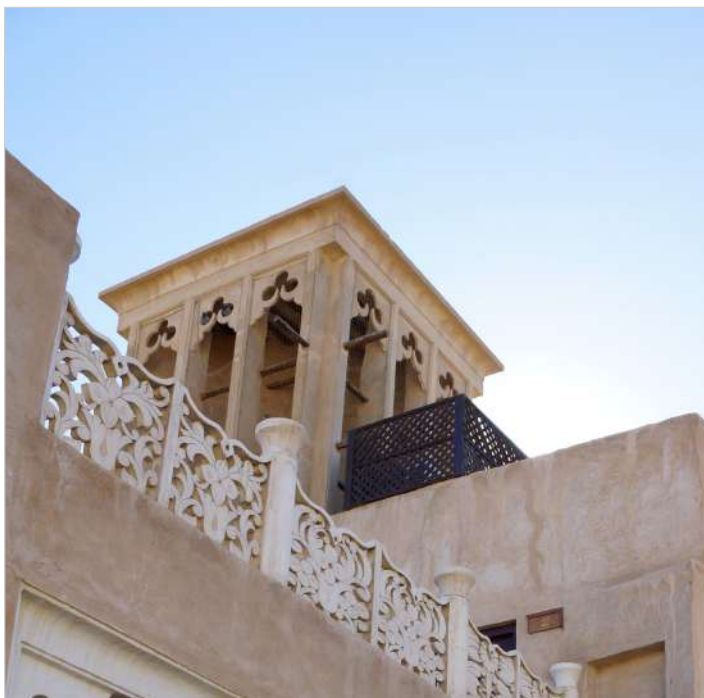
The curriculum offers guidance to teachers, administrators, and parents on how to integrate an Islamic worldview through the recommended courses for both the sacred and non-sacred

subjects, required and supplementary texts and VRC curricular essays, advice and notes for teaching and integrating discussions in each course, and the bank of online resources for materials, curricula, reading lists, online and local college courses for credit, and online supplemental programs. Currently, we are in the process of producing syllabi to guide teachers and administrators towards a methodology of integrating and framing the subjects.

The curriculum integrates an Islamic worldview in three ways:

First, the curriculum divides into multiple categories that holistically address the most important areas of a high schooler's life: sciences (*'ulūm*), academic guidance and mentoring (*irshād*), social time (*ṣuḥba*), moral and spiritual instruction (*tarbiya* and *tazkiya*), service (*khidma*), fine arts and vocational crafts (*funūn* and *ṣanā'āt*), and prophetic health (*ṣiḥḥa*). These categories are further discussed below.

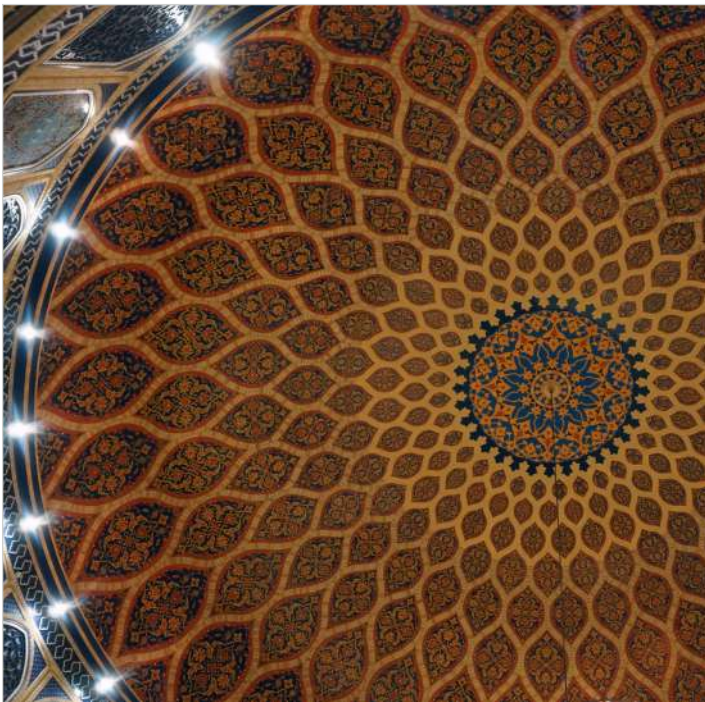
Second, Islamic sciences are incorporated into the curriculum. These sciences move students beyond the *farḍ al-‘ayn* (individual obligations to practice Islam) to general Islamic literacy. Such training prepares students for navigating being Muslim and expressing Islam in one’s personal life, on the college campus, and in the workplace. The curriculum encourages students who are interested in pursuing *‘ālimiyya* or traditional madrasa training by offering courses and resources that will allow them to continue that training after high school. The curriculum aims to advance interested students to a level where they can enter a madrasa curriculum at around the third- or fourth-year level at which point there is usually a shift towards Arabic texts and a movement towards higher sciences. The Islamic studies courses of the VRC grant them the tools and understanding needed to study further at a local or online seminary and to supplement and support leadership roles in MSAs, prayer spaces, and masjids.



Third, the curriculum frames the natural sciences, mathematics, arts, humanities, and social sciences subjects and interweaves the liberal arts and sacred sciences into these subjects. Students study the natural sciences through at least three lenses:

- Ayatology
- Contingency
- Occasionalism

Ayatology is a term coined for the VRC that refers to contemplating and experiencing the natural world as signs of Allah’s knowledge, will, and power. Students learn the Quranic proof (*dalīl*) of creation (*khalq* and *inshā’*) and order/providence (*nizām/‘ināya*), and human nature (*fiṭra*). This framework teaches students to see the world through a lens that results in gratitude, reflection, awe, and wonder.



for students to see Allah’s majesty and wisdom in cell division and the biosphere, logic and order in algebraic equations and integrals and derivatives, Quranic wisdom and moral lessons in literature and lessons from history, and so on. Perhaps students will find physics to be the grammar of the natural world and chemistry to be its morphology and discover rhetoric in history and literature. The student learns to be a Muslim inside and outside of the laboratory and office, on and off the shop floor, at and away from the masjid and seminary.

