



**NEW HORIZON SCHOOL**  
P A S A D E N A

## **Curriculum Guide**

Preschool to 8<sup>th</sup> Grade

Revised  
2016 - 2017

## **INTRODUCTION**

Curriculum development is an ongoing reflective process at New Horizon School that engages faculty in designing a program that integrates Common Core standards, aligns with standardized assessment and incorporates research-based and innovative instructional strategies.

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## **OUR MISSION**

New Horizon School is committed to providing students with an excellent academic education and firm grounding in moral and ethical values. The school fosters a dedication to God through virtuous living in a balanced Islamic environment.

## **OUR VISION**

New Horizon School seeks to develop in each student a positive identity as an American Muslim who is prepared intellectually, socially, emotionally, spiritually, and physically to succeed in a diverse and ever-changing world. We strive to cultivate in every New Horizon student an excellent character supported by Qur'anic principles, enriched with knowledge, and committed to the betterment of family, community, and humanity.

## **OUR GOALS**

- Establishing a strong academic foundation by engaging students through a variety of current educational practices
- Fostering creativity, real-world problem solving, critical thinking, effective communication, and a lifelong love for learning
- Creating an active learning environment in which experimentation, exploration, intellectual curiosity and discovery are encouraged
- Nurturing the development of students' positive self-concept by discovering, valuing, and strengthening the unique gifts of each individual
- Guiding students to engage in ethical decision-making and to apply Islamic principles in their daily lives through various programs and service learning opportunities
- Instilling in students a sense of God consciousness and the universal values of honesty, kindness, respect, responsibility, self-discipline, justice, courage, generosity, appreciation, and commitment and encouraging them to apply these values in their actions
- Enhancing the students' understanding of the Qur'an through instruction in the Arabic language
- Facilitating the development of effective social skills by encouraging self-expression, discussion and healthy interaction with peers and adults in a safe environment
- Promoting a cooperative and supportive partnership between school, home, and community

## NHS TEACHING PHILOSOPHY

The faculty uses a number of resources and leaders in the field to support best teaching practices.

### **ROBERT MARZANO: EFFECTIVE RESEARCH-BASED TEACHING PRACTICES**

Utilizing research-based strategies by NHS faculty in their classrooms maximizes the potential for more effective learning outcomes for students. The school uses the research and findings of Robert Marzano as a guideline for enhancing their teaching.

Robert J. Marzano, PhD, is a leading researcher in education and has authored more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *The Art and Science of Teaching* and *Effective Supervision, Classroom Instruction That Works, etc.* His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. Initially, Marzano identified nine instructional, “high-probability” strategies through a meta-analysis of over 100 independent studies that, if applied strategically according to the type of lesson and objective, would yield the greatest positive effect on student achievement. These are:

- **Identifying similarities and differences** (e.g., using classifying, metaphors, analogies, and graphic representations)
- **Summarizing and note-taking** (e.g., substituting some information, keeping important information, writing and rewriting, and analyzing information)
- **Reinforcing effort and providing recognition** (e.g., rewards based on performance; use symbolic recognition rather than tangible rewards)
- **Homework and practice** (e.g., vary the amount of homework, keep parent involvement to a minimum, state purpose, debrief)
- **Setting objectives and providing feedback** (e.g., creating specific goals, allowing student choice with teacher feedback being corrective, timely, and specific to a criterion)
- **Generating and testing hypotheses** (e.g., students should generate, explain, test, and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making)
- **Questions, cues and advance organizers** (e.g., these focus on what is important, use ample wait time before accepting responses, eliciting inferences and analysis)
- **Nonlinguistic representations** (e.g., students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge)
- **Cooperative learning** (e.g., limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse)

*(Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert J. Marzano (2001))*

Since identifying these nine strategies out of the extensive research studies, Marzano has clarified that it is not these strategies alone that result in effective teaching and learning. Rather, a combination of 41 strategies that relate to three segments, Content, Routine Activities, and Behaviors Enacted on the Spot as Situations Occur, and represent major areas of pedagogy identified in research as related to student achievement.

With these strategies as a guide for and confirmation of effective teacher practices, our faculty members are equipped with the tools to continue advancing the progress of their students in developing academic knowledge and skills that will benefit them at New Horizon and beyond.

### **HOWARD GARDNER - DIFFERENTIATION: ADDRESSING MULTIPLE INTELLIGENCES**

Addressing the different ways children learn, faculty at New Horizon are able to advance student learning outcomes through a variety of modalities. Howard Gardner's research on multiple intelligences helps teachers better understand our students and how they learn differently. His theory is based on the notion that humans have a range of intelligences and that strength in one intelligence does not predict strength (or weakness) in another intelligence. Individuals have a number of relatively independent mental faculties (multiple intelligences) with some being stronger than others.

Howard Gardner is a leading researcher and professor at Harvard University, and he has identified seven distinct intelligences by which students learn distinctively. The intelligences are as follows: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal, and naturalist. He believes that the broad spectrum of students would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means. He recommends that teachers individualize their teaching as much as possible by learning about each student and teach in ways they find comfortable and learn effectively. Also, teaching will be more productive if teachers can pluralize their teaching by teaching important materials in different ways, thus enhancing the possibility of reaching all students. Some examples of how to work in the classroom to address different intelligences can be found below:

- **Verbal-linguistic intelligence** refers to an individual's ability to analyze information and produce work that involves oral and written language, such as speeches, books, and emails. This may involve highly developed auditory skills with a higher interest in reading, playing word games, and making up poetry or stories.
- **Logical-mathematical intelligence** describes the ability to develop equations and proofs, make calculations, and solve abstract problems. This involves thinking conceptually, abstractly, and being able to see and explore patterns and relationships. Teaching can include logic games, investigations, mysteries, experiments, posing big picture concepts. Students need to learn and form concepts before they can deal with details.
- **Visual-spatial intelligence** allows people to comprehend maps and other types of graphical information. This involves being aware of one's environment and being interested in drawing, puzzles, and daydreaming. Learning through drawings and verbal and physical imagery. Tools may include models, graphics, charts, pictures, 3-D modeling, video, multimedia, etc.
- **Musical intelligence** enables individuals to produce and make meaning of different types of sound. Individuals may show greater sensitivity to rhythm and sound both in terms of music and sensitivity to sounds in their environments. Students benefit from turning lessons into lyrics, speaking rhythmically, creating songs with content. Tools may include musical instruments, music, and multimedia.
- **Naturalistic intelligence** refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world.
- **Bodily-kinesthetic intelligence** entails using one's own body to create products or solve problems. This involves a keen sense of body awareness with an interest in movement, making things, and touching. Communication through body language and being taught through physical activity, hands-on learning, and role-play characterize this intelligence. Tools include equipment and real objects.

- **Interpersonal intelligence** reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions. This involves learning through interaction. Teaching for this intelligence may include group activities, dialogues, etc.
- **Intrapersonal intelligence** refers to people's ability to recognize and assess those same characteristics within themselves. These learners may shy away from others and are more in tune with their inner feelings and intuition. They may also have strong will, confidence, and opinions. They can be taught through independent study and introspection, and teaching may include books, creative materials, journals, privacy, and time.

## **COMMON CORE STATE STANDARDS**

Building on the best of existing state standards, the Common Core State Standards for Reading and Math provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every teacher and parent can understand and support their learning. Our Reading, Language Arts, and Math curricula are Common Core-aligned.

The standards are:

- Research and evidence-based
- Clear, understandable, and consistent
- Aligned with college and career expectations
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare all students for success in our global economy and society

NHS uses these standards to prepare students to enter a world in which colleges and businesses are demanding more than ever before. The Common Core asks students to read stories and literature, as well as more non-fiction and complex texts that provide facts and background knowledge in areas such as science and social studies. Students are challenged and asked questions that push them to refer back to and analyze what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in their future.

## **RESPONSIVE CLASSROOM**

This school year, NHS has introduced the *Responsive Classroom*® approach to teaching and learning in all grade levels. This is a holistic approach that integrates academics and social-emotional skills for greater learning outcomes using the following guiding principles:

- having a balanced social-emotional and academic curriculum
- recognizing that how students learn is as important as what they learn
- cognitive growth occurs through social interaction
- students need to learn the skills of cooperation, assertiveness, responsibility, empathy, and self-control
- we need to know our students individually, culturally, and developmentally
- it is important to know the families of our students
- and have a positive adult community that works together.

This approach has been introduced schoolwide with the goal of merging its guiding principles with teaching practices that include teacher language, interactive modeling, logical consequences, and an interactive learning structure. As with the introduction of any new program in the school, workshops and professional development days have been used to train teachers. Additional information regarding this approach can be found at [www.responsiveclassroom.org](http://www.responsiveclassroom.org).

## **STEM (Science, Technology, Engineering, Math)**

STEM activities are incorporated in a cross-curricular manner throughout the school. This is carried out in the classrooms, gardens, and in maker spaces on both campuses. In addition to the science and math curricula, teachers are expected to complete a minimum of two engineering projects per year. In the engineering process, students follow the design thinking process of identifying, defining, exploring and assessing. Teachers are expected to integrate the 21<sup>st</sup> century learning skills of critical thinking, collaboration, creativity, and communication into their teaching and learning practices. Students are also encouraged to use technology in these processes.

## **ENVIRONMENTAL SCIENCES**

Environmental sciences are covered in our science curriculum in the life and earth science sections. The peace garden and nature playground areas serve as outdoor classrooms and learning labs for animal and plant life studies, composting, sustainability, and ongoing observational activities as the gardens are ever-changing. Recycling is carried out on both campuses. Middle school students participate in activities at Ballona Wetlands as well as community clean up days at the Los Angeles River or locally. The 4<sup>th</sup> grade class has also begun collecting water bottles and recycling them as part of their fundraising campaign for an end-of-year field trip.

## **21<sup>st</sup> CENTURY SKILLS**

To better prepare our students for a complex, ever-changing, and technology-dependent world, the New Horizon educational program goes beyond the basics of teaching principles and facts in the core subjects and strives to challenge and inspire students in their learning. Its goal is to equip each student with the set of skills necessary for succeeding in the 21<sup>st</sup> century. Students need to be able to think and work creatively in both digital and non-digital environments to develop unique and useful solutions. They need to be able to think critically and have the aptitude to evaluate, synthesize, and apply a variety of ideas and information independently. They need to have the ability to collaborate seamlessly in both physical and virtual spaces with real and virtual partners, locally and globally. And they must be able to communicate effectively not just with written text or speech but also in multiple multimedia, digital formats. The school's rich academic program with a focus on STEM education fosters the development and growth of these critical skills of creativity, critical thinking, collaboration, and communication.

## **TECHNOLOGY INTEGRATION**

With the mindset and expectation that our students need to be tech-savvy and know how to use a wide array of digital tools and techniques at the school, technology tools are integrated into the classroom environment to enhance all areas of curriculum.

All classrooms on both campuses are equipped with interactive smart boards (except for preschool and pre-kindergarten), which allow teachers to deliver lessons in a more engaging style that enriches student learning. Each lower elementary classroom is equipped with laptops and iPads (2 to 1 ratio). Each middle school classroom is equipped with iPads and has access to a mobile laptop cart with 20 available laptops. The middle school has also instituted a BYOD (Bring Your Own Device) program to further leverage the power of digital tools in the classroom on a more frequent and consistent basis.



Students use these tools for developing keyboarding, word processing, spreadsheet, multi-media presentation, digital literacy, and video-editing skills, doing research, web-based learning, and reinforcing academic skills through educational apps.

Teachers use a variety of online resources such as TeacherTube and Kiddle to enhance instruction. They also use assessment tools such as Renaissance Learning Star Reading, Math, and Early Literacy as well as differentiation tools such as Accelerated Reader and Math and ELL Middlebury Interactive Languages program. Our math and ELA teachers use Houghton Mifflin Harcourt's Think Central, a digital platform that provides a variety of online resources such as the digital textbook, teaching videos, electronic manipulatives, and assessment materials, in order to enhance teaching and learning in the classroom. Furthermore, students in K-5th grade receive additional support in math outside of school through Math Buddies, a digital resource based on the pedagogical approach of Singapore Math. Kindergarten teachers make use of Starfall software in the classroom that supplements their phonics curriculum. The school also makes use of Britannica School, a safe, reliable, up-to-date, and age-appropriate information resource consisting of encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student research and inquiry-based learning and reinforce curriculum standards. Digital tools such as Nuraniya CDs, quizlet.com or quranexplorer.com are used in the Qur'an class to help students enhance their understanding of the assigned verses, improve their pronunciation skills, and practice new vocabulary in a fun way.

The school also provides students in 4<sup>th</sup>-8<sup>th</sup> grade email accounts on Microsoft Office 365, which not only gives them access to various online Office tools to enhance their productivity and creativity but also enables them to communicate and collaborate effortlessly with their teachers and fellow students through such tools as OneDrive.

### **WRITING INTEGRATION**

Writing integration enhances the curriculum as it adds depth, and provides the opportunity for teachers to bring to the student layers of content that can be used to differentiate the lessons for various levels of learning. It also provides flexibility to the curriculum and gives teachers a chance to work with others outside their area of expertise. Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools. Hence, it provides an avenue for the students to apply their own viewpoint to the work. An opportunity to write in every classroom develops good writers. NHS believes that writing is not simply a process of developing an essay, but is an effort to demonstrate knowledge and understanding. Writing also shows a student's mastery of a concept and improves test scores and student performance.

