



GARDEN OF THE SAHABA ACADEMY

CURRICULUM GUIDE

PRE-K-11TH GRADE

2021-2022

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School philosophy

The Garden of the Sahaba Academy educational philosophy is based on its sound guiding principles which include recognition and value of the individuality of every student. We challenge each student to fulfill his or her full potential by educating the whole child. The emphasis is on student learning rather than teaching. Our philosophy is primarily based on instilling in each child the love of learning and linking it to the love of Allah and serving humanity by serving The Creator.

School Goals

Our goals at GSA are of three folds:

Religious and spiritual

- Ensure that our students will develop an appreciation and an understanding of the Islamic faith, values and traditions by incorporating Islam in the curriculum
- Maintain a safe, secure, clean and a nurturing Islamic environment
- Teach and inculcate values and traditions

Academic

- Provide clarity to teachers, parents and students on what knowledge and skills are required at each grade level.
- Cultivate a climate of high expectations for students, parents and teachers in achieving a high standard of education
- Seek and nurture faculty that work collaboratively to meet the needs of students and are engaged in continuous improvement of their professional practices
- Provide a high standard of education
- Evaluate students' performance and provide timely feedback to parents

Citizenship

- Commend strong moral character
- Recognize and celebrate students and adults efforts, improvements and achievements
- Honor commitments and accomplish them in a timely manner
- Devote one's self to the overall mission and have a positive impact on life
- Become active in the local community
- Work toward shared success and realize that we depend on each other
- Develop community and leadership qualities

Pre-School

Early Learning Program

Overview

The Garden of the Sahaba Academy (GSA) provides pre-kindergarten classes to three and four year old students in a safe, secure, clean and nurturing environment. The Islamic school environment assures parents that their children are in the care of adults who share their beliefs and who will inculcate Islamic faith, values and traditions to their children. Individuality and addressing the abilities of each student are the guiding principles of the early learning program and we strive to educate the whole child. GSA believes that the home and community have a direct impact on the growth and advancement of each child. Many family and school events are held throughout the school year. These events include parent seminars, Eid picnics, Saturday family nights and regularly scheduled parent-teacher conferences.

Currently Frog Street Threes curriculum for Pre K 3 students and Frog Street PRE K curriculum for Pre K 4 students is implemented at the school. Both curriculums are based on research and theories in child development. Additionally Conscious Discipline is a built-in component. Frog Street curriculum is approved by the Florida Department of Education and Early Learning Coalition of Palm Beach County. Furthermore, the curriculum is designed to build the skills and attitudes that are not only required to meet Pre-K standards, but also provides a foundation for long-term success and high levels of reading independence and achievement. Our goal is to build these emerging literacy skills within a comprehensive, integrated framework that recognizes the vital importance of the physical, social, and emotional growth of young children. Arabic, Islamic and Quranic studies are an integral part of the early learning curriculum.

Our teachers are experienced, dedicated and caring professionals who work collaboratively in identifying important concepts and skills as well as using effective strategies for fostering students' learning and development. Daily schedules are designed to maximize student learning through effective use of time and appropriate materials for self-initiated learning. Students are offered opportunities to learn individually and in groups according to their developmental needs and interests. The assessment tools provided within the curriculum are extensively used to ensure positive outcomes for student learning. Classrooms are equipped with activity centers that help to stimulate the students and allow them to explore.



GSA's Pre School is accredited by Cognia and FCIS. GSA is also a member of the Strong Minds program and is In-Network Status. Programs in the In-Network Status have shown the highest level of quality. Strong Minds is Palm Beach County's voluntary, quality rating improvement system.

Program and Curriculum details for Three and –Four Year Old Children

Overview

The Garden of the Sahaba Academy (GSA) Pre-Kindergarten 3 program is the entry point for our three year-old students to the school. The program provides early childhood education for children that is filled with play, creativity, numeracy, early literacy, arts, physical activity, Islamic studies, Quran and provides the nurturing time to enhance each child's social and emotional growth. Pre-K students are guided at their pace to acquire mastery mostly (at their level) in these major areas:

Assessments

A variety of assessments and observation tools are used to learn about the child's strengths and challenges and they are as follow:

Frog Street, VPK, Star Literacy, Informal Assessments and also use the Gold Observations for their assessments. For some subjects the assessments are done orally such as Quran and Islamic Studies." VPK Assessment is administered three times during the school year. FrogStreet assessment is administered every week as there are nine themes in Frog Street Curriculum and there are four weeks in each theme. Star Literacy is administered every two months. Informal Assessment is administered to check how much the child has learned."

Instructional Resources

-
- PREK3-PREK4(Frog street Press, Inc, 2017)
 - Starfall.com
 - Star literacy.com

- IXL

Quranic Studies

Quran (Islamic Scripture) is recited and memorized daily by preschoolers. The primary focus is on becoming familiar with the words of Allah. Students and teachers recite the suwar (chapters) together with correct rules and pronunciation. The meanings of the suwar are introduced and discussed at a preschool level of understanding with stories, puppet shows, and videos. Visual aids, such as verses written on sentence strips along with pictures or verses displayed on the computer screen, are used to strengthen and diversify the memorization process. By the end of the year, students are expected to memorize 17 short suwar from Juz ‘amma (the last part of the Quran.)

Islamic Studies

The Islamic Studies Program in Preschool enhances the Islamic values and Beliefs. Children gain a basic understanding of the religion through storytelling, puppet shows, Islamic songs (nasheed) and hands-on activities. Topics discussed focus on implementing the character traits of Prophet Muhammad (PBUH) and his teaching, thus building a relationship with Allah (God). Children begin to learn about their role as Muslims by learning about rules and laws of the Quran and Sunnah.

Students are taught about the compassionate and merciful nature of Allah (SWT) towards His creation.

Students are also engaged in learning stories of Allah’s Prophets and the five basic components of Islam which are:

1. Belief in the oneness of Allah
2. Obligatory prayers
3. Fasting
4. Charity
5. Performance of Hajj

These Islamic teachings build a strong foundation for religion amongst these younger children.

Foreign Language – Arabic

Overview

The Arabic Language, as stated in the Qur’an Kareem, is the language in which the Qur’an (the holy book for all mankind) was revealed. Allah (SWT) says: “We have revealed this Qur’an in the Arabic language so that you understand.” (Chapter: 12 Yusuf: 2) “....And this book confirms it in the Arabic tongue; To admonish the unjust, and as glad tidings to those who do right.” (Chapter: 26 Ahqaf: 12) According to these verses and many others in the Quran, the Arabic Language is the one, among all others, that Allah

chose for sending the final message. Understanding of the Arabic language is the most accurate way to reach the essence of the message.

The Pre Kindergarten Arabic language program consists of speaking, listening, reading and writing Arabic letters, and learning Arabic vocabulary.



Social Development

Children become independent learners by learning to share, care and solve problems through conflict resolution, positive interactions, and talking about their feelings. Children also participate in establishing classroom rules. Parents are required to drop off and pick up their children from the classrooms. This provides teachers the opportunity to greet and share information about their health and safety, school events, and student's development and learning. In addition daily notes are sent home addressing curriculum, nutrition and upcoming events. Each classroom door has a whiteboard explaining what occurred to assist parents in reinforcing the learning that has taken place during the day.



Linguistic Development

Children advance their language and communication development through learning opportunities in five component areas that include: listening, speaking, vocabulary, and conversation. Many opportunities are provided throughout the day for listening to stories, poems and nursery rhymes. Children role play stories, during circle time and take on different roles in the dramatic play area during center time.



Auditory Development

Children develop (with teacher support) age-appropriate phonological awareness and recognizing letter sounds throughout the school day. In addition opportunities are also provided for following two step directions and other auditory sequential memory activities.

Visual Development

Children participate in many visual discrimination and memory activities which include recognition and identification of colors, shapes, sizes, patterns, and letter recognition (Arabic and English).



Math Readiness Development

Math skills are an integral part of the curriculum and cover recognizing numbers, oral counting, matching, sorting, arranging by size or patterns, recognizing regular and solid shapes, ordinal numbers, reviewing the calendar, puzzles, measuring, graphs, and number walls.



Science Development

Our curriculum allows students to demonstrate their inquiry skills by using simple scientific tools, asking questions and making comparisons. Various themes within the curriculum support these inquiry skills. Teacher responses to children's questions foster inquisitiveness and scientific inquiry.



Social Studies Development

Social Studies concepts are instructed through the curriculum established themes for example My Family, My Community - this theme engages children in activities that focus on their relatives and neighborhoods. While the theme, Growing and Changing engages the children in activities that reveal how time changes, the world around them, and how it changes them.



Music Development

The Islamic faith prohibits Muslims from utilizing instrumental music. Our school observes these divine teachings. Our students, teachers and staff find tranquility and peacefulness in listening to the melodious recitations of the Qur'an and Islamic Nasheeds. In addition children are engaged in Sing Along (without musical instrument accompaniment, Chanting and Acapella).



Arts Development

Children create original art work using various types of media which includes water colors, tempera paints, finger paints, clay, play dough, crayons and color pencils.



Physical Development

Gross Motor Skills: Children's large muscles are developed through music and movement, stretching exercises, throwing a ball overhand and underhand, climbing, jumping, running, riding bikes, playing soccer, kickball and catch.



Fine Motor Skills: The curriculum includes cutting, pasting, playing with play dough, gluing, and using manipulatives. Additionally, students engage in drawing, writing, ripping paper, and lacing. These activities provide children with opportunities to develop fine motor skills.



Frog Street’s Pre K curriculum, which has age-appropriate resources and includes engaging and child-centered themes that spark imaginations and a love of learning, is integrated. As this curriculum is based on the Conscious Discipline it has many strategies and a lot of tools to help teachers to teach their students about self regulating their social and emotional problems. Each theme builds on the knowledge and skills acquired in the previous theme and the child moves from what is known to what is unknown. The curriculum is aligned with the Florida VPK Education Standards.

Elementary School

Overview

The Elementary school consists of grades kindergarten through fifth grade. The Houghton-Mifflin series is used from Kindergarten through fifth grade for every subject area. The consistency allows teachers to easily scaffold lessons and work collaboratively to assess learning from one grade level to the next. The academic textbook series will be replaced with a new series that will be chosen by the Curriculum Committee at the end of this school year. The new series will be used in mapping the school curriculum and integrating Islamic Studies.

The curriculum is based on the Next Generation Sunshine State Standards plus additional national standards where necessary. In focusing on our school mission to provide students with high academic achievement and a strong Islamic foundation, students begin learning the core academic subjects plus Quran, Islamic Studies, and Arabic courses in a rigorous program. Our philosophy is based on educating

the whole child and nourishing the mind, spirit, and body. Our program incorporates many opportunities for students to engage in challenging academic educational programs as well as opportunities for artistic expression and all of this is encompassed in a spiritual setting. Students begin the day with Quranic recitation in assembly. Students in second grade and higher meet again for congregational prayer in the prayer hall. Throughout the program a strong foundation is built that will allow students to move to middle school with a concrete understanding and skills that will lead to their future success.

Assessments

Reading/LA Assessments

- Weekly/Bi-weekly Assessment (Comprehension/Vocabulary Strategies)
- Selection Tests (Comprehension/Selection Vocabulary)
- Unit Assessments (Comprehension, Vocab. Strategies, Literary Elements, Text Features, Grammar, Mechanics & Usage, Writing)
- Benchmark Assessment (Middle & End of School Year)
- Weekly Spelling Test (Pre-test & Post Test)
- Oral assessments (Teacher will assess students orally throughout lessons to check for understanding)

Math

Diagnostic

- Show What You Know
- Beginning/Middle/End of Year Assessment

Formative

- Share and Show
- Lesson Check-Up (Student Edition & Personal Math Trainer)
- Mid-Chapter Checkpoint

Summative

- Chapter Review/Test (located at the end of each chapter)
- Performance Task Assessment
- Chapter Test (located in Teacher Resources)
- On-line Assessment (www.thinkcentral.com)

Science

Formative

- Brain Check (Student Edition, end of each lesson)

- Digital Lesson-Student Self-Assessment (The self assessment is located at the end of each digital lesson and will prompt students to return to areas in which they may need additional work.)
- Oral assessment (Questions are placed strategically throughout each lesson to address a variety of dimensions including but not limited to concept development, inquiry skills, and use of reading strategies.)

Summative

- Unit Benchmark Review (Student Edition)
- Performance Task (A brief performance task is included in the TE with each Unit Benchmark Review. A more comprehensive performance task is provided for each unit in the Assessment Guide.) The performance task is used to provide evidence of students' ability to use science inquiry skills and critical thinking to complete an authentic task. (Optional)
- Lesson Quizzes (Assessment Guide & online)
- Unit Benchmark Test (Assessment Guide & online)

Social Studies

Formative

- Got it! Lesson Check (Checks student understanding at the end of each lesson. Can be found online or at the end of each lesson in the SE.)
- Oral assessment (Teacher asks questions to check for understanding throughout a lesson.)
- Teacher Created Google Forms (Check understanding at the end of each lesson)

Summative

- Chapter Assessments (Check for mastery of each chapter. The assessment may be administered as a form or assigned online. There is a Form A and Form B option for each chapter.)
- Teacher Created Google Forms Quizzes-(Check for understanding at the end of every two lessons or when needed). resources

Instructional Resources

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- Reading KG -5th (Reading Wonders, Mcgraw Hill, 2020)
 - Math KG-5th (GO MATH, HMH, 2016)
 - Science KG-5th (Florida Science, HMH, 2019)
 - Social Studies KG (HMH, 2017)
 - Social Studies 1st- 5th(My World, SAVAS, 2013)
 - Arabic KG-5th (I Love Arabic)
 - Islamic Studies KG-5th(Islamic Studies)

QURANIC STUDIES

Overview

Al-Quran is the final scripture sent by Allah (the Creator) to humanity. It is the complete guide to life and ultimate source of knowledge. Allah speaks to and guides mankind through the Quran, and the Muslims' responses to Allah's command and guidance is, "We hear and obey." (2:285) Therefore, the Quran curriculum at GSA focuses on instilling the love of Allah in the hearts of the youth through understanding, revering, implementing, and memorizing His words. Students learn and understand the major themes and ideas of the Quran so that they can implement its teachings and remain focused on the path of Islam. They are taught that the Quran is our companion in this life and in the Hereafter. Learning the Quran also gives students the opportunity to communicate its teachings to others -- Muslims and non-Muslims alike. As a part of their learning experience, students are encouraged to reflect upon the world around them – throughout nature and their daily lives – in order to understand the ayaat (miracles) of the Quran and internalize the love of Allah. Students are also taught the rules of etiquette and application of them when handling the Quran. InshaAllah (if Allah wills it), a student who has attended GSA for 8 or more years will have memorized 1/6 of the Quran and will be capable of reciting the rest of the Quran with the correct pronunciation.

Kindergarten- Second Grade

As a part of the transition from aural to literary understanding of the Qur'an, students in lower grades (KG – 2nd) use masahif (copies of Quranic text) to decode the Qur'an's words and for visual aid purposes. Children participate in hands-on activities, story-telling, and play-based activities in order to engage every type of learner in memorizing and understanding the Words of Allah. Teachers instill the love of the Quran in young hearts by sharing their experiences about the benefits of reciting the Quran. To this end, students are encouraged to read the Quran daily independently or without their parents.

By the end of the year, Kindergarten students are expected to memorize 10 additional suwar from Juz 'amma and Grade 1 students are expected to complete this portion of the Quran. Grade 2 students review Juz amma and begin to memorize the 29th Juz.

Third Grade - Fifth Grade

At this stage, upper elementary school students are expected to begin reading the Quran for more in-depth meaning and with fluency. The concept of Tajweed is introduced at this grade level. Tajweed is the science of proper Quranic recitation. Students are taught 29 rules of Tajweed and how to apply them, as well as commonly used Quranic Arabic terms and phrases. Basic introduction to Quranic Arabic terms

and phrases are also introduced in these grades. In the beginning, students use color-coded copies of the Quran to strengthen their reading skills. As they progress in applying the rules of Tajweed, students then switch to “un-color-coded” masahif. Along with recitation of the Quran, students also continue to memorize suwar from the 28th and 29th Juz and delve into the deeper meanings of the verses they have previously memorized. By the end of Grade 5, students have understood the basic meanings of 3 parts of the Qur’an (Juz 28, 29, and 30).

As further reinforcement, students from all grade levels are gathered in morning assembly in order to focus on reviewing the 29th- 30th parts of the Quran and to remind students about the life lessons taught in the Quran. Teachers also incorporate hands-on activities, nature walks for reflections, and interactive activities to engage children in learning the greatest words of Allah. In this way, students become humble, respectful, and obedient to Allah– inside and outside of the classroom.

ISLAMIC STUDIES

Overview

The Islamic Studies program at GSA focuses on teaching students the fundamentals of Islam, scaffolding upon the information they have, building an understanding about this religion & infusing it so that upon Graduation students will be active citizens in the community. The curriculum covers topics that are intertwined with the teaching of Qur’an & Arabic Studies.

The text of the Islamic Studies books helps focus on issues from the basics of Islam to how the characters and morals a Muslim should work towards. The curriculum at all levels is designed to foster the growth of a deep rooted belief in Islam and to encourage a life-long love of Islam.

Kindergarten

The Kindergarten Islamic Studies program focuses on building upon the basic components of deen that were taught in Preschool. Students are engaged in learning about the stories of Prophet Muhammad to implement his character traits in their daily life activities. Students begin to understand the purpose of worshipping Allah through the life lessons taught in the Quran. Students learn about various Prophets and how they found Allah.

Students express their understanding through art, writing and students-teacher discussion. Students in Kindergarten level are taught to love Islam through role modeling and reflective discussions about the Creator and creation. Children learn through storytelling, puppet shows, Islamic songs (nasheed), and hands-on activities.