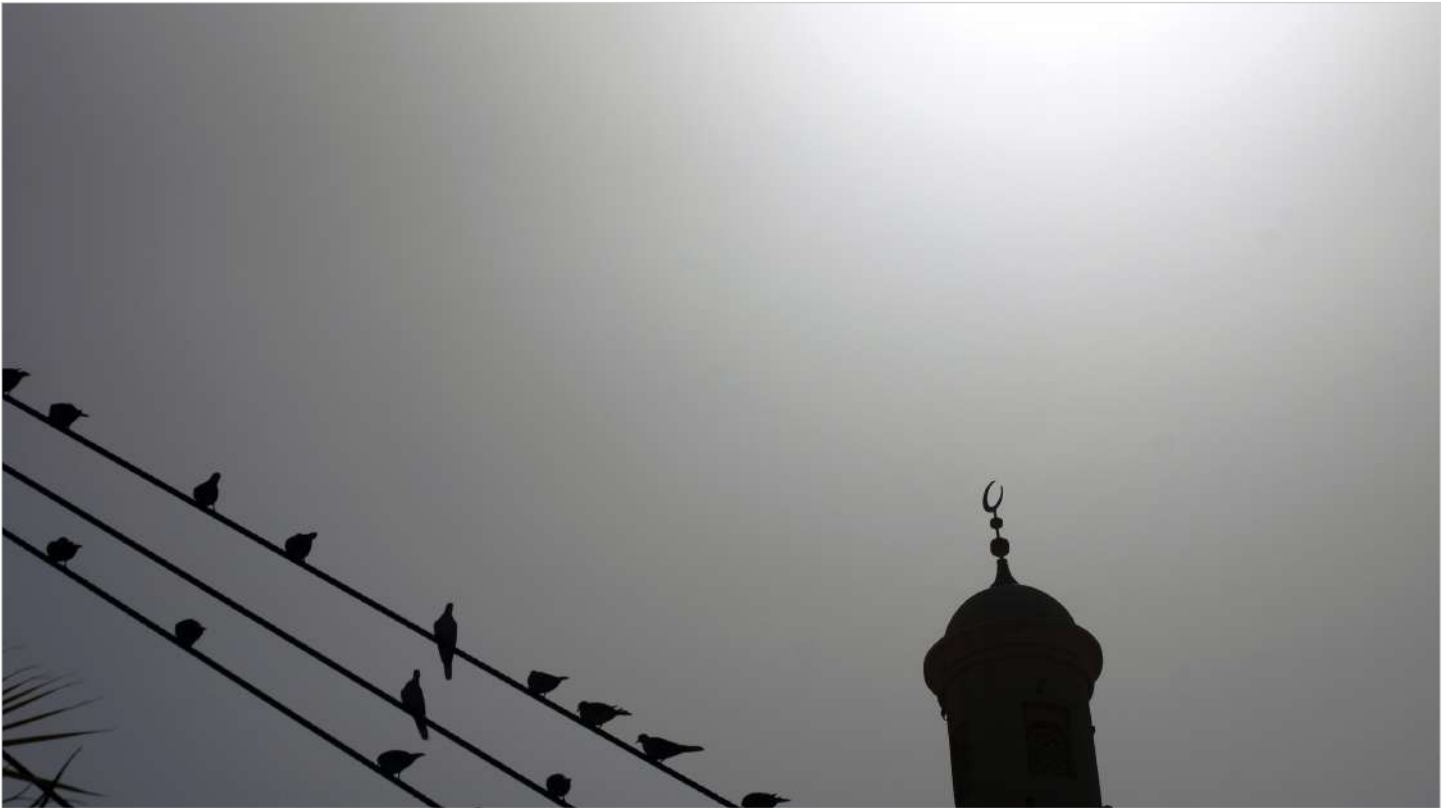
The curricular maps are written with college-prep in mind (with diverse interests in sciences, medicine, trades, arts, etc.). Considering this general demographic, the curriculum focuses on the subjects required for college admission into all fields and has attention towards strong college applicants into any course of study regardless of the field a student ends up choosing. Overall, the curriculum aims to give a college-bound student the life skills he or she will need to navigate college studies and life and it seeks to tie those life skills

Contingency refers to the fact that all of creation depends on Allah. Students learn that the origination of the universe and all they see around them are utterly dependent on Allah’s power, will, and special care.

Occasionalism means that all things in creation depend on Allah’s power and will to come into and remain in existence. The causes and effects studied in physics, the reactions in chemistry, the development and biological change in biology, students learn that all these phenomena result due to Allah’s wisdom, majesty, and selection of these events.

Moreover, students read literature in their humanities and social sciences courses with a focus on moral character and wisdom and they study Muslim history and ethics in history and civics classes. The aim is for every course to seamlessly tie in discussions from other courses from the liberal arts and sacred sciences. The curriculum seeks





explicitly to a Quran- and Sunna-centric framework for navigating college's academics and its social environment.

The VRC aims to combine the best of a liberal arts education, STEM, and the rational and instrumental sciences of traditional Islamic studies and ready students to effectively navigate the college admissions process. The curriculum sets its foundations on standards for students getting into the schools they want through a methodology that centers around interactive close reading and collaborative discussion of texts with fellow students and teachers.

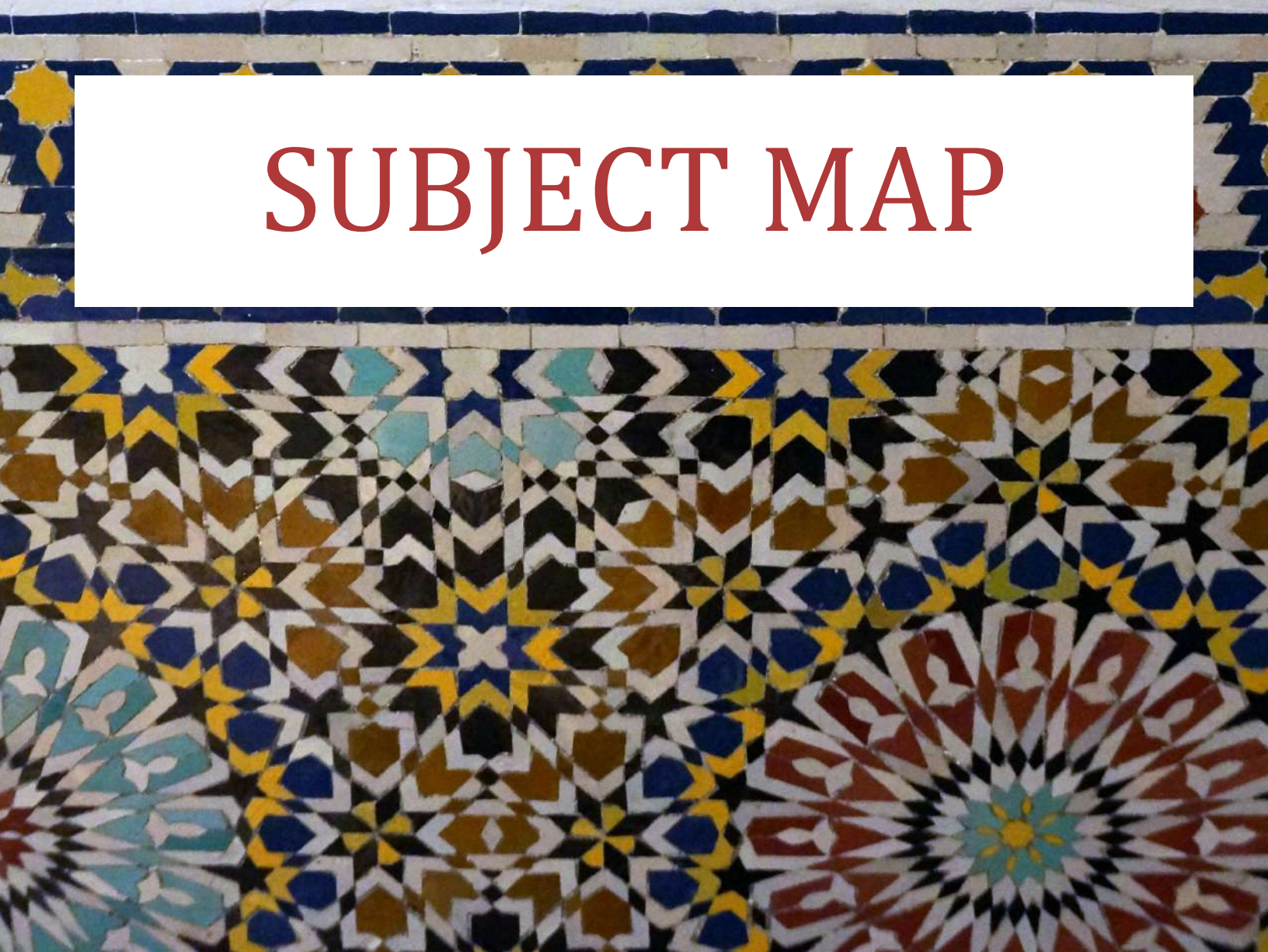
A truly integrated curriculum focuses heavily on building good character (*akhlāq*), moral and spiritual instruction (*tarbiya* and *tazkiya*), and following the Sunna. The curriculum attempts to remedy a problem found in Muslim schools where there is not enough emphasis given to developing