### **ART INTEGRATION**

Art integration is the use of the arts to amplify and make more accessible the learning content in all classrooms. Art integration is seamless — the interplay between the art and subject is fluid as one flows into the other. It is important to the child's development as the power of engages students in experiential learning and opens the doors of creativity, imagination, and innovation. It is the process for making meaning directly from the learning experience as opposed to simply academic learning. Integration of the arts supports differentiation with each person being able to connect with at least one art form (visual art, music, dance or drama) which they use to make sense of the world.

## **NHS RELIGIOUS STUDIES PHILOSOPHY**

It is our goal to develop in each child a love for and understanding of God and Islam and to nurture an identity in each child as a confident and faithful American Muslim. To accomplish these goals, the school offers instruction in three areas, Islamic Studies, Qur'anic Studies, and Arabic Language, and through the creation of an environment conducive to the promotion of Islamic values and beliefs.

The value of the month program allows teachers and students to integrate these ideas into their classes as part of a common framework. Also, the program is tailored to the developmental needs of each grade level.

In the Islamic Studies program, we lay a foundation of beliefs and values, also known as 'aqida in addition to the basic rites of worship, 'ibadat. Yet it is the connecting of the child to God and relating Islam to daily life, and practicing the moral and ethical decision-making process that is most essential to their learning at New Horizon. Helping students understand their important role as contributing members of the Muslim and wider community as a "commitment to the betterment of family, community, and humanity," is equally significant.

In learning the Qur'an, students must have an understanding of the meaning of the verses, at least to what is developmentally appropriate. The Qur'an is filled with great wisdom that even a young child can appreciate if taught the basics of the language and the meaning. The Qur'anic Studies curriculum provides a mix of verses for comprehension and discussion, and those for memorization which can be used mainly for prayer and recitation purposes. With a grasp of the meaning of the Qur'an, children can develop a feeling towards God, knowing Him through His book and appreciating the great knowledge and beauty of His words. The thirtieth part of the Qur'an is also part of the curriculum with its completion by the eighth grade.

All of the Qur'anic Studies teachers are certified in the Nuraniya program. This program lays a strong foundation in the reading skills for reciting the Qur'an. Through a special repetitive recitation, students can build their memorization abilities. They also learn the rules of tajweed through this program.

In the Arabic Language program, the emphasis is on the teaching of Modern Standard Arabic, in reading, writing, speaking, and listening. Vocabulary is useful and meaningful and even connects to the values of the month. Through Total Physical Response (TPR), teachers bring the Arabic language to life and excite the students to learn this beautiful language, one of the keys to the Qur'an.

## **ASSESSMENT**

The faculty uses a variety of formative and summative assessments to gauge the extent of student learning and acquisition of essential skills.

### **FORMATIVE ASSESSMENTS**

- **Houghton Mifflin Writing Rubric:** This tool is used across the grade levels to assess writing, specifically essay-writing. The teachers have reviewed essays together using the Houghton Mifflin rubric to practice accurately evaluating essays. The Houghton Mifflin writing rubrics are a consistent tool at both the lower and middle schools and provide students with guidelines of how teachers will assess their writing. In Kindergarten, the faculty has developed a customized tool that uses writing standards appropriate for this age group.
- **Quizzes:** Students take quizzes in various subject areas to assess learning over shorter periods. This quick form of assessment allows teacher to gauge how to proceed with the curriculum to best meet the needs of all of students.
- **Independent Classwork:** This serves as an ongoing indicator of what students understand on a daily basis and helps teachers determine how to proceed and pace the curriculum.
- **Science Fair Workshop:** The Science Fair Workshop at the middle school is used to involve several teachers at formative assessment points while students are in the process of working on their projects. Using preset dates, English teachers assess written portions of the project, the technology teacher assesses the formation of Excel graphs for data collection, and the science teacher assesses those areas specifically related to the scientific method etc.
- **Accelerated Reader:** This tool measures student development in reading comprehension in grades 1-8, and fluency through grade 3. Students take quizzes after reading books in their ZPD (Zone of Proximal Development) level, and work towards mastery (85%). This provides sound data as evidence of student learning in this area.
- **Accelerated Math:** This tool is used to support grade level math instruction, and also to differentiate for those students who are above or below grade level. Each student progresses through the assigned standards at the own level.
- **Portfolios (Kindergarten) 1st quarter only:** The first reporting period for Kindergartners is now portfolio-based. This allows for teachers to create a portfolio of baseline assessments and sample work for the skills on the report card. At the end of the first quarter, teachers share this information with parents at parent/teacher conferences as well as a copy of the report card so that going forward parents know precisely how their child's teacher will assess students for the remainder of the school year and for future years.
- **Report Cards:** The results of a combination of the assessments listed above, together with other tests, quizzes, projects, and observations by teachers are reflected in students' report cards. Skills listed on Lower School report cards show a progression of growth for students. Teachers from Kindergarten to 4<sup>th</sup> grade worked together as a team to develop a set of grade-specific basic skills for each academic area of the curriculum. Instead of just reporting an overall grade, teachers assess several different skills that make up the composite grade. It is important to ensure that skills chosen show consistency and sequential growth across the grade levels. Middle School students receive a progress report each quarter and a report card at the end of each semester. The report card contains detailed comments by teachers of areas of progress and recommendations for future growth.

### **SUMMATIVE ASSESSMENTS**

- **Chapter tests:** Teacher use chapter tests to assess the understanding of students in Math, Reading, and Language Arts. The results are then used to drive instruction and to differentiate the learning of students.

- **Unit tests:** These are administered at the end of each Reading unit, and allow students to demonstrate their knowledge through multiple-choice, short answer, and essay responses.
- **Culminating Projects:** This project-based learning experience is used as an assessment tool for Science and Social Studies. Students work individually or in teams to complete various forms of projects to demonstrate their understanding of content covered in both subject areas. These include but are not limited to presentations, labs or experiments, essays, class debates, poetry reading, skits, recitations, dioramas, etc.
- **Finals (Middle School):** Semester exams are taken in grades 5-8 in all main curricular areas including Math, Reading, Writing, Science, Social Studies, Qur'anic Studies, Arabic, and Islamic Studies. In addition to students being given the opportunity to demonstrate their knowledge, it also helps prepare students for the rigors of high school and tertiary education.

#### **CTP 4 (3<sup>rd</sup> -8<sup>th</sup>)**

The Comprehensive Testing Program (CTP 4) by Educational Records Bureau (ERB) is a rigorous assessment for high achieving students in areas such as reading, listening, vocabulary, writing, and mathematics and is taken annually by students in grades 3-8. Verbal and quantitative reasoning subtests are also part of the test. The CTP 4 helps compare content specific, curriculum-based performance to the more conceptual knowledge base found in reasoning tests.

#### **WrAP (4<sup>th</sup> to 8<sup>th</sup>)**

The Writing Assessment Program from ERB offers two prompt options for schools to select by grade as desired. The stimulus text based prompts link close reading to writing and includes articles and passages for students to read, analyze and use to inform their response. The non-stimulus prompts allow students to pull from their experience and show their writing development in response to a shorter piece of text. This assessment is taken annually by students in grades 4-8.

#### **STAR Reading, Early Literacy and Math**

This computer adaptive assessment tools from Renaissance Learning are used for assessing students' reading and math skills, and is used across all grade levels in K-8. This provides teachers with helpful information on the individual ability, progress, and growth of each child that can guide their instruction and assessment accordingly. They can also gather resources such as sample lessons to support student learning in weaker content areas. Students take these assessments at the beginning of each year, and then at the end of each grading quarter. STAR reading reports for grades 1-8, and STAR Early Literacy Reports for Kindergarten are used to track growth in reading skills, and are sent home to parents along with quarterly progress reports and semester report cards.

#### **CELDT (for ELLs)**

The California English Language Development Test is used to assess students whose home language is not English, and to identify students who need to improve their skills in listening, speaking, reading, and writing in English.

## **EARLY CHILDHOOD PROGRAM**

#### **PROGRAM OVERVIEW**

The Early Childhood program consists of three distinct groupings which include Mommy and Me (birth to 3 years), Preschool (3 to 4 years), and Pre-Kindergarten (4 to 5 years). New Horizon School

believes that the best way to support children and families in the beginning years of their child's educational journey is to create a safe, enriching, and nurturing environment in which both children and parents can learn and grow. We recognize parents as a child's first teacher and that they have an inherent role in their child's learning. We strive to share the smallest success and the grandest achievement of each child with their parents throughout the school year. Excitement and enthusiasm for learning and discovery in these early years is important to the overall development of a child.

The Early Childhood Program philosophy is based upon the following beliefs:

- Children learn best by doing (hands-on activities)
- Children benefit from a variety of indoor/outdoor, structured/unstructured, developmentally appropriate educational activities that allow each child to learn at their own pace
- For children, play is work and is a foundational element to their learning
- Each child is unique; therefore teachers respect each child's special qualities
- Development of the whole child is highly valued

The proper foundation of learning in these beginning years is important to the continuous growth and unlocking of a child's potential. Children learn best by participating in activities that are geared for individual choices and permit them to learn at their own pace and abilities. Children grow, develop, express feelings, and learn about the world around them through exposure to a variety of creative learning experiences. Basic trust in self and what they can do as well as in other people must be established at this time so that children are able to cope with the learning tasks he/she will face as they grow into lifelong learners.

The areas of development around which our curriculum is organized are as follows:

- **Social:** to help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group
- **Emotional:** to help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward learning
- **Cognitive:** to help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings
- **Physical:** to help children increase their large and small muscle skills and feel confident about what their bodies can do
- **Spiritual:** to help children develop a positive feeling about God and who they are as American Muslims

## **CURRICULUM/DAILY ROUTINE**

Classroom groupings are formed each year according to children's chronological ages. The preschool classroom is for students who have turned three years old by September 1<sup>st</sup> and pre-kindergarten is for students who have turned 4 years old by September 1<sup>st</sup>. Each class has a set daily schedule and routine, which helps the children understand classroom time as a predictable series of events. Since we serve different age groups, the daily routine in each class differs slightly

to serve the developmental needs of that group of children. Teachers publish monthly newsletters to keep parents informed about learning in the classroom. They also post weekly lesson plans on the bulletin boards outside their classrooms.

The daily schedule in each classroom offers a balance between the following types of activities:

- active and quiet times
- large group activities, small group activities, and time to play alone or with others
- indoor and outdoor play times
- time for children to select their own activities and time for teacher-directed activities

The preschool classroom curriculum is focused on ten monthly themes supported by classic early childhood literature selections. Each theme is then broken down into weekly components that consist of the following focus areas: literature, sounds and letters, vocabulary development (English and Arabic), number fun, science and nature, art, music, movement and rhyme, cooking, spiritual development (Islamic Studies), social/emotional development and physical development.

The pre-kindergarten curriculum is published by Houghton Mifflin and offers a direct link to the Houghton Mifflin Reading and Language Arts program in our kindergarten – sixth grades. There are ten monthly themes each infused with literacy and language development, math, science, social studies, social/emotional development, fine arts, physical development, health and safety, and media and technology.

Within the scope of the curriculum, teachers create learning environments and experiences that are based upon the knowledge of and the needs of children within their classroom grouping. As 21<sup>st</sup> century learners, children enrolled in New Horizon will have experiences in a variety of activities such as: arts and crafts, music and movement, technology, science experiences, math, reading, language (English and Arabic), nature, sensory, manipulative play, cooking, and design engineering. Children are also encouraged to articulate their needs, develop an awareness of their feelings, their personal rights, and learn that it is okay to express them. Outdoor time is important for the development of gross motors skills and there is scheduled outdoor dramatic play every day with the opportunity for sand and water play, gardening, climbing, running, jumping, riding tricycles, and using the monkey bars.

The Early Childhood Program also includes a variety of enrichment activities taught by specialty teachers such as library visits, music class, and in-house field trips. Just as New Horizon fosters creativity within the children, it also fosters and encourages its staff to be creative, and infuse their professional expertise into the daily lessons prepared for students.

### **ISLAMIC STUDIES (SPIRITUAL DEVELOPMENT)**

The New Horizon environment which is based on Islamic values helps children develop a positive self-image, and develop a strong American Muslim identity.

It is our goal to develop in each child a love for and understanding of God and Islam and to nurture an identity in each child as a confident and faithful American Muslim. We accomplish these goals through appropriate instruction in three basic areas: Islamic Studies, Qur'an, and Arabic Language, as well as the creation of an environment conducive to the promotion of Islamic values and beliefs.

In the program, teachers follow a set of themes for each month. Also, a set of Qur'anic verses and short suras are selected to correspond to these themes for the children to talk about and to memorize. In their first introduction to religious concepts, our children are offered a loving and exciting approach to this subject to instill in them a good feeling about God and about who they are as young Muslims. We nurture their growth through a positive and developmentally appropriate learning experience in and out of the classroom.

Children at New Horizon benefit from an integrated Islamic Studies curriculum. Their days include the learning of suras, songs, discussion of "value of the month," as well as a focus on sharing and caring for each other. During Islamic Studies time there are daily activities for individuals, small groups and large group activities. Children in the pre-k class have the opportunity for daily prayer.

### **MEASURES OF OVERALL PROGRAM QUALITY**

New Horizon uses a variety of measures to ensure our Early Childhood program is one of a high quality. The primary tool used by the school is the Early Childhood Environment Rating Scale or ECERS. We use the rating scale of both ECERS-R and ECERS-E. The ECERS-R includes the following areas: space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, and parents and staff. The ECERS-E includes the following areas: literacy, mathematics, science and the environment, and diversity. The early childhood program continually assesses how it is meeting the requirements of ECERS and makes adjustments when an area of improvement is identified.