Students are involved in cleaning the school campus, collecting money for the orphans and poor, making Islamic literacy booklets and performing group Nasheeds (Islamic songs). These activities are integrated

to instill the responsibility of the Ummah (Muslim nation) and develop the love for Allah into these younger hearts.

First Grade

Islamic Studies program in Grade 1 helps students to focus on their faith. They learn to become responsible, obedient, and respectful servants of Allah-SWT (Subhanahu Wa Ta`ala which means glorious and exalted is He). The curriculum is geared to towards enhancing the foundation of our Faith (Islam). The students learn about the character traits of Prophet Muhammad (PBUH - peace be upon him) and his biography to understand and implement his teachings in their daily thoughts and actions. They learn the pillars of Islam, pillars of Iman (faith) and mostly importantly how to use this information in their lives. Students learn the importance of cleanliness, charity, etiquettes of eating, honesty and forgiveness in order to become productive Muslims and good role models for others. To enhance student's understanding through creativity, students are involved in art projects, school performances, simulated Hajj performance during the time of Hajj (pilgrimage to Mecca in Saudi Arabia), and other activities that allow students to put events in practical and chronological order giving them a stronger understanding of Islamic History. Throughout the year, students are engaged in learning daily dua'as (supplications to Allah), stories of various Sahabas (companions of Prophet Muhammad PBUH) and other Prophets (peace be upon them) , and Nasheeds (Islamic Acapella music) to understand the meaning of true believers and to instill within them a love of their faith.

Second Grade

Grade 2 focuses on a variety of topics and starts with building the basics. As the students are younger the curriculum is geared towards the fundamentals of Islam. Grade 2 begins with focusing on Iman, faith, as that is the foundation of Islam. Students learn about who Allah is and that there is only one God. This foundation is the key to the rituals and activities Muslims do. Students learn the importance of Salat (prayer) and how it is a connection to Allah.

Students learn about various Prophets and how they found Allah. In Grade 2, the study of life of Prophet Muhammad (PBUH) begins. The students learn about events leading up to his birth to the time of his marriage. Students learn that Islam is a religion of the world. Islamic Studies is infused with Geography as there are Muslims all around the globe. At a young age students learn about Islamic characteristics, ideals and morals.

As the students are younger, the curriculum is coupled with a variety of hands-on activities. The year is full of these kinds of activities for example, the students engage in a physical reenactment of the parts of salat or hajj, putting on a play about Dua'a, creating a house for the Pillars of Islam, putting on a

simulated Hajj performance during the time of Hajj, and other activities that allow students to put events in practical and chronological order giving them a stronger understanding of Islamic History.

Third Grade

Grade 3 builds upon the foundation built during Grade 2. Students build upon the Pillars of Islam, by learning more deeply about the Pillars of Faith. The students compare and contrast the two. Students learn that the articles of faith are pivotal for the rituals or pillars of Islam.

Students review the meaning of faith and build a stronger understanding of Allah, God. Students are introduced to more abstract concepts of al-ghayb (the unseen) by learning about al-Malaikah (the Angels), and Yawm ul Qiyamah (Day of Judgment). Students are pushed to inquire about the articles of faith and what these mean to them. As the students develop a deeper understanding of their faith as a way of life and are reconciling their daily activities with the rules and rituals of the deen, they begin to have questions. At this time, Islamic Studies class is stressed as a safe environment where students can ask questions and understand how to solve their queries through the study of Islam. In this way, the Quran (our holy book), and the Sunnah (the traditions of the Prophet-PBUH) are reinforced as our guides to this life.

Students build upon their knowledge of the Prophets by learning the story of Prophet Ibraheem (Abraham) and his family. The students begin to do comparisons of the Prophets' lives. They learn that Ibraheem was a pivotal Prophet and the ancestor of Prophet Muhammad (PBUH). The story of Muhammad (PBUH) continues in this grade and begins where it left off in Grade 2, him becoming a Prophet. The students learn the geographical location of where these Prophets preached their message and how Islam spread.

As the focus of Islamic Studies is not just to ingrain the history of Islam rather this history is reviewed to understand how Muslims should act in their day to day lives. Students review the importance of Taharah (cleanliness), Ta'awun (cooperation), respect and honesty.

Fourth Grade

As students begin to get older the focus of Islamic Studies changes to developing the character of young Muslims and instilling in them the responsibilities they will soon be held accountable for. Students continue the study of the Prophets by learning about Prophet Ibrahim's sons, who too were prophets: Ismail & Is'haq. Through these prophets the students reflect on perseverance, tyaqeen (true certainty), as-sabr (patience), and tawakkul (complete trust in Allah).

The students continue to study the life of Prophet Muhammad and begin to differentiate why the focus of Islam is placed on Muhammad (even though Muslims believe in many Prophets); as he is the last Prophet

of Allah. Students begin to learn the early battles faced by Muslims against the Kuffar who wanted to destroy the Prophet (PBUH) and stop the spread of Islam.

Students are also connecting their responsibility to learn the Quran, not only as a way of learning the ideology of the faith, but in the practical application of their religion as a way of life. In order to offer Salat (prayer), verses of the Quran are recited in Arabic from memory. Salat is another focus of Grade 4. As students near the age of Salat become fard (mandatory on them), they begin to learn the requirements of salat, the physical actions, and recitation of salat. Students learn about the fardh, Sunnah, nawafil (extra actions of worship), jumu'ah (Friday prayer) and jama'ah (congregational prayer). Students learn about mubtilat-as-salat, the things that break prayer. Grade 4 begins to emphasize the significance of the pillar Salat. However, this is not the only pillar of Islam focused on in Grade 4; students learn more details about Ramadan and siyam (fasting). They learn that the acts Allah has made mandatory on them are not a burden, but are for their own sake and only to better themselves.

Islamic studies infuses teaching concepts of religion with other disciplines to convey that Islam is not just a religion for Arabs or those in the U.S. but rather that it can be found in many places around the world. Students continue to add to their knowledge of Islam as a global religion by learning about Islam in Africa. They learn about one of the best companions of the Prophet (PBUH), Bilal. He was the first Muathin, caller to prayer, who was African American. Also, they learn that Islam first came to the U.S. via slavery.

Fifth Grade

As many students in Grade 5 have started to offer Salat daily and siyam yearly, students are now getting ready for being held responsible for their own actions by Allah-SWT.

In Grade 5, the students delve into the depths of Islamic creed. They begin to explore and truly understand Tawheed, the concept of Oneness (of God) in Islam. Students also understand the importance of being completely solemn, submissive and humble to Allah during times of prayer (Khushoo.) Grade 5 focuses on strengthening Iman and planting it firmly in the heart.

Students begin to understand the reason for offering extra prayers and doing good deeds. They learn methods of offering thanks to Allah for what they have. This all is culminated in their study of Salat which continues on by focusing on what else a Muslim can do and how to show appreciation.

The study of the prophets continues by learning about earlier prophets and the story of their people. This reminder emphasizes the wrath of Allah upon those who continued to believe and disbelieve in the message. The stories of the prophets serve as reminders of how Muslims should behave and act, as we believe all messengers came with the same message of Islam.

In Grade 5 the focus of character building is on respect. Students learn the importance of respect in Islam—that it is not just towards their parents or Allah but for all things including those younger than them and nature as well. In Grade 5, a preview of the dress code, Hijab, begins to be discussed.

FORIEIN LANGUAGE ARABIC

Overview

The Arabic Language, as stated in the Qur'an Kareem, is the language in which the Qur'an-the holy book for all mankind- was revealed. Allah (SWT) says: "We have revealed this Qur'an in the Arabic language so that you understand." (Chapter: 12 Yusuf: 2) "....And this book confirms it in the Arabic tongue; to admonish the unjust and as glad tidings to those who do right." (Chapter: 26 Ahqaf: 12) According to these verses and many others in the Quran, the Arabic Language is the one, among all others, that Allah chose for sending the final message. Understanding of the Arabic language since it is the most accurate way to reach the essence of the message and all the original sources of the Muslim religion is vital to teaching Islam.

Through the study of vocabulary, reading, grammar, comprehension and composition, the students will be able to gradually understand the meaning of the Quran and communicate in Arabic. Since the value of the Arabic Language (at the school) evolves from its religious value, the Arabic Language and Islamic Studies courses are interrelated, especially at the primary grade levels. Learning the Arabic language facilitates the achievement of the school's philosophy in "offering its students a competitive curriculum while adhering to the highest possible Islamic and academic standards", and "satisfying the cognitive, spiritual, psychological, and social needs of the individual student." By teaching the Arabic language, the students are imbued with the main source of the religion -the Quran - which helps them to adhere to Islamic standards in behavior. Reading the Quran satisfies the spiritual need of GSA students.

Students have Arabic class four to five days a week. Students are provided with textbooks and other resources in Arabic. Our program is based on the belief that students should not have lessons translated, but use prior knowledge of Arabic and build on what they know. Students are taught to read passages and selections and then answer comprehension questions as well as summarize what they read. Introduction of new vocabulary is done through each lesson and special activities are prepared for students to help them utilize and understand the new terms.

Having a strong grasp and understanding of Arabic enables our students to better understand their religion and become ambassadors to bridge the gap between East and West by breaking down the language and cultural barriers. We foresee our students as the future Muslim American citizens that will help bring unity to our communities and be catalysts for collaborative change.

Kindergarten

The Arabic language taught in the Kindergarten is based on the Arabic book “Ouhibou Al Arabiya,” and the teacher prepared worksheets.

Students are expected to recognize most of the letters (ا, ب, ت, ث, ج), recognize long vowels (ا, و, ي) and short vowels (الفتحة, الضمة, الكسرة), and are able to trace from right to left to the printed page, recognize common objects and colors like (كرسي, باب, لوح, قلم, كتاب, اخضر, احمر). Recognize and write letters and words. The basis of the Arabic language program is reading Arabic words, and writing the standard Arabic alphabet and simple words. Students begin to acquire simple vocabulary which is taught by using ESL strategies. Students listen to instructions given in Arabic in order to help them acquire proper pronunciation skills.

First Grade

As a whole class, students practice reading, writing, and speaking. The curriculum will cover vocabulary, reading, and writing. The Arabic Program consists of lessons that provide students with the skills needed to read, write simple words and phrases in traditional and Quranic Arabic. Students practice speaking and listening to the Arabic language through instructions, storytelling, and conversation. Teachers use pictures, manipulative, and role play to teach and introduce new vocabulary.

Second - Third Grade

Second and third grade students practice reading, writing, and speaking as a whole class. Each lesson is taught to the entire class and then practiced with activities throughout the week. Reading stories, writing, grammar, memorization, fluency and an appropriate list of spelling words are assigned in each lesson and practiced throughout the week. Students begin to understand grammar rules and sentence structure and engage in dictation practice as well as composing their own thoughts in Arabic.

The basis of the Arabic language program is reading standard and Quranic Arabic and writing standard Arabic. The introduction of colloquial Arabic and speaking and listening to Arabic are an integral part of the Arabic program at this level.

Fourth- Fifth Grade

By grades four and five, most students have been in the Arabic program for several years and have now acquired advanced reading and writing skills. They continue to practice reading, writing, listening, and speaking. There is a focus on grammatical structure and reading comprehension, fluency and word

memorization. Students gain experience and confidence in all areas. A developmentally appropriate list of spelling words is systematically assigned with each lesson of the book providing a structured format to help students further expand their vocabulary. Each lesson is taught to the whole class and is then practiced with activities. Students practice writing functionally in Arabic, practice dialogue in colloquial Arabic. Listening to and comprehending spoken Arabic are the ultimate goals in these grades. Students improve their reading fluency and comprehension as they acquire a vast vocabulary. Their speaking and oral reading skills are sharpened through interactive and lively class lessons. They continue to practice writing through dictation and composing their individual prose.

COMPUTER

The computer program is new for lower school students. This year the objective is to introduce students to the basic understanding of how to use a computer. Students in kindergarten through 3rd grade will understand the basic operations and concepts of computer technology by knowing the following: identifying the purpose of the computer, identifying and using input and output devices, demonstrating proper care for the computer and other technology equipment. Students will learn appropriate techniques for using computers, how to operate programs, and basic computer skills. Each student is allocated time to utilize the computer lab weekly in order to enhance computer skills. In third grade, students begin to practice proper keyboarding skills and produce projects in the computer lab. By fourth grade, students should learn keyboarding skills to produce grade-appropriate projects, use a variety of media and technology resources for directed and independent learning activities, and communicate about technology using developmentally appropriate and accurate terminology. Students use developmentally appropriate multimedia resources (e.g., interactive books), work cooperatively and collaboratively with peers, family members, and others when using technology, and demonstrate positive social and ethical behaviors. Students will practice responsible use of technology systems and software. Educational software and multimedia encyclopedias are also used to support learning.

Fifth grade students will use technology to locate, evaluate, and collect information from a variety of sources. Students will use technology tools to process data and report results. Students will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. Students will use technology resources (e.g., puzzles, digital cameras, logical thinking programs, writing and drawing tools) for problem solving and the illustration of thoughts, ideas, and stories. Students will use productivity tools to collaborate in constructing technology enhanced models, prepare publications, and produce other creative works. Fifth graders will use the computer and technology resources to practice learning skills in subject areas such as Math, Science, English and Social Studies. They will use text, paint, and/or drawing tools to create simple documents, recognize that different

software programs are designed for specific purposes, recognize the characteristics of multimedia (text, audio, images, video, etc.), identify and discuss multimedia terms/concepts (slide/card, link/button text box, navigate, transition) as a class/group, create a simple graph/chart from data in a spreadsheet, and explore the navigation of software utilized in the classroom.

FINE ARTS

In elementary school, core subject teachers integrate performing arts into the core curriculum. Because the daily schedule does not permit that teachers have specialized classes for music, art, and other fine arts, it has become our custom to incorporate the arts into other areas. The Quranic recitation in Quran classes is performed with rhythmic intonation and students learn to recite with beautiful voices using rules for recitation. Students perform throughout the year at special events, such as the fundraiser and annual performance. They incorporate performing arts (student -written skits, raps, and poetry), singing, and Quranic recitation.

LANGUAGE ARTS

Overview

At the Garden of the Sahaba Academy, the success of every child is the primary goal of the Language Arts academic program. The foundation of the program rests on the implementation of research-based instructional strategies within each class for every child. Students at all grades are immersed in language through literature-based selections or novels. Weekly routines place a strong emphasis on the acquisition of specific targeted skills in all four areas of literacy; reading, writing, speaking and listening. The Houghton Mifflin reading and writing series, which is utilized as the core curriculum, emphasizes the use of explicit instruction in all of these areas. Teachers supplement the core curriculum with Thinking Maps (graphic organizers), manipulatives, games, centers and other research-based teaching resources and strategies. Islamic studies are integrated into the language arts program through writing exercises and the addition of Islamic texts.

To assess student learning, teachers use weekly skills tests, monthly theme tests, and unit assessments. Traditional “pencil/paper” tests, as well as Thinking Maps, projects, observations and other methods of evaluating student understanding are utilized by all teachers. Small group instruction is provided to assist students that require additional help. Students are grouped according to their abilities and receive instruction tailored to the group's needs. Students who continue to struggle are given additional instruction time on an individual basis. Accommodations and differentiated learning are implemented for students with varying abilities. Teachers meet weekly to collaborate and plan for the success of all students. Parent involvement is highly encouraged through regularly scheduled conferences and an open door policy. An internet based program is in place to help parents and students access homework assignments and to keep the lines of communication open between the school, teachers and parents. The following outline provides an overview of the primary skills to be acquired at each grade level. Although the list is not all inclusive, the goal of each grade is provided in general but sequential terms.

Kindergarten

Students at our kindergarten level demonstrate the following essential skills in reading, writing, speaking, and listening. These core objectives are central to the kindergarten curriculum.

Reading Fluency, Word Analysis/Phonics, Vocabulary Development

To build fluency students learn to identify lower and upper case letters, recognize that letters represent sounds, and that words in print are made up of separate sounds. They learn to produce words by moving

sequentially from sound to sound and eventually reading one syllable words with and without rhyming strategies. Students learn to recognize grade level high frequency words with proficiency while developing the skills to identify and sort common words—color and number words—into basic categories.