moral character and the fundamentals that make one Muslim. The VRC emphasizes instruction on good character through the texts on spiritual refinement (*tazkiya*) and prophetic manners and biography. It recommends that students practice what they learn among each other and through frequent interaction with teachers and local scholars, daily morning and afternoon litanies (*adhkār*), and ritual prayer, and service learning.

In addition, the VRC can be launched in a full-time school, homeschool or homeschool co-op, or modified for an individual home-school family and after-school programs. Although the VRC takes a full-time student body and a complete faculty as the basis for the curriculum, the curriculum can be modified for homeschooling, homeschool co-ops, supplemental, and after-school programs.



SUBJECT MAP



CATEGORIES

Language Arts:

ELA (Grammar, Literature, Rhetoric) and ALA (Naḥw, Şarf, Balāgha, Tajwīd),
Philosophy of Language

Logical Reasoning:

Logic, Dialectics, Math, ‘Aqīda/Uşūl al-Dīn, Fiqh/Uşūl al-Fiqh

Natural Sciences/Technology:

Biology, Chemistry, Physics, General Science/Technology

Sacred Texts/Human Contexts:

Ḥadīth/Sīra, Quran/Tafsīr, American History, Ancient World History, World
History, Great Ideas, Psychology

Personal Development/Wellness:

Fine Arts, Vocational Crafts, Music, Sports, Tazkiya, Khidma, Finances, Etc.

Electives:

At least two (2) vocational, two (2) sports electives, one (1) fine art elective,
one (1) personal development/wellness elective; remaining four (4) electives
for dual enrollment, vocational school, ELA/ALA, math, natural science/
technology

Classroom Adjacent:

Physical activity (3x a week), murāqaba sessions (*tazkiya* and *tarbiya*), social
time (*şuḥba*), service (*khidma*), collaborative learning (*mudhākara*)

SUBJECT MAP AND SCHEDULE

9th Grade	SEMESTER 1	SEMESTER 2
Language Arts	English 9 Tajwīd Intro to Arabic Naḥw & Şarf	English 9 — Intro to Arabic Naḥw & Şarf
Logical Reasoning	‘Aqīda I Geometry (Algebra I)	Logic I Geometry (Algebra I)
Natural Sciences	Biology w/ Lab	Biology w/ Lab
Sacred Texts/Human Contexts	Quranic Sciences Fiqh of Worship and Living Islam American History (1300 CE to present)	Tafsīr I Ḥadīth I American History (1300 CE to present)
Personal Development/Wellness	Intro to Sacred Art and Design Physical Activity	Tazkiya I Physical Activity
Elective	Vocational Craft Elective I	Specialized Sports Elective I
Classroom Adjacent	Service, Murāqaba, Social Time, Collaborative Learning, Prophetic Health	
10th Grade	SEMESTER 1	SEMESTER 2
Language Arts	English 10 Naḥw I Şarf I	English 10 Naḥw I Şarf I
Logical Reasoning	Algebra II (Geometry) ‘Aqīda II	Algebra II (Geometry) Logic II
Natural Sciences	Chemistry w/ Lab	Chemistry w/ Lab
Sacred Texts/Human Contexts	Ancient World History (5000 BCE to 623 CE) Tafsīr II Fiqh and Iḥsān of Family and Society	Ancient World History (5000 BCE to 623 CE) Sīra I Ḥadīth II
Personal Development/Wellness	Vocational Craft Elective II Physical Activity	Tazkiya II Physical Activity
Elective	Fine Art Elective I	Specialized Sports Elective II
Classroom Adjacent	Service, Murāqaba, Social Time, Collaborative Learning, Prophetic Health	

SUBJECT MAP AND SCHEDULE

11th Grade	SEMESTER 1	SEMESTER 2
Language Arts	English 11 ■ Naḥw II & Şarf II Philosophy of Language	English 11 ■ Naḥw II & Şarf II Balāgha I
Logical Reasoning	Pre-Calc (Algebra II) ■ ‘Aqīda III	Pre-Calc (Algebra II) ■ Dialectics
Natural Sciences	Physics w/ Lab (or science elective) ■	Physics w/ Lab (or science elective) ■
Sacred Texts/Human Contexts	World History (623 to 1200 to present day) Tafsīr III Fiqh of Ḥalāl and Ḥarām	World History (623 to 1200 to present day) Sīra II Ḥadīth II
Personal Development/Wellness	Prophetic Health I Physical Activity	Tazkiya III Physical Activity
Elective	Elective	Elective
Classroom Adjacent	Service, Murāqaba, Social Time, Collaborative Learning, Prophetic Health	

12th Grade	SEMESTER 1	SEMESTER 2
Language Arts	English 12 ■	English 12 ■
Logical Reasoning	Calculus I & II ■	Calculus I & II ■
Natural Sciences	Physics II or Chemistry II w/ Lab (or elective) ■	Physics II or Chemistry II w/ Lab (or elective) ■
Sacred Texts/Human Contexts	American Government and Civics Tafsīr IV Psychology Shamā’il Muḥammadiyya	American Government and Civics Great Ideas Lives of the Şahāba
Personal Development / Wellness	Prophetic Health II Physical Activity	Tazkiya III Physical Activity
Elective	Elective	Elective
Classroom Adjacent	Service, Murāqaba, Social Time, Collaborative Learning, Prophetic Health	

■ = dual enrollment option

A collection of colorful, ornate hanging lanterns. The lanterns feature intricate mosaic patterns in various colors like gold, blue, red, and green, set against a white background. They are suspended by metal chains and have brass-colored bases with small diamond-shaped cutouts. The background is slightly blurred, showing hints of a market or outdoor setting.

