



Eighth Grade Curriculum



In the name of Allah, Most Merciful, Most Beneficent

Dear Parents,

As'Salaamu `Alaykum and welcome to Al Manara Academy Eighth Grade,

At Al Manara our goal is to establish and maintain a school environment where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

It is the school's mission to uphold the Islamic concept of ilm that integrates the pursuit of knowledge with Islamic values. Al Manara makes the excellence of learning within the Islamic heritage, the foundation of the rigorous academic program that is intended to serve the needs of the modern world without sacrificing moral and spiritual values. Therefore, we encourage you to work with your child regularly by discussing what happened in school and reviewing the work that your child brings home. We also welcome your calls or visits to the classroom, by making an appointment, to discuss with the teacher any concerns you may have.

All of this fits together like a jig-saw puzzle. The outcome of your child's education is the complete puzzle, the big picture, and the result of the learning. The various puzzle pieces are necessary for the successful completion of the puzzle. Through various lessons in a variety of content areas, teachers assist their students in putting all the pieces of the puzzle in place.

With this in mind, this document is intended to give you some of the common characteristics of Eighth grade children, as well as the skills used to promote growth and success during the current year. We have also listed specific learning objectives for each subject area in the curriculum. By working with your child in these areas, you can help increase learning as well as show your interest and involvement in their school experience.

Muslim parents should remember that Allah (SWT) will hold them responsible on the Day of Judgment if they neglect to educate their children about Islam and provide them with the general knowledge that will enable them to make a decent living. The success of your child during this school year is our primary goal and we need your help, your donations, your understanding, and your prayers.



GOALS AND OBJECTIVES

At Al Manara continued progress and growth of the individual is the aim of education, this includes deen and the academic education. This education should be intellectual in its direction, individualized in its approach, demanding in its efforts, character building in its nature, humane in its treatment, and scientific in its method.

The staff at Al Manara understands full well the responsibility entrusted to us by our complex society, are dedicated to these goals.

1. To develop in each of our pupils the recognition of the personal dignity of man
2. To cultivate intellectual curiosity in each pupil
3. To equip each pupil to live a responsible and profitable life as a citizen of the community, nation, and world
4. To aid each pupil in acquiring and developing desirable traits of character and a wholesome, well-integrated personality.
5. To help each pupil realize his own potentials and help him adjust to everyday problems both intellectual and social
6. To teach the fundamental skills, and develop effective study and work habits

To fulfill these goals, the staff at Al Manara must:

- Recognize the individuality of each student and develop this through guidance and encouragement
- Organize and operate the program of education to develop the total individual
- Instill in each student an appreciation for and a loyalty to his country
- Offer a complete, continuous program of education

At Al Manara the teaching philosophy is very child-centric. This principle of education should direct our efforts toward a practical as well as theoretical philosophy. Acceptance of this philosophy is the first step. Implementation must follow as well as constant evaluation and revision. Cooperation of parents, teachers, and administrators is essential in establishing and maintaining high educational standards for our school.



STUDENT SUCCESS

In accordance with the philosophy, principles, goals, and objectives of the school, a successful student as one who:

Academically,

- is developing the fundamental skills, knowledge, and
- dispositions outlined in the curriculum
- is acquiring effective study and work habits
- is responding to an academic environment that fosters intellectual curiosity, individual responsibility, and mutual respect

Socially,

- is exercising the rights and responsibilities of citizenship and family living
- is exhibiting physical and emotional well-being and a sense of personal growth
- is demonstrating respect for humanity and the dignity of others

Personally,

- is attending classes, participating in class activities and doing the required work
- is displaying acceptable standards of behavior
- is exerting desirable effort to learn



DEVELOPMENT OF A EIGHTH GRADE CHILD

It is important to remember that each child is unique and that a wide range of individual differences will be apparent with any group of children. Although there is diversity, there is also consistency. A child's development is organized and directed. Each child needs to go through certain patterns on his way to adulthood. Age characteristics are rough guidelines to help us know what may be expected from the Eighth Grade children and what behaviors are typical for their age.