Reading Comprehension

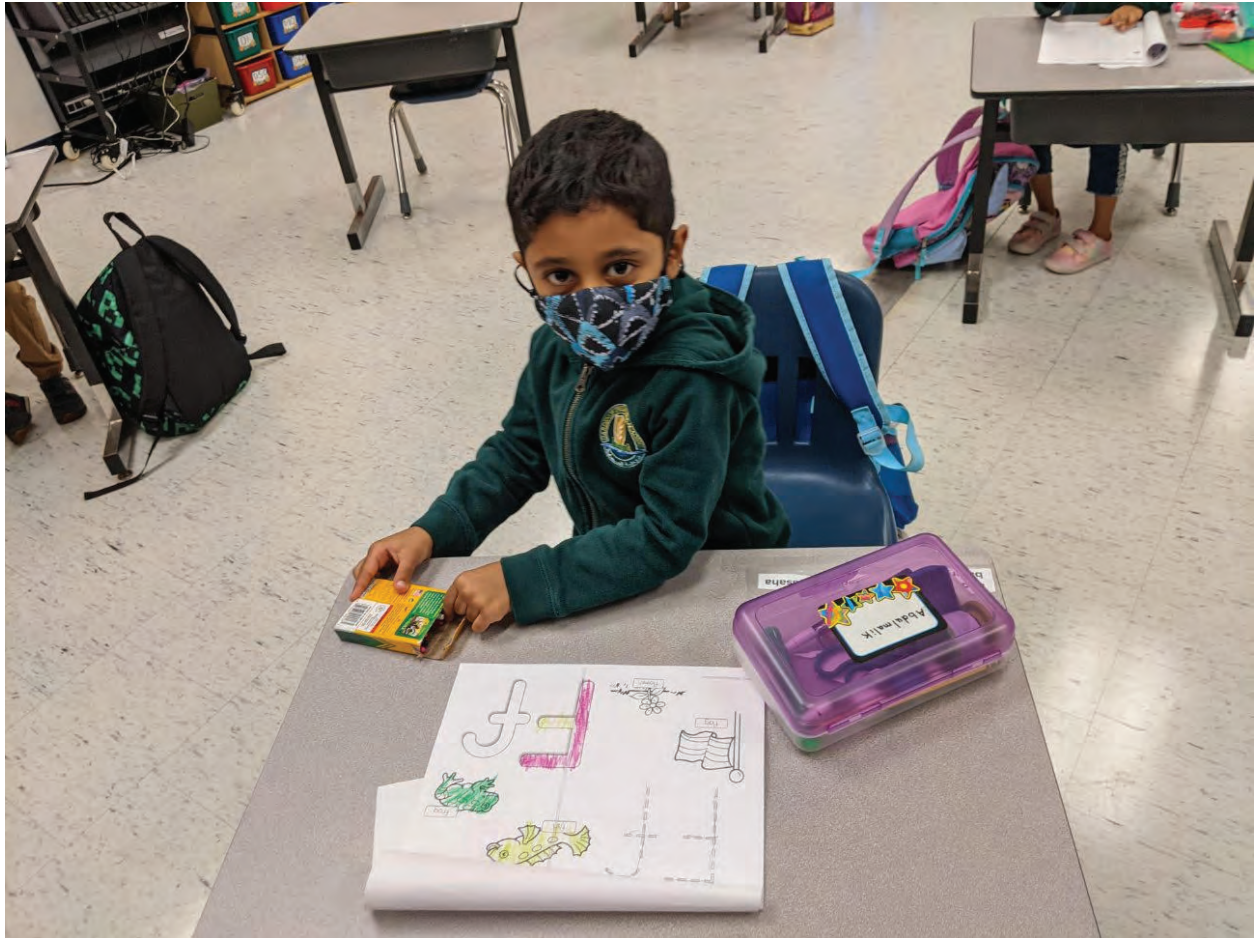
To build comprehension in reading students first learn to recognize the structural features of books by identifying the title, author, illustrator, and table of contents when applicable. Students demonstrate their comprehension of text by using context clues and pictures to make predictions about stories read to them and grade level stories they read independently. They retell stories in their own words, ask and answer questions about essential elements of the text, and connect what they have read to their own life experiences.

Literary Analysis

Students distinguish between fiction and nonfiction. They identify different types of materials such as story books, poems, newspapers, and signs. They identify characters, setting and important events.

Writing and Standard English Conventions

Students begin by learning to write from left to right, forming both upper and lower case letters independently, and showing proper spacing between letters and words. They write consonant-vowel-consonant words and write about their experiences and stories using phonetically spelled words in simple, complete sentences.



Listening and Speaking

Students understand and follow one and two-step directions. They describe people, places, things, and experiences in chronological order while speaking audibly and in complete coherent sentences. They demonstrate the ability to recite poems, Suwar, (chapters from the Quran) and rhymes.

First Grade

Students enter school with an understanding of the basic features of reading, writing, speaking, and listening and are now ready to build on the skills learned in kindergarten. At this level, they demonstrate the following essential skills in reading, writing, speaking, and listening.

Reading - Word Analysis / Phonics, Vocabulary Development, and Fluency

Students are provided with background building knowledge and oral vocabulary as well as in depth focus on phonemic and phonological awareness. Building background focuses on areas such as oral language

and concepts of print. Phonemic awareness includes skills such as phoneme identity, phoneme isolation, phoneme blending, phoneme segmentation, contrast vowel sounds, phoneme substitution and deletion, and phoneme categorization. The series provides lessons in the key foundational skills in phonological awareness, phonics, listening comprehension, high frequency words, and writing.

Reading Comprehension

Students read and understand appropriate grade-level material and draw upon a variety of comprehension strategies as needed—generating and responding to essential questions, making predictions, and comparing information from several sources. Students respond to “who, what, when, where, why and how” questions. They use context to figure out ambiguities about word and sentence meanings. Students also use context to confirm their predictions about what will happen next by identifying supporting text. They retell the central idea in both expository and narrative passages and identify the structural features of informational text. Students think critically about literary works by making predictions, inferences, judgments, drawing conclusions, identifying the main idea and details, and cause and effect. They apply new skills and demonstrate fluency by reading grade-level text “naturally.”

Literary Analysis

Students discuss and write about stories read. They describe the plot, characters, and setting in a story, as well as the story’s beginning, middle, and end. Students describe the roles of authors and illustrators and their contributions to print material.

Writing and Standard English Conventions

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process – prewriting, drafting, revising, editing, proofreading, and publishing. They write brief compositions that describe familiar objects and explain events and experiences giving careful attention to sensory details. They identify and correctly use singular and plural nouns, use correct noun/verb agreement, and the basic rules of punctuation and capitalization when writing “asking and telling” sentences.

Listening and Speaking

Students listen attentively. They ask questions for clarification and understanding. They give, restate, and follow simple two-step directions. They stay on topic when speaking and use descriptive words when speaking about people, places, things, and events. They demonstrate a command of Standard English when speaking and are able to recite poems, Suwar, and stories. They are able to provide oral descriptions with attention to sensory details and relate an important life event or personal experience in simple sequence.

Second Grade

The second grade curriculum expands on the phonetic, comprehension and writing skills students have acquired in kindergarten and first grade. At this level, students demonstrate the following essential skills in reading, writing, speaking, and listening. These core objectives are central to the second grade curriculum.

Reading Word Analysis / Phonics, Vocabulary Development, and Fluency

Students in second grade recognize new spelling patterns (diphthongs, special vowel spellings,) and use knowledge of previously learned spelling patterns to decode words. They apply knowledge of basic syllabication rules when decoding vowel-consonant-vowel (e.g., su/per) and vowel-consonant/consonant-vowel (e.g., sup/per) and move on to decoding two-syllable nonsense words and common multisyllabic words. They recognize common abbreviations, identify and correctly use regular plurals and irregular plurals and understand and explain common antonyms and synonyms. Students use knowledge of individual words in unknown compound words to predict their meaning, identify the meaning of simple prefixes and suffixes, and identify simple multiple-meaning words. Students demonstrate fluency by reading grade-level text aloud fluently and accurately with appropriate intonation and expression.

Reading Comprehension

Students read and understand appropriate grade-level material. They draw upon a variety of comprehension strategies as needed—generating and responding to essential questions, making predictions, comparing stories of similar themes, and thinking critically about literary works. Students use titles, tables of contents, and chapter headings to locate information in expository text. They state the purpose in reading and use knowledge of the author’s purpose to comprehend informational text. They ask clarifying questions about essential textual elements of exposition and restate facts and details in the text to clarify and organize ideas. Students recognize cause-and-effect relationships in text and interpret information from diagrams, charts, and graphs.

Literary Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements. Students compare and contrast plots, settings, and characters presented by different authors. They generate alternative endings to plots and identify reasons for and the impact of-the alternatives.

Writing and Standard English Conventions

Students write clear and coherent sentences and descriptive paragraphs that maintain consistent focus. They create readable documents with legible handwriting. They understand the purpose of various reference materials and progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions). Students write brief narratives based on their experiences and move through a logical sequence of events. They describe the setting, characters, objects, and events in detail. Students are able to write a friendly letter—using commas in the greeting and closure of a letter, and with date, salutation, body, closing, and signature. Students distinguish between complete and incomplete sentences and recognize and use the correct word order in written sentences. They identify and correctly use various parts of speech—including nouns and verbs—in both writing and speaking. They capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people, and use quotation marks correctly. Students spell frequently used, irregular words correctly and spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Listening and Speaking

Students listen critically and respond appropriately to oral communication. They determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment) and ask for clarification and explanation of stories and ideas. They paraphrase information that has been shared orally by others, and are able to give and follow three- and four-step oral directions.

Third Grade

As with first and second grade, third grade continues to build on the skills learned in previous grades. In third grade students use their acquired skills and knowledge to achieve fluent oral and silent reading. Students demonstrate the following essential skills in reading, writing, speaking, and listening.

Reading Word Analysis / Phonics, Vocabulary Development, and Fluency

Our third grade students use complex word families to decode unfamiliar words when reading. They decode multisyllabic words with proficiency and read both narrative and expository text fluently and accurately with appropriate pacing, intonation and expression. They identify and use knowledge of antonyms, synonyms, homophones, homographs, suffixes and prefixes to determine the meaning of unknown words. Students use sentence and word context to find the meaning of unknown words and multi-meaning words when reading aloud or silent³

Reading Comprehension

Students use tables of contents, chapter headings, glossaries, and indexes to locate and understand information in text. Comprehension is demonstrated by identifying answers in text, by recalling major points, making, and modifying predictions about forthcoming information. They are able to distinguish the main idea and supporting details in expository text and extract significant information from stories pertaining to the problem and solution. Students ask questions and support answers by connecting prior knowledge with literal information found in and inferred from the text. They think critically about literary works by making predictions, inferences, judgments, drawing conclusions, identifying the main idea and details, and cause and effect. Students follow multiple-step written instructions.

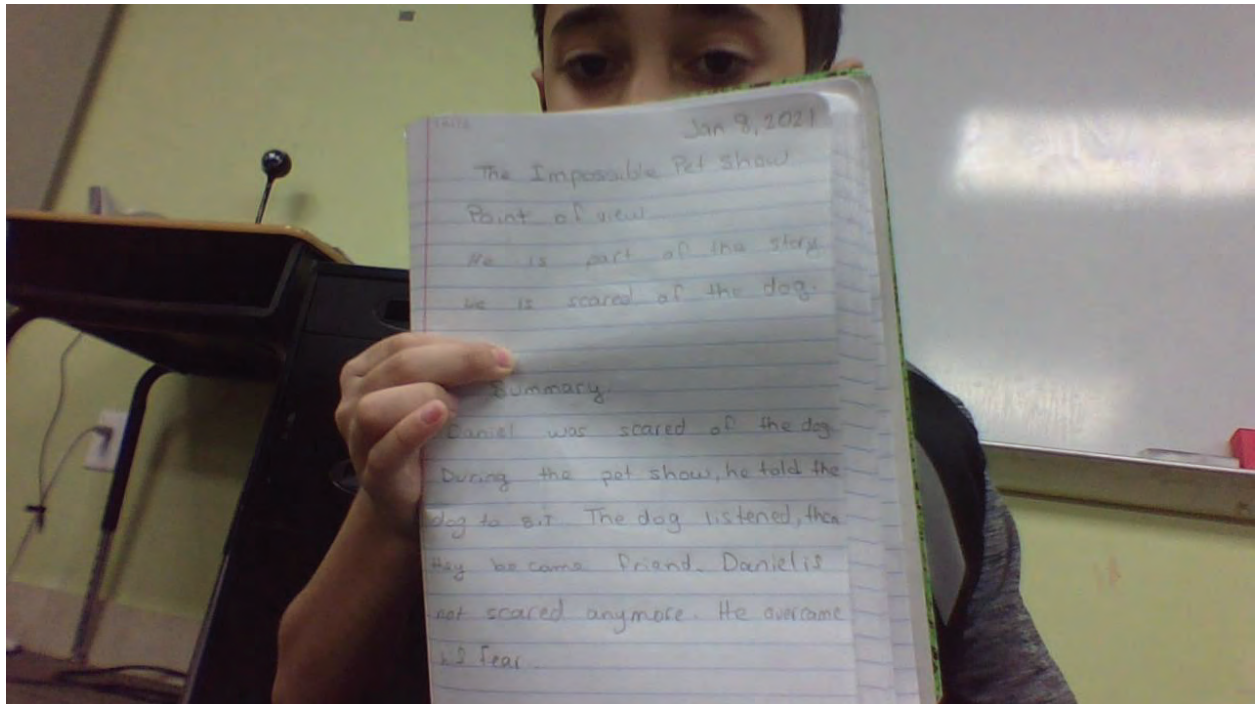
Literary Analysis

Students distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). They comprehend basic plots of classical fairy tales, myths, folktales, legends, and fables around the world. They can analyze characters by what they say or do and by how the author or illustrator portrays them. Students determine the underlying theme or author's message in fiction and nonfiction text. They identify the speaker or narrator in a selection.

Writing and Standard English Conventions

Students compose legible paragraphs with a topic sentence and supporting facts and details. They apply the writing process to produce narratives that provide a context with important action, details that develop the plot, and insights as to why the selected incident is memorable. They write descriptions that use concrete sensory details to present and support unified impressions of places, people, things and experiences. They write personal and formal letters, thank you notes, and invitations that show awareness of audience and purpose. Students demonstrate correct use of articles, pronouns, subject and verb agreement, and verb tense. They capitalize geographical names, holidays, historical periods, and special

events correctly.



Listening and Speaking

Students retell, paraphrase, and explain what has been said by the speaker. They connect their own prior experiences and insights to those of the speaker and respond to questions with appropriate elaboration. Students organize ideas in chronological order or around major points of information providing concrete details and a central idea. They compare ideas and points of view expressed in broadcast and print media and distinguish between the speaker's opinion and fact. Students make brief narrative and descriptive presentations that provide unified impressions of people, places, things, and experiences.

Fourth Grade

Unlike prior grades, the fourth grade curriculum places its major emphasis on reading for information and understanding rather than on “learning to read”. Chapter books become an integral part of the curriculum. Students at our fourth grade level demonstrate the following essential skills in reading, writing, speaking, and listening.

Reading Word Recognition and Vocabulary Development

Students read grade-level narrative and expository text aloud with fluency, accuracy, appropriate pacing, intonation, and expression. They apply origins, synonyms, antonyms, idioms, and derivations to

determine the meaning of words. They use knowledge of root words to determine the meaning of unknown words and interpret words with multiple meanings within a passage.

Reading Comprehension

Students identify structural patterns found in informational text to strengthen comprehension. They make and confirm predictions using prior knowledge and ideas taken from the text that include illustration, titles, topic sentences, important words, and foreshadowing clues. The students evaluate new information and hypotheses by testing them against known information. They distinguish between fact and opinion, cause and effect, and compare and contrast information on the same topic from different sources. They think critically about literary works by making predictions, inferences, judgments, drawing conclusions, identifying the main idea and details. They follow multiple-step instructions in basic technical manuals.

Literary Analysis

Students describe the structural differences of various forms of literature, including fantasies, fables, myths, legends, and fairy tales. They identify the main events of the plot, their causes, and the influences of each event on the future actions. They determine character traits and motivations while predicting actions. They define figurative language, (e.g., simile, metaphor) and identify its use in literary works.

Writing and Standard English Conventions

Students create multiple-paragraph compositions beginning with an introductory paragraph containing a topic sentence, followed by supporting paragraphs with simple facts, details and explanations, and ending with a concluding paragraph that summarizes the points. Students use research strategies to produce reports, quoting, paraphrasing and citing sources appropriately. They use various reference materials and understand their organization. Students apply the writing process to draft, revise, arrange and rearrange a coherent product. Students respond to literature and can demonstrate an understanding of the literary work by supporting judgments through references to both the text and prior knowledge. Students use simple and compound sentences in writing and speaking. They combine short, related sentences with conjunctions, and use appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Listening and Speaking

Students make and deliver oral narrative and informational presentations. They ask thoughtful questions and respond to relevant questions with appropriate elaboration. They summarize major ideas and supporting details presented orally. Students give precise directions and instructions.

Fifth Grade

Literature is at the heart of the Language Arts curriculum in fifth grade. Students at this level demonstrate the following essential skills in reading, writing, speaking, and listening.

Reading Word Recognition and Vocabulary Development

Students use word origins to determine the meaning of words and are able to identify and explain frequently used synonyms, antonyms and homographs. They analyze the meaning of complex words and are able to understand and explain figurative and metaphorical use of words. They read both narrative and expository text fluently with appropriate intonation and expression.

Reading Comprehension

Students understand the structural features of informational text and are able to access and extract information from illustrations, charts, maps, and diagrams. They identify main ideas and details that support the main idea. They distinguish between fact and opinion and support their inferences.

Literary Analysis

Students understand the structural features of literature. They identify and analyze the characteristics of various genres. Students identify the problem or conflict in a literary work and explain how the problem is resolved. They compare and contrast the actions and motives of characters and relate the actions to the plot or theme. Students identify and analyze imagery, the use of metaphors, and symbolism in literary works.

Writing and Standard English Conventions

Students write narrative, expository, persuasive, and descriptive text of considerable length. They use drafting, arranging, and rearranging writing strategies to organize and finalize their work. They progress through the writing process to produce well organized papers that demonstrate correct use of Standard English conventions. They identify and correctly use prepositional phrases, appositives, independent and independent clauses. They show correct use of verbs and use colons and quotation marks correctly.

Students write narratives that establish a plot, point of view, setting, and conflict. They write research reports that frame a question for investigation and develop the topic with simple facts, details, examples, and explanations. Students write persuasive letters or compositions that state a clear position, anticipate concerns or questions from the reader, and offer relevant evidence to support their proposal. Students write responses to literature that demonstrate an understanding of the work. They develop interpretations that exhibit careful reading. Students support judgments through references to the text and prior knowledge.

Listening and Speaking

Students ask questions that seek information not already discussed. They make inferences and draw conclusions based on an oral report. They deliver well-organized formal presentations that convey ideas clearly and relate to the background and interests of the audience.

