



Third Grade Curriculum



In the name of Allah, Most Merciful, Most Beneficent

Dear Parents,

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

The third grader;

- ✓ Is increasingly self-motivated
- ✓ Resents interruptions
- ✓ Is independent but still needs reminders
- ✓ Has very strong peer orientation
- ✓ Has widening interests
- ✓ Is variable in mood
- ✓ Is essentially truthful and honest
- ✓ Can accept blame
- ✓ Begins secret codes and languages
- ✓ Increases power of appraisal
- ✓ Is interested in varied adult roles
- ✓ Collects things indiscriminately
- ✓ Relates events well
- ✓ Knows the difference between right and wrong
- ✓ Is friendly, cooperative, and likes praise
- ✓ Is open to new ideas and likes a challenge
- ✓ Likes competition
- ✓ Enjoys "hands-on" learning
- ✓ Is very trusting
- ✓ Has strong loyalties for a short duration
- ✓ Is practicing to improve motor skills
- ✓ Has enormous curiosity
- ✓ Is interested in history and different cultures
- ✓ Has high expectations of self
- ✓ Is reading to learn instead of learning to read



SUBJECTS TAUGHT BY HOMEROOM TEACHERS

HEALTH

- ✓ Safety, at home and away
- ✓ Eyes and how to care for them
- ✓ Nutrition and how to make healthful food choices
- ✓ Our community and a healthy environment
- ✓ Attitudes, cooperation and communication
- ✓ Families, genes, and heredity
- ✓ Drugs, their effect on the body, and how to say "no" to drug use
- ✓ Viruses, bacteria and how they spread
- ✓ Understanding disabilities and sensitivity toward others with special needs
- ✓ The skeleton; how good nutrition and exercise keeps it strong

MATHEMATICS

- ✓ Computation with whole numbers
- ✓ Basic algorithms
- ✓ Units of measure: (arbitrary and standard): length, mass, volume, duration, temperature, angles
- ✓ Two and three dimensional shapes
- ✓ Basic movements in geometry: flips, turns, slides
- ✓ Geometry and measurement: area, perimeter, volume, angles
- ✓ Collecting, organizing, interpreting information
- ✓ Ordering of numbers and events
- ✓ Counting money and making change
- ✓ Use computer and calculators for problem solving and checking work

READING/LANGUAGE ARTS

- ✓ Oral language: story telling, critical listening, summarizing, creative dramatics, oral interpretation, visualization, Talking About Books discussions, oral reports
- ✓ Basic decoding skills: regular consonant or vowel sounds, vowel variants, digraphs,



blends

- ✓ High frequency/ sight words, context clues
- ✓ Word analysis: endings, base words, prefixes, suffixes, syllabication, compounds, contractions
- ✓ Comprehension: literal; inferential; evaluative (main idea & key details, sequence, categorizing, predictions, fact / opinion, cause / effect relationships)
- ✓ Vocabulary: expansion of basic concept words, multiple meanings, synonyms, antonyms, homophones
- ✓ Following oral & written directions
- ✓ Literature: fairy tale, poetry, biography, fiction, nonfiction, plays, informational literature
- ✓ Story elements: character, setting plot
- ✓ Parts of a book
- ✓ Interpretation of maps, charts, graphs
- ✓ Concepts of grammar & usage: sentences-statements, questions, commands, exclamations, subject, predicate, word order, sentence combining; nouns-singular & plural, possessive, common & proper; pronouns-subject, object, possessive; verbs-present, past, main & helping, subject/ verb agreement; adjectives; adverbs; appropriate punctuation & capitalization rules; indenting paragraphs
- ✓ Kinds of writing: personal narrative, how-to-letter, poem, fairy tale, advertisement, description, biography, comparison, journaling, responding to literature, expository writing
- ✓ Writing process: prewriting & writing, revising, proofreading, publishing, collaborative writing, peer editing
- ✓ Using dictionary & thesaurus, using library
- ✓ Spelling: standard spelling, abbreviations
- ✓ Handwriting: manuscript & cursive handwriting
- ✓ Use of multimedia for reading and writing
- ✓ Making reading/ writing connection

SCIENCE

- ✓ Ecosystems and environment: food chains, behavior
- ✓ Living things: growth and changes, cells



