



## Fourth Grade Curriculum



**In the name of Allah, Most Merciful, Most Beneficent**

Dear Parents,

As'Salaamu `Alaykum and welcome to Al Manara Academy Fourth 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 Fourth 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 FOURTH GRADE CHILD**

It is important to remember that each child is unique and that a wide range of individual differences will appear 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 Fourth Grade children and what behaviors are typical for their age.

The fourth grader;

- ✓ Is affectionate with parents
- ✓ Is loyal
- ✓ Is clear about age-sex roles
- ✓ Argues logically
- ✓ Likes privacy
- ✓ Likes rules and teamwork
- ✓ Is affectionate with same sex peers
- ✓ Is highly selective in friendships
- ✓ Is intense in the friendship
- ✓ Girls are on the brink of pubescent spurt
- ✓ Is interested in hazardous activities
- ✓ Uses thought and reasoning
- ✓ Is interested in other people's ideas
- ✓ Can budget time
- ✓ Begins to show talents
- ✓ Asserts leadership



## **SUBJECTS TAUGHT BY HOMEROOM TEACHERS**

### **HEALTH**

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- ✓ Decisions, how to make smart choices, and consequences of decision-making
- ✓ Teeth and dental hygiene
- ✓ Importance of eating a variety of foods everyday
- ✓ Drugs: harmful and the dangers of it
- ✓ Personal safety; common sense and smart decisions to avoid danger
- ✓ Hygiene, puberty and the importance of personal cleanliness
- ✓ AIDS and other contagious diseases: what they are and what they are not
- ✓ Ears, our incredible hearing machine
- ✓ Exercise and how it benefits the body

### **MATHEMATICS**

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- ✓ Math: work on each lesson independently and/or with groups
- ✓ Computation with whole numbers: mental strategies, paper and pencil algorithm
- ✓ Recall multiplication and division facts through 12 X 12
- ✓ Use estimation strategies and computation to determine if an answer is reasonable
- ✓ Create and solve word and multi-step problems
- ✓ Measurement (customary and metric): length, mass, capacity, temperature, duration
- ✓ Collecting, organizing, interpreting and predicting information
- ✓ Geometry and measurement: area, perimeter, volume, and angles
- ✓ Geometry: symmetry (ffips, turns, rotations)
- ✓ Relating numbers to objects and events

### **READING/LANGUAGE ARTS**

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- ✓ Oral language: storytelling, interviewing, oral interpretation, choral reading, conversation,
- ✓ Giving opinion, Talking About Books discussions, oral reports or speeches



- ✓ Cursive handwriting; word processing
- ✓ Concepts of grammar & usage: sentences-declarative, interrogative, imperative, exclamatory; simple & compound subjects & predicates, subject/ verb agreement, sentence combining; varied sentence structure; nouns-singular & plural, possessive, common & proper; pronouns- subject, object, possessive; verbs-main & helping, tense, action, irregular, adjectives-comparison, irregular comparisons, usage; adverbs- comparativp, "no" words; appropriate punctuation & capitalization rules; indenting paraOphs
- ✓ Kinds of writing: personal narrative, how-to-article, poem, fable, persuasive, description, biography, contrasts, journaling, expository writing
- ✓ Writing process: prewriting, writing, revising, proofreading, publishing, collaborative
- ✓ Writing; peer editing; analysis of writing models
- ✓ Dictionary, thesaurus, encyclopedia, variety of reference sources
- ✓ Word analysis: decoding skills, standard spelling and base words, prefixes and suffixes, contractions, syllabication, multiple meanings, synonyms, homonyms, word history
- ✓ Comprehension: literal; inferential; evaluative (key details, sequencing, categorizing, main idea, predictions, inferences, compare/ contrast, cause-effect relationships, summarizing, fact and opinion)
- ✓ Literature: story elements; quotations; similes and metaphors; poetry; plays; fiction-novel, fable, myth; non-fiction-biography, expository essay or article, informational literature
- ✓ Study skills: parts of a textbook; interpreting and applying information from maps, charts, graphs, diagrams, tables, timelines, lists; multi-step oral & written directions; selecting & utilizing independent study strategies
- ✓ Use of multimedia for reading and writing
- ✓ Making reading/ writing connection
- ✓ Read for personal development/pleasure