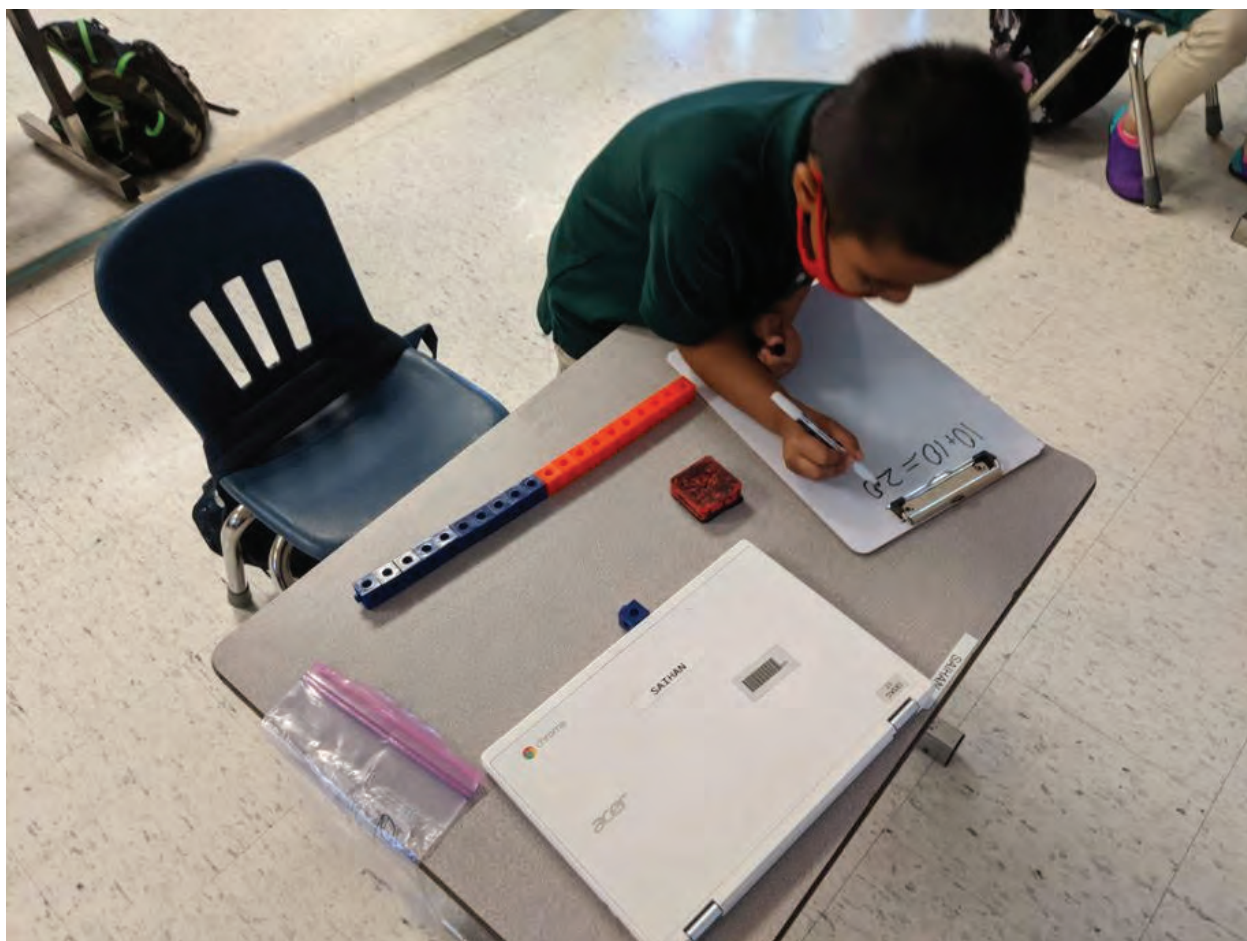
MATHEMATICS

Overview

The Elementary Mathematics program (K-5) through the use of the Houghton Mifflin series provides students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. Instructionally, this goal translates into three components: conceptual understanding, procedural fluency, and problem solving. The goal of this math program is to produce students that have mathematical knowledge, have an understanding of mathematical concepts, and are able to apply mathematics in the solution of problems. The program uses a variety of learning techniques to accomplish these goals. Students are exposed to math concepts through the use of hands-on activities, thinking maps, and connections to real life experiences. Students integrate writing through the use of mathematical language to convey their comprehension of concepts. The higher elementary grades utilize mathematical terminology to solve critical thinking word problems. Students are assessed with weekly tests, projects, thinking maps, and a yearly exam. Teachers provide individualized attention to ensure the academic success of each student.

Kindergarten

Students cover the following math concepts throughout the year: cardinal numbers and ordinal numbers, students count, read, and write numbers up to 100. They add and subtract numbers through 10. They are also asked to compare two sets of numbers in order to choose which is equal to, more than, or less than the other. Other skills include measuring length, weighing objects, comparing objects, sorting and ordering them by length and weight, and using nonstandard items to measure things. For example students may use a pencil to measure the width of a door. They use manipulative ways to understand abstract concepts.



First Grade

In the first grade, mathematics broadens the scope of skills and concepts taught in Pre-K and Kindergarten. After reviewing one-to-one counting and simple addition and subtraction, students use manipulatives to explore more complex properties including the commutative and identity properties of addition and subtraction. Basic geometry, measurement (including temperature, weight, and length), money, and telling time on an analog and a digital clock are practiced. Place value concepts are reinforced daily through the use of calendar activities and by double-digit addition and subtraction. First-grade students collect, organize, and display information using an assortment of graphs and tables.

Second Grade and Third grade

Mathematics provides our students with every opportunity to gain the problem-solving and critical thinking skills needed to become analytical thinkers and problem solvers. At this level, instruction is focused on mastery of number concepts, addition, subtraction, and graphing and learning numbers through 100. Additionally, students learn basic geometry and fractions, adding two-digit numbers, subtracting two-digit numbers, money and time, measurement, numbers and operations through 1,000, multiplication and division.

Fourth grade

The mathematics program in fourth grade builds upon concepts taught in previous elementary levels expanding upon skills to prepare students for fifth grade. The textbook used is based on scaffolding knowledge. In the operation and number sense section, students learn how to add, subtract, multiply and divide whole numbers. In the fractions and decimals unit, students present fractions and decimals and note the relationship between them. Students will write, read, and interpret decimals and fractions and apply them in real-life problems. Students will also learn how to add and subtract decimals and fractions with common denominators. In measurement and geometry, students will be able to measure different items by using the inch and centimeter side of a ruler.

Fifth grade

Fifth grade mathematics provides students with the opportunity to develop an understanding and fluency in the division of whole numbers, addition and subtraction of fractions and decimals, and analyzing the properties of three-dimensional shapes. They are introduced to algebraic, geometric, and measuring concepts that develop critical thinking skills. Multiple forms of data analysis and number operations are used in the application of problem solving and logical thinking. In fifth grade students become more familiar with higher-level mathematics in preparation for solving algebraic problems.

PHYSICAL EDUCATION

Overview

The Garden of The Sahaba Academy strives to provide a developmentally appropriate, safe, supportive, and structured learning environment in which all students can experience success. Every student is given the opportunity to participate in and benefit from a quality physical education program. The program and teachers encourage students to develop a healthy, active lifestyle. This is especially important because Muslims are taught that having a healthy body is important to having a healthy spirit. Therefore, it is the responsibility of Muslims to maintain their health to the best of their ability.

The Physical Education program addresses and enhances the motor, cognitive, and interpersonal skills as well as the physical fitness abilities of each student. It creates an opportunity for students to participate in moderate to vigorous physical activity which can lead to developing healthy habits that can last a lifetime. Benefits of physical education include encouraging an active lifestyle that can lead to the improvement of the physical, mental, and social health a person enjoys and increasing a person's level of wellness. Participation in physical education develops teamwork, cooperation, problem-solving, decision-making, and communication skills. These skills can lead to improved self-confidence and the desire to try new

activities. The physical education program adheres to the Sunshine State Standards and reflects state and local requirements for elementary and middle schools

In elementary students are still developing fine motor skills. In addition, students are at varying levels of development. Therefore, it is important to offer them a variety of challenging activities in which they are able to practice these skills at their level and improve at their own pace. It is a time in which students are learning to enjoy an active lifestyle in order to encourage a healthier future.

Also, one of the goals is to have students make connections between what they are feeling when they “play” and what is happening to their bodies. For example after they have run a few laps, they are asked to put their hands over their chests. The students learn to demonstrate teamwork in the performance of group activities, show good sportsmanship and teamwork in games and activities, and demonstrate flexibility, strength, speed and agility.

SCIENCE

Overview

The purpose of the elementary science program at The Garden of the Sahaba Academy is to introduce our students to concrete concepts in physical science, earth science, and life science. At GSA, the elementary science program emphasizes a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups. This approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. They are provided opportunities to have direct experience with common objects, materials, and living things in their environments. At this age, the memorization of specialized terminology and technical details is less important. Our instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts.

The elementary curriculum at GSA is based on texts by the Houghton Mifflin company. The texts are divided into units based on areas of science (life, earth, physical) and each chapter in the unit is related to a main idea or theme.

One significant event that highlights the students’ science skills is the school-wide science fair. All grades are welcome to join. It is mandatory in the second to fourth grade as a class project and in fifth grade as group projects. The goal is to have the students experience the scientific process from inquiry, observation through drawing conclusions and writing up their work for others to review.

As the students progress in academic skills, they are introduced to Thinking Maps as a way to organize the information they are gaining. In the earliest grades, Thinking Maps are simplified; however, as the student progresses he or she will begin to synthesize the information using Thinking Maps.

Teachers help the students learn content by connecting many of the key concepts to prior knowledge and real life experiences. Our goal is to prepare our students to explore the most important ideas about our physical setting and our living environment. Scientifically literate students understand basic concepts and processes and can apply them in real-life situations.

Within the science program there is a second set of goals—to connect the more abstract religious ideas they discuss in their Islamic Studies classes to the more concrete knowledge they gain in their science class. For example, students are taught that we are given many gifts by Allah, The Almighty. Those gifts include our senses. This idea may be understood, but not internalized by the students, until they hear that the first steps to the scientific process include using your best tools...your senses. Then the students realize that they are able to learn about the bounties of the world and find explanations to their inquiries using these gifts.

Kindergarten

Students are experiencing science in a form that engages them in the active construction of ideas and explanations, and enhances their opportunities to develop their ability to do science. At this age, students are developing their science knowledge, skills for organizing information, and the ability to realistically represent the world around them. They are encouraged to share their questions and ideas about the observable world around them and to discuss their discoveries with others.

The content of Kindergarten science focuses on the five senses, earth and the interactive universe, and the constantly changing weather. Students also learn about the seasons and their observable patterns, living things and the characteristics that distinguish them from nonliving things.

First Grade

A major goal of first grade science is to stimulate the student's natural interest and curiosity about science and to foster an interest and involvement in the students' world and introduce them to the wonder of Allah's creation. By discovering and learning about living and nonliving things (plants, animals, water, air, sun, moon, stars, weather, and growth), the students will come to a realization and appreciation of God's remarkable planning, reason, and order in the realm of science. Emphasis is placed on developing critical thinking skills such as observing, describing, comparing, grouping, predicting and concluding.

Second Grade

Through hands-on activities with an emphasis on problem-solving, students are trained to see the relevance and utility of science in their everyday lives while deepening their appreciation for the creations of Allah. Once this framework is established, in-class, hands-on laboratory experiments and at-home exercises are focused on honing and strengthening their reading and critical thinking skills. These

activities teach students how to observe, compare, classify, predict, measure, use models, communicate, use numbers, record data, analyze data, infer, collaborate, ask questions, hypothesize, use variables, experiment, and research when presented with a scientific query or topic. Through the second grade science program, students are encouraged to think critically and creatively about concepts within the realm of science and beyond.

Third Grade

The third grade curriculum investigates topics such as the development of plants and flowers, and the identification of rocks and minerals. It reviews the planets in the solar system and explores the galaxies, moons, stars, and meteors in outer space. It compares human and animal skeletons and studies the life cycles of different organisms. Students also study the water cycle and how it relates to the formation of clouds. As they study these topics, they are reminded that the world exists in a delicate balance which was designed by Allah. In the third grade, students are becoming more independent. Therefore, they are



required to keep a science journal in which they write about classroom investigations or discussions in the form of paragraphs or thinking maps. Periodically, students are assigned topics to research on the internet to introduce them to other science resources available.

Fourth Grade

The fourth grade program is based on the Five E's model in which the students engage, explore, explain, elaborate, and evaluate in their study of the miracle of the world around them created by Allah. In physical sciences students learn about matter: its forms, the changes it undergoes, its nature and examples of the forms of matter. This topic also covers the concept of energy, motion, electricity, magnetism, and simple machines. In earth science students learn about the solar system, stars and constellations, rocks, the rock cycle, and the layers of the earth. In life science, students learn about the interdependence of life, life cycles, the cycling of matter in ecosystems, and the characteristics of different types of ecosystems. Students are assigned hands-on projects that relate to what they learned in class and to enhance their learning.

Fifth Grade

The purpose of this course is to provide opportunities to study concepts of life, earth/space, and physical sciences, and their applications to everyday life. The content includes, but is not limited to, the nature of science, the nature of matter, energy, force and motion, processes that shape the Earth, Earth and space, processes of life, and how living things interact with their environment. The goal of the comprehensive science series is to give exposure to a variety of science disciplines through participation in exploratory experiences and activities. The science course also incorporates group activities and open discussions to expose students to other ways of thinking. Individual and group reading activities promote reading comprehension in science and thinking maps facilitate student learning through specific organization of thoughts.

In accordance with the mission of the school, the fifth grade science curriculum incorporates Islamic principles and history. This reinforces to students the belief that Islam is a religion we live and breathe in all aspects of our lives. As students are learning about current ideas, theories, and technologies, many scientific ideas of the Holy Quran are discussed to highlight the miracle of their existence in a book that is over 1400 years old. Although we do not currently have a science lab, this does not prevent the students from experiencing an inquiry-based science education. We do several inquiry activities outdoors and in the classroom using everyday products found in the home. We also use interactive on-line activities to supplement the program.

Kindergarten

The Social Studies program develops individual, social, and cultural awareness. It prepares students to be responsible citizens and members of society. The program is based on Islamic values that teach students to respect other beliefs/ cultures. Students are exploring the world beyond their homes and classrooms to the larger neighborhood or community. They learn more about the rules that help people get along with each other. They begin to form opinions on issues and understand that others may have different points of view. Students understand that their home, school, masjid, and neighborhoods are communities with certain rules that they should respect and follow.

First Grade

The first grade social studies curriculum introduces students to their world as they explore their own school, family, neighborhood, and country. First grade students compare and contrast families and schools of today with those of the past, while discovering the important role natural resources, government, and citizenship play in their lives. Students are taught skills in history, geography, problem solving, and study skills. Literature is used to reinforce these social studies concepts. They learn that although their world consists of diverse peoples, we all have a lot in common. The social studies curriculum includes ongoing assessment for the concepts that have been taught as well as related projects.

Second Grade

The second grade social studies curriculum helps the students learn about themselves, others, and the world around them. Students gain knowledge about their community, culture, economics, geography, American history, and citizenship. Instruction is strongly focused on helping students acquire strategies for reading and understanding expository text. Students are encouraged to make sense of things to read, know when to go back and reread, and to summarize what they have learned in narrative form or within a graphic organizer – mainly “Thinking Maps”. Most lessons are extended with activities that help students learn to read and understand maps, graphs, and charts. In addition, the social studies block incorporates school-wide events such as Culture Day, Character Counts, community outings, sports, performances, and in-class projects. Islamic studies are integrated through discussion to help promote the development of a positive self-identity and a sense of commonality among the children. Unit topics are carried over into the language arts block as well and integrated into discussions and activities often. Student understanding is evaluated informally through discussions and formally through student work and unit assessments.

Third Grade

In third grade students begin the year by building on what they have already learned about communities and geography skills. They also learn about America’s early communities from Indians to the early

settlers. Local and national government, citizen rights and responsibilities are also included in the curriculum. Students learn about government and economics including the use of money, making choices, the production of goods, and trade. The units wrap up with a study about ancient communities such as Mesopotamia, Ancient Egypt, India, and China.

Many activities are incorporated into the curriculum to make geography more concrete for students. Students engage in making art projects related to the current lessons (i.e., maps and timelines). They also learn about different communities, land, and resources. Connections are made to the Quran because it also discusses communities—responsibility toward others and how a society should function. Students learn about government and the role of a citizen. Citizenship is also applied to character education when teaching about responsibility. Studies of cultures and people are an integral part of third grade. Economics and its impact on society is introduced at a basic level.

Assessments are given at the end of each lesson with cumulative assessments at the end of the unit. There are centers in the class with a wide variety of maps, books, puzzles and interactive globes. An annual Culture Day is held where students are immersed in learning about a specific country, its culture and people. The countries of focus change each year. There are weeks of learning and researching that lead to a presentation to the school and community.

Fourth Grade

The social studies program consists of two main themes: Florida studies and state and regional studies in order to incorporate both state and national standards into the curriculum. For both themes, texts as well as practice books are used. Students learn about the history of Florida from the early tribes and Spanish colonization, to modern Florida. Students learn about the geography of the United States. They cover landforms, weather, climates, etc. Students use practice books along with the program to learn essential vocabulary in each lesson and practice other skills like reading timelines, reading and making maps, and analyzing information. Students also use reading skills to analyze information, make inferences, make judgments, and draw conclusions. Students often create projects as a form of assessment. Thinking maps play a significant role in facilitating and assessing students' learning. Students are given weekly tests and summative assessments at the end of each unit.

Fifth Grade

The Fifth Grade social studies curriculum centers on the study of the history of the United States—beginning with the land formations and the first Americans and extending with present-day government. Students also begin to understand their role as Muslim Americans and how the history of the

United States has impacted current circumstances in the US. Topics covered are America as a world power, the Civil Rights Movement, the US and the World, and America Today and Tomorrow. Students make connections between the study of history, how the government works and Islamic law. Islamic laws are in place to protect the rights of human beings from transgression as US laws are meant to maintain a more just society and protect people's rights.

