



NEW HORIZON SCHOOL
PASADENA

CURRICULUM GUIDE

PRESCHOOL TO GRADE 8

2019 - 2020

I N T R O D U C T I O N

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

The school's dual curriculum model makes the educational program unique and adds to the multi-dimensional learning for the students at NHSP. Using standards devised by the Bureau of Islamic and Arabic Education as well as a teaching philosophy that aligns with the school's mission, the Religious Studies curriculum provides the spiritual component to the knowledge and values learned at New Horizon. Additionally, development of Arabic language skills supports the students' ability to access the meaning of the Qur'an as well as provide a foundation for further study and career pursuits.

A well-rounded individual must have opportunities to develop understanding and skills in varied disciplines, and the school fosters growth in the following areas in its curricular emphases: art, music, physical education, technology, and outdoor learning.

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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

N H S P P E D A G O G Y

ROBERT MARZANO: EFFECTIVE RESEARCH-BASED TEACHING PRACTICES

Robert Marzano: Effective Research-Based Teaching Practices

NHS faculty utilizes research-based strategies in their classrooms to maximize 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 New 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.

Marzano has identified over 330 specific instructional strategies that focus on enhancing student outcomes and are categorized in ten key areas of providing and communicating clear learning goals, using assessments, conducting direct instruction lessons, conducting practicing and deepening lessons, conducting knowledge application lessons, using sound strategies in all types of lessons, using engagement strategies, implementing rules and procedures, building relationships, and communicating high expectations.

Since identifying these 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 43 elements that relate to three segments of Feedback, Content, and Context. With these strategies as a guide for and confirmation of effective teacher practices, our teachers 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.

SOCIAL-EMOTIONAL -- RESPONSIVE CLASSROOM

NHS utilizes 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. This has been introduced schoolwide with the goal of merging *Responsive Classroom* guiding principles (of 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) with teaching practices (that include teacher language, interactive modeling, logical consequences, and interactive learning structure). As with the introduction of any new program used 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.

21st 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 21st 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 a 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.

EDUCATIONAL GUIDELINES

COMMON CORE 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 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 college, career, and life.

SCIENCE STANDARDS

The school uses the Next Generation Science Standards (NGSS) in grades K-5. These standards focus on critical thinking, experiential learning, engineering concepts, and design thinking. Grades 6-8 use the intensive single-subject Glencoe iScience series, which also includes components of NGSS, in preparation for rigorous high school requirements. Both curricula provide in-depth, collaborative, and project-based learning experiences that encourage relevance of science concepts to the world around us and motivate students in science achievement.

BIAE STANDARDS

For the Religious Studies program, the school follows the Bureau of Islamic and Arabic Education (BIAE) Standards. These provide guidelines for the teaching of Islamic Studies, Qur'anic Studies, and Arabic Language.

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, 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 Nouraniya 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.

CO - CURRICULAR PROGRAMS

In addition to the standard curricular areas of English, History/Social Studies, Math, Science, Islamic Studies, Qur'an, and Arabic, the school offers other co-curricular programs.

ARTS PROGRAM

Creating a self-portrait. Singing a song. Making a character come to life. These are just a few of the activities students enjoy in the school's Arts program which emphasizes the Visual and Performing Arts. From preschool through eighth grade, students develop their talents and skills in the Arts.

Visual Arts

In the early childhood program, our young learners use various media in their daily learning experiences with painting as a highlight. Elementary students meet with the art teacher in structured classes, focusing on creating a positive environment for students in their journey of artistic development. The basic elements of art (line, shape, color, value, texture, space, and form) are introduced and highlighted throughout the year. Using a variety of art mediums, students have the opportunity to explore and learn different techniques, as they create their own art. Their unique pieces become part of the students' year-long portfolios.

In the middle school, fifth graders take a course entitled, "Meet the Masters" which introduces them to key figures in art history such as Frida Kalo, Gustav Klimt, Van Gogh, and others. In sixth grade, students take "Elements of Art" exploring through different art media. Seventh and eighth graders have the choice to take Ceramics as an arts elective.