The Eighth grader;

- ✓ Is critical of adults
- ✓ Has intense interest in teams
- ✓ Has considerable individual variations
- ✓ Can be quiet around strange adults
- ✓ Strives for independence
- ✓ Is moody
- ✓ Has a strong urge to conform to group norms
- ✓ Can challenge adult's knowledge
- ✓ Tells us membership in clubs is important
- ✓ Enjoys participating in community drives
- ✓ Girls begin to show secondary sex characteristics
- ✓ Is increasingly aware of their bodies
- ✓ Has strong interest in individual motor skills
- ✓ Possesses self-consciousness in learning new skills
- ✓ Is critical of own products
- ✓ The ability to use logic increases
- ✓ Can be highly moral in evaluations
- ✓ Has strong interest in the world about them
- ✓ Shows an increased activity level
- ✓ Shows an interest in opposite sex (teasing, jokes, and showing off)



SUBJECTS TAUGHT BY HOMEROOM TEACHERS

HEALTH (integrated with Science)

- ✓ Describe the cause of disease
- ✓ Recognize sexually transmitted diseases and identify Islamic solutions
- ✓ Define the term mental health and identify mental health problems that frequently arise among individuals and in society
- ✓ Choose activities that reinforce the Islamic values in fighting drugs, alcohol, adultery, smoking, etc.

MATHEMATICS

- ✓ Math:
 - Pre-Algebra & Algebra I: work on each lesson independently and/or with groups
 - Master the language of algebra
 - Demonstrate an understanding of all integers
 - Simplify fractions
 - Identify rational numbers and their arithmetical patterns
 - Solve equations and inequalities
 - Graph equations and inequalities
 - Apply proportions and percents
 - Use statistics and graphs to make conclusions and predictions
 - Investigate probability and statistics and its applicability to life-situations
 - Apply algebra to geometry and trigonometry
 - Apply problem-solving strategies to real world problems
- ✓ Algebra:
 - Demonstrate an understanding of all real numbers
 - Solve & graph equations and inequalities
 - Factor polynomials
 - Solve systems of linear equations
 - Demonstrate an understanding of rational and irrational numbers
 - Solve and graph quadratic functions



- Investigate probability and statistics and its applicability to life-situations
- Apply problem-solving strategies to real world problems

READING/LANGUAGE ARTS

- ✓ Use appropriate letter sound, structural, and contextual strategies to identify unknown words
- ✓ Use literature sets, short stories, and poetry to further develop critical thinking skills and expand vocabulary
- ✓ Determine the meaning of unknown words in context
- ✓ Recognize or demonstrate an understanding of narrative and expository text by re-telling, answering or formulating questions and thinking critically
- ✓ Apply reading for personal development
- ✓ Identify and explain additional propaganda techniques
- ✓ Organize thoughts, ideas, and materials for speaking
- ✓ Develop multicultural awareness
- ✓ Identify purposes for writing
- ✓ Tools for writing: library resources, computers, and handwriting skills.
- ✓ Use steps of the writing process: pre-writing, composing, revising, proofing/editing, sharing the product.
- ✓ Recognize and use sentence structures
- ✓ Use headings, italicized/boldfaced words, and graphic aids within the textbook to assist comprehension
- ✓ Choose and utilize appropriate reference sources to obtain information
- ✓ Produce legible, attractive, and appropriately labeled written products
- ✓ Cultivate effective test-taking skills

SCIENCE

- ✓ Earth: Classify common rocks; ingenious, metamorphic, or sedimentary
- ✓ Measure and record weather conditions
- ✓ Name the planets in the solar system and identify all of the planet's satellites
- ✓ Observe the characteristics of living things
- ✓ Identify viruses, fungi, bacteria, protists, and plants
- ✓ Classify animals: sponges to mammals



- ✓ Describe the human body and its systems
- ✓ Identify heredity, genetics, applied genetics, and adaptation
- ✓ Observe Ecology: interaction among living things, cycles in nature, Earth's biomes