The understanding of democracy is impressed upon the students in order to help them understand their roles as responsible citizens in society.

Assessments from the Houghton-Mifflin series are used as well as teacher-created assessments. Students are encouraged to do projects and use thinking maps in organizing note-taking.

Middle School

Overview

The middle school academic program is rigorous and builds on the foundation created in lower school. The curriculum is based on the Next Generation Sunshine State Standards plus additional national standards where necessary. By middle school students are able to analyze and think more critically and this is reinforced in both the academic program and the Islamic studies aspect as well. There are several different series of books used to meet the required standards. Teachers use the text and many other resources to expand on the knowledge of our students. Students are given many opportunities to put to practice what they learn. Middle school students use their writing and literary skills to publish a newsletter, experiment and use their research to compete in county science fairs, write plays and poetry which they perform on stage, and memorize the Quran and compete in Quranic recitation competitions. Academic success is valued but only when it comes with high moral and ethical standards. The teachings of the Quran are exemplified in mannerisms and conduct throughout every aspect of their day.

Assessments

Reading/LA Assessments

- Weekly/Bi-weekly Assessment (Comprehension/Vocabulary Strategies)
- Selection Tests (Comprehension/Selection Vocabulary)
- Unit Assessments (Comprehension, Vocab. Strategies, Literary Elements, Text Features, Grammar, Mechanics & Usage, Writing)
- Benchmark Assessment (Middle & End of School Year)

- Weekly Spelling Test (Pre-test & Post Test)
- Oral assessments (Teacher will assess students orally throughout lessons to check for understanding)

Math

Diagnostic

- Show What You Know
- Beginning/Middle/End of Year Assessment

Formative

- Share and Show
- Lesson Check-Up (Student Edition & Personal Math Trainer)
- Mid-Chapter Checkpoint

Summative

- Chapter Review/Test (located at the end of each chapter)
- Performance Task Assessment
- Chapter Test (located in Teacher Resources)
- On-line Assessment (www.thinkcentral.com)

Science

Formative

- Brain Check (Student Edition, end of each lesson)
- Digital Lesson-Student Self-Assessment (The self assessment is located at the end of each digital lesson and will prompt students to return to areas in which they may need additional work.)
- Oral assessment (Questions are placed strategically throughout each lesson to address a variety of dimensions including but not limited to concept development, inquiry skills, and use of reading strategies.)

Summative

- Unit Benchmark Review (Student Edition)
- Performance Task (A brief performance task is included in the TE with each Unit Benchmark Review. A more comprehensive performance task is provided for each unit in the Assessment Guide.) The performance task is used to provide evidence of students' ability to use science inquiry skills and critical thinking to complete an authentic task. (Optional)
- Lesson Quizzes (Assessment Guide & online)
- Unit Benchmark Test (Assessment Guide & online)

Social Studies

Formative

- Got it! Lesson Check (Checks student understanding at the end of each lesson. Can be found online or at the end of each lesson in the SE.)
- Oral assessment (Teacher asks questions to check for understanding throughout a lesson.)
- Teacher Created Google Forms (Check understanding at the end of each lesson)

Summative

- Chapter Assessments (Check for mastery of each chapter. The assessment may be administered as a form or assigned online. There is a Form A and Form B option for each chapter.)
- Teacher Created Google Forms Quizzes-(Check for understanding at the end of every two lessons or when needed). resources

Instructional Resources

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- English 6th-8th (Collections 2017)
 - Math 6th (GO MATH, HMH, 2016)
 - Math 7th (Accelerated, 7th Mcgraw Hill, 2018)
 - Math 8th (Algebra I, Mcgraw Hill, 2018)
 - Science 6th-8th(Integrated Science Mcgraw Hill, 2020)
 - Social Studies 6th((My World History,SAVAS, 2013)
 - Social Studies 7th (Civics, HMH, 2018)
 - Social Studies 8th(US History HMH, 2016)
 - Computer Science 6-8th by Br Fathi Khalfi
 - Arabic 6th-8th (I love Arabic)
 - Islamic Studies Curriculum 6th-8th by Br Fathi Khalfi

QURANIC STUDIES

Overview

Al-Quran is the final scripture sent by Allah (The Creator) to humanity. It is the complete guide to life and ultimate source of knowledge. Allah speaks to and guides mankind through the Quran, and the Muslims' responses to Allah's command and guidance is, "We hear and obey." (2:285) Therefore, the Quran curriculum at GSA focuses on instilling the love of Allah in the hearts of the youth through understanding, revering, implementing, and memorizing His words. Students learn and understand the major themes and ideas of the Quran so that they can implement its teachings and remain focused on the path of Islam. They are taught that the Quran is our companion in this life and in the Hereafter. Learning

the Quran also gives students the opportunity to communicate its teachings to others -- Muslims and non-Muslims alike. As a part of their learning experience, students are encouraged to reflect upon the world around them – throughout nature and their daily lives – in order to understand the ayaat (miracles) of the Quran and internalize the love of Allah. Students are also taught the rules of etiquette and application of handling the Quran. InshaAllah (if Allah wills it), a student who has attended GSA for 8 or more years will be capable of reciting the Quran with the correct pronunciation.

Middle School is the time when more emphasis is placed on teaching the meaning and application of the Quran in addition to its proper memorization and recitation. Students are introduced to the tafseer (interpretation) of the Quran which gives them the opportunity to know the history, background, and contexts of the ayaat (verses) of Allah. Teachers work hand in hand with their students through hands-on activities, lectures, and discussions to instill reverence and love for the Quran into youth's hearts.

Teachers also incorporate hands-on activities, nature walks for reflections, and interactive activities to engage children in learning the greatest words of Allah. In this way, students become humble, respectful, and obedient to Allah– inside and outside of the classroom. Students understand the depth of teaching in the Quran, its focus on love of Creation, assuring justice for all living creatures (human beings, animals, plants) and giving every living creature its due rights. They understand that the purpose of life is to serve the Creator and one can only do that by having the knowledge necessary to do so.

ISLAMIC STUDIES

Overview

The Islamic Studies program at GSA focuses on teaching students the fundamentals of Islam, scaffolding upon the information they have, building an understanding about this religion and infusing it so that upon Graduation students will be active citizens in the community. The curriculum covers topics that are intertwined with the teaching of Qur'an & Arabic Studies.

The Middle School Islamic Studies curriculum focuses on the fundamentals and builds upon knowledge as the students grow. Students use Islamic Studies approved books and other supplemental text. Students also get an opportunity to research online focusing on key individuals or stories found in the Islamic History.

Islamic Studies uses various activities to teach the Stories of the Prophets, Suwar of the Qur'an, fundamentals of Islam to leading an Islamic life. Various thinking maps are utilized to help students visualize and understand the topics being studied. Students are also given an opportunity every quarter to

work on a project that allows students to delve deeper into any given topic. Students are able to work with technology and other disciplines in creating their finished product.

Sixth Grade

As students have graduated from elementary school they turn now to developing into Muslim Teens living in America and the challenges they may face as such. With the love of Islam instilled in their hearts, now students begin to truly understand the role of a Muslim on Earth and what their duties and responsibilities are as servants of Allah.

Students add to their study of the Pillars of Iman a deeper understanding of Tawheed (The oneness of God). Students learn in detail about Allah's oneness in terms of his lordship, his worship, and his names and qualities. Students become cognizant that God has unique powers and attributes, which no one shares and thus only he is worthy of any act of worship, internal and external. A large part of Islam is concerned with manners and appropriate ways to do things: 6th grade will demonstrate knowledge of the etiquettes in a variety of situations including the mosque, eating and drinking, sleeping, and asking permission at someone's door.

Grade 6 is also an opportunity to emphasize good conduct and values with which we must treat our fellow human beings. Some of the themes around which lessons are centered include: exhibiting mercy and kindness toward all humans, people, and being merciful toward animals. Some lessons describe certain behaviors such as abusive language and arrogance. Many of the values that Muslim students must cultivate are learned from the lessons in the stories of the prophets (pbuh). Students spend plenty of time reading and analyzing these stories, drawing lessons from them. This includes lessons about humility, piety, righteousness, generosity. There is emphasis on cooperative group skills as they will enter a world where they will have to utilize skill and care in collaboration and compromise. Students are also encouraged to learn about their religion independently through research (online or in print) and are taught the responsible way to do so. They are also given opportunities to hone their public speaking skills and are encouraged to express their feelings, concerns, ideas, and reflections through written and oral discussion.

Seventh Grade

As young adolescents, the students begin learning about appropriate relationships between males and females. They begin to understand the value of marriage and the family unit as the basis for the community. Students in 7th grad begin to understand the standards of Islamic dress for both men and women and its historical significance for all monotheistic religions.

Eighth Grade

In Grade 8, students are asked to truly meditate and reflect on what they know about Islam and what they are learning. So that their intentions are that they are performing actions strictly for the sake of Allah.

Grade 8 focuses on an in depth comprehension of Iman, Ibadah (worship), Tawheed and Da'wah (calling others to Islam). Grade 8 develops the student's knowledge of the Prophets, Prophet Muhammad (PBUH) and his Sunnah. Students in this grade are also exposed to a series of key Islamic manners and etiquettes that govern a person's daily life including proper ways of using the bathroom, sleeping, eating and visiting people.

As students are maturing, they are asked to truly meditate and reflect on what they know about Islam and what they are learning so that their intentions are that they are performing actions strictly for the sake of Allah. Grade 8 focuses on an in depth comprehension of Iman, Ibadah (worship), Tawheed and Da'wah (calling others to Islam). Grade 6 develops the student's knowledge of the Prophets, Prophet Muhammad (PBUH) and his Sunnah. Students in this grade are also exposed to a series of key Islamic manners and etiquettes that govern a person's daily life including proper ways of using the bathroom, sleeping, eating and visiting people.

Grade 8 offers many opportunities for students to develop their Islamic characters, focusing on responsibility for one's actions, trustworthiness, honesty, community service and more. They are able to do this by practicing positive traits such as respect for themselves, their faith, and others. They build a strong work ethic when working independently and in groups. There is emphasis on cooperative group skills as they will enter a world where they will have to utilize skill and care in collaboration and compromise. Students are also encouraged to learn about their religion independently through research (online or in print) and are taught the responsible way to do so. They are also given opportunities to hone their public speaking skills and are encouraged to express their feelings, concerns, ideas, and reflections through written and oral discussion.

The students also explore the life of the prophet Muhammed (pbuh) in a formal way. They first examine the situation of humanity in general and Arab society in particular prior to advent of Islam in the 6th century. This allows them to compare how the message of the prophet affected the course of history and state of humanity. Then, they get an indepth look at the prophet's character before prophethood, how he received the divine revelation, and how his call fo Islam progressed from secret and limited to kinsmen to universal. Students draw key lessons from the life of the prophet which nurtures their sympathy for fellow humans, instills values such as mercy, justice, patience, and brotherhood.

Throughout elementary and middle school, Thinking Maps are utilized in a variety of activities to help students learn, organize, and analyze new information.

FOREIGN LANGUAGE -ARABIC

Overview

The Arabic Language, as stated in the Quran, is the language in which the Quran-the holy book for all mankind- was revealed. Allah (SWT) says:”We have revealed this Qur’an in the Arabic language so that you understand” (Chapter: 12 Yusuf: 2). “....And this book confirms it in the Arabic tongue; To admonish the unjust, and as Glad Tidings to those who do right” (Chapter: 26 Ahqaf: 12). According to these verses and many others in the Quran, the Arabic Language is the one, among all others, that Allah chose for sending the final message. Muslims, with various linguistic backgrounds, seek learning and understanding the Arabic Language since it is the most accurate way to reach the essence of the message of Islam and all the original sources of the religion.

Through the study of vocabulary, reading, grammar, comprehension and composition, the students will be able to gradually understand the meaning of the Quran. Since the value of the Arabic Language (at the school) evolves from its religious value, the Arabic Language and Islamic Studies courses are interrelated, especially in the primary grade levels. Learning the Arabic language facilitates the achievement of the school’s philosophy in “offering its students a competitive curriculum while adhering to the highest possible Islamic and academic standards”, and “satisfying the cognitive, spiritual, psychological and social needs of the individual student”. By teaching the Arabic language, the students are imbued with the main source of the religion -the Quran - which helps them to adhere to Islamic standards in behavior.

Reading the Quran satisfies the spiritual need of the students.

Students have Arabic class four or five days per week. Students are provided with textbooks and activity sheets that are entirely in Arabic. Our program is based on the belief that students should not have a translation, but have an easily accessible dictionary. More advanced students are taught to read long passages and narratives and are then expected to answer comprehension questions, as well as summarize what they read. Introduction of new vocabulary is done in each lesson and during extra activities to help students use and understand the new terms. The topics covered in their lessons include Islamic studies, character education, cultural stories, and dialogues.

Grades 6-8:

Students practice reading, writing, and speaking as a whole class and as well as in centers. Each lesson is taught to the whole class and then practiced with activities in centers for a week. The centers include reading Quran, vocabulary puzzles, and reading stories, translation from English to Arabic, and writing and grammar centers which utilize the thinking maps. Students rotate and practice in each center throughout the week.

The basis of the Arabic language program is:

- Reading standard and Quranic Arabic
- Writing standard Arabic
- Colloquial Arabic is introduced
- Speaking and listening to Arabic
- Grammar and sentence structure
- Composition and dictation

COMPUTER

Overview

Google Workspace for Education and Chromebooks have become ubiquitous in classrooms. In GSA we integrate Google tools into day-to-day teaching to prepare your students for the jobs of the future.

Grade 6

6th grade students will learn the following Google Technology.

Google Drive

Google Drive is a cloud-based storage solution that allows you to save files online and access them anywhere from any smartphone, tablet, or computer. Students will learn how to upload, share, store and edit all types of files in Google Drive.

Google Docs

Google Docs is a powerful online word processing system with useful features, many of which can be used productively in the classroom. Students have the opportunity to do collaborative work, get feedback in real time, share their documents on the web, and collaborate and brainstorm as a team.

Google Slides

Learning basic Google slide skills is an incredibly versatile tool. From creating books to adding videos to sharing information or ideas, Slides is a must-learning tool for students using Google Suite

Grade 7

Basic Concepts of Computers

In the 7th Grade students the basic concepts of computers. Students will learn about the different types of computers such as : desktops, laptops, tablets, servers ...etc.

The students will also learn about the basic computer hardware and software and what is required to connect to the internet.

Pixlr online photo editing software

Students will also learn about photo Pixlr online photo editing software. Pixlr is an online photo editing tool that's fast and simple and has enough features to make it a good option for low- to moderate-level photo editing. You can create a new image with Pixlr, upload an image, or grab an image directly from a URL location. It's compatible with a variety of computers.

Grade 8

Web Multimedia Technology and Web Browsers

Multimedia comes in many different formats. It can be almost anything you can hear or see.

Examples: Pictures, music, sound, videos, records, films, animations, and more.

Web pages often contain multimedia elements of different types and formats.

Students will learn about the different multimedia formats. Students will also learn about the common web browsers including Microsoft Edge, Google Chrome, Mozilla Firefox, Apple Safari and Opera.

Google Sheets

Using a spreadsheet is a life skill. In the real world, successful people use spreadsheets. Google Sheets is an exceptionally flexible and powerful tool to use.

Students in GSA will learn how to create, edit, share and collaborate on a wide variety of Google sheets.

FINE ARTS

Overview

In middle school, core subject teachers integrate performing arts, nasheed (acapella music), and art projects into the core curriculum. Because the daily schedule does not permit for teachers to have specialized classes for music, art, and other fine arts, it has become our custom to incorporate the arts into other areas. The Quranic recitation in Quran classes is performed with rhythmic intonation and students learn to recite with beautiful voices using tajweed. Students perform throughout the year at special events, such as the fundraiser and annual performance. They incorporate performing arts (student -written skits, raps, and poetry), singing, and Quranic recitation.

HEALTH/PHYSICAL EDUCATION

Overview

The Garden of The Sahaba Academy strives to provide a developmentally appropriate, safe, supportive, and structured learning environment in which all students can experience success. Every student is given the opportunity to participate in and benefit from a quality physical education program. The program and teachers encourage students to develop a healthy, active lifestyle. This is especially important because Muslims are taught that having a healthy body is important to having a healthy spirit. Therefore, it is the responsibility of Muslims to maintain their health to the best of their abilities. The physical education program addresses and enhances the motor, cognitive and interpersonal skills as well as the physical fitness abilities of each student.

It creates an opportunity for students to participate in moderate-to-vigorous physical activity which can lead to developing a love of activity that can last a lifetime. Benefits of physical education include encouraging an active lifestyle that can lead to improvement of the health of a person physically, mentally and socially and increasing a person's level of wellness.

Participation in physical education develops teamwork, cooperation, problem-solving, decision-making and communication skills. These skills can lead to improved self-confidence and the desire to try new activities. The physical education program adheres to the Sunshine State Standards and reflects state and local requirements for elementary and middle schools.

At some point in their development, students have honed their fine motor skills. The new focus of the physical education program is to enhance their love of physical activity, promote healthy living, develop team-based cooperative and social skills, and to provide students with an opportunity to lead. Many times students who may struggle academically may find their niche in physical activity. Also, it provides a new dynamic through which students have another avenue to reconnect to their classmates that is based on an entirely different set of skills than those used in a classroom. Before each group activity, a different team captain is chosen. This gives everyone the opportunity to practice their leadership skills and enhances self-esteem.