### **STUDENT GROWTH AND DEVELOPMENT ASSESSMENT**

Teachers are continually monitoring the growth and development of their students. The school uses the Developmental Continuum by Teaching Strategies to assess students in the fall, winter and spring of the school year. Children are assessed in the following areas: social/emotional development, physical development, cognitive development, and language development. A final summary of their growth and development is compiled as a progress report at the end of the school year.

Information collected for the Developmental Continuum is first shared with parents during the fall parent/teacher conferences (or in spring for those students that were not enrolled when conferences occur in the fall). It is the school's belief that early intervention is always best for students that are not meeting developmental milestones. The school uses a variety of outside professionals and resources when a student is identified as needing additional support.

## **ELEMENTARY SCHOOL**

### **INTRODUCTION**

New Horizon's Elementary School program consists of Kindergarten through fourth grade. As our children grow beyond the early childhood years, the elementary curriculum provides young learners with a strong educational foundation in the following subject areas: Reading and Language Arts (Writing), Math, Science, Technology, Engineering (STEM), Social Studies, Islamic Studies, Qur'an, Arabic, Music, Art, and PE. In addition to these core subject areas, the elementary school emphasizes on the 21<sup>st</sup> century learning skills of communication, collaboration, critical thinking, and creativity.

Reading, Language Arts (Writing), and Math are based on the rigorous Common Core State Standards (CCSS). These standards were adopted by New Horizon in 2012, and describe the standards that students must attain at each grade level and are designed to help our students compete and succeed in an ever-changing world. California Content Standards are followed for all other subject areas with the exception of the religious studies classes.

It is our goal to develop in each child a love for, and understanding of God and Islam and to nurture an identity in each child as a confident and faithful American Muslim. We accomplish these goals through instruction in Islamic Studies, Qur'an, and Arabic language. In Islamic Studies, the program emphasizes various themes each month from basic beliefs to stories of the prophets. Verses from the Qur'an are selected according to these themes to help children understand the connection between learning and living the Qur'an.

The elementary curriculum focuses on the development of the whole child and allows them to learn and thrive academically, socially, emotionally, and spiritually. Critical and creative thinking skills are embedded throughout the curriculum and help contribute to the development of life-long learners who are able to succeed in a rigorous academic environment.

Additionally, the program is enriched with a variety of activities to supplement the core of our academic program. These activities include field trips tied to the curriculum, author visits, and after-school classes and clubs such as Qur'an Excel, chess, soccer, musical theater, and Mad Science. Family activities such as the annual Family Math Fair and Science Fair are also planned throughout the year to help our students and families connect school and home.

## **KINDERGARTEN**

### **READING**

**Texts:** *Journeys 2017* (Houghton Mifflin)



**Supplemental Resource:** [www.starfall.com](http://www.starfall.com) (Starfall Education Foundation)

Students read emergent and on-level texts with purpose and understanding, and respond and paraphrase read-alouds. Literature and Informational Skills includes identifying main idea and details, making inferences and predictions using grade appropriate text, and understand and describe characters. Students receive direct instruction in identifying letters, words, and sentences. The focus for phonological and phonemic awareness includes Understanding that spoken words and syllables are made up of a sequence of sounds. Students learn the different sounds of letters, and blend phonemes to make words and syllables. Students segment phonemes in words, and substitute or add phonemes in words. Students receive direct instruction in grade-appropriate alphabetic principle, matching consonant and short-vowel sounds to appropriate letters, associate long-vowel sounds with common spellings, understand that as letters in words change so do the sounds

## **LANGUAGE ARTS**

**Texts:** *English* (Houghton Mifflin)

Students engage in independent and shared writing including a class story, a report, a friendly letter, class newsletter, book report, directions, and a description. Oral language development includes learning naming and number words, describing words, using exact naming words, plural names, movement words, family words, types of clothing, opposites, travel words, rhyming words, comparisons, and animal names. Students learn to independently write complete sentences on a focused topic. Grade-level high-frequency words are a part of weekly phonics- focused spelling.

## **MATH**

**Text:** *Math in Focus – Singapore Math* (Marshall Cavendish)

Foundational concepts and number sense are taught through songs, rhymes, and hands-on activities. Students use concrete models and pictures to create and order sets and count up to 20 objects in a set. In addition to counting on and back to 20, students learn to count 2s and 5s up to 20, and by 10s to 100. A hands-on approach to learning money allows students to identify and understand the value of a penny, nickel, dime, and quarter. Number sentences for addition and subtraction stories are written, and addition and subtraction is practiced using pictures, models, fingers, numerals, and words. Foundational skills for Geometry include describing, comparing, and naming two-dimensional shapes. Students learn data analysis by organizing and representing data in picture graphs. They also learn to interpret data in tally charts and bar graphs. Throughout the program, students will solve real-world word problems involving sorting, counting, addition, and subtraction.

## **HANDWRITING**

**Text:** *Handwriting – Grade K* (Zaner-Bloser)

New Horizon follows the Zaner-Bloser method of handwriting. Kindergartners focus on the development of their manuscript skills. They learn the six basic strokes as well as proper grip and

posture. The sooner essential manuscript skills are learned, the sooner students can enjoy the independent process of writing and sharing ideas.

## **SCIENCE**

**Text:** *Discover Science* (Scott Foresman)

Science at the Kindergarten level is divided into four units: Life Science, Earth Science, Physical Science, and Space and Technology. Teachers enrich the learning by engaging students in experiments and hands-on learning that builds critical thinking and collaboration skills. Each of these units aligns with national content standards rather than California content standards which gives greater breadth and depth to the topics being studied. In addition, students prepare two class projects for participation in our annual Science Fair.

**Science Fair:** While working in small groups with the teacher, students will learn and apply the scientific method to develop and present two group projects for the annual Science Fair. These projects are completed during class time.

## **SOCIAL STUDIES**

**Text:** *My World* (Houghton Mifflin History-Social Science)

Students learn about the world around them. They begin by looking at their own families and communities and then branching out to include our country and the world. They will learn about how their life relates to others in terms of following rules and responsibilities, being a good citizen, knowing our country's symbols, learning about the past and how it relates to people and events of today.

## **ARABIC**

**Text:** *Hayaa Natakalam Maan* Level 3 - Lessons 123-188

The Arabic program in Kindergarten is completely oral, and lessons are explained using fifteen different stories ranging from fiction, folk, culture stories (i.e. The Red Hen, Magic Seeds, Good Food and Stone Soup), songs and roleplay. By the end of the year, when prompted, students will be able to express necessity, compare objects & persons, and be able to describe an action in present or future tense. Students can compare two objects and use vocabulary words like (more than, less than, bigger, smaller, taller, shorter) to describe their respective attributes. Students can express both properties of existence or non-existence of objects or emotions. Students will learn how to place objects, persons or events in sequence. An additional text titled, "Let Me Share My Arabic Words." is used for homework and is assigned on a weekly basis. This is a fun activity for the students to share with their family to show what they learned in Arabic class.

**Projects/activities:** Daily projects follow each lesson to allow students to demonstrate the skills they learned. Arabic Day activities include a recitation of the Qur'an and a song, as well as an interactive questions and answers session.

## **ISLAMIC AND QUR'ANIC STUDIES**

In Kindergarten, students learn about some of the basic teachings of Islam. They learn the concept of God, The Creator. They also learn about the Prophet Adam, first man, Prophet Sulayman and

the story of the ant, Prophet Noah and the ark, and Prophet Mohammed (PBUH) as the last prophet to mankind. Other topics include the five pillars of Islam, basic Adab or etiquette of speaking and showing respect for all. In addition, students learn the importance of praying and going to the mosque. This also involves getting to know about cleanliness, making wudu (ablution), and calling the prayer. Through the Hajj Simulation, students “perform” the pilgrimage as a simulation experience. For Qura'nic Studies, the students learn the Arabic alphabet through the Nuraniya tool. They also learn a new Sura (verse) from the Quran each month and a new Hadith every 3 months.

**Projects:** The 5 Pillars Project, Wudu, God the Creator, and Thankfulness Booklets, Prophet Sulayman Ant Project, Kindness to Animals Project, Prophet Mohammed Booklet and Project

## **PHYSICAL EDUCATION**

Students have a structured P.E. class that takes place twice weekly. Teachers follow a year-long plan based on California Content Standards. Simple locomotor skills such as running, galloping, jumping, throwing and catching are emphasized and reinforced through a variety of activities and games. Other important aspects of P.E. are the values of proper sportsmanship and team play. All students have the opportunity to be leaders and followers. Students also learn about healthy eating habits and taking care of their bodies.

## **MUSIC**

Students participate in music class twice a week and learn movement, and rhythmic and melodic concepts. These are reinforced through numerous activities such as games, singing, playing of instruments, and reading and writing music. The Winter Concert is a singing concert where the students write the song based on a pre-selected theme, as well as singing other songs based on this theme. The Spring Concert is an instrumental concert in which the students play the handbells to well-known American folk songs.

## **ART**

Students have the opportunity to experience art activities throughout the year through an integrated art program in all classes as well as weekly art classes with the art teacher. Students have the opportunity to explore a variety of different art media in the areas of drawing, painting, sculpture, weaving, and mosaics. The art program at NHS aims to inculcate a sense of awareness about the environment in our students by recycling and reusing in the process of producing art.

# **FIRST GRADE**

## **READING**

**Texts:** *Journeys 2017* (Houghton Mifflin)

**Supplemental Resource:** Accelerated Reader-Renaissance Learning

Students read emergent and on-level texts with purpose and understanding, and respond and paraphrase read-alouds. Literature and informational skills include identifying main idea and details, making inferences and predictions using grade appropriate text, and understand and describe characters. Students retell and summarize text as well as ask and answer questions to clarify meaning, and read prose and poetry. Students receive direct instruction in how to identify letters, words, sentences, capitalization, and punctuation. Phonological and phonemic awareness is developed through direct instruction in understanding initial/medial/final sounds, blending phonemes to make words and syllables, segment phonemes in words, and distinguishing between long and short vowel sounds. Students also receive instruction about phonograms, word families, syllables and syllabication, compound words, and contractions.

## **LANGUAGE ARTS**

**Texts:** *English* (Houghton Mifflin)

Students engage in independent and shared writing including a class story, a report, a friendly letter, personal narrative, book report, a descriptive paragraph, a persuasive letter, and an opinion paragraph. Students learn to independently write a short paragraph on a focused topic. Students also receive direct instruction on the parts of a sentence, word order, types of sentences, nouns, verbs, adjectives, and capitalization and punctuation. Grade-level high-frequency words are a part of weekly phonics focused spelling.

## **MATH**

**Text:** *Math in Focus – Singapore Math* (Marshall Cavendish)

**Supplemental Resource:** Accelerated Math-Renaissance Learning

Concepts and skills are taught through hands-on instruction and practice. Number sense is developed through the use of concrete and pictorial models to group objects and numbers to 100 in tens and ones, use number bonds to represent number combinations, and skip-count forward and backward to 100. Students also learn to compare and order whole numbers up to 100, and write numbers up to 100 in standard and word forms. Foundational Algebra skills are enhanced by understanding the relationships between the numbers in fact families, use concrete, pictorial, and symbolic models for addition and subtraction, model addition and subtraction situations by writing number sentences. Geometry includes identifying two and three dimensional shapes, sort and classify two and three dimensional shapes, and developing initial understanding of congruence and symmetry. Problem solving skills are developed by solving real-world problems involving addition, subtraction, and measurement.

## **HANDWRITING**

**Text:** *Handwriting: Grade 1* (Zaner-Bloser)

New Horizon follows the Zaner-Bloser method of handwriting. First graders focus on the development of their manuscript skills. They continue to develop proper letter formation, grip and posture.

## **SCIENCE**

**Text:** *Discover Science* (Scott Foresman)

Science subject matter in first grade is divided into four units: Life Science, Earth Science, Physical Science, and Space and Technology. Teachers enrich the learning by engaging students in experiments and hands-on learning that builds critical thinking and collaboration skills. Each of these units aligns with national content standards rather than California content standards which gives greater breadth and depth to the topics being studied. In addition, all students participate in the annual Science Fair.

**Science Fair:** While working in small groups with the teacher, students learn and apply the scientific method to develop and present group projects. These projects are completed during class time.

## **SOCIAL STUDIES**

**Text:** *School and Family* (Houghton Mifflin History-Social Science)

Students begin learning about families and their role in teaching children. Students learn about community, beginning with the school community and expand into the larger community. Students learn about rules and laws. Students learn about jobs including the difference between goods and services. Students learn about maps by drawing their own map which includes the key. Students learn about the continents and oceans, land forms and natural resources, seasons and weather, instruments to measure the weather, and different forms of transportation.

## **ARABIC**

**Texts:** *Hayya Natakallam Maan Stories: 189-212*  
*Hayya Naktub Maan- Alphabet book*

While the program continues to emphasize oral language, this level introduces the Arabic alphabet in written form. Students continue learning the Arabic language through stories by listening and looking at pictures. Teachers encourage students to describe these pictures, talking about colors, size, numbers and location of items in them. Students are asked to rearrange the sequences of the events of the stories and to predict their endings. In addition students evaluate the characters' actions and reactions, and express what they like or dislike. Finally, students try to creatively and change the ending. Decoding and practicing handwriting begins in the second semester of the year.