Filmmaking is another elective offered to seventh and eighth grades. Writing, acting, directing, and editing are just some of the skills students learn in this class. A special screening of the films takes place at the annual Middle School Arts Fest.

Performing Arts

Classes in music are provided by a music specialist for preschool through Grade 6. Students learn to read notes, sing, and play instruments. Lower schoolers perform twice a year at the Winter and Spring Concerts while middle schoolers perform at the Choir Concert every January. The after-school Musical Theater Club gives elementary students another layer of performing experience with a fun-filled musical.

Acting is offered as an elective in seventh and eighth grades. Students prepare a one-act play with a culminating performance at the MS Arts Fest. This class is taught by an acting teacher with special skills and knowledge in this area.

The MS Arts Fest is the spring showcase of various arts activities from the year. The Acting Elective performs its one act play while Filmmaking Elective screens its films. Other arts elements may also be included such as a visual arts slide show or display.

ATHLETICS PROGRAM

The mind and body work together to balance a child's mental and physical health. Regular physical activity is essential to promoting the students' healthy growth and development. To this end, the school offers physical education classes as well as after-school team sports.

Physical Education

Students have structured P.E. classes that are taught by the school's P.E. coach who follows a yearlong plan based on California Content Standards. Other important aspects of P.E. are the values of good sportsmanship, leadership, and teamwork. Students also learn about sun safety, healthy eating habits, and taking care of their bodies.

After-School Team Sports

The Middle School after-school team sports program gives students the opportunity 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, basketball, and soccer on a weekly basis.

ELECTIVES PROGRAM

In addition to the core classes, 7th and 8th grade students have the opportunity to choose from various electives during their Electives period. All elective classes are one-quarter long. Elective information is provided to students during the first week of school.

Students are required to take one public speaking elective and one community service elective in either seventh or eighth grade prior to graduation.

OUTDOOR LEARNING PROGRAM

The New Horizon Peace Garden provides a whole host of benefits to our children through an experiential program that integrates all subject areas. The school's Learning Naturalist leads the way through classes in the garden and through consultation with faculty on how to make connections between their subjects and the garden space.

The Peace Garden serves as the school's Outdoor Classroom, a space that inspires children to explore and discover in a natural environment exposing them to the beauties and uses of nature in the real world. They might spend time contemplating while sitting on the tree stumps scattered throughout or searching for the plants identified in the Qur'an or writing in their journals their thoughts and observations in the wildlife habitat that attracts bees, birds, and butterflies. They might examine the Arabic letters in the Salam Path or learn about the moon phases in the mosaics on the pathway.

One teacher prompts his students to create a survival plan using the garden as a backdrop during their sixth grade literature unit on *Hatchet* by Gary Paulsen. Another teacher brings her students during the Kindergarten science unit to study the growth of plants while yet another teacher begins the year with students planting herbs in the Silk Road Herb Garden to be used in the spring for the culminating Silk Road Food Festival unit in the seventh grade World History unit. Preschoolers enjoy practicing their Qur'anic recitation in the peaceful meeting circle in the garden. Eighth graders take rulers and other measuring tools to study geometry starting with the Friendship Fountain which is in the shape of an 8-pointed star.

Along with the Learning Naturalist as a guide, the teachers' pedagogy library includes a valuable resource, *The Growing Classroom*, provided through specialized teacher training offered by [LifeLab](#) in our school garden. This book consists of numerous lesson plans showing how to integrate the garden into any subject area.

CROSS - CURRICULAR INTEGRATION

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH)

STEM activities are incorporated in a cross-curricular manner throughout our school. This is carried out in the classrooms, in the Peace Garden and Nature Playground, and in the makerspaces on both campuses. In addition to our science and math curricula, teachers are expected to infuse design thinking and engineering concepts into their curriculum through completing a minimum of two engineering projects per year per subject. In the engineering process, students plan, discuss, design, build, test and modify as needed. The design thinking process consists of five phases: empathizing, defining, ideating, prototyping, and testing. Through the STEM program, students build the 21st century skills of critical thinking, collaboration, creativity, and communication. Students develop the necessary technology skills and use technology regularly in their learning.