CORE TEXTS

CORE TEXTS

9th Grade

10th Grade

11th Grade

12th Grade

NATURAL SCIENCES / TECHNOLOGY

Biology

Required:

Scientia (Mathematics and Biology) (Wooden Books)

VRC First Principles essay

VRC Ayatology essay

Recommended:

Prentice Hall Biology

Chemistry

Required:

Elements of Chemistry (Wooden Books)

VRC Occasionalism essay

Recommended:

Chemistry: Matter and Change (Glencoe)

Physics I

Required:

Useful Formulae (Wooden Books)

VRC Epistemology (3) essays

VRC Proofs of Prophethood essay

Recommended:

Conceptual Physics (Hewitt)

Physics II / Chemistry II (or elective)

Required:

Useful Formulae (Wooden Books)

VRC Contingency essay

Recommended:

Conceptual Physics OR *Chemistry: Matter and Change*

LOGICAL REASONING

Logic I

Minhāj al-mantiq (Y. Sulaiman)

Fallacy Detective (Bluedorn)

A Rulebook for Arguments (Weston)

‘Aqīda I

Textual Proofs of Islam

Essential Points of Islamic Creed

Signs on Earth and in the Horizons (presentation)

[VRC First Principles essay]

[VRC Ayatology essay]

Logic II

al-Fayḍ al-‘atiq (JMD)

Īsāghūjī (Salem)

Logic as a Liberal Art (Houser)

‘Aqīda II

The Clear Light (Ibn Juzayy, Hoosen)

Imam al-Ṭahāwī’s Creed of Islam (al-Ghazawī, Amjad Mahmood)

Introduction of JMD

[VRC Occasionalism essay]

Dialectics

al-Lubāb fī ‘ilm al-munāzara (JMD)

A Treatise on Disputation and Argument (Chowdhury) (text and selections)

‘Aqīda III

The Muslim Creed (Hussain, ITS)

The Divine Reality (Tzortzis)

Why Islam Is True (Karamali)

[VRC Epistemology (3) essays]

[VRC Proofs of Prophethood essay]

Geometry

Required:

Sacred Geometry (Wooden Books)

Recommended:

Introduction to Geometry (Rusczyk)

OR *Introduction to Algebra* (Rusczyk)

Algebra II

Required:

QED (Wooden Books)

Mathematical Functions (Wooden Books)

Recommended:

Intermediate Algebra (Rusczyk and Crawford) OR *Introduction to Geometry* (Rusczyk)

Precalculus

Required:

Numbers (Wooden Books)

Recommended:

Precalculus (Rusczyk) OR

Intermediate Algebra (Rusczyk)

Calculus I & II (or elective)

Recommended:

Calculus (Patrick) OR *Precalculus* (Rusczyk)

Alternative to Calculus:

Introduction to Counting and Probability (Patrick)

Intermediate Counting and Probability (Patrick)

LANGUAGE ARTS

Tajwīd

A basic tajwīd text

Philosophy of Language

al-Wird al-ṣad‘ fī ‘ilm al-waḍ‘ (JMD)

Balāgha I

First Steps to Understanding Balāgha (H. Muhammad)

Selections from *Introducing Arabic Rhetoric* (Chowdhury, teacher resource)

Balāgha II

al-Fayḍ (JMD) ■

al-Tibyān (JMD)

al-Naḍāra (JMD)

al-Ghayth (JMD)

■ = Advanced (After-school/Honors) Sacred Sciences

9th Grade

10th Grade

11th Grade

12th Grade

LANGUAGE ARTS *(continued)*

Intro to Arabic Naḥw and Ṣarf

al-Amthila fi al-ṣarf translation
Ten Lessons (Bashir)
Fundamentals of Classical Arabic Vol. 1 (Sattar)
Augmented Trilateral Forms handout
Tasheel al-Nahw (Bashir) with *al-Tamarin al-Nahwiyyah*
Qaṣaṣ al-nabiyyīn Vol. 1 (Nadwī)

English 9

Prose (suggested):
Meditations (Aurelius)
 “The Meaning of July Fourth for the Negro” (Douglass)
Harry Potter and the Deathly Hallows (Rowling)
Fahrenheit 451 (Bradbury)
The Giver (Lowry)
The Little Prince (Antoine de Saint-Exupéry)
Animal Farm (Orwell)
Norton Anthology of American Literature, English Literature, and Western Literature (selections)

Poems:

The Norton Anthology of Poetry (selections)

Grammar and Rhetoric

Gwynne’s Grammar (Gwynne)
Grammar (Wooden Books)
The Elements of Style (Strunk & White)
Rex Barks: Diagramming Sentences Made Easy (Davenport)

Naḥw I

Tasheel al-Nahw (Bashir) with *al-Tamarin al-Nahwiyyah*
Qaṣaṣ Vol. 1 & 2 (Nadwī)

Ṣarf I

Fundamentals of Classical Arabic Vol. 1 and Vol. 2 (Sattar)
Laftat al-ṭarf (JMD) (Intro to Ch. 3)

English 10

Prose (suggested):
The Screwtape Letters (Lewis)
Macbeth (Shakespeare)
Julius Caesar (Shakespeare)
Frankenstein (Shelley)
Old Man and the Sea (Hemingway)
Little Women (Alcott)
 Five Dialogues of Plato
Norton Anthology of American Literature, English Literature, and Western Literature (selections)
Malcolm X Speaks (Breitman) (selections)

Poems:

“God’s Grandeur” and Other Poems (selections) (Hopkins)
The Norton Anthology of Poetry (selections)

Grammar and Rhetoric

New Oxford Guide to Writing (Kane)
Simple and Direct: A Rhetoric for Writers (Barzun)
The Elements of Rhetoric (Topping)
Classical Rhetoric for the Modern Student (Corbett)

Naḥw II

al-Baḥr al-Ṣaḥw (JMD) (Birghawī section)
Qaṣaṣ Vol. 2 & 3 (Nadwī)
Zād al-ṭālibīn (Turath)