LANGUAGE ART

Overview

The GSA Middle School English/Reading program builds on and extends information and literary content knowledge and reading/listening skills and strategies presented in the elementary school. Students in grades 6-8 engage in individual, small group and whole class reading experiences and share their thoughts and interpretations through class discussion and written assignments. Journal writing is implemented in the middle school program to encourage creative writing and to monitor students' writing skills. Students are also required to write summaries related to text read every night. The activity promotes continuous reading to improve comprehension as well as vocabulary skills. Thinking maps are incorporated into the curriculum to assist students' organizational skills and increase retention of information taught. Students use Thinking Maps to compare/contrast, describe, and analyze information. During the school year, middle school students read, analyze, and critique 1-2 novels. During the unit study, students interpret material, create analysis, and discuss main concepts of a unit. Students use resources they select as well as those selected by the teacher. Reading selections are drawn from literature anthologies, novels, writing/grammar books, content textbooks, electronic media and newspapers. Students are exposed to literature of all genres in order to develop their critical reading skills. The program also emphasizes

active listening skills, speaking skills and effective work habits such as good study skills, effort and collaboration.

The reading, writing, listening and speaking skills taught in middle school all interconnect and build each year in order to help students become critical thinkers and speakers who can use their knowledge to collaborate with others. As part of the school philosophy, students are also asked to relate their literary analysis to the Quran in order to better understand the message of Allah (SWT) to mankind.

Student progress can be observed through student projects, classroom assessments, journal writing and MAP Tests three times a year. Their writing displays an improvement of expression, and their maturity and character exemplify their understanding of lessons learned through literary analysis, especially the Quran.

Sixth Grade

In the sixth grade the students read, analyze, and summarize texts from a variety of literary genres that are appropriately complex. These texts include short stories, informational texts, poetry, and novels. They will also compare and contrast texts across various genres on the same theme or topic. They will work to develop the ability to closely examine the text's explicit content. We will also practice to look for and identify deeper meanings within the text by drawing inferences. In our class, students use thinking maps to monitor and keep track of developmental changes and relationships. Sixth grade students engage in numerous writing pieces throughout the year in order to understand, organize, and convey complex information in a written composition. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative. They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a works cited page detailing all sources used in proper format. Sixth grade students show their understanding of the conventions of standard English grammar when writing or speaking with a focus on verb tenses and forms, skillful use of voice, and contextual meaning of language. There is an emphasis on pronoun usage at the sixth grade level. At this stage we encourage experimenting with varying sentence patterns and structure in order to develop personal writing styles. As students read texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. To be successful, sixth grade students effectively understand and apply conversational, academic, and domain-specific vocabulary.

Sixth grade students focus on active engagement with literary text. They are required to analyze, identify, define, explain and critique rather than merely understand, describe and know. They are also required to read aloud narratives and expository text fluently and with appropriate pacing, intonation, and expression.

Sixth grade students collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. During speaking tasks and activities, sixth grade students utilize skills that are common to the language production domain of writing. In the sixth grade, it is important to provide students with assignments that allow them to manipulate their speech based upon context. The goal is for students to determine language that is appropriate and effective for addressing a variety of audiences and purposes.

Seventh Grade

The seventh grade program is the transition from learning to read to reading to learn. Students at this stage should have mastered reading aloud narratives and expository text fluently and accurately. Students are required to identify and trace development of an author's argument, write reports that use the formal research process, deliver persuasive oral presentations that employ well-articulated evidence and analyze characterization as suggested through a character's thoughts, words, speech patterns and actions. In the seventh grade the students read, analyze, and summarize texts from a variety of literary genres that are appropriately complex such as historical fiction, factual texts, and fictional stories. At this level, seventh grade students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading. However, they also work on summarizing the main ideas of the text free from their personal opinions or bias. Students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text. Students read literature across various genres and observe how the structure adds to the meaning of the work. They will also work to strengthen their ability to understand the meaning of an author's words by observing how words and phrases often have deeper meanings that require investigation. In addition to understanding the multilayered meanings of words and phrases, students in seventh grade observe writing techniques the author uses to further add layers of meaning to the text such as alliteration. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. At this stage, our students need to engage in behaviors that lead to the expression of ideas and claims about what they read. In addition to informative/explanatory and narrative texts, students practice writing persuasive texts. Students are asked to write arguments that are supported by several pieces of relevant evidence. To do so, they develop strategies on how to research a topic. Once research is complete, students work on how to clearly introduce a topic with a preview of information to follow, and how to create cohesive relationships among ideas and concepts throughout their writing as well as developing the ability to combine pieces of evidence to demonstrate the validity of their claim(s). Students must be able to precisely determine what it is they are writing about and focus their energy on the finer details of writing an effective piece. At this

level, students are becoming more skilled at selecting and incorporating relevant examples, facts, and details into their writing.

Eighth Grade

The eighth grade marks the beginning of a significant transition for students—preparing for the high school years. Students are expected to demonstrate their ability to grasp the treatment, scope, and organization of ideas by finding similarities and differences between texts. Students must engage in extensive independent reading of a variety of genres. Students are taught how to achieve an effective balance between researched information and original ideas in their written or oral presentations. In the eighth grade, students encounter appropriately complex texts in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Eighth grade students learn to analyze a text for a central theme or idea and support their analysis with strong textual evidence. As students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Based upon their analysis, students may then determine the author's purpose, overall message of the text, and which details best support this meaning. Once students have determined these critical moments, we work to help them learn to explain the cause/effect result in relation to the story's plot or development. As they grow stronger in their ability to use analysis to recognize themes, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. Students will examine argumentative/evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details, and counterarguments. Students' analysis may also focus on examining the author's tone, word choice, and use of persuasive language.

Students are expected to apply the narrative plot structure to a real or imagined story. Their writing should demonstrate their ability to create a context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers. This includes students developing a personal narrative focused around a significant moment in their life. As students work on their story, we focus instruction on choosing a text structure or format, using language that is precise and powerful, and creating a tone that is appropriate for one's audience.

Additionally, eighth grade students explore inquiry topics through short research projects. Students work to correctly incorporate information from a variety of credible and reliable sources when writing.

LITERATURE

Overview

The Middle School Literature program is designed to expose our students to all genres of literature and allow them the opportunity to connect it to their lives. Students take journeys through literature from the past, present, and the future. They read, feel and connect with the characters (fiction & nonfiction) simply by turning the page of a book. Our students read and analyze different themes, settings, and characters. This provides them with skills to look beyond the words. They are taught to analyze theme, author's purpose, setting and characters to ensure comprehension of the literature. Students in 6th, 7th, and 8th grade implement Readers' Logs as they read a variety of text. They make notes, ask questions and make inferences about the text. Students also write analytical essays, poems, and reports. The use of thinking maps allows the students to organize and focus their thoughts to create their written assignments. Our students also interpret and express their thoughts about the literature through art projects that are shared with the class. Frequent assessments are used such as tests, projects, and presentations and end-of- year exams. Students engage in discussions as a whole class and small groups sharing their interpretations and feelings about the text. Our middle school program also allows the incorporation of Islamic values and teachings. Every genre that is read and analyzed by students provides connections or comparisons to the teachings of the Quran. Our students are exposed to the vast wealth of information found in all genres of literature to encourage and ensure their love for reading and to expand their minds.

MATHEMATICS

Overview

The Middle school Math department is committed to ensuring students obtain a high level of mathematical literacy. It is the department's goal to instill students with problem-solving skills and the ability to express mathematical ideas clearly and logically. Hands-on activities are used to enhance learning and provide a broader view of the applications of mathematics. Thinking maps are incorporated into the curriculum to enhance students' critical thinking and improve their skills to apply information to other subjects. We also provide differentiated learning to students who need extra reinforcement. In order for students to demonstrate their mastery of computational skills, they must be able to read and interpret word problems and apply appropriate problem solving strategies. Students acquire strong skills in reading,

writing, and note-taking in mathematics in order to understand course content and be successful on important state and national assessments.

Sixth Grade

Sixth grade Go Math combines fresh teaching approaches with everything needed to address the rigors of the Common Core Standards. The Standards for Mathematical Practice are integrated into the content, along with an equal emphasis on conceptual fluency. The program helps students to narrow their focus for deeper understanding, master concepts through engaging activities, which lead to fluency and higher order thinking (H.O.T) skills, incorporate concept, application, and skills instruction through the instructional model, develop skills on a personalized learning path for acceleration or intervention using 21st century adaptive technology.

Sixth grade mathematics incorporates past concepts of addition, subtraction, multiplication, and division into a new understanding of operations. It uses the application of these various aspects in the studies of fractions, decimals, percentages, integers, algebra, geometry, and proportions. Students build their vocabulary to develop an adequate understanding and fluency in problem solving. Real world situations and new techniques are used to develop higher order critical thinking skills.

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Seventh Grade

The Pre-Algebra course builds on the mathematical concepts and skills students learned in their previous middle school math classes. This course serves as the basis for the subsequent High School algebra courses, particularly for Algebra I.

The course consists of several chapters that each focuses on a mathematical topic. Those chapters fall under the following three main areas.

Formulating and reasoning about expressions and equations, including modeling an association in data with a linear equation, and solving linear equations and systems of linear equations. Grasping the concept of a function and using functions to describe quantitative relationships. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. To the effect of those goals above, the course covers throughout its various chapters the following topics:

Using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Strategically choosing and efficiently implementing procedures to solve linear equations in one variable. Grasping the concept of a function as a rule that assigns to each input exactly one output. Using ideas about distance and angles, how they behave under translations, rotations, reflections, and dilation, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Using appropriate statistical measures, compare two or more data sets describing the same characteristic for two different populations for a subset of the same population. Describing how mean, median, mode, range, or interquartile ranges relate to distribution shape Determining the theoretical probability of simple and compound events in familiar contexts. Estimating the probability of simple and compound events through experimentation or simulation. Using theoretical probability to evaluate or predict experimental outcomes.

Pre-Algebra incorporates previously learned material in Math 6 with a strong foundation in algebra. This prepares students for future concepts in geometry, probability, and data analysis. This course develops students' practice skills with challenging exercises that involve logical reasoning and problem solving. Throughout the course, students will improve their note-taking skills which will aid them in doing homework, reviewing for tests and reading algebra and geometry. Students who master the material in this course are prepared for a rigorous Algebra I course in the eighth grade.

Eighth Grade

The Algebra 1 course is a high school credit course and will build an important foundation for more advanced courses and for adult life. This course extends students' knowledge of rational numbers by using symbolic, graphic, and numeric representations as they solve equations and inequalities. Students use tables, graphs, and verbal and symbolic rules to describe linear, quadratic, and exponential functions. Students use geometric models with proportions, percent, and probability. Students make decisions about appropriate scales with graphical representations of data. This course develops students' practice skills with real-world examples and builds new mathematical knowledge thorough rich problem solving. Throughout the course, students improve their note-taking skills which will aid them in doing homework, reviewing for tests and reading algebra and geometry.

The Algebra I course builds on the mathematical concepts and skills taught in prior courses, in particular the Pre-Algebra course. This course serves as the basis for all subsequent High School mathematics courses, as well as many science and technical classes.

Algebra I students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear

phenomena (including modeling using systems of linear inequalities in two variables). Additionally, they develop fluency in adding, subtracting, and multiplying polynomials which supports students throughout their work in Algebra, as well as in their symbolic work with functions. Also, learning the transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations. The course is comprised of several units that each emphasizes a main area, and each in turn is broken into several chapters that explore the details of that area.

SCIENCE

Overview

The purpose of this course is to provide opportunities to study concepts of life, earth/space, and physical sciences, and their applications to everyday life. The content includes, but is not limited to eight major concepts: the nature of science, the nature of matter, energy, force and motion, processes that shape the earth, earth and space, processes of life and how living things interact with their environment. In accordance with the mission of the school, the middle school science curriculum incorporates Islamic principles and history. This reinforces to the students the belief that Islam is a religion we live and breathe in all aspects of our lives. As the students are learning about current ideas, theories, and technologies, many scientific ideas of the Holy Quran are discussed to highlight the miracle of their existence in a book that is over 1400 years old.

These courses are a part of a three year course sequence that includes grade 6, grade 7 and grade 8 middle school comprehensive sciences. The goal of the comprehensive science course series is to give exposure to a variety of science disciplines through participation in exploratory experiences and activities. Middle school science also incorporates group activities and open discussion to expose students to other ways of thinking. Individual and group reading is used to practice reading comprehension in science content. Thinking Maps are used to facilitate student learning by helping them organize their thoughts.

One main source of exploration is the school-wide science fair. This event is mandatory for all students in the 6th -8th grade. During this event, students are taught the scientific process in a step-by-step approach. As we review these concepts in class, students are allowed to practice them by carrying out their own pre-approved investigations at home. Once the projects are complete, the students are asked to present them to a group of qualified judges. This is followed by a question and answer session during which students are asked to explain their experiments and the processes they followed. Although we do not currently have a science lab, this does not prevent the students from experiencing an inquiry-based science education. We do several inquiry activities outdoors and in the classroom using every-day products found in the home. Also, interactive online activities act as a supplement to the lack of a physical science lab.

Though it may not always be possible for all topics to be covered each year, students should have the opportunity to achieve all science standards for grades 6-8 by the end of the third year of the sequence.

The eight major topics are emphasized in all courses and apply knowledge of the unifying concepts and processes of science to conduct investigations and solve problems in a safe and effective way. Also, students describe basic life processes of organisms and describe interrelationships between living things

and their environment. They demonstrate knowledge of how and why chemical reactions take place and show practical applications of chemistry principles. Also, they will compare the physical features of the earth's surface and indicate understanding of the role of natural and applied forces in the environment. Finally, students will demonstrate knowledge of the impact of technology on society.

Daily informal “formative” assessments (through oral question and answer sessions) are used to pinpoint lapses in student comprehension or misunderstanding of the content from the previous day. This is done daily before new content is covered. Other forms of formative assessments include individual lesson review/reinforcements, lesson quizzes and chapter tests. They are also tested with midterm and final exams.

Sixth Grade

Sixth graders are just beginning to think more critically and abstractly. Their curriculum is still mostly based on concrete content and material. However, as we progress through the year, they are asked to use their critical thinking skills to consider some abstract concepts. For example, in the study of waves, students are presented with common waves like water and sound waves. Then they are asked to consider the idea that light from the sun travels by an electromagnetic wave that does not need a medium. More abstract concepts are also reflected in what they are asked to write about during homework assignments and tests. Not only are students expected to know the content, but they are asked to demonstrate that knowledge through application. There is a shift in the way they are questioned. Instead of being asked direct questions, the students are asked to explain scientific situations using the content. This requires a certain level of inference which will be important for their future abilities to analyze the content they are learning.

Seventh Grade

Seventh graders have had some practice with higher-order thinking, the goal in the seventh grade is to expand their knowledge, skills, and abilities through scaffolding. In this grade, students experience more complex/abstract ideas; however, understanding of the abstract ideas is achieved using scaffolding of prior knowledge. Questions are more complex/broad and students are asked to elicit more scientific information to support their ideas. However, it is assumed that they are not yet proficient at complex tasks, so often guidelines are given to help to guide their thoughts on complex issues. For example, the student may be asked how the introduction of moths to Australia helped to control the invasive prickly pear cactus species. Although this idea seems very broad, asking them to use certain keywords (population, carrying capacity, limiting factor) will help them focus their thinking while still challenging them to make connections.

Eight Grade

In the eighth grade the students have gone through rigorous training in the use of critical thinking skills in understanding and applying science content. In the eighth grade, students are asked to take it a step further. Here, eighth grade students are given every-day scenarios and are asked to find the science within. Students must rely on their deep understanding of previous, as well as newly-discussed concepts, to make the connection from the scientific content to their daily lives. This requires higher -order thinking skills as well as a sound grasp of the content. For example, students may be asked to explain why a boat moves when a person steps off it onto a dock. Here, they are not given the guidance (keywords like “action-reaction pairs”) to guide their thoughts. It is completely up to their skill and judgment to find the answer. The goal is that students who are able to perform at this level of critical thinking are ready to enter into the world of the more specialized science classes. This is the depth of the material they will experience in high school.

SOCIAL STUDIES

Overview

The middle school social studies program integrates and builds upon knowledge gained in elementary levels. The program emphasizes critical thinking and the application of information gained in grades 6, 7 and 8 through a variety of methods. Students engage in class discussions and analyze current events issues and articles that broaden the student’s awareness of past and current issues of the world. Students create projects to analyze and express key concepts taught in class. The implementation of Thinking Maps® allows students opportunities to organize and focus their ideas for further use in class assignments and real-life application. The students are taught geography with an emphasis on map skills that will help them visualize and retain information about the world and be able to understand how geography affects politics, economics, and human relations.

Students learn about governments and how the foreign policies of different countries impact the rest of the world. For example, students acquire an understanding of checks and balances in the United States’ system of government and how this system has been influenced by other governmental systems such as the democracies in Ancient Greece And Ancient Rome. Applying critical thinking will allow them the opportunity to understand the history of the United States and the effect it has on the rest of the world. These skills will be taught through text with a strong emphasis on primary sources, hands-on and minds-on activities, current events, short stories, National Geographic Magazine, the internet, videos, cooperative group projects, and field trips. In addition to the aforementioned content and teaching methods, students are guided to critically engage and utilize their Islamic knowledge in order to fully understand the causes and effects of human interaction and natural occurrences. By using their Islamic

knowledge as their theoretical framework, students are encouraged to analyze and distill the underlying patterns of human behavior that have affected human history since the beginning of time and have influenced the outcomes of environmental, historical, and sociological events until today. For example, each year, students in grades 6 to 8 are guided through an exercise where they have to organize a sequence of events beginning with the creation of Prophet Adam (Allah's peace and blessings upon him), the revelation sent to Prophet Noah (Allah's peace and blessings upon him), the flood that was sent to the earth, and the evolution of societies and civilizations. Through this exercise, students begin to realize that Prophet Adam and his wife were the first inhabitants of the earth, and are therefore responsible for human existence on earth. Then through understanding and analyzing the events surrounding Prophet Noah and the flood that was sent to the earth, students begin to realize that Prophet Noah, Allah's peace and blessings upon him, and his sons were responsible for repopulating the earth after every human being was destroyed on it except those who were saved in the ark. Thus, students realize that all human beings first came from Prophet Adam and then Prophet Noah, Allah's peace and blessings on all of them. In this way, students realize that Allah, the Creator of Everything, used His prophets in order to establish the human narrative that is recorded in the various areas of Social Studies. Ultimately, students realize that in order to fully grasp the origin, nature, and importance of the various aspects of human behavior and natural phenomena that comprise the Social Studies, they must understand the truth that was sent via the Prophets, starting with Prophet Adam and ending with the final Prophet, Muhammad, Allah's peace and blessings upon all of them.