- ✓ Earth and space: rock classification, Earth and moon, weather
- ✓ Force and motion: simple machines
- ✓ Matter and energy: properties of matter
- ✓ Scientific inquiry: collect, observe, model, identify, classify, experiment
- ✓ Nature of science, technology and human activity: change is part of nature, measure conservation
- ✓ Predict the types of organisms that will be found in various habitats

SOCIAL STUDIES

- ✓ Communities near and far: rural, urban, suburban/ local, national, in other lands
- ✓ History: first communities; democratic government (local, state, national)
- ✓ Citizenship: rights, freedom, national documents
- ✓ Cultures: likeness/ differences among communities in the world
- ✓ Economics: scarcity, trade-offs, opportunity costs, producer,
- ✓ Consumer, service, taxes, human, natural and capital resources, wages, needs and wants
- ✓ Geography: maps (political, physical, special purpose maps), legend, key, grid, scale
- ✓ 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

- ✓ Know appropriate art media, methods, and tools
- ✓ Know the artistic problem-solving process
- ✓ Primary/ secondary colors
- ✓ Identify related colors
- ✓ Create balance of color
- ✓ Use warm/ cool colors
- ✓ Use black/ white to create value
- ✓ Construct forms (armature)
- ✓ Use negative/ positive space



- ✓ Create rhythm through line
- ✓ Identify spatial relationships

PHYSICAL EDUCATION

- ✓ Movement: locomotor, non-locomotor, balance, manipulative
- ✓ Demonstrate strength, endurance, agility, flexibility, and speed
- ✓ Demonstrate basic rhythmic movements and beginning square dance skills
- ✓ Spatial awareness: self space, general space, directions, levels, pathways, extensions
- ✓ Gymnastics: stunts, tumbling, apparatus, balance
- ✓ Games: small group, relays, whole-class, lead-up, partner
- ✓ Fitness: health-related, skill-related, body alignment

LIBRARY MEDIA

- ✓ Locate the books and identify library media
- ✓ Locate areas of the 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
- ✓ Identify parts of a book
- ✓ Use the library catalog to locate books by author, title, and subject
- ✓ Select materials for reading enjoyment

COMPUTER

- ✓ Identify the major parts of the computer system: monitor, keyboard, disk drive,



and flash drives, CDs

- ✓ Demonstrate proper use and care of computer equipment
- ✓ Become familiar with the computer keyboard and demonstrate basic keyboarding skills
- ✓ Use computer software to enhance the curriculum
- ✓ Begin to use word processing as a writing tool

MUSIC (Nasheed)

- ✓ Sing Islamic songs (Nasheed) in Arabic and English
- ✓ Maintain a part: partner song or two-part harmony
- ✓ Accented/unaccented beats
- ✓ Understand the rhythm and Islamic message in nasheed



SUBJECTS TAUGHT BY SPECIALIZED TEACHERS

DEEN (Islamic Studies)

- ✓ Belief that Allah created everything and that He is Ever-Living
- ✓ Allah is the Creator of man and angels
- ✓ The great gift of Allah
- ✓ The wonderful world of animals
- ✓ Allah sent Prophets to guide us
- ✓ The books of Allah
- ✓ The Seerah of Prophet Muhammad (saas)
- ✓ Ways to remember Allah
- ✓ Islam and Iman
- ✓ Belief in the Day of Judgement
- ✓ Virtues of Salah (Prayer)
- ✓ Good manners are part of faith
- ✓ A Muslim cannot be a liar
- ✓ Stories of the Prophets: Musa, Ibrahim, Yusuf, etc...
- ✓ Stories of some of the Companions: All ibn Abi Talib, Khadija the wife of the prophet (saas), Saad ibn Abi Waqqas

ARABIC

- ✓ Memorize 10 short and medium Surah's (chapters) from the Holy Qur'aan
- ✓ Learn how to read and pronounce Arabic properly
- ✓ Learn how to recite du'aas (supplications) in Arabic and learn their meanings
- ✓ Increase Arabic vocabulary and reading

ASSEMBLY

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



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
- Descriptive
- Case & Field Study
- Correlation
- Quasi-experimental
- True experimental
- Casual-comparitive

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



THIRD GRADE SKILLS

Skills developed by students in third grade are specified here.

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

THIRD 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