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 outfitted 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 iPads; each English/history and math/science classroom at the middle school is equipped with Chromebooks (1:1) with the rest of the classrooms having access to mobile laptop and Chromebook carts; 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 programs. Our K-6 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. Our K-4 science teachers use the web-based, NGSS-aligned Mystery Science program while our middle school science teachers use a wealth of online resources as well as the digital textbook of the Glencoe Inspire Science and iScience Series. Our 7th and 8th math teachers use ALEKS (Assessment and Learning in Knowledge Spaces), a Web-based, artificially intelligent assessment and learning system that uses adaptive questioning and instruction and promotes a higher level of mastery of concepts taught in class. 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 Nouraniya 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 4th-8th grade email accounts on Microsoft Office, which gives them access to various online Office tools to enhance their productivity and creativity and 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 itself 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 and build teamwork. 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.

ARTS INTEGRATION

Arts integration is the use of the arts in core curriculum classrooms. Art integration is the fluid interplay between the art and the subject as one flows into the other. The power of art to engage students manifests through experiential learning. It is the process for making meaning directly from the learning experience as opposed to academic or "book" learning. Children thrive on the study of the arts as it opens doors to creativity. They nourish critical thinking and innovation. Important new technologies also add to the scope of the arts. An Arts Integration approach is naturally engaging to students and to teachers. Almost everyone has one art form (art, music, or drama) with which they connect and use to make sense of the world. Teachers integrate these art forms into their subject areas as a way to expand opportunities for creativity and self-expression.

ASSESSMENTS

CTP 5 (3rd -8th)

The Comprehensive Testing Program (CTP 5) 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 5 helps compare content specific, curriculum-based performance to the more conceptual knowledge base found in reasoning tests.

WrAP (4th - 8th)

The Writing Assessment Program (WrAP) 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.

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.

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 middle

and lower school and provide students with knowledge of how teachers will assess their writing. In Kindergarten, we have developed our own 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 assessments allows teacher to gauge how to proceed with the curriculum to best meet the needs of all of students.
- **Independent Class work:** This serves as an ongoing indicator of what students understand and helps teachers determine how to proceed and pace the curriculum.
- **STEM Fair Workshop:** The STEM 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 computer teacher assesses the formation of Excel graphs for data collection, the science teacher assesses those areas specifically related to the scientific method etc.
- **Accelerated Reader:** This tool measures student development in reading comprehension (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 is very helpful in giving us 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 of 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 4th 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 was important to ensure that skills chosen showed 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.

E A R L Y C H I L D H O O D P R O G R A M

PROGRAM OVERVIEW

The Early Childhood program consists of two distinct groupings which include 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 1st and Pre-Kindergarten is for students who have turned 4 years old by September 1st. 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 and weekly lesson plans on LifeCubby to keep parents informed about learning in the classroom.

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 around 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 our curriculum, teachers create learning environments and experiences that are based upon the knowledge of and the needs of children within their classroom grouping. As 21st 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 playtime every day with the opportunity for sand and water play, gardening, climbing, running, jumping, riding tricycles, and learning the monkey bars.

We also offer a variety of enrichment activities taught by specialty teachers such as library visits, music class, and in-house field trips. Our school is willing to try new ideas. Just as New Horizon fosters creativity within the children, it also fosters and encourages its staff to be creative. We take the experiences gained from being early childhood professionals and infuse them into the daily lessons prepared for our students. The New Horizon environment which is based on Islamic values helps children develop a positive self-image, and develop a strong American Muslim identity.

ISLAMIC STUDIES (SPIRITUAL DEVELOPMENT)

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 rating scales include the following areas: space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, parents and staff, 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 Vine Assessment by LifeCubby is used to assess students in the fall, winter, and spring of the school year. The Vine Assessment focuses on the following domains of development: Approaches to Learning, Social and Emotional Development, Language and Communication, Literacy Knowledge and Skills, Cognition: Math, Science, Social Studies, Perception, Motor, and Physical Growth, and Creative and Cultural Arts. A final summary of their growth and development is put together as a progress report at the end of the school year.