## **SCIENCE**

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- ✓ Ecosystems and environment: populations, pollution
- ✓ Living things: life cycle, classification
- ✓ Earth and space: weather, water cycle



- ✓ Force and motion: forces in nature
- ✓ Understand the importance of developing a healthy life-style
- ✓ Recognize characteristics of planets in our solar system and workings of major body systems

## **SOCIAL STUDIES**

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- ✓ Citizenship: Declaration of Independence, Constitution, government
- ✓ Geography: regions, weather, climate, latitude, longitude, meridians, parallels, environment, population distribution
- ✓ Identify holidays, rights, documents of US citizens and the process of lawmaking
- ✓ Evaluate and present information
- ✓ Understand and apply basic principles of our political system
- ✓ Identify source, mouth, and flow of river
- ✓ Identify and use maps: i.e., landform, climate, product, road transit, and population
- ✓ Learn the States and Capitals in the United States
- ✓ Skills applied in social studies: thinking, reading, writing, discussing, using technology as a learning tool

## **ART**

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- ✓ Primary/ secondary colors
- ✓ Texture
- ✓ Value
- ✓ Shape
- ✓ Composition
- ✓ Movement
- ✓ Rhythm
- ✓ Line
- ✓ Learn shading techniques while drawing

## **PHYSICAL EDUCATION**

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- ✓ Spatial awareness: directions, levels, pathways
- ✓ Games: fitness aspects, fundamental skills, lead-up games
- ✓ Movement: mechanical principles, manipulative, dynamic balance
- ✓ Fitness: health related, body alignment, benefits, exercise principles
- ✓ Rhythm and dance: terminology, axial and locomotor patterns, positions, steps
- ✓ Rules: learning to follow rules in a game or sport Demonstrate a basic understanding of fundamental skills and rules in: softball, soccer, basketball, and kickball

## **LIBRARY MEDIA**

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- ✓ 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
- ✓ Select materials for reading enjoyment
- ✓ Take notes and synthesize information from a variety of sources

## **COMPUTER**

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- ✓ Identify parts of a computer system and their functions
- ✓ Demonstrate understanding of common computer terms
- ✓ Use software to enhance the curriculum
- ✓ Demonstrate progressive growth in keyboarding skills



- ✓ Use word processing as a writing tool

## **MUSIC (Nasheed)**

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- ✓ Sing Islamic songs (Nasheed) in Arabic and English
- ✓ Long/short sounds and silences
- ✓ Rhythm & beat
- ✓ Duration
- ✓ Melodic and harmonic perception
- ✓ Listening to Islamic Nasheed

## **SUBJECTS TAUGHT BY SPECIALIZED TEACHERS**

### **DEEN (Islamic Studies)**

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- ✓ Belief in Allah as our Creator
- ✓ The Seerah of the Prophet (saas)
- ✓ The wonderful world of animals
- ✓ Who can we trust completely?
- ✓ Purification (At-Taharah)
- ✓ Salah (Prayer) and its conditions
- ✓ Salaatul Jum'ah (Friday Prayer)
- ✓ Halal (lawful) and Haraam (unlawful)
- ✓ Great gifts of Allah
- ✓ Living with people
- ✓ The Islamic Calendar
- ✓ Islam and the world

### **ARABIC**

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- ✓ Memorize 10 medium Surah's (chapters) from the Holy Qur'aan
- ✓ Identify and name certain words in Arabic
- ✓ Learn some supplications (du'aas) in Arabic with the meaning
- ✓ Begin to write words in Arabic

### **ASSEMBLY**

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- ✓ Du'aa (Supplication): Learn the meaning and memorize some of the Du'aas for different occasions
- ✓ Learn the importance of remembering Allah (SWT) at 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)**

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- ✓ 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



## **FOURTH GRADE SKILLS**

Skills developed by students in fourth grade are specified here.

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

## **FOURTH 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