



Fifth Grade Curriculum



In the name of Allah, Most Merciful, Most Beneficent

Dear Parents,

As'Salaamu `Alaykum and welcome to Al Manara Academy Fifth 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 Fifth 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 FIFTH 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 Fifth Grade children and what behaviors are typical for their age.

The Fifth 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 CLASSROOM TEACHERS

HEALTH (integrated with Science)

- ✓ First-aid facts and procedures
- ✓ The brain and central nervous system
- ✓ You are what you eat
- ✓ How to love your lungs
- ✓ Emotions and how they affect your health
- ✓ Islamically separate (boys) & (girls): Physical changes that occur during puberty
- ✓ Effects of drugs and alcohol
- ✓ Facts about blood and AIDS
- ✓ Being a wise consumer concerning products that affect your health

MATHEMATICS

- ✓ Math: work on each lesson independently and/or with groups
- ✓ Numbers and their application: whole numbers, fractions, decimals
- ✓ Units of measurement: length, area, volume, capacity, weight, mass, angle measurement, duration, temperature
- ✓ Make reasonable estimates of lengths, weights, and capacities
- ✓ Description, comparison, and classification of geometric figures: recognition, naming, and definition of characteristics for two-and three- dimensional shapes, use of measurement to construct geometric shapes
- ✓ Collection, organization, interpretation, and prediction of data from tables, charts, and graphs
- ✓ Use a variety of methods and strategies in problem solving situations

READING/LANGUAGE ARTS

- ✓ Oral language: storytelling, interviewing, creative dramatics, oral interpretation, Talking About Books discussions, oral reports or speeches
- ✓ Cursive handwriting; word processing
- ✓ Concepts of grammar & usage: sentences-types, simple & compound subjects &

- ✓ Concepts of grammar & usage: sentences-types, simple & compound subjects & predicates, sentence combining, run-ons, subject/verb agreement, varied sentence structure; nouns- singular & plural, possessive, common & proper; pronouns- subject, object, possessive; verbs-main & helping & tense, action, irregular, direct object; adjectives-predicate, comparative, suffixes; adverbs; prepositions & prepositional phrases; conjunctions; interjections; appropriate punctuation & capitalization rules
- ✓ Kinds of writing: personal narrative, how-to-article, poem, tall tale, business letter, character sketch, research report, comparison article, journaling, expository writing
- ✓ Writing process: prewriting, writing, revising, proofreading, publishing, collaborative writing, peer editing, analysis of writing models
- ✓ Dictionary, thesaurus, reference sources, research process
- ✓ Word analysis: basic decoding skills; standard spelling; syllabication; endings; compounds; prefixes & suffixes; synonyms & antonyms; contractions; homonyms; negative words; multiple meanings; abbreviations; acronyms
- ✓ Comprehension-literal, inferential, evaluative (key details, sequence, categorizing, main idea, predictions, compare & contrast, cause-effect relationships, summarizing, fact & opinion)
- ✓ Literature: elements of a story; quotations; poetry; plays; fiction- novels, stories; non-fiction-biography, newspaper, magazines,
- ✓ informational literature
- ✓ Study skills: parts of a textbook; interpreting and applying information from maps, charts, graphs, tables, timelines; multi-step
- ✓ Oral & written directions; selecting & utilizing independent study strategies
- ✓ Use of multimedia for reading and writing
- ✓ Making reading/ writing connections
- ✓ Apply reading for personal development

SCIENCE

- ✓ Ecosystems and Environment: renewable/ nonrenewable resources
- ✓ Living Things: five kingdoms, body organization
- ✓ Earth and Space: stars, constellations
- ✓ Force and Motion: movement in space



- ✓ Matter and Energy: heat, sound, potential/ kinetic energy
- ✓ Scientific Inquiry: observe, experiment, model, hypothesize, collect data, draw conclusions, communicate

