



MIFTAAH INSTITUTE · COURSE OVERVIEW

High School Edition

The Miftaah High School Edition program is designed to cultivate a confident, spiritually grounded Muslim identity during the most formative years of a young Muslim's life.

2 YEARS · 4 SEMESTERS · 8 COURSES

WEDNESDAYS · 7:00 – 9:00 PM

AGES 14 – 18 · GRADES 9 – 12

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Each course is designed to also function as a *standalone elective*.

COURSE NAME

Miftaah – High School Edition
(Miftaah Essentials Program, the Bidāyah Program, etc.)

COURSE DURATION

2 years – 4 semesters, 2 courses per semester (8 courses total)

COURSE DAYS

One day per week (Wednesdays), two classes per day

COURSES TIMING

7:00 – 9:00 pm

COURSE AGES

14 – 18 (Grades 9 – 12)

COURSE LOCATION

In-person / Online (TBD)

Course Objective

The Miftaah High School Edition program is designed to cultivate a confident, spiritually grounded Muslim identity during the most formative years of a young Muslim's life.

Grades 9 through 12 are the years in which a young Muslim's worldview, character, and sense of self are actively being shaped — by school, by peers, by social media, and increasingly by ideas that compete directly with a rooted Islamic identity. Left unaddressed, this is also the stage most likely to produce the confusion, disconnection, or quiet drift that later surfaces in college.

This program answers that reality directly. Over two years, students are grounded first in how to seek knowledge, then

in essential worship and belief, then in the Prophetic model and the inner life, and finally in the intellectual, ethical, and historical maturity needed to carry their identity into college and adulthood with confidence rather than anxiety.

The program is built as the earlier stage of the same pipeline as Miftaah College Edition, so that a student graduating this track does not start college from zero, but rather arrives already grounded, and ready to build further.

Waiting until college to address these doubts is waiting too long.

2

YEARS - 4 SEMESTERS

8

COURSES - 2 PER SEMESTER

1

DAY PER WEEK

COURSE OVERVIEW

COURSE NAME

Miftaah – High School Edition
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7:00 – 9:00 pm

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14 – 18
Grades 9 – 12

COURSE LOCATION

In-person / Online
TBD

A Nine-Pillar Model

The course follows a nine-pillar model built to cover what a Muslim high schooler needs across belief, practice, character, and identity.

01

ESTABLISHING THE SEEKER

Foundations of Seeking Knowledge

ETH 101

02

DEVELOPING PRACTICE

Essential Fiqh (Purification, Prayer, & Fasting)

FIQ 101 · FIQ 102

03

DEVELOPING IDENTITY

‘Aqīdah (Islamic Creed)

THEO 201

04

DEVELOPING A LIFE ON THE SUNNAH

The Seerah of the Prophet ﷺ
(Meccan & Medinan)

HIS 101 · HIS 202

05

DEVELOPING SPIRITUALITY

Tazkiyah (Purification of the Soul)

ETH 202

06

UNCOVERING DIVINE SPEECH

Tafsīr

TAF

07

DEVELOPING CRITICAL THOUGHT

Islamic Worldview & Shattering Doubts

THEO 202

08

DEVELOPING CHARACTER

Ethics of the Young Muslim
(Character & Family; Gender Interaction & Relationships)

ETH

09

DEVELOPING HERITAGE

Islamic History – The Rightly-Guided Caliphs

HIS

Full Course List

2 years – 4 semesters, 2 courses per semester (8 courses total).

YEAR ONE		
CODE	COURSE	SEMESTER
ETH 101	Foundations of Seeking Knowledge	FALL
FIQ 101	Fiqh I: Purification & Prayer I	FALL
HIS 101	Seerah I: The Meccan Period	SPRING
FIQ 102	Fiqh II: Prayer II & Fasting	SPRING
YEAR TWO		
CODE	COURSE	SEMESTER
THEO 201	‘Aqīdah: Foundational Islamic Creed	FALL
HIS 202	Seerah II: The Medinan Period	FALL
ETH 202	Tazkiyah: Purification of the Soul	SPRING
THEO 202	Islamic Worldview & Shattering Doubts	SPRING

Code Terms — ETH – ethics | FIQ – Fiqh | HIS – history | THEO – theology | TAF – Tafsīr | HAD – Ḥadīth

Establishing the Seeker

Students entering a multi-year seminary track are rarely, if ever, taught how to actually be a student of sacred knowledge — the intention behind it, the etiquette it requires, and the discipline it demands. Without this foundation, even strong content can be received passively rather than internalized.