Students are assessed through classroom performances (skits), in class discussion, comprehension tests, essay writing, and their ability to critically infer concepts taught in class.

Sixth Grade

In the sixth grade, students study World History and Geography. In this year, students are introduced to the overall theoretical frameworks that will be utilized throughout their years in Social Studies from middle school to high school. As previously mentioned, students are encouraged to rigorously apply their Islamic knowledge in order to fully understand the underlying causes and effects of human interactions and environmental phenomena. This is further seen through the student's introduction to one of the Creator's names, Ar-Razzaaq, The Provider. By focusing on and studying key civilizations and societies, students are trained to see how Ar-Razzaaq provides for them in their everyday lives and how Ar-Razzaaq has provided for the human being since his creation. This is seen through the resources provided through the geography of the United States and Canada, the Tigris and Euphrates Rivers of Ancient Mesopotamia, and the Nile River of Ancient Egypt. In addition to consistent application of Islamic knowledge, students are then introduced to the other theoretical framework that is used to understand Social Studies: the five areas of Social Studies. The five areas of Social Studies are the following: geography, history, culture,

government, and economy. Throughout the curriculum, students are trained and guided to use this theoretical framework in order to understand any society. Students are given their first field work activity where they have to define the five areas of Social Studies using a Thinking Map called a Tree Map. Students are then broken into pairs or groups of three, and allowed to explore the school campus in order to generate real life examples from the school's community, their own lives, from current events, and from previous Social Studies classes from past grades. In this way, students become firmly rooted in this theoretical framework and able to nimbly use it throughout the year when studying the different culture regions that are encountered in the curriculum. World History incorporates past map skills and geography of the world to further the student's skills in those areas. This is done through an in-depth look at the seven continents and using interactive map skills to understand the basics of world geography. Students build on their vocabulary to have an adequate understanding of the geography surrounding them and to understand key concepts. Current events and real-life issues are used to develop higher order critical thinking skills. Students are also introduced to formal, academic essay writing in order to synthesize and convey their ideas in written form. Students are given formal, five-paragraph expository essays where they have to utilize the conventions of essay writing such as an introduction with a thesis statement, body paragraphs with the use of historical evidence to support their claims, and a conclusion that reiterates what was written in the entire composition. In this way, students are prepared to take on the document-based question and essay response that is introduced in the seventh-grade in addition to more complex free-response essays and writing compositions.

Seventh Grade

In the 7th grade, students learn World Civics and Geography. Students build upon the information that was learned in 6th grade; however, the emphasis is shifted from superficial, general knowledge of a society to in-depth analysis of societies using their governments as the primary lens and starting point. Students are essentially trained to answer the question, "How does government affect society?" In this way, students see government as not just an entity that makes laws for a society, but as an active agent that influences and shapes social mores, behaviors, and morality.

For example, students revisit the ancient societies of Egypt and Mesopotamia, but are then posed the question, "How does believing that the ruler is a god affect a society?" From here, students utilize the theoretical frameworks established in the 6th grade, namely their Islamic knowledge and the five areas of Social Studies, in order to analyze the (detrimental) effects of worshipping a ruler on the overall psychology of a population. Therefore, in the 7th grade, students are first introduced to the natural inclination of the human being to create rules and laws when there is a group of people; then students are introduced to the various forms of government that exist such as democracies, theocracies, dictatorships, and monarchies. Ultimately, as students revisit antiquated societies such as Ancient Greece, Ancient

Rome, Ancient China, and Ancient Japan, they are trained to analyze these societies in order to see the first vestiges of modern day governmental structures. Furthermore, students are introduced to the reality of how issues related to class, race, and gender have always been a mainstay of human civilizations, societies, and governments since human beings' earliest attempts to create formal communities. Once again, students use the theoretical frameworks of their Islamic knowledge and the five areas of Social Studies in order to process the human and environmental dynamics that have resulted in current governmental structures.

Students are also introduced to using Islam's canonical texts – namely the Qur'an and statements of the Prophet, Allah's peace and blessings upon him -- as primary sources to understand historical events. For example, students use the ayaat/verses from the Qur'an that give detailed accounts of Prophet Moses and Prophet Aaron and their interaction with the Pharaoh of their time in order to gain a deeper understanding of Ancient Egypt and its society and government. This allows students to historically contextualize the different prophets that were sent to different populations.

This historical contextualization also allows students to identify, understand, and analyze various socio-political factors that the prophets encountered when spreading the message of the Oneness of Allah, the Creator. Moreover, student knowledge is increased through the understanding of how the United States functions as a government with an emphasis on the three branches of government.

A brief introduction of the U.S. constitution is provided to the students. Critical thinking skills are built through understanding the U.S. government, its foreign policy, the structure of the courts and case studies. In addition to the aforementioned theoretical shift, students are formally introduced to the document-based question (DBQ) and essay response. Through take-home and in-class DBQ examinations, students are trained to use primary and secondary sources in order to formulate a thesis statement that answers a writing prompt generated from a series of primary and secondary documents. Students are encouraged to utilize the conventions of essay writing such as an introduction with a thesis statement, body paragraphs with the use of historical evidence from the documents provided as well as background knowledge to support claims, and a conclusion that reiterates and provides further insight on what was stated in the composition. In this way, students are encouraged to articulate their thoughts and synthesize the concepts that they learned through a more sophisticated and intellectually rigorous writing modality.

Eighth Grade

In eighth grade, the curriculum concentrates on American history. Students explore why and how America was founded. Critical thinking is developed by analyzing and drawing inferences about events which have shaped the U.S. into what it is today. At this stage in their academic careers, students solidify and refine the theoretical frameworks and critical thinking skills that have been introduced and utilized

throughout the 6th and 7th grades. There is stronger emphasis on the free-response essay, the document-based question (DBQ) and essay response, the use of Thinking Maps® as well as the more in-depth application of the theoretical frameworks that were established in the 6th and 7th grades, namely the use of Islamic knowledge and the five areas of Social Studies in order to understand human societies. One of the primary sub-frameworks that is utilized in 8th grade American History is critical analysis and application of the names/qualities of Allah, may He be glorified and exalted. Students use the name of Allah in order to gain a deeper understanding of how He allowed human beings to explore, populate, and settle in North America eventually creating the modern-day United States. Students are re-introduced to the following names/qualities of Allah, the Creator: Ar-Razzaaq (the Provider), Al-Jabbaar (the Subduer), and Al-Fattaah (the Opener). Students are shown how Al-Fattaah (the Opener), allowed explorers to come to the New World and establish colonies that would eventually lead to modern-day America. Furthermore, students are shown how Al-Jabbaar, the Subduer, destroyed the tyranny of the British government over the 13 colonies and also destroyed the scourge of slavery through the American Civil War and the Emancipation Proclamation. Students are also introduced to the origins of the multi-faceted nature of human behavior and diversity as well as the sinister origins of racism and slavery through the lens of the knowledge sent to us in the Qur'an and the actions and words of the Prophet Muhammad, Allah's peace and blessings on him. In this way, students are further trained to actively use their Islamic knowledge and the various tenets of society in order to understand the human narrative in America.

High School

Assessments

The following list represents standardized assessments available and administered throughout the school year.

Florida Standards Assessment

English Language Arts (FSA ELA)

The FSA ELA is a statewide test that assesses the performance of Florida's students and schools on the Florida Standards which are Florida's curriculum guidelines. There is a reading and a writing portion to this assessment. It is administered in the 9th and 10th grade.

End of Course (EOC)

EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions. EOC's are administered in Algebra 1, Geometry, Biology and United States History.

PSAT/NMSQT

Preliminary Scholastic Assessment Test (PSAT) is a test administered to all 9th & 10th grade students. It is open to 11th grade students. PSAT scores in 11th grade determine eligibility for consideration in the National Merit Scholarship Program.

Scholastic Assessment Test (SAT)

The SAT multiple choice test is a college-screening tool made up of separate timed critical reading, writing, language & mathematical sections. There is an optional essay at the end, which students must sign-up for while registering for the exam. Completion with satisfactory scores is required for college entry. Fees and registration information may be obtained on www.collegeboard.org or through the College and Career Center.

Informal (formative)

class discussions, quick checks, polls, observations.

Formal (Summative)

- a) Projects
- b) Lesson quizzes, Topic tests (chapter tests), Unit tests, -- both teacher- created and through the SAVVAS platform. Featuring a variety of options ranging from multiple choice, analysis of data and graphics, to written responses.

Standardized tests(MAP Testing)

Instructional Resources

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- English 9th-11th (Collections, HMH, 2017)
 - Math 9th (Algebra II, Mcgraw Hill , 2018)
 - Math 10th (Geometry, Mcgraw Hill, 2018)
 - Math 11th (Precalculus, Mcgraw Hill, 2016)
 - Science 9th (Earth Science Mcgraw Hill, 2020)
 - Science 10th (Biology ,Mcgraw Hill, 2018)
 - Science 11th (Chemistry HMH, 2017)
 - Social Studies 9th(US Government, SAVAS, 2016)

- Social Studies 10th(World History, SAVAS, 2018)
- Social Studies 9th (Economics, SAVAS,2016)
- Arabic 9th-11th(I love Arabic)
- Islamic Studies Curriculum 9th-11th by Br Fathi Khalfi

Overview

The high school academic program is rigorous and builds on the foundation created in lower school. The curriculum is based on the Next Generation Sunshine State Standards, Common Core State Standards plus additional national standards where necessary. By upper school, students are able to analyze and think more critically and this is reinforced in both the academic program and the Islamic studies aspect as well. There are several different series of books used to meet the required standards. Teachers use the text and many other resources to expand on the knowledge of our students. Students are given many opportunities to put to practice what they learn. Upper school students use their writing and literary skills to publish a newsletter, experiment and use their research to compete in county science fairs, write plays and poetry which they perform on stage, and memorize the Quran and compete in Quranic recitation competitions. Academic success is valued but only when it comes with high moral and ethical standards. The teachings of the Quran are exemplified in mannerisms and conduct throughout every aspect of their day. The High School program at GSA started eight years ago and has been in constant development and growth ever since. Building on the foundation laid out in the middle school, students are given ample opportunities for academic, social and spiritual growth. They are trained to be able to handle future challenges in their college and professional careers and to become future leaders and effective team members.

QURANIC STUDIES

Overview

Al-Quran is the final scripture sent by Allah (The Creator) to humanity. It is the complete guide to life and ultimate source of knowledge. Allah speaks to and guides mankind through the Quran, and the Muslims' responses to Allah's command and guidance is, "We hear and obey." (2:285) Therefore, the Quran curriculum at GSA focuses on instilling the love of Allah in the hearts of the youth through understanding, revering, implementing, and memorizing His words. Students learn and understand the major themes and ideas of the Quran so that they can implement its teachings and remain focused on the path of Islam. They are taught that the Quran is our companion in this life and in the Hereafter. Learning the Quran also gives students the opportunity to communicate its teachings to others -- Muslims and non-Muslims alike. As a part of their learning experience, students are encouraged to reflect upon the world around them –throughout nature and their daily lives – in order to understand the Ayaat (miracles) of the Quran and internalize the love of Allah. Students are also taught the rules of etiquette and application of handling the Quran. In Shaa Allah (if Allah wills it), a student who has attended GSA for 14+ years will have memorized 1/4 of the Quran and will be capable of reciting the rest of the Quran with

the correct pronunciation. The Beginning is memorization and the result is the understanding of the true meaning.

Upper School is the time when more emphasis is placed on teaching the meaning and application of the Quran in addition to its proper memorization and recitation. Students are introduced to the Tafseer (interpretation) of the Quran which gives them the opportunity to know the history, background, and contexts of the Ayaat (verses) of Allah. Teachers work hand in hand with their students through activities, lectures, and discussions to instill reverence and love for the Quran into youth's hearts.

As further reinforcement, students from all grade levels are reminded about the life lessons taught in the Quran through its major themes. Teachers also incorporate activities, nature walks for reflections, and interactive activities to engage children in learning the greatest words of Allah. In this way, students become humble, respectful, and obedient to Allah— inside and outside of the classroom. Students understand the depth of teaching in the Quran, its focus on love of Creation, assuring justice for all living creatures (human beings, animals, plants) and giving every living creature its due rights. They understand that the purpose of life is to serve the Creator and one can only do that by having the knowledge necessary.

ISLAMIC STUDIES

Overview

The High School Islamic Studies curriculum is the newest addition to the Garden of the Sahabah Academy's educational programs. This program guides GSA's young adults toward understanding that the Divine Guidance sent in the Qur'an and Sunnah (the actions and words of the Prophet Muhammad) are ways that Allah, the Creator, shows human beings various "signs" in the universe and within themselves. Thereupon they will come to understand that this (the revelation sent to Prophet Muhammad and to the Prophets before him) is the truth, (Surah/Chapter 42, Al-Fussilat, ayah/verse 53). From the onset, students are trained to observe and interact with the world around them in order to witness the proofs that the Creator sent to mankind that confirm the Divine Revelation that had been sent first to Prophet Adam and finally to Prophet Muhammad, peace and blessings upon all of them. The author of the High School Islamic Studies curriculum, Imam Fathi Khalfi, is the resident Islamic scholar and researcher. The curriculum covers three areas of Islamic knowledge and implementation: 'Aqeedah (the foundations of Islamic belief), Fiqh of As-Salaah (Jurisprudence of the Muslim's Prayer), and the History of the Rightly-Guided Khulafaa' (the leaders of the Muslim ummah after the death of the Prophet Muhammad, Allah's peace and blessings on him). The program essentially utilizes a multilayered approach that draws on classical and contemporary pedagogical models in order to instill the correct understanding and implementation of Islam in the future generations of the ummah (Muslim society). In this way, students

receive an academic and practical orientation to truly living Islam as young, active members with a universal perspective.

First, the High School Islamic Studies program allows students to learn side by side with a contemporary Islamic scholar and researcher giving students the opportunity to witness the vibrancy of Islamic scholarship and application first-hand. Second, students are trained to utilize higher order critical thinking skills in order to access and apply prior Islamic knowledge to new concepts that are presented. Through the use of multimedia tools such as video tutorials and PowerPoints, open discussion and questioning, expository/reflective writing, the use of visual thinking maps, and cooperative group projects, students are allowed to explore, assimilate, and apply the knowledge that is given to them throughout the High School curriculum. In this way, they are able to fully grasp and integrate new areas of Islamic knowledge in order to gain a richer and more sophisticated understanding and implementation of Islam that goes far beyond rote memorization and regurgitation of facts. Students learn creative application of this knowledge in ways that are applicable to their current social situation as Muslim youths living in America. For example, students are re-acquainted with the six parts of Faith (Imaan) by not only identifying and understanding its rudimentary elements – namely belief in Allah (the Creator), belief in His angels, His books, His messengers/prophets, the Day of Judgment, and predestination – but by also analyzing and applying these truths in one’s everyday life such as during interactions with friends, parents, teachers, making life choices, etc. Students may be presented with such reflection/open discussion questions as “What is the difference between the lives of a person who has imaan (faith) and one who does not have imaan (faith)?” or “How does knowledge of/belief in the angels affect your daily life?” Therefore, they examine scenarios – from their own lives, current events, as well as popular culture – to help them learn how to understand and interface with the world around them by using the Divine Guidance sent from Allah, the Creator of the Universe. Essentially, students are trained to “use” their Islamic knowledge in order to tackle some of the most difficult issues that face human beings today which affect their acknowledgement and obeisance to their Lord, Creator, and Caretaker, Allah, may He be glorified and exalted.

The following focus areas are steps in the pedagogical methodology of texts and teaching strategies implemented in the High School Islamic Studies curriculum: Students receive a deeper and more complex re-introduction to the basics of Islamic belief, the Muslim prayer (Salat), and a critical analysis of the lives of the first leaders of the Muslim Ummah (after the demise of Prophet Muhammad, Allah’s peace and blessings upon him). They also learn how one’s acknowledgement and recognition of the One Creator, Allah, and His Omniscience translate into daily action on a personal level and on a larger, communal level.

‘Aqeedah (The Foundations of Islamic Belief)

Students utilize the text entitled, *Kitaabu Muqarrari At-Tarbiyyah il-Islamiyyah* (The Islamic Education Curriculum) in order to gain a deeper understanding and implementation of the basics of Islamic belief or ‘aqedah. Through in-depth, rigorous analysis and exegesis of the Qur’an and Sunnah, students are re-introduced to the six parts of imaan (faith) which have been taught on a basic level throughout the students’ elementary and middle school years. The six parts of imaan are the following: belief in Allah (the Creator), His angels, His books, His messengers/prophets, the Day of Judgment, and Divine Predestination. The text and its terms are presented in classical Arabic and modern English so that students may benefit from learning the tenets of Islam in the language in which it was revealed. Then, as stated above, students are gradually guided through the tenets of imaan via primary sources such as ayaat/verses from the Qur’an, hadeeth (the direct words and actions of the Prophet Muhammad, Allah’s peace and blessings upon him), as well as the exegesis, analysis and commentary from the first scholars of Islam beginning with the Companions of the Prophet (may Allah be pleased with all of them). As aforementioned, students engage with the knowledge presented through multimedia tools, open questioning and discussion, visual diagramming of concepts, expository and reflective writing, as well as cooperative group projects.