SOCIAL STUDIES

- ✓ U.S. history: exploration, settlement, independence, federal period, expansion, wars, 20th century; primary and secondary sources
- ✓ Citizenship: role of a citizen in a democracy; rights, responsibilities; democratic ideals, documents—Articles of Confederation, Declaration of Independence, Constitution, Bill of Rights, checks and balances, Emancipation Proclamation
- ✓ International: U.S. in the world
- ✓ Geography: settlement of the U.S., Canada, Mexico, Central America, South America; maps (special purpose maps); place geography; location of natural features
- ✓ Economics: trade, growth of industry, international trade; free enterprise, scarcity
- ✓ Culture: American culture and multi-ethnic /minority contributions
- ✓ Career awareness/ current events and issues
- ✓ Science, technology--impact on people and society
- ✓ Skills applied in social studies--thinking, reading, writing & discussing using technology as a learning tool

ART

- ✓ Balance of color
- ✓ Color harmonies
- ✓ Light! dark
- ✓ Texture to create contrast
- ✓ Surface and texture of objects
- ✓ Line in one-point perspective
- ✓ Identify and describe the artistic contribution of different ethnic groups
- ✓ Discuss works of art, and use appropriate art vocabulary to evaluate



PHYSICAL EDUCATION

- ✓ Movement: mechanical principles, balance, manipulative activities
- ✓ Demonstrate rhythmic and dance movements
- ✓ Spatial awareness: movement directions, levels, pathways extensions
- ✓ Gymnastics: stunts, tumbling and apparatus
- ✓ Games: game designs, rules, lead-up games
- ✓ Fitness: health-related, skill-related, nutrition, and body alignment
- ✓ Aquatics: water safety and basic rescue
- ✓ Sports and lifetime activities, safety rules, team sports, individual sports, outdoor adventure activities

LIBRARY MEDIA

- ✓ Locate books and identify library media
- ✓ Locate areas of collection
- ✓ Recognize that there is a system for organizing library materials
- ✓ Follow circulation procedures for materials
- ✓ Exhibit proper care of materials
- ✓ Locate easy materials
- ✓ Recognize the basic elements of a book
- ✓ Identify alphabetical order of easy books
- ✓ Select material suited to his/her needs
- ✓ Identify fiction and non-fiction
- ✓ Participate in storytelling activities
- ✓ Share literature with other children
- ✓ Exhibit appropriate behavior in the library
- ✓ Locate reference material
- ✓ Identify parts of a book
- ✓ Identify publisher, place of publication, copyright date
- ✓ Distinguish between fact and fiction
- ✓ Select a variety of materials for informational and recreational needs
- ✓ Use an index to locate an assigned topic
- ✓ Take notes and synthesize information from a variety of sources
- ✓ Make a presentation using a variety of print and non-print formats such as



posters, videos, etc.

- ✓ Begin using copyright as an indicator of currency
- ✓ Begin understanding of copyright as an ethical issue

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
- ✓ Part in two-part harmony
- ✓ 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



ENHANCED EDUCATION

The academic program implements active, hands-on, problem-based teaching and learning to maximize the gifts and talents of its students. Pacing, level of questioning, Authenticity of problems and products, among other elements of curriculum and instruction, vary by degree from the traditional classroom. Curriculum and instruction builds on the needs of the learner group. The infused basic knowledge and skills mastered by the students in the traditional classroom are the foundation for the processes, systems and products developed by the gifted education curriculum as outlined by the Gifted Education Framework and the Show Me Standards of the State of Missouri. Links to the core curriculum, differentiated instruction within the general and gifted classroom (compacting curriculum, vertical/ horizontal enrichment & acceleration), attention to areas of interest, flexibility, on-going assessment, use of the current classroom technologies and academic challenges are the hallmarks of gifted programming.

Cluster: Grades 3-5

Strand: Affective Thinking

- Leadership
- Persuasive Argument
- Speech/ Communications
- Multicultural awareness
- Personal/ Interpersonal skills
- Group Dynamics /Negotiations

Strand: Critical and Creative Thinking

- Brainstorming
- Problem Solving
- Definition of Problem
- Data Collection
- Literature (classics)



Strand: Logical Thinking

- Comparisons/ Contrasts
- Matrix organization of data
- Extrapolation of patterns (analogies, tessellations)
- Assumptions
- Generalizations
- Plans
- Conclusions

Strand: Research

- Topic Focus/Question
- Primary and Secondary sources
- Electronic and on-line
- Time line creation
- Variables
- Evaluation
- Presentation



FIFTH GRADE SKILLS

Skills developed by students in fifth 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

FIFTH 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