Ṣarf II

Fundamental of Classical Arabic Vol. 2 (Sattar)
From the Treasures of Arabic Morphology (E. Muhammad)
‘Ilm al-ṣarf Vol. 2 (translation)

English 11

Prose (suggested):
The Great Gatsby (Fitzgerald)
A Portrait of the Artist as a Young Man (Joyce)
Pride and Prejudice (Austen)
The Importance of Being Earnest (Wilde)
Great Expectations (Dickens)
The Souls of Black Folk (Du Bois)
Norton Anthology of African American Literature (Gates Jr., Valerie Smith, et al.) (selections)
Norton Anthology of American Literature, English Literature, and Western Literature (selections)

Poems:

The Norton Anthology of Poetry (selections)

Grammar and Rhetoric:

Rhetoric (Wooden Books)
A Manual for Writers of Research Papers, Theses, and Dissertations (Turabian)

Naḥw III ■

al-Baḥr al-saḥw (JMD) (Zamakhsharī section for advanced)
Qaṣaṣ Vol. 4 (Nadwī)

Ṣarf III ■

Laftat al-ṭarf (JMD) (the ‘ilal sections for advanced)

English 12

Prose (suggested):
The Autobiography of Malcolm X
Misquoting Muhammad (Brown)
Longman Anthology of World Literature Vols 1 & 2 (Damrosch, Pike, et al.)
Wuthering Heights (Bronte)
Brave New World (Huxley)
Franny and Zooey (Salinger)
Hamlet (Shakespeare)
 Five great speeches
Norton Anthology of American Literature, English Literature, and Western Literature (selections)

Poems:

The Norton Anthology of Poetry (selections)

■ = Advanced (After-school/Honors) Sacred Sciences

CORE TEXTS

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SACRED TEXTS & HUMAN CONTEXTS

Ḥadīth I

In the Company of Scholars: Nawawī's 40 Hadith (IOK) (riwāyat al-ḥadīth w/ isnād)

Introduction to Ḥadīth Sciences (IOK)

Quranic Sciences

An Introduction to the Sciences of the Qur'an (IOK)

Gateway to the Qur'anic Sciences (Suyūṭī, Turath)

Tafsīr I

A Quran notebook

Reading a Quran translation (1/2)

A Tentative Guide to the Themes of the Surahs of the Qur'an (Ghazi)

Fiqh of Worship and Living Islam

Ḥanafī: *Ascent to Felicity* (Shurunbulālī, Khan), *The Absolute Essentials of Islam* (F. Rabbani)

Shāfi'ī: *The Shafi'i Manual of Purity, Prayer & Fasting* (Tashfeen Ekram), *Safīnat al-najāh* (The Ark of Salvation) (al-Ḥadramī, Furber), Shāfi'ī: *al-Risāla al-jāmi'a* (The Encompassing Epistle) (al-Ḥabshī, Furber)

Mālikī: *Al-Murshid al-mu'in* (The Helpful Guide)

Ḥadīth II

Riyāḍ al-ṣāliḥīn (Nawawī, White Thread)

Stories of the Prophets (Ibn Kathīr, White Thread)

Sīra I

Prophet of Mercy (Nadwī)

Tafsīr II

A Quran notebook

Reading a Quran translation (2/2)

Translations of the Quran (al-Fātiḥa, al-Wāqī'a, al-Mulk to al-Nās)

Fiqh and Iḥsān of Family and Society

Ḥanafī: Topics from *Mukhtaṣar al-quḍūrī* (Quḍūrī, Ṭāhir Maḥmūd Kiānī)

Shāfi'ī: Topics from *Matn Abī Shujā'* (The Ultimate Conspectus) (Abū Shujā', Furber)

Introduction to Uṣūl al-Fiqh (IOK)

Social Etiquette: Ādāb al-Mu'āsharāt (Tahānwī, Turath)

Ḥadīth III

Riyāḍ al-ṣāliḥīn (Nawawī, White Thread)

Sīra II

Selections from al-Shifā (Qāḍī 'Iyāḍ, Bewley)

Tafsīr III

A Quran notebook

Translations of the Quran (al-An'ām, Yūnus, Yūsuf, al-Naḥl, al-Isrā', al-Kahf, Maryam)

Psychology

Contemplation: An Islamic Psychospiritual Study (Badri)

Fiqh of Ḥalāl and Ḥarām

Ḥanafī: Topics from *Mukhtaṣar al-quḍūrī* (Quḍūrī, Ṭāhir Maḥmūd Kiānī)

Shāfi'ī: Topics from *Matn Abī Shujā'* (The Ultimate Conspectus) (Abū Shujā', Furber)

Shamā'il Muḥammadiyya

Khaṣā'il: Commentary of Shamā'il (Turath)

The Khulāṣa: A Summary of Shamā'il at-Tirmidhī (Turath)

Lives of the Ṣaḥāba

Selections from *Ḥayāt al-ṣaḥāba*

Tafsīr IV

A Quran notebook

Translations of the Quran (al-Baqara, al-A'rāf, al-Aḥzāb, al-Ḥadīd)

Great Ideas

A Thinking Person's Guide to Islam (Ghazi)

al-Intibāḥāt al-Mufīda (Tahanwi, Chowdhury)

al-Madkhal al-Wajīz: A Compendious Introduction to the Study of Modern Isms (Muinuddeen Hassem)

■ = Advanced (After-school/Honors) Sacred Sciences

CORE TEXTS



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SACRED TEXTS & HUMAN CONTEXTS *(continued)*

American History (1300 CE to present): First Peoples, Earliest Muslim Arrivals, Settlement and Slavery, American National History

Required:

OER 1750 to the Present (<https://www.oerproject.com/1750-to-Present>, online resource)

Lost Islamic History (Alkhateeb)

Servants of Allah (Diouf)

Deeper Roots (Quick)

American History (Kidd)

Concise Anthology of American Literature (McMichael & Leonard)

Recommended:

America: A Narrative History Vol. 1 & Vol. 2 (Tindall, 2016)

Ancient World History (5000 BCE to 623 CE): Prophetic History, Global History

Required:

OER Origins to the Present (<https://www.oerproject.com/Origins-to-the-Present>, online resource)

Stories of the Prophets (Ibn Kathīr, White Thread)

Saviors of Islamic Spirit (Nadwī)

Lessons in Islamic History (Bak al-Bājūrī)

Recommended:

The History of the Ancient World (Bauer)

World History (623 to 1200 to present day): Early Modern and Modern, including Medieval, Renaissance, Enlightenment

Required:

OER 1200 to the Present (<https://www.oerproject.com/1200-to-the-Present>, online resource)

Lessons in Islamic History (Bak al-Bājūrī)

A Thinking Person's Guide to Our Times (Ghazi)

The Perfumed Palace: Islam's Journey from Mecca to Peking (Nikol and Aldrich)

Recommended:

The History of the Medieval World (Bauer)

American Government and Civics

Required:

The Declaration of Independence
Constitution of the United States

Recommended:

You Decide: Applying the Bill of Rights to Real Cases (Bundy)

The Complete Idiot's Guide to U.S. Government and Politics (Scardino)

The Economics Book: Big Ideas Simply Explained (Kishtainy)

PERSONAL DEVELOPMENT & WELLNESS

Introduction to Sacred Art and Design

Required:

1001 Muslim Inventions (Nat. Geo.)

Islamic Design (Wooden Books)

Symmetry (Wooden Books)

Tazkiya I

Bidāyat al-hidāya (Ghazālī, Turath)

A Thinking Person's Guide to Our Reality (Ghazi)

Etiquettes of the Learner (Ibn Jamā'a, White Thread)

Tazkiya II

Treatise for the Seekers of Guidance (Muḥāsibī, Shakir)

The Book of Wisdoms (Ibn 'Aṭā'allāh, Turath)

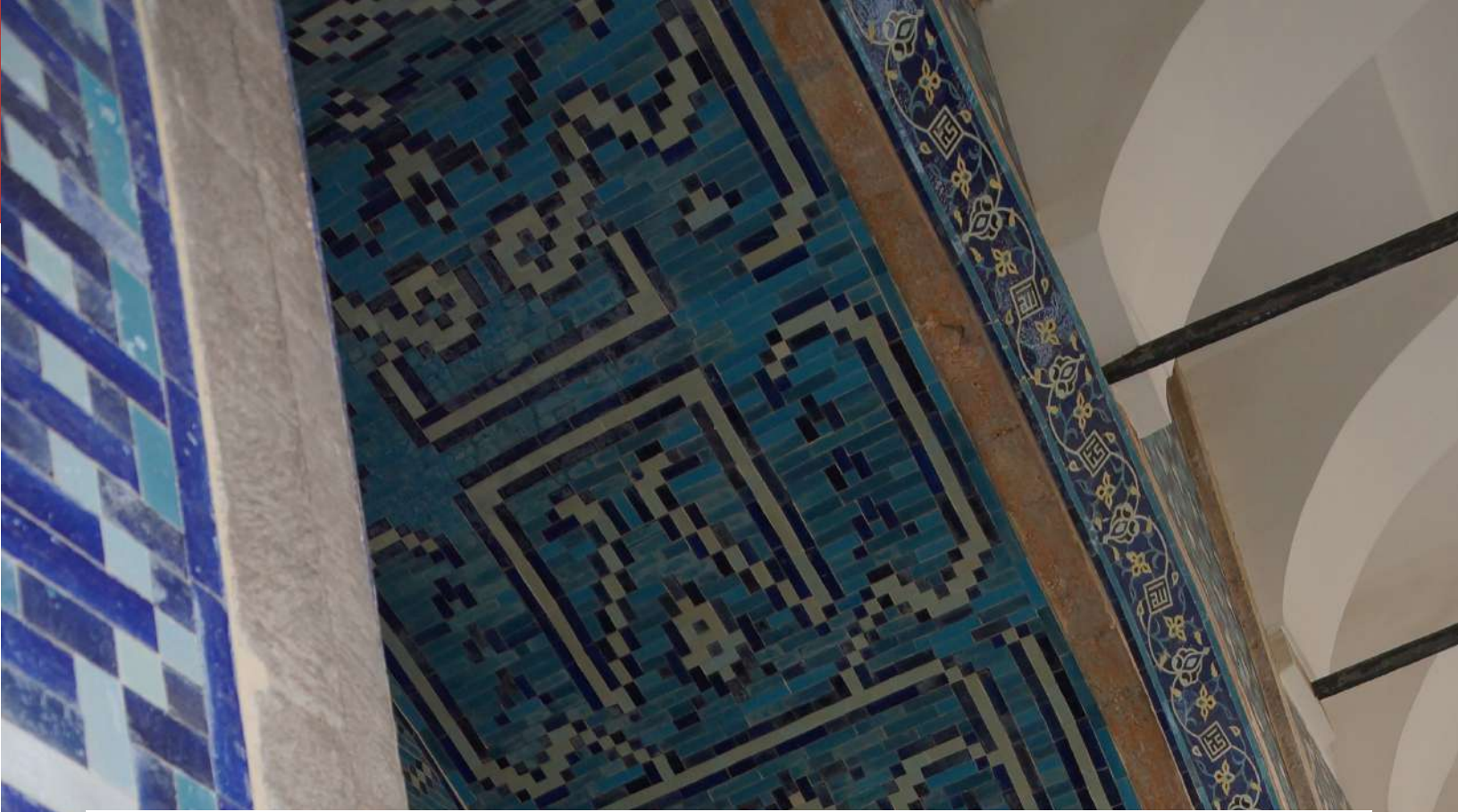
Fayḍ al-ra'ūf (JMD)