**Projects:** Me and my name project, cut numbers and put them in order for Islamic calendar, Alphabet/Number with clay, follow directions to create Clown Face, Paper bag characters.

## **ISLAMIC AND QUR'ANIC STUDIES**

First Graders expand on Islamic Studies concepts taught in Kindergarten. They identify God as One and Allah as the Arabic word for God. They develop a deeper understanding of God as the Creator of all things, and compare and contrast the creation of bees and ants. They also relate to God through some of His Attributes (The One, The Eternal, The Creator, The Generous, etc.). They learn about Angel Jibreel and the message he brought to Prophet Mohammad (pbuh), and Paradise as our reward for good deeds. They learn the value of cleanliness and wudu in preparation for prayer. They will learn the importance of staying focused during prayer as it is their way of getting closer to God. They learn about Zakat al-Fitr, Eid ul-Fitr, and pilgrimage. Using a weekly journal, students will expand on the Values of the Month and express their understanding of these values in the form of writing and art work. In addition to reviewing the lessons on Prophets from the previous year, they acquire more in-depth knowledge about each: Prophet Adam, Prophet Ibrahim, the story of Hajar and Prophet Ismail, Prophet Musa, Prophet Isa, and Prophet

Sulayman. Students get to know and love Prophet Mohammad (pbuh) through the stories of his early life which show his character and qualities. They examine Islamic art through geometric shapes and will develop respect for other faiths by learning briefly about them.

In Qur'anic Studies, they discuss and learn a new verse or Sura bi-monthly and continue to expand their Nuraniya knowledge by reviewing the alphabet from lesson one and develop a connection between joint letters and accents from lessons two, three, and possibly four by the end of the year. First graders begin the year by reciting verses learned in Kindergarten, and continue to add new verses as the year progresses. This ensures and increases retention of verses taught. Finally, they learn a new Hadith that corresponds with the value of each month.

**Projects:** Value of the Month project, weekly art expression in journals, Hands-on Bees and Honey Activity

### **PHYSICAL EDUCATION**

P.E. takes place twice weekly. Teachers create and follow a year-long plan based on California Content Standards and the Skillastic Fitness Game which incorporates body movement skills and exercise. A variety of low organized games are used to help develop the awareness needed for more sophisticated games including soccer and kickball. Gross motor skills such as running, throwing, jumping and catching are also emphasized. Other important aspects of P.E. are the values of proper sportsmanship and team play. All students have the opportunity to be leaders and followers.

### **MUSIC**

Students have the opportunity to participate in music class once a week. Students learn rhythmic movement and melodic concepts. These are reinforced through numerous activities such as singing, writing, reading, and listening. The Winter Concert is a singing concert in which the students write the song based on a pre-selected theme, as well as singing other songs based on this theme. The Spring Concert is an instrumental concert in which the students play the xylophones to well-known American folk songs

### **ART**

Students have the opportunity to experience art activities throughout the year through an integrated art program as well as bi-monthly art classes. In Art class, students are introduced to basic concepts about the elements of art, such as line, shape, color, texture and form. Students create original artwork as they explore and learn to use a variety of different art media in the area of drawing, painting, collage, weaving, sculpture, and mixed media. The Art program aims to inculcate a sense of awareness about the environment in our students by recycling and reusing in the process of producing art.

## SECOND GRADE

### READING

**Text:** *Journeys 2017* (Houghton Mifflin)

**Supplemental Resource:** Accelerated Reader-Renaissance Learning

Students read on-level texts including prose and poetry with purpose and understanding, analyze and evaluate text, and respond and paraphrase read-alouds. Literature and informational

skills includes identifying main idea and details, cause and effect, making inferences and predictions using grade appropriate text, and understanding and describing characters. Students retell and summarize text as well as ask and answer questions to clarify meaning. Phonological and phonemic awareness is developed through direct instruction in understanding initial/medial/final sounds, blending phonemes to make words and syllables, segmenting phonemes in words, and distinguishing between long and short vowel sounds. Phonics instruction advances to more complex sounds including vowel teams, diphthongs final –e, and initial/medial/and final consonant sounds. Students also receive instruction about phonograms, word families, syllables and syllabication, compound words, and contractions.

## **LANGUAGE ARTS**

**Texts:** *English* (Houghton Mifflin)

Students engage in independent and shared writing including a class story, a report, a friendly letter, personal narrative, book report, a descriptive paragraph, a persuasive letter, and an opinion paragraph. Students learn to independently write a five-sentence paragraph on a focused topic. All writing follows the 5-step writing process of prewriting, drafting, revising, editing, and publishing. Students also receive direct instruction on the parts of a sentence, word order, types of sentences, nouns, verbs, adjectives, capitalization, and punctuation. Grade level high-frequency words are a part of weekly phonics-focused spelling.

## **MATH**

**Text:** *Math in Focus – Singapore Math* (Marshall Cavendish)

**Supplemental Resource:** Accelerated Math-Renaissance Learning

Math concepts are taught through hands-on instruction and practice. Algebraic skills and number sense development include using different methods to add and subtract whole numbers up to 1,000. Students will learn to multiply and divide by 2, 3, 4, 5, and 10, and use bar models to represent and solve real-world problems using addition, subtraction, multiplication and division. Geometry skills include: Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes. Students use rulers to measure length in meters, centimeters, feet, and inches, and compare and measure lengths using customary and metric units. Data analysis involves collecting, organizing and interpreting data in picture graphs, and representing measurement data in a line plot. An understanding of all math skills taught are reinforced through real-world problem solving involving addition, subtraction, multiplication, division, and measurement.

## **HANDWRITING**

**Text:** *Handwriting: Grade 2* (Zaner-Bloser)

New Horizon follows the Zaner-Bloser method of handwriting. Second graders continue to focus on the development of their manuscript skills. Cursive is introduced during the final quarter, but mastery is not expected until third grade.

## **SCIENCE**



**Text:** *Discover Science* (Scott Foresman)

Science subject matter in second grade is divided into four units: Life Science, Earth Science, Physical Science, and Space and Technology. Teachers enrich the learning by engaging students in experiments and hands-on learning that builds critical thinking and collaboration skills. Each of these units aligns with national content standards rather than California content standards which gives greater breadth and depth to the topics being studied. In addition, all students participate in the annual Science Fair.

**Science Fair:** Students follow the scientific method to develop and present an individual project. Projects are guided by the classroom teacher.

## **SOCIAL STUDIES**

**Text:** *Neighborhoods* (Houghton Mifflin History-Social Science)

Students expand their concept of community beyond that of their family and neighborhood. They learn about how others influence the world around them and about people who have influenced history. They are exposed to the qualities of good citizenship and understand the importance and relevance of America's symbols, such as our flag. They learn about the history of our country, the basic components of our democracy, and the basis of our government.

**Themes:** People and Places, Places Near and Far, Ways of Living, People at Work, America's past, America's Government

## **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah* Book 2, Lesson: 13-25

With 177 new vocabulary words introduced in second grade, students are able to communicate meaningfully and effectively in Arabic for real-life purposes. Students will be asked to express themselves in different settings, such as while making a cake in grandmother's house, describing people and animals, ordering food at restaurants, following traffic lights rules to be safe while crossing streets, exploring in the garden and at the beach. Topics of some other lessons also include playing sports, collecting information about Arab speaking countries, using different weather expressions, and explaining the differences between city and countryside. Arabic and Islamic culture and its values are introduced through some short stories. Students read sentences and short paragraphs with understanding, and write simple sentences.

**Projects:** Calendar (Islamic New Year), make a cake, describe your favorite stuffed toy animal, boat origami project, paper bird origami, various paper bag characters, build traffic lights using conductive metal tape and simple circuit, and simulate a sports day.

## **ISLAMIC AND QUR'ANIC STUDIES**

In Islamic Studies, second graders learn about God as One and are introduced to the term, "Tawheed" and "Ahad." They get to know Him as a Creator and as a Loving and Merciful God through His attributes (Al-Khaliq, Al Kareem, Al-Wadud, Ar-Rahman, Al-Ghafaur). In a connection of science and faith, students compare and contrast two flowers to learn about God's many creations and connect the life cycles of plants and animals. They review what they learned about prophets in first grade, and then learn about Prophets Nuh, Yunus and Ayuub. More of the life of

Prophet Muhammad includes Mecca as a place of idol worship, his beloved wife Khadijah, and his qualities of honesty, trustworthiness, and hard work. Students are introduced to concepts of accountability and the Hereafter. More specifics on the Five Pillars of Islam are covered in this grade level. In the unit on Hajj, students will also learn about the building of the Ka'ba, the story of Hajar, and the direction of prayer (Qibla). Some of the values that are discussed include responsibility, self-restraint, patience, showing respect to parents, and seeking knowledge. Students enjoy Islamic art experiences through an examination of architectural features of mosques. In this grade, they will also learn about respecting other faiths through a unit on holidays. Finally, they learn a new hadith that corresponds with the value of each month.

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons through the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. Students memorize and recite chapters from the thirtieth part of the Qur'an. Using the Nuraniya method, students also learn to read the Qur'an according to Tajweed rules.

**Projects:** Value of the Month Project, Responsibility Tree Project, Prayer Rug Project

### **PHYSICAL EDUCATION**

P.E. takes place twice weekly. Teachers follow a year-long plan based on California Content Standards. A variety of low organized games are used to help develop the awareness needed for more sophisticated games. Gross motor skills such as running, throwing, jumping and catching are also emphasized through activities such as basketball, soccer, yoga, kickball, and disc golf. Students also learn the basic format to the Presidential Physical Fitness Test and take a mock test every two months. Other important aspects of P.E. are the values of proper sportsmanship and team play, and students have the opportunity to be leaders and followers.

### **MUSIC**

Students have the opportunity to participate in music class once a week. Students learn rhythmic movement and melodic concepts. These are reinforced through numerous activities such as singing, writing, reading, listening, and music games. The Winter Concert is a singing concert in which students write the song based on a pre-selected theme, as well as singing other songs based on this theme. The Spring Concert is an instrumental concert in which students play the xylophones to well-known American folk songs.

### **ART**

Students have the opportunity to experience art activities throughout the year through an integrated art program as well as bi-monthly art classes. In Art class, students are introduced to basic art elements such as line, shape, color, texture, and form. Students create original artwork as they explore and learn to use a variety of different art media in the area of drawing, painting collage, printmaking, weaving, sculpture and mixed media. The art program aims to inculcate a sense of awareness about the environment in our students by recycling and reusing in the process of producing art.

## THIRD GRADE

### READING

**Text:** *Journeys 2017* (Houghton Mifflin)

**Supplemental Resource:** Accelerated Reader-Renaissance Learning

**Novels:** *The Hundred Penny Box* (Sharon Bell Mathis), *Jenny Archer* (Ellen Conford), *Henry and Ribsy* (Beverly Cleary), *Charlotte's Web* (E.B. White)

Students read on-level texts including prose and poetry with purpose and understanding. Literature and informational skills includes identifying main idea and details, cause and effect, making inferences and predictions using grade appropriate text, and understanding and

describing characters. Students are introduced to grade-level literary elements. Students retell and summarize text as well as ask and answer questions to clarify meaning. Students receive direct instruction in how to identify phonics patterns within words, writing complete sentences, and capitalization and punctuation. Phonics instruction advances to more complex sounds including vowel teams, diphthongs final –e, and initial/medial/and final consonant sounds. Students receive instruction about phonograms, word families, syllables and syllabication, compound words, and contractions.

## **LANGUAGE ARTS**

**Texts:** *English* (Houghton Mifflin)

Students engage in independent writing that begins with a five-sentence paragraph and progresses to a simple five-paragraph essay. Writing includes a research report, a friendly letter, personal narrative, book report, descriptive paragraph, persuasive letter, and an opinion paragraph. Students learn to independently write a five-sentence paragraph on a focused topic. All writing follows the 5-step writing process of prewriting, drafting, revising, editing, and publishing. Students also receive direct instruction on types of sentences, subjects and predicates, nouns, verbs, adjectives, adverbs, and capitalization and punctuation. Grade-level high-frequency words are a part of weekly phonics-focused spelling.

## **MATH**

**Text:** *Math in Focus – Singapore Math* (Marshall Cavendish)

**Supplemental Resource:** Accelerated Math-Renaissance Learning

Algebraic skills and number sense include using place-value models to write and represent numbers up to 10,000. Students learn the uses of fractions and recognize equivalent fractions through the use of models. As in previous grades, students use bar models to solve one and two-step addition, subtraction, multiplication and division word problems. Students learn to multiply and divide 3-digit numbers with and without regrouping. Geometry skills include: Identifying parallel and perpendicular lines, right angles, and lines of symmetry. Students use a meter stick, 12-inch ruler and yardstick, and convert measurements among metric units of length. Data analysis skills include collecting and organizing data in bar graphs and line plots. An understanding of math skills is deepened by applying problem solving skills to solve real-world word problems involving addition, subtraction, multiplication, division, and measurement.

## **HANDWRITING**

**Text:** *Handwriting: Grade 3* (Zaner-Bloser)

New Horizon follows the Zaner-Bloser method of handwriting. Students begin the cursive strokes at the beginning of the year and continue learning the cursive alphabet through the year.

## **SCIENCE**

**Text:** *Discover Science* (Scott Foresman)

Science subject matter in third grade is divided into four units: Life Science, Earth Science, Physical Science, and Space and Technology. Teachers enrich the learning by engaging students in

experiments and hands-on learning that builds critical thinking and collaboration skills. Each of these units aligns with national content standards rather than California content standards which gives greater breadth and depth to the topics being studied. In addition, all students participate in the annual Science Fair.