Information collected from the Vine Assessment 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 PROGRAM

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 twelve 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 places immense value on the 21st 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 content that students must learn 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 our 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 living and learning 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, 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 included 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 (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 data 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

Online Curriculum Resource: Mystery Science (NGSS Aligned)

Kindergarten Science covers three subject areas: Plant and Animal Secrets, Weather Watching and Force Olympics. In Plant and Animal Secrets, students will learn what plants and animals need to survive. They will make observations of different animal behaviors (how they build their homes, how they find food, and what they do when they are frightened). Students will plan and carry out an investigation to determine how light affects plant growth.

In Weather Watchers, students will observe weather patterns over time. They will develop and use models of weather instruments and use them to carry out an investigation. Students will conduct an investigation to test which materials can redirect sunlight.

In Force Olympics, students will develop their first concepts of “force”, and the idea that by playing with forces and thinking about them, we can accomplish surprisingly big things. They will observe different machines and construction equipment. Students will carry out an investigations using a model wrecking ball to knock down a wall, but not the houses behind it. They will also problem solve to protect a town from falling boulders.

Projects/Activities: Planting seeds and growing vegetables in lower school garden boxes, field trip to Kidspace Museum with a focus on the butterfly life cycle or forces in motion, STEM activities in the Makerspace (including engineering and coding), and cooking.

STEM Fair: Kindergarten participates in the STEM Fair by producing one class Science project following the Scientific Method and one class engineering project following the Design Thinking Process.

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

Kindergarten 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 usually 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 get to perform the pilgrimage as a simulation experience. For Qura'nic Studies, the students learn the Arabic alphabet through the Nouraniya tool. They will also learn a new Sura (verse) from the Quran on a monthly basis and a new Hadith every trimester.

Projects: 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 yearlong 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 where 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 as well as regular art classes. 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

Online Curriculum Resource: Mystery Science (NGSS Aligned)

First Grade Science covers three subject areas: Plant and Animal Superpowers, Spinning Sky, and Lights and Sounds. In Plant and Animal Superpowers, students learn the idea that, like a superhero has special powers every animal and plant has special parts and behaviors that help them to grow and meet their needs. They also learn that all living things share similar characteristics with their parents.

In Spinning Sky unit, students explore the idea that the Sun, Moon, and stars change position in the sky in ways that are fun to watch and predict. They find out that depending on the season, it takes different amounts of time for the Sun to move across the sky. This makes it seem like some seasons have longer days, and others have shorter days.

In Light and Sounds unit, students learn that by exploring the properties of light and sound, human beings create fun and useful things.

Projects/ Activities: An in depth and hands-on exploration that provides a strong beginning understanding of science and scientific inquiry are the key aspects of this program. Students use a variety of media such as interactive videos, read-along mysteries, and hands-on experimentation and creation of models to promote a deeper understanding of each topic.

Students will also participate in field trips to the Aquarium of the Pacific, Kids Space Museum and Monrovia Canyon, which will compliment and provide further experiences with the topics learned in science.

STEM Fair: Students participate in the STEM Fair by conducting experiments as a class, as well as learning about the scientific method. Students will learn how to make an observation, ask a question, form a hypothesis, test the hypothesis with an experiment, analyze the data, and form a conclusion.

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 continue out 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

Students continue learning the Arabic language through listening and watching several interesting stories. 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 its ending. In addition, students evaluate the characters' actions and reactions, and express what they like or dislike. Finally, students try to creatively and change its 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 will 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 Nouraniya 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 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, and reading and listening. 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 where 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 mediums 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 include 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, 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

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

Online Curriculum Resource: *Mystery Science (NGSS-Aligned)*

Second Grade Science covers three subject areas: Life Science (Plant Adventures, Animal Adventures), Earth and Space Science (Work of Water), and Physical science (Material Magic). In Life Science students develop a sense of wonder for biodiversity: the range and variety of animals found on earth. Students gain practical experience in identifying animals and sorting them into scientific groups and apply their knowledge in an engineering design challenge. This unit introduces two critically important concepts in biology: “habitat” and “species.”