Tazkiya III

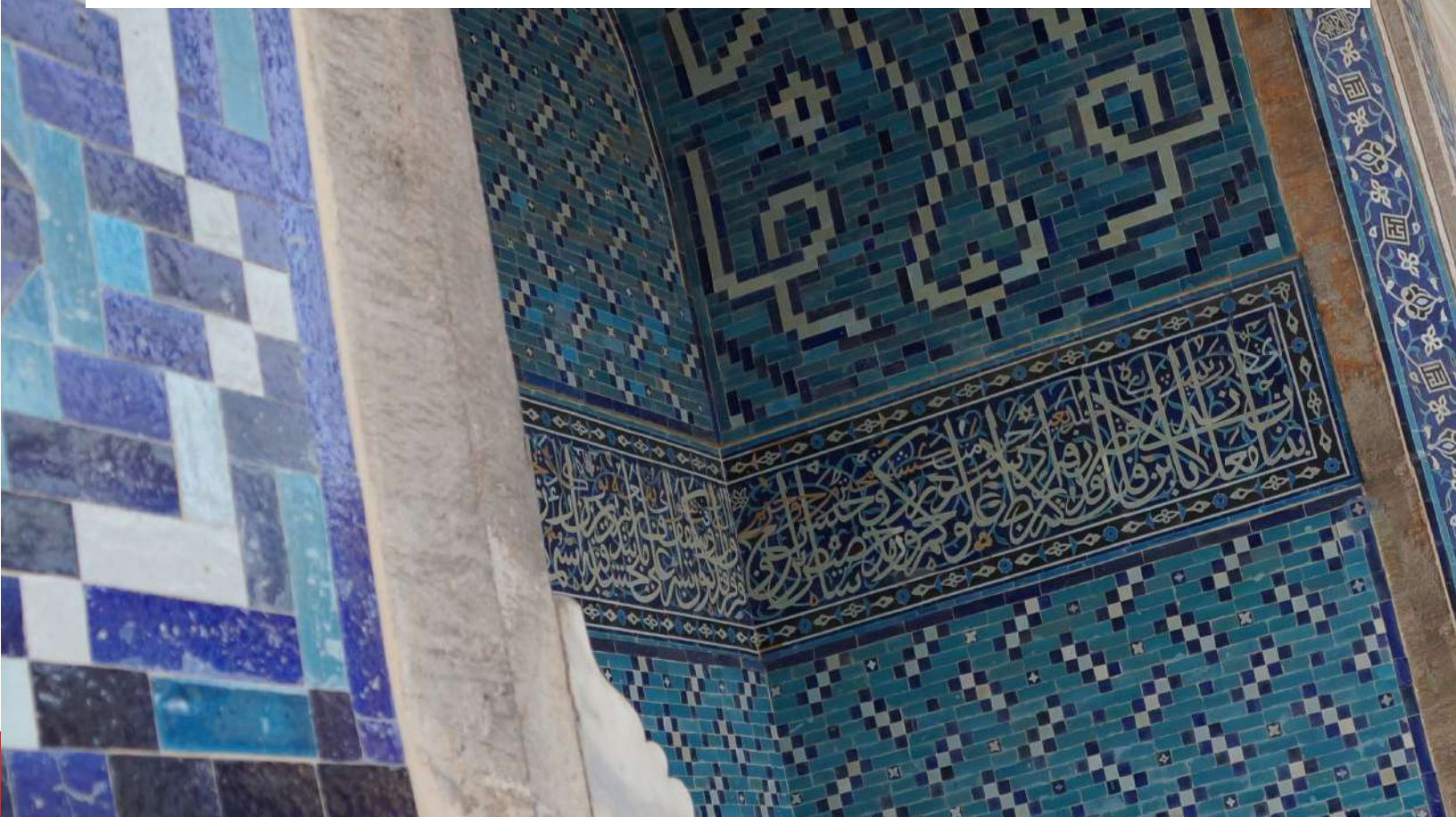
Al-Ghazali on the Ninety-Nine Beautiful Names of God (Ghazālī, Fons Vitae)

Reformation of Character (Nur, Ḥakīm Akhtar)

■ = Advanced (After-school/Honors) Sacred Sciences



INTEGRATION



SUGGESTED INTEGRATIONS

9th Grade

10th Grade

11th Grade

12th Grade

NATURAL SCIENCES & ‘AQĪDA/VRC ESSAYS

Biology, First Principles, & Ayatology

An integrated biology course emphasizes reasoning through first principles and ayatology, teaching students to experience awe and wonder in the biological processes and complexity learned in biology class. Along with the standard textbooks, students study two essays, one on first principles and another on ayatology (seeing the natural universe as a sign of Allah’s knowledge, will, and power) that frame their understanding of the concepts covered in the course. The concepts covered in biology inform the students’ appreciation of thinking through first principles and observing the natural world through awe that leads to gratitude.

Chemistry & Occasionalism

An integrated chemistry course incorporates the metaphysical framework of occasionalism. Along with the concepts studied in the chemistry course, students learn that the atomic interactions, chemical reactions, molecular composition of substances, etc. are all the result of Allah’s pervasive and majestic power and will. The students’ study of concepts in chemistry will inform their understanding of occasionalism and the regular association of natural events, providing them with foundational examples for thinking through these concepts. Students study a essay on occasionalism during the year and use the essay to frame the material covered in chemistry.

Physics I, Epistemology, & Proofs of Prophethood

In their Physics I or 11th-grade elective science course (such as Computer Science, Astronomy, etc.), students gain an understanding of their course material framed by a thorough exploration of epistemology (the study of knowledge), the sources and types of knowledge accessible to human beings, the strength of the types of propositions and claims they will encounter, and how to navigate through knowledge claims. Students then continue in their science course with a study of proofs of prophethood which shapes their understanding of physical reactions and associations given their prior understanding of chemistry and occasionalism. Since belief in miracles (events that confirm the claim of a prophet and break physical norms) is essential to belief in prophethood and revelation and physics presents practically fundamental inviolable laws as its foundation, students learn to approach physics and concepts in the natural sciences from a practical perspective while maintaining the ultimate contingency of the universe and the occurrence of miracles.

Physics II/Chemistry II & Contingency

Students continue their study of either physics, chemistry, or another science elective while rounding off their last year with a study of the essential contingency of the natural world (i.e., the subject of the natural sciences) and its complete dependence on Allah’s power and mercy.

MATHEMATICS & LOGIC

Geometry & Logic I

Students begin 9th grade mathematics with the study of Geometry (or Algebra I) which emphasizes structured and clear thought through axioms, postulates, proofs, and so on. Coupled and studied along with Islamic logic, students combine the mathematics and a liberal art both of which prepare them for higher mathematics and accurate conceptual and logical thinking.

Algebra II & Logic II

Continuing with integrated mathematics and logic, students study their next mathematics course alongside a second course in logic. We recommend that the mathematics and logic courses be in close together in students’ daily schedule so that concepts overlap and are easily transferable.

Precalculus & Dialectics

In Precalculus (or Algebra II), the final mathematics course of high school for some students, a third year of logic is integrated through the course schedule or within the course. The logic course of this year adds to the students’ skills the art of dialectics and argumentation. Students will see this liberal art at play when discussing definitions and proofs in their math class and the math topics will be useful in the art too.

Calculus

The final mathematics course proves the students’ understanding of prior mathematical concepts and their mastery of the material covered in prior logic courses.

SUGGESTED INTEGRATIONS



Verification and
Renewal Curriculum

9th Grade

10th Grade

11th Grade

12th Grade

ENGLISH & TAFSĪR, TAZKIYA, AND ETHICS

English 9, Quranic Sciences, & Tafsīr 1

The study of English literature in 9th through 12th grade, given the suggested selection of prose and poetry, highlights reflection, wisdom, and morality. Students read and discuss the themes in these texts, such as the burden of knowledge in *The Giver* and loyalty and redemption in *Harry Potter and the Deathly Hallows*, among other themes. Students relate these themes to discussions from their Quran and *tafsīr* class (like the emphasis on wisdom and moral action in *Sūrat al-Isrā'* and Allah's plan in *Sūrat Yūsuf*) and the texts covered in *tazkiya* (spiritual and moral rectification). Quran translation and *tafsīr* class can be incorporated in English 9 to ensure the discussions overlap between classes.

English 10 & Tafsīr II

Students continue their study of English literature with works such as *The Screwtape Letters*, *Frankenstein*, and *Macbeth*, selections which reflect on the plots of Satan to misguide believers, the consequences of attempting to mimic God's creative activity, and regret and greed for power, and other themes. Students will connect these themes to some of the discussions from their 10th-grade Quran translation and *tafsīr* class such as those in *Sūrat al-Baqara* and *al-Kahf*. They will also begin to see from their introduction to Arabic and English rhetoric and persuasion the rhetoric concepts in the literature and tafsir of this year.