**Science Fair:** With the support of the teacher, students follow the scientific method to develop and present an individual project.

## **SOCIAL STUDIES**

**Text:** Communities (Houghton Mifflin History-Social Science)

A significant part of the curriculum is dedicated to learning about Native American tribes in various regions, past and present. Students are engrossed in learning about Native American culture, history, resourcefulness of the land, beliefs, and customs. Our lessons about Native Americans are integrated in language arts, reading, math, and science. This is done through research reports, many hands-on projects, regional folders, related field trips, and a celebration of learning on Native American Day.

## **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah*, Book 3, Lesson: 1-10

To allow students to build their vocabulary, they learn 196 new vocabulary words that allow them to communicate and to express themselves easily and with understanding in real-life situations. Students will be encouraged to not only answer simple questions, but also to ask one another yes/no and content questions about different topics like their parents' job and occupations, living in apartments or houses, life style and differences between living in a city or countryside. Arabic and Islamic culture and its values are introduced through some short stories that emphasize cooperation, honest, respect and caring, Roleplaying and acting allow students to learn the language naturally and in an enjoyable way. Content-based topics are also introduced in this curriculum such as how do cars work. Students read with fluency and understanding, and they are encouraged to write short to more complex sentences.

**Projects:** Calendar (Islamic New Year), Bird Beak (Origami), Tree Project (Earth Day), Let Us Plant Seeds (Garden), Paper Bag Characters, Me and My Family (clay project)

## **ISLAMIC AND QUR'ANIC STUDIES**

Students will affirm God as the Creator of the universe and our responsibility as the stewards of the earth. In addition, students are introduced to the concept of Tawheed (Oneness of Allah) and the meaning of Islam (as the Submission to the will of Allah). To get to know Him better, they will learn God's Attributes such as Al-Khaliq, Al-Hafiz, Al-Bari, Al-Badi, Al-Aziz, Al-Malik, Al-Mubdi, Al-Musawwir, Al-Razzaq, and Rabb ul-Alameen (Lord of the Worlds). As a connection of science and faith, students will study the stars, moon, sun, and planets. At this grade level, students will be introduced to the Articles of Faith including the concept of free will and choosing from right and wrong. In deeper discussions on prayer, students will understand the true meaning of why we pray, the importance of staying focused while praying, and our connection to God during prayer. They will expand on the five pillars and learn the values such as kindness, respect, appreciation and the love of Allah through actions. They will learn about Prophets Ibrahim, Hud, Saleh, Dawoud, and Isa with the story of Maryam. Students will study the history of Prophet Mohammad's (pbuh) family, his revelation, character, the spread of Islam, hardships, migration (Hijra), and some of his

companions. They will learn about Muslim cities, past and present, and about other faiths' by studying their practices and holidays. Finally, they learn a Hadith each month that corresponds to the Value of the Month.

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons throughout the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. They also memorize and recite chapters from the thirtieth part of the Qur'an. Using the Nuraniya method, students also learn to read the Qur'an according to Tajweed rules.

**Projects:** Value of the Month Project, Commitment to Prayer Project, Generosity Jar Project

## **PHYSICAL EDUCATION**

P.E. takes place twice weekly. Teachers follow a year-long plan based on California Content Standards. A variety of activities including basketball, yoga, baseball, kickball, and disc golf are used to continue the development of skill, rules and strategies for organized games. Students also revisit the format of the Presidential Physical Fitness Test and take a mock test every two months. Other important aspects of P.E. are the values of proper sportsmanship and team play, and all students have the opportunity to be leaders and followers.

## **MUSIC**

Students have the opportunity to participate in music class once a week. Students learn rhythmic movement and melodic concepts. These are reinforced through numerous activities such as singing, writing, reading, listening, and music games. The Winter Concert is a singing concert in which students write the song based on a pre-selected theme, as well as singing other songs based on this theme. The Spring Concert is an instrumental concert in which students play the recorders to well-known American folk songs.

## **ART**

Students have the opportunity to experience art activities throughout the year through an integrated art program as well as bi-monthly art classes. In Art class, students build on the foundation of the basic art elements. Lessons are designed to reinforce and expand on the concepts of line, shape, color, texture, form and space. Students create original artwork utilizing a variety of different art media as they explore and learn new techniques in the area of drawing, painting, collage, printmaking, weaving, sculpture and mixed media. The art program aims to inculcate a sense of awareness about the environment in our students by recycling and reusing in the process of producing art.

## FOURTH GRADE

### **READING**

**Text:** *Journeys 2017* (Houghton Mifflin)

**Supplemental Resource:** Accelerated Reader-Renaissance Learning

**Novels:** *Because of Winn-Dixie* (Kate DeCamillo), *The Mouse and the Motorcycle* (Beverly Cleary), *By the Shores of Silver Lake* (Laura Ingalls Wilder) *James and the Giant Peach* (Roald Dahl)

Students read on-level texts including prose and poetry with purpose and understanding. Literature and informational skills includes identifying main idea and details, cause and effect, making inferences and predictions using grade-appropriate text, and understanding and describing characters. Students are introduced to grade-level literary elements. Students retell and summarize text as well as ask and answer questions to clarify meaning. Students receive direct instruction in identifying and writing different types of sentences, capitalization, and punctuation. Phonics instruction advances to more complex sounds including vowel teams, diphthongs final – e, and initial/medial/and final consonant sounds. Students receive instruction about phonograms, word families, syllables and syllabication, compound words, contractions. base-words and inflected endings, affixes, and stressed and unstressed syllables.

## **LANGUAGE ARTS**

**Texts:** *English* (Houghton Mifflin)

Students engage in independent writing that begins with a simple five-paragraph essay and progresses to a strong five-paragraph essay. Writing includes a research report, a friendly letter, personal narrative, book report, descriptive essay, persuasive letter, and an opinion essay. All writing follows the 5-step writing process of prewriting, drafting, revising, editing, and publishing. Students also receive direct instruction on types of sentences, subjects and predicates, nouns, verbs, contractions, adjectives, adverbs, present and future tenses, and capitalization and punctuation. Grade-level high-frequency words are a part of weekly phonics-focused spelling.

## **MATH**

**Text:** *Math in Focus – Singapore Math* (Marshall Cavendish)

**Supplemental Resource:** Accelerated Math-Renaissance Learning

Students continue to build on number sense and algebraic skills by writing numbers up to 100,000 in standard, expanded, and word forms, and name and illustrate mixed numbers and improper fractions in various forms. Students convert mixed numbers and improper fractions, and understand decimal notation through hundredths. Students multiply up to 4 digit numbers, and learn long division with and without regrouping. Students learn about greatest common factor and least common multiple. Geometry skills include drawing perpendicular and parallel lines, drawing and measuring angles, and finding unknown angle measures and side lengths of squares and rectangles. Students learn to estimate and measure angles in whole number degrees with a protractor, and learn to calculate area and perimeter. Data analysis includes finding the mean, median, mode and range of a data set, constructing and interpreting tally charts, line plots, stem-and-leaf plots, bar graphs, picture graphs, tables and line graphs. Students practice tessellations through an art activity, and recognize line and rotational symmetry Problem solving skills are enhanced through using appropriate strategies to solve real-world word problems involving addition, subtraction, multiplication and division involving whole numbers, fractions, measurement, time, and money.

## **HANDWRITING**

New Horizon follows the Zaner-Bloser method of handwriting. Fourth graders continue to develop and refine cursive handwriting, and most final writing is presented in cursive.

## **SCIENCE**



**Text:** *Science* (Scott Foresman)

Science subject matter in fourth grade is divided into four units: Life Science, Earth Science, Physical Science, and Space and Technology. Teachers enrich the learning by engaging students in experiments and hands-on learning that builds critical thinking and collaboration skills. Each of these units aligns with national content standards rather than California content standards which gives greater breadth and depth to the topics being studied. In addition, all students participate in the annual Science Fair.

**Science Fair:** Students will follow the scientific method to develop and present an individual project.

## **SOCIAL STUDIES**

**Text:** *California Studies* (Houghton Mifflin History-Social Science)

Students in fourth grade study California in depth. They will learn about California from the following perspectives; geography, history, economics, environmental issues, ethics and belief systems, social and political systems, national identity, constitutional heritage, citizenship, and the future of our state. Students visit a local Mission for a hands-on learning experience about life on the missions. Students write an independent research report on one of California's missions.

## **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah*, Book 3, Lesson: 11-20

Students learn 209 new vocabulary words in this grade that allows them to communicate meaningfully, effectively, and creatively in Arabic for real-life purposes. Students also learn about Arab scholars, culture and values such as working hard, being honest and cooperating with others to achieve more. Content-based topics are also taken into consideration in this curriculum like flying and airplanes; life and habits of ants; and preserving the environment. In addition, students will talk and write about their hobbies, feelings and wishes. Role-playing and acting allows students to learn the language naturally and in an enjoyable way. Students read longer paragraphs with comprehension, and they are encouraged to write questions and complex sentences, and gradually progress to writing short paragraphs.

**Projects:** Prayer rug, working in a team to research and build a miniature Mosque for Arabic Day, origami paper plane, various paper bag characters, Sinbad (clay project)

## **ISLAMIC AND QUR'ANIC STUDIES**

In Fourth Grade, students will identify Aqeeda as word and action and learn the six Articles of Faith in detail. They will learn more of God's Attributes such as Al-Adl, Al-Hayy, Al-Qayyum, Al-Ali, Al-Atheem, Al-Raqib, Al-Awwal, Al-Akhir, and Al-Alim as well as The Wise, The Just, and The Fair. They will memorize all 99 names of God. In a unit connecting science and faith, students learn about God's creation in terms of organisms' interdependence. In addition to the above, students learn the meaning of Ibadah (worship) in both actions and words spoken to please God. They get to know more about different types of prayer including Sunnah, Jum'a, Eid, and Tarawih prayers and will find out about types of Zakat. They also learn to apply the values of responsibility, patience, thankfulness, honesty, justice, commitment, generosity and perseverance, to name a few. Students learn certain values through the prophets' stories, such as Nuh and patience, Sulayman with gratitude for God's gifts unto him, and Hud with humility. They also elaborate on the Prophet

Mohammad's life and character with focus on his early life, revelation and his habit of meditation, the struggles and hardships, the plot to kill the Prophet, and Hijra to Medina to avoid persecution. They briefly study the lives of important figures like Ali, Khadijah, and Abu Bakr as the first converts, and Fatimah, Umar ibn-al-Khattab, Uthman ibn Affan, and Bilal ibn Rabah as companions. Finally, they will identify Jews, Christians and Muslims as People of the Book, who believe in the same God and how to demonstrate respect for all. They learn about Halloween and Christmas and respect for the various religious holidays.

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons throughout the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. They also memorize and recite chapters from the thirtieth part of the Qur'an. Using the Nuraniya method, students also learn to read the Qur'an according to the rules of Tajweed.

**Projects:** Value of the Month Projects, Prayer and Commitment Projects, Mosque Project (in collaboration with Arabic class)

### **DIGITAL LEARNING**

Students visit the media center once a week for a 45-minute period. The main focus of the technology program at the fourth grade level is keyboarding and giving students ample time to establish their basic typing skills. They learn a variety of skills appropriate for their age, which include digital citizenship, digital ethics and safety, email standards and the correct etiquette of electronic communication, web applications, and Office 365 programs including Word, Excel, PowerPoint, and Publisher.

### **PHYSICAL EDUCATION**

P.E. takes place twice weekly. Teachers follow a year-long plan based on California Content Standards. Since fourth graders have already developed basic skills at a higher level, they now have the skills to play sophisticated games with an understanding of the rules, nuances of the games and able to follow the proper rules of sportsmanship. Sports and activities such as basketball, football, volleyball, soccer, yoga, baseball, kickball, and disc golf are featured. Students also study the format of the Presidential Physical Fitness Test and take a mock test every two months. All students have the opportunity to be leaders and followers.

### **MUSIC**

Students have the opportunity to participate in music class once a week. Students learn rhythmic movement and melodic concepts. These are reinforced through numerous activities such as singing, writing, reading, listening, and music games. The Winter Concert is a singing concert in which students write the song based on a pre-selected theme, as well as singing other songs based on this theme. The Spring Concert is an instrumental concert in which students play the recorders to well-known American folk songs.

### **ART**

Students have the opportunity to experience art activities throughout the year through an integrated art program as well as bi-monthly art classes. In Art class, students build on the foundation of the basic art elements. Lessons are designed to reinforce and expand on the concepts of line, shape, color, texture, form and space. Students create original artwork utilizing a variety of different media as they explore and learn new techniques in the area of drawing, painting, collage, printmaking, weaving and mixed media. The art program aims to inculcate a sense of awareness about the environment in our students by recycling and reusing in the process of producing art.

## **MIDDLE SCHOOL**

### **INTRODUCTION**

Our Middle School program (fifth through eighth grade) bridges the childhood expectations of elementary life and the increased demands of high school. As a place of growth, awareness, and understanding of oneself, the middle school provides an opportunity for students to learn the interdependence of all subject areas and their relevance to everyday life. Students are encouraged to synthesize, analyze, and evaluate problems, define solutions, and relate their experiences to the world around them. Middle school captures the unbounded energy of

maturing young adults and nurtures and guides them through the necessary transitions of early adolescence.