Fiqh of As-Salaah (Jurisprudence of the Muslim’s Prayer)

Students delve into the linguistic, historical, jurisprudential, and spiritual aspects of the salat or Muslim prayer via the text *Fiqh of As-Salaah (Jurisprudence of the Muslim’s Prayer)*. Through this text, students learn how the Salat has divine origin and has been a prophetic legacy given and passed down through time until the last prophet, Muhammad, and the advent/revelation of Islam. The Prophet Muhammad, Allah’s

peace and blessings upon him, has informed us that the first action about which a human being will be asked on the Day of Judgment is his prayers or salat. Therefore, students learn how the salat is the daily, physical manifestation of one’s acknowledgement of obeisance to Allah, the Creator, and love for Him. The text and multimedia tools for *Fiqh of As-Salat* are divided into four units. The first unit covers the following topics: salat and its significance in Islam, conditions of salat, pillars of salat, obligations of salat, sunan (or recommended things) in salat, undesirable things in salat, and things that will make salat invalid. In addition, students are also taught how to correct mistakes or forgetfulness in salat by learning the sujud (prostrations) of

forgetfulness. The second unit covers the topics of Friday prayer and the Eid prayers. The third unit covers the topics of prayers related to the solar and lunar eclipse and the prayer for rain. Lastly, the fourth unit covers the topics related to the prayer of those who are exempted. In this unit, the student learns about the prayer of the sick person, the prayer of the traveler, and the prayer of one who fears harm in a certain situation. All of these topics are explained in an easy and simple manner so that the students may

grasp and understand the material. In addition, there are a series of multimedia video tutorials that include GSA's staff members and High School students that accompany the Fiqh of As-Salat text that students will interface with in order to have visual, real-life representations of the concepts presented. As previously mentioned, students engage with the knowledge presented through primary sources, multimedia tools, open questioning and discussion, visual diagramming of concepts, expository and reflective writing, as well as cooperative group projects. The History of the Rightly-Guided Khulafaa' (Leaders of the Muslim Ummah after the death of the Prophet Muhammad, Allah's peace and blessings on him): The indirect leadership that was established during the lifetime of the Prophet Muhammad, Allah's peace and blessings upon him, became overtly manifest after his death with the institution of the Khilaafah or leadership position over the entire Muslim Ummah. It was reported in the Hadith of Ibn 'Umar (may Allah be pleased with him) that the Sahaabah (may Allah be pleased with them) used to say during the Prophet's life: "The best of this Ummah after its Prophet is Abu Bakr, then Umar, then Uthmaan. The Prophet (peace and blessings of Allaah be upon him) approved of their saying that." Abu Bakr As-Siddiq, Umar Ibnul-Khattaab, Uthman Ibn Affan, and Ali ibn AbiTalib – may Allah be please with them all – were the first khulaafa' of the Muslim ummah after the death of the Prophet Muhammad, Allah's peace and blessings upon him. Therefore, as a part of establishing a sound knowledge base in the unparalleled impact of Islamic history on the rest of the world, students become familiarized with the first four leaders of the Muslim ummah primarily through the text The History of the Rightly-Guided Khulafaa.'

Through this text, students critically engage the overall effect of these leaders by analyzing and synthesizing the historical, sociological, and spiritual outcomes of their leadership on the Muslim ummah – and the rest of the world -- from their time until today. Once again, students are guided through this process by interfacing with primary sources, multimedia tools, open questioning and discussion, visual diagramming of concepts, expository and reflective writing, as well as cooperative group projects. Through these teaching strategies, students are encouraged to make connections with current issues related to government, the individual, society and the purpose for which the human being was created: to worship and obey the Creator, Allah, may He be glorified and exalted.

FOREIGN LANGUAGE – ARABIC

Overview

The Arabic Language, as stated in the Quran, is the language in which the Quran-the holy book for all mankind- was revealed. Allah (SWT) says: "We have revealed this Qur'an in the Arabic language so that you understand" (Chapter: 12 Yusuf: 2). "...And this book confirms it in the Arabic tongue; to admonish the unjust, and as Glad Tidings to those who do right" (Chapter: 26 Ahqaf: 12). According to these verses

and many others in the Quran, the Arabic Language is the one, among all others, that Allah chose for sending the final message. Muslims, with various linguistic backgrounds, seek learning and understanding the Arabic Language since it is the most accurate way to reach the essence of the message of Islam and all the original sources of the religion. The Arabic language today is native to more than 400 million people, and is an influential scriptural language for the more than 1 billion Muslims worldwide. It is also the fifth most commonly spoken language in the world. Arabic is widely spoken; it is the official language of 22 countries spread over two continents and an official language of the United Nations. Modern Standard Arabic (MSA) is the official language of the Arab world. Arabic is an ancient language which was the means of communication in the successive reigns of the Arabic Empire. The development of the sciences and the arts at that time provided a strong basis for the growth of Arabic as a dynamic language with a strong influence on other languages and cultures. The study of Arabic enables learners to gain access to, and to appreciate, the rich Arabic culture, history, calligraphy, art and literature. Through the study of vocabulary, reading, grammar, comprehension and composition, the students will be able to gradually understand the meaning of the Quran. Since the value of the Arabic Language (at the school) evolves from its religious value, the Arabic Language and Islamic Studies courses are interrelated, especially in the primary grade levels. Learning the Arabic language facilitates the achievement of the school's philosophy in "offering its students a competitive curriculum while adhering to the highest possible Islamic and academic standards", and "satisfying the cognitive, spiritual, psychological and social needs of the individual student". By teaching the Arabic language, the students are imbued with the main source of the religion -the Quran - which helps them to adhere to Islamic standards in behavior. Reading the Quran satisfies the spiritual need of the students.

The Arabic language is taught in upper grades According to the Modern Standard Arabic curriculum, based on the National Standards, includes engaging activities, reading, writing, listening, speaking and performance-based tasks that will enable learners to build solid proficiency. In the middle and high grades, students are expected to have a strong foundation in the Arabic language. When it is needed a class may be divided into two groups or combined with another group. Dividing the class occurs when we have students who are not at the level of advancement necessary to join the main class (they may be new or struggle with language). Combining may occur when we have students that are a degree more advanced than the rest of their class. For example, we may have some 8th grade students who are so advanced in Arabic that they are able to take Arabic I with high school. Students have Arabic class four days per week and they are provided with textbooks and activity sheets that are entirely in Arabic. Our program is based on the belief that students should not have a translation, but have an easily accessible dictionary. More advanced students are taught to read long passages and narratives and are then expected to answer comprehension questions, as well as summarize what they read. Introduction of new vocabulary

is done in each lesson and during extra activities to help students use and understand the new terms. The topics covered in their lessons include Islamic studies, character education, cultural stories, and dialogues. Students practice reading, writing, Listening, and speaking. Each lesson is taught to the whole class and then practiced with different linguistic activities such as reading, writing, dictation, vocabulary, conversation, watching Arabic videos and discussing their contents, reading stories, translation from English to Arabic, and grammar which utilize the thinking maps. The basis of the Arabic language program is:

Reading standard and Quranic Arabic

Writing standard Arabic.

Speaking and listening to Arabic.

Grammar and sentence structure.

Composition and dictation.

LANGUAGE ART

Overview

The purpose of the high school language arts classes, including the weekly Friday Writing Workshop, is to provide English 1, 2, 3 and 4 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content, based on the Book Series, includes, but is not limited to, the following activities and goals. The students engage in active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn. The students carry out analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic responses. Furthermore, the students work to complete a variety of writing assignments for varied purposes. Within these assignments the students: develop and support argumentative claims; craft coherent, supported informative/expository texts; respond to literature for personal and analytical purposes; write narratives to develop real or imagined events; and write to sources using text- based evidence and reasoning.

English I

English I provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. It offers instruction in reading and vocabulary necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi- paragraph papers, with emphasis on all stages of the writing process in prepared or timed form (pre-writing, drafting, revising, editing and publishing); speech instruction including formal and informal presentations;

evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics.

English II

English II provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. Content includes instruction in reading literature and vocabulary necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and non-literary subjects; prepared and timed writings, utilizing all elements of the writing process where appropriate (pre-writing, drafting, revising, editing and publishing), emphasis on applicable research, viewing, listening, observing, and speaking skills; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations.

English III

English III provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (pre-writing, drafting, revising, editing and publishing). The course will include the analysis of representative examples of American literary works in various genres, as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, viewing, observing, researching, and writing assignments are related to the study of American literature when appropriate.

English IV

The purpose of this course is to provide students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. It enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improves their communication skills. Students will learn how to improve their use of English in a variety of ways to extract information, initiate conversations and respond to questions both orally and in writing.

MATHEMATICS

Overview

The Upper school Math department is committed to ensuring students obtain a high level of mathematical literacy. It is the department's goal to instill students with problem-solving skills and the ability to express mathematical ideas clearly and logically. Hands-on activities are used to enhance learning and provide a broader view of the applications of mathematics. Thinking maps are incorporated into the curriculum to enhance students' critical thinking and improve their skills to apply information to other subjects. We also provide differentiated learning to students who need extra reinforcement. In order for students to demonstrate their mastery of computational skills, they must be able to read and interpret word problems and apply appropriate problem solving strategies. Students acquire strong skills in reading, writing, and note-taking in mathematics in order to understand course content and be successful on important state and national assessments.

Algebra I

The purpose of this course is to develop the algebraic concepts and processes which can be used to solve a variety of real world and mathematical problems. The content include, but not be limited to the following: variables; structure and properties of the real number system; first-degree equations and inequalities; relations and functions; graphs; systems of linear equations and inequalities; integral exponents; polynomials; factoring polynomials; rational algebraic expressions; irrational numbers; radical expressions; quadratic functions and equations; exponential functions and equations; statistics. The Algebra I course builds on the mathematical concepts and skills taught in prior courses, in particular the Pre-Algebra course. This course serves as the basis for all subsequent High School mathematics courses, as well as many science and technical classes.

Geometry

The purpose of this course is to provide a rigorous, in-depth study of geometric relationships and deductive strategies which can be used to solve a variety of real world and mathematical problems. The content includes, but not be limited to the following: logic, deductive arguments and proofs; segments and angles; two- and three-dimensional figures; perpendicularity and parallelism; similarity; congruence; constructions; perimeter, area, and volume; topology; trigonometry of right triangles; circles; coordinate and transformational geometry; non-Euclidean geometries; and locus.

Algebra II

The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content includes, but not be limited to the following: structure and properties of the complex number system; relations, functions and graphs; rational and irrational expressions; equations and inequalities; systems of equations and inequalities; polynomial functions; rational exponents; rational functions, solving rational equations and inequalities; logarithmic and exponential functions; permutations, combinations, and probability; arithmetic and geometric sequences and series; trigonometric functions; trigonometric identities and equations..

Liberal Art Math(This class is offered on FLVS)

The purpose of this course is to provide mathematical skills necessary for further study of advanced mathematics. The content should include, but not be limited to the following: polynomials; factoring; algebraic expressions; equations and inequalities; functions, relations, and graphs; systems of linear equations and inequalities; exponents; radical expressions; properties of two and three dimensional figures; segments and angles; similarity and congruence; perimeter, area, and volume; and quadratic equations.

Precalculus

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content include, but not be limited to the following: polynomials, rational, exponential, inverse, logarithmic, and circular functions; analytic trigonometry; sequences and series; concept of limits; vectors in two dimensions and in three dimensions; conic sections; polar coordinate systems; matrix algebra.

SCIENCE

Overview

The purpose of this course is to explore concepts related to life, earth/space, and physical sciences. The students will learn about the major concepts and also their application to everyday life. The content includes, but is not limited to, eight major concepts: the nature of science, the nature of matter, energy, force and motion, processes that shape the earth, earth and space, processes of life, and how living things interact with their environment. In accordance with the mission of the school, the middle school science curriculum incorporates Islamic principles and history. This reinforces to the students the belief that Islam is a religion we live and breathe in all aspects of our lives.

As the students are learning about current ideas, theories, and technologies, many scientific ideas of the Holy Quran are discussed to highlight the miracle of their existence in a book that is over 1400 years old.

Earth Space Science

Students in high school develop understanding of a wide range of topics in Earth and Space Science that build upon science concepts from middle school through more advanced content, practice, and crosscutting themes. Students will develop understanding of a wide range of topics in Earth and Space Science using the science and engineering practices and crosscutting concepts. In Earth's Systems, students understand the dynamic and interrelated systems of the Earth including Weather and Global Climate Change.

Students will understand the system interactions that control weather and climate, with a major emphasis on the mechanisms and implications of climate change..

Biology

The high school Biology course is committed to provide students with an advanced and extensive understanding of biological sciences. This course incorporates the components of biological cell processes, genetics, ecology, biological diversity as well as evolution and human body systems. Students are provided with in depth instructions as well as encouraged to think critically. In addition to the theoretical aspect of biological concepts, classroom activities are specifically designed to familiarize students with the real world application of scientific principles. This promotes integration of biological concepts along with critical thinking towards problem solving. One of the primary objectives of this course is to prepare students for college level coursework in life sciences.

Chemistry

This course provides students with the study of composition, properties and changes associated with matter. The content includes, but is not limited to, classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases, and salts and energy associated with physical and chemical changes. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

SOCIAL STUDIES

Overview

Social studies is the integrated study of the social sciences and the humanities. Utilizing knowledge, skills and attitudes in an active learning environment, the study of social studies promotes the development of

well-educated students who have a sense of their place/role historically, geographically and culturally. Social studies enables students to make the informed, ethical reasoned decisions required for effective participation as citizens of a culturally diverse, democratic society in a rapidly- changing, interdependent world.

World History

This course provides students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Topics include, but are not limited to, an understanding of geographic-historic and time-space relationships, the use of arbitrary periodization in history, a review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interaction of science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

US History

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The format will expose students to Advanced Placement Standards and work products will reflect mastery by means of portfolio in required course work.

US Government

This course provides students with an opportunity to examine their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. Students investigate classical and modern political thought and theorists; comparative political systems; the evolution of democratic political systems; the sources and function of American government; constitutional framework, federalism and the separation of powers; the evolving role of political parties and interest groups in determining government policy; and how people create and change structures of power, authority and governance.

Economics

This course provides students with a knowledge of economics, emphasizing practical

applications and the decision making skills necessary to be informed citizens and financially successful individuals. Topics include, but are not limited to, money, banking and monetary policy; the role and influence of government and fiscal policies; the American mixed market system; scarcity, opportunity cost, choice and utility; supply, demand and price in the market, the global economy and exchange rates; personal finance and financial goals; financial, investment and credit markets; employment, wages, rent and capital; and the connections between economics and the other social sciences.

HEALTH PHYSICAL EDUCATION

Overview

The Garden of The Sahaba Academy strives to provide a developmentally appropriate, safe, supportive, and structured learning environment in which all students can experience success. Every student is given the opportunity to participate in and benefit from a quality physical education program. The program and teachers encourage students to develop a healthy, active lifestyle. This is especially important because Muslims are taught that having a healthy body is as important as having a healthy spirit. Therefore, it is the responsibility of Muslims to maintain their health to the best of their ability. Ubaidullah ibn Mihsan reported: The Messenger of Allah, peace and blessings be upon him, said, “Whoever among you wakes up secure in his property, healthy in his body, and he has his food for the day, it is as if he were given the entire world.” Source: Sunan At-Tirmidhi 2346

PE Classes 9-11

This course provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, the importance of muscular strength and endurance, assessment of muscular strength and endurance, health problems associated with inadequate levels of muscular strength and endurance, and knowledge of skeletal muscles. The application of biomechanical and physiological principles to improve and maintain strength and endurance, sound nutritional practices related to weight training, and consumer issues. This course is combined with beginning to further improve muscular strength and endurance, and further enhance body image. Content includes, but is not limited to, knowledge of safety practices, assessment of health related fitness, reinforcement of basic weight training concepts, expansion of weight training programs by incorporating new exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, equipment available in the field to develop muscular strength and endurance, and designing, implementing, and evaluating a personal weight training program.

COMPUTER

9th Grade

Webpages with HTML & CSS. HTML stands for Hyper Text Markup Language, which is the most widely used language on the Web to develop web pages. It defines every element from sections and headings to paragraphs and links. Students will learn all the common HTML tags used to structure HTML pages, the skeleton of all websites. At the end of this program students will create their own websites using HTML and CSS. They will learn different techniques intended to help them customize, organize, and style their web pages. Students will have a strong understanding and foundation for web development incorporating a number of different types of media including images, videos, audio recordings and animations.

10th - 11th Grade

C# is one of the most popular programming languages and can be used for a variety of things, including mobile applications, game development, and enterprise software. Knowing C# opens a great deal of doors for students who want to become software developers.

In this program students will be exposed to fundamental programming concepts using C# and start writing programs right away. Students will build several projects to help them practice and test their knowledge using quizzes.

Vertical Alignment

“Vertical alignment harnesses the power of a team of teachers to set long-term goals for instruction and create a plan for meeting these goals”

At GSA the following steps support successful vertical alignment of curriculum, where teams:

- Examine the standards and compare them to available curriculum, assessments, and other resources.
- Evaluate student assessment data to determine if there are gaps in instruction that need to be addressed.
- Build curriculum maps that provide a coherent plan for instruction across grade levels
- Continue to meet to review data, identify professional development needs, and make adjustment to the curriculum documents

THE END
ALHAMDULILLAH

