



Sixth Grade Curriculum



In the name of Allah, Most Merciful, Most Beneficent

Dear Parents,

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

The Sixth 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)

- ✓ Recognize the connection between choices and consequences
- ✓ Recognize the effects of puberty on physical development
- ✓ Identify different diseases, their causes, how they are spread, preventions, and treatment

MATHEMATICS

- ✓ Math: work on each lesson independently and/or with groups
- ✓ Numbers and their application: whole numbers, fractions, decimals
- ✓ Use operations in the correct order
- ✓ Use estimation strategies and mental computation to determine if an answer is possible
- ✓ Estimate results and judge reasonableness of solution
- ✓ Apply the concept of measurement to the physical world: measure length, area, capacity, and weight
- ✓ Describe, compare and classify geometric figures
- ✓ Collect, organize, and describe data in the form of graphs, charts, and tables
- ✓ Use a variety of methods and strategies in problem solving situations
- ✓ Compare and classify geometric shapes and solids
- ✓ Systematically collect, organize, and describe data
- ✓ Construct, read, and interpret displays of data
- ✓ Identify and evaluate alternative methods of solving a problem
- ✓ Develop skills in calculator use

READING/LANGUAGE ARTS

- ✓ Use appropriate letter sound, structural and contextual strategies to identify unknown words
- ✓ Determine the meaning of unknown words in context
- ✓ Recognize or demonstrate an understanding of narrative and expository text by retelling, answering or formulating questions and thinking critically



- ✓ Employ appropriate strategies for locating and using information
- ✓ Apply reading for personal development
- ✓ Organize thoughts, ideas, and materials for speaking
- ✓ Use tools or means for writing, this includes: library resources, computers and handwriting skills
- ✓ Use steps of the writing process: pre-writing, composing, revising, proof-reading/editing, and sharing the product
- ✓ Recognize and use sentence structures
- ✓ Use conventional forms of standard English

SCIENCE

- ✓ Life:
 - Identify and describe photosynthesis and plant growth
 - Identify and make inferences between carnivores, herbivores, and omnivores
 - Observe and identify conditions of the environment necessary for life
 - Explain cell structure and division of plants and animals
 - Identify sensory organs and their functions (eye, ear, tongue, nose, and skin)
- ✓ Physical:
 - Compare and contrast metric measurements, length, mass, density, volume, and temperature
 - Compare and contrast mirrored images, convex, concave, and plane
 - Classify changes in matter as chemical or physical
 - Formulate and test hypothesis
- ✓ Earth:
 - Describe erosion, weathering, and decomposition
 - Describe the solar system
 - Observe and record predict weather conditions

SOCIAL STUDIES

- ✓ Demonstrate knowledge of geography, map reading, and map-making skills
- ✓ Demonstrate an understanding of relationships between people and their



surroundings

- ✓ Recognize how relationships and experience influence our views of an event
- ✓ Demonstrate knowledge of significant historical events and developments
- ✓ Understand and apply basic principles of our political system
- ✓ Identify what is meant by legislative, executive, and judicial functions and actions in government
- ✓ Understand rights and responsibilities individuals have as citizens of the United States
- ✓ Analyze economic decision situations with awareness of opportunity costs and trade-off
- ✓ Understand factors of production, their interrelationships and how investment in them relates to productivity
- ✓ Apply reading techniques such as sequence, credibility, predict outcomes, compare/contrast, recognize persuasion and propaganda
- ✓ Understand relationships among supply, demand, price and quantity of goods and services
- ✓ Understand principles related to trade (personal, regional or international)
- ✓ Recognize and use appropriate techniques for investigating social topics 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

ART

- ✓ Recognize and successfully employ the elements and principles of design
- ✓ 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 dance 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 Quran is the Truth
- ✓ Allah is the Sustainer and is All-Powerful
- ✓ No one can count Allah's Blessings
- ✓ A Muslim guards his/her tongue
- ✓ Modesty and faith go together
- ✓ Births and Birthday parties
- ✓ Food: Lawful (Halal) & Unlawful (Haraam)
- ✓ The importance of Salat
- ✓ Salat Al-Jum'ah (Friday Congregational Prayer)
- ✓ 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) 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)

- ✓ 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

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.

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



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

SIXTH GRADE SKILLS

Skills developed by students in Sixth 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

SIXTH 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