SOCIAL STUDIES

- ✓ Understand the major events of American history from 1870 to the present
- ✓ Participate in special projects which may include: current events and contemporary issues, listening to guest speakers and asking questions, using newspapers as a resource, constructing their own maps, acting out historic dramas, plays and skits, interviewing people as a primary source of history, drawing their own political cartoons, field trips to historical and political places
- ✓ Interpret maps, globes, graphs, charts, photographs, political cartoons, and timelines
- ✓ Demonstrate an understanding of basic economic concepts as well as how economic conditions affect America's history
- ✓ Demonstrate an understanding of cause and effect relationships
- ✓ Exhibit an understanding of the responsibilities of the individual including: respecting the rights and property of others and participating in the democratic process
- ✓ Interpret history through a variety of primary and secondary sources
- ✓ Restate major ideas of a complex topic concisely in his/her own words
- ✓ Understand traditional American social, economic, and political principles
- ✓ Understand the basic principles of democracy, socialism, communism, and the Islamic political system

ART

- ✓ Recognize and successfully employ the elements and principles of design
- ✓ Comprehend the fundamentals of art: rhythm, balance, and unity
- ✓ Understand that people have visually recorded experiences and expressed ideas throughout time
- ✓ Understand proper assemblage techniques for sculptures
- ✓ Discuss works of art, and use appropriate art vocabulary to evaluate, identify and



describe the artistic contribution of different ethnic groups

PHYSICAL EDUCATION

- ✓ Demonstrate understanding of components and development of physical fitness
- ✓ Demonstrate competence in managing body movement
- ✓ Demonstrate strength, endurance, agility, flexibility, and speed
- ✓ Demonstrate body movement from place to place in all directions
- ✓ Demonstrate movement of the body or body parts while maintaining a stationary position
- ✓ Demonstrate competence in useful physical skills
- ✓ Demonstrate sports skills
- ✓ Demonstrate rhythmic and movements

LIBRARY MEDIA

- ✓ Locate and identify the books and other multimedia
- ✓ Use the table of contents to locate particular information
- ✓ Identify information on a title page
- ✓ Use the glossary and index of a book
- ✓ Use the library computer search stations to locate appropriate books by author, title or subject
- ✓ Develop efficient library computer search skills utilizing appropriate key words
- ✓ Use appropriate reference sources such as dictionaries, specialize dictionaries, atlases, almanacs, and encyclopedias to obtain information
- ✓ Follow multi-step directions in sequence

COMPUTER

- ✓ Recognize and operate the major components of the computer system: monitor, keyboard, disk, disk drive, and printer
- ✓ Develop keyboarding and word processing skills
- ✓ Use database management as a tool for organizing and analyzing information
- ✓ Use computer software to enhance the curriculum



MUSIC (Nasheed)

- ✓ Sing Islamic songs (Nasheed) in both English and Arabic
- ✓ Listening with discrimination
- ✓ Appreciation/understanding the role of form in nasheed (Islamic songs)
- ✓ Listening to Islamic Nasheed and sing along long/short sounds and silences

SUBJECTS TAUGHT BY SPECIALIZED TEACHERS

DEEN (Islamic Studies)

- ✓ The Qur'aan is protected from changes
- ✓ Allah is the Creator
- ✓ Faith On the Day of Judgment
- ✓ Salah the second pillar of Islam
- ✓ Purification is a part of faith
- ✓ Istighfar- seeking forgiveness
- ✓ Prophet Muhammad (saas): Part I to VI
- ✓ Prophet Yusuf (aas): Part I to V
- ✓ The Prophet's Companions
- ✓ Islam and the World

ARABIC

- ✓ Memorize 10 medium Surah's (chapters) from the Holy Qur'an
- ✓ Reading, explanation, and application of various Surah's (chapters)
- ✓ Learn the meanings of words given at the end of the Surah and try to say the meaning of the verse
- ✓ Memorize some longer Surah's from the last Juz of Qur'an.
- ✓ Identify and name certain words in Arabic
- ✓ Learn some supplications (du'aas) in Arabic with the meaning
- ✓ Write in Arabic