This opening course sets the tone and expectations for the entire two-year journey before any content-heavy subject begins, grounding students in the classical *adab* of seeking knowledge and the greater objectives (*Maqāṣid*) of the Sharīʿah.

ETH 101

YEAR 1 · FALL

Foundations of Seeking Knowledge

TOPICS

- Virtues of seeking knowledge
- Etiquettes of seeking knowledge
- How to learn and embody Islamic knowledge
- Sincerity of intention (*niyyah*) in learning and pitfalls of learning: arrogance, showing off, learning without acting
- The purpose of Islamic learning: the greater objectives (*Maqāṣid*) of the Sharīʿah

COURSE SEQUENCE

Y1 · FALL

ETH 101 · FIQ 101

Y1 · SPRING

HIS 101 · FIQ 102

Y2 · FALL

THEO 201 · HIS 202

Y2 · SPRING

ETH 202 · THEO 202

Developing Practice – Essential Fiqh

Many Muslim high schoolers have been performing Ṣalāh and fasting Ramadan for years without ever having the rulings explained to them clearly, step by step. The result is often worship carried out on autopilot rather than performed with confidence and understanding. This two-part course builds prayer competence in stages across the first year: Level I covers the basics of purification and prayer, and Level II both deepens the student's grasp of prayer with more advanced, real-life scenarios and introduces the Fiqh of fasting, aligned with the school year's own rhythm toward spring and Ramadan.

FIQ 101

YEAR 1 • FALL

Fiqh I: Purification & Prayer I

- Ṭahārah (purification): definitions, types, evidence, conditions, intentions
- Miyāh (water): types
- Najāsah (impurities): types, rules
- Qaḍā' al-Ḥājah (using the bathroom): rules, etiquettes
- Wuḍū' (ablution): conditions, timings, nullifiers, etiquettes, wiping on socks
- Ghusl (ritual bath) and tayammum (dry ablution): mandatory timings, method and rules, etiquettes, nullifiers
- Ṣalāh (prayer): definitions, types, evidence, conditions, intentions
- Conditions and integrals of Ṣalāh: conditions, timings, mandatory rulings
- Common mistakes in prayer

FIQ 102

YEAR 1 • SPRING

Fiqh II: Prayer II & Fasting

- The inner dimensions of Ṣalāh
- Shortening and combining prayers while traveling
- Friday prayer and high school
- Congregational prayer, and praying around a school schedule
- Making up missed prayers
- Ṣawm (fasting): definitions, types, evidence, conditions, intentions
- Rules of Ramadan fasting
- What breaks the fast and what doesn't
- Making up and expiating missed fasts
- Fasting while balancing school and exams

COURSE SEQUENCE

Y1 • FALL

ETH 101 • FIQ 101

Y1 • SPRING

HIS 101 • FIQ 102

Y2 • FALL

THEO 201 • HIS 202

Y2 • SPRING

ETH 202 • THEO 202

Developing a Life on Divine Values – The Seerah

For a Muslim high schooler navigating peer pressure, social exclusion, and a values system often at odds with their own, the Seerah offers something no worldview class can replicate: a living, human example of walking through exactly this kind of pressure while holding firmly to truth. This two-part course spans the transition from Year One into Year Two, presenting the life of the Prophet ﷺ not as a distant biography but as a blueprint and guideline for resilience and standing firm (the Meccan period), then, a semester later, for leadership and community-building (the Medinan period).