In Earth and Space Science, students learn that water is a powerful force that reshapes the earth’s surface. Students see that water isn’t just something we drink. It carries sand to create beaches, carves out canyons and valleys and, as ice, scrapes entire areas flat. They also explore how rocks move through the land and in water and investigate by modeling the paths that larger rocks take through a landform to reach the beach. They also explore the relationship between wildfires, heavy rain, and landslides.

In Physical Science unit, students learn that by taking advantage of the properties of materials, we can solve many problems in our lives. Students develop an appreciation for the manmade materials of everyday objects and learn to recognize that those materials are chosen based on their properties. Through hands on investigation, students explore the material properties involved in meeting basic needs (such as clothing and cooking). They also consider the solid and liquid states of matter to understand why plastic was invented. They will also explore the differences between an insulator and conductor and explore different materials and how they melt.

Projects/Activities: Students observe and explore Earth’s history and the changing landforms at Natural History Museum. They explore different dinosaur origins and skeletal systems. Students visit Aquarium of the Pacific and Monrovia Canyon to observe different animals in their natural habitat. They explore different coastal and marine landforms and observe the biodiversity of animals in these areas. Students explore plants in different habitats and observe their adaptations.

STEM Fair: Students will follow the scientific method to develop and present an individual project for the Annual STEM Fair. These 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, and 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 Gulf 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 as we progress in 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 Nouraniya method, students also learn to read the Qur'an.

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 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 such as singing, writing, reading, listening, and music games. 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 where 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 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 mediums 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 include 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

Online Curriculum Resource: *Mystery Science (NGSS-Aligned)*

Third Grade Science covers three subject areas: Life Science, Earth and Space Science, and Physical Science. In Life science students learn about both plant and animal studies. In the Power of Flowers, students learn about flowering, fruiting, reproduction, inheritance, traits, and selection. They enhance their knowledge of plants in their multiple outdoor learning experiences in the garden.

In the Animal studies through time, students learn about habitats, environmental change, structure and adaptations, fossil evidence, classification, behavior, heredity, variation and selection, animal groups and survival.

In the unit on Earth and Space Science, students explore the concepts of the water cycle, phases of matter, local and global weather patterns, weather prediction, climate, and natural hazards. In the unit on Physical science students focus on forces, balance of forces, friction, and magnets.

Science lessons include an understanding of vocabulary, hands on exercises, critical thinking, and discussion sessions. Additionally, 5-minute weekly mini lessons introduce a variety of interesting topics with real-world connections.

Projects/Activities: Students are introduced to coding through code.org. Students also use the design thinking process to complete four STEM-based projects. Students undertake a science-based field trip that aligns with science curriculum. They visit the California Science Center where students experience the Big Lab Boats and Balances program, learn about space exploration in the Endeavour exhibit and have the opportunity to explore various ecosystems.

STEM Fair: With the support of the teacher, students follow the engineering and design process to develop and present group projects that have an engineering focus.

SOCIAL STUDIES

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

The huge 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 our learning on Native American Day.

ARABIC

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

There are 196 new vocabulary words learned in this grade that allow students 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, lifestyle and differences between living in a city or countryside. Arabic and Islamic culture and its values are introduced through some short stories that emphasize on 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 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 as we progress in 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 Nouraniya method, students also learn to read the Qur'an.

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 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 where the 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 mediums 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

Online Curriculum Resource: *Mystery Science (NGSS-aligned)*

Engaging exploration of the human body, rocks, energy, and sound is the focus for the fourth-grade science program. Mystery Science breaks down the year into four units: The Human Machine, Birth of Rocks, Energizing Everything, and Waves of Sound to cover all areas of natural science.