ASSEMBLY

- ✓ Du'aa (Supplication): Learn the meaning and memorize some of the Du'aas for different occasions
- ✓ Learn the importance of remembering Allah (SWT) an the time
- ✓ Story: learn more about the Seerah (life story) of the Prophets and the companions
- ✓ Learn to take the companions of the Prophet (saas) as leaders and examples in our lives



- ✓ Hadith: Memorize the Hadith of the Prophet (saas)
- ✓ Learn more about our belief and worshipping Allah (SWT)
- ✓ Quiz: test the Islamic knowledge learned
- ✓ General: help the students become good practicing Muslims

GUIDANCE AND COUNSELING (as needed)

- ✓ Understanding and accepting myself
- ✓ Making decisions
- ✓ Understanding and getting along with others
- ✓ Learning about family relationships and responsibilities
- ✓ Working with others
- ✓ Exploring interests
- ✓ Becoming a responsible student



DOMAINS IN EDUCATION

A. AFFECTIVE DOMAIN

Many students experience asynchronous, that is, uneven, development in intellectual, physical, social, and emotional growth. Students must learn how to best use their cognitive powers to make sense of their emotional needs.

- Social Cooperation
- Self Realization
- Self Esteem

B. COGNITIVE DOMAIN

Creative Thinking

"Without knowledge, imagination cannot be productive. Without imagination, abundant knowledge cannot help us live in a world of change. And without the ability to synthesize, evaluate, and develop our ideas, we achieve no effective creativity." Parnes, Noller, Biondi, *Guide to Creative Action*, page 15, Charles Scribner's Sons, NY, 1977.

- Brainstorming
- Listening/Visual
- Analogies
- Ambiguity
- Elaboration
- Originality
- Curiosity
- Sensitivity/Aesthetics
- Creative Problem-Solving

Critical Thinking

Critical thinking is a composite of attitudes, knowledge and skills that facilitate an in depth, reflective research for valid conclusions which solve problems, resolve doubts, and enable one to choose among conflicting doctrines and/or policy statements.

- Brainstorming
- Definition of Problem
- Data Collection



- Literature (classics)

Logic

Students prepare for logical thinking by using simple systems based on patterns and relationships and by understanding the role of assumptions, generalizations, and actual facts when reaching a valid conclusion. Evidence is considered in a systematic way and is often charted on a grid to obtain accurate conclusions.

- Indications of Patterns
- Isolation of facts
- Structure of Logic
- Logic Grid
- Visual Perceptions
- Analogies
- Language

Methods of Research

Technological skills are infused and applied in this area.

- Historical
- Developmental
- Descriptive
- Case & Field Study
- Correlation
- Quasi-experimental
- True experimental
- Casual-comparative

Research Locational Skills

These skills are necessary for students to work independently, to locate material for valid research and to enable them to explore areas of interest in the future.

- Call Numbers
- Use of Catalogue
- Reference Work Components



Research Formal Skills

These skills are essential for life-long learning.

- Competency in Topic Selection
- Research Procedure
- Communication of Results

EIGHTH GRADE SKILLS

Skills developed by students in Eighth grade are specified here. The skills are listed for each subject by these clusters:

- ✓ Computing
- ✓ Communicating
- ✓ Critical Thinking
- ✓ Listening
- ✓ Measuring
- ✓ Moving
- ✓ Observing
- ✓ Predicting
- ✓ Processing
- ✓ Reading
- ✓ Referencing
- ✓ Speaking
- ✓ Socializing
- ✓ Studying
- ✓ Visualizing
- ✓ Writing
- ✓ Symbolizing



EIGHTH GRADE DISPOSITIONS

Student behaviors and attitudes strived for in the classroom are in line with the Islamic teaching. These dispositions, for each subject, fall under the following three categories:

- ✓ Appreciating
- ✓ Caring
- ✓ Enjoying