HIS 101

YEAR 1 · SPRING

Seerah I: The Meccan Period

The focus is for students to learn identity; how to be a Muslim in a non-Muslim society, how to hold firm on their identity, worship Allāh, and give Da‘wah.

- Pre-Islamic Arabia and the rise of revelation
- The Prophet's ﷺ childhood and upbringing
- The early call to Islam and standing alone with the truth
- Patience under pressure: mockery, isolation, and loss
- The boycott and the Year of Sorrow
- Al-Isrā' wal-Mi'rāj: spiritual strength through connection with Allah
- Wisdom and gentleness in da'wah

HIS 202

YEAR 2 · FALL

Seerah II: The Medinan Period

The focus is for students to learn leadership; how to be leaders, movers, and shakers in society.

- The Constitution of Madīnah: unity and brotherhood/sisterhood
- The Prophet ﷺ as statesman: justice, governance, and community ethics
- Brotherhood and mutual support
- Conflict, treaties, and the ethics of war: Badr, Uhud, Ḥudaybiyyah
- The Farewell Sermon: universal, lasting principles
- The Prophet ﷺ as a mercy to the worlds

COURSE SEQUENCE

Y1 · FALL

ETH 101 · FIQ 101

Y1 · SPRING

HIS 101 · FIQ 102

Y2 · FALL

THEO 201 · HIS 202

Y2 · SPRING

ETH 202 · THEO 202

Developing Identity – ‘Aqīdah

Adolescence is when a young Muslim's sense of self is most actively forming. It is also, statistically, the stage of life when confusion about religious identity is most likely to take root. Arriving at Year Two with a semester of Fiqh and a first encounter with the Seerah already behind them, students are ready to anchor that practice and inspiration in classical creed/theology. This course establishes what it means to believe as a Sunni Muslim, giving students a stable center from which to engage every intellectual and social challenge that follows.

THEO 201

YEAR 2 · FALL

‘Aqīdah: Foundational Islamic Creed

TOPICS

- Principles of tawḥīd
- Who is Allah: names and attributes
- Divine decree (qadar)
- Revelation, prophets, and messengers
- Angels
- Death, burial, and al-barzakh
- Resurrection, accountability, paradise and hell

COURSE SEQUENCE

Y1 · FALL

ETH 101 · FIQ 101

Y1 · SPRING

HIS 101 · FIQ 102

Y2 · FALL

THEO 201 · HIS 202

Y2 · SPRING

ETH 202 · THEO 202

Developing Spirituality – Tazkiyah

Mental health is an increasing concern across Muslim communities in America, with surveys showing more than half of young Muslims reporting anxiety or depression. High schoolers in particular face identity conflicts from growing up between two value systems, social pressure, and — for many — the added weight of Islamophobia and discrimination among other Muslims. Positioned in the spring of Year Two, this course addresses that reality directly, grounding students in the Islamic science of tazkiyatul nafs — purification of the soul — while offering a practical, Islamically rooted framework for emotional and spiritual wellbeing.

ETH 202

YEAR 2 · SPRING

Tazkiyah: Purification of the Soul

TOPICS

- The purpose of life and the happiness of the righteous
- How to become a better person
- The different types of the Nafs
- Diseases of the heart and their cures
- Practical steps toward emotional resilience rooted in Islamic teaching
- How to deal with people

COURSE SEQUENCE

Y1 · FALL

ETH 101 · FIQ 101

Y1 · SPRING

HIS 101 · FIQ 102

Y2 · FALL

THEO 201 · HIS 202

Y2 · SPRING

ETH 202 · THEO 202

Developing Critical Thought – Islamic Worldview & Shattering Doubts

By the time a Muslim student reaches the later years of high school, they have almost certainly already encountered — through school, social media, or friends — ideological ideas and pointed doubts that challenge Islamic belief and practice. Waiting until college to address these doubts is waiting too long. Paired deliberately with Tazkiyah in the same semester, this course equips students with the intellectual tools to recognize competing worldviews and respond to common doubts with clarity and confidence — an inner-life course and an outer-facing course strengthening the student from both directions in the same term. Doubts are taught with adab and Ḥikmah rather than a debate posture, protecting faith and explaining Islam with wisdom, not promoting argumentation.