The Human Machine unit allows for students to explore the body, senses, and how the brain works. The Birth of Rocks unit teaches them about the rock cycle, erosion, and natural hazards. The Energizing Everything unit covers the idea of energy and motion having the ability to cause objects to move, speed up, and slow down. The Waves of Sound unit explores sound, waves, and communication. Within each unit, lessons include rich vocabulary and a hands-on activity that furthers engagement and develops deeper understanding.

Projects/Activities: In the beginning of fourth grade, students work independently to design catapults that can fling items of various weights. In middle of the year, they work in pairs, following the design thinking process, to create shelters that can withstand various climate and weather conditions. Later in the year, they work in small groups to generate a water filtration system. As their final project, fourth graders create a chain reaction machine when learning about storing, transferring, and the release of energy.

STEM Fair: With the support of the teacher, students will follow the engineering and design process to develop and present group projects that have an engineering focus.

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

There are 209 new vocabulary words learned in this grade that allows students to communicate meaningfully, effectively, and creatively in Arabic for real-life purposes. Students can learn about Arab scholars, culture and its 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. Roleplaying 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 as we progress in 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 Nouraniya method, students also learn to read the Qur'an.

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. They are instructed in a variety of skills appropriate for their age, which include typing, digital citizenship, digital ethics and safety, email norms, web applications, and Microsoft Office programs including Word, Excel, PowerPoint, and Sway.

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 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 where the 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 mediums 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 PROGRAM

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. New Horizon 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 our 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 in 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 development of academic skills (e.g. time management, organization).

ELECTIVES

In addition to the core classes, 7th and 8th grade students have the opportunity to choose from various electives during their Electives period. All elective classes are one-quarter long. Elective information is provided to students during the first week of school.

Students are required to take one public speaking elective and one community service elective in either seventh or eighth grade prior to graduation.

Elective I Courses

- **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. They 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.
- **Mind over Media:** Students discover the secrets of media and its power over people. Whether it is 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 a speaker. The course aims to reduce their 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:** This class prepares the students for presenting an approximately 45-minute play. This includes memorizing lines, learning blocking, choosing of costumes, and changing sets for the performance at the Middle School Arts Fest in late May.
- **Ceramics:** In this fun and creative class, students enjoy working with their hands. They are given the opportunity to work with clay as well as to make original tile pieces and mosaics.
- **Community Service:** Students learn the joy of giving and helping others as they tutor 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 camera, a video editing software, and their creativity, each group of students in this class will produce 2-3 three- to five-minute films. Some of the films may be shown at the Middle School Arts Fest in late May.
- **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.

- **Introduction to Python:** Students learn how to program using Python. This course includes hands-on exercises to help students understand the basic components of Python programming while incrementally developing more significant programs. The projects in this course are based on assignments which relate to real-world problems. No previous programming knowledge is needed.
- **Robotics:** Students use their ingenuity, creativity, and technical prowess to build a robot out of Lego pieces and program their robot to function and respond to their commands using 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.
- **Wildlife Exploration:** Students learn about wildlife in the school's Peace Garden and the role we play in our natural environment. They explore how plants and animals live in our garden and discover wildlife outside our school. We will work to make space for wildlife on campus and take walks to see how plants and animals live in neighborhoods and wild spaces around us.
- **Woodworking:** Students learn to become creative woodworkers by having the opportunity to work with wood using a variety of tools and techniques. Using their hands and their mind, they will build their own projects from start to finish.
- **Yearbook:** Students work in teams to put together the school's yearbook. This course gives students experience in print media publishing and in working towards the completion of a large finished product. Students shoot photos outside of class and compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography in class. They also work on many clerical operations, make announcements, maintain signs, 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 include 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 Inspire Science: Unit 1-4 (McGraw- Hill, 2020)*

An NGSS-aligned general course in science is offered in 5th grade. 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: physical science (matter, identifying the properties of matter, mixtures and solutions, physical and chemical changes, and solids, liquids, and gases), environmental science (plant survival, interactions of living things, role of decomposers, energy in ecosystems), Earth's systems (water distribution on Earth, human impact on water resources, and effects of the hydrosphere), Earth and space (the role of gravity, Earth's motion, Earth and space).