The middle school experience provides a wealth of learning — from the fundamentals of a strong academic curriculum to the development of essential life skills. Our supportive and qualified Middle School staff ensures the success of each student by giving the kind of individualized instruction that promotes critical thinking, intellectual integrity, and social maturity.

Beyond the classroom, the students receive other opportunities to expand their learning and build important leadership skills through additional programs in the middle school. Student Council is an avenue for some students to reach a level of service and responsibility as leaders in the school. Peer tutoring is another way for students to use their knowledge and skills to help others who are in need. Community service is a graduation requirement that seventh and eighth graders participate in to learn the importance of caring and giving of their time as they visit a neighborhood public school each week as teachers' aides.

Striving for excellence is a goal in our science program, and students in sixth and seventh grade can prove their merit in the annual science fair. Upon assessment by a team of outside judges, the students may earn a gold, silver, or bronze medal and, according to the top scores, become eligible to participate in the Los Angeles County Science Fair.

The mind and body work together to balance a student's mental and physical health. In addition to a structured physical education program, the Sports Club in the middle school encourages students to increase their ability in various sports while developing a sense of sportsmanship and school spirit. The school belongs to the Foothill League, and games are scheduled for both boys and girls in volleyball, flag football, soccer, and basketball.

The outdoor education program is an essential ingredient in the overall middle school experience as learning takes on a different flavor in the outdoors. While the students learn various skills on these trips, they also enjoy the chance to develop a strong class spirit and deeper friendships with classmates. Fifth and sixth graders attend a 3-day program at Big Rock Creek Camp in the Angeles National Forest, and seventh graders participate in a 3-day program on the Channel Islands.

### **ADVISORY PROGRAM**

Research has shown that students' academic achievement has a direct correlation to their relationships with their peers and teachers. The advisory program provides the opportunity for middle school students to develop positive, meaningful connections at a time when they are undergoing rapid physical and hormonal changes that have a profound impact on their social and emotional experiences. To more effectively support our students at this critical stage in their lives, the middle school has implemented a structured advisory program consisting of weekly meetings with an advisor.

The advisory curriculum covers a variety of topics focused mainly on students' personal and social development (e.g. nurturing a positive self-image, conflict resolution, inclusion, collaboration, promoting acceptance of others' perspectives, effective communication, developing social skills) in addition to offering some support for the development of academic skills (e.g. time management, organization).

### **ELECTIVES**

In addition to the core classes, seventh and eighth grade students are given options for academic electives as well as arts and other electives every quarter.

### Academic Electives

- **Chess Strategies:** Students work with other students to learn the basics of playing chess, create strategies, think critically, improve concentration, implement ideas, and design solutions.
- **Global Studies:** Students address high-interest global issues while practicing core research skills. Students are not only given the tools to understand the processes of globalization and their consequences, but they are also empowered to shape their world as the next generation of global leaders in business, education, government, and the non-profit sector.
- **Geometry-Architects of Learning:** Students apply math skills in geometry, measurement, scale, and proportion to create a campus of pavilions designed to display a theme. Working in cooperative teams, they figure area, perimeter, scale, and design floor plans to create a three-dimensional scale model.
- **Math Skills-Squared Away:** Students learn to confidently tackle challenging word problems that involve ratios, unit rates, and those dealing with time, rate, and distance. Through team activities and exercises using calculators, they determine how fractions, decimals, and percent are related.
- **Mind over Media:** Students discover the secrets of media and its power over people. Whether it's television, music, magazines, or advertisements, we are influenced by many positive and negative messages. Students learn how to be media literate so they can better control the effect of this powerful medium in their life. This course involves some TV viewing.
- **Public Speaking:** This course prepares students for a variety of academic and other situations in which formal presentations are required. Through feedback from the teacher and their peers, students gain insight into the tactics that work for and against them when giving a presentation. The course aims to reduce students' anxiety in public presentations, emphasize speech preparation, enhance public speaking skills, and make them better able to evaluate their own performance and that of their peers. *This course is required for graduation.*

### Elective II Courses:

- **Acting 1:** Students learn some of the basics of acting and drama as they explore a variety of different theatre games, such as trust walks, pantomime, and others to free the imagination. With that knowledge, the class works on improvisation, which is the ability to create a scene spontaneously while still holding true to one's character, time, and space. Finally, they work on comedy duologues as a group and perform them at the Arts Fest in late May.
- **Acting 2:** Students review a few theater games and dabble in improvisation, but the focus is on preparing the class for presenting an approximately hour-long play. This includes memorizing lines, learning blocking, choosing of costumes, and changing sets for the performance at the Arts Fest in late May.
- **Ceramics:** Ceramics is a fun and creative class in which students enjoy working with their hands. They have the opportunity to work with clay as well as make original tile pieces and mosaics.
- **Coding:** Students learn valuable coding skills using Scratch, an online visual programming tool, and create their own interactive stories, games, and animations. They will learn to

think creatively, reason systematically, and work collaboratively with other students in the class.

- **Community Service:** Students learn the joy of giving and helping others as they tutor younger students in reading, work on preparing projects with the teacher, play with students at recess, read a story to preschoolers, etc. *This course is required for graduation.*
- **Filmmaking:** Students learn the essentials of cinematic technique and film production in this fun hands-on class. Using a digital camcorder, video editing software, and their creativity, each group of students in this class will produce 2-3 three- to five-minute films.
- **Instruments-Beginner Guitar:** Students learn the basics of acoustic guitar playing: parts of the guitar, proper form and technique, notes on the fretboard, basic chords, etc. Students will progress until they are able to play simple popular songs.
- **Instruments-Advanced Beg. Guitar:** Students continue learning the basics of acoustic guitar playing: parts of the guitar, proper form and technique, notes on the fretboard, chords, etc. Students are also taught more complex chords as well as barre techniques, and basic improvising. They will progress until they are able to play and sing more complex popular songs. Beginner Guitar is a pre-requisite for this class.
- **Music Band:** Students form a band and learn the basics (and more) of playing the guitar, bass, keyboards, and drum set. The band performs at least two songs, possibly more, at the MS Arts Fest in late May.
- **Robotics:** Students use their ingenuity, creativity, and technical prowess to build a robot out of Lego pieces and program the robot to function and respond to commands with the Lego Mindstorms software.
- **Web Design:** Students work collaboratively with other students to design and create innovative web pages using such online tools as Wix or Weebly.
- **Yearbook:** Students work together to create the school's yearbook. They gain valuable experience in print media publishing by working towards the completion of a large finished product. They compose, construct, and edit all elements of digital text layout, graphic art, and digital photography. They also work on many clerical operations, make announcements, maintain signs, take photos around the school, conduct student polls, and assist each other as needed.

## FIFTH GRADE

*Fifth grade at NHS is the entrance to middle school. While students may sense their readiness to be part of this experience, often their organizational skills are still developing. Therefore, we consider fifth grade to be a transitional year in which we work with fifth graders to develop the skills and abilities needed to excel in a middle school program.*

### READING

**Texts:** *Journeys 2017* (Houghton Mifflin)

**Supplemental Resource:** Accelerated Reader-Renaissance Learning

**Novels:** *Maniac Magee* (Spinelli), *Letters from Rifka* (Hesse), *Night of the Twisters* (Ruckman)

Students read on-level texts including prose and poetry with purpose and understanding. Literature and informational skills includes identifying main idea and details, cause and effect, making inferences and predictions using grade appropriate text, and understanding and describing characters. Students are introduced to grade-level literary elements. Students retell and summarize text as well as ask and answer questions to clarify meaning. Phonics instruction advances to more complex sounds including vowel teams, diphthongs final –e, and initial/medial/and final consonant sounds. Students receive instruction about phonograms, word families, syllables and syllabication, compound words, contractions. base-words and inflected endings, affixes, and Greek and Latin roots.

## **ENGLISH**

**Texts:** *English* (Houghton Mifflin)

**Supplemental Resource:** *Wordly Wise* Level 5

The English program focuses on reading comprehension, writing skills, grammar, and literature analysis. Students continue to write 5-paragraph essays and work on how to edit their work with attention to mechanics of writing. Emphasis on grammar, vocabulary, and spelling assist students in developing more accurate word usage and enhanced writing. Students are given tools to analyze literature by introducing them to the parts of literature (theme, voice, plot, structure, setting, symbolism, tone, point of view and style) and various literary devices such as personification, analogies, irony, similes, metaphors, and foreshadowing. Cursive handwriting is emphasized at this grade level.

**Projects and activities:** tall tales, diary entries, book reports, journals, essays (descriptive, persuasive, expository, opinion, personal narrative), wanted poster, timeline, and dioramas.

## **MATH**

**Text:** *Math in Focus – Singapore Math* (Marshall Cavendish)

**Supplemental Resource:** *Accelerated Math-Renaissance Learning*

Number Concepts and Algebraic skills include writing, comparing and ordering numbers up to 10,000,000. Students learn to convert fractions to decimals and percents. In addition to multiplying and dividing whole multi-digit numbers, students use estimation and mental math to estimate sums, differences, products, and quotients. For the first time, students use letters as variables, and simplify numerical expressions. They evaluate numeric expressions with two or more operations using the order of operations, and understand equality and inequalities. Geometry skills include understanding the properties of right, isosceles, and equilateral triangles. Students learn to plot points on a coordinate grid. Students find the volume of prisms and solid figures and the area of triangles. Students learn to generate a double bar graph to represent data and analyze it, make a line plot to display a data set of measurements in fractions of a unit, and interpret tally charts, bar graphs, picture graphs, tables, line graphs, and line plots. As in previous years, all Math concepts are practiced by solving real-world multi-step word problems.

## **SCIENCE**

**Text:** *California Science Text* (Scott Foresman, 2008)

A general course in science is offered at fifth grade level following CA Science Standards. The scientific method and process skills are essential components of the learning experience. Students are given numerous opportunities to gain knowledge through lecture, discussion, group work, and hands-on experimentation. Topics covered in this course include: life science (comparing living things, reproduction and change, adaptations, ecology), physical science (classifying matter, investigating motion, forms of energy, electrical energy), earth science (the changing earth, the earth's resources, climate, astronomy), the human body (respiration and excretion, living a healthy life).

**Projects/activities:** science diagrams, hands-on activities, model-making, interactive learning, visit to the Ocean Institute in Dana Point (Weather and Water Program), Griffith Observatory (5<sup>th</sup> grade Earth science program), and group science projects for the Science Fair.

### **EARLY AMERICAN HISTORY**

**Texts:** *History-Social Science, United States History: The Early Years*

At this level, the social studies program addresses the development of the United States up to 1850. The emphasis is on the study of people, discussing the roles of Native Americans and explorers, while also focusing on different colonial settlements and how that led to the development of regional differences. Students study the causes leading up to the Revolutionary War, the events during the war, and the results. The structure of the government and the physical and political development of the U.S. are also important elements of the curriculum.

Basic note-taking skills (Cornell notes) are reinforced in this course as well as how to summarize an article for a current event. Critical thinking skills are emphasized as students are asked to study cause/effect, development of societies, how conflict shapes history, importance and biases of primary and secondary sources, role of religion, social issues (racism, immigration), and changing views of history, events, people, and society. One of the fifth grade novels is historical fiction and relates to the topic of immigration in the social studies curriculum. Projects and activities include illustrative timelines, maps, skits, debate, and art activities.

### **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah*, Book 4, Lessons 1-10

In this grade level, students will learn 218 new vocabulary words. Lessons are explained using different kinds of storytelling, from fiction, folk, culture stories and dialogues. They learn about the importance of generosity, friendship and cooperation, how to start and end a phone conversation, talk about their summer break and express their feelings about it. Through role play, they learn how to inquire about colors and sizes and how to ask about prices and calculate how much they need to pay. Students also explore different professions and what they want to be when they grow up. Students practice etiquettes, good family values, cleanliness, staying active, and good eating habits. Students can read short illustrated stories of about 200-250 words, and write a narrative and short story of about 50-60 words.



**Projects/activities:** Introducing self and family, my favorite class, my best friend, skits, Arabic Day activity that includes poems about professions and how to give instructions, and one book report.

## **ISLAMIC STUDIES**

**Texts:** *Learning and Living Islam, Grade 5 and Other Islamic Literature*

The program at fifth grade continues to build on the knowledge gained through the elementary years. In the unit on God as the Creator, the curriculum makes connections to CA Life Science Standards related to plants and animals. Starting in fifth grade, the units on the deeper knowledge of the five pillars of Islam and the core beliefs are reviewed so as to allow more time to address new topics. Values and ethical decision-making form an integral part of the learning experience as students are challenged to read stories and poems and to imagine the real-life situations in which they have to make difficult choices to apply their principles. Through Islamic literature, such as *The Awakening*, *The Desert Chief*, and *The Long Search*, for example, students are exposed to fictional and non-fictional stories that teach important lessons. The unit on Prophet Muhammad's life extends from the Year of Sadness through the return of Muslims to Mecca. The focus is not just on the biographical facts of his life, but also on his character and his leadership.

Other key units include a connection between the fifth grade U.S. history curriculum and the realities of Muslim slaves during its early period, an examination of mosques and Islamic architecture, a study of Chinese and Southeast Asian Muslims, and a focus on heroes who stood up for their beliefs or against injustice like Muhammad Ali and Cesar Chavez.

The Islamic Studies class is a critical place for students to develop understanding and respect for other faiths. In fifth grade, the program covers American holidays, the People of the Book, and a closer look at Christian and Jewish holidays.