THEO 202

YEAR 2 · SPRING

Islamic Worldview & Shattering Doubts

TOPICS

- What is a worldview, and its components
- Secularism, liberalism, and individualism through an Islamic lens
- Doubts concerning ‘Aqīdah: Trinity vs. Tawḥīd, Sunni–Shi’a differences, sectarianism
- Doubts about the preservation of the Qur’an and Ḥadīth authenticity
- Misconceptions about Jihād, Sharī’ah, and extremism
- Women’s rights, gender roles, and marriage in Islam
- LGBTQ ideology and Islamic moral theology

COURSE SEQUENCE

Y1 · FALL

ETH 101 · FIQ 101

Y1 · SPRING

HIS 101 · FIQ 102

Y2 · FALL

THEO 201 · HIS 202

Y2 · SPRING

ETH 202 · THEO 202

Course Structure & Standalone Design

Every course in this track is coded under a course designation and numbered by year level (ex. THEO 1xx for Year 1 and THEO 2xx for Year 2).

This numbering is deliberate: each course is designed to also function as a standalone elective. A student in the Miftaah College Edition or associates track who wants to reinforce a specific subject — or a high schooler who wants to join at a later point with instructor approval — can enroll in an individual course without needing to complete the full two-year sequence. The numbering signals both sequence and rigor to students, parents, and any outside institution reviewing the program.

THE TWO-YEAR SEQUENCE

Y1

FALL

Foundations of Seeking Knowledge
Fiqh I: Purification & Prayer I

ETH 101 · FIQ 101

Y1

SPRING

Seerah I: The Meccan Period
Fiqh II: Prayer II & Fasting

HIS 101 · FIQ 102

Y2

FALL

‘Aqīdah: Foundational Islamic Creed
Seerah II: The Medinan Period

THEO 201 · HIS 202

Y2

SPRING

Tazkiyah: Purification of the Soul
Islamic Worldview & Shattering Doubts

ETH 202 · THEO 202

ASSESSMENTS

Final grades will be calculated as: 65% daily/quiz average + 35% final exam.

65% DAILY / QUIZ

35% FINAL

SERVICE HOURS

Students are required to complete community service hours each semester (suggested starting point: **5 hours/semester**, adjustable). Service hours used for a school-related requirement may also count toward this requirement.

Program Policies

Code of Conduct — Behavior

- Students are expected to treat instructors, volunteers, and each other with respect at all times
- Students must respect the facility – defacing or damaging property will not be tolerated
- Students should be in their seat before class starts
- Cell phones must be put away on "do not disturb" during class
- Students may not leave the premises without a parent or guardian during class hours

Dress Code

Respectful Islamic dress code for performing Ṣalāh is required, including but not limited to:

- Loose clothing that covers the necessary parts of the body
- No disrespectful pictures or language on clothing
- Specific standards for young men and young women — TBD, to match community norms

Assessments

- Students will receive homework and weekly quizzes, plus a final exam at the end of each semester
- Makeup for missed homework or quizzes is the student's responsibility
- Failure of any class in any semester results in ineligibility for the graduation certificate

**65% DAILY / QUIZ
AVERAGE**

**35% FINAL
EXAM**

Progressive Discipline

1ST OFFENSE

Verbal and/or
written notification
to parent

2ND OFFENSE

Administrative
conference with
parents and student

3RD OFFENSE

Removal from the
program

A single instance of cheating, academic plagiarism, or leaving the building without authorization is considered a flagrant offense and warrants automatic removal, at the discretion of the Program Director.

Attendance

- Regular attendance is essential to acquire benefit from the program
- Parents should send an excuse note for any missed classes
- Students with more than 3 absences in a semester, for any reason, will receive a maximum score of 70% for the class and may not pass

Service Hours

- Students are required to complete community service hours each semester (suggested starting point: 5 hours/semester, adjustable)
- Service hours used for a school-related requirement may also count toward this requirement



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