Projects/activities: Visit to Ballona Wetlands includes bird watching, science diagrams, hands-on activities, model-making, and interactive learning. During the field trip to Griffith Observatory, students visit the Samuel Oschin Planetarium, explore the solar system, use a sun dial, visit an astronomer's monument, and learn how to make a comet.

STEM Fair: Students will follow the scientific method to develop and present group projects for the Annual STEM Fair. These projects are guided by the classroom teacher.

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 feeling about it. Through role play, they learn how to inquire about colors and sizes, and learn 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 include poems about professions and giving 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 *Nouraniya* method, students also learn to read the Qur'an and follow *Tajweed* rules to perfect their pronunciation.

DIGITAL LEARNING

The main focus of the computer 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 and is separated by gender.

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.

ART

Students participate in a class entitled, "Meet the Masters" 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.

OUTDOOR EDUCATION

Fifth and sixth graders enjoy a 3-day trip to Pali Institute. Some of the highlights of the trip include teambuilding, survival skills, high-ropes course, day hike, archery, orienteering, and aerodynamics.

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: *Earth and Space (McGraw-Hill, 2017)*

The Earth and Space program offers hands-on investigations, rigorous science content, and engaging real-world applications to make science fun, exciting, and stimulating. It follows the 5E (Explore, Explain, Extend, Evaluate, and Engage) learning cycle and has components of NGSS. Exploration of the elements of earth science is the focus in 6th grade. Topics covered in this course include: Exploring Earth, Geological Changes, Weather and Climate, Water and other Resources, and Exploring the Universe.

Projects/activities: Students visit Columbia Memorial Space Center where they participate in a simulated mission to Mars, tour the exhibits, and engage in a programming lesson at the Robotics Lab. At the Aquarium of the Pacific, students explore visualizations on the aquarium's 6-foot spherical display called Science on a Sphere. They learn about water, weather, continents, currents, tsunamis, and hurricanes that make our earth a dynamic system.

STEM Fair: Students also take a 16-week course on preparing a STEM 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 STEM 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 and Engineering Fair.

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 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. 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 roleplaying. 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 roleplaying, students are introduced to situations where they interact with their community helpers, 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 *Nouraniya* 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, Java, 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 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 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 and is separated by gender.

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.

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.

OUTDOOR EDUCATION

Fifth and sixth graders enjoy a 3-day trip to Pali Institute. Some of the highlights of the trip include teambuilding, survival skills, low-ropes course, day hike, archery, orienteering, and aerodynamics.

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 include double entry journals, literature circles, in-book annotations, passage illustrations, and cooperative in-class discussions (Socratic Seminars).

MATH PRE-ALGEBRA

Text: *Glencoe Math Accelerated- A Pre-Algebra Program* (Publisher- Mc Graw Hill Education 2018)

Supplemental Resource: Accelerated Math (Renaissance Learning)

The Accelerated Pre-Algebra Program is designed to provide focus, coherence, and rigor. Each lesson, activity, assessment, and resource ensure that students connect with the learning and understanding of mathematical practices. Each lesson is supported by inquiry labs, virtual manipulatives, and higher order thinking problems. STEM projects, real-world math exercises, 21st century skills coupled with online practice tests and e-assessments prepare students to excel. The curriculum uses ALEKS (Assessment and LEarning in Knowledge Spaces), a web-based, artificially intelligent assessment and learning system that utilizes adaptive questioning and instruction, promotes a higher level of mastery of concepts taught in class, and provides each student with a personalized learning path. The topics covered include Language of Algebra, Operations with Integers, Operations with Rational Numbers, Powers and Roots, Ratios and Proportions, Percents, Algebraic Expressions, Equations and Inequalities, Linear Functions, Statistics and Probability, Congruence, Similarity and Transformations, and Volume and Surface Area.