## **QUR'ANIC STUDIES**

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons and verses throughout the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. These themes and topics address acts of worship, morals and monthly values emphasized at school. Furthermore, students are encouraged to explore some Qur'anic verses that reflect linkage with nature, mathematical and scientific phenomena in Qur'an to deepen their faith and to nurture their appreciation of the religion. Students will also memorize and recite chapters from the thirtieth part of the Qur'an. Using the *Nuraniya* method, students also learn to read the Qur'an and follow *Tajweed* rules to perfect their pronunciation.

## **DIGITAL LEARNING**

The main focus of the technology program at the fifth grade level is keyboarding and giving students ample time to establish their basic typing skills. Then, through project-based learning, students develop other essential skills such as word processing, spreadsheet, multimedia presentation, desktop publishing, and video editing using online software platforms such as Office 365. Students are instructed on Internet safety as well as on how to properly evaluate websites when using the web for research purposes. This class is offered two times per week for the first quarter and once times per week for the remainder of the year.

## **HEALTH & HUMAN DEVELOPMENT**

**Texts:** *Transitions* by Al-Marayati and Al-Sarraf

The health and human development program covers various topics that promote self-awareness, healthy living, and responsible decision-making. Some of the topics covered include: communication, personal hygiene and safety, physical and emotional changes of puberty, menstruation, and anatomy and physiology.

These classes are provided in an 8-10-week class as part of the Islamic Studies curriculum and are gender-specific to give students an opportunity to discuss more freely their ideas and feelings on these topics.

### **PHYSICAL EDUCATION**

Physical education classes engage the students in positive, healthy behaviors that ultimately contribute to overall physical fitness. Students learn the rules of various sports such as basketball, football, soccer, volleyball, softball, and kickball. Additional games and activities such as Capture the Flag and relays are used to enhance sportsmanship. Students take the Presidential Physical Fitness Test every two months to learn about setting goals and then attaining them. This class is provided for three periods each week.

### **MUSIC**

Students receive instruction in reading music and they prepare for a full production of a musical. They practice their singing and acting skills for a performance at the end of the first semester. *(One semester only)*

### **ART**

Students participate in a class that focuses on art "ISMS" highlighting the history of famous artists and their art movement from Impressionism to Abstract Expressionism. Students analyze how different artists used the basic elements of art (line, shape, color, texture, form, space) in their work. Inspiration, not imitation, is the goal as students create their own masterpieces. Students utilize a range of different art mediums in the area of drawing, painting and collage and mixed media. Emphasis on recycling and reusing in the process of producing art is essential. Students participate in the Middle School Arts Fest. *(One semester only)*

### **OUTDOOR EDUCATION**

Fifth graders enjoy a 3-day trip to Big Rock Creek Camp in the Angeles National Forest. Some of the highlights of the trip include plant and reptile study, teambuilding, survival skills, low-ropes course, geology hike, pioneer skills, and orienteering.

## SIXTH GRADE

### READING

**Texts:** *Journeys 2017* (Houghton Mifflin)

**Supplemental Resource:** Accelerated Reader (Renaissance Learning)

**Novels:** *A Wrinkle in Time* (L'Engle), *The Egypt Game* (Snyder), *Hatchet*, (Paulsen)

Students read on-level texts including prose and poetry with purpose and understanding. Literature and informational skills includes identifying main idea and details, cause and effect, making inferences and predictions using grade appropriate text, and character analysis. Students are introduced to grade-level literary elements. Students retell and summarize text as well as ask and answer questions to clarify meaning. Students receive direct instruction in how to identify

letters, words, sentences, capitalization, and punctuation. Phonics instruction advances to more complex sounds including vowel teams, diphthongs final –e, and initial/medial/and final consonant sounds. Students receive instruction about phonograms, word families, syllables and syllabication, compound words, contractions. base-words and inflected endings, affixes, and Greek and Latin roots.

## **ENGLISH**

**Texts:** *English* (Houghton Mifflin)

**Supplemental Resource:** *Wordly Wise Level 6*

The English program focuses on reading comprehension, writing skills, grammar, and literature analysis. Reading comprehension is reinforced through reading and analysis of texts with attention to contextual vocabulary, prediction/inference, summarizing, and so on. Students continue to develop their 5-paragraph essays (compare/contrast, descriptive, persuasive, narrative, and expository) through various opportunities for writing. They also continue to build their grammar, vocabulary and spelling skills to improve the quality of their overall writing and to enhance reading comprehension. Students analyze literature with attention to parts of literature (theme, voice, plot, structure, setting, symbolism, tone, point of view and style) and various literary devices such as personification, analogies, irony, similes, metaphors, and foreshadowing. Projects and activities include essays, book reports, journals, and literature circles.

## **MATH**

**Text:** *Math in Focus, Course 1* (Singapore Math) (Houghton Mifflin)

**Supplemental Resource:** *Accelerated Math-Renaissance Learning*

Number sense is deepened by understanding positive and negative numbers and using them to represent quantities in real-world contexts. Students will use negative numbers to identify and locate points in a four-quadrant coordinate plane, and understand absolute value of a number. Students learn to find the square or cube of a number, and divide multi-digit numbers using the standard algorithm. Students solve percent problems involving simple interest, tax, markups, discounts, and commissions, and solve multi-step percent problems involving percent increase and decrease. Students write and evaluate algebraic expressions using the order of operations, write and evaluate an inequality, and recognize that some inequalities have an infinite number of solutions. Geometry skills include relating the ratio of the circumference to the diameter of a circle, and understand how the formula for the area of a circle is derived. Students continue to solve real-world multi-step word problems to all math concepts learned.

## **EARTH SCIENCE**

**Text:** *Focus on Earth Science* (Prentice Hall)

Exploration of the fascinating elements of earth science following CA Science Standards is the focus for the sixth grade science program. Scientific inquiry is inspired through hands-on experimentation and creation of models that help promote deeper understanding of difficult concepts. Topics covered in this course include: plate tectonics, earthquakes, volcanoes, minerals, rocks, mapping the earth's surface, weathering and soil formation, erosion and deposition, the water planet, fresh water, freshwater resources, ocean motions, ocean zones, the

atmosphere, weather factors, weather patterns, climate and climate change, populations and communities, ecosystems and biomes, living resources, energy resources.

Students also take a sixteen-week course on preparing a science fair project. Objectives of the course include: choosing a topic, conducting research, experiment planning, reporting results, drawing conclusions, writing the report, designing the display board, and preparing an oral presentation. The course culminates with students displaying their projects in the school's annual science fair. Students may earn a bronze, silver, or gold medal for reaching a particular standard from the average scores of several outside judges. From the top scores in the fair, projects are selected for entry into the Los Angeles County Science Fair.

**Projects/activities:** visit to Ballona Wetlands, science diagrams, hands-on activities, model-making, interactive learning.

## **ANCIENT HISTORY**

**Text:** *World History Ancient Civilization* (Houghton Mifflin)

At this level, the social studies program addresses the development of the major Western and non-Western civilizations. Emphasis is placed on the study of geography and its effect on the growth of these civilizations. Students also study people's ideas and religions, achievements, the problems they faced, and their role in developing today's political, social, and economic structure.

Basic note-taking skills are reinforced in this course as well as how to summarize articles focused on current events. Critical thinking skills are emphasized as students are asked to study cause/effect, development of societies, how conflict shapes history, importance and biases of primary and secondary sources, role of religion, social issues (racism, immigration), and changing views of history, events, people, and society. Students are required to learn the areas studied in the Middle East and Asia as well as influential cities and bodies of water. History units include, Ancient Mesopotamia, Ancient Egypt, African Kingdoms, Ancient Greece, Ancient Rome, and the Hebrew Kingdoms.

**Projects/activities:** writing a Greek tragedy/comedy game, Olympic simulation, debate current events, historical book reports, and a visit to Skirball's Archaeology Dig and exhibit, and the Getty Malibu Villa.

## **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah, Book 4, Lesson 11-20*

In this grade level, students will learn 211 new vocabulary words. Lessons are explained using different kinds of storytelling, from fiction, folk, culture stories and dialogues. Students learn about birds and their habitats through Islamic storytelling. They practice how to be good to your neighbors through role-playing. They learn about different types of sports by researching and talking about their favorite type of sport. Students explore different types of professions and how they help their community. They talk about their life and daily schedule. They learn about different species of animals and their habitats, and the importance of animals in human life. Student learn mathematical terms, decimals and fractions, and one-to-one comparison (length-height-weight) Through role-playing, students are introduced to situations in which they interact with their community helpers, and learn about inventors and scholars and their achievements.

**Projects/activities:** Introducing self and family, talk about summer vacation and places they visited, Arabic Day activities include a puppet show and a game, create a project about birds and their habitat, and two book reports.

### **ISLAMIC STUDIES**

The program at sixth grade begins with the unit on God as the Creator which relates to the CA Earth Science Standard on how the earth's natural resources are used as renewable and non-renewable energy and the importance of humanity's role in preserving the earth. After learning additional attributes of God (of the 99) and reviewing the beliefs and pillars of Islam, students work on developing responsibility for their own actions and learning how to practice the values of the faith. Some of these values include patience, thankfulness, tolerance, courage, being a good citizen, avoiding gossip, kindness to the earth, respecting one's mind and body, seeking knowledge, etc. The stories of key prophets in history take on new meaning as a more mature and developing mind can tackle the deeper lessons (Adam, Dawud, Sulaiman, Ya'qub, Musa, and Isa). A unit on leadership takes students into examining the life of the Prophet, the lives of the Caliphs, and in historical figures like George Washington, Gandhi, and Malcolm X. Additional units are offered on the history after the early years in places like Spain, Africa, Europe, and Baghdad, the Gregorian, Hebrew, and Islamic calendars, purpose of the mosque. They also address some contemporary issues and figures such as Ahmed Zewail and Hakeem Olajuwon, standing for justice, the ethics of disagreement, moderation and balance, and a discussion of monotheistic faiths, Christianity and Judaism.

### **QUR'ANIC STUDIES**

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons and verses throughout the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. These themes and topics address acts of worship, morals and values emphasized at school. Furthermore, students are encouraged to explore some Qur'anic verses that reflect linkage with nature, mathematical and scientific phenomena in Qur'an to deepen their faith and to nurture their appreciation of the religion. Students will also memorize and recite chapters from the thirtieth part of the Qur'an. Using the *Nuraniya* method, students also learn to read the Qur'an and follow *Tajweed* rules to perfect their pronunciation.

### **DIGITAL LEARNING**

The technology class reviews keyboarding skills, but assumes the students have reached a level of competence. Therefore, more emphasis is given to other skills such as word processing, spreadsheet, multimedia presentation, desktop publishing, and video editing through Office 365 and other web-based programs. Most of the projects are integrated with other subject areas. Students are instructed on how to search the web safely and effectively for research purposes, as well as how to be ethical, positive, and contributing digital citizens.

### **HEALTH & HUMAN DEVELOPMENT**

**Texts:** *Transitions* by Al-Marayati and Al-Sarraf

The health and human development program covers various topics that promote self-awareness, healthy living, and responsible decision-making. Some of the topics covered include: communication, personal hygiene and safety, physical and emotional changes of puberty, menstruation, male/female reproductive systems, sexuality, stages of pregnancy, Islamic perspectives on menstruation, body image, and spiritual accountability.

These classes are provided in an eight to ten week class as part of the Islamic Studies curriculum and are gender-specific to give students an opportunity to discuss more freely their ideas and feelings on these topics.

### **PHYSICAL EDUCATION**

Physical education classes engage the students in positive, healthy behaviors that ultimately contribute to overall physical fitness. Students learn sportsmanship and the rules of various sports such as basketball, football, soccer, volleyball, softball, and kickball. Students take the Presidential Physical Fitness Test every two months to learn about goal setting and attaining them. This class is provided for three periods each week.

### **MUSIC**

Students receive instruction in reading music as they prepare for a full production of a musical. They practice their singing and acting skills for a performance at the end of the first semester. *(One semester only)*

### **ART**

Students participate in a class that builds on their understanding of the basic elements of art (line, shape, color, texture, form, space) as they are introduced to the basic principles of design. With a focus on the principles of balance, emphasis, contrast, unity, and movement, students have the opportunity to create a range of original artwork utilizing different art mediums in the area of drawing, painting, collage, mixed media. Emphasis on recycling and reusing in the process of producing art is essential. Students participate in the Middle School Arts Fest. *(One semester only)*

### **OUTDOOR EDUCATION**

Fifth and sixth graders enjoy a 3-day trip to Big Rock Creek Camp in the Angeles National Forest. Some of the highlights of the trip include plant and reptile study, teambuilding, survival skills, low-ropes course, orienteering, and rappelling.

## SEVENTH GRADE

### ENGLISH

**Text:** *English* (Houghton Mifflin)

**Novels:** *The Giver* (Lowry), *Roll of Thunder, Hear My Cry* (Taylor), *Boy: Tales of Childhood* (Roald Dahl)

**Supplemental Resource:** Accelerated Reader (Renaissance Learning), Wordly Wise Level 7

Students continue to build their reading, writing, and critical thinking skills through the English program. Students are required to delve into the intricacies of literary texts, examining the use of metaphors, analogies, and other literary devices. Essay writing emphasizes a structured approach to writing but also allows students to express feelings, emotions, and opinions in a constructive and unique way. An important focus of the class is vocabulary development with many words taken directly from the reading selections. Grammar remains an essential component of the English program with students practicing correcting sentences and then incorporating their knowledge of the rules into their essay writing.