English 11 & Tafsīr III

Some of the themes students reflect on in English 11 are pride, deception, repentance, and benevolence. Students consider lessons drawn from these selections in light of the themes from their Quran translation/*tafsīr* class (like Satan's deception of people past and present in *Sūrat al-A'rāf*) and *tazkiya* texts (like Imams al-Ghazālī and al-Muḥāsibī). Students studied an introduction to Arabic and English rhetoric and persuasion in English 10 and will apply these concepts in the literature and tafsir studied this year.

English 12 & Islamic Ethics

Students' final year of English literature ends with literary themes related to our modern world in *Brave New World* and *Franny and Zooey*, passion and insanity in *Wuthering Heights* and *Hamlet*, being in search for Truth and navigating belief with contemporary challenges in *The Autobiography of Malcolm X* and *Misquoting Muhammad*, among other texts and selections. Students relate these texts to spiritual purification and Islamic ethics and character.

GRAMMAR/RHETORIC & NAḤW/ŞARF/BALĀGHA

English 9, Naḥw I, & Şarf I

English grammar and conventions and Arabic language instruction are easily paralleled with each other given the comparable subject matter of each. Concepts such as nouns and verbs, syntax, and simile and metaphor are paralleled between English grammar and rhetoric classes and Arabic classes over the high school years.

English 10, Naḥw II, & Şarf II

In English 10, students continue with the integrated curriculum from English 9 but with more emphasis on rhetoric and persuasion.

English 11 & Balāgha I

In English 11, students continue with the integrated curriculum from English 9 and English 10 but with more focused study of Arabic and English rhetoric and persuasion, finding strong parallels between the two traditions of rhetoric.

English 12 & Sīrā/Lives of the Şaḥāba

In English 12, students study world literature and read some advanced novels to which they can connect their readings from the Messenger's ﷺ life and the lives of the Companions.

SUGGESTED INTEGRATIONS

9th Grade

10th Grade

11th Grade

12th Grade

SOCIAL STUDIES/HISTORY & ḤADĪTH & SĪRA, FIQH & UṢŪL, AND ETHICS

American History (1300 CE to present): First Peoples, Earliest Muslim Arrivals, Settlement and Slavery, American National History

American History begins with learning about the first peoples of North America and the earliest documented Muslim voyages to the Americas. Students read about American history through a standard textbook but supplemented with readings on Islamic world history, Muslims in America, and OER online resources. Students will find parallels with the integration of American history with Islamic history between the conditions and narratives of the first peoples and early American settlers and Islamic history from the time of the earliest prophets to the advent of the Messenger's mission to the experiences of Muslims throughout time around the world. While students learn about the major events of American history, they also learn about the spiritual and cultural importance Muslims bring to America and Muslim contribution to American history and society, recognizing that Muslims came to the Americas through various means, especially slavery in early American history, and held onto the Truth for generations while some lost their way. Students take lessons from these events and complete the course with a strong sense of belonging to American society and with a concern for bringing Islamic values and moral correction to their communities and the nation.

Ancient World History (5000 BCE to 623 CE): Prophetic History, Global History

In Ancient World History, students learn about major events, civilizations, peoples, etc. from documented history until the passing of the Messenger. Alongside covering the standard material taught in an ancient world history class, students read this timeline of history through a Quranic and prophetic lens, seeing history as a manifestation of Allah's norm (*sunna*) and His blessing and chastisement of peoples and civilizations parallel to the timeline of the prophets (upon them all peace) and their peoples. The course integrates discussions of ethics and Allah's wisdom behind guiding humanity with revelation and divine law for the well-being and spiritual direction of humanity. In addition, students read about the major prophets of Allah and key Islamic scholars and leaders across time and lands.

World History (623 to 1200 to present day): Early Modern and Modern, including Medieval, Renaissance, Enlightenment

Students study world history from the time of the Messenger's passing and from the beginning of the European medieval period with the same framing from Ancient World History. Importantly, the course frames European philosophical and scientific advancements from the perspective of Islamic intellectual history. Students continue their reading of Islamic world history from the time of the Rightly-Guided Caliphs until the collapse of the Ottoman empire, draw lessons from the events and challenges of these periods, and reflect on the political and ethical dimensions of these periods.

American Government and Civics

In American Government and Civics, students learn about the structure of the American government, its history, and its branches, along with other standard topics in such a course. This course teaches students how to be involved in their local government, understand different taxes due on them and how to pay taxes, how to be fiscally responsible and invest, and how to discharge zakat on their wealth. This course also teaches students about their rights as US citizens, the different political parties, social security, among other civics issues. The course explores contemporary issues from the perspective of being Muslim Americans and addresses where Muslims can be involved and work to mend their communities and larger society. The course draws on a Prophetic model and approach of the Companions learned in the *sīra* and lives of the Companions classes for living in and working to improve their communities and calling their community and neighbors to good through the avenues and methods learned from the Companions.

SUGGESTED INTEGRATIONS



9th Grade

10th Grade

11th Grade

12th Grade

ART AND DESIGN

Introduction to Sacred Art and Design

A course in sacred art and design integrates the reflection and experience of awe and wonder from the intricate design and complexity of the natural world from biology and chemistry courses, the upward movement of the soul to lofty stations from classes on tazkiya, and themes from *Sūrat al-Nahl* about Allah's favors and wisdom into art as an expression and glorification of the Divine. The course leans on the Wooden Books *Symmetry* and *Islamic Design* texts.

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HUMANITIES/ELECTIVES & 'AQĪDA

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Great Ideas

In 9th grade and subsequent humanities and social science electives, students would engage the content of these courses in conjunction with their 'aqīda (Islamic creed) courses and the methodology learned within them. For example, students would be introduced to metaphysics, epistemology (the study of knowledge), and ethical theories and questions related to law and the purpose of life from a holistic perspective that is founded on a Quran- and Sunna-centric understanding. While discussing these ideas, students would learn to draw on Quranic principles such as Allah's oneness and authority, the human being's utter need of Allah's care and guidance, and the epistemological limits of the human being.

Introduction to Psychology

In the introduction to psychology, students would find a unique presentation of psychology that incorporates discussions that foster *tazkiya*, adherence to *dhikr* and *ṣalāh*, and awe and gratitude. The course would include topics on the history of pre-modern and modern psychology, the nervous and endocrine system, perception and consciousness, theories of learning, memory and language, intelligence and emotion, identity formation, and disorders and their treatment all integrated with discussions from Islamic creed, ayatology, epistemology, reflections from the *sīra* and *tafsīr*, and *tazkiya*.



Verification and
Renewal Curriculum

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