LIFE SCIENCE

Text: *Life Science* (Mc Graw Hill Education 2017)

The life science program offers hands-on investigations, rigorous science content, and engaging real-world applications to make science fun, exciting, and stimulating. It follows the 5E (Explore, Explain, Extend, Evaluate, and Engage) learning cycle and has components of NGSS. An online STEM activity is part of every unit. Connections with mathematics, technology, and engineering are emphasized throughout each chapter. Project-based learning activities help deepen students' understanding of science content through real-world applications. The major topics of study include Cell structure, Function, Genetics, Changes over time, Bacteria, Fungi, Viruses, Plants, Animal Structure, Function, Behavior and Reproduction, Human Body Systems, and Interactions of life. There are abundant inquiry opportunities built in within each lesson. The curriculum comes with an online all-in-one portal to meet a variety of learning styles and differentiate instruction.

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.

STEM Fair: Students take an 16-week course on preparing a STEM 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 STEM 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 and Engineering Fair.

WORLD HISTORY

Text: Medieval and Early Modern Times (McDougal 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 Fo Guang Shan Hsi Lai Temple. Medieval Market project provides students with a better understanding of Medieval Rome. Silk Road Travel and Food Journal immerses students in the experience, 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 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 *Nouraniya* 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 and is separated by gender.

OUTDOOR EDUCATION

Seventh graders enjoy a 3-day camping trip to 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: *Lord of the Flies* (Golding), *Johnny Tremain* (Forbes), *Macbeth* (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 *Macbeth*. 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.

Projects/activities: Students visit and experience Shakespeare at Shakespeare performed at the Alex Theatre in Glendale featuring stunning performances of Shakespeare's finest works. Students also Participate in Shakespeare Festival and perform scenes from *Macbeth*.

MATH ALGEBRA 1

Text: *Algebra 1 Curriculum- Glencoe Series (Publisher- Mc Graw Hill Education 2018)*

Supplemental Resource: Accelerated Math (Renaissance Learning)

The Glencoe math series is about connecting math content, rigor, and differentiated instruction for student success. The curriculum engages students in a variety of ways with projects, activities, and resources. The curriculum uses ALEKS (Assessment and Learning in Knowledge Spaces), a web-based, artificially intelligent assessment and learning system that utilizes adaptive questioning and instruction, promotes a higher level of mastery of concepts taught in class, and provides each student with a personalized learning path. The topics covered include Expressions and Functions, Linear Equations, Linear and Non-Linear Functions, Equations, Linear Inequalities, Systems of Equations and Inequalities, Exponents and Exponential Functions, Polynomials, Quadratic Functions and Equations, and Statistics.

PHYSICAL SCIENCE

Text: *Physical Science (Mc Graw Hill Education 2017)*

The physical science program offers hands-on investigations, rigorous science content, and engaging real-world applications to make science fun, exciting, and stimulating. It follows the 5E (Explore, Explain, Extend, Evaluate, and Engage) learning cycle and has components of NGSS. An online STEM activity is part of every unit. Connections with mathematics, technology, and engineering are emphasized throughout each chapter. Project-based learning activities help deepen students' understanding of science content through real-world applications. The major topics of study include the Laws of Motion, Simple Machines, Energy and Energy Resources, Foundations of Chemistry, States of Matter, Properties of Matter, Interactions of Matter, Waves, Electricity, and Magnetism. The curriculum comes with an online all-in-one portal to meet a variety of learning styles and differentiate instruction using print and digital resources.

Projects/activities: weekly lab experiments, balance construction, model of a compound, prepare your own indicator, uncommon metal inventions, kinetics vs. potential energy models. Field trip includes visit to the Knott's Berry Farm.

U. S. HISTORY

Text: *Creating America- Beginnings through 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: Projects and activities include a visit to the International Printing Museum's Constitutional Convention, 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, visit to Riley's Farm for a Civil War simulation, 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, early Islamic conquests 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 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 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 *Nouraniya* 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.

OVERNIGHT TRIP

8th grade students 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 agency 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.