**Projects and activities:** double entry journals, literary circles, in-book annotations, passage illustrations, and cooperative in-class discussions (grand conferences).

## **MATH PRE-ALGEBRA**

**Text:** *Math in Focus* - Singapore Math Courses 2A and B (Marshall Cavendish)

**Supplemental Resource:** Accelerated Math (Renaissance Learning)

The content of this course is a focused and coherent curriculum that adheres to the Common Core State Standards. Skills and concepts are taught in-depth to allow for mastery. Models, manipulatives, strategic tools and technology are used to connect visual representation to algebra. This curriculum helps students build solid conceptual understanding through an emphasis on problem solving. Topics covered in this course include: the real number system, rational number operations, algebraic expressions, algebraic equations and inequalities, direct and inverse proportion, angle properties, geometric construction, volume and surface area of solids, statistics, and probability.

## **LIFE SCIENCE**

**Text:** *Focus on Life Science* (Prentice Hall)

Students in seventh grade continue their scientific inquiry by focusing on life science that follows CA Science Standards. Understanding and applying the scientific method is an essential goal of this class. Through study of text and actual experimentation, students gain knowledge and experience of important scientific concepts. The following topics are covered: cell structure and function, cell processes and energy, genetics and the science of heredity, modern genetics, evolution, viruses, bacteria, protists and fungi, structure and function of plants, vertebrates, invertebrates, and the human body.

Students also take an eight to ten week course on preparing a science fair project. Objectives of the course include: choosing a topic, conducting research, experiment planning, reporting results, drawing conclusions, writing the report, designing the display board, and preparing an oral presentation. The course culminates with students displaying their projects in the school's annual science fair. Students may earn a bronze, silver, or gold medal for reaching a particular standard from the average scores of several outside judges. From the top scores in the fair, projects are selected for entry into the Los Angeles County Science Fair.

**Projects/activities:** Visit to California Science Center, cell project, in-class egg project, "all in the family" genetics project, human genetic disorder, DNA model, a family portrait, dissections (frog and cow's eye), and leaf project.

## **WORLD HISTORY**

**Text:** *Medieval and Early Modern Times* (McDougall Littell)

The curriculum invites students to explore the challenges and accomplishments of a vast array of ancient empires including the Roman, Islamic, Ottoman, Mongolian, Japanese and Chinese empires.

An additional unit on Black History is incorporated into the program during Black History month. Students experience a unique vision of African-American life through the eyes of African Americans themselves by listening to the musical genres of rap and blues. This is mainly connected to the reading of one of the literature selections, *Roll of Thunder, Hear My Cry*. Projects and activities include a visit to the Los Angeles County Museum of Arts for Islamic Art and Japanese Art exhibit. Medieval Market project provides students with a better understanding of Medieval Rome, Silk Road Travel and Food Journal, Food Festival to expose students to herbs and spices that were traded during that time, African Mask and Folktale project to aid students in a better understanding of African culture, and Japanese Garden project to help better understand Japanese and South Asian culture.

## **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah*, Book 5, Lesson: 1-10

In this grade level students will learn 218 new vocabulary words. Lessons are explained using different kinds of storytelling, from fiction, folk, culture stories and dialogues. Students learn about different seasons and the changes in weather conditions and temperatures. They talk about good behavior and being involved in their community, about the activities they did during summer vacation, the excitement of starting a new school year, and looking forward to new learning experiences. Through dialogue students learn how to communicate and express their needs. Students conduct interviews and learn about different types of hobbies in depth. Learn about influential figures in History. Students are introduced to the cultures and societies of major cities of the world, how and where they were built and the difference between city life and urban living. They also learn about the importance of friendship.

**Projects/activities:** Introducing self and friends, talk about summer vacation. Talk about Craftsmen and laborers in medieval times, engage in discussions about their favorite season and their favorite hobby, prepare a presentation for Arabic Day where students communicate orally and effectively using proper verbs and pronouns to introduce the culture and economy of two major cities of the Arabic-speaking world, and three book reports.

## **ISLAMIC STUDIES**

Under the theme of "Journeys," seventh graders address a variety of topics in developing a better understanding of their faith. The "Journeys" include physical journeys, personal journeys, first journeys, prophet journeys, intellectual journeys, and social journeys. Students explore topics such as historical periods of Islamic Spain, the Crusades (this is cross-curricular with their seventh grade California Social Studies curriculum), spirituality and connecting to God, other faith's journeys, migration in the cause of seeking freedom and justice, and the schools of thought. Time is spent for students to discuss current events during this class and to communicate their thoughts and feelings regarding the challenges they face.

## **QUR'ANIC STUDIES**

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons and verses throughout the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. These themes and topics address acts of worship, morals and values emphasized at school. Furthermore, students are encouraged to explore some Qur'anic verses that reflect linkage with nature, mathematical and scientific phenomena in Qur'an to deepen their faith and to nurture their appreciation of the religion. Students will also memorize and recite chapters from the thirtieth part of the

Qur'an. Using the *Nuraniya* method, students also learn to read the Qur'an and follow *Tajweed* rules to perfect their pronunciation.

### **HEALTH & HUMAN DEVELOPMENT**

**Texts:** *Transitions* by Al-Marayati and Al-Sarraf

The health and human development program covers various topics that promote self-awareness, healthy living, and responsible decision-making. Some of the topics covered include: communication, personal hygiene and safety, physical and emotional changes of puberty, menstruation, male/female reproductive systems, sexuality, stages of pregnancy, Islamic perspectives on menstruation, body image, spiritual accountability, sexually transmitted diseases including HIV, contraception, peer pressure, modesty, and male/female relationships.

These classes are provided in an 8-10-week class as part of the Islamic Studies curriculum and are gender-specific to give students an opportunity to discuss more freely their ideas and feelings on these topics.

### **PHYSICAL EDUCATION**

Physical education classes engage the students in positive, healthy behaviors that ultimately contribute to overall physical fitness. Students learn sportsmanship and the rules of various sports such as football, volleyball, ultimate Frisbee, badminton, and kickball. Students take the Presidential Physical Fitness Test every two months to learn about goal setting and attaining them. This class is provided for three periods each week.

### **OUTDOOR EDUCATION**

Seventh graders enjoy a 3-day camping trip to Santa Cruz Island in the Channel Islands. The highlights of the program include guided nature hikes, teambuilding, camping skills, kayaking, and solo time.

## **EIGHTH GRADE**

### **ENGLISH**

**Text:** English (Houghton Mifflin)

**Supplemental Resources:** Accelerated Reader (Renaissance Learning), Wordly Wise Level 8

**Novels:** *The Lord of the Flies* (Golding), *Johnny Tremain* (Forbes), *Hamlet* (Shakespeare)

Students continue to build their reading, writing, and critical thinking skills through the eighth grade English program while providing additional challenge with the examination of more sophisticated literature such as *Hamlet*. Students employ a wide variety of reading strategies to tackle and analyze the material, and essay writing is honed to produce well-articulated and argued pieces. An important focus of the class is vocabulary development with many words taken directly from the reading selections and students developing word strategies for gleaning meaning of unknown words. Grammar remains an essential component of the English program with students practicing correcting sentences and then incorporating their knowledge of the rules into their essay writing.

Projects and activities include journal writing, Socratic seminars, in-book annotations, passage illustrations, and cooperative in-class discussions.

### **MATH ALGEBRA 1**

**Text:** Math in Focus- Singapore Math Courses 3A and B (Marshall Cavendish)

**Supplemental Resource:** Accelerated Math (Renaissance Learning)

The content of this course integrates geometry, probability, and statistics together with Algebra. Three critical areas addressed include formulating and reasoning about algebraic expressions, developing understanding of functions and using them to describe quantitative relationships, analyzing geometric figures using distance, angle, similarity, congruence, and applying the Pythagorean Theorem. Topics are covered in detail and includes exponents, scientific notation, linear equations, and systems of equations, functions, Pythagorean Theorem, geometric construction, volume and surface area of composite solids, probability, and statistics.

### **PHYSICAL SCIENCE**

**Text:** *Focus on Physical Science* (Prentice Hall)

Students in eighth grade continue their scientific inquiry by focusing on physical science that follows CA Science Standards. Understanding and applying the scientific method is an essential goal of this class. Through study of text and actual experimentation, students gain knowledge and experience of important scientific concepts. The following topics are covered: motion, forces, forces in fluids, work and motion, energy and power, and introduction to matter, changes in matter, elements in the periodic table, chemical reactions, atoms and bonding, and light.

**Projects/activities:** Weekly lab experiments, balance construction, model of a compound, prepare your own indicator, uncommon metal inventions, kinetics vs. potential energy models. Field trips include visits to the Griffith Observatory and Columbia Memorial Space Center.

### **U. S. HISTORY**

**Text:** *Creating America- Beginnings thorough World War I* (McDougal Littell)

Students have an opportunity to look back to the past for a better understanding of the present and for working towards a better future. Understanding the principles of our government and this country's history is the main goal of this program. Discussion and critical thinking exercises require students to analyze and evaluate various important concepts such as the meaning of freedom, revolution, equality, etc. This course specifically covers Europeans and native colonies, the American Revolution, the development of the Constitution and the Civil War, Reconstruction, and World War I.

**Projects/activities:** Visit to the International Printing Museum's Constitutional Tour; creating a Revolutionary War newspaper, simulation of the trial of Peter Zenger; a judicial review of one of the amendments in an effort to discuss state interpretation as opposed to the Supreme Court of the United States; Cornell note-taking, creating a radio ad and brochure for nationalism/sectionalism, Civil War project, World War I project, and a culminating trip to Washington, D.C.

## **ARABIC**

**Texts:** *Ohebbu Al-Arabiyyah*, Book 5, Lessons 11-20

In this grade level students will learn 260 new vocabulary words. Lessons are explained using different kinds of storytelling, from fiction, folk, culture stories and dialogues. Students learn about libraries, interacting with a librarian, how to greet, introduce one's self, and inquiring about basic information in Arabic. Students are taught to be kind to animals, to build a sense of responsibility towards the community and the environment. Students learn about Muslim leaders and scholars and the rapid expansion of the Arab Empire. Learning helpful communications tools and how technology is incorporated in everyday life. Students also practice proper Arab etiquette and manners. Students learn about the origin and meaning of popular proverbs and how to apply it to different everyday situations.

**Projects/activities:** Introducing self and talk about their favorite book. Arabic day activity that includes two skits about a scholar, research the life and habitat of camels, research about salt, research about scholars and Muslim leaders, field trip to a library where students rehearse their language skills in real-life situations, research a favorite dessert recipe, and write four book reports.

## **ISLAMIC STUDIES**

Under the theme of "Commitment," eighth graders begin their year's program looking more deeply at their commitment to God and to Prophet Muhammad as a leader and role model. They examine commitment as it relates to one's self and ensuring an authentic and sound understanding of Islamic sources. Challenging moral and ethical issues are explored such as stem cell research, abortion, gender issues, etc. Students look at the values of marriage and family and the values of society today. They delve into issues like civic engagement and the American spiritual landscape, and look at the connections between Islam and on the importance of religious freedom (Constitution of Medina and respect for pluralism). Finally, the unit on Commitment to humanity takes students into the issues of injustice around the world and topics like global warming and environmental sustainability.

## **QUR'ANIC STUDIES**

In Qur'anic Studies, students begin with a review of all the Quranic verses from previous years and add on new lessons and verses throughout the year. The program includes memorization, recitation, and discussion of selected verses that expand on different themes. These themes and topics address acts of worship, morals and values emphasized at school. Furthermore, students are encouraged to explore some Qur'anic verses that reflect linkage with nature, mathematical and scientific phenomena in the Qur'an to deepen their faith and to nurture their appreciation of the religion. Students will also memorize and recite chapters from the thirtieth part of the Qur'an. Using the *Nuraniya* method, students also learn to read the Qur'an and follow *Tajweed* rules to perfect their pronunciation.

## **HEALTH & HUMAN DEVELOPMENT**

**Texts:** *Transitions* by Al-Marayati and Al-Sarraf

The health and human development program covers various topics that promote self-awareness, healthy living, and responsible decision-making. Some of the topics covered include: communication, personal hygiene and safety, physical and emotional changes of

puberty, menstruation, male/female reproductive systems, sexuality, stages of pregnancy, Islamic perspectives on menstruation, body image, spiritual accountability, sexually transmitted diseases including HIV, contraception, peer pressure, modesty, and male/female relationships. In addition to reviewing the previous years' course material, the class addresses some of the challenging topics of the day such as abortion.

These classes are provided in an 8-10-week class as part of the Islamic Studies curriculum and are gender-specific to give students an opportunity to discuss more freely their ideas and feelings on these topics.

### **PHYSICAL EDUCATION**

Physical education classes engage the students in positive, healthy behaviors that ultimately contribute to overall physical fitness. Students learn sportsmanship and the rules of various sports such as football, volleyball, ultimate Frisbee, badminton, and kickball. Students take the Presidential Physical Fitness test every two months to learn about goal setting and attaining them. This class is provided for three periods each week and is separated by gender.

### **CLASS TRIP**

Eighth graders visit Washington, D.C. as part of their U.S. history curriculum, and as part of the school's mission to establish in each student an American Muslim identity and to foster active civic participation. Going to D.C. is designed to give students hands-on opportunities to interact with government and history in Washington, DC. The school partners up with Close Up Foundation that takes the students around DC and uses Washington's key institutions and historic sites as interactive classrooms to help students explore the links between history and the rights and responsibilities of citizens today.